THE NOSR PROCESS FOR PROGRAM DEVELOPMENT

YOUTH WORK EXPERIENCE APPLICATION

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LIST OF ABBREVIATIONS

CC	Community Council
CETA	Comprehensive Employment and Training Act
CRQ	Community Resources Questionnaire
DOL	U.S. Department of Labor
IS	Impact Schedule
NOSR	National Office for Social Responsibility
TA	Technical Assistance
TRC	Technical Resource Committee
YNA	Youth Needs Assessment

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GUIDE 8:
ORIENTATION AND ASSESSMENT
ENROLLEE CONTRACTS

NATIONAL OFFICE FOR SOCIAL RESPONSIBILITY

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ENROLLEE ORIENTATION AND ASSESSMENT

ENROLLEE CONTRACTS

APPENDIX

ORIENTATION AND ASSESSMENT

Orientation —Introduction

Orientation is the ice breaker for Program participants, as well as a training experience. It should

- promote both active and passive participation
- generate interest
- answer questions

The assessments will emphasize the Program requirement of active decision-making on the part of the client. The stated purpose of these assessments is to help the clients learn more about themselves in order to be able to make wise decisions about their lives. This self-exploration establishes a personal involvement in the Program, rather than an expectation that the Program will, by some magical process, act upon and transform the client.

Orientation is a series of activities designed to build a solid understanding (although continual reinforcement will be required) of the Program, its rules, regulations, and expectations. It is also an introduction to training. While initial orientation should occur immediately following enrollment, the concept of continuing orientation and reorientation should be included or built into the ongoing process of the Program.

The following are specific objectives for the orientation period:

- Establish the identity of the Program itself and the clients' identification with it. Clients should be made to feel they are not just individual participants, but a part of a mutual self-help environment.
- Increase individual awareness of abilities, needs ("areas of concerns"), and resources available to meet needs.
- Establish a basis for personal decision-making.

- Inform participants of their civil rights, grievance procedures, and CETA regulations where they are applicable.
- Clarify administrative details and mechanics of the Program, such as payroll procedures, participant agreements, selection of work stations, the securing of work stations, team meetings, and appointments with counselors.

Timing the Orientation

Whether orientation is organized on an individual or a group basis depends on the time schedule of the Program as a whole, on the availability of staff, and on general agreement about what is the most effective way to achieve objectives.

There are two frames to consider:

- the total time required to accomplish the job
- the hours in which the Program participants are free of other obligations.

In the urban implementation of the NOSR Youth Work Experience model Program, the staff wanted to set the tone of a work situation with definite tasks to be accomplished in a time period of sufficient length to deal with content adequately. However, because it was Program policy to avoid, as far as possible, any interference with the participants' other obligations, the staff had to make use of late afternoon and early evening hours. Consequently, the orientation period was scheduled for three hours daily, from 3:00 to 6:00 P.M. during one five-day week—a total of fifteen hours.

Orientation—Group vs. Individual

There are advantages and disadvantages both to group and to individual orientation:

- The group can accommodate more participants at one time, reducing the time required for orientation in the overall time schedule.
- Group orientation is particularly appropriate when entrance to the Program occurs in regular cycles, but it is much more difficult if entrance to the Program is open ended.
- A group situation immediately provides for the establishment of peer relationships.
- The group experience promotes mutual concern and assistance.

The NOSR Youth Work Experience Program emphasizes the development of peer relationships as a means of reducing alienation. Accordingly, orientation may provide the best opportunity to begin team building.

On the other hand, orientation on an individual basis provides:

- More immediate and intense contact between individual participants and their counselors, even though it may temporarily isolate the individual from the group. Moreover, individual attention eliminates the necessity for special follow-up procedures which may have to be used in conjunction with the group orientation in order to keep individual participants from being lost in the crowd.

The Orientation Environment

Whether orientation is done on an individual or a group basis, the facility where it takes place makes an important contribution to the atmosphere of the whole Program. Therefore, surroundings should be:

- pleasant
- reasonably comfortable (but not casual)
- free from negative association (a classroom may not be the ideal place)
- large enough to accommodate the required tasks and activities
- ready for the participants
- accessible, if not centrally located

The last two points are important. The facility should be ready for participants, with some time to spare, before every session. Scrambling around for chairs as the participants arrive suggests a kind of slapdash organization and should be avoided. Since the most appropriate room or building for the orientation program may turn out to be unfamiliar or out of the way for young people, participants should be well informed about how and when to get there. Information on bus routes and parking facilities should be included in the advance notices to clients.

