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**CENTER FOR RESEARCH ON DISABILITIES AND
EMPLOYMENT OF SPECIAL POPULATIONS**

The Strive Program: An Evaluation Study

Anat Ziv ♦ Nurit Strosberg ♦ Yael Slater

The study was initiated and funded by TEVET
(the Employment Initiative), a strategic partnership
of the Government of Israel and JDC-Israel



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RESEARCH REPORT

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Executive Summary

In 2006, JDC-Tevet (the Employment Initiative) established the Strive-Israel program in partnership with the Israeli government to help a poorly-educated, non-employed, young population to find work and develop an employment horizon. The program aims to create high motivation for work while providing participants with ongoing positive reinforcement and auxiliary services so that, at the end of the program, they will be able to integrate successfully into the labor market. It creates supportive mechanisms to remove barriers to employment, such as a participant characteristics and attitudes towards work, as well as environmental barriers.

A key part of the program is the ongoing support provided to participants. Every participant receives professional support for the two years of the program, including job-placement services at the end of a month-long workshop on preparation for employment and biweekly meetings of support and reinforcement. Employed participants are integrated into vocational training alongside their work. Today, Strive is active in three centers, in Tel Aviv, Haifa and Jerusalem.

The Myers-JDC-Brookdale Institute undertook an evaluation of Strive with two goals: to examine and improve the program's implementation and to assess the employment outcomes of program participants.

The study followed three cohorts at the Strive center in Tel Aviv (cohorts 3-5 that began in 2006) and four cohorts at the Strive center in Haifa (cohorts 2-5 that began in 2007 and 2008). Each cohort was tracked for approximately two years, both participants who remained throughout and participants who left the program during this period.

The data on individual participants was collected at four points in time:

1. At the start of the program (187 respondents – all those who started the program in the seven cohorts)
2. A month after the start of the program, at the end of the workshop on preparation for employment (183 respondents)
3. Six months after the end of the workshop (157 respondents)
4. Two years after the end of the workshop (135 respondents).

To measure the extent to which changes in the participants' employment levels were related to the program, a comparison group was used. Similar in characteristics to program participants, the group was drawn from the Labor Force Survey of the Central Bureau of Statistics (CBS).

In addition, there were 9 interviews with staff and 19 interviews with employers.

During the follow-up study, program implementers received three documents of interim findings to help them continue designing the program amid its implementation. The current report presents the evaluation findings according to the following six topics:

1. Participant characteristics at program entry
2. Program implementation
3. Changes over time in the employability of active participants
4. Integration into work and the workplace
5. Program contribution to the participants' integration into employment
6. Conclusions and recommendations

1. Participant Characteristics at Program Entry

a) Demographic Characteristics

- ◆ *Sex*: 78% of the participants were women
- ◆ *Age*: 49% were 31-40 years old; 38% were 20-30 years old and the rest were older (up to 45)
- ◆ *Marital status*: 38% were single; 31% were separated or divorced
- ◆ *Ethnicity*: 9% were Arab Israelis
- ◆ *Immigration*: 88% were born in Israel.

b) Residence and Household Composition

- ◆ *Housing type*: Half the participants lived in rental housing (7% in public housing), and half, in homes owned by themselves or a relative (a quarter were owned by themselves or their spouses)
- ◆ *Household composition*: About a third lived with a spouse (most of them with children), a quarter were single parents, a quarter lived with parents, and 10% lived alone.

c) State of Health

- ◆ *Overall health*. Most participants reported that their health was generally “good/very good.”
- ◆ *Identification of problems*. About a quarter of participants reported problems impeding occupational functioning, such as type of work, number of hours of work per day, and periods in which they were unable to work. About a tenth reported that they had been professionally diagnosed in the past as suffering from a learning disability/ ADD/ hyperactivity.

d) Education and Vocational Training

- ◆ *Matriculation certificate*. Three-quarters of the participants had no matriculation certificate

- ◆ **Language skills.** About a quarter of the participants could not conduct a simple conversation or read a simple letter in English

- ◆ **Training.** About half of the participants had no certificate of training whatsoever.

e) Employment Characteristics

- ◆ **Previous employment:** In the 12 months prior to the program, 56% had not worked

