DOCUMENT RESUME

ED 237 595 UD 023 200

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TITLE Idea Book: Meeting the Occupational Information Needs of Disadvantaged Youth.
INSTITUTION Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS AGENCY Employment and Training Administration (DOL), Washington, D.C.; Oregon State Employment and Training Council, Salem.
PUB DATE May 81
CONTRACT SW-814-109
NOTE 111p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - General (140)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adolescents; Career Awareness; *Career Guidance; *Disadvantaged Youth; Dropouts; *Economically Disadvantaged; High Schools; *Occupational Information; *Out of School Youth; Outreach Programs; *Post High School Guidance; Young Adults

ABSTRACT

The purpose of this book is to suggest ways in which vocational and career guidance counselors and program planners in education, training, and counseling programs can provide disadvantaged, out-of-school youth with reliable, up-to-date information about the job market. Much of what is presented here relates to strategies and products developed and used in the Youth Career Information Project (YCIP) operated by the Education and Work Program of the Northwest Regional Educational Laboratory. Other information was contributed by similar programs throughout the country or was obtained through a literature search on outreach strategies and occupational information delivery. In chapter one, suggested program responses to youth needs for occupational information, based on experiences at the YCIP sites and of selected agencies from other States, are provided. In chapter two, outreach guidelines and strategies are discussed. In chapter three, conclusions that have influenced the outreach and delivery strategies described in the earlier chapters are discussed. This last chapter is based on a needs survey that was conducted as one element of YCIP and on opinions expressed by staff members of the demonstration sites serving disadvantaged youth in YCIP. Listed in an appendix are contributing agencies and resource materials. (CMG)

# REGAL

# Meeting the Occ

# Information Nee

**Northwest Regional Educational Laboratory**
300 S.W. Sixth, Portland, Oregon 97204

May 1981

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FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
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Dissemination assistance has been provided by
the DISSEMINATION AND UTILIZATION PROGRAM
of THE NATIONAL CENTER FOR RESEARCH IN
VOCATIONAL EDUCATION,
The Ohio State University.

VICTOR ATIYEH
GOVERNOR

OREGON STATE EMPLOYMENT
AND TRAINING COUNCIL
875 UNION STREET N.E., SALEM, OREGON 97311 PHONE 373-1400

## FOREWORD

Child labor laws, safety and liability constraints and lack of available jobs deny young people the experience of gainful employment. Occupations are created, changed, and phased out quickly due to rapid changes in business and industry. Increasing numbers of jobs are not visible to today's youth. Technological advances require increasing levels of technical expertise in the work force. These and other factors cause a wide gap between the aspirations of youth and needs of employers. The behavioral expectations and level of skill development required by employers are not understood by most young people.

Assisting youth to overcome these barriers to success in the work place is the challenge of youth education and training programs. Providing occupational information in accessible, usable, and understandable form is a major part of this task. For this reason the Oregon State Employment and Training Council funded the Youth Career Information Project. Its purpose is to develop and test products and strategies aimed at motivating young people to seek and use occupational information and to deliver occupational information in a manner meaningful to them. Hopefully, the results of the project, which are related in this Idea Book, will prove useful to youth-serving agencies.

Dan Mercer, Chair
Oregon State Employment
& Training Council

# Acknowledgments

This Idea Book would n
work, suggestions and
We are grateful to Mar
and Larry Picus for th
outreach strategies an
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# Contents

# Introduction

## Purpose of the Idea Boo

# Introduction

Success in the job mark
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functions. The need fo
cially acute among econ
out-of-school youth.

k Program of the Northwest Regional Educa-
Laboratory (NWREL). The project was funded by
egon State Employment and Training Council
and the Oregon Occupational Information
nating Committee (OOICC). Other information
ntributed by programs throughout the country
obtained through a search of literature on
ch strategies and occupational information
ty.

One provides suggested program responses
th needs for occupational information, based
eriences of the YCIP sites and of selected
agencies contacted in other states.

Two discusses strategies for informing
-school youth about available occupational
ation and counseling services, with guidelines
reach based on experiences of the project

Three is based on a needs survey conducted
element of the project and on opinions ex-
by staff members of the demonstration sites
disadvantaged youth in the project. It
s conclusions that have influenced the
h and delivery strategies described in
s One and Two and is intended particularly
gram planners.

## outh Career Information Project

ith Career Information Project was operated in
by the Northwest Regional Educational Labo-
It was conceived in response to concerns on
t of the Oregon Occupational Information
nating Committee and others that increasing
of disadvantaged youth are not in touch with
ources of occupational information and
e.



