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PAYROLL PROCEDURES FOR YOUTH FOREST CAMP ENROLLEES

BACKGROUND:

The Forest Service operated three Youth Forest Camps (YFC) during the summer of 1993. These camps were funded by the National Forest Foundation (NFF). The Camps operated under the Youth Conservation Corps authority (PL 93-408), and the Master Memorandum of Understanding No. 93-SMU-035 between the Forest Service and the National Forest Foundation, (signed in December 1992).

Enrollees in the 1993 YFC were paid the prevailing minimum wage, State or Federal, whichever is highest, as required by the YCC authority. After deductions for Social Security, taxes, and \$5 per day for meals and lodging, actual take-home pay was approximately \$17-18 per day.

CURRENT SITUATION:

During the preliminary evaluation of YFC in Washington D.C. in September, Forest Service staff was requested to explore alternative methods of payrolling students, using the newly established Public Lands Corps authority within the National Community Service Trust Act of 1993.

****NOTE**** The regulations for the new law have not yet been written or published. The alternatives described are contingent upon regulations being issued in time for use in YFC Camp operation Summer of 1994.

ALTERNATIVE I

Pay the enrollees a total 8 or 10-week stipend equal to the minimum wage, on a graduated scale, allowing the staff to increase the stipend as enrollees' skills and time in Camp increase. (Potential full stipend \$2,000.)

ALTERNATIVE II

Pay a \$200 stipend each pay period, with a lump sum payment of \$1,000 at the successful completion of the 10-week camp. (Potential full stipend \$2,000)

ALTERNATIVE III

Pay a stipend less than the minimum wage. For example, the stipend could be equal to a maximum of \$3.00 or \$4.00. (Potential full stipend between \$1,200 and \$1,600)

ALTERNATIVE IV

Pay 10 cents an hour above minimum wage to be more competitive with other youth programs and show that YFC is the best program for youth. At the same time, increase deductions for meals and lodging to \$7 or \$8 per day.

ALTERNATIVE V

Pay the minimum wage for hours worked, as was the procedure in 1993. In addition, strongly encourage whenever possible, enrollees to put a major portion of their pay check into the bank each pay period.

PREFERRED Alternative:

The preferred alternative at this time is Alternative V ... Pay minimum wage for hours worked.

During the past two months we have visited each of the three camps, discussed alternatives with the camp staff, and asked for their reactions and suggestions for a payroll system for 1994. In addition, we met with staff from two other Federal Agencies that operate youth programs. The overwhelming majority strongly favored ALTERNATIVE V for the following reasons:

1. Enrollees truly see the camp experience as a JOB. Most would not even apply to the program if they were not earning the minimum wage, at least, for their work.
2. Enrollees work very hard at strenuous, labor-intensive projects in the outdoors ... in all kinds of weather and field conditions. They compare their pay with what their friends back home are making at Pizza Hut or Kentucky Fried Chicken. If they don't earn as much as their friends, they will have a tendency to drop out and go back home - especially in the early weeks of the program.
3. Young people in this age group respond best to immediate reward or consequence for what they do. It is hard for them to think 8-10 weeks into the future and realize that, if they are in a stipend pay situation, with reduced initial payments, what they will ultimately be paid is equal to what they will earn at the standard minimum wage. They have a short-range view of the world. The hourly wage is a very positive and real life experience for the youth. This is a very powerful tool that staff are able to use to motivate the youth to stay on the job with positive performance. If, on the other hand, enrollees are late, decide not to work for a short period, sneak off from work, or sleep in the bus, the crew leader can dock their pay accordingly. When enrollees experience the reduction in their very next pay check it serves as a real wake-up call. They normally do not do it again.
4. Treating enrollees like adults, with a paycheck that reflects a fair wage paid for a fair day's work, empowers them. A paycheck enhances their self-esteem and feelings of personal value and gives them a feeling of accomplishment.
5. A paycheck that is based upon hours worked, that also reflects deductions for Social Security and Taxes, and expenses for food and lodging, provides each enrollee another REAL WORLD learning opportunity. It is often the first experience the enrollees have had in learning how to handle money. At the camps they will be taught how to set up a bank account and save money. Planning their budgets with what they actually EARN each two weeks, provides another positive real-life experience and learning opportunity.
6. Enrollees all felt very proud of the fact that they were Forest Service "employees" for the summer. It gave them real status among their peers and provides excellent references on any future job application.

SUMMARY - NFF Youth Forest Camps
Summer/Fall 1993

This is a summary of the final individual reports from the three "pilot program" Youth Forest Camps (YFC) funded by the National Forest Foundation (NFF) during the Summer and Fall of 1993. The camps were located in Oregon, Washington, and Virginia. The YFC Camps operated under the Youth Conservation Corps (YCC) Authority.

I. CAMP MODEL

Augusta Springs Camp operated a seven day residential camp. The majority of the youth was from the urban Washington D.C. area. Staff were all Forest Service employees, many on detail from Job Corps Centers. The Camp was an all-male camp, not by design, but because no females applied. It's also important to note that the profile of the average enrollee showed a history of trouble with the law and the Camp was offered as a condition of probation.

The Mt Hood Camp was a ^{10%} five-day ^{30%} residential camp. Enrollees were recruited from both urban and rural areas. Staff was provided by the Washington County Educational Service District under a cooperative agreement. Most were experienced Outdoor Lab School staff. The staff worked more than an 8-hour day and 40-hour week. The camp was co-ed.

The Gifford Pinchot Camp was a five-day residential camp. Enrollees were recruited from both urban and rural areas as well as local Indian Nations. The daytime work crews were supervised by Forest Service employees. The evening residential, counseling, and education activities were staffed separately through a contract with Clark County Education Service District (Washington State). This camp was also co-ed

All Camps had two sessions each - the first in Summer for 8 weeks, the second in Fall for 9-10 weeks.

II. RECRUITMENT

This first year, recruitment required a great deal of time and effort in order to reach a diverse population of youth. A number of partnerships were developed with social service agencies, schools - both mainstream and alternative, civic organizations, churches, the juvenile justice system and the parents. Orientation meetings, for both youth and their parent or guardian prior to formal employment, proved to be very helpful in reducing the drop-out rate. The short leadtime in the recruitment process in the various communities was a problem. Once schools let out for the summer the youth and teachers were much harder to contact to fill the Fall sessions. Recruitment will be greatly improved with this year's increased lead time. Also, now that communication has been established with the necessary partners, recruitment in general will be more effective at the established camps.

III. STAFFING

We were successful in securing a staff that was skilled not only in their work area, but also experienced in working with a diverse group of youth. We need to improve matching the diversity of the staff to the profile of the camp population.

IV. YOUTH PROFILE

The three camps served a total of 211 youth who were:

62% Male
32% Female

70% Urban
30% Rural

29% African-American
5% American Indian
4% Asia-American
51% Caucasian
7% Hispanic
4% Other

49%

36¢ / 1.00

V. ACCOMPLISHMENT

The YFC enrollees accomplished over \$334,400 appraised value of high priority resource projects on National Forest lands. The majority of the accomplishment was on the Forest recreation and timber-related projects.

We can definitely say that the life of every youth who fully participated in the YFC program this summer was changed for the better as a result of his or her Camp experience. Each young person gained social skills, learned to live and work with others, and many received high school credit for the Summer's project. Enrollees also built the self-esteem that comes from being a positive part of a team effort, completing a variety of projects, and drawing a pay check - many for the first time in their lives.

While each Camp had distinct and unique characteristics, the total program provided a strong foundation to serve as a model by meeting common objectives designed to:

1. Serve youth from all social and economic backgrounds (diversity).
2. Provide a meaningful work experience.
3. Accomplish unfunded, needed conservation work on Forest lands.
4. Provide an educational component to teach strong life skills and environment-ecosystem management concepts.
5. Provide an environment for young people to grow and change.
6. Develop tools to transfer back into workforce or back into school.

RECOMMENDATIONS:

Camp Models:

Maintain flexibility for season and length of Camp sessions to better accomodate local conditions (weather, school terms, availability of meaningful work projects).

Develop stronger educational components and work with local school districts for more high school credits, a GED, or on-the-job training credit.

Continue to operate the camps in 8 to 10 week sessions. Emphasize training that will return the enrollees back into traditional school and work opportunities.

Have a strong transition and tracking component to support enrollees' return to school or to other employment. This would help provide data to estimate the dollar value of social and educational gains made by enrollees.

Recruitment:

Conduct early outreach and recruitment for continued diversity and expansion of co-ed enrollment.

Use the Adopt-a-School concept to involve more federal staff in outreach and recruitment of youth for the YFC.

Communicate with local school systems (Districts) and alternative schools.

De-emphasize contacts with juvenile justice systems which result in court-ordered assignment of youth to the camp

Staffing:

Provide a more diverse staff.

COSTS:

Initial review of expenditures shows average costs per enrollee (211 youth served over 18 week operation of Camps.)

