

Job Retention Skills for At-Risk Youth

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A. General Scientific and Technological Aims

Current job training programs for youth concentrate on helping them to identify career interests and search for jobs. However, very few emphasize how to *keep* those jobs. Yet, the literature clearly shows that youth entering the workforce are at high risk of losing their job, and that the primary reason for this is not because they don't have the skills to do the tasks they were hired to do, but because they lack the social skills to successfully integrate into the workplace culture. Socially at-risk teens – in particular, those receiving social services from agencies in foster care, Job Corps, the juvenile justice system, and alternative schools – are even more vulnerable because they have poorer social skills than their mainstream peers.

The aim in Phase I was to develop, produce, and evaluate the first module of a DVD-based curriculum on job retention skills for the at-risk teen. Instruction in this segment focused on time management and job expectations, and also incorporated strands of a variety of other skills that will be fully addressed in Phase II.

B. Phase I Research Activities

Development in Phase I centered on writing and producing the curriculum and DVD components of the program. Below, is a brief description of the instructional topics that were covered:

Ⓒ Time Management

Getting to work on time

- Creating a plan for getting to work 10 minutes early. Steps include: having a strategy for waking up on time, preparing meals and work clothing the night before, leaving enough time to do chores, scheduling transportation.
- Understanding what “being on time” means to employers.
- Exploring the importance of being on time and the consequences of chronic lateness.

Being timely on the job

- Managing tasks efficiently, including: prioritizing tasks, starting a task on time, setting and keeping a good pace for accomplishing a task, and staying on task.

Ⓒ General Workplace Orientation

The job description, employment contract, and employee manual

- Having a clear and complete understanding of a job position, including: duties and responsibilities, accountability and supervision, employment effort (e.g., part-time or full-time, temporary or permanent), and work goals.

Our approach was to present these skills in the broader social context of the workplace. Getting to work on time, for example, involves more than learning a list of steps. Employees also have to appreciate the value of timeliness in the workplace, and how it can affect others. Most teens, even those who already know the practical steps of

getting to work on time, learn the consequences of being late or absent through direct experience in the workplace, which can also mean encountering criticism and conflict.

The same is true for job expectations. While new employees need to form reasonable expectations about their work by reading employment documents, attitudes and behavior are largely shaped through on-the-job interactions with supervisors and co-workers. How those interactions are handled often makes the difference between keeping or losing a job.

The curriculum in Phase I, titled *Take This Job and Keep It!*, addressed both the practical and the social aspects of these skills. For example, Boarder, the main character in the story, learned strategies for getting to work on time from his mom, but his lack of perspective and experience with time management led to misunderstandings, poor follow-through and, ultimately, confrontation. Similarly, although Boarder earnestly read the employment documents and thought he knew what to expect and what others expected of him, his actual encounters had nuances and layers of reactions and difficulties that he didn't anticipate.

In Phase I we produced an integrated curriculum and DVD (see Appendix A for the DVD, and Appendix B for the Facilitator's Guide). Instruction was organized into four, 50-minute classes. In each class, students alternated between watching a segment, or chapter, of an animated teen story on DVD and class activities related to that chapter. Each chapter ended with a word from Dale Funk, the ultra-hip animated host of the DVD who helped set up the follow-up class activities.

The content development process was guided by the following general principles:

- Ⓒ Make the content relevant for teens.
- Ⓒ Model social skills.
- Ⓒ Present skills in the context of the workplace.
- Ⓒ Simplify the language.
- Ⓒ Graphically enhance instruction for the visual learner.
- Ⓒ Provide opportunities for students to interact with the content.

Curriculum Content

The following describes how the principles listed above were applied.

Class 1: The first class focuses on three important employment documents: The Job Description, The Employee Manual, and The Employment Contract.

In the first chapter on the DVD, *The Job Description*, Dale Funk introduces the program, then the first story segment plays. In the story, Boarder presents a great résumé and portfolio and gets a job with Glassart. His new boss orients him to the job: what the tasks are, how he should dress, when he starts, what his hours are, and what he needs to bring on his first day. Boarder keeps mental notes on everything. Boarder also gets a quick tour of the shop and meets his supervisor, a co-worker, and the office administrative assistant. He also gets employment documents to look over: his Job Description, the Employee Manual, and the Employment Contract.

Dale Funk returns and sets up the follow-up class activities:

- Ⓒ First impressions of Boarder's first day on the job.

