

1998 ASSESSMENT SUMMARY
FOR THE
RESOURCE APPRENTICESHIP PROGRAM FOR STUDENTS

PURPOSE OF ASSESSMENT: To evaluate whether the program objectives have been achieved and to what extent, and for objectives not achieved what corrective actions are needed.

PRIMARY GOALS OF THE RESOURCE APPRENTICESHIP PROGRAM FOR STUDENTS: Provide a hands-on work experience in a natural resource management agency, and provide an awareness of the resource management career opportunities.

LONG-RANGE GOAL: Assist/Place students who are interested in exploring natural resource careers through RAPS and/or through a student employment program to help students develop additional knowledge and work skills in a specific career field.

Planned Program:

Some 15 RAPS positions were made available for eligible students in eight local communities by four Federal agencies throughout Wyoming during the summer of 1998. Funding was distributed by the Wyoming Work Force Development Council to the Wyoming Department of Employment and the local Employment Resource Centers (ERC). Recruitment was carried out locally by the ERCs, advertised in the local papers, and with the Employment Resources Centers in the local communities. Applicants were screened in accordance with the JTPA Title IIB program administered by the Wyoming Department of Employment. Each applicant was tested for competencies in math and reading. Those selected students who did not test at the required level of competency in math and reading, were required to attend remediation classes each week during the employment period. At the end of the summer, students in remediation were retested for improvement to the required level of competency. During the employment period (8-10 weeks), students were evaluated monthly by their mentors or supervisors for job performance and work maturity. At the end of the summer, a student could receive a positive program termination by improving math and/or reading proficiencies one and one-half grade levels, obtaining work maturity through evaluation of performance and returning to school, or obtaining unsubsidized employment.

In addition, all students were required to complete a RAPS Student Educational Handbook which replaced the requirement for life skills training conducted by the State away from the work site during the course of the employment period.

This handbook was designed to provide educational enrichment with unit exercises in reading, math, definitions, careers descriptions, etc., related to the actual job experience, or work done by other employees at the work site.

Mini RAPS Workshops were planned in April-May for RAPS coordinators, mentors, supervisors, and local JTPA personnel from the Wyoming Department of Employment, Employment Resources Centers, at the various work sites throughout Wyoming. These workshops were intended to enhance understanding of the payroll and paperwork administration of the program. Other administrative concerns and program operations were also discussed to reduce problems which would ordinarily arise during the summer work period.

At the end of the summer, a Statewide RAPS Workshop was planned to identify, discuss, and develop specific steps which could be taken to improve program participation and support. Attendees at the workshop included personnel representing all participating agencies.

The results of the 1998 Statewide RAPS Workshop along with the summary of

evaluation materials (Attachments) collected throughout the employment period were used to develop this program assessment.

Funding to support RAPS participants (students) is received from other than the appropriated funds of the Federal RAPS partners. Federal funding for student participation (wages, clothing, equipment, travel, etc.) has been available through the Wyoming Department of Employment. Additional funding for payroll administration as well as student costs have been sought through grant requests to private and corporate foundations using a local non-profit organization (Community Action of Laramie County) to provide the needed sponsorship. However, this strategy has not been successful to date. This may be due to Federal sponsorship of RAPS instead of sponsorship by an independent non-profit organization. To accomplish the latter, the Federal partners would have to establish a separate 501.3C Non-Profit organization, solicit donations, request grants, administer RAPS and provide the capability to run the organization. But present capability is inadequate for this solution. Since there is no present Federal system that can be used to administer wages for RAPS participants (students), appropriated dollars from the Bureau of Land Management have been used to contract for payroll administration.

General Accomplishments:

During the spring of 1998, the Wyoming Department of Employment changed the eligibility requirement for the Summer Youth Program (JTPA Title IIB) of which RAPS is a part. The policy change restricted the use of JTPA Title IIB funds to students who were at or below the junior level in high school. As a result the students participating in RAPS this past summer were 16 to 18 years of age.

Six, or 35 percent, of the students participating in RAPS had special problems or needs (academically disadvantaged, single parent homes, etc.). A total of 17 students participated in RAPS for up to 12 weeks between June and August of 1998. One student was released for immaturity on the job site after three weeks and another student quit after working one day. Selected students were placed with four different Federal agencies (Bureau of Land Management, Forest Service, National Resources Conservation Service, and the Bureau of Indian Affairs) in a variety of positions including warehouse aide, biological aide, range aide, realty aide, maintenance worker, surveying aide, clerical aide, and sign shop aide. Most of the students were placed in a position with a mentor that matched the student's particular work interest. Every effort was made to place other students in available positions as close to their specific interest as possible. All total there were 15 mentors with some mentors sharing the mentoring of a student.

One RAPS participant working as a warehouse aide this past summer was converted to a Student Temporary Employment Program appointment at the end of the summer. He is a junior in high school with aspirations of working with the Bureau of Land Management after graduation.

Mini workshops were held in early May at each of the work sites as planned to discuss the administrative process to be used by the Department of Employment and Olsten Staffing Services and other program issues. This improved coordination and cleared up some misunderstandings. On September 30, 1998, a Statewide RAPS Workshop was held to identify, discuss, and develop specific steps which could be taken to improve program implementation, participation, and support. A total of 16 people attended the workshop including personnel representing Federal partners, Wyoming Department of Employment, Human Services Commission of Natrona County, and Olsten Staffing Services. Four other State employees were planning to attend, but their attendance was discouraged by management personnel with the Department of Employment, Employment Resources Division in Casper.

