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ABSTRACT

The National Women's Employment and Education project (NWEE), sponsored by the Women's Bureau of the U.S. Department of Labor, was a fast-paced effort designed to serve 20 women each month, 240 each year. The training concept was quite different from traditional programs in that NWEE's thrust was to move women quickly into jobs. The program focused on employment readiness skills or referral to skills training. The target population served by NWEE was composed primarily of Hispanic female heads of families receiving Aid to Families with Dependent Children. The program identified specific job opportunities, recruited women interested in those jobs, prepared the women for the jobs, helped place the women, and provided follow-up and support services for a full year after the initial training program. The program thus included five major components that are described in this guide: job development, outreach, employment readiness training, job placement, and follow-up services. A section on program management, with attention to staffing, recordkeeping, and evaluation, is also included. The NWEE project is described as an example that others can use in designing and implementing similar projects. A large part of the document consists of appendixes that contain materials needed to develop such a project. Materials include the following: forms used to implement/evaluate the NWEE project, sample skills discovery exercise, employment readiness class schedules, and a curriculum guide for an employment readiness training class. (KC)

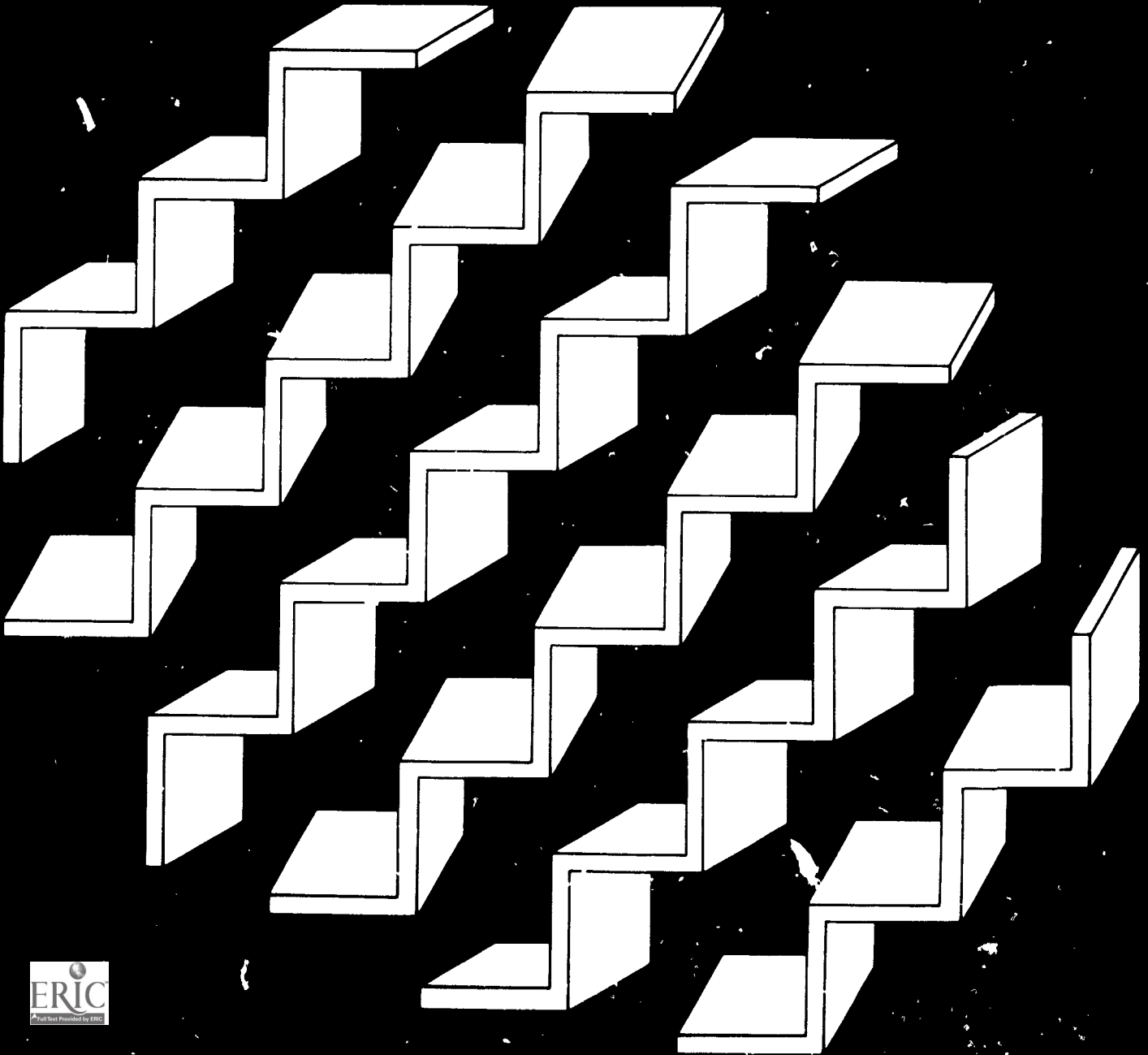
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National Women's Employment and Education Project



U.S. Department of Labor
William E. Brock, Secretary

Women's Bureau
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1985

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FOREWORD

The Women's Bureau, in response to its congressional mandate of 1920, works to improve the economic status of women by seeking equity in employment policies. The Bureau also disseminates information about women and work to support development of programs that enhance women's job skills and employment potential. Various approaches to training and awareness building have been sought and utilized. For several years, the Bureau obtained funds from the U.S. Department of Labor's Employment and Training Administration to develop projects which explore ways to expand training and job opportunities for women. The projects had a twofold objective: to increase the base of knowledge about specific employment-related needs of women and to demonstrate better techniques in meeting those needs.

During the last several years, the Bureau has completed nearly two dozen pilot projects which served such groups as rural women, single heads of households, low income women, female offenders, minority women, teen women, and displaced homemakers/mature women. The projects developed for these populations utilized innovative techniques for providing training in job skills and other employment readiness areas, job placement, support services, and information sharing through various types of networks.

The Women's Bureau has undertaken another project to maximize the impact of these successful demonstrations: the production and dissemination of descriptive models, or program guides, so that others may duplicate the initiatives. This "how-to" guide is one of a series of seven which we are sharing with communities across the country. The models are intended for use by community-based organizations and by local and State governmental units concerned with increasing the employment opportunities of women and assisting them toward achieving greater economic self-sufficiency. The business community may also find the various training concepts useful.

We are pleased to share the experiences of our demonstration projects, and we hope your organization will choose to implement a program or adapt some of the concepts or components with the assistance of the Bureau's guides. Although most of the experimental projects described in the guides were implemented primarily using Department of Labor employment and training program funds, we suggest that you expand your search for funding to a variety of local sources including the business community and private foundations.

The themes of the program guides are:

Job Training in Food Services for Immigrant, Entrant, and
Refugee Women

The Coal Employment Project--How Women Can Make Breakthroughs
into Nontraditional Industries

National Women's Employment and Education Project (for low
income women)

From Homemaking to Entrepreneurship: A Readiness Training
Program

Women in Apprenticeship and Nontraditional Jobs

Employment-Focused Programs for Adolescent Mothers

Employment Programs for Rural Women

If your organization implements any of these programs, we
would appreciate your sharing the experience with the Women's
Bureau.



Lenora Cole Alexander
Director, Women's Bureau

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INTRODUCTION

The Women's Bureau is sharing information on the National Women's Employment and Education (NWEE) Project because it presents an effective model for training and placing low income women in private sector employment. As part of its ongoing efforts to help women improve their employment and economic situations, the Bureau obtained funds from the U.S. Department of Labor's Employment and Training Administration to demonstrate the NWEE program in San Antonio, Texas, during 1978-80. Additional funding was provided by State and local public and private sector sources to support the delivery of services. The program developed innovative techniques for preparing economically disadvantaged women for rewarding employment and generated strong support from the San Antonio business community.

The long-term objective of NWEE was to improve the quality of life of low income women and their children by assisting female heads of families to become self-supporting through traditional and nontraditional skills training and employment. To achieve this objective, NWEE offered a wide range of employment readiness skills, assistance in finding available jobs, skills training by employers, and up to 1 year of follow-up support services and upward mobility assistance.

NWEE was a fast-paced effort designed to serve 20 women each month, 240 each year. The training concept was quite different from traditional programs. NWEE's thrust was to move women quickly into jobs. The program focused on employment readiness skills or referral to skills training. The women entering the program, therefore, were screened to identify those who would be able to take on a job or further training after only 2-3 weeks of classroom experience and job site visits to acquire such job readiness skills as assertiveness, self-confidence, and an understanding of work responsibilities. In contrast, the more traditional training programs usually last about a year and feature a comprehensive approach to in-depth training in specific job skills. Because fewer women are reached in the lengthier process, NWEE's more rapid approach deserves serious consideration. Not all women, however, can benefit from the more intense, quicker program.

The target population served by NWEE was comprised primarily of Hispanic female heads of families receiving AFDC (Aid to Families with Dependent Children). Many of these women were not receiving employment assistance since they had children between the ages of 1 and 6 and therefore their enrollment in the Work Incentive Program (WIN) was optional rather than mandatory. This population exhibited a number of characteristics that highlighted employment and economic difficulties and distinguished it from the general population. The women were more likely to have been in

low wage occupations when employed, more likely to have large families, and more likely to have problems related to health, transportation, and child care. They were less likely to have been employed recently, less likely to have completed high school, and less likely to have personal financial reserves to help them through periods of unemployment or other difficulties. Their problems were pervasive and interrelated.

NWEE recognized that a great many of these target group women wanted to get off welfare and become self-sufficient. However, they were often unsure how to achieve this goal. They perceived themselves as trapped in a cycle of poverty over which they felt powerless. NWEE recognized that a major barrier preventing these low income women from entering employment was a lack of information--they simply did not know about available jobs or skills training opportunities, and experienced problems when trying to arrange for transportation and child care. If they could overcome some of these problems through a program of information and assistance, they would be able to enter the labor market.

The NWEE program assisted the women in making the transition from welfare to private sector employment. A total of 670 women were served in the 3 years during which NWEE received Federal funding. The job placement and retention rates were high--90 percent and 88 percent, respectively, in 1978; 93 and 80 percent in 1979; and 88 percent and 87 percent in 1980. The program proved to be cost effective in that it served the women at a cost of \$670 each in 1978; \$700 in 1979; and \$820 in 1980. In light of these statistics, NWEE was an effective program for helping economically disadvantaged women become independent of government welfare by moving into permanent paid employment.

A key element in the success of the project was the strong support given to the program by the local business community. Job placement in the private sector was a major feature of the program and, as such, reflected strong private sector involvement. Employers agreed to train the women without Federal subsidies. This was achieved largely through the activities of the Business Task Force, however, which was comprised of local business executives. The task force offered support to the program, conducted management workshops for the staff, opened doors of fellow employers for them, and informed them of job openings and training programs. The task force also obtained endorsement of the program from the Greater San Antonio Chamber of Commerce, adding significantly to the credibility and acceptability of the program to employers.

This program guide describes the NWEE experience in detail, so that program administrators nationwide may replicate the project, with support from local businesses and community service organizations. It highlights the functions and responsibilities of program components, and includes the Curriculum Guide (Appendix

D) used in the employment readiness training class. Program operators implementing this model should recognize that the curriculum and other program aspects may require adaptations to assist those women who may not become job-ready through such short-term, intensive training, but may need more extensive orientation to work ethics and preparation in job-ready skills. This guide suggests an organizational structure for program management, and includes in Appendix A the various forms used by NWEE to implement and evaluate the program. It does not, however, discuss sources of funding or financial management of the project.

PROJECT DESCRIPTION

NWEE was a coordinated program that provided a comprehensive approach to meeting the individual woman's employment needs. It also was unique in its approach to job training and placement. The program (1) identified specific job opportunities in the community, (2) recruited women interested in qualifying for those jobs, (3) prepared the women for specific jobs, (4) helped place women in jobs related to their area of interest, and (5) provided follow-up and support services for a full year after the initial training program. A major feature of the program was the close linkage with the private sector in planning and implementing the concept of job "packaging," which greatly facilitated job placements.

The NWEE project consisted of five major components, with staff responsible for developing particular components and coordinating activities with other staff persons. The result of this team approach was a well-integrated program that successfully met the employment needs of the target population.

PROGRAM COMPONENTS

Each of the five components of the NWEE project was dependent upon the others and formed a sequence of activities, as follows:

- o Job Development--The program began by identifying available jobs and skills training positions in the local business community. This was followed by:
- o Outreach--An assertive recruitment effort to find women interested in these specific jobs and skills training, coupled with assistance in locating child care services and in arranging for transportation to and from the training, then:
- o Employment Readiness Training--The women went through a concentrated 2- or 3-week employment readiness classroom experience to prepare for:

- o Job Placement--Participants had interviews with employers who selected the women they wanted to hire and train, and, finally:
- o Follow-Up Services--A i-year comprehensive program of support services and counseling, assisting the women to succeed in employment.

JOB DEVELOPMENT

The job development component established linkages with the private sector to identify positions within a company or industry where participants could be placed after they completed the employment readiness training class. Since this was a new idea to the San Antonio business community, some initial skepticism had to be overcome. The idea was soon well-accepted, however, when qualified candidates were referred and employers were assured of follow-up support services to ameliorate any problems arising on the job. The job development staff appealed to the employers' sense of public commitment and also informed them about tax credits they would receive for hiring low income women, as specified by Federal legislation--the Targeted Jobs Tax Credit.