Ⓒ Exploring Boarder's Job Description.

In the next chapter on *The Employee Manual*, Boarder fills in his mom and friends about the job and his prospects for job advancement. Everyone is very supportive. In preparing for his first day, Boarder finds out where his tools are and looks over the Employee Manual.

Dale Funk sets up the follow-up class activity:

Ⓒ Exploring the Employee Manual.

In the third chapter, *The Employment Contract*, Boarder goes out with his friends after dinner, but it doesn't end too well. One friend has a bad accident on his skateboard and has to go to the ER. It was a late night for Boarder and he had a hard time getting up the next morning, even with his mom's help. By the time he picked up his tools and got to work, he was 10 minutes late for his first day -- which he didn't realize. It also turned out he didn't understand what clothes he should wear. The boss was a nice guy, though, and reminded Boarder to be on time and allowed him to go home to change his clothes. Before actually starting his job he had to look over and sign the Employment Contract. The boss asked him for the two pieces of ID he was supposed to bring in, but he forgot those.

Dale Funk sets up the follow-up class activities:

Ⓒ Impressions of Boarder's actions.

Ⓒ Exploring Boarder's Employment Contract.

Class 2: The second class covers what to do when you feel angry at a supervisor, and getting to work on time.

In the first chapter, Boarder gets right to work after getting directions from an experienced coworker. But later in the morning he has an unexpected conflict with his supervisor, who mistakenly accuses him of taking a tool. The problem between the two is compounded when the supervisor notices Boarder talking on his cell phone. At lunchtime, Boarder talks to a co-worker who gives him some good advice about dealing with his situations and stress.

Dale Funk returns and sets up the follow-up class activities:

Ⓒ What to do and what *not* to do when a supervisor gets mad.

Ⓒ Thinking before acting.

In the second chapter, Boarder finishes up the day with a flurry of work. Later, at home, Boarder tells his mom he likes the work and workers and that he took a co-worker's advice to heart. His mom goes over with Boarder some strategies for getting himself to work on time.

Dale Funk returns and sets up the follow-up class activities:

Ⓒ Overall impressions of Boarder's first day.

Ⓒ Developing a plan for getting to work on time.

Class 3: The third class covers more on getting to work on time, as well as conflicts with supervisors and co-workers, listening to instructions, and apologizing.

In the first chapter, Boarder learns that he wasn't getting some things right that he thought he was. He didn't realize that Saturday's hours were different. His boss

understood it was a mixup, but made it clear that being on time was non-negotiable. The boss asked Boarder to step in for a co-worker and help get an important order ready for shipping. His supervisor rifled off the instructions and Boarder went to work. But, when he finished, his supervisor was upset because Boarder got a lot of things wrong.

Dale Funk returns and sets up the follow-up class activities:

- Ⓒ Boarder's understanding of "being on time."
- Ⓒ Making an apology.

In the second chapter, Boarder seems determined to learn from his mistakes, even after a co-worker points out more mistakes. The job has to get done, so the co-worker takes it over, which makes Boarder feel a little put down. But he gathers himself together, and he and the co-worker work out their tension. Later that night Boarder tells his friends things are working out and he feels good about his job.

Dale Funk returns and sets up the follow-up class activity:

- Ⓒ Working out conflicts with co-workers.

Class 4: The last class gives students the opportunity to practice the problem-solving skills they've learned.

In this class, there are 6 job scenarios to choose from. Students select a scene and do the follow-up class activity:

- Ⓒ Working out conflicts with co-workers and supervisors.

Process for Developing Content

The media materials were developed in several stages by the project team, which included Lee White, the Principal Investigator; Dr. Caesar Pacifici, Co-Investigator; Keith Qiao Jin, the lead programmer; Dr. Mike Bullis, the advisor on social skills for youth in the workplace; Scot Deils, the cartoon animator; and Mike Novotny, the cartoon artist. The characters were developed and scripts written for the animated story; and scripts were subjected to an iterative review process by the team. The final draft of the script was converted into an animatic, which is a storyboard with rough hewn animation. This was reviewed until the script, audio, and visuals were finalized.

The graphic artist designed the player (graphical interface), and the programmer authored the media elements into a complete version of the program. These were then subjected to two stages of preliminary feedback from at-risk youth and Dr. Bullis.