OBJECTIVE 1: INCREASE THE NUMBER OF RAPS PARTICIPANTS WHO SUCCESSFULLY ACHIEVE THE REQUIRED WORK SKILLS and COMPLETE THE 8 TO 10 WEEK SUMMER PROGRAM.

Specific Accomplishments:

Of the 17 students participating in RAPS, 15, or 88 percent, received a positive termination and except for one (1) in this group reached work maturity as indicated by the Work Maturity Evaluations (Table 1). The Student Educational Handbook was completed by all students who worked more than three weeks. Fifteen, or 88 percent, students completed all handbook units, two, or 12 percent of the students did not complete any of the handbook units and received a negative termination. Interviews conducted in August with RAPS participants indicated that 10, or 59 percent of all the students indicated an actual interest in pursuing a professional career in natural resource management or other related and supporting fields.

TABLE 1 1998- WORK MATURITY EVALUATION SUMMARY & RESULTS *1										
RAPS PROGRAM OBJECTIVES	Positive Termination		Work Maturity		Return to School Full time		Handbooks Completed		Career Interest	
	YES	NO	YES	NO	YES	NO	No. #	Tot. Hdbks	No. #	Tot. Student
INCREASE THE NUMBER OF RAPS	15	2	14	3	17	0	15	17	10	17

PARTICIPANTS WHO SUCCESSFULLY ACHIEVE THE REQUIRED WORK SKILLS and COMPLETE THE 8 TO 10 WEEK SUMMER PROGRAM.										
PERCENT ACCOMPLISHMENT	88	12	82	17	100	0	88	100	59	100
*1 Compiled from allRAPS evaluation and interview data collected during 1998.										

OBJECTIVE 2: INCREASE THE NUMBER OF RAPS PARTICIPANTS WHO RETURN TO A FORMAL EDUCATION PROGRAM.

Specific Accomplishments:

Of the 17 students placed during the summer work period, six students, or 35 percent of the students tested below the appropriate grade level in math and/or reading and were required to complete remedial assistance during the employment period. At the end of the summer these six students were tested again. Five students tested successfully in math and reading, but one tested below the required grade level in math only. All students (17) returned to school at the end of the work period.

**TABLE 2
1998RAPS REMEDIATION & SCHOOL RETURN *1**

RAPS PROGRAM OBJECTIVES	Remediation		Return to School Full time	
	Required	Improved	Number	Total
OBJECTIVE 2: INCREASE THE NUMBER OF RAPS PARTICIPANTS WHO RETURNED TO A FORMAL EDUCATION PROGRAM. (high school, GED, vocational or technical school, or college)	6	5	17	17
PERCENT ACCOMPLISHMENT	35	83	100	100

*1 Compiled from all RAPS evaluation and interview data collected during 1998.

Problems/Issues Identification and Resolution:

Workshop attendees were divided into two work groups representing all attendees. Each group was assigned one of the following questions (#1 and #2 respectively) and was asked to develop a list of recommendations which might be used to resolve the problem/issue as follows:

1. How to get more management participation in RAPS.
2. How to get more student/mentors into RAPS vs other employment programs.

Management Involvement

There was a general perception among RAPS Statewide Workshop Group members (mostly BLM) that Wyoming Managers placed little emphasis on RAPS and that management and employee knowledge about RAPS is sketchy and needs updating. As a result RAPS is viewed as unimportant. Recruitment of mentors and supervisors for RAPS participants is very difficult. Program participation can be discouraged when program administration and responsibilities of participants (mentors and supervisors) become momentarily complex or are misunderstood. Generally, the decision to participate in RAPS each year is made by the work site managers. Higher management seldom gets involved.

Action

There is no one recommendation to get managers involved in RAPS or dispel their concerns. However, regular communication (memorandums, conference calls, E-mail, etc.) with management and field office program coordinators about program changes, benefits,

eligibility criteria, and improvements will have a

positive effect over time. Discussing information about other student employment programs with managers and how these programs can be used with RAPS to accomplish work force and diversity goals is also important.

Active involvement of both mentors and managers with students and each other is absolutely necessary for the success of the program: visibly support the mentors, coordinators, and the program; encourage other employees to take the plunge with a RAPS student; wear the RAPS T-shirt when appropriate; create incentives for mentors to participate; and encourage RAPS for proposed field projects where one or more RAPS students can help accomplish them; and recognize all RAPS participants.

Managers should refer individuals with full support to carry out the RAPS mentoring role. This means that at least the work site must actively participate in RAPS with the mentor(s) and the student(s). If the work site manager does not commit his time and resources to fully support RAPS, then the program at this work site usually has poor results. This is imperative given tight budgets and lack of personnel to accomplish the work. Job sharing should be considered to overcome the concern of prospective mentors with a lot of work and little time to do it.

RAPS vs other employment programs.

One major concern among the group members included work opportunities that were not available for RAPS because other employment programs competed for the time and effort of mentors and supervisors.

Action

One of the best reasons to promote RAPS over other programs is that State Department of Employment funds are used to pay the student wages. Converting the most promising RAPS participants into other student employment positions offers BLM or other Federal agency partners to benefit from the effort and training already expended on the student and achieve a work force goal. If managers provide the active support described in earlier paragraphs, then RAPS will have a higher priority at the field office level. Therefore, RAPS could be: implemented as a "Cadillac" program where only the best applicants are selected; utilized as a "Feeder Program" for successful RAPS participants (students) into other student employment programs such as the Student Temporary Employment Program (STEP), the Student Career Experience Program (SCEP), and the seasonal employment program; promoted as an opportunity attract volunteers to be mentors and supervisors by offering incentives and recognition of program participants; and considered as a feeder program for other State funded programs (year long).