	<u>Geo. Wash.</u>	<u>Giff. Pinchot</u>	<u>Mt. Hood</u>
Number Slots/Youth	64	73	74
Ave Cost per slot NFF \$\$ (\$826,600)	\$2,782	\$5,240	\$3,590
Ave. Cost per slot TOTAL EXPENDITURES (\$1,299,900)	\$6,700	\$7,000	\$4,800

PROPOSAL FOR FY 94:

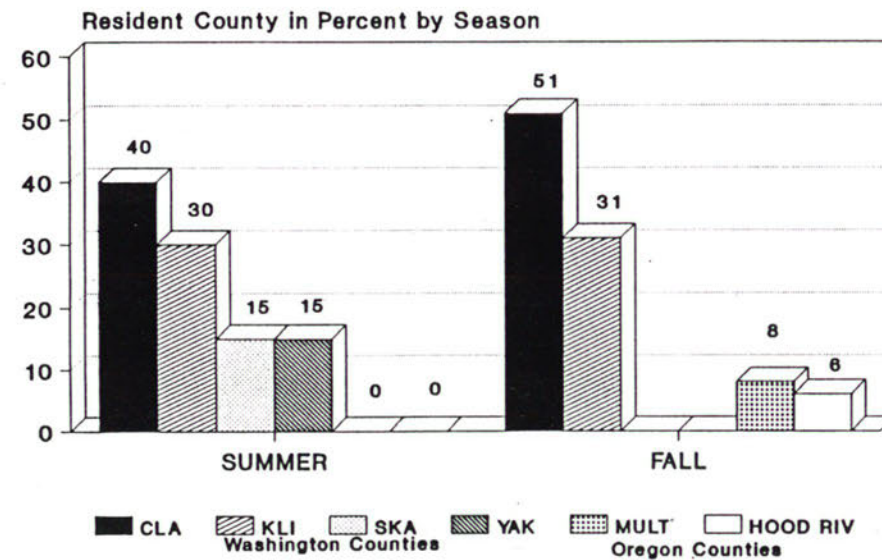
Run camps for a total of 18 weeks as we did FY 93. Local conditions would dictate exact scheduling based on weather, field conditions, facilities, etc. Contribution to each camp from NFF would be:

1. Maintain Mt. Hood to serve 74 youth -\$319,000 *\$477,000*
2. Maintain Geo. Washington serving 64 youth 238,100
3. Relocate Gifford Pinchot camp either on GP or to Olympic Peninsula for approximate same cost as FY 93 serving 73 youth 382,700

Proposed TOTAL from NFF in FY 94 \$939,800

YOUTH FOREST CAMP - 1993

Gifford Pinchot NF-Camp Adams

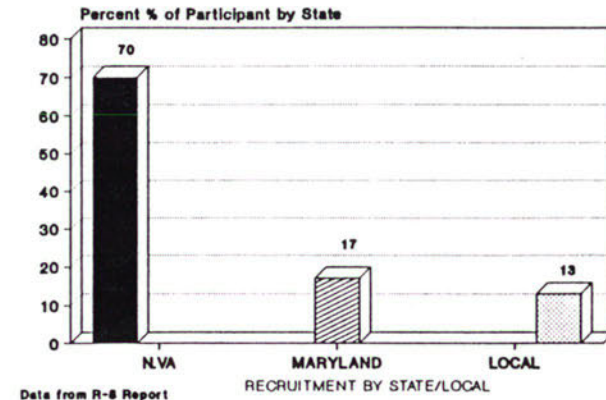


Data from R-6 Report

RESIDENT COUNTY RECRUITMENT AREA

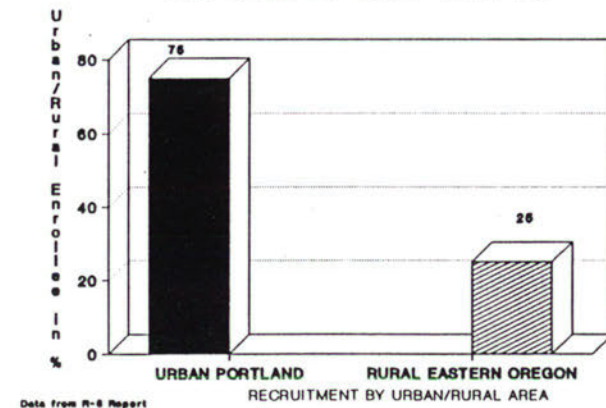
YOUTH FOREST CAMP - 1993

G.WASHINGTON NF-AUGUSTA SPRING R8

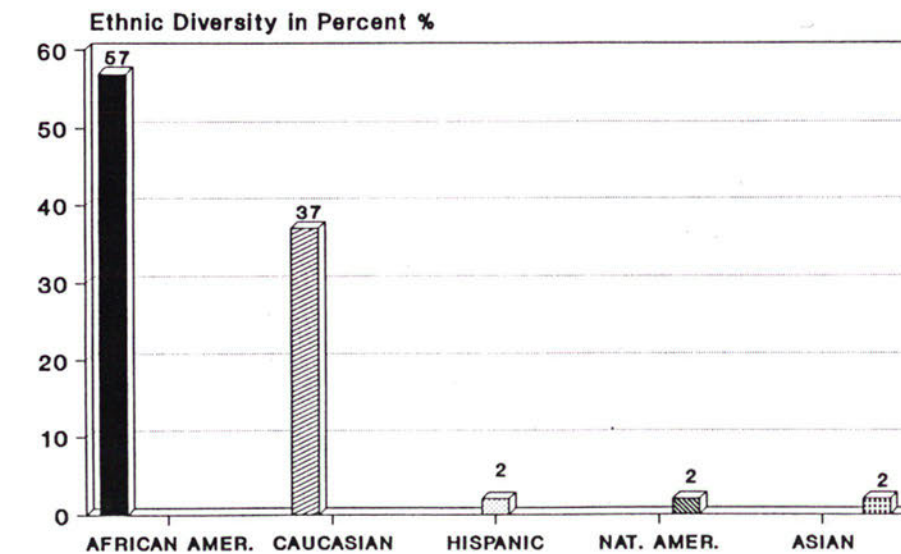


YOUTH FOREST CAMP - 1993

MT. HOOD NF-CAMP CODY R6

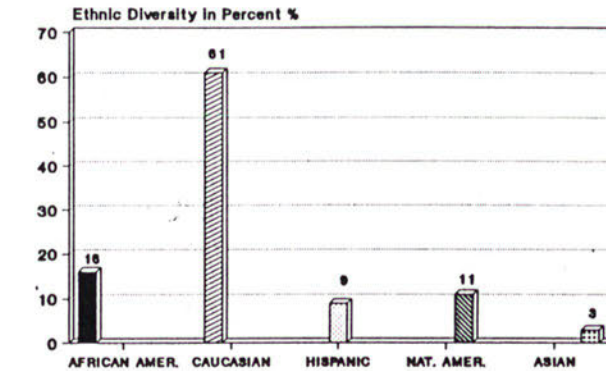


YOUTH FOREST CAMP - 1993 **G.WASHINGTON NF-AUGUSTA SPRINGS R8**



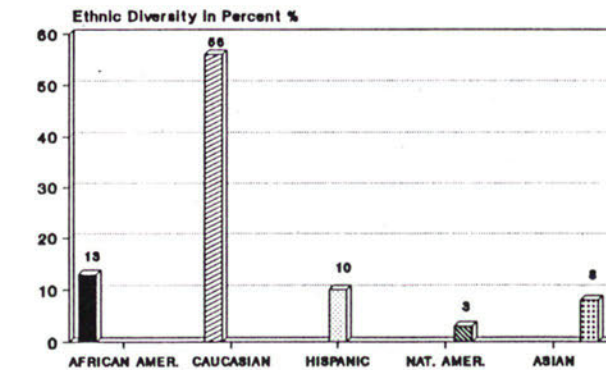
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YOUTH FOREST CAMP - 1993 **MT. HOOD NF-CAMP CODY R6**



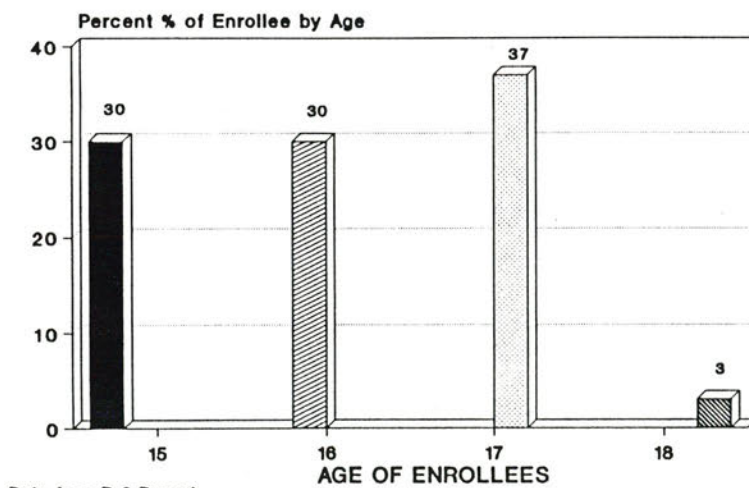
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YOUTH FOREST CAMP - 1993 **Gifford Pinchot NF-Camp Adams**



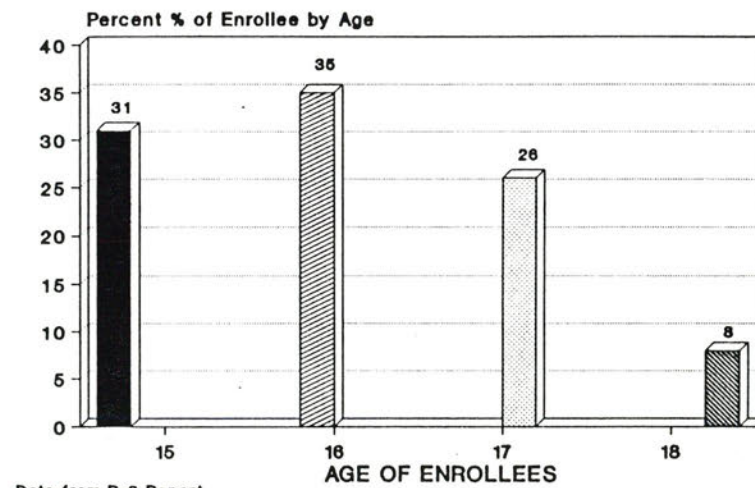
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YOUTH FOREST CAMP - 1993 **GIFFORD PINCHOT NF-Camp Adams R6**



Data from R-6 Report

YOUTH FOREST CAMP - 1993 **G.WASHINGTON NF-AUGUSTA SPRINGS R8**



Data from R-8 Report

Final Report

AUGUSTA SPRINGS YOUTH FOREST CAMP

FINAL REPORT FOR 1993 PROGRAM

I. Camp Model

The Augusta Springs Camp (ASC) in Virginia was in operation from May 25 through September 24. While camp was available for co-ed operation, the recruitment did not locate females that were interested in participation. The program was a seven day residential camp. It was possible for enrollees to attend for the entire eighteen week period. However, enrollee participation changed quickly and no one stayed the entire time.

II. Recruitment

Recruitment for the Camp was coordinated through the Social Offices and Juvenile system as arranged by the Washington Office. The enrollees basically came from the Northern Virginia and Washington DC area. A few local youths were selected to attend. Some participation from Maryland areas also added enrollees. An alternative school from Maryland participated for the last two weeks of the program.

Working through the Social Services agencies in the states and District required special measures. For example, potential candidates came were expected to visit the camp for an interview with the staff and preview of the area and work program. It was clearly explained that the decision to attend must be voluntary and not as a result of court ordered decision. Many of the youth who came were working on probation conditions that subjected them to some pressure to attend. This recruitment method is not recommended for continued use in future camps.