Specifically, the job development component:

- o Developed job package programs by locating prospective jobs and job training programs,
- o Developed weekly job and training bank logs to help place women not in the job package program,
- o Coordinated all job development and training information with other staff to assure that each participant was placed in a job or training program matching her interests and qualifications,
- o Maintained an index of employer information to facilitate job placement effort

Job Package Program

This part of the job development component consisted of a "package" of job opportunities in a specific employment area, or a training program for recruits. The technique of developing a package of jobs and then training a whole group of women to fill them was beneficial to all concerned. The employer did not have to spend time recruiting prospective employees, NWEE was able to consolidate its efforts for a group of women rather than individuals with different needs, and, where there were multiple positions with one employer, the women went into new job situations with a ready-made support group.

To engender support and cooperation, job development staff made presentations to agencies and employers to inform them of the program and how it could benefit them. The goal was to identify companies that needed qualified applicants for a number of jobs within the business. Traditional employment areas such as service occupations were often used for job packages, but nontraditional occupations were emphasized since they generally provide higher pay, more flexible working hours, better benefits, and greater opportunities for advancement than do jobs traditionally held by women. Ideally, several job openings from one employer completed a package. If this was not possible, the package contained jobs of several employers within the specified employment area. A major consideration by NWEA was that the package contain jobs with salaries above the minimum wage and with potential for upward mobility.

A job package program was completed 1 month prior to its scheduled use to give other staff time to coordinate their activities. A package contained enough jobs to match the average class size. The following are examples of job packages developed by NWEA.

Construction Job Package. NWEA was aware that construction work offered participants higher pay as compared with jobs traditionally held by women. Entry level pay was higher than many other employment areas, and construction work often had on-the-job training opportunities with potential for advancement to higher skilled and higher paying jobs. However, very few women were employed in construction jobs in the NWEA service area.

The job developer compiled a list of construction firms in the San Antonio area from the telephone directory, Chamber of Commerce listings, and other local business publications, which was used to make contacts. Following these contacts, a package was developed with a bridge and engineering company which agreed to consider hiring women from the NWEA program and to train them as heavy equipment operators, laborers, and welders. The exact needs of the employer were identified, and women in the job readiness class were prepared specifically for construction work. They visited job sites and spoke with representatives from the company to learn what would be expected of them on the job and to discuss specific problems which might be encountered.

Following completion of the class, qualified and interested women were referred to the company. Since there were no firm commitments that the women would be hired, they competed for jobs along with other applicants and were hired. The women were such capable workers that the company returned to NWEA requesting additional women for employment. A barrier had been broken and, as the word passed, contacts were made with other construction companies and employers within nontraditional fields.

Computer and Business Management (CBM) Package. Training, rather than actual job placement, was the goal of the CBM training package. This package involved training women for jobs in the promising employment area of computer operations. As a result, several participants were accepted into a 6-1/2-month computer operations course with a local business school. A 2-week pre-employment readiness class was held during which applicants learned about employment within the computer field and toured the business school.

The length of the computer training--6-1/2 months--presented a problem for some applicants. Although it was possible to combine the training course with part-time employment, this proved to be difficult for women serving as the sole support of their families. For those women who were AFDC recipients, the NWEF staff worked with the Department of Human Resources to provide for day care and transportation. Some women applied for Basic Education Opportunity Grants (BEOG) and Supplemental Education Opportunity Grants (SEOG) to cover tuition costs.

Based on the NWEF experience, the following process to implement the package program is recommended. First, consider several factors in selecting employment areas. General business trends in the locality help determine the future growth and stability of an employment area. Obviously, those industries experiencing a business slowdown or employee lay-off would not be included whereas areas planning to expand would be. The appropriateness of the prospective jobs for the program participants and the potential for upward mobility should be evaluated also. Entry level jobs with an extremely low pay scale and little opportunity for promotion and growth should not be considered.

Once the employment area is selected, a list of prospective employers should be compiled using a wide range of sources such as:

- o Job training schools
- o Job Training Partnership Act (JTPA) programs
- o Local newspapers, both classified and business sections
- o Chamber of Commerce publications
- o Telephone directory listings
- o Suggestions from staff members
- o Agency contact forms on file

Employers within the specified employment area should be contacted next, and appointments scheduled. During the visits, the job developer should inform employers how the training program works and how it can help their company. Specifically, NWEF told employers that:

- o The program can help employers to meet their specific hiring needs at no cost to them.

- o Before any referrals are made to an employer, the women are carefully screened by the staff to see that they meet the employer's specific needs.
- o Women referred to an employer are highly motivated and eager to work and learn.
- o The program will assist the employer and participant with any employment adjustment problems during a year-long comprehensive follow-up program.
- o There are tax incentives for hiring disadvantaged persons.

The job developer and employer should discuss available openings and qualifications. The job developer should get a firm commitment from employers as to how many positions will be available for the package, although this is not a commitment to fill all the jobs with women from the program. If an employer exhibits a negative attitude toward hiring women, she/he should be encouraged to talk with employers who have previously hired program participants. For this purpose, it may be helpful to compile lists of employers who are willing to share their positive experiences with others. Finally, the job developer should prepare an information sheet for distribution to all staff members containing the following information.

- o Employer(s)
- o Job Descriptions
- o Number of Positions Committed
- o Qualifications
- o Salary/Benefits
- o Where To Apply (Address/Phone)
- o Job Location
- o Working Hours
- o Contact Person
- o Growth/Advancement Possibilities

Job and Training Bank Logs

The job and training bank was used to place women not placed in jobs through the job package program. These women may have expressed interest in other employment areas or the staff may have felt their interests and skills were better suited elsewhere. Also, if first job placements were not successful, NWEE continued to help participants find the right job.

The log included information on current job openings and training opportunities primarily within the private sector. This meant that employers had been contacted and they were prepared to give special consideration to applicants referred from NWEE. Employers were receptive to this approach because it provided a

ready pool of qualified prescreened applicants and saved the time and effort of recruiting.

To develop and implement the job and training bank, potential listings that did not fit into a complete package of jobs were gathered and were listed individually in the bank. Then the information was compiled on the log, which was posted on the participants' bulletin board and distributed to staff members. The log was used by the employment counselor in referring participants, former participants, and walk-ins who may also check the log and request referrals to specific jobs. However, before referring anyone to an employer, the employment counselor interviewed and screened the applicant to see that she met the job qualifications. During the screening and interviewing process, any possible problems confronting the participant, such as transportation or day care, were discussed. The employment counselor, or other staff members, then scheduled an interview for the applicant with the prospective employer and, if necessary, arranged transportation.

Employer Occupational Index

An index of current information on local businesses, along with a cross-reference file indexed by occupations, was especially beneficial in job placements. If participants requested information about construction jobs, for example, the occupational index was checked for information on local construction companies. The index was used also to gather information on prospective employers for job package participation or job bank development.

To prepare the index, NWEE developed an Employer Information Sheet which included the following:

- o Company Name
- o Personnel Director
- o Company Address and Phone No.
- o Job Site Locations
- o Job Descriptions and Qualifications
- o Salary/Benefits
- o Hiring Procedures
- o Where To Apply
- o Peak Hiring Season
- o Low Hiring Season
- o Upward Mobility Potential

Employer Information Sheets were filed alphabetically by the name of the company. Then, a number of sheets equal to the number of different occupations within the company were duplicated and filed according to occupational titles. Since the effectiveness of these files depended on current and accurate information, Employer Information Sheets were prepared immediately following each new employer contact.

OUTREACH

Once jobs had been identified, efforts were begun to find women to fill them. The objective was to reach those women who could most benefit from the program, and the job package represented something concrete to offer participants.

The outreach component had the responsibility to:

- o Recruit, screen, and select qualified participants for employment readiness training classes;
- o Develop a comprehensive outreach plan to insure that all low income women within the area were served by the program;
- o Provide or assist in arranging necessary support services such as child care and transportation;
- o Check on attendance daily and follow up on any absenteeism.

Recruitment

Outreach staff used the job package information to recruit women for the employment readiness training class. If the package centered on a nontraditional field such as construction, women interested in such work were sought. Prospective applicants were located by means of community agency contacts, outreach activities, and media contacts. Although the recruitment process continued on a daily basis, an intensified recruitment effort was started once information on the job package program was obtained. Since this information was usually available the last 2 weeks of the month, the first 2 weeks were reserved for interviews and selection.

If potentially qualified applicants were not interested in the specific employment area offered through the job package, their applications were held until a job package was developed centering on their interests. For example, a job package program developed around plumbing apprenticeships might not appeal to an applicant who was not interested in nontraditional work. The outreach staff periodically reviewed those applications on file when recruitment efforts began for a new package. It was important to place an applicant in a class which focused on her expressed career interest, because her motivation to succeed was high.

Recruitment Strategy. The recruitment strategy for each month was carefully planned and scheduled around the agency contacts, outreach activities, and media. The first involved devel-

oping contacts with community agencies that would refer applicants. The contacts included:

- Department of Human Resources
- State Employment Commissions
- WIN Offices (Work Incentive Program)
- Local Social Service Agencies
- Churches
- Day Care Centers
- Community Centers
- Housing Projects
- Neighborhood Contacts
- Program Graduates

Outreach efforts were directed toward recruiting women as well as toward keeping the community informed about the program's efforts. To insure that all low income women within the area were served by the program, a comprehensive outreach plan was developed which contained a listing of various agencies including the director's name, address, zip code, and telephone number. The city was then divided into several geographical areas, using zip codes as a basis for area division. A schedule of outreach activities focusing on the different areas was planned for the last 2 weeks of each month.

Face-to-face contact between women of the community and the outreach counselor was the most effective outreach activity in the NWEF program. The agency contacts were used to arrange meetings with groups of potentially qualified women in housing projects and community centers. At these meetings potential participants were informed of the program goals and selection criteria. Stories were shared about other participants and the obstacles they had to overcome to become self-supporting through employment. It was helpful also to take a program graduate to the meeting so that she could tell the women how the program helped her. The outreach counselor explained the application process and noted that interested persons could call the office to schedule an appointment for making an application.

The application process included completing an application with the intake worker, who determined the applicant's eligibility for the program, and an interview with the outreach counselor. When possible, one appointment was scheduled for completing the whole application process, in order to prevent applicants from having to make a second trip to the office. When scheduling an appointment, the applicant was also notified of any documents that had to be brought along to determine eligibility.

Media contacts were used to help ensure a successful recruitment strategy. Effective media efforts included preparing radio and TV public service announcements (PSA's) for use in recruiting applicants. Staff members appeared on local radio and TV inter-

view programs to promote the project and recruit women for new classes. Also, local newspapers were notified of new class offerings and recruitment efforts for special job package programs.

Support Services

Support services offered by the NWEЕ program were explained during the recruitment process. This was a crucial facet of the program because it helped participants deal with potential barriers to employment. The most common immediate concerns were a lack of transportation and inadequate child care, and most participants needed assistance in finding solutions to these problems.

Since so many participants cited transportation problems as a major barrier to gaining employment, NWEЕ provided or arranged for needed transportation during the training program. Stipends were provided to the participants, and a van was used for field trips and job interviews.

Although child care was a major obstacle, the staff did not take the responsibility for developing child care arrangements for applicants. However, the outreach counselor did provide information on available child care services and on how to proceed with the arrangements. To assist applicants, the outreach staff:

- o Compiled a list of child care facilities within the area, which included the following information:
 - Cost per child
 - Enrollment capacity
 - Services offered
 - School pickup
 - Meals
- o Kept an up-to-date listing as to openings available.
- o Identified applicants needing child care and determined their specific needs.
- o Provided applicants with information on child care centers within a reasonable distance of their homes.
- o If a day care center was not feasible or available, suggested other arrangements, such as a neighbor or relative keeping the children.
- o Encouraged the applicant to always have a back-up plan available in case the child or the person keeping the child was sick.

Because some participants did not understand how to obtain needed services, NWEЕ tried to match their needs with available

social services in the community. In providing supportive services, NWEF staff wanted to help each individual participant to complete the program successfully. However, a sense of independence along with the ability to anticipate problems and to solve them on her own was necessary if the participant was to succeed. Therefore, the staff helped the participants to help themselves, but did not allow them to become too dependent on staff members. Still, the assistance with support services was essential in recruiting potential candidates.

Assessment/Selection

In assessing potential participants, consideration was given to the job package qualifications, the applicants' employment history, possible child care problems, and any additional family problems which posed potential barriers to employment. An important fact that was kept in mind was that the program needed to develop long-term, mutually advantageous relationships with employers and that this was possible only if qualified, committed participants were referred.

To assess motivation, the women's employment history and personal problems were considered. For example, child care problems presented a major obstacle for many of the women seeking acceptance into the NWEF program and eventual employment. Without adequate arrangements, applicants could not attend classes regularly. The ability of the participant to follow through on the suggested ways of coping with particular problems demonstrated willingness to assume responsibility. Finally, some consideration was given to additional family problems. Some women had no support from their husbands or families and, in fact, families strongly opposed their attending NWEF classes and seeking employment. The outreach counselor had to consider such problems carefully to determine whether the applicant could overcome that type of opposition.

Selection Criteria. To maximize benefits from what the program could offer, criteria for selecting participants had to be established. Most important, participants had to be self-motivated. They had to demonstrate a willingness and desire to work and have an ability to cope with pressure and problems. NWEF carefully considered whether a woman was capable of developing a career goal and organizing and following an employment plan. Other fundamental criteria were a favorable past employment history, good health, and access to child care services.

In the process of selecting those women who could most benefit from the program, the outreach counselor carefully assessed the recruit during an intake interview for those abilities and characteristics considered necessary for successful participation. The selection criteria guidelines helped in this assessment process. AFDC recipients were given priority, because 90 percent of

AFDC families were headed by women. These included unemployed or underemployed low income female heads of households, displaced homemakers, and single females. Although selection was based on how they met specific criteria, the major factor was a strong desire and willingness to work.