Recruitment

The majority of recruitment was done in the latter part of May near the end of the spring semester. Most of the recruitment and all of the applicant screening were carried out by the Wyoming

Department of Employment, Employment Resources Centers, in accordance with the JTPA Title IIB program criteria. To assist in the recruitment effort, RAPS information brochures were mailed in early April to Employment Resources Centers and Federal partners who were encouraged to recruit early to avoid a last minute rush.

The policy change made by the Wyoming Department of Employment restricted the use of JTPA Title IIB funds to students who were at or below the Junior level in high school. This had a negative impact on the number of applicants for the available RAPS positions at Federal work sites.

Action

Continue collaboration of recruitment efforts carried out at the local high schools and colleges with representatives of the ERC and the Federal host work sites in early spring (April-May). Continue to work more closely with the ERCs to find eligible students through job fairs and contacts with school counselors and teachers. Use available tools including: local newspapers, T-Shirts, job fairs, clubs/organizations, libraries (school and local), displays, brochures, Wyoming Horizons (BLM publication), and radio programs as media opportunities to promote RAPS.

Job Description

There are some problems with the job descriptions provided to the ERCs. They do not fully explain the job duties, special skills or interests required for the job. More importantly, the ERC does not receive the job description early enough to assist them with referral of students with matching interests for the available work sites.

Action

Complete job descriptions early in the fiscal year and distribute them as recruitment notices to students, school counselors or teachers, and local ERCs. This would help the ERCs direct the best qualified students to the Federal work sites.

To avoid the placement of a student in an undesirable situation or a position which does not match his/her job interests, close collaboration between the case manager and the Federal work site mentor/supervisor is necessary prior to selection and throughout the employment period. This may help screen out students that do not meet job skills or other position criteria.

Special problems

Two students did not adjust to the work site environment. The work supervisors and mentors became aware of their individual problems after the student had started work.

In the case of one student, three weeks of intensive mentoring and supervision were provided before the individual was released. One other student came to work one day, went home early, and did not return. These students were not employed long enough to complete the program and received a negative termination.

Action

Regular collaboration with the ERC case manager, interview discussions with the student should help identify suitability of the student for a work site. Unfortunately, when the best efforts of the supervisors and mentors cease to have any influence with the student(s), then the best decision was to release the student from the work agreement.

Training

There remains the urgent need to attract the attendance of ERC personnel to the scheduled RAPS workshops. Generally, the JTPA coordinators do not understand how RAPS works which has created communication and coordination problems with the Federal work sites.

Action

To improve understanding about RAPS and how it works, mini-workshops will be held at the local work sites in April or May to train RAPS mentors and supervisors and ERC personnel with regard to the administrative program requirements and procedures. In addition, there will also be an end-of-the-year workshop held in October. This workshop would provide the opportunity for Federal work site mentors, supervisors, and personnel from the local ERCs to share experiences, identify and resolve problems, and make recommendations for program improvement. Participants in both the training session and the workshop will be better informed about the program requirements, equipped to mentor and supervise youth "at risk" involved in the annual program assessment, and involved in program planning for the following year. If the end-of-year workshops could be scheduled at the same time and location as the State Department of Employment annual meeting, the ERC case managers could participate in the RAPS workshop which would help alleviate the existing coordination problems.

The workshop results (actions) along with the program evaluation data collected from all RAPS participants (includes student, mentors, supervisors, coordinators) in 1998 were summarized into the RAPS Assessment Summary. The assessment provides RAPS Federal partners and granting entities with information about program accomplishments, as well as the program improvements that are needed to achieve the program objectives. This assessment will be included with grant proposals requesting private or non-profit foundations to help fund the student costs of RAPS.

Paperwork

There is still a general feeling that the paperwork required for RAPS by the Department of Employment (funding agency), the Bureau of Land Management, and Olsten Staffing Services (employer) is thought to be repetitive and time consuming. All of the required forms have been included in the RAPS Mentor/Supervisor Handbook and are required for employment and participation in RAPS. Many of these forms have been amended/consolidated so the total number

of forms to be completed have been reduced. All of the forms and the paperwork process are discussed at the Mentor and Supervisor Workshop in the spring.

Participant work maturity evaluations are required under JTPA Title IIB and the Summer Youth Program (RAPS for Wyoming Federal Partners) at the end of each month. These tend to be redundant when supervisors are continually evaluating the RAPS participants who have usually started the program near the end of a month, or completed the program at the beginning of a month. When evaluations are required for partial months, but are weighed equally with full month evaluations, they appear unnecessary.

Action

The required paperwork has been simplified as much as possible and will remain unchanged. However, the Wyoming Department of Employment will only require a single evaluation for each student at the end of the summer work period.

Student Educational Handbook

The following changes to the handbook were recommended by various participants through evaluations and at the end-of-year workshop.

Many RAPS participants made positive comments about the handbook and recommended not to change it. Several mentors were concerned about Unit 1, Writer's Journal. Mentors thought that a smaller journal would be easier to use in the field and in a vehicle. A comment was also made on Unit Seven. Mentors felt that examples for completing the exercise should be included.