- ◆ **6 months prior to the program, 73% had not worked.**

f) Financial Status

- ◆ **Monthly income.** The average monthly standard per capita salary of participant households was NIS 1,571.¹

- ◆ **Basic expenses.** According to their own reports, 63% of the participants live in households that did not manage to cover basic expenses (such as food, electricity and telephone bills).²

g) Personal Barriers to Finding Work

- ◆ **Self-identified barriers:** Strive participants pointed to the following barriers to finding work:

- Limitations related to the labor market itself (90%)

- Lack of occupational skills (86%)

- Lack of job-search skills (73%)

- Lack of basic skills such as knowledge of languages (Hebrew and English) or knowledge of computers and mathematics (72%)

- Physical and family limitations such as a handicap of a participant or family member who required care (25%)

h) Expectations of Employment

- ◆ Despite the barriers, almost all (97%) thought that they had a reasonable chance of finding work.

2. Program Implementation

a) Recruitment. Strive recruited participants in three main ways:

- ◆ Applications through community agencies (such as social services and employment offices, neighborhood councils, community centers and the local authority)

- ◆ Referrals through “Strive ambassadors”: program participants who referred to the centers colleagues/friends meeting the criteria of the program

- ◆ Media publicity.

b) Participation criteria: To be accepted into the program, candidates had to:

- ◆ Be up to age 40

¹ The national average in 2006 was NIS 3,972.

² Vs. only 50% of those in the broader 20-to-45-year-old population.

- ◆ Have up to 12 years of schooling without matriculation
- ◆ Be unemployed for at least six months prior to entry into the program
- ◆ Have a reasonable level of functioning (non-recipients of disability stipends).

Most of the participants met these criteria, though with some exceptions. For example, about 25% of the participants had a matriculation certificate, another 25% had worked in the last six months prior to entering the program (though mostly at temporary jobs), and about 10% were over the age of 40 (up to 45).

c) Workshop on preparation for employment. This intensive group activity was led by specially-qualified workshop instructors for four weeks, five days a week, eight hours a day. Its goal was to improve the ability of participants to integrate into the labor market by upgrading their soft skills. On average, there were 31 workshop participants from each cohort at the Tel Aviv Strive center and 24, from the Haifa Strive center.

Interviews with participants revealed the following:

- ◆ **Overall satisfaction.** Overall, participants were very satisfied with the workshops (an average of 5.6 on a scale of 1 to 6). Similar satisfaction scores were obtained for participant assessments of the workshop's importance, how interesting it was, and the effectiveness of the workshop instructor.
- ◆ **Social atmosphere.** Almost all participants (98%) reported that the social **atmosphere** among participants during the workshop was good or very good.
- ◆ **Duration of workshops.** Most participants considered the duration of the workshop and length of the meetings to be suitable. About a third would have preferred fewer hours of study a day; 25% suggested lengthening the workshop.
- ◆ **Teaching aids.** Some participants suggested increased use of the following teaching aids: simulation games and demonstrations during classes (38%), and work in small groups (33%).
- ◆ **Beneficial topics:** Topics cited as most beneficial to participants included:
 - Improved self-esteem and self-confidence (33%)
 - Self-criticism (21%)
 - The acquisition of job-search skills (21%).
- ◆ **Suggested new topics:** Some participants believed there was a need to devote more time to learning the following topics: coping under pressure (28%), improving one's self-image (28%), resolving interpersonal conflicts (27%), and coping with criticism from figures of authority (25%).

Only eight people (from all seven cohorts) left the program during the period of the workshop. This attests to a successful process of screening candidates in terms of workshop suitability.

d) Job placement. At the end of the workshop, participants are required to look for work on their own with the support of the staff of employment developers. A personal employment program is constructed with every participant, which includes defining the main areas of occupation, how to look for work, and setting days for attendance at the Strive center. Concurrently, a personal coach sets up individual meetings with every participant, mainly to clarify the areas/topics on which to work together and the problems to be handled, to set objectives and goals for further coaching, and to agree on expectations.