Selection Process. The selection process was as follows: The outreach counselor, employment counselor, and class instructor comprised the selection panel which reviewed each application and any prior recommendations made by the outreach counselor following her intake interview with the applicant. The panel then met to make the selections. A final decision on each individual was the responsibility of the outreach counselor.

Following the selections, a class list was compiled for distribution to staff members. Notification letters were mailed to the women selected to inform them of their acceptance into the program, and the location, time, and date of the initial class meeting and orientation program. Notification letters also identified the outreach counselor as a contact for the women in case problems arose affecting their class participation.

Some women who did not need the full training program because they had previous job experience and already exhibited job readiness were enrolled in the mini-class. (The mini-class is discussed in the section on Employment Readiness Training.)

Orientation

Each employment readiness class participated in an orientation session to learn about the NWEET program, its staff, policy, and what would be expected from participants. The following procedure was used.

A time for orientation was established well in advance to avoid conflicting appointments. Usually the session was scheduled for the Friday afternoon prior to the first class meeting. Participants were notified of orientation through their acceptance letters. They were called also to confirm their acceptance into the program and to remind them of the date for orientation.

A participant's commitment to employment was stressed throughout orientation. At the close of the program, all participants signed orientation sheets reaffirming this commitment. Samples of the orientation agenda and the participant agreement are in Appendix A.

EMPLOYMENT READINESS TRAINING

The employment readiness training component provided a 2- or 3-week intensive classroom experience. While participants often

lacked basic employment skills, they also lacked information on how to find and keep a job. Women were given information about job opportunities available to them at their skill level and training opportunities for obtaining additional skills to improve their employability. Those women expressing an interest in non-traditional occupations were given information and training. The various problems encountered in the work environment were also addressed.

In developing the course content of the training class, NWEA considered the special needs of low income women, many of whom lacked self-confidence and doubted their own ability to succeed. Some of the participants needed considerable support and encouragement in order to take responsibility for pursuing employment opportunities. Special teaching techniques were used to build a sense of community support and cohesion within the group. For example, one activity, "Skills Discovery--A Bridge to Employment Readiness," was designed to inspire motivation and self-confidence through group dynamics and individual participation. The exercise served to build teamwork and trust among participants and staff as well as to create a sense of openness.

The "Skills Discovery" exercise was developed to identify barriers to employment, that is, situations that have kept participants from obtaining and retaining employment. The exercise centers around a group of participants freely expressing themselves on the chosen topic area. To begin, the class is divided into groups of five people, and a representative is selected in each group who will report back to the class at the end of the discussion period. Discussions usually last 20 to 30 minutes and participants are free to express whatever thoughts or ideas they want to share with their group on a particular assigned subject. During the discussion, each group reporter makes a master list of ideas discussed. Following the discussion period, the class reassembles and the reporters share what took place within their groups. A sample "Skills Discovery" exercise is in Appendix B.

Although the "Skills Discovery" method was used on the first day of class to help everyone become acquainted and to "break the ice," it had continued use throughout the 3-week employment readiness class because it served as a tool for planning classroom sessions. In addition to providing the factual information needed for employment readiness, the "Skills Discovery" method proved to be an excellent vehicle to instill motivation within participants. By working together in a group setting, participants developed a sense of unity that continued during their transition to the world of work. The encouragement and friendships they made during the training period increased their confidence and self-esteem.

Planning the Class

Class planning began with an outline of goals and objectives along with activities necessary to implement the plans. However, since each new group of participants differed from the previous group, some revisions of class plans were necessary. The instructor maintained a sense of flexibility within the classroom in order to quickly implement any necessary adaptations. The following process was used to ensure a well-organized class:

- (1) The specific instruction area was selected and a goal was developed which stated what participants would accomplish from each lesson plan,
- (2) Objectives were developed which stated specifically what participants must accomplish in order to achieve the overall goal established for each lesson plan,
- (3) Specific activities, or combinations of activities, were outlined for use in implementing the objectives and goal of the lesson plan. Activities included:
 - o A "Skills Discovery" exercise
 - o A class seminar using a community resource person
 - o A field trip
 - o Other classroom activities
- (4) Appropriate evaluation methods were developed to be used in assessing the effectiveness of the lesson plan.

The following sample of a lesson plan is offered as a planning guide.

Instructional Area: Employment Plans

Goal:

To assist participants with the development of an individualized Employment Plan.

Objectives:

1. Participants will be able to develop long and short range employment goals.
2. Participants will identify steps necessary to reach final employment goals.
3. Participants will identify and develop solutions to potential child care and transportation problems.

Activities:

1. Participants draw pictures of what they see themselves doing in 5 to 10 years and outline steps necessary for reaching short-term and final employment goals.
2. Participants take part in a "Skills Discovery" exercise and develop solutions to child care and transportation problems.
3. Participants complete sections of individualized Employment Plan forms following the activities pertaining to the instruction area.

Evaluation:

Participants will have successfully completed an individualized Employment Plan form and discussed it with their instructor by the end of the lesson.

The Mini-Class

A mini-class was developed for those women who did not need the full employment readiness training class or for those who required quick preparation for specific jobs or training programs. Some women who came to NWEF had previous work experience but were unemployed and desperately in need of a job. These women often faced specific barriers to employment such as a fear of job interviews or a lack of child care. These women were enrolled in a shortened employment readiness class which lasted 2 weeks or less. Known as the "mini-class," it served as a refresher course with emphasis on the elimination of specific employment barriers and intensive preparation for a specific employment area. The screening and selection process was the same as for the full-length class. Those women who benefited most from the mini-class had previous work experience and had been on welfare for only a short time--usually less than 1 year.

The mini-class was frequently combined with the regular class when the same material was covered.

Class Attendance

Since regular attendance was important if the participant was to benefit from the training class, the outreach counselor checked on any absenteeism and offered any needed support services. If the participant had child care or transportation difficulties, the outreach counselor assisted her in making short-term arrangements until she could develop a more permanent solution. If the participant faced personal difficulties, the counselor helped her develop solutions for continuing with the class. For those participants who missed the class for lack of motivation or interest,

the counselor tried to discover what the class was not providing them.

Class Schedules

The first day of class was critical for setting the mood and tone for the following weeks of training. It was important to convey complete acceptance of participants in order to ensure their cooperation and motivation from the very beginning. Based on the NWEЕ experience, the following schedule is recommended.

I. Morning Program

A. Welcome and Introductions

1. All participants introduce themselves giving their name, birthplace, and where they live.
2. To begin involving participants immediately, one of the following items is included with the introduction.
 - a. Information about family or children they would like to share.
 - b. Why they are participating in the training program.
 - c. What they expect from the program.
 - d. Something they would like everyone to know about them.
 - e. Things they especially like about themselves.

B. Orientation to a Nontypical Classroom

1. Classroom procedures are explained, since they may be different from what the participants are accustomed to. Note that frequent class participation is a major key to class success, and that the program will help them realize the skills they have and how those skills might be applied to a job.

C. "Skills Discovery" Introduction

1. The instructor moves from orientation into a "Skills Discovery" exercise to motivate the women's involvement and participation. A getting acquainted exercise is conducted, such as:
 - a. Sharing a happy time in their life

b. Sharing a major event of their life

BREAK FOR LUNCH

II. Afternoon Program

A. "Skills Discovery" Exercise

1. The instructor conducts a "Skills Discovery" exercise focusing on employment barriers and solutions.

The following statement is presented: "Problems I have experienced finding and keeping a job." That statement is followed with: "Possible solutions to those problems."

B. Closing Activities

1. If time allows, participants are asked to identify those problems which they feel are most crucial to employment readiness.
2. To provide evaluation and feedback, participants are asked to tell how they feel about the day's program of activities.

A sample 3-week class schedule is included in Appendix C to assist in organizing the material necessary for a successful employment readiness training class. Actual course implementation will depend on the assessed needs of the participants and the requirements of the jobs in the job packages.

Outside speakers or consultants and field trips may be necessary to effectively cover an instructional area. The following list provides suggestions for the use of outside resources. Usage will vary depending upon the needs of the participants and the expertise of the instructor. This material is intended only as a guide when preparing for classes.

- o Physical Fitness. Contact the local YWCA or similar organization regarding the use of facilities and/or resource person to assist the women in developing a physical fitness program for themselves. Include discussions on health care and proper nutrition.
- o Personal Appearance. Consider contacting a local modeling agency regarding a consultant for a seminar on personal appearance.
- o Leadership Training. Invite local women community leaders to speak to the class.

- o Introduction and Motivation to Nontraditional Jobs. Schedule field trips to nontraditional job sites. Invite women in nontraditional jobs and employers to speak to the class.
- o Job Package Preparation. Provide opportunities for employers participating in the package program to speak. Arrange field trips to job or training sites.
- o Financial Management. Consider using a resource person from a bank or the business community to provide information on effective budgeting.

Instructional Areas

When developing the curriculum, NWEA identified those instructional areas most valuable to low income women. An assessment of the particular needs and skill deficiencies determined what areas to emphasize in the 3-week training program. With the goal of placing these women in permanent employment within a short period of time, the instruction had to be succinct and well-directed. Those areas of instruction determined to be most critical to a participant's success are as follows:

- | | |
|---|---|
| A. Leadership Training | K. Training and Educational Opportunities |
| B. Skills Assessment | L. GED Testing Preparation |
| C. Employment Plans | M. Nontraditional Employment |
| D. Resume Preparation | N. Job Package Preparation |
| E. Assertiveness Training | O. Job Market Awareness |
| F. Employability Habits | P. Financial Management |
| G. Personal Appearance/
Physical Fitness | Q. Family Planning |
| H. Job Interview Techniques | R. Upward Mobility |
| I. Self-Directed Job Search | S. Graduation Plans |
| J. Handling Job Conflict | |

A Curriculum Guide covering all of these instructional areas is included as Appendix D. Each subject area includes objectives, an explanation of why the topic is important, and a series of activities for participants.

JOB PLACEMENT

Since successful job placement was the ultimate goal of the NWEA project, a well-coordinated plan was developed to achieve this aim. The women were helped to be realistic about their qualifications when seeking employment. For example, if a woman wanted a specific job requiring skills she did not then possess, the employment counselor would assist her in developing a long range career plan designed to obtain those needed skills. Other employment possibilities appropriate to her current skills would be discussed and the suggestion might be made that she find a job

utilizing her current skills within the employment area designated in her career plan, as this would help her to become familiar with that specific field and to obtain needed skills.

The following process was used to place participants after they completed the job readiness training class.

- o Participant's employment interest was checked against employer's job qualifications,
- o Participant was interviewed to discuss her particular employment interests and assess her understanding of the type of work demanded by the job and the employer's expectations,
- o Participant was certified by the instructor as qualified for specific job,
- o Participant was referred to the employer,
- o Interview was scheduled with the prospective employer for the participant and transportation arranged, if necessary,
- o Participant was provided with a referral letter to the employer from NWEE,
- o Participant completed the Participant Job Interview Report after the interview and returned it to the employment counselor.

All placements were recorded on the First Job or Training Placement Record, and any alumnae placements were recorded on the Monthly Employment Status Follow-up Report. Compiling the information on these report forms was important, as it assured that all applicants followed the same job placement process and any problems could be identified early.

FOLLOW-UP SERVICES

There was a need for continued contact with former trainees to help them through a sometimes difficult "employment adjustment" period. They still needed support and encouragement for the steps they were taking toward increased self-sufficiency. Therefore, it was necessary to organize and implement an effective follow-up program to assist participants for a full year after their initial job placement. The follow-up program assisted with:

- o Job Referrals and Re-Placements
- o Counseling

- Employment adjustment problems
 - Working with employers and/or supervisors to resolve job adjustment difficulties
 - Personal problems
 - Problems stemming from the family's adjustment to the woman's new employment.
- o Supportive Services
 - Assistance with child care arrangements
 - Assistance with transportation arrangements
 - o Upward Mobility Efforts
 - Developing and reevaluating career plans and goals
 - How to obtain needed education and/or training
 - Information on BEOG's (Basic Education Opportunity Grants) and assistance with preparation of applications
 - Testing information--GED (General Equivalency Degree) or ACT (American College Testing)

Job Re-Placements

Some participants left their initial jobs for a variety of reasons. The initial job placement may have been inappropriate to the woman's interests and expectations. Perhaps she could not handle difficult job adjustments, such as inadequate child care arrangements, lack of transportation, personal illness and/or other personal problems that interfered with her job performance.

While outreach and screening efforts concentrated on finding and selecting participants committed to employment, sometimes an applicant was chosen who was not in fact committed to working and who, for no particular reason, left the job shortly after being employed. Rather than take the employment counselor's time from those who were committed to employment, it was decided to drop those who were uncooperative from the follow-up program. However, the door was always left open and if the participant again requested services with a sincere commitment, NWEE would assist her.

When it was necessary to place women in another job, in most cases the second placement was successful, demonstrating the need to provide long-term support to women making major adjustments from economic dependency to employment.

When follow-up jobs or services were necessary, the employment counselor set up appointments to meet with the women. Files were reviewed for expressed employment interests and skills, and questions were raised as to why the job was not suitable. The counselor carefully considered adjustment problems, relating to

questions such as: If the woman plans to remain in the same employment area, will the same problems develop? If child care was a problem, have adequate arrangements been made? If not, is it possible to assist with those arrangements? Have any transportation problems been resolved? Will she have reliable transportation for future employment? What means of transportation can the participant depend on? Is a job close to home necessary or can she consider the possibility of a carpool? Are there personal or family problems which are affecting her working?