Preparing for the Orientation Sessions

More important than the preparation of the physical environment of orientation is the planning which should go into each session. Staff who are to conduct the sessions should:

- establish a curriculum or agenda
- allocate specific periods of time for each task or activity to be sure that it can be successfully completed
- if orientation is given in groups, be sure that a sufficient number of staff and volunteers is on hand and is prepared to give participants whatever individual assistance is necessary
- when there are to be guest speakers from outside the Program, schedule them well in advance and carefully brief them on their role in the orientation process

Suggested Orientation Content

The specific content of the orientation sessions will, of course, be at the discretion of the executive director. The following schedule has proved effective in past implementation of the NOSR Youth Work Experience Program:

SESSION I:

- *First Hour:* Introduction and explanation of the "team" concept.
  Introduction of individual staff members
- *Second Hour:* Testing, Metropolitan Achievement Test (MAT) — math computation and problem solving.
- *Third Hour:* Values clarification exercises applied to career decisions — "What's my line?" and "Hung up or happy?"
  School interest inventory, a survey of attitudes toward school and what is taught there.

SESSION II

- *First Hour:* Speaker on training possibilities in the community, such as the Skill Center, Job Corps, adult education courses, the military, etc.
- *Second Hour:* Testing: MAT—word meaning and reading comprehension.
- *Third Hour:* Values clarification; career decisions—"Who's You?" and "Taking stock of yourself."
  Program evaluation—participants learn to evaluate themselves on performance to date.
  Team meeting: rap on attitudes, feelings, interests

SESSION III

- *First Hour:* Talk on the topics of college opportunities in the local junior college and the state university systems and how to secure financial aid.
- *Second Hour and Third Hour:* Overview of continuing team meeting programs.
  Work on personal data sheets to be used in preparing resumes for work stations and as basis for initial enrollee contract.
  Make appointments for fifth session.

SESSION IV

- This "session" may be a series of individual or small-group meetings of the participants and their team counselor. Parents should be invited to attend if possible. This is the time to discuss the results of assessment activities and what the results may mean. The enrollee contract should be discussed and the client should begin to determine what goals he or she wants to establish. Counselor and client can explore the idea of "realistic goals." Finally, at the end of this fifth day, appointments should be made for the next participant activity such as a health examination, signing a contract, a work experience interview, or a team meeting.

The key to a successful orientation period is keeping participants involved. Films, film strips, and discussions, interspersed with testing and lectures, help to vary the pace and maintain a high level of interest. Nevertheless, the actual content of the orientation plan will be determined by the tasks which must be accomplished, the desired range and breadth of exposures to community resources in relation to the Program, and the availability of other resources.

Participant Assessment

Assessments are generally viewed as tools which enable staff to draw up a relevant program for participants. In keeping with the Youth Development Strategy, however, assessments are not for staff use only, but also for the participants' use. Assessments should help clients to identify areas of interest and concern and, viewed constructively, should help them to decide on a course of action for meeting the goals which they have identified for themselves.

Asssessments may also be used as another evaluation tool. For example, the Program may have as one objective the participants' greater understanding of the world of work. Therefore, an assessment device like the "Career Maturity Index" might be used as a pre-test. Later, when a client completes or leaves the Program (exits), this index could be administered again to secure a post-test result. In the meantime, the test itself can be used as a counseling tool or as a basis upon which to formulate tasks which individual participants may want to incorporate as goals into their enrollee contracts. Several categories of assessment are useful:

- *Ability Testing:* academic achievement, manual dexterity, or performance tests of such skills as typing, use of ten-key adding machine
- *Vocational Preference and Knowledge Assessment:* KUDER and Job-O, vocational vocabulary tests or exercises
- *Personality Characteristics Assessment:* If this sort of test is unavailable, it can be developed as a survey which explores preferences in such matters as indoor work, outdoor work, work with things, work with people, inde-

pendent work, and work with groups. J.C. Penney's filmstrips are a good tool in this area.

- *Personal Inventories:* administered to record an individual client's interests, experiences, course work, courses not liked, courses desired in the future, leisure-time activities, and preference of people to talk with (does he or she confide in a parent, friend, or teacher?), role model preference (who would the client most like to be like and why?). The personal inventory can also be developed within the NOSR Youth Work Experience Program.

Securing Assessments

If a pre- and post-test are desired, standard written tests should be used and adequate testing time provided for completion, preferably during the orientation period. In all cases, testing must be supplemented with good personal interviewing by a sympathetic counselor so that each participant has a chance both to air his or her views and feelings and to volunteer personal information.