The following main findings on the placement process emerged from the interviews with the participants and the staff:

- ◆ **Job-search methods.** Participants looked for work mainly through Internet “Wanted” ads (91% of participants), the assistance of Strive (87%), press “Wanted” ads (85%), and the help of friends and family (81%).
- ◆ **Community contacts.** The Strive centers engaged in extensive activities to form contacts with organizations, institutions, and non-profit organizations to expose participants to activities that might contribute to them and offer support.

The staff developed contacts with a number of organizations and service centers, including:

- Centers providing financial, legal and psychological assistance
- Centers dealing with violence and sexual assault
- WIZO daycare centers to offer responses to participants requiring childcare in order to be able to work.

Staff also contacted institutions of higher learning to recruit graduates as volunteers for the Strive program.

- ◆ **Timeframe.** The centers hoped to complete the placement of participants within a month and a half from the end of the workshop. However, a number of difficulties arose with some participants, delaying the placement process; these included limitations of working hours, language, and computer knowledge; protracted non-employment, personal problems, and unwillingness to compromise on the type of employment.

e) Ofek module for excellence at work: Participants are integrated into the Ofek module about two weeks before the end of the workshop, concurrent with their job placement. This module aims to impart tools of personal and professional excellence towards further career development. Studies consist of 12 group meetings and enrichment courses for personal and professional development. The enrichment courses are given weekly for three months by Strive staff and external companies. At the time of the evaluation, participants could choose one of the following courses: an advanced computer course, English, study skills, service provision (at the initiative of Bezek) or a life-management course (the Adler Institute).

Participants in the Ofek module provided feedback on several parameters:

- ◆ **Overall satisfaction.** Most participants were satisfied with the meetings and considered them important and interesting to a great/very great extent (84%-88%). Most graded as “very good” the attitude of participants, the extent of attentiveness to questions and problems raised by participants, the level of knowledge and expertise of instructors on various topics, the clarity of the transmission of material, and the management of class discussions.
- ◆ **Most important topics.** Participants reportedly derived the most benefit from conflict management (28% of all participants), assertiveness (26%), pro-activism (22%), and human relations and interpersonal communication (17%).
- ◆ **Applying the lessons learned.** Six months following the workshop, most participants (93%) reported that they had put into practice the knowledge and tools they had acquired, particularly in the following areas: better integration into their workplace (30%); better human relations and interpersonal communication (21%); greater self-confidence and assertiveness (12%); and conflict management (10%).
- ◆ **Challenges.** About 20% of the participants reported difficulties that had arisen in the meetings, including a failure to understand the instructors or the terms used in class, difficulties of concentration, of public speaking, and a lack of interest in the topics taught.

f) Vocational training: Strive participants are eligible for vocational training after meeting the program requirements, including participation in Ofek studies, regular meetings with a personal coach, and a minimum of three months of uninterrupted employment. During the evaluation period, budgetary problems limited the number of participants who received vocational training through the program. Nevertheless, program staff encouraged participants to apply for and independently finance various studies and training courses.

g) Contact between the participants and personal coach: Most participants noted that their personal coach had helped them to integrate into employment (78%) and to resolve personal problems (66%). Coaches also provided occupational consultation to 56% of all participants. Most participants who received consultation from the coach (79%) noted their satisfaction with it.

Most participants (85%) in contact with a personal coach were satisfied to a great extent with the support they received. Similar rates of participants were satisfied with various aspects of the contact: the coach devoting sufficient time, the waiting time before going into meetings, the extent to which the coach could be relied on, the encouragement and strength they drew from her/him, the help the coach provided in overcoming crises/ conflicts/ situations of pressure, her/his help in identifying points of self-improvement.

h) Contact between the participants and job developer: Almost all the participants received guidelines from the job developer on how to look for work, and together defined the main

vocational areas for which they were suited. A large portion received focused assistance in looking for specific work, such as job offers and preparation for interviews. Two-thirds of the employed participants reported that they were in contact with the job developer while they were employed, and more than half (51%) of the employed reported that the job developer had helped them to solve problems at the workplace or related to their work.

Most participants (82%) were satisfied to a great extent with the support they received. Similar rates of participants were satisfied with various aspects of the contact: the devoting of sufficient time by the employment developer, the waiting time before going in to meetings, and the receipt of details about job offers.

i) Developing contacts with employers: Strive program staff promoted contacts between employers and program participants. According to staff members, two main factors affect the response of employers: the employment needs of an organization and the degree of social awareness and community orientation of an employer.