There were a total of sixty four youth who were able to take advantage of the program. Several visited, interviewed, and either decided on their own not to attend, or were evaluated as not suitable for this camp.

III. Staffing

The staff represented a wide range of skills and personalities, and shared a commitment to the objectives of reaching and benefitting youth. The main strength of direction and management came from detailers from a variety of Job Corps Centers throughout the U.S. However, others came from Districts and Forests throughout Region 8. A number of Forest Technicians and others came from the George Washington NF to fill in during times when the regular staff was not at full strength. The U.S. Forest Service detailers came from Arkansas, Texas, South Carolina, North Dakota, Nebraska and Oregon. In addition, several staff members were hired as temporary employees through local employment agencies.

The Deerfield Ranger District staff gave administrative support in terms of contracting, procurement, payrolling, media, and speciality skills such as construction, environmental education, etc. as needed.

Staff training was intense and began with specialized sessions. These sessions focused on the mission and objectives of the program, safety, team building, Forest Service policy and practices and operational goals with the youth. A local consultant psychologist was enlisted to prepare the staff to handle the youth expected to attend. The youth were expected to bring a myriad of problems and circumstances to camp that would require special sensitivity and skills. We found this to be especially beneficial but the needs of the youth far exceeded our limited staff skills.

Training continued during the program with team building and other opportunities such as a "rope course" that stressed team work. This course was done with the youth involved too!

IV. Youth Profile

A wide range of youth came to the ASC. They came mainly from the inner city in a major metropolitan area in the east. Most came with adjudicated probation and the associated problems that came through this system. Most were from abusive backgrounds and were experiencing problems in the public education system. Ages ranged from 15 to 19. We found the 15 year olds to be too young and generally too immature to cope with this new experience. Although the camp was available for coed use, it evolved into a male only camp.

There was a wide variety of youth and experiences throughout the term of the camp. Many ethnic groups were served. Representatives from black, hispanic, native American, Asian, and white communities were served during the length of the program. While most were from inner city backgrounds, rural youth were also selected and attended.

Exhibit 1 illustrates representation of ethnicity, age and states graphically.

V. Accomplishments

The enrollees started with a major effort to clean up the living area that was damaged by a storm just weeks before the camp was to open. Much brush was cleaned, chipped and landscaping done. An estimated sixteen cords of firewood was cut, split, and delivered to local needy families. Those in greatest need were identified through coordinated contacts with local Red Cross, Salvation Army, Mission, and Community Church relief agencies. An expanded presentation of the enrollees accomplishment in the local community was the fringe benefit of this effort. Obviously a number of elderly and needy families were served by their work.

The primary project involved a trail through a unique wetland ecosystem. The trail will be a focal point for environmental education and is accessible for all populations. It exposed the youth to construction skills, accomplishment possible through team work,

and, of course, environmental exposure on a daily basis. The trail passes a beaver pond and historical areas of local interest.

A series of news releases is shown in exhibit 2 that illustrates the local media coverage and community support.

Additionally, the enrollees were given a variety of training sessions in improvement of social skills, health, drug awareness, and nutrition by local social service organizations. Environmental education was also included in formal presentations as well as applied exposure in the daily work projects.

The enrollees also participated in a number of general work projects on this Ranger District that contributed to the overall program of natural resource management. Examples of these projects included trail maintenance, roadside brushing for safety, and parking lot construction for fishermen and campers.

Approximate value of accomplishments is estimated at:

**Trails maintenance	\$16,000
**Roadside brushing	\$10,000
**Parking lot construction	\$4,500
**Trail through wetlands	\$24,800
**TOTAL-----	(\$55,300)

While some of the youth were only minimally affected by the program, there were a number who positively benefitted. They have returned to school, resolved their probation difficulties, and seem to be back on track for a more successful lifestyle. However, this is an element that is most difficult to calculate in pure monetary terms, or for which to establish a straight cost/benefit ratio. We feel that the program is successful in the terms of human lives touched and changed. Philosophically, this program is a "seed planting" effort. This is the concept where a youth is exposed to a different life style of work ethics, discipline and organization, and who will someday mature and more fully realize the benefits of the ASC experience.

VI. Costs

Extensive start up costs reflect the efforts and needs of the facilities to begin an operation of this intensity. In kind contribution reflects the use of military surplus clothing, tools equipment, and high value surplus mobile homes. It is estimated that these start up costs totaled almost \$330,000.

Costs associated with management of the at risks populations in this camp reflect the degree of need the youth had. The youth involved were truly at risk and demanded more supervision and had less production than youth with less need would have required.

Total costs including salary, supply, equipment, travel, etc is projected through the accounting period to be \$399,000.

The estimated costs per enrollee is:

	<u>Actual Expenditure</u>	<u>In-kind Contributions</u>	<u>Total</u>
Expenditures	\$399,053	\$335,193	\$734,246
Cost Per			
64 enrollees	\$6,235	\$5,237	\$11,472

Follow-up of Former YFC Enrollees:

The Supervisor's Office HRP Staff has enrolled one youth in the Job Training Partnership Act Program (JTPA) for completion of his GED and is assisting another youth in fulfilling his probation obligation of working 60 hours as a volunteer in the community.

Contacts with businesses to establish after school and summer employment for former enrollees were active during the period of camp time and are continuing.

VII. Proposal for Next Year

The proposal for the 1994 program at the ASC is very similar to the 1993 program. Duration will be seven day residential, 18 weeks or as funding permits, co-ed, and located on the same site. Precise dates will be determined later but, it is anticipated that the camp will occur in the May through September time frame.

Staffing may be slightly re-organized but will be similar with more planning and training to accomplish the mission. Forest Service involvement, leadership and direction will guide the program. It is planned that Forest Service personnel will continue to be detailed to the project from other units as available. Length of service will emphasize 30 day minimum and actively recruit for longer periods of service.

Student recruitment will be refined to de-emphasize the contacts with juvenile and social service units. The 1994 program recruitment will be through primary contacts through school systems and guidance counselors in a focused recruitment area. The suggested recruitment area of focus will be Richmond, Roanoke, Northern Virginia and selected Washington DC school systems. However, we will continue to investigate other sources for students suitable and in need of this experience. One example would be the alternative schools that are operational in the state. The thrust of this recruitment is to move away from the intense judicial involvement many students seems to have brought with them this past summer. Felony offenders will not be accepted. Student age emphasis will focus on the older students as experience indicates that 15 year old students are too young.

A Student mix of all populations, ages, ethnicities, and sexes is desirable and will be sought.

Experience indicates staffing change is needed. More full time staff is needed for continuity. Full time clerical and computerization on-site will occur. More specific organization and recommendation are under study at this time.

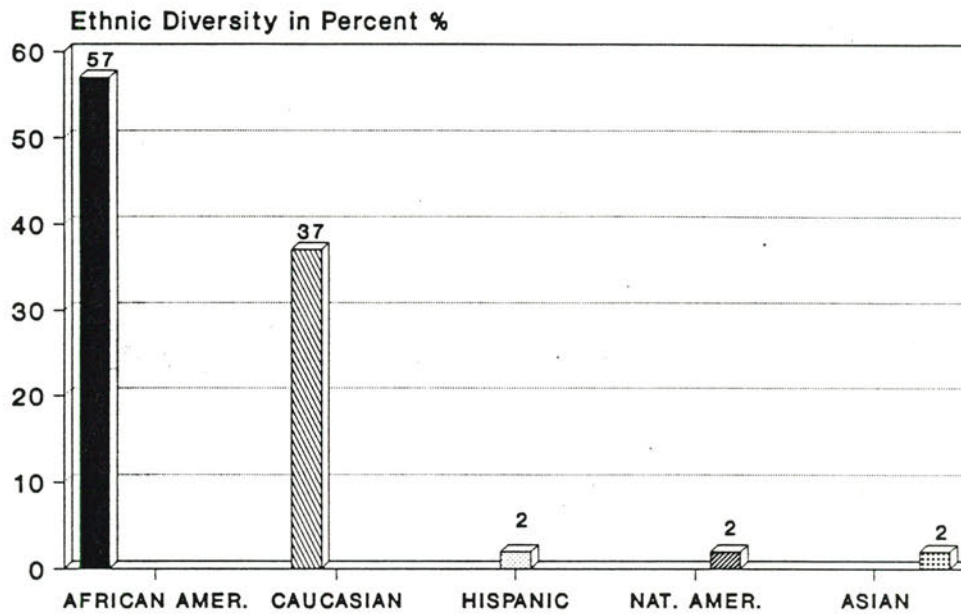
Funding to reflect a truer picture of needs indicates an anticipated budget of \$477,000 for the 1994 operational period. It is also assumed that there will be additional funds of contribution in kind through continued use of surplus sources of supply and other Forest Service contributions in manpower and supervision. This could include more facilities in order to improve housing for both students and staff as well as more tools and equipment. Meeting housing needs through use of surplus sources is contingent upon availability.

It is anticipated that start up costs will be somewhat less due to the improved lead time and better planning possible. However, recruitment of both students and staff must begin now to meet the needs for next summer. Planning is now underway to refine and streamline the program for the coming year.

Project planning is currently underway to provide for completion of the remainder of the wetlands environmental trail.