Technical Development

The entire creative team participated in analyzing and storyboarding the scripts to allow each member's input on the animation in pre-production. All audio was recorded in-house, in studio sessions according to previously approved scripts. The sound engineer cleaned, sweetened, filtered, and edited audio tracks on Cool Edit Pro 1.2a and Sound Forge 5.0. Original sound effects and music were composed by in-house musicians and added to the soundtrack.

The artists and Flash Animator developed drawn characters, then animated and edited

storylines according to approved storyboards. The Flash animator used final audio files and graphic elements to create a first rough-cut according to the script, using Macromedia Flash 5.0 software. The entire team then reviewed this version and made appropriate revisions until reaching final approval.

The bulk of the production process was conducted using the Flash environment for quick turnaround in production and revision. However, once approved, all files were outputted to SonicDVDitPE, and authored as our final medium on DVD. This process required the Flash Animator to undo the interactive programming in the Flash files, and export each story segment as an audio visual image (AVI).

The graphic designer reproduced the buttons and menu screens and provided these in a format usable by the DVD author and designer. The DVD authoring was completed and then reviewed and menus were added for user clarification. As a final step, we burned the final DVD files, designed and created graphic labels and packing, and replicated the DVD as a final product.

Alpha Test with At-Risk Youth

The goal of this activity was to gather preliminary feedback on both the format of the program and the outcome measures for the feasibility study. Six youth, 3 males and 3 females, from an alternative high school in Eugene, Oregon participated. Their participation was voluntary and informed consent was obtained. The youth ranged in age from 15-19 and represented a variety of ethnic and racial groups. Testing was conducted at the high school by the project's Co-Investigator,

Participants first completed a background information questionnaire and a very brief, two-item version of the outcome measure – an adaptation of the *Scale of Job-Related Social Skill Knowledge* (Bullis, Nishioka, Fredericks, & Davis, 1995). We administered the latter by reading two workplace scenarios to them and having them respond in writing what they would say or do if they were in a situation like that. Participants reported no comprehension problems with the two items, and we were able to read and understand their responses, giving us confidence that the measure's format would be feasible with the targeted group of at-risk youth.

Next, we showed the group the animated story on DVD video using a large-screen television, stopping after each chapter, as per the curriculum, and asking them to briefly comment on questions based on the curriculum. In general, students responded easily to the prompts. They seemed to have a fairly good grasp of the social skills being targeted. Their feedback can be summarized as follows:

- C They made several reinforcing remarks about the material.
- C They liked Dale Funk, in particular, who elicited lots of laughs.
- C The only critical remark concerned abrupt transitions in the animation (e.g., objects suddenly disappearing).
- C One student, when asked, said that even though he may know what the right thing to do is, he may not do it in an actual situation.
- C All said they learned something from the curriculum, at least in the form of

reminders about the importance of such things as conducting themselves appropriately with others in the workplace and getting to work on time. They said the program was clear and informative. When we asked, if the program were on the cartoon network and they had a remote in their hand, would they watch or change channels, they said they would keep it on the screen and watch it, especially if it were a Dale Funk segment.

Immediately after viewing the program, participants completed a measure of user satisfaction. The first nine items asked them to rate individual aspects of the program, such as how entertaining, cool, and useful it was, on a scale of 1 (the worst) to 10 (the best). Means on these items ranged from 8.3 to 10.0, and the group mean on a scale composed of all nine items was 8.95. The tenth item asked participants for their overall rating of the program on the same scale. All but one of the students gave the program a "10." Finally, there was an open-ended question, asking if there were anything else they'd like to say about the program. The comments from the four students who chose to respond were as follows: "It was really understandable and educational," "I thought it was very interesting and pretty useful," "I think there should be more cartoons like this," and "You are doing a good thing."

The alpha testing activity lasted about 1½ hours, and at its conclusion each student received \$15.

Preliminary Review by Expert Advisors

We contracted with Dr. Michael Bullis, a professor at the University of Oregon and a long-time researcher in the area of job-related social behavior, to review and critique a preliminary version of the Phase I job retention curriculum (on CD, with an accompanying teacher's guide). He prefaced his comments as follows: "At the outset I should say that I had a positive reaction to the curriculum and believe it is extremely useable in a number of educational, rehabilitation, and correctional settings....This is already a solid product; I hope that my comments will serve to make it better."