Once these questions were answered, the job and training bank was checked for available job openings compatible with the women's skills and interests. The employment counselor then contacted employers to arrange for interviews and provided transportation if necessary. The women were given referral letters for employers, and were encouraged to attend monthly Alumnae Association meetings for additional peer support.

Once the women were comfortable and competent in their work, they were advised to seek promotions and raises, termed "upward mobility planning." If additional education was needed to achieve upward mobility, the women were informed of educational benefits for which they qualified, and were assisted in applying for grants and taking the necessary examinations.

Support Services

Support services continued during the follow-up period to remove the barriers to employment, and included counseling, child care arrangements, and transportation arrangements. Counseling was a major feature of the follow-up program and concerned situations such as working relationships with a supervisor or coworker, and how to ask for raises and/or promotions. Confidential counseling sessions also dealt with family and personal problems such as lack of self-confidence or a poor self-image.

It was the philosophy of the program that in order to build self-sufficiency in participants, counseling should not create further dependency. Participants would be supported in their own efforts to become independent--information would be given but they were responsible for following through. When participants came with a problem, the employment counselor would consider how best to help them develop a solution to the problem themselves. For example, participants were encouraged to talk with the employer in an effort to resolve the problem.

Alumnae Association

Upon graduation from the employment readiness training class, all participants became active members of the Alumnae Association. By being involved immediately in the Association, graduates were assured of continued support and close contact with people able to

help them with any difficult adjustments to their new roles as employed women.

The alumnae played a major role within the program. Their contributions included providing peer support, leadership, and encouragement to others in efforts to reach their goals. They often served as resource persons in the classroom, speaking to the class about their specific jobs within nontraditional fields. Alumnae in nontraditional jobs also were visited by participants at the worksite. They promoted the program to participants, employers, and the public through their successful efforts at obtaining and retaining employment, and provided innovative ideas toward continued program development for the Alumnae Association and its role within the NWE program.

Serving as officers in the Association provided opportunities for participants to develop leadership capabilities. Alumnae officers were elected for a full year's term and included president, vice-president, secretary, treasurer, and committee chairs. Following their election, officers took over the major leadership role within the organization. Their duties included: producing a monthly Association newsletter; developing creative, innovative ways that the Association may help members reach their goals; and providing effective leadership to insure the Association's continued growth and development.

The monthly Association meetings, scheduled at a time that did not conflict with normal work schedules of members, offered excellent opportunities for local resource persons to present educational and informative programs beneficial to the alumnae. Recreational activities which brought alumnae together also provided opportunities to share successes and struggles and to offer support within the group. Leadership committees were established to develop realistic solutions to problems confronting members. For example, the alumnae developed plans to organize a local day care center for children of alumnae and low income women in San Antonio.

The following procedures were used to provide alumnae with follow-up services. A follow-up program was developed through the use of the Monthly Employment Status Follow-Up Report. At the end of the first class of the year, the name of each graduate was recorded; subsequently, the names of graduates of each succeeding class were added throughout the year. Each month, using the Monthly Employment Status Follow-Up Report, the graduates from the year's previous classes were contacted to gather information about their process of adjustment.

A numerical code was used to designate the specific services offered alumnae, and the code numbers were placed under the "follow-up services" section of the monthly report. This method

of recordkeeping identified which services were offered to particular alumnae. The codes were as follows:

1. Job site visit/Home visit/Telephone contact
2. Counseling-Job adjustment
3. Job referral/Re-placement
4. Transportation
5. Child care
6. Upward mobility
7. Education-BEOG
8. Test-GED, ACT

Telephone contacts began early in the month in order to complete the task by the end of the month. When alumnae could not be reached during the day, evening calls or home visits were made. As follow-up contacts were completed, the information was recorded and submitted as part of the employment counselor's monthly report. While gathering this information was necessary for program evaluation, it also offered support, encouragement, motivation, and assistance through the personal contact.

PROGRAM MANAGEMENT

STAFFING

In addition to the project director, who was responsible for overall management and program administration, the staff responsible for implementing program components and coordinating activities were: job developer, outreach counselor, employment readiness training instructor, and employment counselor. Their job duties, along with general qualifications required by the NWEA project in hiring, are summarized below.

Job Developer: Developed monthly job package program used to recruit prospective participants for the following month; prepared an up-to-date weekly job and training bank log which was used to place participants not placed in package jobs, and for alumnae seeking employment; provided employers with current information about tax credits; kept a daily record of agency contacts, their responses, future follow-up needed, and recommendations concerning NWEA's working relationship with them; and prepared monthly report as specified by the project director. General qualifications included professional experience working with local employers in a job development capacity, and the education required was a bachelor's degree or equivalent work experience.

Outreach Counselor: Recruited participants for specific jobs and job packages; scheduled the selection committee to screen applicants for training; assured that all participants met specified eligibility; assured that participants had adequate child care, transportation, and other needed supportive services to succeed in the job readiness program, in job training, or in job

placement; prepared and mailed acceptance letters at least one week prior to the class; submitted copies of the participant class list to all staff; scheduled and organized the class orientation program; checked participant class attendance and followed up on any absences; and prepared monthly report as specified by the project director. General qualification requirements were: extensive experience working with low income women; extensive experience working in the community, particularly in low income areas; familiarity with local service agencies; and articulate and assertive in meeting with public agencies and the media. The education level required was high school; successful work experience could be used as high school equivalency.

Employment Readiness Training Instructor: Planned and conducted an employment readiness class each month, with well-developed lesson plans designed to meet the needs of the participants; supervised and instructed the GED (General Equivalency Degree) program; developed and supervised the mini-class for women who did not need the full employment readiness class; worked with other staff to assure proper job or training placement of participants; and prepared monthly report as specified by the project director. General requirements included extensive professional experience in adult education, personnel management, and training; and experience working with low income women. The minimum of a bachelor's degree, or equivalent work experience, was required.

Employment Counselor: Placed participants into jobs developed for the job package program and from the weekly job and training bank log; organized a follow-up program to assure participant success in job placements; provided needed counseling and support services to participants and alumnae; organized monthly meetings with program alumnae; worked with employers to resolve any job adjustment problems encountered by the women; kept monthly records for program evaluation; and prepared monthly reports as specified by the project director. General qualification requirements: extensive counseling experience, successful experience working with low income women, and previous experience working with local employers. A degree in counseling or equivalent work experience was required.

RECORDKEEPING

In order to keep clear, well-organized records of all program activities, staff members were required to submit monthly reports to the project director as follows:

Job Developer

- o Job package program
- o Weekly job and training bank logs
- o Agency contacts
- o Summary of activities and program recommendations

Outreach Counselor

- o Recruitment activities
- o Number of applicants interviewed each month
- o Number of applicants accepted into the program
- o Service rendered to trainees--transportation and day care assistance provided
- o Agency contacts
- o Summary of activities performed and program recommendations

Employment Readiness Training Instructor

- o Detailed program of instruction
- o Attendance record
- o Agency contacts
- o Graduation program
- o Summary of all activities and program recommendations

Employment Counselor

- o Monthly follow-up record
- o Participant placement report
- o Agency contacts
- o Summary of all activities and program recommendations
- o Services to participants or alumnae

EVALUATION

To ensure the effectiveness and success of a program, a good evaluation component should be designed at the beginning. This will establish a system for gathering adequate data for analysis to determine if the program is meeting its goals.

The NWEF program evaluation process utilized the monthly reports submitted by all staff heading the five components, the participant evaluation forms, and the daily record gathering forms. Evaluation reports developed weekly, monthly, quarterly, and annually were used internally and submitted to the Women's Bureau.

An ongoing program of monitoring and evaluation through the analysis of reports enabled the staff to recognize emerging problems, such as underrecruitment or absenteeism, before they became a threat to the effectiveness of the program.

The forms used in the evaluation process are included in Appendix A.

APPENDIX A

FORMS USED TO IMPLEMENT/EVALUATE THE NWEI PROJECT

- o Job Package Program
- o Job and Training Bank Weekly Log
- o Participant Application Form
- o Orientation Agenda and Participant Agreement
- o Attendance Record
- o Participant Job Interview Report
- o First Job or Training Placement Record
- o Outreach Daily Log
- o Trainee's Class # List
- o Sample Referral Letter
- o Monthly Follow-Up Record
- o Agency Contacts
- o Services to Participants or Alumnae
- o Program Evaluation

FIELD _____

NATIONAL WOMEN'S EMPLOYMENT AND EDUCATION MODEL PROGRAM
JOB PACKAGE PROGRAM

MONTH _____

_____ NONTRADITIONAL _____ TRADITIONAL
DATE RECRUITMENT EFFORTS TO BEGIN _____

PARTICIPANT INTERVIEW DATES _____

EMPLOYER: _____

ADDRESS: _____

CONTACT
PERSON: _____ PHONE NO.: _____

JOB TITLE: _____

NUMBER OF JOBS
COMMITTED: _____

JOB DESCRIPTION: _____

SPECIFIC DUTIES: _____

QUALIFICATIONS: _____

EDUCATION/EXPERIENCE: _____

SALARY: _____

EMPLOYEE BENEFITS: _____

WORKING HOURS: _____

JOB LOCATION: _____

TRANSPORTATION: _____

WHEN TO APPLY: _____

**GROWTH-ADVANCEMENT
POSSIBILITIES:** _____

COMMENTS ON RECRUITMENT: _____

COMMENTS ON INSTRUCTION: _____

**SUGGESTED FOLLOW-UP EFFORTS:
(APPROVED BY EMPLOYER)** _____

JOB DEVELOPER'S COMMENTS: _____

TO BE COMPLETED FOLLOWING INSTRUCTION & PLACEMENT:

NUMBER RECRUITED: _____ **NUMBER HIRED:** _____

**RECOMMENDATIONS FOR FUTURE CONTACTS
WITH EMPLOYER:** _____

JOB DEVELOPER

DATE

**NATIONAL WOMEN'S EMPLOYMENT & EDUCATION MODEL PROGRAM
JOB AND TRAINING BANK WEEKLY LOG**

EMPLOYER	WHERE TO APPLY (Address & Phone)	JOB TITLE & NO. OF JOBS AVAILABLE	JOB REQUIREMENTS	WAGES AND FRINGE BENEFITS	JOB OPENS-CLOSES DATES	

DATE: _____
 WORK EXP.: _____
 CAREER GOAL: _____
 CLASS PARTICIPATION IN: _____

**NATIONAL WOMEN'S EMPLOYMENT & EDUCATION MODEL PROGRAM
 Participant Application Form**

GENERAL INFORMATION:

Name _____ Address _____
 Phone _____ Other Phone _____ City _____ State _____ Zip _____
 Date of Birth _____ Place of Birth _____ SS No. _____

Marital Status:

- 1. Married, spouse present _____
- 2. Divorced _____
- 3. Widowed _____
- 4. Separated _____
- 5. Single _____

Ethnic Background:

- 1. American Indian _____
- 2. Asian American _____
- 3. Black _____
- 4. White _____
- 5. Hispanic _____

NUMBER OF CHILDREN:

(List names, ages, and school which children are attending)

Name	Age	School
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Who referred you to this program? _____

HEALTH:

Height _____ Weight _____

Have you ever had any surgery? _____

Are you currently taking any medication? _____

Do you wear glasses? _____

Do you have any medical problems that may affect your work? _____

EDUCATION LEVEL:

Which best applies:

Last grade completed _____ Completed High School _____ Some College _____

Completed GED _____ Completed College _____ Degree in _____

Vocational education training _____

Where acquired? _____

What subjects in school did you enjoy most? _____

What subjects did you find most difficult? _____

Would you be interested in going back to school? _____

If yes, would you prefer to enroll part time? _____ full time? _____

In which school would you prefer to enroll? _____

List any certificates or awards that you have received _____

What languages do you read, write and/or speak? _____

TRANSPORTATION:

What means of transportation do you use? Private car _____

City bus _____ Carpool/ride with friends _____ Walk _____ Other _____

Do you have a driver's license? _____

Operator's _____ Chauffeur _____ Commercial _____ Other _____

CHILD CARE:

When working, how would you prefer that your children be cared for?

Friend or Relative _____ Home Care _____
Day Care Center _____ Other _____
Licensed Home _____ Undecided _____

HOUSING:

Which of the following best applies? Home Owner _____ Rent _____

Share _____ Relative _____ Leasing Housing _____

Housing Projects _____

Other, please specify _____

How long have you lived at your current address? _____

WORK:

Are you currently employed? _____

If not, how long have you been unemployed? _____

Have you been actively seeking employment? _____

If yes, where have you applied? _____

If currently working, give employer name and address _____

Job title and/or job description _____

Salary _____ Paid by: Month _____ Week _____ Hour _____

Have you had any previous work experience either paid or volunteer?

Place _____ Starting Date _____ Leaving Date _____

Duties _____

Reason for Leaving _____

Place _____ Starting Date _____ Leaving Date _____

Duties _____

Reason for Leaving _____

Place _____ Starting Date _____ Leaving Date _____

Duties _____

Reason for Leaving _____

Place _____ Starting Date _____ Leaving Date _____

Duties _____

Reason for Leaving _____

Do you have any clerical experience either on the job or in school?

Typing _____ Speed _____ Bookkeeping _____ Filing _____

Office Machines _____ Shorthand or Speed Writing _____

What is your career goal? _____

What is your immediate employment preference? _____

Would you be interested in a nontraditional job? _____

If yes, what kinds of nontraditional jobs would interest you?

ADDITIONAL INCOME:

If you receive any additional income or assistance, please specify source and amount below.