Action

The size of the journal will be optional. If something smaller is needed, then the work site will provide a suitable journal. Examples of a suitable chart or graph will be added to Unit Seven.

Areas Needing Improvement:

Collaboration

Collaboration with the ERC case managers needed on a regular basis.

Training

Participation of the Wyoming Department of Employment, Employment Resources Centers (ERC), in the Statewide RAPS Workshop is needed.

The interest of the ERC personnel to attend these workshops is high. However, most of the JTPA personnel have not been able to attend for various reasons.

Policies of the Wyoming Department of Employment Students have not been employed in the JTPA funded youth programs (includes RAPS) for more than one season unless very extenuating circumstances existed. One of the long-term goals of RAPS has been to identify students who performed very well as a RAPS

participant and were very interested in obtaining a post-high

school education and a career in natural resources.

The limitation on participation in JTPA funded youth programs like RAPS has been a major barrier to accomplishing a long-range goal for RAPS. However, the Federal work sites can utilize the existing hiring authorities under 5 CFR PART 213.3202 (STEP and SCEP appointments) to convert outstanding RAPS participants into other positions which meet their work force needs. Once converted to one of these STEP or SCEP positions, they become Federal employees and their wages/benefits are paid by the hiring Federal agency.

Program Expenditures

Total expenditures (Table 3) for the program in 1998 included the student salaries, wages paid to program administrator (BLM), mentor and supervisory costs (contributed time of four participating Federal partners), contract services, and travel, awards, training, and equipment costs. Quantum Health Resources, Olsten Staffing Services, served as the employer and administered the payroll for all students except one RAPS student. The Human Services Commission of Natrona County served as the employer (Service Provider) for the other student.

1998
TABLE 3 END-OF-YEAR EVALUATION DATA

AGENCY/OFFICE MENTOR	MENTOR HOURS	MENTOR COST	AWARDS	EQUIPMENT	PURCHASE AGMTS	STUDENT SALARIES	TRAVEL	TOTAL COST
USFS-Routt/Medicine Bow N.F.	18	\$724.00	\$45.00	\$50.00			\$880.00	\$1,699.00
USFS- Bighorn N.F.	33	\$399.00	\$15.00					\$414.00
NRCS-Cheyenne Field Office	20	\$636.00		\$20.00				\$656.00
BIA-Wind River Agency	320	\$2,953.00	\$90.00					\$3,043.00
BLM- Wyoming State Office	84	\$1,754.00	\$4,368.00		\$11,400.00		\$1,064.00	\$18,586.00
BLM- Gillette Project Office	6	\$173.00						\$173.00
BLM-Rawlins District Office	26	\$479.00	\$30.00	\$14.00				\$523.00
BLM-Great Divide R.A.	22	\$599.00						\$599.00
BLM-Rock Springs District	16	\$509.00	\$105.00					\$614.00
BLM-Casper District Office	42.5	\$660.00	\$20.00					\$680.00
BLM-Buffalo R.A.	96	\$1,193.00	\$20.00					\$1,213.00
Human Services Com. Natrona Co	--		--	--	--	\$2,915.00	--	\$2,915.00
WY Dept. of Employment						\$8,667.00		\$8,667.00
TOTALS	684	\$10,079.00	\$4,673.00	\$84.00	\$11,400.00	\$11,582.00	\$1,944.00	\$39,762.00

October 1, 1998

STATEWIDE RAPS STEERING COMMITTEE WORKSHOP
 Holiday Inn
 Casper, Wyoming
 (1998)

Morning Session

9:15 am	Welcome- Opening Remarks	Hollis
	Attendee Introductions	
9:30 am	Introduction to Workshop	ALL
	Purpose and Objectives	
	Discussion of RAPS data	
	Expectation of Groups	
10:15 am	Break	
10:30 am	Identify and prioritize three	Groups
	to five issues/actions; answer	
	WHY each issue/action is	
	important.	
11:30 am	Lunch	

Afternoon Session

12:30 pm	Using issues/actions	Groups
	identified and WHY the action	
	is a priority: state WHAT the	
	action is, WHO would be best	
	suited to carry out the	
	action, WHEN the action should	
	be done, WHERE the action	
	should be done, and HOW the	
	action could be accomplished.	
2:30 pm	Break	
2:45 pm	Present no more than three	Groups
	priority actions including	
	response to the questions of	
	WHO, WHAT, WHY, WHERE, and HOW	
	for each issue/action.	
3:45 pm	Workshop attendees	Hollis and All
	prioritize the top five	Groups
	recommended actions from	
	all group presentations.	
4:00 pm	Summary and Closeout	Hollis
4:15 pm	Adjourn	

RAPS STATEWIDE WORKSHOP ATTENDEES
 September 30, 1998

<u>NAME</u>	<u>ORGANIZATION</u>	<u>PHONE NUMBER</u>
George Hollis	BLM, Cheyenne, WY	(307) 775-6007
Cathy Haanpaa	BLM, Rock Springs, WY	(307) 352-0225
Mavis Hubble	ERC, Riverton, WY	(307) 856-9231
Michael Sanders	FS, Laramie, WY	(307) 745-2300
Debbie Barnhart	FS, Steamboat Sprs, CO	(970) 870-2256