For the most part, large employers show greater social awareness. To be sure, the staff of employment developers seemed to prefer to turn to large companies and organizations. Another advantage of large employers is their potential for broad recruitment of manpower for an extensive range of jobs.

A major difficulty regarding employers was their reluctance to hire workers participating in special employment programs. To deal with this issue, the team of employment developers took steps to foster employee reliability, exhibit professionalism, and present the content and achievements of the program to employers.

In addition to enlarging the reservoir of employers in contact with Strive, the staff take steps to promote cooperation in additional areas.

Most of the 19 employers in contact with Strive in Tel Aviv and Haifa had been in touch at least once a month (the frequency of contact ranged from daily to once every month or two). All the employers interviewed were satisfied with the contact with Strive. They mentioned favorably Strive's quick responsiveness, pleasantness, caring, initiative, great investment, seriousness and professionalism. Furthermore, almost all the employers said that, in principle, they would be happy to promote and develop additional patterns of cooperation, beyond the area of job placement. Some employers said they would consent to pay for Strive services. About half of the employers had recommended Strive graduates to other employers or to colleagues; those that had not made such a recommendation said that they would be happy to do so in the future.

Employers identified a number of advantages to employing Strive graduates. These include:

- ◆ Saving on commissions that would be paid to manpower companies
- ◆ Contributing to society

- ◆ Receiving support from Strive centers
- ◆ The dependability of participants and the possibility of receiving advance information on them
- ◆ The preparation and training that the employees had received in the program

Disadvantages included the fact that Strive graduates were of a relatively low level, personally and in terms of work skills, and suited only for specific jobs.

j) Leaving the program: Our evaluation study interviewed 69 of the 90 participants who left the program in the two years from the end of their workshops. Participants who left early in the program did so mainly because they felt it was no longer benefiting them. On the other hand, those who left at relatively later stages did so mainly because they felt that they had already achieved successful integration into employment.

Those who left were younger (41% up to age 29 vs. 25% of this age among active participants) and comprised more divorced participants (41% vs. 20%). No significant differences were found in financial status at the time of entry into the program, education or possession of a vocational certificate.

3. Changes over Time in the Employability of Active Participants

At each periodic interview, participants scored themselves on various aspects of their own employability. The examination of the changes that had taken place over time yielded the following findings:

- a) Knowledge of computers:** Following the workshop, there was a considerable increase in the proportion of participants reporting a good/very good level of knowledge. There was an additional increase six months after the workshop. Scores remained consistent after two years.
- b) Scales of soft skills³:** On average, the participants' soft skills (job-search skills and work habits) improved after the workshop and then again six months after the workshop. Scores remained consistent after two years.
- c) Self-Efficacy⁴:** Levels of participant self-efficacy relative to their situation prior to the workshop increased immediately after the workshop. Scores remained consistent six months and two years after the workshop.

³ Including a scale to measure job search skills (such as writing a CV, talking to friends about available jobs, etc.); and a scale to measure work habits (such as teamwork, carrying out a superior's instructions, accepting criticism, time management, etc.).

⁴ A scale measuring the level of self-efficacy, comprising 16 items (such as, "I avoid dealing with difficulties").

d) Personal and social skills: Five aspects were measured in this area: interaction with people, control of emotions, self-confidence and motivation, openness towards people, and a high sense of self-efficacy at work. All showed improvement after the workshop relative to the prior situation. On the other hand, the measurements six months and two years after the workshop showed mixed results: in some areas, improvements had remained stable or even increased (interaction with people, self-confidence and motivation, openness towards people); in some, there was reversion to pre-workshop levels (control of emotions and sense of self-efficacy at work).

e) Emotional wellbeing (GHQ scale)⁵: In comparison with the situation at the start of the program, there was a considerable decrease after the workshop in the rate of participants reporting poor emotional wellbeing (from 55% to 17%). The rate rose after six months from the end of the workshop (to 33%) but did not reach pre-workshop levels.

4. Integration into Work and the Workplace

This section examines the integration of program participants into work and the workplace – the rates of placement, advancement at work, and the characteristics of work placements.