<u>Source</u>	<u>Amount</u>	<u>How Long</u>
A.F.D.C.	\$ _____	_____
Social Security	\$ _____	_____
Supplemental Security Income	\$ _____	_____
Child Support	\$ _____	_____
Food Stamps	\$ _____	_____
Other, Specify	\$ _____	_____
Total	\$ _____	_____

MISCELLANEOUS:

Which of the following Federal programs have you participated in?

WIN _____ JTPA _____ OTHER _____

Were you satisfied with the services provided? Explain _____

If not, why not? _____

PROGRAM APPLICATION:

Why do you want to enroll in this employment program? _____

What would you like to get out of this employment program? _____

Signature

Date

Application Taken By: _____ Title _____

Interviewed By: _____ Title _____

FOR STAFF PURPOSE ONLY

Interview Questions:

(Complete the following sentence.)

1. When I think about the future I see myself _____

2. Most people think I'm _____

3. One of the things I've done that I'm most proud of is _____

4. You know you have a good friend when she/he _____

5. The main thing that stops me from doing what I want is _____

Comments:

(including appearance, sincerity, attitude, etc.)

Recommendations:

(SAMPLE ORIENTATION AGENDA)

ORIENTATION AGENDA

Attendance Procedures
Parking
Child Care Problems

Outreach Counselor

Instructor

Class Preparation

Job Developer

Employment Preparation
Job Placement

Employment Counselor

Job Placement Follow-Up
Alumnae

PARTICIPANT AGREEMENT

I, _____,
(Participant's name)

fully understand that _____ will assist me through supportive and individualized job preparation to become economically self-supporting.

I further understand that it is important that I attend the complete training sessions, which are part of the program. In event of an extreme emergency when I am not able to attend, I will immediately contact the Outreach Counselor. I will give my utmost to put forth my best in making myself financially independent.

Signed _____

Date _____

Submitted by _____
 Class # _____ Date _____

**NATIONAL WOMEN'S EMPLOYMENT AND EDUCATION MODEL PROGRAM
 ATTENDANCE RECORD**

NAME OF TRAINEE	PHONE	WEEK 1					WEEK 2					WEEK 3					COMMENTS			
		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F				
1. _____																				
2. _____																				
3. _____																				
4. _____																				
5. _____																				
6. _____																				
7. _____																				
8. _____																				
9. _____																				
10. _____																				
11. _____																				
12. _____																				
13. _____																				
14. _____																				
15. _____																				

• = Absent † = Present

CLASS # _____

SUBMITTED BY: _____

**NATIONAL WOMEN'S EMPLOYMENT AND EDUCATION MODEL PROGRAM
PARTICIPANT JOB INTERVIEW REPORT**

Name of Participant _____ Phone _____

Name of Company Referred to: _____

Address _____ Phone _____

Date of Interview _____

Name of Person Interviewing _____

Job Title of Interviewer _____

RESULTS OF INTERVIEW:

PARTICIPANT'S COMMENTS ABOUT REFERRAL:

REMARKS:

REVIEWED BY: _____
NWEE Staff

DATE: _____

CLASS # _____

SUBMITTED BY: _____

STAFF

DATE: _____

NATIONAL WOMEN'S EMPLOYMENT AND EDUCATION MODEL PROGRAM
FIRST JOB OR TRAINING PLACEMENT RECORD

Participant	Date Placed	First Job Placement	First Training Placement	Salary	Supportive Income	Adjusted Family Income

A-14

Date _____

Submitted by _____

Outreach Counselor

NATIONAL WOMEN'S EMPLOYMENT & EDUCATION MODEL PROGRAM

OUTREACH DAILY LOG

HOH-Head of Household
Single-No Children
Married-Husband Working

Name and Address	Zip	Phone	Type of Contact	HOH	Single	Married	Comments	Referred by	Time Spent w/Client
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									

NOTES:

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Submitted by _____
Outreach Counselor

NATIONAL WOMEN'S EMPLOYMENT & EDUCATION MODEL PROGRAM

Trainee's CLASS # LIST _____ Class _____ Date _____ Through _____

Name of Trainee	Address	Zip	Phone	Age	Ethnic	Educ.	Trnsptn. Used	No. Child- dren	Child Care Needs	Employment Experience	Employment Goal

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NATIONAL WOMEN'S EMPLOYMENT AND EDUCATION, INC.

(SAMPLE REFERRAL LETTER)

DATE _____

TO: _____

ADDRESS: _____

TELEPHONE # _____

_____ is being referred to your
company to apply for the position of _____.

We appreciate your consideration of our program participants and
alumnae. Please let us know if we can be of further assistance.

Staff Title

MONTH: _____ YEAR: _____

SUBMITTED BY: _____

NATIONAL WOMEN'S EMPLOYMENT AND EDUCATION MODEL PROGRAM
MONTHLY FOLLOW-UP RECORD

Participant	Change Yes/No	Contact Method Date	Follow-up Services Rendered	Job Placement Status #1,#2,#3,#4	Training Placement Status #1,#2,#3,#4	Current Salary	Supportive Income	Adjusted Family Income	Reason for Jobs or Training Change	Date of Change

A-18

DATE _____

**NATIONAL WOMEN'S EMPLOYMENT & EDUCATION MODEL PROGRAM
AGENCY CONTACTS**

MEETING RECORD:

Name of Agency _____

Address _____

City _____ State _____ Phone _____

PERSONS CONTACTED:

Name _____ Title _____

Name _____ Title _____

PURPOSE OF MEETING _____

ISSUES DISCUSSED _____

AGREEMENTS _____

NATIONAL WOMEN'S PROGRAM DEVELOPMENT STAFF:

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

NATIONAL WOMEN'S EMPLOYMENT & EDUCATION MODEL PROGRAM
SERVICES TO PARTICIPANTS OR ALUMNAE

NAME _____ ADDRESS _____ ZIP _____

TELEPHONE _____

DATE _____

Type of Service: _____

Staff _____

DATE _____

Type of Service: _____

Staff _____

DATE _____

Type of Service: _____

Staff _____

DATE _____

Type of Service: _____

Staff _____

NATIONAL WOMEN'S EMPLOYMENT AND EDUCATION MODEL PROGRAM
PROGRAM EVALUATION

CHILD CARE

1. During _____ did you have any
difficulties with your child care needs?
() YES () NO

If yes, who in the Project helped you to solve these
problems? _____

2. Were you satisfied with the transportation arrangements?

PROGRAM OF INSTRUCTION:

3. How would you evaluate the classroom sessions? () POOR
() FAIR () GOOD () VERY GOOD () EXCELLENT

4. Which part of the classroom program did you benefit from the
most? _____

5. To your knowledge, what was your grade level in school when
you first entered this Project? _____ After completing
some or all the GED exams, would you say that you see an
overall improvement academically, although you may not have
successfully completed all required exams for GED?
() YES () NO

SELF-IMAGE:

6. Has this program in any way changed the way that you feel
about your future and about yourself?
() YES () NO

In what way? _____

JOB PROGRAM:

7. What do you feel was meant by the staff when they spoke of Job Placement? _____

STAFF EVALUATION:

8. How would you evaluate the work done by the following staff members:

	Poor	Fair	Good	Very Good	Excellent
Director					
Outreach Counselor					
Receptionist					
Intake Clerk					
Instructor					
Employment Counselor					
Job Developer					
Secretary					

9. Would you like to add any comments on any of the above staff persons? _____

10. Which staff member had the most influence on you while you were in the project? _____

PROGRAM EVALUATION:

11. Do you have any recommendations for changes you would like to see NWEA bring into the program? _____

12. How would you rate the program overall, if a friend were to ask you about it? _____

EVALUATION OF CONSULTANTS AND FIELD TRIPS:

13. How would you rate the following consultants:

	Poor	Fair	Good	Very Good	Excellent

14. How would you rate the following field trips?

	Poor	Fair	Good	Very Good	Excellent

APPENDIX B

SAMPLE "SKILLS DISCOVERY" EXERCISE

sample "skills discovery" exercise

This "Skills Discovery" exercise was developed to identify barriers to employment. (Situations that have kept participants from obtaining and retaining employment.)

Fifteen participants were divided into four groups. Each group of participants identified barriers to employment which they had encountered. A representative was elected by each group to report to the class after the discussion period. After twenty minutes, all groups returned to the main group. Problems cited by the group reporters were:

1. Unable to fill out an employment application
2. How to conduct themselves during an interview
3. Negative feelings about oneself
4. Unable to find suitable job (one that pays an acceptable wage without excessive work hours)
5. No high school diploma or GED
6. Child care
7. Family problems (resentment by immediate family members to mother working)
8. Pregnancy
9. Transportation
10. Lack of skills training
11. Frequently changing residence

Solutions developed by the groups of participants included:

1. Practice filling out employment applications
2. Have mock interviews in class
3. Learn to have more self-esteem
4. Gain a better knowledge of the job market
5. Acquire a GED
6. Be informed about low cost child care
7. Define obligations to self—express determination to family members in maintaining your individuality
8. Decide whether you want a large family or a career
9. Consider bus transportation and/or car pooling
10. Seek employment with a company offering skills training
11. Find a job that pays an acceptable wage and remain in one location long enough to give it a fair chance

In these exercises participants not only gain factual knowledge, but are also able to develop problem solving techniques to use beyond the classroom.

The Instructor at times may feel the class needs more development in personal interaction to effectively communicate with future co-workers. At this time the Instructor may use the exercise of sharing a major event of one's life.

The flexibility in adapting topics to this format enhances the program's effectiveness in preparing women for employment. Whatever the topic, the exercises provide an excellent chance for active class involvement. This allows participants to quickly come to know one another. It improves their self-image.

APPENDIX C

EMPLOYMENT READINESS CLASS SCHEDULES

N.W.E.E. EMPLOYMENT READINESS
 TRAINING CLASS
 WEEKLY SCHEDULE
 WEEK #1

SESSION #1	SESSION #2	SESSION #3
I. Welcome & Introductions II. Orientation to a Nontypical Classroom III. "Skills Discovery" Exercises A. Getting Acquainted B. Identifying Employment Problems C. Possible Solutions IV. Working Out a Work Plan V. Day's End Evaluation	I. Leadership Development A. Welfare Reform (Program Direction) B. Women in Contemporary Society 1. History 2. Self-Determination C. Minority Women 1. History 2. Status II. Introduction to Physical Fitness A. Establish Daily Exercise Program III. Assertiveness Training A. Introduction B. Defining Assertiveness IV. Planning for Employment Skills Assessment A. Vocational Interest Test B. Aptitude Test	I. Daily Exercises II. Continue Employment Plans (throughout these exercises participants will be completing individual employment plans) A. Role of Work 1. Advantages 2. Self-Supporting 3. Self-Determination 4. Upward Mobility B. Choosing a Career 1. Long Range Goals 2. Short Range Goals C. Day Care 1. Problems 2. Solutions D. Transportation 1. Problems 2. Solutions E. Outlining Steps to Get Where I Want to Go! 1. GED Training 2. Job Training Apprenticeships 3. School 4. Part School/Part Work

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N.W.E.E. EMPLOYMENT READINESS
 TRAINING CLASS
 WEEKLY SCHEDULE
 WEEK #1

SESSION #4	SESSION #5
<p>I. Daily Exercise</p> <p>II. Available Jobs & Training Programs in the Area</p> <p style="margin-left: 20px;">A. State Employment Commission</p> <p style="margin-left: 40px;">1. How to Utilize Commission</p> <p style="margin-left: 40px;">2. Office Locations</p> <p style="margin-left: 20px;">B. JTPA or WIN</p> <p style="margin-left: 40px;">1. Qualifications</p> <p style="margin-left: 40px;">2. Office Locations</p> <p style="margin-left: 20px;">C. Career Education</p> <p style="margin-left: 40px;">1. GED Preparation & Testing</p> <p style="margin-left: 40px;">2. Educational Institutions in Area-Programs Available</p> <p>III. Selecting A Job - What to Consider</p> <p style="margin-left: 20px;">1. Salary Needed</p> <p style="margin-left: 20px;">2. Location - Transportation Problems</p> <p style="margin-left: 20px;">3. Hours - Child Care</p> <p style="margin-left: 20px;">4. Upward Mobility Potential</p> <p>IV. Assertiveness Training - Role Play</p>	<p>I. Daily Exercise</p> <p>II. Resume Preparation-Emphasize Market Value of:</p> <p style="margin-left: 20px;">A. Volunteer Work</p> <p style="margin-left: 20px;">B. Special Skills</p> <p style="margin-left: 20px;">C. 2nd Language</p> <p style="margin-left: 20px;">D. Any Previous Employment</p> <p>III. Introduction to Job Package Program</p> <p style="margin-left: 20px;">A. Job Description</p> <p style="margin-left: 20px;">B. Job Vocabulary</p> <p style="margin-left: 20px;">C. Employer Speaks to Class</p> <p style="margin-left: 40px;">1. Job Qualification</p> <p style="margin-left: 40px;">2. What is Expected From Employee</p> <p style="margin-left: 40px;">3. Advancement Potential</p> <p style="margin-left: 40px;">4. Questions From Participants</p>

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N.W.E.E. EMPLOYMENT READINESS
 TRAINING CLASS
 WEEKLY SCHEDULE
 WEEK #2