The project focused on two major areas:

1. Development and field testing of ways to inform disadvantaged out-of-school youth about available services

2. Use of existing occupational information systems and resources with disadvantaged out-of-school youth to determine how effective they are and how they could be improved

The project advisory board selected five test si
throughout the State of Oregon, representing a
diversity of programs and geographic areas. The
demonstration sites were:

- The Youthworks, Inc., Medford, serving
Jackson County and the Medford area in
southern Oregon

- Community Services Consortium, Newport,
serving all of Lincoln County on the Ore
Coast

- Looking Glass, Inc., Eugene, serving
primarily the urban Eugene-Springfield
area in the southern Willamette Valley

- The Urban League, Portland, serving
primarily black neighborhoods in Northea
and North Portland

- The Multnomah-Washington CETA Consortium
serving East Multnomah County and Washin
ton County, in the suburban Portland are

The demonstration agencies cooperated with NWREL
developing and testing innovative ways of reachin
out-of-school youth who are living on their own a
generally are not in touch with agencies offering
education, training or employment services.

The agencies used thre
tional information sys
System (CIS), Systems
Career Help (SEARCH) a
mation (LMI) generated
ment Division. Inform
and staff regarding th
strategies and product

## Footnotes

1. Diamond, Daniel and Hrach Bedrosian. Industry Hiring Requirements and Employment of Disadvantaged Groups. New York University School of Commerce, 1970.

2. Wirtz, Willard. The Boundless Resource. The New Republic Book Company, Inc., Washington, D. C., 1975, p. 29.

# Chapter One: Deliv

# Sources of Occupatio

The Youth Career Informa

sites used three of Oreg

8

9144 LOCAL TRUCK DRIVERS

LOCAL TRUCK DRIVERS OPERATE LIGHT AND HEAVY A
MOVE GOODS AND MATERIALS WITHIN A LIMITED A
VERS DELIVER MATERIALS SUCH AS LUMBER, PLUM
CEMENT, AND PARCELS. MOST PRODUCTS ARE DEL
TONIERS, STONES, CONSTRUCTION SITES, AND WO
MANEUVER THEIR VEHICLES INTO TIGHT PARKING
ALLEYS AND DRIVEWAYS, AND UP TO LOADING P
MAY INCLUDE LOADING AND UNLOADING MATERIA
FOR GOODS, AND KEEPING RECEIPTS AND RECO
DUMP TRUCK DRIVERS (DOT 902-
CIALTIES: (905.883-014); LIGHT TRUCK DRIVE
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# Systems Exploration and

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YCIP developed a self-
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# Labor Market Information

Another of Oregon's majo
information is the Labor
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annual LMI Directory ide

# Commercially Produce

Commercially produced
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sampling systems work

# Setting Up Your Oc

Guidance in decision m
occupational informati
clients are successful
out their plans for ed
work. This requires a

Work environment describes the physical work environment and identifies numbers and types of people encountered in carrying out duties. This information need not be state or area specific and does not require updating. Commercially marketed systems often have good visual materials that are attractive and useful. SEARCH worker trait groups emphasize environmental aspects of work. Employer contact and visitations provide the best method of delivering information on the work environment.

Job tasks provides in-depth information on specific work activities required of an occupation, including materials and equipment used, processes, products or services produced and interactions with other workers required. Most systems offer general information; many commercial systems, particularly job sampling systems, offer good visual material or the opportunity actually to do many of the tasks associated with occupations. Employer visitations, observing workers or job sampling provide the most complete and current information on work tasks. Revision of information is necessary only for new occupations or those modified drastically through technological change or regulation. Localized information is not necessary. Knowledge of job tasks is considered by many to be the most important type of information because it allows clients to determine whether they will enjoy and can actually do the tasks associated with an occupation and whether they wish to do them on a regular basis.

Interest assessment is a method of systematically analyzing client interests and relating these to occupations. Most clients can identify their likes and dislikes and a systematic analysis often is necessary to match these to occupations. The assessment instruments do not have contain localized information. SEARCH valuable resource for interest assessme CIS has a brief assessment system (QUES which provides this information in less detail. Many other occupational prefer tests are available and widely used.

5. Aptitude assessment is a method of idér fying and systematically analyzing gene abilities or qualities (such as hand ey coordination or manual dexterity) and recommending occupations accordingly. Information does not usually become out dated or require localizing. SEARCH us the General Aptitude Test Battery (GATB an approach to aptitude assessment. Th information allows client and counselor identify general abilities that influen the likelihood of achieving necessary skills and job satisfaction in occupati of interest.