Therefore, the initial conference between client and counselor should be carefully planned to establish a rapport which will make all later conferences easier. In addition to testing and conferences, the overall assessment should include health examinations, school transcripts, and conferences with parents.

If the enrollee contract is to be used appropriately and effectively the initial assessment should be completed before the contract is negotiated. To renegotiate the contract, continual assessment in the form of performance evaluations and progress measurements such as attendance, skill acquisition, and the like must be carried on. Just as orientation must be a continuing process as new developments and opportunities occur, so must some form of assessment continue during the participant's entire tenure in the Program.

ENROLLEE CONTRACTS
Basic Information

Contracts negotiated by and with the enrollee have a significant relationship to the Youth Development Strategy. (See Appendix A for a sample Enrollee Contract.) All people desire to have some reasonable control over the situations in which they are placed. The enrollee contract becomes a device through which the enrollee can make decisions which may help him or her both in the present and in the future. The following are important points regarding the contract:

- If the agreements reached in the contract are significant, realistic, and achievable, and if they avoid reinforcing previous failures, the contract can improve self-esteem.
- The contract, though formal, should include a degree of flexibility and should be reviewed periodically as often as necessary so that the enrollee is able to renegotiate the contract to permit success in new achievements.
- If there is to be a relationship between the contract and the enrollee assessment, and if an individual approach to each client is to be developed, no two contracts should ever be identical.

As suggested in the Orientation and Assessment Sections of this guide, the counselor and the enrollee must have specific information indicating:

- career interests
- personal interests
- experiences
- capabilities
- special concerns

This will enable them to develop a satisfactory enrollee contract. (Another name for this contract might be "the employability plan.") With in-depth personal information, the counselor can help the client in determining what is the best program mix to achieve for both short- and long-range goals. The client can use his or her greater self-knowledge to decide what specific achievements will help to overcome previous problems or improve the present situation. For example, if a young man has had difficulty getting to class on time, he might want to buy an alarm clock with his first check. Or he might decide that he will try not to be late more than three times in a month. Not striving for immediate perfection gives him a back door or escape hatch, just in case he finds that the goal he has set for himself is too demanding. His realistic goal avoids setting himself up for failure if he misses because of something he couldn't help.

Contents of the Enrollee Contract

The enrollee contract is divided into four sections:

1. profile information
2. needs identification
3. enrollee timetable/budget
3. signed agreement

The material recorded in each section directly contributes to the effective completion of the next section and to the overall success of the contract design.

Profile Information

The profile information section should cover all relevant specific data about the client. In addition to the usual name, address, telephone number, age, sex, and social security number, this section should include the following:

- *test results on verbal and mathematical ability*, if obtained during the orientation process; otherwise, general information on these
  This information is especially significant if the counselor feels the GED might be an appropriate academic goal because the GED is based on an eighth-grade achievement level. Test scores also suggest whether tutoring or remedial courses might be helpful.
- *last grade completed and/or number of school credits obtained to date*
  This is also important information for determining educational needs.
- *vocational courses already taken*
  If the school does not have a range of courses specifically labeled "Vocational Education," a transcript can be checked for content courses like typing, mechanical drawing, shop courses, and so on. If there is no transcript available, this information can be obtained from the client in an interview.
- *possession of driver's license*
  Possession of a license is often an entry level requirement for a job, or simply necessary in order to reach an available position.
- *occupational skills* in which the participant feels confident, whether gained in the classroom or from some other experience.
- *leisuretime skills*
  These may have potential relevance to occupational interests, such as sports, arts and crafts, and music.
- *previous work experience*, listed by occupational type and approximate length of time spent on it

This should show both paid and voluntary experience. Often a client needs to be convinced that both kinds of experience have value and are appropriate for inclusion in a resume or in a discussion with a potential employer.

- *stated occupational goals or career plans* and occupational goals suggested by the results of assessment instruments like the Job-O or Kuder Preference tests.

Needs Identification Section

The second section of the contract draws heavily on the information contained in the first in order to determine the specific needs of the individual client. The raw data of the previous section will be amplified in interviews between the counselor and the client, whose unique set of needs will then be listed in the contract as precisely as possible.