SESSION #6	SESSION #7	SESSION #8
I. Reserve Morning for Field Trip t. Location of Job Package Program Jobs II. Begin Job Interview Techniques A. What Employers Expect B. What to Look For From Prospective Employers C. Role Play Partners Critique Each Other Pointing Out Strengths and Areas Needing Improvement	I. Daily Exercise II. Steps to a Self-Directed Job Search III. Employability Habits A. Punctuality, Attendance B. Finishing the Job C. Grooming - Personal Appearance IV. Assertiveness Training Role Play V. Job Conflict Management A. How to Handle Difficult Job-Related Situations	I. Daily Exercises II. Nontraditional Employment A. Advantages B. Professional Requirements C. Para-Professional Requirements D. Trades E. Apprenticeship Programs F. On-The-Job Training III. Apprenticeship Programs Available Within The Area IV. Job Interview Role Play
SESSION #9	SESSION #10	
I. Tour Nontraditional Job Site (May not be necessary if job package is in nontraditional field.) II. Self-Directed Job Search A. Planning and Practice	I. Daily Exercise II. Upward Mobility Steps to Take: A. Taking On Additional Responsibility B. Education or Training Needed C. Asking for a Raise - How To And When To Do It III. Assertiveness Training IV. Job Conflict Management Exercise A. How to Handle Failure	

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N.W.E.E. EMPLOYMENT READINESS
 TRAINING CLASS
 WEEKLY SCHEDULE
 WEEK #3

SESSION #11	SESSION #12	SESSION #13
<ul style="list-style-type: none"> I. Welcome & Introductions II. Financial Management- "Developing A Budget" III. Family Planning Speaker from Planned Parenthood IV. Brainstorm Graduation Plans 	<ul style="list-style-type: none"> I. Daily Exercise II. Plan Graduation III. Financial Management- "Insurance Needs" (outside speaker) IV. Job Interview - Role Play 	<ul style="list-style-type: none"> I. Field Trip - Education Institution II. Seminar - Personal Grooming

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N.W.E.E. EMPLOYMENT READINESS
TRAINING CLASS
WEEKLY SCHEDULE
WEEK #3

SESSION #14	SESSION #15
<p>I. Daily Exercise</p> <p>II. N.W.E.E. Evaluation</p> <p>III. Review Steps to a Self-Directed Job Search</p> <p>IV. Review Employability Habits - What the Employer Expects</p> <p>V. Review Factors to Consider Before Accepting A Job</p> <p>VI. Graduation Rehearsal</p> <p>72</p>	<p>I. Participants Develop Descriptions of Themselves Before N.W.E.E.</p> <p>II. Review Finalized Employment Goals</p> <p>III. Graduation</p> <p>73</p>

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APPENDIX D

CURRICULUM GUIDE: Employment Readiness Training Class

Note: These areas of instruction were identified in the NWEA project to respond to the needs of the participants. They are offered here as suggestions. The class instructor may wish to vary some of the activities, and may also wish to request specialists in specific subject areas to conduct sessions.

- A. Leadership Training
- B. Skills Assessment
- C. Employment Plans
- D. Resume Preparation
- E. Assertiveness Training
- F. Employability Habits
- G. Personal Appearance/Physical Fitness
- H. Job Interview Techniques
- I. Self-Directed Job Search
- J. Handling Job Conflict
- K. Training and Educational Opportunities
- L. GED Testing Preparation
- M. Nontraditional Employment
- N. Job Package Preparation
- O. Job Market Awareness
- P. Financial Management
- Q. Family Planning
- R. Upward Mobility
- S. Graduation Plans

A. LEADERSHIP TRAINING

Objectives

- To help participants become aware of women's roles in modern society.
- To help participants become aware of the status of minority women.
- To help participants realize their own leadership potential.

Explanation

Women currently in leadership positions can help participants learn how to achieve upward mobility in their jobs by exhibiting leadership qualities. Exposure to women who have successfully faced the same struggles motivates the participants to continue employment readiness action.

Activities

- o Provide opportunities for local women in leadership roles to share with participants their own successes and failures.
- o Allow sufficient time for participants to ask questions.
- o Provide information on how participants can become actively involved within the community, working toward leadership positions.
- o Develop a "Skills Discovery" exercise providing participants the opportunity to identify ways of exhibiting leadership within their jobs.

B. SKILLS ASSESSMENT

Objectives

- To help participants identify individual skills, talents, and interests.
- To help participants choose employment areas where their skills, talents, and interests may be best utilized.
- To help prepare participants for developing individualized employment plans.

Explanation

The National Women's Employment and Education Project sought to place participants in jobs or training programs complementary to their individual skills, talents, and interests. "Skills Discovery" exercises and carefully chosen tests were utilized to help participants gain insight into their skills and interests. As a result of the skills assessment component, participants proceeded to develop employment plans.

Activities

- o Testing: Vocational interest surveys are used to help participants identify their skills and pinpoint their employment interests. Tests which participants score themselves are effective. Testing should take place the first week of class so that participants may move on to develop their employment goals.
- o Aptitude Testing: Further guidance in pinpointing skills is provided through aptitude testing. Care should be taken in choosing a test appropriate for the participants. The testing experience also proves valuable to participants anticipating future testing situations as they work toward their employment goals. The instructor must clarify to participants that the aptitude test is not one which they will pass or fail, but rather one that will help the instructor identify their individual strengths.
- o Potential "Skills Discovery" Exercises
 1. Problems encountered while seeking a job.
 2. Problems encountered while attempting to retain a job.
 3. Solutions to the above problems.
 4. What special skills do I already have that I could use in a new job?
 5. What new skills do I need to help me get the job I want?

o **Additional Skills Assessment Exercises**

1. **A Self-Assessment**
2. **A Self-Description**

a self-assessment

MY STRONG POINTS

MY WEAK POINTS

WAYS I CAN IMPROVE THE WEAK POINTS

a self-description

Imagine that you are describing yourself to someone who has never seen you . . . never met you . . . never talked to you. How would you describe yourself to that person?

YOUR APPEARANCE:

YOUR PERSONALITY:

YOUR INTELLIGENCE:

YOUR STRONGEST POINTS:

YOUR WEAKEST POINTS:

YOUR CAREER GOALS:

C. EMPLOYMENT PLANS

Objectives

- To help participants determine employment goals and outline necessary steps to the realization of those goals.
- To help participants combine goals for life, family, and career with a lifetime commitment to employment.

Explanation

Once participants identify their skills and employment interests, they must develop employment goals and a plan for achieving those goals.

Activities

- o Involve participants in a discussion on "The Role of Work." Consider:
 - o Advantages to working,
 - o Advantages to being self-supporting,
 - o The self-determination you'll need to succeed,
 - o Possibilities for upward mobility.
- o Barriers to Employment: Since child care remains a major obstacle for participants in maintaining permanent employment, participants need to develop child care plans in conjunction with their employment plans. They also need to develop at least two alternate plans for child care arrangements once employed or placed in a skills training program. Both the outreach counselor and employment counselor are excellent resources for local child care information. The instructor may want one of them to make a presentation on possible child care arrangements to the class. For participants to address their most frequent child care problems, consider using "Skills Discovery" exercises for the problems listed below:
 - o Expenses of child care
 - o Location of child care centers--are they too far from home or work?
 - o Coordinating work hours with day care hours
 - o Relatives or friends suddenly deciding they don't want to continue keeping children
 - o No alternate plan if child or person keeping child is ill.

Transportation also presents problems for participants and, although it is difficult to plan until their job location is known, they should identify potential problems and decide on the

best plan of available transportation. Participants must also develop at least two alternate transportation plans. Again "Skills Discovery" exercises may be used as they consider:

Automobiles

- o Gas expense--carpooling
- o Is the car reliable?
- o Alternate plans for car breakdowns
- o How to handle car repair expenses

Bus Transportation

- o Locating bus routes
- o How to get to the bus stop

Walking

- o Is the job within walking distance?
- o An alternate plan for bad weather

Participants must also be concerned about arrangements for their children's transportation to and from their home, school, and day care center. Use the following "Skills Discovery" exercises to help develop solutions to such concerns:

- o When will my children need transportation?
 - o What arrangements can I make to meet their transportation needs?
 - o What alternate transportation plans can I make for my children?
- o Assist participants in developing an emergency list of 5 persons, along with their telephone numbers and addresses, who will agree to assist with child care or transportation in emergency situations. Use a form for participants to record their own individual child care and transportation plans.

The following are barriers to employment most frequently identified by participants in the NWEA project. Include a discussion on these barriers during the development of employment plans.

ARTIFICIAL BARRIERS

- Conditional bonding requirements
- Irrelevant testing
- "High moral character" clauses in trade licensing requirements
- Artificial educational requirements
- Discriminatory practices

Attitudes and values of union and management decisionmakers
Stereotypes of the hard-to-employ

SITUATIONAL BARRIERS

Lack of time sense
Lack of motivation to work
Fear of failure
Irappropriate employment goals
Chaotic personal and domestic life
Lack of employment skills
Low self-esteem
Police arrest/conviction record
Rejection of established world of work
Chemical dependency
Negative job references/no references
Previous work history
Negative military record
Appearance and hygiene
Negative self-presentation
Unrealistic expectations
Cultural or social influences
Lack of mobility
Transportation
Lack of access to job information
Poor health

- o Employment Goals: The purpose of the Employment Plan is to assist participants in the identification of short and long range needs in order to develop their final employment goal. Use the "Employment Plan" form to help participants understand how their career goals fit in with both family and individual goals. Guide participants through the activities described for use in the completion of the "Determining Goals and Self-Motivation" form. When participants have developed employment goals, they must decide how to meet their long and short range goals. The following exercise proves helpful in assisting participants with plans for reaching their goals. The class is first divided into pairs. Each pair will share their employment goals and ask each other the following questions.
- o Do I need any GED preparation and/or testing? How could a GED help me?
- o Would any specialized job training and/or an apprenticeship be helpful to my career goals?
- o Do I need any additional education to achieve my goals? What kind of and how much additional education would be necessary for my goals?

- o If I need additional education, could I get it by working part time and going to school part time?

Some participants may want to take the first job offered them. It is important that they consider several factors prior to accepting a job offer. Guide the participants through a discussion of the following factors. Consider using a "Skills Discovery" exercise to identify important factors to consider before accepting a job.

- o Salary--is the salary sufficient to meet your needs?
- o Job Location--Does the location present transportation problems? How far is the job from your home? Is the location on a bus route?
- o Working Hours--What hours will you be working? Do the hours create additional child care problems?
- o Upward Mobility--Is there potential for advancement? Does the company promote from within? Are training programs offered? What additional training and/or education would be needed for advancement?

At the conclusion of this unit of study, participants have completed their Employment Plans. They have established career goals and have identified some problems they might encounter as they strive to meet their individual goals.

NATIONAL WOMEN'S EMPLOYMENT & EDUCATION MODEL PROGRAM
EMPLOYMENT PLAN

NAME OF PARTICIPANT _____ DATE _____

I. Final Employment/Career Goal (Where you hope to be 5-10 years from now)

II. Steps to reach my final Employment/Career Goal:

1. Short range needs: (Job/training you will accept for the present)

2. Long range needs: (Future steps you need to take in order to reach your Final Employment/Career Goal)

III. Child Care Plans (Arrangements you have made for child care while you work)

1. _____
2. _____
3. _____

IV. Transportation Plans (How do you plan to get to work?)

1. _____
2. _____
3. _____

V. Training Plan

1. _____
2. _____
3. _____

DETERMINING GOALS AND SELF-MOTIVATION

I. Determining Goals

A. Define my goals (or goals in life).

1. For myself (my personal life)

2. For my family (mate, parents, children, other)

3. For my career (work, study, training)

B. Disciplining myself (How have I done the following?)

1. Planning & setting up a schedule of timing and of practical steps for reaching goals.

2. Performance & actually keeping to my schedule – replacing poor work habits with good ones.

3. Controls & periodic checks to determine whether or not I am progressing.

PERSONAL GOALS

CAREER GOALS

D. RESUME PREPARATION

Objective

- To help each participant prepare a resume reflecting her work and volunteer experience and her skills and interests.

Explanation

A resume is essential for anyone who is looking for a job, but this seemingly simple task was extremely difficult for many NWEA participants. They were not sure how to "sell" themselves and describe their talents adequately. While many women had limited work experience, the instructor emphasized the market value and importance of the skills they already had. All participants prepared a resume for their permanent file prior to completion of the program.

Activities

- o Discuss and emphasize the market value of:
 - o Volunteer work
 - o Special skills
 - o A second language
 - o Previous employment and skills training
- o Discuss how to prepare a resume, including:
 - o The writing
 - o The arrangement of information
 - o The reproduction
 - o Distribution and use
- o To begin the resume preparation use the following "Skills Discovery" exercise, "What information about myself should I include in my resume to show that I will be a good employee?" Then help the participants as they complete the resume form and review it with them individually. The resumes are to be typed by a designated staff person and placed in the participant's permanent file. Participants are given copies of their resumes and encouraged to keep them updated.

NATIONAL WOMEN'S EMPLOYMENT AND EDUCATION MODEL PROGRAM

Participant Resume

Name (No initials) _____

Address _____

City _____ State _____ Zip _____

I. Employment Preference: (what type of job do you want that you know you can do right now? You must be qualified to do this job). _____

II. Experience: Include paid employment and volunteer work. Begin with MOST RECENT experience and work back.

Complete name of company or organization: _____

_____ Telephone # _____ / _____

Address: _____ Street _____ City _____ State _____ Zip Code _____

Job Title: _____

Dates: Include Month and Year:

From _____ MO. / _____ YR. To _____ MO. / _____ YR.