Section 5 will examine the extent to which the program contributed to integration.

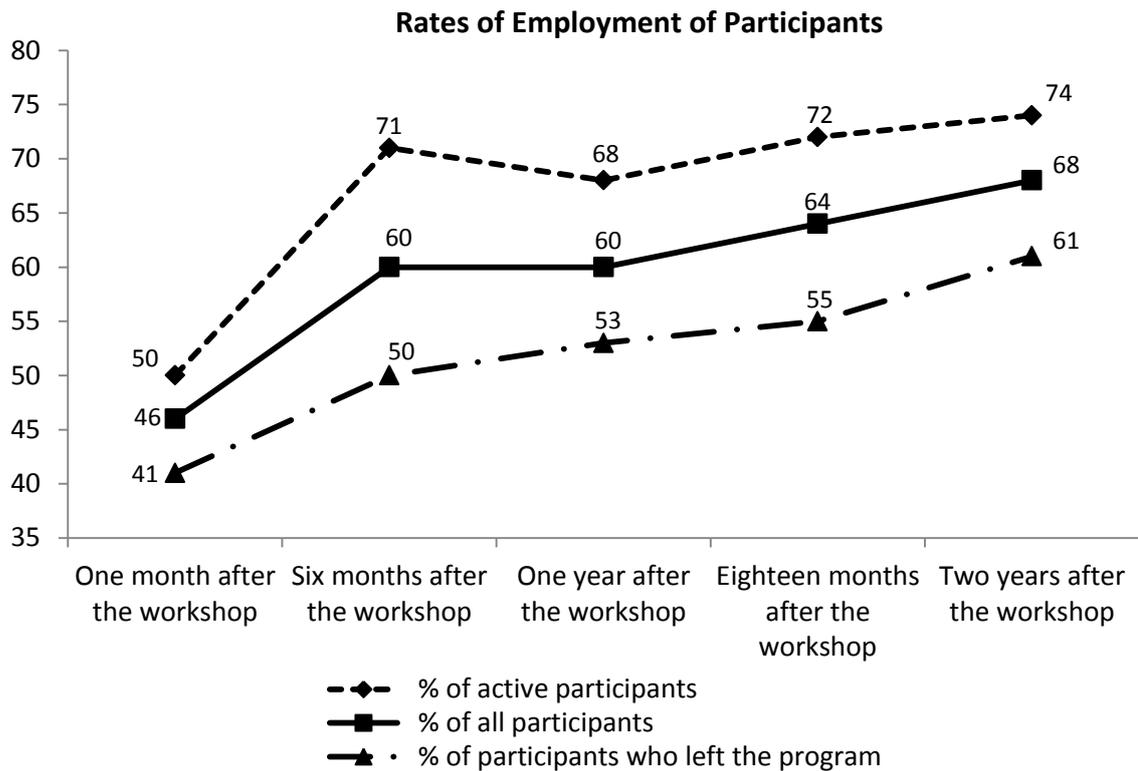
a) The extent of job placement. The figure that follows shows the total employment levels of the participants, as well as the levels of active participants and of participants who dropped out of the program within two years of the workshop. At each point measured, the employment levels of active participants were higher than those of the dropouts.

b) Advancement at work. To examine advancement at work in the two years from the end of the workshop, the evaluation looked at the average salary of participants and the rate of employees working fulltime between two points in time – six months and two years after the workshop.

Neither measure revealed significant differences between the two points in time, showing so that no real, perceptible advancement was perceived in this regard.

Career advancement represents poses a major challenge for to employment programs for disadvantaged groups both in Israel and abroad, and the search re is an ongoing search for better ways to pursuing this goal is ongoing. It is possible that A longer period of follow-up period may be is required to identify tangible progress in career development.