One suggestion Dr. Bullis made, which we incorporated, was to use Dale Funk's comments as an advance organizer for the instructional points to follow – and to do this consistently throughout the program. Dr. Bullis also suggested that we "clean up" the language in a place or two, which we did. For example, we changed the description of Boarder at one point from being "pissed" to being "mad." Although we wanted the language in the program to be familiar and appealing to the targeted at-risk youth, we also agreed with Dr. Bullis that a few of our choices had been inappropriate.

Among the suggestions Dr. Bullis made for the teacher's guide were to expand the introduction, which he felt was too brief for most teachers, and to include in it an outline of the curriculum's four classes. We followed both of these suggestions.

In addition to the preliminary review by Dr. Bullis, we received some useful feedback from Job Corps staff who viewed the program in anticipation of its testing at a Job Corps center. They expressed concern about the informal, somewhat sloppy, way Boarder was

dressed in the early version that they saw. They felt this would send the wrong message to Job Corps trainees, to whom they had been teaching the importance of appropriate dress in the workplace. In response to their concern, we decided to “dress up” Boarder a little to make his appearance more appropriate for his job interview.

Project Evaluation

We evaluated the effectiveness of the *Take This Job and Keep It* curriculum with youth enrolled in the Job Corps. As indicated above, the outcome measure was an adaptation of the *Scale of Job-Related Social Skill Knowledge* (Bullis et al., 1995). The results are presented according to two types of data: *descriptive information* on operational aspects of the program and demographic characteristics of the sample, and *inferential data* on group differences on the outcome measure.

Participants

We recruited youth who were enrolled in educational and vocational training at the Curlew Job Corps center in the Pacific Northwest. The Job Corps (JC) provides comprehensive services in 118 residential settings to over 70,000 economically disadvantaged youth annually (U.S. Department of Labor, 2002). This JC center had a total of 230 trainees.

Our final sample included 86 trainees, 16-26 years old. Thirty-five of the 120 trainees who were originally recruited did not complete the study, largely because they either went on leave or left the center for work. Our strategy, however, had been to oversample since we were aware that there were going to be unavoidable events that would prevent trainees from completing the study.

The study sample consisted predominantly of male trainees (23.5% female). The ethnic breakdown of participants was 15.0% Hispanic, 56.3% not Hispanic, and 28.8% unknown. Racially, the majority of the sample was White (63.8%), with African Americans constituting the second largest racial group (10.0%). (See Appendix C, Tables 1 and 2 for further description of the sample.)

Participation in the study was voluntary. Participants received \$10 for participating: \$5 for completing each of the two assessments.

Procedure

To control for extraneous sources of variability as well as threats to internal validity, we randomly assigned trainees who agreed to participate to either an intervention condition or a wait-list control condition. In the final sample there were 44 trainees in the treatment group and 42 in the no-treatment control group.

The entire study took place over a period of one week. During the first 2-3 days of the study, trainees in both conditions completed a background information questionnaire and the outcome measure. Over the rest of the week, participants in the intervention condition met in small groups (no more than 15) and viewed the curriculum on DVD. A staff person from Joint Action in Community Service (JACS) conducted all project activities for

Northwest Media at the JC center. JACS is a nationwide contractor for JC for providing their trainees with the support they require to transition from their activity at JC to employment after their graduation. The JACS staff person recruited participants, obtained their informed consent, was the instructional trainer for all of the groups, ran the DVD player and facilitated the group discussions and other class activities. Immediately following the final class session, participants again completed the outcome measure, as well as a user satisfaction questionnaire. Participants in the control group took the posttest assessment over the same time interval as those in the intervention group, but they did not complete the user satisfaction questionnaire. They were given the opportunity to view the DVD after the completion of the study.

Measures

Copies of all measures are included in Appendix D.

Scale of Job-Related Social Skill Knowledge - Short Form (SSSK-SF): The original SSSK (Bullis, et al., 1995) is a 40-item scale developed for youth with emotional or behavioral disorders (E/BD) to assess their social skill awareness in job-related situations. The measure, based on Goldfried and D'Zurilla's behavioral analytic model (1969), focuses on *knowledge* of social skills (i.e., knowing how to behave) in two areas: interactions with work supervisors and interactions with co-workers.

Each item poses a very brief job-related problem scenario, and then asks respondents to write what they would do in that situation. Responses are scored on a 3-point scale: ineffective, fair, or effective. Scores are reported as the overall mean rating. Test administration takes about 45 minutes.