Check (✓) part-time full-time part-time full-time

Paid employment _____ / _____ Volunteer _____ / _____

If paid: Temporary _____ / _____ Permanent _____ / _____

Job Description: What did you do? Describe your job, showing specific job duties and the tasks you performed. Include special assignments and use of special instruments, equipment or machines. _____

How many people did you supervise or train: Example: Did your boss put you in charge of showing new employees how to do things? _____

Your accomplishments on the job: Did you receive any raises or promotions? Did you devise a better way for doing your job? Did you receive any merit certificates or bonuses? _____

III. Education and training: Include all business schools, vocational training, continuing education workshops, college programs, GED/high school diploma or last school you attended. Begin with MOST RECENT and work back.

School	Certificate received or course studied	City & State	Dates	
			From MC./YR.	To MO./YR.
			/	/
			/	/
			/	/
			/	/
			/	/
			/	/

IV. Miscellaneous:

A. Knowledge of Language (read, write, and speak) other than English.

B. Awards or honors received: Example: Getting a perfect attendance award, winning a sports event, choir contest, etc.

Name of Organization	City & State	Title of Award	Date MO./YR.

C. Special Skills:

D. Hobbies: List the things you do for fun or relaxation. List the activities and sports you enjoy.

V. References: List three (3) persons, other than relatives or previous employers, who can recommend you for a job.

Name	Address	City	State	Zip Code	Telephone

E. ASSERTIVENESS TRAINING

Objective

- To help participants gain control of their lives and increase their employability by becoming self-reliant and developing a positive self-image.

Explanation

In the NWEF project, participants often entered the program unhappy with the direction their lives had taken. Participants did not want to remain dependent on the welfare system but did not know how to change their situation. The Assertiveness Training component is designed to help participants take control over their lives in a positive manner.

Activities

Assertiveness Exercises

- o Each participant introduces herself to a partner, giving her name and three positive things about herself. She introduces her partner to the class giving her name and the attributes she mentioned about herself.
- o Participants discuss personal rights with classmates to justify assertive actions. Examples: The right to work, the right to privacy, etc. Discuss the limitations and responsibilities for each of the rights listed.
- o Discuss what keeps people from making reasonable requests. Have participants make a reasonable request of a partner. The partner then refuses the request in an assertive manner.
- o How do you determine if assertive action is appropriate? Consider the following specific situations:
 - How important is the situation to you?
 - How will you feel if you are not assertive in this situation?
 - What will it cost to be assertive in this situation?
- o Role Playing--Participants describe a real-life situation in which they would have liked to have been more assertive. They should think about what they would have said if they had been more assertive. They act out the situation being more assertive with a partner. After the role-play, they discuss their actions with classmates. They should think about the feedback they give.

F. EMPLOYABILITY HABITS

Objective

- To help participants develop good employability habits necessary for retaining permanent employment.

Explanation

Many of the NWEЕ participants entered the program with very limited job experience. To be adequately prepared for employment, they were made aware of good employability habits that are expected from any employee. These should be emphasized throughout the 3-week employment readiness training.

Activities

- o Develop class discussions concerning:
 - o Punctuality
 - o Positive attitude toward work and job
 - o Getting the job done
 - o Sick leave--notifying appropriate staff members when ill
 - o Cooperating with staff members
 - o Use "Skills Discovery" exercise to reinforce employability habits.
 - o Consider having a resource person from the local business community conduct a discussion with class members on "What an Employer Expects."

G. PERSONAL APPEARANCE/PHYSICAL FITNESS

Objectives

- To provide participants with information on the value of physical fitness and daily exercise.
- To provide participants with information on appropriate dress styles for various types of employment.
- To help participants develop good grooming habits and poise.

Explanation

Participants were sometimes careless about their personal appearance. Even if their clothes were not in the latest fashion, they must present themselves in the most favorable light possible. Participants must be impressed with the value of poise, good grooming, and proper dress for job interviews as well as actual employment.

Activities

- o Use a consultant from the local YWCA or other community resource to introduce participants to physical fitness and to establish a daily exercise program participants can continue at home upon completion of the class. This exercise program should begin early in the first week of class and continue on a daily basis.
- o Consider using a local consultant to present a seminar on personal appearance. Emphasize
 - o Poise development
 - o Proper make-up and hair style
 - o Appropriate dress for the job
 - o Good grooming habits
- o Discuss the participant's appearance in the job interview and emphasize the importance of grooming and appropriate dress for the employer's "first impression" of the applicant. Consider a role-playing session where applicants dress for an actual interview.

personal appearance checklist

Personal appearance plays a very important role in job interviewing. Your appearance can give the employer a negative or positive impression of you before you answer any questions. When you are preparing for job interviews remember that you are presenting yourself. Your main objective is to get started on your career, not to be a fashion plate for the latest fad.

Look at the people who work in companies you are interested in working for. How do they dress? How are they groomed? Look over the following checklist and rate yourself before going out on interviews. Work on the ratings until they are all excellent. Use the checklist each time you are scheduled for an interview.

* * * * *

	EXCELLENT	AVERAGE	POOR
Bathe or shower regularly	_____	_____	_____
Use a deodorant	_____	_____	_____
Wash hair regularly	_____	_____	_____
Hair is combed/brushed	_____	_____	_____
Brush teeth regularly	_____	_____	_____
Fingernails and hands clean	_____	_____	_____
Clothes clean and pressed	_____	_____	_____
Style is right for job	_____	_____	_____
Shoes in good repair	_____	_____	_____
Purse or wallet orderly	_____	_____	_____
Working pen	_____	_____	_____
Good posture	_____	_____	_____
Firm handshake	_____	_____	_____
Good eye contact	_____	_____	_____

H. JOB INTERVIEW TECHNIQUES

Objectives

- To learn what is expected from an applicant during a job interview.
- To learn what information an applicant may gather about a prospective employer during an interview.
- To develop interview skills through role-playing exercises.
- To learn appropriate dress and appearance for job interviews.

Explanation

Many participants find themselves facing their very first job interview. Preparation for this experience is essential so that participants may feel comfortable and self-confident throughout employment interviews.

Activities

- o Use the information sheets dealing with job interview techniques. Have the participants review these very closely and then discuss them with the class.
- o Provide frequent opportunities for job interview role-playing exercises. Let participants be both the employer and applicant. Be sure to allow time for additional practice in areas where participants feel they need improvement. Use the forms for participants to rate their own interview performance as well as their partner's during interview practice sessions.
- o Plan a job interview role-playing session where applicants dress for job interviews. This activity should come during or after the personal appearance unit of study.
- o Consider using members of the business community for interview practice sessions. If facilities are available, videotape interview sessions and allow participants to view and critique their own interviews. The following "Skills Discovery" exercises may be used.
 - o What are my strong points in an interview?
 - o What scares me about job interviews?
 - o What special skills and talents can I offer an employer?

- o Provide time for the class to practice filling out the job application. Help participants prepare a list of informational items needed for job applications. An example would be a list of references with addresses and phone numbers.

scheduling interviews

Go over the following list before calling to schedule interviews.

1. Have the correct phone number.
2. Have your resume in front of you so that you'll be prepared to answer any specific questions asked of you.
3. Have a pen and paper with you to write down information. Employers do not like to "hold on just a minute" while you look for pencil and paper.
4. Speak clearly and slowly.
5. Check to see that there are no distractions around the phone such as a loud radio or TV.
6. Be courteous and polite.
7. Do not have anything in your mouth.
8. When you are finished with your call, hang the receiver up softly. Don't shatter the potential employer's eardrum.

Use the following checklist for making the call.

1. My name is _____
2. I'm calling about your ad in the paper for a _____
(position applying for).
3. Has that position been filled?
4. Are you interviewing for the position?
5. What time may I come in?
6. What is the address?
7. Whom should I ask to see?
8. Thank you. I will see you at *(time)* on *(day)*.

Do's for Job Interviews

- Learn ahead of time as much as you can about the company
- Apply in person
- Be on time and look your best
- Apply for a specific kind of work
- Stress your qualifications for the job you want
- Always take an up-to-date well-organized resume with you to the interview.
- Answer questions honestly and enthusiastically
- Stress the contributions you could make to the company
- Stress your flexibility and eagerness to learn
- Show a positive attitude toward work and the specific job
- Complete any application form neatly and accurately. Do not give names for references unless you have checked with the individuals
- Make as many applications as you can
- Let as many people as possible know you are in the job market
- Maintain your poise and self-control. Taking a deep breath will help you overcome nervousness or shortness of breath.

Don'ts for Job Interviews

- Don't plead how much you need a job
- Don't speak so softly that the interviewer cannot hear you or clearly understand you
- Don't dwell on all of your problems
- Don't try to bluff answers to questions or be a "know-it-all"
- Don't overestimate your abilities or act as if you can do anything.
- Don't try too hard to make an impression -- be yourself!
- Don't talk too much.
- Don't discuss salary or working hours early in the interview.
- Don't display a feeling of inferiority
- Don't argue with the interviewer
- Don't be discouraged if the first interview is unfavorable
- Don't shut yourself off from outside contacts who might help you find a job
- Don't GIVE UP!

These materials were adapted from "The Pre-Vocational Training Manual," Texas Rehabilitation Commission.

response guide for questions employers often ask

1. Why do you want to work?

The employer asks this to find out:

If you have a good attitude toward work.

If you have recognized responsibilities to your family and other people.

If you want work to be an important and permanent part of your life.

More Effective Answers

To provide for my family.

I like work.

I enjoy doing something worthwhile.

Less Effective Answers

I need the money.

I have to pay off debts.

I need to get off Welfare.

2. Why do you think you would like to work here?

The employer asks this to find out:

If you are really interested in this particular company.

If you have a general understanding of what the company does.

If you have positive attitudes toward the company.

More Effective Answers

This is a successful company, with a good future.

This company has a reputation for fairness to its employees.

Less Effective Answers

The job pays well.

I have a friend here.

I just want to work, but I don't care where.

3. Why did you decide to do this kind of work?

The employer asks this to find out:

If you have a real interest in this particular kind of work

If you have made a decision based on a good deal of thought.

More Effective Answers

This is the kind of work in which I can take pride.

I have a real interest in this kind of work.

I think that I have ability in this area.

I have experience in this type of work.

Less Effective Answers

The employment agency sent me.

This was the only kind of work available.

4. Why do you think you are qualified for this job?

The employer asks this to find out:

If you have confidence.

If you have a realistic attitude about your abilities.

To give an opportunity to explain special qualities you have that might qualify you for the job.

More Effective Answers

I have good training.

I have successful experience in this area.

I have the interest and desire to do this type of work.

Less Effective Answers

I'm not sure I'm qualified.

This kind of job seems easy.

5. What are your long-range career plans?

The employer asks this to find out:

If you have energy and ambition that will benefit the

company.

If you will probably stay with the company for a significant period of time.

More Effective Answers

I want to improve in my work.

I want to learn more about this career field.

I want to take on greater responsibilities.

Less Effective Answers

I want to just keep working.

I want to make more money.

6. How have previous employers treated you?

The employers ask this to find out:

If you have positive attitudes and loyalty toward your employers.

If you are level-headed.

If you have realistic expectations about working for other people.

More Effective Answers

The work demands were reasonable.

I was treated fairly.

The employers taught me a great deal.

Less Effective Answers

I was taken advantage of.

I was poorly supervised.

7. How do you usually get along with other people on the job?

The employer asks this to find out:

If you are cooperative.

If you are able to relate to others.

More Effective Answers

I can make whatever adjustments are necessary to get the job done.

I like different kinds of people.

I'm easy to get along with.

Less Effective Answers

If they don't bother me I won't bother them.

I get along okay.

I don't like to work with other people.

8. How do you feel about working overtime or on holidays?

The employer asks this to find out:

If you are willing to make sacrifices for the company if necessary.

If you are really dedicated to the job.

More Effective Answers

I prefer not to do this regularly but if needed I will.

I realize that it is necessary at times in this career.

Less Effective Answers

I will if I am paid overtime.

Absolutely not.

9. Do you have reliable transportation?

The employers ask this to find out:

If you have good transportation.

If you have a backup plan in case your usual transportation fails.

More Effective Answers

I use my car or the bus.

If I run into problems I have

Less Effective Answers

I can take the bus unless they're not running.

alternate transportation plans made.

I have a car unless it breaks down.

10. Why haven't you worked recently?

The employers ask this to find out.

If you have good reasons for being out of work.

More Effective Answers

I was continuing my education or training.

I was a housewife but now want to work.

Less Effective Answers

I have been too sick.

I have had babysitter problems.

I have had family problems.

I couldn't find a job.

11. Do you have any problems now that might interfere with your work?

The employer asks this to find out:

If you have a realistic and positive attitude toward your problems.

If you will be dependable in work attendance.

More Effective Answers

No, I have been able to overcome my problems.

None of my problems would keep me from work.

Less Effective Answers

I am still nervous and depressed.

I am still sick.

12. Are there any family problems that might interfere with your work?

The employer asks this to find out:

If you have built-in recurring problems.

If you will be able to handle expectations at work if problems develop at home.

More Effective Answers

If problems arise I will be able to handle them.

I don't have serious family problems.

I am able to keep my job and family separate.

Less Effective Answers

I have trouble with my ex-husband.

My children frequently get sick.

13. What arrangements have you made for your children while you are at work?

The employer asks this to find out:

If your child care arrangements are reliable.

More Effective Answers

I have a reliable babysitter or day care center.

I have friends or relatives who will help if needed.

Less Effective Answers

I have one babysitter.

My kids can get by on their own.

job interview practice

To fully prepare you for your job interviews, you and your classmates will have the opportunity for practice interviews. First, select a partner for the practice interviews. Your Instructor will then give you information on the job you are interviewing for. You might find yourself being interviewed for a job with a construction company or perhaps for a secretarial job.