YOUTH FOREST CAMP - 1993

G.WASHINGTON NF-AUGUSTA SPRINGS R8

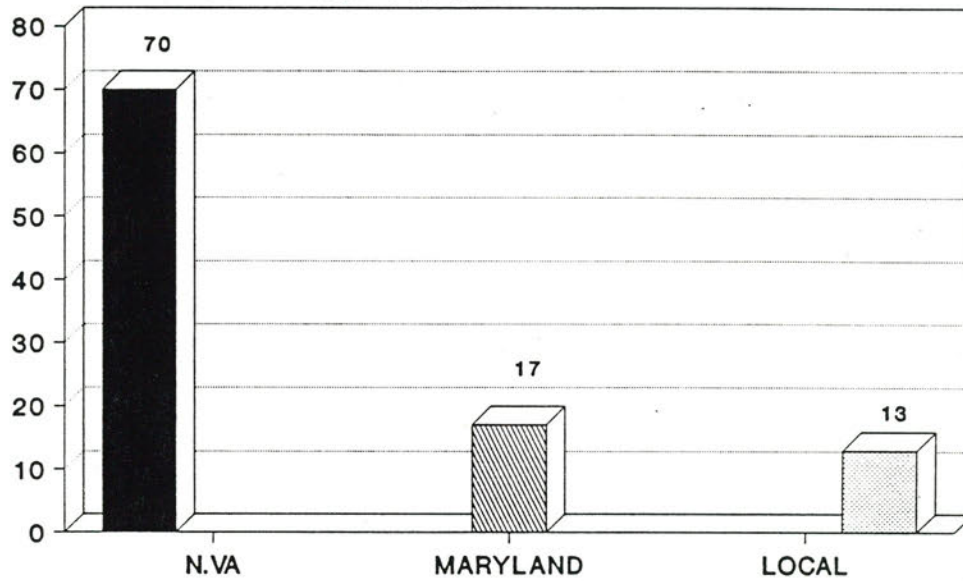


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YOUTH FOREST CAMP - 1993

G.WASHINGTON NF-AUGUSTA SPRING R8

Percent % of Participant by State

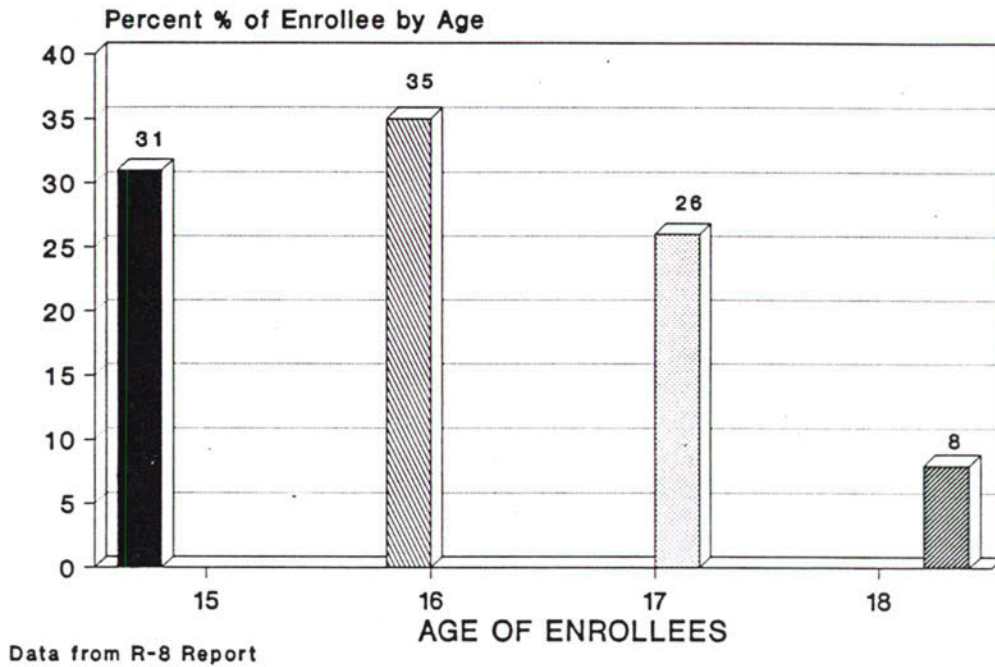


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RECRUITMENT BY STATE/LOCAL

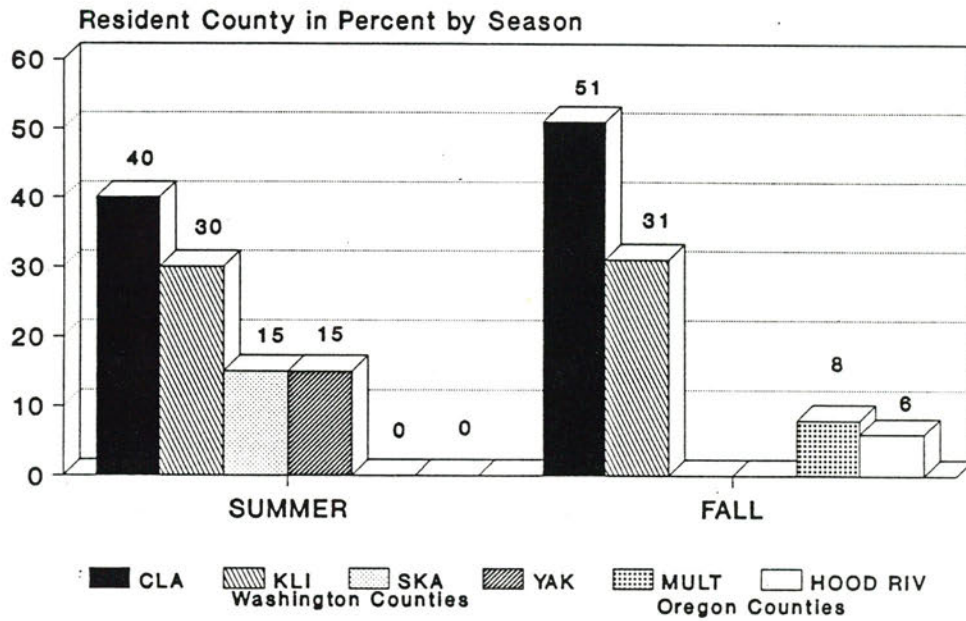
YOUTH FOREST CAMP - 1993

G.WASHINGTON NF-AUGUSTA SPRINGS R8



YOUTH FOREST CAMP - 1993

Gifford Pinchot NF-Camp Adams

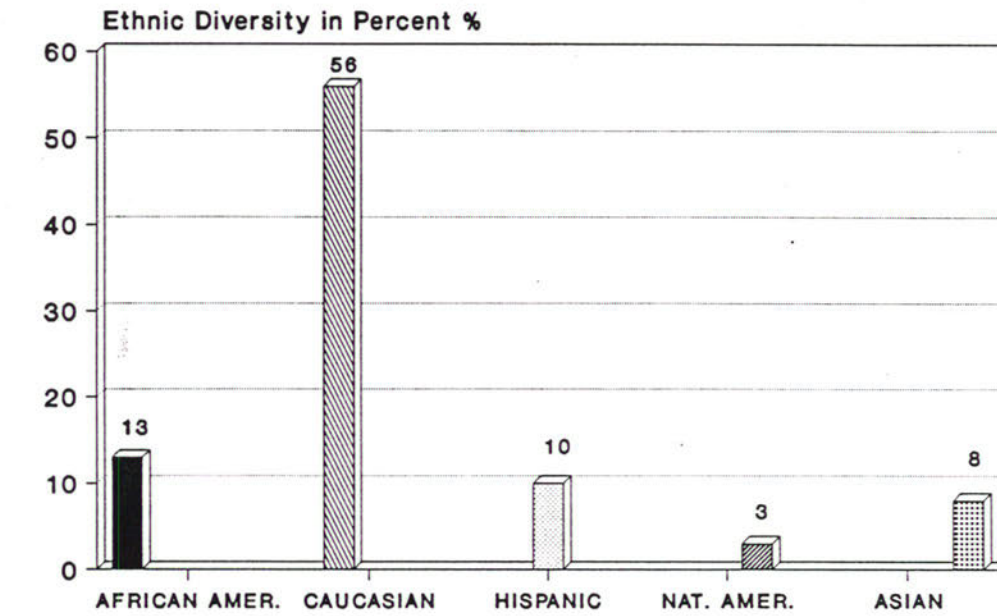


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RESIDENT COUNTY RECRUITMENT AREA

YOUTH FOREST CAMP - 1993

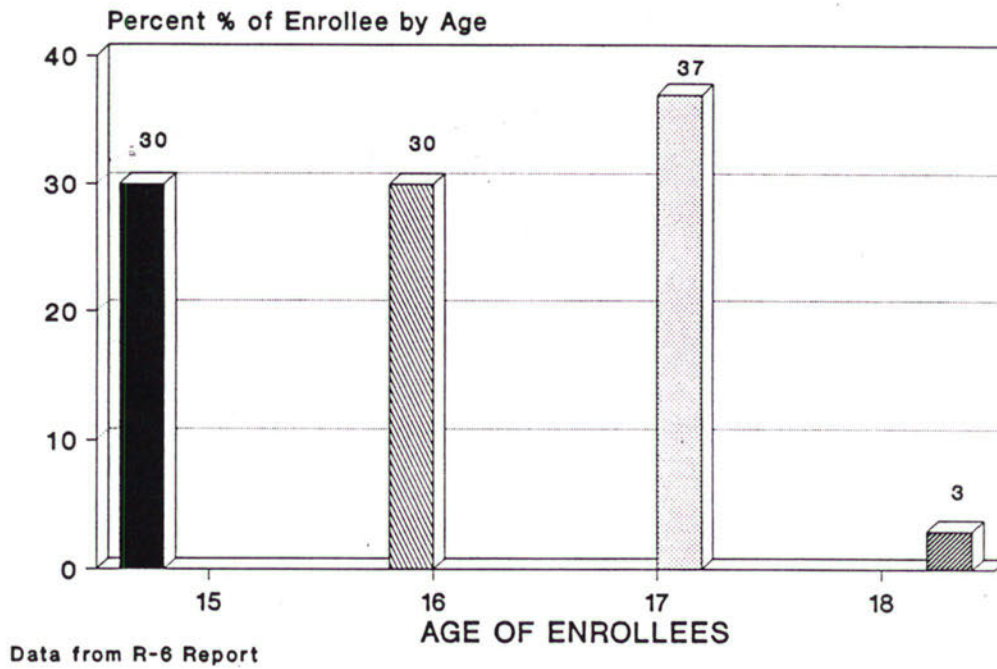
Gifford Pinchot NF-Camp Adams



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YOUTH FOREST CAMP - 1993

GIFFORD PINCHOT NF-Camp Adams R6



FINAL REPORT

GIFFORD PINCHOT NATIONAL FOREST YOUTH FOREST CAMP

Camp Adams 1993

I. CAMP MODEL

The Camp Adams Youth Forest Camp was located in a full service facility at the Mt. Adams Ranger Station compound in Trout Lake, Washington approximately 90 miles northeast of Portland, Oregon.

Program objectives were: to accomplish needed work on National Forest lands, develop basic employment and social skills, and provide a motivating educational environment. This model placed a high priority on the social and academic components, and demanded a rigorous effort from the enrollees to perform in those arenas as well as the work place. The effort and resources dedicated to education and personal development above and beyond a full time work requirement distinguished this model. An additional distinguishing characteristic of this model was the modified "fee for service" approach which produced some moderate revenues that helped to offset some of the cost.