⁵ The General Health and Quality of Life scale measuring emotional wellbeing comprises 12 items (such as “I do not sleep because of worries,” “feeling depressed,” etc.).



c) **Characteristics of, and satisfaction with, work.** In the two years from the end of the workshop, 292 job placements were made among the 135 participants interviewed in that period (both active participants and dropouts). The main characteristics of these jobs were:

- ◆ **Sources:** Participants found work mainly through friends or relatives (24% of all the jobs) and through Strive (23%).
- ◆ **Types:** Most of the work was either in sales and services (49% of all jobs) or clerical work (30%). Only 5% of workers were in unskilled labor.
- ◆ **Fulltime/part-time:** 58% of the jobs were fulltime. The remaining employees, who worked at part-time jobs, did so because they could not find fulltime work (54%) or because they were only interested in part-time work due to childcare duties (about one-third of all part-time jobs).
- ◆ **Salaries:** About a third of the fulltime jobs paid a monthly salary of NIS 4,500 or more. About 20% paid a lower salary of up to NIS 3,500.
- ◆ **Satisfaction:** 70% of the employed participants were satisfied/very satisfied with their jobs. The particular aspects with which the participants were satisfied were:
 - The attitude of colleagues (89% of all the jobs)
 - The attitude of a superior (88%)
 - Physical conditions (86%)
 - Salaries (52%)

- Social conditions and benefits (50%)
- Opportunities for advancement at work (46%).
- ◆ **Duration:** More than a third of the jobs came to an end during the two years from the end of the workshop, mainly because of dismissals or employee dissatisfaction with the salary or position.

5. Program Contribution to the Participants' Integration into Employment

The previous section presented findings related to the workplace. This section examines the contribution of the program to the achievement of these outcomes by measuring them both against the comparison group and against the subjective evaluation of participants and facilitators.

- a) **Comparison group.** To examine the impact of the Strive program, the evaluation compared the employment status of participants and of a comparison group made up of individuals with similar background characteristics. The group was drawn from the Labor Force Survey of the Central Bureau of Statistics.

The comparison revealed that:

- ◆ Employment rates among Strive program participants one year after the workshop were considerably higher than in the comparison group – 59% vs. 36% respectively
- ◆ 60% of Strive participants worked fulltime after a year vs. 50% in the comparison group. (This was not statistically significant)
- ◆ The main occupation of those employed in both groups after a year was sales and services (some 60% in the Strive program and 30% in the comparison group). The Strive group did, however, have proportionally fewer workers in unskilled labor – only a few cases vs. 12% in the comparison group.

- b) **Participant evaluation of the program and its contributions.** This section summarizes the participants' assessment of the program two years after joining and its contribution to their integration into employment. The data in this section relate to all participants of the program, both those who completed it and those who did not.

All participants said they would recommend the program to people in similar situations to their own.

- ◆ **Positive aspects** – Almost all participants cited the program's positive aspects; most reported more than one positive aspect. In particular, participants favorably mentioned the process of their personal development in the course of the program (31% of all participants), and the staff support they received (28%).
- ◆ **Negative aspects** – More than a third reported on a negative aspect of the program. The main negative aspect cited was the provision of only partial assistance in the job-search process (14% of all participants).

- ◆ ***Assessing the contribution of the program to integration into employment*** – About 70% of participants reported that the program had helped them to integrate into the labor market, particularly in the following areas:
 - Time management and setting priorities (66%)
 - Setting and adhering to goals (74%)
 - Relations with colleagues and figures of authority at work (71%)
 - Integration into the employment market (69%)
 - Career management (61%)
 - Combining a career and family (61%).
- ◆ ***The program's contribution to the change in financial status (two years after the workshop)***:
 - More than 40% reported improvement in their financial status following participation in the Strive program; 46% reported that their financial status had remained unchanged.
 - About 60% reported that they and their families managed to cover the basic monthly expenses of the household – nearly double the rate reported before the start of the program.
 - About a third of the participants reported interest in receiving further help to better integrate into employment. Mainly, they were interested in financial assistance for studies and vocational or academic courses.

c) **Program contribution on the municipal level.** According to Strive staff, the program managed to promote the ability of municipalities to address employment issues. In Haifa, unemployed applicants were assisted in constructing an employment plan together with social workers. Even at the neighborhood level, Strive staff imparted knowledge and skills to neighborhood representatives so that employment issues could be put on the agenda.

6. Conclusions and Recommendations

A number of changes were introduced in the Strive centers, both during program implementation and as a result of interim evaluations. These changes included:

- a) **Clarifying participant criteria:** The findings indicated that not all candidates had met the initial criteria. Because of this, the program decided to accept up to 15% of candidates not matching the criteria, with the approval of the steering committee.