6. Job finding includes information which help youth use job finding resources; p pare work, education and training histo ries; complete job applications; and co municate effectively with employers. T information need not be localized or ti except where local helping agencies are major assistance source. The SEARCH sy provides good job finding assistance, a many of the commercially marketed syste Many Employment Division offices and co munity colleges offer job finding works Job finding information and assistance critical for disadvantaged youth who ma lack experience, knowledge and personal contacts to assist them in obtaining employment.

7. Hiring channels i
used by employers
employees accordi
occupational grou
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# Examples of Informati

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Youthworks staff conclu
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young people liked the n
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FREE!
EASY

# Booklets and Flyers

Many private and publ
circulate written mate
training, managing fi
mation and where to se
best are written by vo

Think no one wa

give a kid a jo

Workbooks can identify
activities or provide
activities with partic
Others are comprehensi
interest inventories,
clarification worksheet
tests, goal setting, g
requirements, labor fo

loration program. Both participants and resource ple must be made aware of the essential types of ormation critical to the career decision-making cess. The Northwest Regional Educational oratory publishes a Community Resource Person's de for Experience-Based Learning that can help ent resource people to the information needs of ch. It is based on the advice and experiences of loyers working with youth in Experience-Based eer Education.

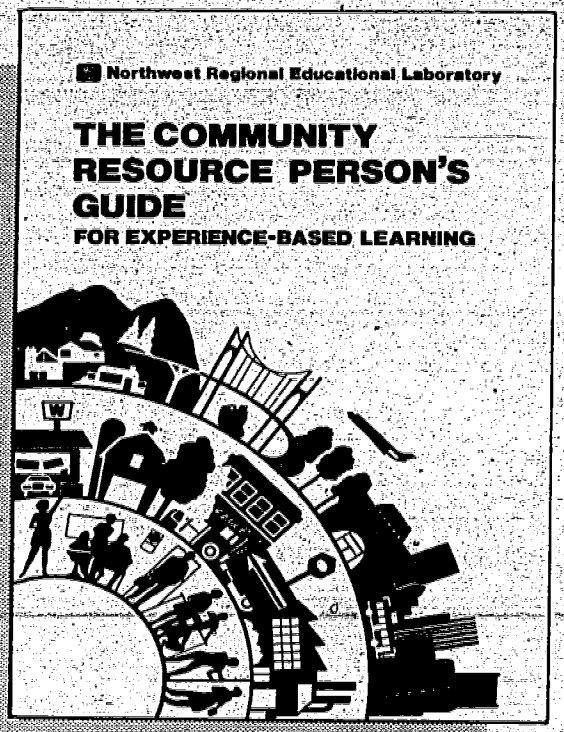
Santa Barbara, California County Schools, in eration with the National Alliance of Business, oyment Development Department and CETA, compiled printed a Directory of Employer-Based Counselors. ists approximately 300 resource people in the ty and includes occupation, firm name, address telephone number. This type of directory is a able resource for youth participants and staff ers of programs offering occupational explora- . It can be developed by local program opera- with the help of service organizations such as Chamber of Commerce, Rotary or others.

maintains a visit file for many areas of Oregon, ough the initiative to develop and maintain the ing is a local responsibility.

Institute for Public Affairs Research (IPAR) in land, Oregon also provides information on avail- speakers, field trips and explorations in busi- and industry in the Portland metropolitan area.

Help Training and Employment, Inc. of Visalia, fornia, an organization which serves youth in l areas, emphasizes what is perhaps the most icult type of information to provide--employer ctations regarding attendance, punctuality, uctivity, responsiveness to supervision and eration with fellow workers. Participants learn maturity in specifically developed public ice jobs. When sufficient progress is demon- ted in this area, youth are gradually exposed to






Resources such as this one can help to orient employers to the kinds of information youth need for career decision making.

private sector employers and ultimately move t unsubsidized private sector jobs. Information the types of behaviors and attitudes in demand employers is not normally available from occup tional information systems, yet this informati critical to the success of young people in the place.

## tifying Transferable Job Skills

tifying transferable skills is the process of ning the acquired skills and knowledge of the vidual with those required within occupations of rest to the individual. Practical experiences youth are often limited to volunteer oppor- ties or subsidized employment in the public or. Knowledge of skills and experience trans- ble to other types of work (e.g., particular ate sector jobs) is important when seeking oyment.

ey House Project of Danby, Vermont conducts er development workshops. One component of the shops is training youth to identify skills they developed in maintenance, farming, construction, gement, solar energy and other work and to relate e skills to their personal occupational goals.