Camp Adams was a five day per week residential camp. Enrollees were provided transportation to and from their home communities. With the exception of two structured week-end programs, all enrollees returned home each week-end. The program served a co-educational group of youth aged 15 to 18 from both urban and very rural communities in Southwest Washington State and Portland, Oregon. The camp operated two sessions in the program year. An eight week summer session (June 21 - August 13), and a nine week fall session (August 30 - October 29). The summer camp served 40 youth and the fall camp served 33. Enrollees were paid the federal minimum wage of \$4.25 hr. plus the incentive of qualifying for a \$500 continuing education grant if they successfully completed the educational portion of the program.

The residential supervision, meals, and educational program were contracted to the local Educational Service District. Overall administration, logistical support and work supervision were accomplished by Forest Service employees.

II. RECRUITMENT

The recruitment area was defined by a two hour drive time from the camp, and was further limited to the Washington State side of the Columbia River to avoid confusion with the Mt. Hood National Forest program. The state boundary limitation was dissolved for the fall session recruitment and the Camp Adams program was made available to Oregon residents. Youth were recruited from the urban centers in Clark and Yakima counties in Washington and Multnomah County in Oregon, and from the rural counties of Skamania and Klickitat in Washington and Hood River County in Oregon.

The program targeted a 50/50 mix of urban/rural, and a 60/40 mix by gender (dictated by the facilities). Efforts were made to assure: a racial and cultural mix which exceeded the demographics of the area, that half of the enrollments were held for economically disadvantaged youth, and that handicapped youth were included.

Contacts were made and recruitment information was provided to: all high schools in and alternative schools in the area, state job service centers, Forest Service units, Minority Employees of the Forest Service, the Yakima Indian Nation, Private Industry Councils, the Yakima Occupational Industry Council, NAACP chapters, Yakima Valley Farm Workers Clinic, JTPA contractors, and Centro Hispano de Clark County. PSAs and news releases were carried by local newspapers, and radio.

The summer session drew 160 applications, the fall program 45. Positions were allocated as described above and selections made via random drawings. Orientation sessions were held for selectees and their families in four convenient locations prior to the start up of camp.

III. STAFFING

Staffing was designed to optimize available expertise, and avoid "burn out" and high turnover. Overall, there were 16 full time and two part time positions which were filled by 21 persons. The staff responsibilities were divided between the evening educational/group living components and the daily work component and administration. A supervisor to enrollee ratio of 1:8 was maintained during each "shift".

In addition to regular paid staffing, seven volunteers (including a student teacher from Germany) donated approximately 250 hours of their time to assist with supervision, readying the facility, and in making educational presentations.

Direct Forest Service support included; the program administrator, a work project coordinator, five work crew leaders, one assistant/alternate crewleader, a full time clerical and a part time clerical. The crew leaders and clerical support were recruited from the local area and were hired for the duration of the project only. All but one had significant previous seasonal Forest Service work experience. Of the 6 crew leaders, two were certificated secondary school teachers and one holds two certifications as a counselor. The staff was down sized for the fall session to four crew leaders.

The contractor, ESD 112 provided; the camp director, four teacher/counselors, a food service manager (who also doubled as a teacher), an assistant cook, and a part time curriculum development specialist. The director, the food service mgr, and one of the teachers were certificated secondary school teachers. There was one certificated counselor, and one journalism/public relations specialist in the summer session. Three positions turned over before the fall session. (The director and one of the teachers found full time teaching positions, and the journalist found the program too challenging.) The staff was down sized for the fall session. The director was replaced with a certificated teacher, and the teacher position was replaced by a person holding dual certifications in teaching and counseling.

Overall, the qualifications of the staff were far greater than the salaries offered should reasonably have produced. The concept of conducting education in this type of alternative setting proved very alluring.....and we were lucky.

Minority representation: The ESD staff included a black male certified counselor. The Forest Service staff included a black male, hispanic male, and native american female among the crew leaders, and a native american female clerical.

All staff received a full week of training and orientation prior to opening of camp. Subjects; Orientation to Forest Service organization and culture, ethics and conduct, first aid/CPR, sexual harrassment, driving safety, drug and alcohol awareness, blood borne pathogens, and YFC program objectives were discussed and policies defined. During the course of the program staff inservice sessions covered; gang culture, disciplinary techniques, legal responsibilities, abuse, and ongoing safety sessions.

IV. YOUTH PROFILE

A total of 76 youth were enrolled in the program. We consider 70 to have been served. 35 completed the summer session and are eligible for the continuing education grant. 24 completed the fall session, 19 are eligible for the grant.

In the summer session: 55% came from urban settings, 45% from rural
60% were male, 40% female
40% were economically disadvantaged
33% were racial minorities
25% were learning impaired
(we also served one hearing impaired and one visually impaired)
Age breakdown: 15 - 30%
16 - 30%
17 - 37%
18 - 3%

In the fall session: 59% came from urban setting, 41% from rural
74% were male, 26% female
55% were economically disadvantaged
21% were racial minorities
33% were learning impaired
Age breakdown: 15 - 8%
16 - 29%
17 - 43%
18 - 20%

Minority Representation

	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Percent</u>
Asian	2	1	3	4
Black	4	3	7	9
Hispanic	3	1	4	5
Indian	3	0	3	4
Caucasian	38	21	59	77

V. ACCOMPLISHMENTS

WORK COMPONENT

The Program accomplished a total of 12.78 person years of work in four major categories. Work was performed on 13 different projects, on all 5 Ranger Districts on the Gifford Pinchot, and in the Columbia River Gorge National Scenic Area.

<u>RESOURCE CATEGORY</u>	<u>APPRAISED VALUE</u>	<u>PERSON YEARS</u>
Recreation	\$41,580	3.30
Range Management	\$33,200	2.68
Timber Management	\$78,000	6.30
Facilities	<u>6,300</u>	<u>.50</u>
	\$159,080	12.78

Noteable projects: Constructed the first handicapped access interpretive trail on the Mt. Adams district (660 ft.), reconstructed the "Perdition" trail in the CRGNSA.

In addition to the above Forest Service based work enrollees also performed work in the local community, performing maintenance at the cemetery, assisting with the relocation of the local school to a new facility, maintenance of recreation information kiosk, and minor repair of flood control diversion. These tasks were above and beyond the regular work and are not reflected in the above figures.

EDUCATIONAL COMPONENT

Enrollees averaged 100 hours of structured educational time per person. The YFC program/curriculum itself was not "accredited" by the State of Washington. Rather, enrollees negotiated with their school for independent study agreements and the school in turn awarded credit upon the students return to their school. The amount of credit awarded by the enrollee's school varied depending on the quantity, quality and presentation of the students work. YFC staff provided assistance to enrollees in seeking the maximum credit possible. At the writing of this report this process was still on going and values assigned here are based on the summer session results and an estimate on fall session results.

39 of the 40 enrollees in the summer session, including those that left the program returned to school. One is in juvenile detention.

Two enrollees in the fall session came to the program with High School equivalency degrees already, and did not receive credit. The remaining 30 enrollees including those who left the program returned to school. The

majority of the fall session enrollees were from alternative school programs which were considerably more receptive to honoring the work the students performed with credit. One of the enrollees who had been working toward a GED completed the requirements while enrolled and passed all tests with outstanding scores.

As in any school setting, not all students successfully completed the required work. However, in all cases, 1/2 credit for their work experience was available. The least credit earned was 1/2, the highest 4. We are using 1 credit as the average.

The curriculum was designed around several "strands": Interpersonal Skills Development, Critical Thinking and Inquiry, Self Assessment, and Basic Skills. The surrounding environment was used as the vehicle for presenting much of the curriculum, but this component was not limited to "environmental education".

Subjects covered:

Environmental Sciences
Social Sciences/History
Basic Skills (reading, writing, math)

A \$500 scholarship was offered as a completion incentive. A requirement for completing the program involved production of an educational project. The following is a representative list of these creative projects.

Frank Cisneros Mario Saueda	Climbed Mt. Adams and prepared a video presentation of the climb.
Anna Andersen Mike Hansen	Plant identification book with hand drawn plates.
Curtis Lilly	Camp logo T-Shirts. Designed, printed and sold T-shirts.
Dustin Nielsen Jeremy Sobuski	Fire Science presentation
Christy Van Horn	Learned sign language and gave a presentation in sign language.
Brian Lee Monique Pleasant	Cooked ethnic dishes, prepared and served meals Presented history and cultural info.
Julie Gershfield	Produced and presented a nature video.
Talitha Sahim Erica Wooden	Edited a weekly Camp newsletter, The Adams Family.
Misty La Duke Jaime Price	Wrote and produced a book of poetry.

GROUP LIVING & SOCIALIZATION COMPONENT

This is the most difficult subject to assess. Evaluations were filled out on each enrollee by a panel of staff, the aggregated results are displayed below.

NUMBER OF ENROLLEES WHO EXHIBITED IMPROVEMENT/DECLINE IN THE WORK COMPONENT
AND THE GROUP LIVING COMPONENT
AGGREGATE IMPROVEMENT/DECLINE LEVEL BASED ON EVALUATIONS OF 70 ENROLLEES

FACTORS	Grp.Living INTERIMS				Work Crews INTERIMS				AGGREGATE BOTH SESSIONS		
	FALL		SUMR		FALL		SUMR		IMPROVED	DECLINED	N/C
	+	-	+	-	+	-	+	-			
1. ATTENDANCE	6	5	22	0	7	1	11	1	46	7	17
2. PUNCTUALITY	7	3	22	1	6	0	10	0	45	4	21
3. GROOMING & HYGIENE	9	0	23	0	1	0	4	1	37	1	32
4. FOLLOWING DIRECTIONS	11	3	23	1	8	0	12	0	54	4	12
5. QUALITY OF WORK	11	3	23	1	8	0	15	1	57	5	8
6. QUANTITY OF WORK	9	4	23	1	9	0	15	1	56	6	8
7. DEPENDABILITY	14	1	24	2	8	0	17	0	63	3	4
8. WORKING RELATIONSHIP	18	0	23		7	0	17	0	65	1	4
9. PERSONAL BEHAVIOR	16	0	24	2	7	0	16	0	63	2	5

*N/C - NO CHANGE FROM BEGINNING OF SESSION THROUGH END OF SESSION.