The SSSK was evaluated with over 300 students in 16 residential treatment facilities across seven states. Results confirmed that it reliably discriminates between persons with and without E/BD (Bullis & Davis, 1996; Bullis, Nishioka-Evans, Fredericks, & Davis, 1994). The scales and subscales also have been empirically supported by factor analyses (Bullis & Davis, 1996).

Following his review of the curriculum, Dr. Bullis recommended that we use a shorter version of the SSSK, preserving only those items that were directly related to the content in the Phase I curriculum. He identified 12 items for the short form (SSSK-SF).

With Dr. Bullis's input, we also expanded the coding scheme from a 3- to a 5-point scale to reflect a finer-grained analysis of responses and produce greater variability in the data. Additional guidelines for the revised coding scheme were developed and refined until the project staff reached a consensus that they accurately applied to all 12 items (see Appendix E for the scoring guidelines).

A researcher from the project team who helped develop the coding scheme scored all of the completed questionnaires (pre- and posttest). To establish reliability, we hired and trained an experienced researcher to independently code 50 (about 25%) of the questionnaires. The inter-scorer reliability was acceptable at .76.

Background Information: Project staff developed a brief background information questionnaire that asked about youths' age, gender, ethnicity, race, education, and length

of enrollment in JC.

User Satisfaction: This questionnaire, also developed in-house, elicited teens' feedback on the appeal, clarity, and value of the job-related skills curriculum.

Hypothesis

Controlling for pretest differences, we anticipated a main effect of group; that is, the treatment group would outperform the no-treatment group on the SSSK-SF – indicating a greater knowledge of social skills with respect to time management and job expectations. A .05 alpha level was used to determine significance in all statistical tests.

Results

Preliminary Analyses

Given the relatively high rate of attrition in our sample, we conducted analyses of possible differences between those who completed and those who didn't complete the study. We conducted independent samples *t*-tests and/or chi-square analyses on all demographic information from the Background Information questionnaire to detect any systematic differences between the two groups. No significant differences were found between completers and non-completers.

Assumptions of ANCOVA. Our study used a pretest-posttest design with a control group. Because we also used random assignment to groups, this experimental design was able to adequately control for all main threats to internal validity (Shadish, Cook, & Campbell, 2002) and allow for more powerful statistical analyses through the use of a covariate. Given the power of our experimental design, we were able to address our research question using a between subjects analysis of covariance (ANCOVA). ANCOVA has superior power for detecting differences on a single dependent variable within a study. In this design, group served as the independent variable with two levels: intervention and control. Quantitative pretest scores on the SSSK-SF were used as the covariate, and posttest scores on this same measure were used as the dependent variable.

Given our choice of experimental design, many of the theoretical assumptions of ANCOVA were met; primarily that we demonstrated an adequate control of sources of extraneous variability. However, before proceeding, we also needed to evaluate the statistical assumptions of this procedure: (a) univariate normality, (b) homogeneous regression of the covariate and dependent variable, and (c) reliable covariate. The results of these tests are summarized below.

Using visual analysis of histograms, we found the distributions in pre- and posttest scores on the SSSK-SF to approximate normality. No outliers were found, nor were there any ceiling or floor effects noted on this measure.

We also used visual analysis of scatterplots to examine linearity of relations between and among the dependent variable and covariate. All scatterplots indicated moderate linear relations. The covariate was moderately correlated with the dependent variable, $r = .64$, p

< .05.

We used two methods to assess the reliability of the covariate, test-retest with a Pearson product-moment correlation, and internal consistency using the split-half method. We found low test-retest reliability for the SSSK-SF ($r = .58$), and low to moderate internal consistency reliability (equal-length Spearman-Brown coefficient = .71). Using Salvia & Ysseldyke's (2004) criteria of reliability coefficients at or above .60 for use in making group research decisions, we began the model selection procedure to choose the most appropriate analysis for dependent measures.

Selecting Appropriate ANCOVA Model. Because we conducted an analysis using a covariate, we considered multiple models and accepted the most parsimonious. The first model, unequal slopes and unequal intercepts, was abandoned, because the differences in slopes across the groups were neither significant ($F(1, 82) = 1.48, p = .23$) nor important ($\eta^2 = .02$).

We found the slopes in the ANCOVA model to be significantly different from zero. We therefore chose to analyze our data using ANCOVA model 2, assuming equal slopes and unequal intercepts. All output listed below is based on an equal slopes ANCOVA model.