## nteer Opportunities

-and short-term volunteer work can provide l occupational information and experience. a good substitute for actual paid work experi- particularly when work experience jobs are ilable. Sound volunteer programs should:

. Maintain an inventory of available volun- teer opportunities including occupations and tasks to be done by the volunteer

. Match the voluntary experience to the needs of the participant, considering participant interests, skills, aptitudes and goals

. Establish a service-learning agreement which clearly states the duties, rights and responsibilities of all parties involved



4. Develop a method for recording and ev ating knowledge, experience, skills a information obtained

The Youth Community Service Program of Syracuse York, a demonstration program developed in coop ation with ACTION, uses an effective system for identifying and matching participant interest a skills with volunteer opportunities in Syracuse Each volunteer completes an interest checklist obtain information on a wide range of work acti ties. Agencies hosting volunteers identify the tasks that a volunteer should be able to do and others that should be learned. Program staff t match the volunteer to available experiences. increases the likelihood that participants will able to successfully carry out their volunteer in an area of career interest.

## Delivery of Occupational Information in Nontraditional Places

A major thrust of the YCIP was the delivery of information in places frequented by young peopl but where occupational information or other ser are normally not found. The Oregon Occupationa Information Coordinating Committee and Oregon S Employment and Training Council felt that many disadvantaged young people in Oregon need occup tional information but are not aware of how to help. Most youth program operators agreed and were able to identify specific target groups th were particularly isolated. Taking information nontraditional places seemed to be a strategy w testing.

During a period of about five months, the YCIP demonstration agencies took their resources to nontraditional places like the following:

County fairs
City streets
Pizza parlors
Shopping malls

| | |
|---|---|
| Libraries | Community schools |
| Department stores | Ethnic gatherings |
| Recreation centers | Detention facilities |
| Drop-in centers | Dances |
| Service centers | Convenience stores |
| Youth hangouts | |

demonstration sites had two purposes in taking urces to nontraditional places--to inform youth t their services and to actually deliver pational information.

use of nontraditional settings for delivery of pational information presents some definite lems:

- It does nothing to guarantee timeliness of contact (many youth may appear disinterested at the time).
- There is usually competition for attention because young people are there for reasons other than obtaining employment assistance. This competition limits time and attention devoted to the material.
- In most situations no time is available for necessary followup and guidance.
- Many staff members of demonstration site agencies felt that counseling and guidance personnel who are effective in an office setting do not necessarily function effectively in other environments.
- A contributing problem is the complexity of the subject and the need for experienced guidance personnel to be present to counsel youth using the information system.



- As an awareness or outreach strategy, taking occupational information nontraditional settings is expensive terms of staff time and travel expens

> We concluded that presenting occupational i mation in nontraditional settings was effec for outreach and awareness, but it was not necessarily effective for the actual delive and understanding of the material.

## Mobile Services

Portland Community College has a mobile informa unit which travels to isolated areas. Effecti of this type of resource required some advance publicity and coordination with local schools agencies. Most programs of this nature rely o local schools, government, community organizati or interest groups to publicize and sponsor the visits. A well equipped van, including slide/t and an assortment of printed material, is exper and therefore beyond the means of most programs

On a less costly scale, the Youthworks in Medfo Oregon took occupational information to small c munities in rural Jackson County. Staff drove various locations in the county with some mater and the CIS terminal and "set up shop" in publi locations. Advance publicity included handbill newsletters and other media.

Another strategy that showed promise was using network of staff persons from other youth-servi agencies to provide limited information and out reach. For example, in Medford the Youthworks

dvantage of local news–
when you're 'on the road'
outreach. Write a factual,
e news release and send
he local media. Type the
e on your organization's
ead, and always list a
and telephone number of
ne who can provide addi–
information. Be sure your
e answers these questions :
What? When? Where? Why?

beginning Tuesday. The class is conducted on Tuesday and Thursday evenings from 8 to 9 p.m.

Under the supervision of Joy Taubner, the women go through a very rigorous program of body shaping and strengthening exercise.

Taubner has an extensive background in organized exercise and has been co[illegible] "slim and trim" classes at the Ashland YMCA for the last y[illegible]

Contact the Ashland YMCA, 2245 Ashland St., 482-9622, for more information.

## Youth job fairs scheduled

Youth employment fairs will be held all over Jackson County this summer by the Youthworks Inc. and other cooperating agencies.

The fairs will provide vocational counseling, information on jobs through the Comprehensive Employment and Training Act and other youth job training information.