The first category of needs to be addressed is educational needs required to fulfill basic employment criteria. These can be recorded "laundry list" style or subdivided into

- immediate academic needs
- long-range academic needs
- vocational/education needs

Needs for special supportive services can be critical. Without such services, some clients may make little headway toward employment. Information required for identifying these needs can be obtained from conferences and interviews as well as from assessments like the student inventory. It is important to consider such possible needs as

- health care
- legal counseling
- budgetary counseling
- childcare
- housing

The counselor should try to identify and focus on those specific concerns which may produce barriers to employment.

A third group of needs to be identified include those related to long- and short-range occupational goals. This is the place in the contract to identify for the client what qualifications are actually required for entrance into a particular occupation. For example, requirements for becoming a clerk/typist might be

- a high school diploma
- typing speed of 60 wpm
- filing skills
- knowledge of office procedure
- previous experience

When these requirements are presented straightforwardly, the client can begin to see the relationship between the identified needs and meeting the requirements to qualify for a particular job. In this section, it is helpful to note, for the client's information, such relevant facts as job market prospects, beginning salary, and expected maximum salary.

The Enrollee Timetable —Assignment of Hours

Assuming that a maximum number of paid hours has been established to function within the Program as the enrollee "bank account," the third section of the contract provides the occasion for analyzing the number of hours which may be required to address the various training elements for a desired occupation.

In planning the enrollee's timetable, there are three main factors to consider:

- First is the overall length of time allowed for participation in the Program. This must comply with CETA regulations.

- Second, is programmed time available in the training resources. If, for example, a client were to be enrolled in a high school class for one semester, and the class required sixty hours of attendance, then sixty hours would be required to complete the course successfully, and this number of hours would be included in the timetable or budget for that client.
- The third factor to consider in budgeting the hours is the number of training elements necessary to develop a prescription which will lead to employability. It may be advisable, for example, for some clients to have a greater emphasis on classroom training and less on work experience.

When the above factors have been analyzed, the number of hours for each Program component should be established, and the overall number of hours for which the client is to be paid should be computed. It is not necessary to use up the maximum available paid hours, and chances are that most clients will not do so. Here is a sample budget devised in the Program for which the maximum was 500 hours:

Classroom I (orientation, personal development, and pre-employment)	75 hours
Classroom II (academic education)	60
Classroom III (vocational training)	300
Total enrollee budget or bank account	495 hours

After the budget has been determined, a time schedule must be devised within the overall program time frame. Some clients may be able to handle all Program components simultaneously, but most will need to work out a sequence with some simultaneous and some consecutive activities. The actual assignment by weeks should be done here. When the timetable decisions have been made, they should be charted onto the agreement form with starting dates and expected completion dates. These dates can be revised later with the actual completion dates recorded and the total paid hours.

Signed Agreement Section

The fourth and final section of the enrollee contract is the contract proper, or the signed agreement. This section sould provide space for at least three review periods and signatures. Once all the information in the first three sections is developed and charted, the actual goals for the first period of participation are worked out and written down on the agreement form. It is important that the counselor help the client to establish goals which can realistically be attained within that period. For example, suppose the client is a high school junior and the first time span is six weeks. It would inappropriate to state "high school graduation" as a goal. However, it might be a good idea to set such an academic goal as "completing six weeks of classroom attendance and assignments." When all the short-term goals are agreed upon

- client and counselor should sign contract
- if possible, a parent should also have the opportunity to review and sign the contract
- before the signed document is filed, all parties should agree on a date for its review
- this date should be added to the contract

A review may well occur before the date agreed upon, but the assignment of a review date reinforces the expectation that a review will definitely take place.

Use of the Enrollee Contract

The principal use of the enrollee contract, as discussed above, is to establish a framework and a set of expectations for client participation. Because the document is subject to review and modification

- it is also a tool for monitoring the progress of individual participants through the Program
- if the charting of hours section is used correctly, it can become the time record of hours actually used
- the contract establishes the basis for the counselor-enrollee relationship
- perhaps most important, it can and should be used as a visible demonstration that the client is expected to contribute to planning his or her initial and continuing participation in the Program.

Cautions

The thoroughness and seriousness with which the contract development is undertaken sets the stage for enrollee participation. If the contract is treated casually, rushed through, or developed without real enrollee participation, it will have little or no value.