Enrollees were asked to evaluate themselves and the program:

ENROLLEE RESPONSES TO EXIT SURVEY

SUMMER/FALL SESSIONS SUMMARY

There were a total of 52 responses.

1. What new skills did you learn on the Forest Service projects?

32 responded they learned forestry related job skills
(Multiple answers were given in some cases)

13 responded they learned to use tools

5 responded they learned work skills such as leadership, teamwork, punctuality, endurance, etc.

2. What new knowledge did you gain?

25 responded they gained knowledge related to forestry jobs/nature

18 responded they gained knowledge related to personal skills, personal insight and maturity

9 did not respond or said "none"

3. What effect, if any, has this program had on your life? Are you different as a result of taking part in this program?

39 responses related to personal growth, maturity, broadened horizons, etc.

5 responses had to do with the forest and environmental issues

8 gave no response, or "not much"

4. What were the best parts?

20 responded, the friendships they made and new people they met

12 responded, working and work experience

7 responded, the recreation and activities

3 responded, the money or scholarship

3 responded, the sleep (when they got to get some)

3 responded, personal growth

3 gave no response

5. What were the worst parts?

8 responded, the educational part

16 responded, the problems and disagreements

12 responded, the work and chores

2 responded, the food

1 responded, "going back home on the weekend"

7 did not respond

6. Would you recommend the camp to your friends next year? Why, or why not?

A number of people included "good experience, fun and broadened horizons"

42 responded they would recommend YFC camp to their friends

1 responded "maybe"

7 responded no, they would not recommend YFC to their friends

7. How did you hear about the camp?

24 responded, from their school

6 responded, from their friend(s)

6 responded, from the employment office

3 responded, they were here for a previous session

3 responded, from their counselor

1 responded, from another USFS Ranger District

1 responded, from newspaper article

6 responded, from their parents

3 gave no answer

8. How important was the amount of wages you earned at camp? Would you have come to camp if there was no pay?

25 responded the money was very important

14 responded the money was important

5 responded the money was somewhat important

4 responded the money was unimportant

1 said, "not enough money"

3 did not give a response

Would you have come to camp if there was NO PAY?

34 responded, no

5 responded, yes

7 responded, "maybe, if I knew what I know now"

5 did not respond

What kind of camp would you prefer?

48 responded, a camp with equal numbers of males and females; 2- all male and
1- all female

37 responded, a 5-day camp with weekends at home

4 responded, a 7-day camp.

23 responded, the same length camp.

25 responded, a longer camp.

1 responded to all three options

2 did not respond to this question

Ideas and Suggestions:

20 people did not offer suggestions.

6 suggestions were for "no changes"

2 requested "Better Food!"

2 requested more personal time and less restrictions (male/female relationships)

1 suggested "counselors without power issues"

2 suggested more and better recreation

A number of individual suggestions were offered:

"Offer more field education and forestry science"

"Not so tight days and a little more freedom"

"Be a little nicer"

"Less school work because you're too tired at night"

"Have counselors who understand how kids feel and who like to have fun"

"Fire rebels before they get a chance to ruin camp"

"Counselors without power issues"

AND... "I would like to thank all of the staff in making my stay as welcome as possible!"

VI. COSTS

The original program budget as approved in January '93 totaled \$516,000
NFF portion: operations \$382,700, continuing ed grants \$40,000

FINAL ACCOUNTING FIGURES WERE NOT AVAILABLE FOR THIS REPORT. COSTS FOR THE
FINAL 6 WEEKS OF OPERATIONS AND ADMISTRATIVE COSTS HAVE BEEN ESTIMATED TO
PRODUCE THESE "TOTAL" FIGURES.

(ACTUAL EXPENDITURES ONLY)

Group Living/Residential Costs:	
Facilities, Food, Supervision, Recreation etc. ..	\$ 98,141.00
Educational Component Costs:	
Curriculum, Staff time, materials.....	\$ 68,284.00
Work Component Costs:	
Enrollee wages, Supervision, Transportation, Materials & Supplies.....	\$165,940.00
Start-up Costs:	
Facilities, Furnishings, Program development, Travel & Training, Tools & Equipment, etc.....	\$ 55,000.00
Administration Costs:	
Direct: On site admin, and clerical.....	\$ 66,000.00
Indirect: Ranger, Admin Officer, Forest level support.....	<u>\$ 7,000.00</u>
TOTAL EXPENDITURES:	\$460,365.00
Continuing Education Grant Obligations:	
59 qualified @ \$500 ea.....	<u>\$ 29,500.00</u>
TOTAL COSTS	\$489,865.00

Cost Comparisons:

Total:	$\frac{70}{\$490,000}$	- \$7,000 per youth served
Minus Start-up and Grants :	$\frac{70}{\$405,000}$	- \$5,786 per youth served

Educational Component: $\frac{70}{\$68,300}$ - \$976 /student (1 credit)

The cost per student per year in Washington State High Schools averages \$5,000. 12 semester credits are available (not necessarily earned!) in the year. The cost per special needs students averages approximately twice as much. 21 enrollees had learning impairments which require the special ed. The average cost per credit - \$416 for regular students and \$800 for special ed students.

49 @ \$416 - \$20,384 and 21 @ \$800 - \$16,800 or \$37,184

Using this formula the cost per credit earned was nearly double that of the public schools. It must be noted that the traditional public schools we worked with are not structured to readily recognize the type of accomplishment the students made in this program as it did not directly compare to their very specific curricula in most subjects. Therefore, the number of credits awarded to enrollees returning to traditional schools was not in proportion to the students efforts. In contrast, the alternate High School programs we worked with were structured to recognize this type of program and the amount of credit earned by students returning to those programs was significantly higher.

Group Living/
Residential Component: $\frac{70}{\$98,100}$ - \$1,400 per youth

(total # of days in camp) - $\frac{2648}{\$98,100}$ - \$37 per day/youth

VII. PROPOSAL FOR NEXT YEAR

It is our recommendation that funding for programs located in Washington State be at or near the \$5,900 per enrollee level. The direct cost of wages will be increasing as the minimum wage will increase to \$4.90/hr effective January '94.

We feel very strongly that the educational component of the YFC model is essential. The cost benefit can be greatly enhanced in future programs if YFC seeks to directly affiliate itself with alternative High Schools in the area. Typically these schools are serving "at risk" youth and we found them to be our preferred recruitment conduit. Many educators feel that what was attempted in this model is on "the cutting edge" of education reform, or at least on the right track. As the program matures and gains recognition among educators the issues around award of credit will be addressed.

The Gifford Pinchot National Forest will change the camp location from Mt. Adams Ranger District to the Cispus Learning Center on the Randle Ranger District. While the camp objectives remain the same, the relocation offers an opportunity to tap into the Cispus environmental education program which has been in place for 23 years. Their outcome based curriculum uses teambuilding and "Action Research" principles to integrate the academic and fieldwork experience.

The Cispus Learning Center, originally constructed as a Job Corps facility, is located just south of Mount Rainier National Park and east of Mount St. Helens National Volcanic Monument (part of the Gifford Pinchot NF). The center is a Forest Service facility, operating under Special Use Permit to the Association of Washington School Principals and Educational Service District #113. With the Seattle-Tacoma and the Puget Sound corridor to the north, Vancouver to the southwest, and Yakima to the east, all within 1-3 hours drive, the Cispus service area encompasses urban, rural, and remote populations. The Yakima Indian Nation, as well as other Indian reservations, are within the commuting distance noted above. Thus, the location of the site lends itself towards attracting a broad-based audience from diverse settings. In addition the Cispus Learning Center has networks and an established reputation for working with "at risk" students.

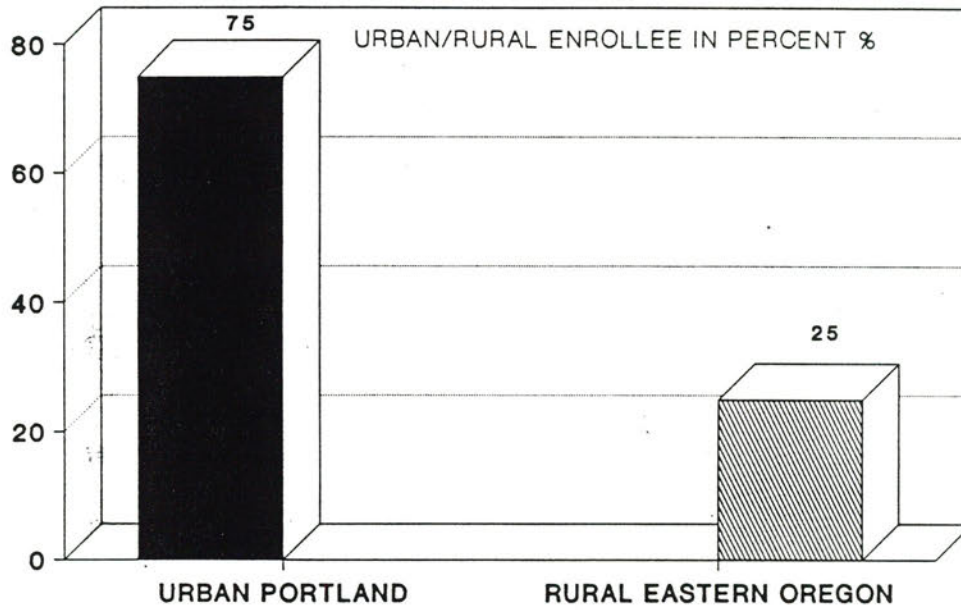
Resources available at Cispus include meeting rooms, classrooms, study areas, a full service dining facility, audio-visual equipment, a library, outdoor volleyball courts, science displays, an outdoor picnic pavillion, a regulation size basketball court and gymnasium, and a "ropes" challenge course. Adjacent facilities on National Forest lands include hiking and mountain-biking trails, old growth interpretation, an historic fire lookout, a Braille trail, barrier-free fishing and recreation sites, and the living laboratory of Mount St. Helens National Volcanic Monument. All resources at and adjacent to Cispus are used in curriculum development.

Potential partnerships include the Environmental Education Association of Washington, Association of Washington State School Principals, Educational Service District #113, Advisory Council for Environmental Education to the Washington State Superintendent of Public Instruction, and the local White Pass School District.