Roy Spencer	BLM, Rawlins, WY	(307) 328-4265
Amy White	Olsten Staffing Services, Casper, WY	(307) 237-3283
Carol Herman	FS, Buffalo, WY	(307) 684-1100
Floyd Watson	BLM, Cheyenne, WY	(307) 775-6053
Becky Curry	BIA, Ft. Washakie, WY	(307) 332-7820
Zette Underwood	BIA, Ft. Washakie, WY	(307) 332-9667
Samantha Big Knife	BIA, Ft. Washakie, WY	(307) 332-7820
Diane Schurman	BLM, Rawlins, WY	(307) 328-4261
Cris Corlis	ERD, Casper, WY	(307) 235-3242
Kelsee Miller	HSC, Casper, WY	(307) 235-9491
Janine Terry	BLM, Worland, WY	(307) 347-5100

RAPS Accomplishment Analysis

1998 Questions/Concerns	Suggested Actions 1997 RAPS Workshop	Accomplishments Since 1997 RAPS Oct. Workshop
<p>Need guidance for supervisors, mentors, and ERC personnel.</p> <p>Talk with ERC folks about how we can help each other.</p> <p>Learn about problems and concerns and how to recognize & prevent or resolve a problem.</p> <p>Get to know each other, especially when teams/groups are made up of people from different agencies.</p> <p>New participants (mentors/superv.) in RAPS are not informed</p> <p>New staff involved with JTPA and RAPS at the ERC.</p> <p>Need greater ERC (JTPA) personnel attendance at workshops.</p>	<p>Need training for mentors, supervisors, and managers increase knowledge and understanding of RAPS and program administration.</p> <p>Need ERC participation at workshop for exchange of information and problem resolution.</p>	<p>Mentor/Supervisor Handbook; Held in office workshops (May-June); Conducted end-of-year workshop in October.</p> <p>Involved new staff in the May-June local office wksp. Collaborate with ERCs to inform about RAPS and coordinate program needs.</p> <p>Invited ERC personnel to all workshops; reduced workshop to one day to enable their attendance.</p>
<p>Some managers not supportive.</p>	<p>Education about RAPS through media, Wyoming Horizons, local newspapers, radio, job fairs, etc. Develop Wyoming video and poster, update brochure. Manager should actively support RAPS (wear T-shirt), encourage RAPS on projects.</p>	<p>Mentors and coordinators talking with managers; requested involvement with recruitment;</p> <p>Collaborative recruitment at local schools by very few offices.</p> <p>Updated brochure.</p>
<p>Opportunity for Volunteer Coordinators to attend these workshops</p>	<p>Invited State Volunteer Coordinator</p>	<p>Did Not attend RAPS Workshop</p>
<p>Workshop conflicts with end of the</p>	<p>Some involved with RAPS are not</p>	<p>Sending alternates to attend RAPS</p>

year activity; travel and per idem costs may prevent attendance.	informed	Workshop.
Need to recruit earlier than May.	Collaborate with the local ERCs regarding recruitment and participating with ERC at job fairs and school teachers and counselors.	All ERCs called and RAPS brochure mailed late March/early April and reminded of early recruit needs.
RAPS Student Educational Handbook	Changes suggested by students include: Make Unit 3 more flexible to fit various work sites; reduce the number of units to seven to conform to the average number of weeks worked.	Revised Unit Three in the RAPS Student Educational Handbook as requested.
Discuss problems/concerns and successes of this year.	<p>Lack of understanding of the RAPS Job Description for ERC, Federal Agenices, mentor/supervisor.</p> <p>Discuss special problems or needs for students with work site before placement.</p> <p>Too much paperwork!</p>	<p>Work sites encouraged to complete Job Description before recruitment begins. ERC case manager and work site must work together to avoid a placement not matching student interest or special needs.</p> <p>Wyoming Dept. of Employment requires a Work Maturity Evaluation at the end of each month.</p> <p>Olsten's Time sheets (weekly) are controlled by Olsten not us.</p> <p>Olsten's application form is necessary and separate from the State Work Agreement or application.</p> <p>Some work sites collaborated with the local ERC to reduce duplication of effort (forms).</p>
<p>SUGGESTION: Develop (RAPS participants) a questionnaire to all employees asking what they like/don't like or don't know about the program; based on this, "revamp" the program to get more participation from employees and more encouragement from managers; make a conscious effort to make the program work. This would take a few meetings, and a lot of dedication from the coordinators/mentors, but if others believe in the program the way I do, it may work.</p>		

1998 RAPS EVALUATION AND HANDBOOK COMPLETIONS

NAME	EVALUATIONS		END OF YEAR	HANDBOOK		NR INT	EMPLOYMENT PERIOD
	POS TERM	a-REMED.		# UNITS COMPL	UNIT #9 COMPL		
		b-UNSUB WORK					
		c-RETURN TO SCHOOL					
JAY YOUNG	NO	c-yes	NA	0	NO	NO	JUN 6-23
ADAM GOULD	YES	a- math (+) c-yes	YES	8	YES	YES Rec Hotel Mgt.	JUL 6-Sep 7
JOHNNY CHAVEZ	YES	a- ; b-yes; c-yes	YES	8	YES	YES BLM-Supply	JUN 6-Aug 21
JULIE AMMAN	NO	-----	----	0	NO	NO	JUL 25-27
BRITTANY SWEDELIUS	YES	a-reading (+) c-yes	YES	8	YES	Counseling (deaf & blind)	JUN 9-Aug 21
WILLENA (ROSIE) TROSPER	YES	c-yes	YES	8	YES	Law	JUN 22-Aug 21
ALVONIA SUNRHODES	YES	a- math (+) c-yes	YES	8	YES	US Marine Corps	JUN 1-Aug 28
JOLA WALLINGBULL	YES	c-yes	YES	8	YES	Engineering Architecture	JUN 1-Aug 21
MICKEY SPOONHUNTER	YES	c-yes	YES	8	YES	Engineering Air Force Academy	JUN 1-Aug 28
SHAWNA NOYES	YES	a-reading (+) math (-) c-yes	YES	8	YES	YES Range Welding	JUN 22-Aug 21
M. NICOLE SHAHAN	YES	c-yes (exchange student)	YES	8	YES	Oceanography Archaeology Wildlife Biol.	JUN 15-Aug 14
BRANSON KING	YES - work Mat(-)	a-OK c-yes	YES	8	YES	Out-of-doors Law	JUN 8-Aug 14
JONATHAN WELLS	YES	c-yes	YES	8	YES	Laborer Fire Fighter	JUN 15-Aug 21
TYREL HOON	YES	c-yes	YES	8	YES	Dentistry Comp Sci	JUN 15-Aug 28
						Math, Science	