While signatures of parents are often difficult to obtain, there are valid reasons for trying to get them. Many young people are especially sensitive to parental rejection. If the parent can be involved by understanding what the youth wishes to accomplish and can accomplish, a more supportive relationship between parent and child may result. However, there are dangers to parental involvement. Unless a client is aware of the plan for contact between the counselor and parent, parent-child tension may increase. Moreover, because a parent's involvement may bring the client under closer scrutiny and perhaps more criticism at home, the counselor must be careful to make such a contact positively reinforcing for the young person. It will help if the counselor calls the home periodically to compliment the client instead of calling only when there is a problem to discuss. The pattern of the parent's response to the client may then be improved. A definite pitfall to avoid in developing enrollee contracts is that of stating the assessments in negative terms. It is imperative to be positive in determining needs and making suggestions. Instead of "You read at the third-grade level and will never catch up," the counselor might observe "Reading is an area which seems to need some attention. There are some steps which you can take (if you're willing) which can help you improve." A negotiation process shoud evolve through which the client can make a start on reading improvement. The counselor might begin by asking "Have you ever had your eyes tested? We want to be sure that the difficulty is not just missing class time or not understanding." (Incidentally, experience has presented cases where an undiagnosed visual difficulty was found to be the basic cause of low reading ability.)

Finally, it cannot be said often enough that the contract must emphasize and prescribe what is. It must be grounded in reality. If care and attention are not given to this principle, the contract is potentially failure-reinforcing and might support the continued development of a negative self-image in the participant—the exact opposite of the primary goal of the Program.

APPENDIX A: SAMPLE ENROLLEE CONTRACT

Name ______________________________ Phone ____________

Social Security # ____________________________________

Parent's name ________________________ Phone ____________

Date of Program entrance ______________________________

Program counselor ____________________________________

Transcripts received __________________________________

Assessment ____

Education	Data	Occupational	List
physical grade level reading level math achievement drivers' ed. completed present # school credits balance required to grad. # of credits in progress previous voc. ed. courses list: subjects needed for grad. list:		past occupational exper. stated occupational interest job - O results skills (occupational) skills (occupational) potential - hobbies	

#mo./yr. by type of experience:

	Time	Occupation Category
general (not nec. career oriented)		
exploratory		
on job training/ career		
on job training/ not career		

Ultimate Career Goal

Ed. Needs: Check		comp. now	Goal/Occ./Car. Req.
1. Remedial Assist. Read., Math			1. Education Levels
2. Basic Ed. at Grade Levels			2. Needed/Related skills
3. Diploma requirements			3. Kind/Amt. Prev. Experience
4. GED/and or Diploma			4. Other Assets
5. Beginning Voc. Ed			5. Present Market Potential
6. Intermed./Adv. Voc. Ed.			
7. Special Tutorial Support (Subject):			
8. Post-Secondary Entry			

PROGRAM ASSIGNMENTS: (Total Potential Hours #676)

Activity	Start Date	Act Cat	Total Hours	Comp Date	Paid	Volun-teer	Date Comp	Reasse. Date	Added Hours	Total Hours
1. Initial Orientation										
2. Remed. Ed.										
3. Start or cont. Basic Ed.										
4. Work Relat. Ed.										
5. Tutor assistance										
6. GED/ toward diploma										
7. Explor. career/beg. voc. ed.										
8. Spec. assignment										
9. Intermed. voc. ed.										
10. Adv. voc. ed.										

Activity	Start Date	Act Cat	Total Hours	Comp Date	Paid	Volun-teer	Date Comp	Reasse. Date	Added Hours	Total Hours
11. General work/explore experience										
12. Intermed./ skill work experience										
13. Adv. work experience										
14. Voluntary work training										
15. Supportive service										
a. Health exam										
b. Med. Follow-up										
c. Dental										
d. Legal										
e. Other										

*Special Recreation/Cultural/Exploratory assignments agreed upon.

1st Implementation period (60 days)

1. goals to be achieved:
   (a) education
   (b) special concerns
   (c) work experience - other support
2. Institutions and/or Work Stations utilized to implement goals, (date to report).
3. Date for reassessment/or next assignment

Participant's signature ______________________________

Parent's/Guardian's signature ______________________________

Counselor's signature ______________________________

2nd Implementation period (60 days)
1. goals to be achieved:
   (a) education
   (b) special concerns
   (c) work experience
2. Institutions and/or Work Stations utilized to implement goals, (date to report).
3. Date for reassessment/or next assignment

Participant's signature ______________________________
Parent's/Guardian's signature ______________________________
Counselor's signature ______________________________

3rd Implementation period (60 days)
1. goals to be achieved:
   (a) education
   (b) special concerns
   (c) work experience
2. Institutions and/or Work Stations utilized to implement goals, (date to report).
3. Date for reassessment/or next assignment

Participant's signature ______________________________
Parent's/Guardian's signature ______________________________
Counselor's signature ______________________________

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