Based upon the established program and facilities at Cispus, and what was learned from the Camp Adams model, the Gifford Pinchot National Forest can reduce the cost per participant from the 1993 while continuing the high standards for education and leadership.

YOUTH FOREST CAMP - 1993

MT. HOOD NF-CAMP CODY R6

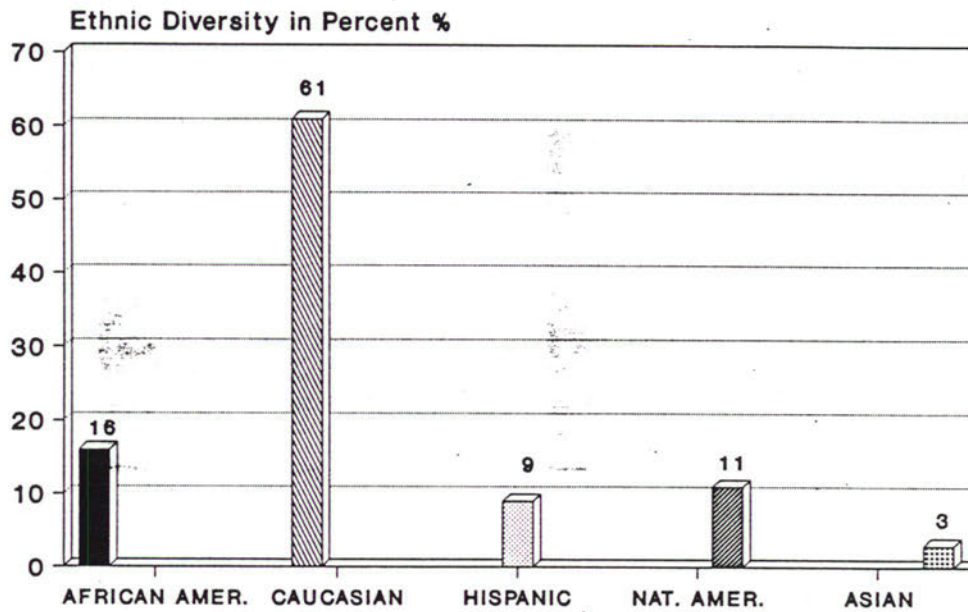


Data from R-6 Report

RECRUITMENT BY URBAN/RURAL AREA

YOUTH FOREST CAMP - 1993

MT. HOOD NF-CAMP CODY R6



Data from R-6 Report

FINAL REPORT
MT. HOOD NATIONAL FOREST YOUTH FOREST CAMP

1993

I. CAMP MODEL

The Mt. Hood National Forest Youth Forest Camp was a five day, co-ed residential program for youth aged 15 to 18. Objectives of the program were to provide youth with a meaningful work experience, accomplish needed conservation work on the National Forest, provide youth with an educational experience through a structured education program, and give participants an environment in which to learn more about themselves and experience personal growth.

Two separate and distinct sessions were held: an eight week summer program held at the Clackamas Lake Historic Ranger Station (June 21-August 13), and a nine week fall session held at Camp Cody (August 30-October 29). The summer session targeted 40 youth; the fall session, 32 youth. An effort was made to maintain a 50-50 mix of males and females in each session.

Daily operation of camp was contracted to Washington County Education Service District (ESD). The ESD provided all camp staff, youth supervision, and most logistical support.

II. RECRUITMENT

Youth were recruited from two geographical areas: 70 percent from the Portland metropolitan area, and 30 percent from Wasco, Sherman, and Hood River Counties as well as the Warm Springs Indian Reservation, a very rural part of the State. The recruitment area was defined by a two hour driving time from camp.

Within the recruitment area, contacts were made through schools and various other social service agencies. A listing of these contacts is as follows:

Portland Metropolitan Area:

1. The Urban League of Portland
2. Oregon Outreach, Youth Resource Office
3. North Youth Service Center
4. Portland Impact Southeast Youth Service Center
5. Outer East Youth Service Center
6. Gresham YMCA Youth Service Center
7. Washington County Educational Service District
8. Madison High School
9. Serendipity School
10. Boys and Girls Aid Society of Oregon
11. Clinton School
12. Grant High School
13. Albina Youth Opportunity School, Genesis School
14. Alpha High School
15. Aim High School
16. C.E. Mason High School
17. A.B.L.E. School

18. Donald P. Long Home
19. Woodburn Hispanic Community, Chemeketa College Annex

Rural Area:

1. Mid-Columbia Employment and Training
2. The Dalles High School
3. Learning House, The Dalles
4. Hood River Valley High School
5. Opportunity School, Hood River
6. Cascade Locks High School
7. Wasco County Union High School
8. Sherman County High School
9. Confederated Tribes of the Warm Springs of Oregon
10. Oregon Employment Division, The Dalles
11. Wasco County Juvenile Department
12. Hood River County Juvenile Department
13. Word of Mouth

A concentrated effort was made to recruit minority youth, primarily from the Portland area. The target for minority participation was 50-55 percent.

Recruitment efforts were more successful for the summer session than the fall session. The summer session drew 80 applications for the 30 urban positions and 120 applications for the 10 rural positions. For the fall session, 32 applications were received for 24 urban positions while the eight rural positions were filled by the eight applicants.

The majority of participants in the fall program were recruited through alternative schools.

III. STAFF

Camp staff for each session consisted of a camp director, an education specialist (two individuals in the fall), a work project coordinator, a cook, and one crew leader for each eight-person crew. There were five crews during the summer and four during the fall. A total of 16 individuals filled these 18 positions.

Forest Service support was provided by a project coordinator and a work project coordinator. Each work project also had an agency contact person who provided direct support to that particular job.

The ESD recruited staff through a variety of means. Five staff, including the director, had experience in a similar Forest Service residential youth program. All staff had previous experience working with youth in a variety of capacities.

An effort was made to recruit staff from the minority community, and resulted in one staff person being selected for the summer session.

A one-week staff training session was held prior to the summer session, and a three-day session before the fall program. A variety of topics were covered,

including subjects such as tool use, first aid, driving safety, and supervision of youth. This time was also used to prepare camp for the arrival of participants.

IV. YOUTH PROFILE

A total of 74 youth were served by the program in the two sessions. Of this number, 61 are considered to have successfully completed the program. Thirty-three youth completed the summer session, while 28 completed the fall program. The 13 youth who did not complete their time at camp either left of their own choice or were terminated for infractions of camp rules and regulations. 17.6%

The 74 youth were made up of 43 males (58%) and 31 females (42%). Ethnic representation is as follows:

	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>	<u>PERCENT</u>
Caucasian	26	19	45	61
African-American	6	6	12	16
American Indian	6	2	8	11
Hispanic	5	2	7	9
Asian American	0	2	2	3

39%

Seventy-five percent of participants were from the urban Portland area with the remaining 25 percent from the rural areas of eastern Oregon.

It was determined that more than 70 percent of participants were from single parent or otherwise non-traditional families. Family issues youth were involved with covered topics such as divorce, death, abuse, drugs and alcohol, conflicts with parents, and dropping out of school. These issues crossed all ethnic categories, genders, and geographic areas.

V. ACCOMPLISHMENTS

Participants accomplished over 60 individual work projects through the course of the two sessions. Work projects were located on all seven ranger districts of the Forest. A summary of the work accomplished through September 30, 1993 is as follows:

<u>RESOURCE CATEGORY</u>	<u>APPRAISED VALUE</u>	<u>PERSON YEARS</u>
Recreation	\$30,228	3.40
Fish and Wildlife	\$8,264	0.77
Range Management	\$14,536	1.02

FOREST YOUTH CAMP ENROLLEE RESPONSES TO SURVEY

MT HOOD YOUTH FOREST CAMP - CAMP CODY

FALL - 1993

There were a total of 24 responses. All were used in this summary.

1. What new skills did you learn on the Forest Service projects?

11 responded they had learned how to perform specific tasks such as fence-building, trail-clearing, tree-planting and others

8 responded they had learned how to use new tools, and use them safely

7 responded they had learned how to work with a crew

5 responded they had learned new social skills

5 responded they had learned to be better workers

2 responded they had learned new things about themselves

1 respondent learned more respect for elders

1 respondent had learned lots

Individual responses:

"I don't think of it as a skill but more like a trade."

"I learned how to work 8 hours with a crew and be consistent. I learned how to live in a community with all different types of people."

"How to get work with people I didn't necessarily like."

2. What new knowledge did you gain?

10 responded they had gained more about the environment

5 responded they gained more about work situations and were better workers

2 responded they had gained new social skills

2 responded they had gained knowledge about managing natural resources

1 respondent had gained self-knowledge

1 respondent felt more educated

1 respondent wanted to learn still more

1 respondent had gained leadership skills

1 respondent had gained awareness of safety on the job

1 respondent had gained team skills

Individual responses:

"How difficult it can be finding and holding a job in the real world."

"How to be responsible for my own actions (being late)—like living on my own."

"I learned how to be my own person."

3. What affect has this program had on your life? Are you different as a result of taking part in this program?

6 responded they had new social skills

5 responded they were more responsible

4 responded they had more self-confidence

3 responded they were better workers

3 responded they had a different attitude toward the environment

1 respondent had learned to ask for help

1 respondent was more of a leader

1 respondent appreciated working for the Forest Service

1 respondent felt different from living in a diverse community

Individual responses:

"I learned to take whatever life dishes out and take it one day at a time."

"I feel that once I start something I can stick with it and find out that it's not that bad."

"I am experiencing a feeling inside myself that has been triggered from being at this program, and that is a feeling to progress and to strive to be my best and never settle on less."

"I loved the experience of working for the U.S. Forest Service."

"I'm much more responsible and I feel closer to the whole environment."

"It gave me a sense of pride."

"I think I grew up during this program."

"I'm less concerned about my appearance, I'm more concerned about the forest, the environment, schooling, myself and others."

"I am not nearly as lazy as I used to be. I have built some muscle."

4. What were the best parts?

11 responded, working hard outside

9 responded, the social atmosphere

7 responded, the camp activities

3 responded, the free time with friends

2 responded, earning school credit for the experience

2 responded, the pay

2 responded, the speakers

2 responded, working for the Forest Service

1 responded, getting positive feedback

Individual responses:

"The fact that I am a USFS employee and I have some good job experience and friendships."