VICTOR SIMENTAL	YES	c-yes	YES	8	YES	Business Mkt.	JUN 15-Aug 21
ANGIE O'DONNELL	YES	c-yes	YES	8	YES	Range Mgt	JUN 30-Aug 25
ELIJAH SECHRIST	YES	c-yes	YES	8	YES	Law	JUN 6-Aug 31

Revised 10/01/98

RAPS Statewide Workshop Group Comments

On September 30, 1998, a Statewide RAPS Workshop was held to identify, discuss, and develop specific steps which could be taken to improve program implementation, participation, and support. A total of 16 people attended the workshop including personnel representing Federal partners, Wyoming Department of Employment, Human Services Commission of Natrona County, and Olsten Staffing Services. Four other State employees were planning to attend, but their attendance was discouraged by management personnel with the Department of Employment, Employment Resources Division in Casper.

Workshop attendees were divided into two work groups representing all attendees. Each group was assigned one of the following questions (#1 and #2 respectively) and was asked to develop a list of recommendations which might be used to resolve the problem/issue as follows:

1. How to get more management participation in RAPS.
2. How to get more student/mentors into RAPS vs other employment programs.

WORK GROUP #1 How to get more management participation in RAPS.

There was a general perception among Group members (mostly BLM) that Wyoming Managers placed little emphasis on RAPS and that a Manager's knowledge about RAPS is sketchy and needs updating. Group members from other participating agency work sites said that their higher level managers encouraged participation in RAPS, but left the decision up to the work site managers. The following recommendations were made to increase and improve more direct participation in RAPS by managers.

Recommendations:

- * Simplify the program and identify what the program improvements and simplifications are. A manager may buy into the program more readily if the manager is shown what changes have occurred (some may be relying on old information) and what resources are now available for the program.
- * Know the "angle" to sell the program; if you're familiar with management's upcoming projects you can make a case for using RAPSters to work on those projects. Become familiar with the work priorities and needs at the work site and promote these as potential low cost opportunities for RAPS.
- * Share general correspondence, communication from BLM State Office on all recruitment issues to make it easier on the RAPS coordinators.
- * Conference calls (instead of always travelling to individual field offices) should be conducted with RAPS coordinators (managers invited) to provide updates on the RAPS program and discuss new issues.

- * Emphasize that a RAPster is "free help;" show your field office managers and staff that they will get/save \$\$ if they participate in RAPS this year.
- * Try to change Wyoming's program so that managers can view RAPS as a step to a possible career position for the student in the future. Provide managers with information about the various student employment programs and how they can be used with RAPS.
- * Shift management paradigms.
 1. Fully inform managers on aspects of the program.
 2. Inform managers of the benefits from the program.
- * Recruit for RAPS with groups in mind rather than limiting recruitment to individuals, recruit for groups of students to work for one special project mentor and recruit a group of mentors to work with groups of students.
- * Recognizing that Safety is still a factor, use BLM couples as mentors for groups of students (both genders) to create new work site opportunities for RAPsters, such as field work situations requiring overnight field camps (i.e. remote work sites including wilderness study areas).
- * Summarize benefits to managers that offer a RAPS work site.
 - Emphasize the importance of using RAPS to recruit for an applicant pool of promising students that include individuals from the underrepresented groups from Wyoming communities.
 - Emphasize that RAPS Saves Federal work site budget funds; students are paid by funds received through the State Department of Employment.
 - Emphasize that RAPS is a stepping stone for other agency student employment programs.
 - Clear up confusion about RAPS being restricted to those who are learning disabled or economically disadvantaged. If RAPS can be implemented differently in 1999 and expanded under the provisions of the Workforce Investment Act of 1998, inform all RAPS State and Federal partners about the provisions of the Act and how the Act could affect or benefit RAPS .
 - Under the provision of the Workforce Investment Act, 5% of the students (potential RAPsters) do not have to be economically disadvantaged (as an example) if they meet some of the equation such as, distance from town or the size of the town where they reside.
 - Recognize mentor's contributions with \$s or time off;
 - Managers could encourage employees to volunteer as a mentor by reducing workload by reassigning some work to other employees.

WORK GROUP #2 How to get Students/Mentors/Managers involved with RAPS vs other employment programs.

There were several concerns among the group members which included the following:

1. Work opportunities were not available for RAPS because other employment programs compete with RAPS.
2. Availablility of willing mentors to participate in RAPS.