The information will be available at the Jackson County Fair Tuesday through July 27, at the Ashland Public Library on Aug. 13 and at the Medford Shopping Center on Sept. 6.

For more details, call Arnie Green at 779-2393.

## State certifies new denturists

Two people from Ashland and three from Medford were among the 64 people who were the first in the state to be certified to prac-

By United Press Internationa
It takes 18 months for a dolla
wear out from use.

# Steame

## Interest mount

KLAMATH FALLS, Ore. (U
flood of requests for help in ha
the earth's geothermal energ
been pouring into the Geo Hea
at Oregon Institute of Techno
recent months.

A number of factors seem t
fluencing the stepped-up int
tapping hot underground wa
heating buildings and other p
said Gene Culver, an associate
of the center.

Falling interest rates, tax inc
government programs de
drilling costs and fiscal y
budget reviews showing red in
energy column have all prom
surge of interest in geotherm

the SEARCH mailers to juvenile justice youth
rs and others who traveled regularly throughout
ounty to counsel with youth. When appropriate,
gave the mailers to young people which, in turn,
ated awareness of the services of Youthworks.

## Group Assistance

counseling is a concept which is used widely in
yment and training programs. The group occupa-
l exploration and job search or job club is a
n peer interaction activity. Peer counseling
ally includes researching occupations, instruc-
in job seeking and sharing or interacting with
roup. Activities may be structured in a vari-

ety of ways. Certain advantages are offered by
peer group approach:

- Participants help one another by sharin
information, strategies and suggestion
- The facilitator can work with eight to
clients at once, making the best use o
staff time.
- Participants learn skills to help
themselves.
- Staff costs are reduced by delivering
occupational research and job finding
information to a group rather than
individually.

- The peer group
members, all c
and often den
for or seekin

Peer counseling was tri
stration sites. Youth
tional information avai

# Chapter Two: Out

Before you can provide
first find those youth
services you have to of

FREE!

# Here's Another Idea...

# Outreach Ideas

The outreach strategies d
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Newport, Oregon is the
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To attract individuals t
printed 500 handbills wh
volunteers to youth atte
bill was an invitation t
and try out the CIS comp

# City of Ash

# NEWSLET

June-July 1980

Vol. 4

ARE NOW REQU

The bright red posters
the back so that they c
be posted on bulletin b
self-mailer idea, inter
able to youth around th
nonurban areas where yo
about the services avai

ATTORNEY CLERKS
LEGAL

## People as Outreach Agents

Youth who responded to the YCIP survey indicated that they preferred to obtain outreach information from traditional channels and from their peers. It is important to keep this in mind when planning awareness activities. Don't overlook two groups who can be valuable to you: business and young people themselves.

Many businesses support and assist with outreach and occupational information delivery efforts. The private sector frequently views this type of service as good public relations. In the Youth Career Information Project several businesses offered financial support by giving away merchandise to participating youth and by providing promotional assistance, furniture and necessary equipment and supplies.

Peers can be effective in outreach and information delivery activities. Youth who have already been served by an agency frequently will talk up the agency to their friends. In some programs in large urban areas, some youth are actually hired to do outreach among their peers. They work out on the street, encouraging others to get career assistance.

# Chapter Three: Re

This chapter identifies
delivery of occupationa
disadvantaged out-of-sc
emerged from the youth
from demonstration site

present demand, job su
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Long-term consideratio
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guidance counselor wil
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short-term needs that
of long-term goals

Agencies serving ou
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9. Computer prin

10. Radio

11. Cassette/reco

On the question of whe

- Counselors
clients int
jobs for wh

- People ofte
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rapport and confidence
time necessary for in-
Perhaps the best appro
and maintain the capab
assessment tools. The

available in a coordin
standable manner. As
services for disadvant
find this book helpful

# Appendix

# Directory of Employer

Published by Santa Ba

the National Alliance

4400 Cathedral Oaks R

Santa Barbara, Califo

Directory of Agenci

Northwest Regional Edu

300 S. W. Sixth Avenue

Portland, Oregon 9720

(503) 248-6800

# Occupational Outlook H

Urban League (of Portland)
Northeast Youth Service Center
4815 N. E. 7th
Portland, Oregon 97211
(503) 288-6708

Urban Youth Action, Inc.
300 Sixth Avenue, Suite 240
Pittsburgh, Pennsylvania 15222

Work Out

Produced cooperatively by Shelter Institute and
The Oakland Community Career Education Resource Center
2821 A Regent Street
Berkeley, California 94705
(415) 832-4189

The Youthworks, Inc.
2514 West Main
Medford, Oregon 97501
(503) 779-2393