"Seeing some of this work completed."

"Being together as a community, where everyone was equal and everyone belonged."

"We learned through doing. The people are the very best, one big family."

"Eating dinner after a hard day's work."

5. What were the worst parts?

13 responded, the cold

5 responded, early mornings

2 responded, being sick or injured

2 responded, the end of camp

2 responded, lunch being always the same

2 responded, feeling like crew leaders did not consider them adults

1 responded, the lack of free time

1 responded, some of the work projects

1 responded, the social conflicts

1 respondent was concerned with the reliability of the vans

Individual responses:

"Being sick and going to work sick."

"The early mornings were a pain, but it was easy to get used to."

"Sitting at the circle at 6:50 in the morning when it's very cold."

"Having to leave this Friday and know I won't be coming back. (I'm serious.)"

6. Would you recommend the camp to your friends next year?

21 responded that they would

2 responded they would recommend it to some

1 respondent would not

Individual responses:

"I would recommend this camp to some of my friends, because this job isn't for everyone."

"Yes, I would, because this camp changes people like you wouldn't believe, because it changed me."

"Yes, because it teaches you how to *really* work and it's hands-on."

"It would be good for them so they can get out of what they're doing at home (nothing)."

7. How did you hear about the camp?

10 respondents heard at school

3 respondents heard from friends

3 respondents heard from probation officers

2 respondents heard from family

1 respondent heard from Job Corps

1 respondent heard from Washington County Service Corps

1 respondent heard from a newspaper

1 respondent heard on the Warm Springs Reservation

8. How important were the amount of wages you earned at camp? Would you have come to camp if there was no pay?

6 responded, very important

3 responded, fairly important

9 responded, not very important

2 responded, not important at all

7 responded they would come without wages

14 responded they would not come without wages

3 thought it would depend on whether or not they were in school
Individual responses:

"No. I needed my paychecks for trade school next year. I enjoyed the program itself, but I really do need the money."

"The wages helped me buy things and taught me a sense of responsibility."

"The wages did help, and have some importance because the work is too difficult to do without some reward."

"I think it's important, getting a paycheck for working makes a person feel good about themselves and what they're doing."

"Yes. I didn't know that this was a paying job because I thought it was community work."

"The wages were fairly important. I think the credits for school are equally important. But take away either of them and I wouldn't be here."

9. What kind of camp would you prefer?

22 suggested a camp with equal numbers of males and females

1 suggested an all male camp

21 suggested a 5-day camp

11 suggested a longer camp

8 suggested a camp of the same length

2 suggested a shorter camp

1 respondent would do a 5- or 7-day camp, at any length

10. Ideas and suggestions:

9 suggested the cabins be at least weatherized--another suggested future campers be told to bring more warm sleeping gear

3 were concerned with food choices--one suggested vending machines, another recommended future campers be told to bring snacks.

2 suggested a raise in pay

2 suggested a basketball court

2 suggested a longer camp

1 suggested a larger smoking area

1 suggested more environmental education

1 suggested having only one spike camp

1 suggested more leniency

1 suggested more crew nights

FOREST YOUTH CAMP ENROLLEE RESPONSES TO SURVEY
MT HOOD YOUTH FOREST CAMP - CLACKAMAS LAKE GUARD STATION
SUMMER - 1993

There were a total of 28 responses. Three were set aside as inappropriate and not useful.
spell

1. What new skills did you learn on the Forest Service projects?

13 responded they used new tools.

11 responded they learned how to perform new tasks, mentioning fence building, putting up bird and bat boxes, rebuilding structures, pruning trees, and trail construction.

4 responded they developed new social skills, such as getting along with people of different personalities, being less shy, working with a small crew.

3 responded they could identify more plants now.

1 responded that no new skills were learned.

1 responded that "lots" of new skills were learned.

Individual responses:

"how to work without trying to get out of it"

"I learned how to better relate with the effort it takes to preserve the forest. It's not self-cleaning."

"how to wake up early in the morning"

"how to write a resume (very helpful)"

2. What new knowledge did you gain?

14 responded they had new knowledge of the environment.

2 responded they had new knowledge of forestry in general, and this forest in particular.

4 responded that no new knowledge was gained.

Many who responded in any detail to question 1. made no response to question 2.

Individual responses:

"I have had a real job, my first, and have learned how to work and well. This program was a good place to start. The skills I learned will help me throughout my life."

"what plants do, as in their medicinal value"

"I learned about the environment which sustains my life and a lot about how it does that."

3. What effect, if any, has this program had on your life? Are you different as a result of taking part in this program?

14 responded they were different now. 5 responded they had better social skills, such as being less shy. 4 responded they had a heightened awareness of their natural environment. 4 responded they were more mature, with better sense of responsibility.

2 responded they were unchanged.

Individual responses:

"I am less dependent on material things. I am more aware of all life around me including other people."

"less socially sensitive"

"having people talk to you anyway"

4. What were the best parts?

8 responded, the social environment, such as the crews they worked with, the diversity of people present, the amount and quality of new friendships they developed.

4 responded, the places they visited, mentioning the hot springs, Timothy Lake, Smith Rock, and others.

3 responded, some of their work tasks.

2 responded, the planned activities such as rec night, in weekends, affirmations, camping.

2 responded, their free time.

2 responded, their wages.

1 responded, the work in general.

Individual responses:

"riding in the bus"

"seeing how much I love someone now that I'm so far away"

5. What were the worst parts?

9 responded, some of their work tasks, such as removing barbed wire fencing and projects involving post holes. 2 mentioned weed pulling.

5 responded with a concern over the camp's regulations. Specific comments will be related in the additional comments section.

3 responded, the early morning work.

3 responded, working in the heat.

2 responded, the work in general.

1 responded, the friction between personalities.

1 responded, the lack of time to see friends from home.

Individual responses:

"when I got sick"

"seeing how much I love someone now that I'm so far away"

6. Would you recommend the camp to your friends next year? Why, or why not?

15 responded they would recommend it.

3 responded they would not recommend it.

Individual responses:

"Definitely! But only to certain people. It's a great experience, but not everyone likes it or can handle it."

"Yes, I already have."

7. How did you hear about the camp?

6 responded, from family members.

5 responded, from friends.

4 responded, from school.

1 responded, from "outdoor school".

1 responded, from Mid-Columbia Employment and Training.

1 responded, from Washington County ESD.

8. How important was the amount of wages you earned at camp? Would you have come to camp if there was no pay?

10 responded the money was very important.

9 responded the money was semi-important.

2 responded the money was important because they were in current need.

2 responded the money was important because they were trying to save for college.

2 responded the money was not important.

18 responded they would not have come if there were no wages.

4 responded they would have come if there were no wages.

Individual responses:

"not very, I was looking for something to get me out of the house."

What kind of camp would you prefer?

25 responded, a camp with equal numbers of males and females.

25 responded, a 5-day camp.

7 responded, a longer camp.

5 responded, a shorter camp.

12 responded, the same length camp.

Ideas and Suggestions:

Many respondents expressed their concern over rules and regulations in question 5. Specific rules about hats in the dining hall and vulgarity were mentioned. Some recognized the necessity of some rules, but overall the situation was called "nit-picking". Seven respondents wrote additional comments on the subject.

Three respondents had staff complaints. One felt there were 2 staff people who spoke to campers as if they were children. This person had seen "certain actions that are uncalled for". One respondent felt sometimes staff "sweats" people who are doing nothing wrong. One respondent had a personal conflict with a staff member named Sage.

Three respondents were concerned with in camp weekends. Two felt there should be more, and better organized. One felt one weekend was sufficient.

Two respondents felt there was too much suspicion and segregation of the sexes.

Two respondents felt the cabins should be heated.

One respondent suggested cabin insulation, better showers, and repairs on the steps.

One respondent suggested "choice of your own food"

One respondent suggested "to treat people as equal"

One person responded "no problem".

One person drew a smiley face.

Timber Management	\$14,189	1.26
Water and Soil	\$1,535	0.23
Facilities	\$24,762	1.69
Protection	<u>\$4,957</u>	<u>0.62</u>
TOTAL	<u>\$98,471</u>	<u>8.99</u>

About 20 percent of program time was spent in educational activities, both on and off-the-job. The natural environment formed the basis for the educational component. However, many activities focused on other subject areas, from journal writing, reading and discussion, to gang involvement and AIDS. A listing of major subject areas includes:

* Natural History

- Concept Activities
- Soil Study Activities
- Water Study Activities
- Plant Activities
- Animal Activities
- Human Interaction/Management

* Earth Science

* Career Development

* Social Studies

* Physical Education/Leisure Skills

* Journal Writing/Reading

* Independent Living Skills

- Personal Habit Suggestions
- Inspirational Readings
- Acclimating Activities
- Initiative/Team Building
- First Aid

* Construction Skills

An attempt was made to measure the impact of the program on participants by a post session questionnaire. The results indicate that the vast majority of youth gained benefits from their time at camp. Many reported that they would recommend the program to their friends, but recognized that it took a certain type of person to want to come to an isolated setting in the National Forest and spend so much time away from home and friends.

Of the 33 successful summer youth, all but two went back to high school. Of the 28 who completed the fall program, three had graduated from high school,

one was a returnee from the summer program now seriously considering joining Job Corps, one was already a Job Corps enrollee using the program as a 60 day on-the-job training experience and returned to her Center, and the remainder returned to either their alternative schools or traditional four year high schools.

A second education specialist was added to the fall program. This person's chief responsibility was to transition youth back into a productive role after camp such as school, a job, or another employment training program. These objectives were met.

VI. COSTS

Start-up costs were minimal. The Clackamas Lake site needed a minor amount of improvement work. The kitchen required some additions as well. Military surplus was utilized in supplying some requirements.

Program costs of youth pay and direct support were budgeted at \$3,800 per youth. An additional \$700 per youth was budgeted for start-up costs, personal protective gear, tools, and administrative overhead.

VII. PROPOSAL FOR NEXT YEAR

The Mt. Hood National Forest Youth Forest Camp for 1994 will be similar to the 1993 program. Several aspects will be studied for expansion and/or improvement however. These include the length of individual sessions, season of year sessions operate, recruiting, additional staff needs, and education programs. It is anticipated that funding needs could be 20 percent greater for 1994 as compared to 1993. Program details will most likely be finalized by March 1, 1994.