3. Lack of understanding and knowledge about the program among managers, as well as the rank and file employee. As a result, recruitment of mentors and supervisors for RAPS participants has been very difficult. Since program administration can be complex at times, the responsibilities and commitments of the mentors/supervisors are often misunderstood.

Students should understand that RAPS:

*Is a "Cadillac" program where only the best applicants are selected for RAPS positions, and that not every applicant gets picked. All applicants should be informed about this during the interview.

* Uses an elevated pay scale. The present program utilizes the General Salary Schedule for Federal employees with a wage for RAPS participants established at the GS-1 Step 1 level. This is considerably more than minimum wage. Any other pay level on the General Schedule would compete with and/or create problems with other salaried positions.

* Is a "Feeder Program" for successful RAPS participants who serve as an applicant pool for other Federal programs such as the Student Temporary Employment Program (STEP), the Student Career Experience Program (SCEP), and the seasonal employment program .

Mentors and Managers should understand that the success of RAPS is based upon:

* A willing commitment of time and effort to the program and the participants.

* Active involvement of both mentors and managers with students and each other is absolutely necessary for the success of the program: visibly support the mentors, coordinators, and the program; encourage other employees to take the plunge with a RAPS student; wear the RAPS T-shirt when appropriate; and encourage RAPS for proposed field projects where one or more RAPS students can help accomplish them. This is imperative given tight budgets and lack of personnel to accomplish the work. Job sharing should be considered to overcome the concern of prospective mentors with a lot of work and little time to do it.

* Reward and recognize participants (mentors, supervisors, students, etc.) mentors with:

- An article about program achievements to the Local Press (newspaper) and include on the Internet (Federal agency web site).
- A Thank you (personal and/or in writing) to each participant for their effort in front of agency personnel.
- Some kind of celebration for the success of the program by holding a community Party to recognize participants.
- A monetary/or non-monetary award to each of the RAPS participants for their effort (students cannot be given a monetary award).
- Recognize each student for their success (Certificates of completion, non-monetary award, party/picnic, etc).

- Higher priority for the program to insure support for the volunteers who agree to be RAPS mentors and supervisors. Managers can create incentives to attract volunteers to be mentors and supervisors such as special consideration for fire duty assignments by certain dates, details to other field offices for RAPS start up programs, other desirable duty assignments, or a time off award with all expenses paid, etc.

*Funding to support RAPS participants (students) is received from other than the appropriated funds of the Federal RAPS partners. Federal funding for student participation (wages, clothing, equipment, travel, etc.) has been available through the Wyoming Department of Employment. Additional funding for payroll administration as well as student costs have been sought through grant requests to private and corporate foundations using a local non-profit organization (Community Action of Laramie County) to provide the needed sponsorship. However, this strategy has not been successful to date. This may be due to Federal sponsorship of RAPS instead of sponsorship by an independent non-profit organization. To accomplish the latter, the Federal partners would have to establish a separate 501.3C Non-Profit organization, solicit donations, request grants, administer RAPS and provide the capability to run the organization. But present capability is inadequate for this solution. Since there is no present Federal system that can be used to administer wages for RAPS participants (students), appropriated dollars from the Bureau of Land Management have been used to contract for payroll administration.

* Consideration of year round participation to lessen the impact on the time and effort of the mentors/supervisors and their workloads during the summer field season. Benefits include:

- A longer work season with more time for students to learn work skills and become a productive part of the office work force.
- Increased cost effectiveness when weighed against the cost of training and mentoring which is more intensive during the first month or two. By the end of the summer work period, the student has developed the critical work skills and requires less help and supervision.

* Appropriate management referral of individuals to carry out the RAPS mentoring role with full management support. This means that at least the work site must actively participate in RAPS with the mentor(s) and the student(s). If the work site manager does not commit his time and resources to fully support RAPS, then the program at this work site usually has poor results.

* Plenty of back-up at the work site should always be provided for the mentors and supervisors with RAPS students. A mentor or supervisor should always be assigned to the RAPS participant (student) when the primary mentor or supervisor is unavailable (annual leave, fire duty, etc.).

1998
WORK MATURITY EVALUATIONS
COMMENTS

SUPERVISORS COMMENTS ABOUT THE STUDENTS

- * Great asset to the program (realty);, assisted in backlog reduction; great attitude.
- * Maintained and performed exceptionally well; adapts to her agency tasks; job well done.
- * Enjoyed experience with RAPS; Student went out on site/tract visits; responsible individual.
- * Demonstrated good work habits.
- * Good worker; works well on his own; asks questions for clarification.
- * Excellent worker; great potential for the future.
- * Showed fore thought when completing tasks and improved product by identifying potential problems.
- * Has people and communication skills.
- * Has been an asset to the office.
- * Demonstrates positive attitude and work habits.
- * Eager to learn new things and learns quickly.
- * Has the ability to do whatever he puts his mind to.
- * Handles his rough home life and perform his job so well.
- * Seemed very satisfied with the job experience.
- * Did a wonderful job this summer.
- * Needs adult supervision to stay on task and come to work on time.
- * Did exceedingly well in assigned tasks; punctual, reliable, adaptable and courteous with general public and office staff.
- * Performed well at information desk; public interaction and phone work.
- * Did a great job.
- * Will succeed at any endeavor she chooses; has a positive attitude and an excellent work ethic which will insure success.
- * Gave the student many valuable experiences. My student kept a record of the many office machines she used to include on her resume. She felt her resume would be very beneficial due to her participation in RAPS.