Outcome Analyses

The main effect of the intervention was significant $F(1, 83) = 8.94, p = .00, \eta^2 = .10$ and indicated that scores were, on the average, higher for those students who had participated in the intervention (see Appendix C, Table 3 for group means on the SSSK-SF at posttest, and see Appendix C, Table 4 for a summary of the ANCOVA results).

User Satisfaction. Our final analysis examined the user satisfaction data for the intervention group (see Appendix C, Table 5 for means on the individual user satisfaction items and for the overall user satisfaction rating). To highlight a few of the findings, participants found the program very easy to understand, giving it a rating of 8.25 on a scale of 1 to 10, where 1 is the worst and 10 is the best. This was the individual feature of the program that participants rated the highest, an encouraging result because one of our central aims was to make the job retention material understandable to at-risk youth. The next three highest rated items were how useful they thought the program would be to others, how much they liked the animated story, and how much they liked the story characters (with scores of 7.95, 7.48, and 7.30, respectively, on the same 10-point scale). These results also seemed to indicate that the materials were a good fit with the target audience. Participants gave their lowest rating to how much they liked Dale Funk, which came as somewhat of a surprise to us. When we looked more closely at the data, we saw that participants were split in their reactions to Dale Funk – with some liking him very much and some disliking him just as much. We attributed this to his off-beat character.

Finally, on the overall measure of satisfaction, study participants gave the program a rating of 7.45 (on the 10-point scale), and they made a number of positive comments about the program in the open-ended item at the end of the user satisfaction questionnaire.

Our favorite comment was: “Good Job on it and THANK YOU VERY MUCH.”

Discussion

In Phase I, we succeeded in producing the first two modules of a DVD-based training program on job retention skills designed for at-risk youth. The modules addressed time management and job expectations. In addition, strands from other topic areas were woven into the story to create a more realistic context and to seed areas for instructional development in Phase II. The overall approach, based on social learning, promoted self-efficacy by having peers – in this case, animated virtual teens – model prosocial skills in a variety of work situations. The program also provided viewers with interactive exercises to role play and practice skills.

Implementing the program at the participating Job Corps center was exceptionally smooth. The use of DVD posed no technological problems for staff. Staff were excited about the program and had no difficulty following the curriculum guide. Although DVDs are popular and staff are familiar with various types of training formats, it was reassuring to find that they felt comfortable integrating DVD into the instruction.

In the evaluation study, our primary outcome was a modified version of the SSSK, a measure of social skills that requires open-ended written responses. Although this type of measure involved some risk because of the relatively low literacy and writing skills in this population, we wanted to move beyond assessing knowledge of skills using multiple-choice/true-false questions, to seeing whether youth were able to apply these skills in simulated workplace scenarios with divergent responses. Job Corps staff provided preliminary reassurances that students would be able to write responses to these questions. In coding the questionnaires we found that youth did provide coherent written responses to the 12 job scenarios we selected from the SSSK.

Our main finding showed that youth in the treatment group made significant gains in applying social skills to written scenarios of job situations. This seemed especially encouraging not only because of the demands of the response format, but because nearly 80% of the sample had been on campus about 5½ months and had already received some form of training on job retention while at Job Corps. Because Job Corps is so focused on career development, we were initially concerned about finding ceiling effects. Instead, we found that our relatively brief interactive multimedia curriculum had a measurable impact on applying job retention skills.

Overall, students rated the program very favorably and seemed to especially like the animated story. Winning these students' favorable opinion was critical for us and probably an important factor in fueling their motivation and learning, especially since as previously discussed, these youth have not had a reinforcing experience in education. The curriculum, though entertaining, was substantive and in-depth.

We note two limitations in the study. First, the component developed in Phase I is only one portion of the overall job retention skills program proposed. Following the completion of Phase II development, youth will use the entire program to help them learn the whole cluster of social skills necessary for job retention.

Also, as noted above, most of the trainees in our sample (nearly 80%) had already been through at least some job retention training while in the Job Corps. While we still found significant outcomes, it did perhaps limit the variability in the data and lower the measured effectiveness of the program.