You and your interview partner must first select roles for the interview. One of you will be the employer and one the prospective employee. After you have completed the first interview, the "employer" will use the following form to rate the "prospective employee". Then you and your partner will change roles and follow the same procedure for the second practice interview.

JOB INTERVIEW SCALE

You, as the employer, have just completed interviewing a prospective job applicant. Offer comments on the applicant's interview performance.

ATTENTIVENESS: _____

SINCERITY: _____

CONFIDENCE: _____

MOTIVATION: _____

COMMUNICATION: _____

after the interview

After you have completed the interview think about how you did. How well did you present your qualifications for the job? Were you relaxed or were you too tense? Did you ask well-planned questions to provide you with the information you need about the job and the company?

In the space provided below write what you feel were your strong points in the interview; your weak points; and ways you can improve upon your performance for your next interview.

MY STRONG POINTS WERE:

MY WEAK POINTS WERE:

WAYS I CAN IMPROVE FOR MY NEXT INTERVIEW:

sample application for employment

You have learned by now that it is always important to fill out employment applications as neatly and as accurately as possible. It is also important to complete the application as fully as possible. For that reason, you need to carry with you any information you think might be necessary for the application. Practice completing the sample application before going to apply for a job.

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____

PRESENT ADDRESS _____

PERMANENT ADDRESS _____

PHONE NO. _____

EMPLOYMENT DESIRED

POSITION _____

DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____

IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EDUCATION	NAME & LOCATION OF SCHOOL	DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL			
COLLEGE			
TRADE OR BUSINESS SCHOOL			

FORMER EMPLOYERS (List Below Last Four Employers, Starting With Previous Employer)

DATE MONTH & YEAR	NAME & ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM _____				
TO _____				
FROM _____				
TO _____				
FROM _____				
TO _____				

REFERENCES: Give below the name of three persons not related to you, whom you have known at least one year.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED

IN CASE OF EMERGENCY NOTIFY:

NAME

ADDRESS PHONE NO.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal.

DATE SIGNATURE

I. SELF-DIRECTED JOB SEARCH

Objective

- To prepare each participant to successfully locate employment using "Self-Directed Job Search" techniques.

Explanation

At some time participants may have to direct their own job search. The purpose is to locate a job within the participant's career plans to meet a short-term goal or an ultimate long range goal. In conducting a self-directed job search, participants learn how to successfully locate job leads, arrange interviews with employers, and obtain the job they want on their own.

Activities

- o Allow participants to practice conducting their own self-directed job search in the classroom. This activity occurs after they have formulated employment goals. The following are steps to a self-directed job search:

Research: Participants are encouraged to learn as much as possible about the chosen career or employment area to help prepare for future interviews. They may check job descriptions using: Occupational Outlook Handbook (U.S. Department of Labor, Bureau of Labor Statistics) or The Encyclopedia of Careers and Vocational Guidance. These resource materials should be available in the classroom and may also be found in the Reference Department of the local library. Review the "Job Interview Techniques" section in this program guide to identify questions participants may wish to ask prospective employers. Consider:

- o Is any additional experience or training needed?
- o Would the prospective employer provide any needed training?
- o Is additional education needed? If so, what plans can be made to acquire the necessary education?

Develop Job Leads: To find job lead sources, participants are instructed to request the assistance of friends and relatives, and to use the weekly job and training bank log. The yellow pages of the telephone directory provide a reservoir of information about businesses that might need a participant's specific skills. Participants also may check the usual publications advertising jobs and the State Employment Commission. In contacting job leads, they should arrange for personal interviews by telephone rather than make drop-in visits.

Interviews: As job leads are discovered through this concentrated search, participants begin scheduling interviews with employers. They should write the time and date of interviews along with a contact person on cards used for job leads, being careful not to schedule interviews too close and to allow time for transportation. Before going to an interview, they should consider:

- o What they want to learn about the employer and the company.
- o What questions they must ask to obtain this information.
- o What they want the employer to learn about their own special skills and talents.

Participants are reminded that when conducting a self-directed job search, it is helpful to practice being interviewed for the specific job they are seeking.

J. HANDLING JOB CONFLICT

Objective

- To help participants develop problem solving skills necessary for successfully dealing with potential problem areas within their jobs.

Explanation

Participants in NWEA needed to learn how to cope with potential problem situations to minimize the pressure and tension experienced. Anticipating problems in advance helped participants cope with the adjustment process.

Activities

- o Handling Potential Problems: The following unit of study is provided to guide the instructor in preparing activities.

I. CRITICISM

A. Develop your own "filtering system"

1. If the criticism is constructive, accept it and turn the experience into a positive one. Learn how to improve yourself and your work through constructive criticism.
2. If criticism is not constructive, develop your own "filtering system." Decide if it applies to you.

II. WALLFLOWER SYNDROME

A. How to cope with the feelings and behaviors experienced during the first days on a new job.

1. Meet new coworkers and try to establish a good working relationship with them from the very first day on the job.
2. What feelings do you experience dealing with unfamiliar people and tasks?
3. Who will help you at work when you need assistance?
4. Who can answer questions for you?

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III. MANAGING CONFLICTS WITH COWORKERS

- A. Clarify the issue. Clearly identify the problem creating the conflict.
- B. Paraphrase the other person's statement. Clearly understand how the other person views the problem creating the conflict.

what would you do?

Read over the following potential conflict situations and decide how you would handle them.

1. You're doing a good job . . . you get along well with your co-workers. Your supervisor, who is rather set in his/her ways makes a remark about your haircut or the length of your skirt. What would you decide to do and why have you made that particular decision?

a. Trim your hair or lower your hemline _____

b. Do nothing and hope the supervisor won't say anything else. _____

c. Talk to the supervisor about it. _____

d. Other. _____

2. One of your co-workers doesn't get along well with most of the other employees. One day he gets into an argument and tries to get you to support him. What would you do?

a. Get involved in the argument. _____

b. Not get involved. _____

c. Suggest they find a more neutral person to settle it. _____

d. Tell the supervisor. _____

e. Other. _____

3. You've been on the job for about six months and really like it, but you still don't know that many people. The company is having its annual party. What would you decide to do?

a. Not go because _____

b. Go to the party alone. _____

c. Ask a co-worker to go with you. _____

d. Other. _____

4. Mary and Kate are workers in the same office. Kate feels she does more work than Mary, but when an opening for office manager occurs, Mary gets the promotion. In this situation Kate should . . .

a. Quit and look for another job. _____

- b. Go to the boss and complain. _____

- c. Go to the boss and ask how she can improve her work in order to be promoted. _____

- d. Say nothing. _____

- e. Other. _____

Adapted from "The Pre-Vocational Training Manual" Texas Rehabilitation Commission

K. TRAINING AND EDUCATIONAL OPPORTUNITIES

Objectives

- To provide participants information regarding training/educational programs in the area.
- To encourage participants to take advantage of training/educational opportunities.
- To assist with the completion of necessary application forms for training/educational programs or financial grants.

Explanation

For some women, additional outside training and/or education is necessary for upward mobility. Participants often need encouragement to pursue this training or education along with assistance in completing necessary forms.

Activities

Introduce participants to local training/educational opportunities. Include:

- o Career education
- o Programs available through local training/educational institutions
- o Financial aid programs
- o Apprenticeship programs
- o Review the most frequently used applications for such programs with participants and provide any necessary assistance in completing the forms.
- o Schedule a field trip to local educational/training programs.

L. GED TESTING PREPARATION

Objectives

- To provide necessary tutoring and assistance to participants preparing for GED tests.
- To provide assistance with any necessary arrangements for actual testing.

Explanation

Successful completion of GED tests opened many doors for NWEA participants. Participants may need testing preparation as well as specific subject area tutoring prior to the actual testing.

Activities

- o Be familiar with area testing regulations, locations, and dates.
- o Set aside specific hours during the week after the class session for GED tutoring.
- o Identify the specific tutoring needs of women preparing for GED tests.
- o Provide as much individual attention as possible. Concentrate not only on subject material, but also on providing encouragement and motivation.
- o Make necessary arrangements with the testing institution as to payment of testing fees for participants.
- o Make necessary transportation arrangements at least 1 week prior to testing.

M. NONTRADITIONAL EMPLOYMENT

Objectives

- To introduce participants to nontraditional jobs and training
- To encourage entry into nontraditional jobs or training/apprenticeship programs

Explanation

While not all women were placed in nontraditional jobs, NWEF emphasized nontraditional employment for women. Higher wages or salaries and greater upward mobility are usually associated with nontraditional jobs. However, it is extremely important that the women have a clear understanding of nontraditional work before going into the job.

Activities

- o Guide participants through a careful and realistic study of nontraditional employment, concentrating on the following areas:
 - Define nontraditional employment
 - Review various nontraditional employment fields
 - Review apprenticeship programs
 - Consider expectations of employers
 - Consider problems encountered on the job
 - Consider physical fitness requirements
 - Consider higher salaries of nontraditional jobs
- o Schedule field trips to nontraditional job sites
- o Invite employers hiring women to speak to the class. Also invite women currently in nontraditional jobs to speak.

N. JOB PACKAGE PREPARATION

Objective

- To prepare women to succeed in various employment opportunities contained within a job package program.

Explanation

NWEE participants were often recruited as potential applicants for jobs within the job package program. Women should be prepared not only to search for jobs themselves, but also to succeed in the specific package jobs.

Activities

- o Utilize class discussions, guest speakers, and field trips to job sites in preparing women for the job package program.

Identify type of work involved.

Identify necessary skills.

Identify any specialized vocabulary associated with the job.

Discuss any necessary or available training/education for the job.

Identify possible problems encountered within the job and their solutions.

Identify ways to achieve upward mobility within the job.

Provide opportunities for employers participating in the job package program to speak to the class.

Arrange field trips to job sites.

O. JOB MARKET AWARENESS

Objective

- To provide current information regarding the local job market.

Explanation

To enable them to develop realistic employment goals, participants need information about jobs currently in demand as well as employment areas experiencing decreased hiring.

Activities

The job developer can share job market information with participants.

- o Prepare lists of local employment areas showing major growth or slowdowns. Encourage participants to review this in developing their employment plans.

P. FINANCIAL MANAGEMENT

Objectives

- To provide women with budgeting information.
- To provide women with information concerning various types of insurance coverage.

Explanation

It is extremely important that participants learn how to budget their earnings wisely.

Activities

- o Consider using a financial and insurance consultant.
- o Discuss:

Budgets--Budgeting according to earnings. Expenses that must be included in a budget. How to keep accurate records. Utilize the budget worksheet to help participants develop a realistic budget for themselves.

Savings--How much to try to save. What if there never seems anything left for savings?

Spending--Necessary Expenditures--the "extras."

Credit Charges--Using credit wisely. The dangers of overspending through credit.

Keeping Records--How to keep accurate but simple financial records.

Insurance--Different types of policies available. What's best? How much insurance is necessary?

budget worksheet

EARNINGS

1. How much do you expect to earn per hour? _____
2. How many hours per week do you expect to work? _____
3. How much do you expect to earn per week? _____
4. How much do you expect to earn in a month? _____

AVERAGE DEDUCTIONS (Income Tax and Social Security Tax)

1. How much is the deduction per month? _____
2. Subtract the deduction from your monthly earnings.
This amount is your take-home pay _____

FIXED EXPENSES

1. How much do you expect to spend on the following each month?
Rent _____
Utility Bills _____
Food _____
Transportation _____
Child Care _____
Other Fixed Expenses _____
Fixed Expense Total _____
2. Subtract Fixed Expense total from your take-home pay. This amount is what you have left to cover changeable expenses. _____

CHANGEABLE EXPENSES

1. Decide how much money you want to or need to spend on the following items each month.

Savings _____

Insurance _____

Personal Expenses _____
(including medical and dental care)

Miscellaneous Expenses _____

Q. FAMILY PLANNING

Objectives

- To inform participants of the importance of family planning in career development.
- To inform participants about sources for medical advice.

Explanation

Family planning plays an important role in a woman's career planning and development. It is important to educate participants on receiving sound medical advice.

Activities

- o Contact the local planned parenthood agency to schedule a presentation.

R. UPWARD MOBILITY

Objectives

- To provide information possibilities for career advancements.
- To provide motivation for upward mobility.

Explanation

An objective of the NWE project was to help participants achieve upward mobility in their lives and careers. However, many of the women were not aware of their potential or did not know how to seek career advancement. The women were encouraged to consider more training or education if necessary to improve their job status.

Activities

- o Outline methods for achieving upward mobility. Consider using "Skills Discovery" exercises to cover the following areas of discussion.
 - o Learning about the company and its promotion policies.
 - o Taking advantage of opportunities for further training/education on the job or through a training and/or educational program.
 - o Taking on additional responsibilities.
 - o When, how, and whom to ask for raises.
- o Impress upon participants the importance of job stability. Consider using "Skills Discovery" exercises to:
 - o Identify valid reasons for leaving a job and how to leave a job in good standing.
 - o Establish a procedure to follow when resigning from a job.

S. GRADUATION PLANS

Objective

- The instructor is responsible for incorporating participant ideas into a meaningful graduation program.

Activities

- o Hold a brainstorming session with participants to develop ideas for graduation ceremonies.
- o Develop a graduation program incorporating participant ideas. Make necessary arrangements and inform other staff members about graduation plans:

Time

Location

Speakers, special guests

Cost, if food is included, etc.

- o Utilize class participants as much as possible in the ceremony. Their participation increases the meaning of the ceremony for both class members and guests.
- o Prepare the graduation program.

Place special importance on perfect attendance for the class. See that this is noted on the program.

- o Prepare diplomas. These certificates are important credentials which give participants a sense of achievement.

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