STUDENT COMMENTS ABOUT THEIR CAREER INTERESTS

- * Going to finish high school and plan to attend college.
- * Going to Russia as a foreign exchange student for a year.
- * Wants to work for BLM next summer as a laborer or fire fighter.
- * Wants to pursue math, science and business marketing, computers along with interacting with people.
- * Would like to become a lawyer and make lots of money to retire young.
- * Would like a welding career, but definitely leaning toward a range career.
- * Pursue rangeland management with 4-H work and attend college.
- * Undecided about college and career.
- * Not certain what direction to focus on at this time.
- * Want to go into hotel/motel management, or be an office clerk or assistant.

STUDENT COMMENTS ABOUT THEIR JOB EXPERIENCE:

- * Good experience; enjoyed learning a lot of new things and working with my supervisors.
- * Very good information/training; a lot of direct contact with subjects being studied.
- * This summer has been like no other filled with new experiences; gained experience, but had fun doing it.
- * Learned something every day that could help me in my future jobs and education.
- * Appreciated the staff who were helpful and kept me on the right track.
- * Had a good time and have more knowledge about the work place.
- * Liked the job and the variety of learning and experiences.
- * Had a great time and want to do it all over again.
- * Would like to return next summer.
- * RAPS has changed my mind about my future.

- * Would recommend RAPS to all my friends.
- * RAPS program was fun and educational. Really enjoyed this summer; employees at work site were very nice.
- * Fun experience with an excellent boss.
- * Experienced a lot of stuff that I did not know before.
- * Felt this was a very good work experience and pleased to learn about natural resources on their own lands.
- * This summer has been like no other. It has been a summer filled with new experiences. Not only did I gain experience, but I had fun doing it.
- * This summer was great. I had a great mentor and great time working with the program. This summer I learned about tools, heavy equipment and variety of cleaners to clean out houses. It was fun and a great learning experience that I will use in the future.
- * Go to college and study computer science or pre-med.
- * Enjoyed working for BLM this summer. Would like to work again next summer (will be 18 by then).

1998
 UNIT 9 FINAL REPORT
 RAPS QUESTIONNAIRE

QUESTIONS	Strongly Disagree (1)	2	Agree (3)	4	Strongly Agree (5)
I would suggest RAPS to my friends.		1	4	2	8
RAPS introduced me to careers.			4	5	6
RAPS was fun.		1	4	4	6
My mentor(s) was helpful.			2	5	8
I learned new skills.		1	1	3	10
I enjoyed my job.			1	5	9
TOTALS (15 respondents)		3	16	24	47

Revised 10/01/98

**RAPS STUDENT ASSESSMENT
RAPS STUDENT HANDBOOK UNIT #9**

QUESTIONS	NEVER	ONCE	SEVERAL TIMES	MANY TIMES
1. Talked about the job or career with relatives or friends.		1	10	4
2. Talked about the job or career with persons employed in that career field.	2	1	9	3
3. Talked about the job or career with counselors or instructors.	4	6	4	1
4. Read materials about the career.		6	5	5
5. Observed activities in the career.	2	3	4	6
6. Tried out activities related to the job or career.	3	1	6	4
7. Worked in this job or career field.	9	2	2	2
8. Thought about racial, sex, or other biases that may exist in the job or caerer field.	8	6	1	
9. Thought about the steps necessary to prepare for the job or career.		7	7	1
10. Inquired in the range of pay for the job or career.	3	3	7	2
11. Inquired into the level of schooling or type of training required to enter the job or career.	3	4	4	3
12. Thought about how to apply the training program or educational program to the job or career.	4	6	5	
13. Asked about the employment demand for people in this career.	2	6	5	2
14. Thought about the lifestyle you would have with this job or career (for example, the amount of money, working conditions, kinds of friends).	2	3	5	5
15. Thought about how well the job or career matches your interests and abilities.	1	2	6	6
16. Thought about where you live and whether or not this job or career is available there.	4	4	4	3
17. Thought about the kind of transportation you will use to get to this job or career.	4	3	6	2
18. Thought about whether or not this job will be available in five or ten years.	6	2	5	2
Totals (15 respondents)	57	66	95	51

Revised 10/01/98

**RAPS 1998
PARTICIPANT WORK MATURITY EVALUATION**

EVALUATION CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Consistently punctual			2	6	8
Meets attendance requirements		1		6-	9
Exhibits good interpersonal relations				5	10
Demonstrates positive work habits			2	4	10
Maintains acceptable appearance				8	8
Completes task effectively			1-	4	11
Displays positive attitude			1	2	13
Develops personally			1	6	9
Totals (17 respondents)		1	7	41	78

* There were two marks midway between the second and sixth question; these were averaged up to the next highest level.

1998
UNIT 9 FINAL REPORT
RAPS QUESTIONNAIRE STUDENT COMMENTS

WHY DID YOU LIKE THIS UNIT/RAPS?

I liked this program. I feel RAPS added a refreshing and new dimension to our ROW office this summer. I liked this unit. Perhaps we need to reach out to our youth, explain our program more like at 'Career Days, etc.

I like asking these questions and seeing the response. In the future, we know areas we need to improve.

I liked this unit because it tells you guys how much I liked the job.

I liked this unit because to write down stuff that i have done over the past.

I liked this unit because I like to write.

WHAT CHANGES WOULD YOU MAKE?

I would not change it.

I wouldn't change it.