APPENDIX A

TAKE THIS JOB AND KEEP IT CURRICULUM ON DVD

APPENDIX B

TAKE THIS JOB AND KEEP IT TEACHER'S GUIDE

APPENDIX C

TABLES

Table 1
Sample Demographics - Part 1

Item	Wait-List Control Condition		<i>Take This Job</i> Intervention Condition		Total Sample	
	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>
Gender						
Female	31.0	13	16.3	7	23.5	20
Male	69.0	29	83.7	36	76.5	65
Ethnicity						
Hispanic	13.2	5	16.7	7	15.0	12
Not Hispanic	63.2	24	50.0	21	56.3	45
Unknown	23.7	9	33.3	14	28.8	23
Race						
White	63.2	24	64.3	27	63.8	51
Black or African American	10.5	4	9.5	4	10.0	8
American Indian/Alaska Native	7.9	3	2.4	1	5.0	4
Native Hawaiian/Pac Islander	0.0	0	4.8	2	2.5	2
Asian	2.6	1	4.8	2	3.8	3
Multiracial	13.2	5	2.4	1	7.5	6
Other/Unknown	2.6	1	11.9	5	7.5	6
Educational Status						
In high school/Taking GED	54.8	23	67.4	29	61.2	52
Completed HS/GED	45.2	19	32.6	14	38.8	33
Where spent most of upbringing						
Large city	51.2	21	37.2	16	44.0	37
Small city	29.3	12	30.2	13	29.8	25
Rural area or town	19.5	8	32.6	14	26.2	22
Experience as a paid employee						
Less than 1 year	35.7	15	25.6	11	30.6	26
1-2 years	28.6	12	34.9	15	31.8	27
3 years or more	35.7	15	39.5	17	37.6	32
Had any training on job retention while in Job Corps?						
No	17.1	7	27.9	12	22.6	19
Yes	82.9	34	72.1	31	77.4	65

Note. Group and total percentages are based on the valid number of cases for each variable. No significant difference was found between the two groups on any of these variables.

Table 2
Sample Demographics - Part 2

Item	Wait-List Control Condition		<i>Take This Job</i> Intervention Condition		Total Sample	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Age (in years)	19.83	2.70	19.74	1.83	19.79	2.28
Months in Job Corps	5.83	5.71	4.88	4.33	5.36	5.06

Note. Group and total means are based on the valid number of cases for each variable. No significant difference was found between the two groups on either of these variables.

Table 3
Descriptive Statistics for Measures at Posttest

Measure	Wait-List Control Condition			<i>Take This Job</i> Intervention Condition		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
SSSK-SF ^{a,b,c}	1.95	0.06	42	2.16	0.06	44
Overall User Satisfaction Rating (on a 10-point scale, where 1 is the worst and 10 is the best)				7.45	2.13	44

Note. Participants in the wait-list condition did not complete the user satisfaction measure.

^aDescriptive statistics for the SSSK-SF are reported as the average rating, on a scale from 0 to 4, of the 12 items in the scale. Higher scores reflect improved job-related social skills.

^bSignificant differences ($p < .05$) were found between the *Take This Job* intervention group and the wait-list control group.

^cEstimated marginal means and standard errors are reported, as group differences for the SSSK-SF were evaluated at covariates appearing in the model.

Table 4
ANCOVA Summary

Effect	<i>df</i>	<i>F</i>	η^2	<i>p</i>
Group	1	6.39*	.07	.01
Covariate	1	67.30*	.45	<.00
Intercept	1	18.98*	.19	<.00
Error	83	(0.16)	.06	<.03
Total	86			

Note. Model 2, equal slopes ANCOVA, was used for all analyses. Values enclosed in parentheses represent mean square error.

**p* < .05.

Table 5
Means and Standard Deviations for Individual Items and Overall User Satisfaction

	Intervention Group		
	<i>M</i>	<i>SD</i>	<i>n</i>
On a scale of 1 (the worst) to 10 (the best), How entertaining was the program?	6.68	2.43	44
How cool was it?	5.95	2.51	44
How easy to understand was it?	8.25	1.98	44
How useful was it for you?	6.89	2.35	44
How useful would it be to others?	7.95	1.61	44
How much did you like the animated story?	7.48	2.23	44
How much did you like the story characters?	7.30	2.25	44
How much did you like Dale Funk?	5.73	3.36	44
How much did you like the class activities?	5.89	2.74	44
Overall, how would you rate the program, on a scale of 1 (the worst) to 10 (the best)?	7.45	2.13	44

APPENDIX D

MEASURES

APPENDIX E

SCALE OF JOB-RELATED SOCIAL SKILL KNOWLEDGE-SHORT FORM.

SCORING GUIDELINES