Specifically, the following criteria were more finely honed:

- 1) Candidates who worked in the half year prior to entry into the program could be admitted on condition that their employment had been temporary and not steady.
- 2) Only candidates with 12 years of schooling and no matriculation certificate could be accepted. For purposes of this calculation, it was made clear that vocational courses at post-high school institutions are not recognized as a year of study.

- 3) Candidates who are strongly motivated to work may be accepted even if they are somewhat outside of the 20-40 target age.

Certain other criteria were added as bases for rejection:

- ◆ Candidates with emotional problems
- ◆ Candidates with an open police file
- ◆ Candidates in the process of detoxification from drugs for less than a year.

- b) Improving the workshops.** Changes in the workshops included: (1) a transition to practical content and less theoretical content; (2) greater emphasis on the personal, active expression of workshop participants; (3) greater involvement of the personal coaches and employment developers in the workshop lessons to enable participants to form closer contact with them, and smoother, easier transitions towards job placement.
- c) Changes in Ofek classes:** The curriculum became more structured, new subjects were added and existing ones expanded. Emphasis was also put on practical elements. There may be additional changes in the structure of the program which, at the time of the interviews, was still under review.
- d) Changes in personal coaching:** The staff formulated a more structured program of personal coaching for every participant.
- e) Employer contacts:** There was a change in the type of employers with whom the staff formed contacts and in the quality of contact: (1) The range of potential employers to contact was expanded – from exclusively large employers at the start of the program to smaller employers as well; (2) The staff became more careful about initiating purely business contacts with employers and requesting feedback on their satisfaction with the employment integration of Strive graduates due to the perception formed during the program, that such follow-up might stigmatize Strive graduates; (3) Activities were added to strengthen contact with employers, such as a lecture series to promote cooperation.
- f) New volunteering track.** A decision was taken to augment the preliminary basic model implemented with a track of volunteering. Strive centers recruited and integrated student volunteers into a variety of activities, such as helping the team in the process of supporting participants; delivering guest lectures; individual consultation to specific participants; presenting a personal story or event from their own employment as a model to be emulated by program participants and to raise motivation. These activities aimed to expose participants to contacts that might open new doors for them in the employment world and also lighten the burden of Strive staff. In addition, volunteers were asked to serve as “Strive Ambassadors” to help spread and market the program to various organizations in the community that could support the placement process.

g) Potential changes. Apart from the changes made up until the writing of this report, the interviews with Strive staff yielded a number of recommendations to improve the program in the future, in the following areas:

- ◆ ***Marketing the program to employers:*** Efforts should focus on encouraging employers to turn to Strive of their own initiative when jobs become available.
- ◆ ***Cooperation with social services:*** Contact should be formed with the local authority in which the program is to be implemented much earlier than has been done to date, in order to enhance cooperation.
- ◆ ***Adapting the physical building to Strive's functional needs:*** Steps should be taken to make buildings more suitable for Strive functions, such as creating intimate alcoves for private meetings.
- ◆ ***Providing the staff with information on other TEVET programs:*** Strive staff should be informed of other TEVET programs so as to be able to refer candidates unsuitable for Strive to alternative tracks.
- ◆ ***Activities concerning the manpower of the program:*** Several recommendations for change were made concerning the recruitment of staff for the program and their patterns of work:
 - ***Reducing the work load:*** The wide-ranging activities of Strive centers placed a considerable burden on the staff. It was recommended that more manpower be hired to reduce the current load.
 - ***Broadening the training of the staff:*** According to the program director and entire staff, staff members should be allowed to participate in additional courses and training (e.g., to expand their knowledge of the business world and field of marketing, management-development workshops, training in the field of personal coaching).
 - ***Raising Remuneration:*** All members of the staff reported dissatisfaction with the pay they received for their work at Strive.

Finally, note that in the opinion of the program director, the professional knowledge gained by the Strive staff could and should be used to train staff members for additional programs implemented by TEVET. Also, in his opinion, in light of the success of the job-placement program, consideration should be given to disseminating the model developed at Strive to additional organizations and even to its adoption at the national level.

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