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SOUTHWEST YOUTH EMPLOYMENT SERVICES

FINAL REPORT

3/27/78

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SUMMARY

SOUTHWEST YOUTH EMPLOYMENT SERVICES

FINAL REPORT

1974 - 1977

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SECTION "A"

PROJECT ABSTRACT

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Southwest YES! (Youth Employment Service) was a community-designed, community-based project intended to serve youth 12-18 years of age who had records of arrest for high impact crime offenses. However, during the course of the grant offense categories were expanded to allow for first time offenders for any offense and a small proportion of walk-ins.

The Southwest YES! project emphasized close and intensive counseling initially and continued follow-up for the express purpose of reducing recidivism; defined as rearrest on an impact charge.

The counseling process was intended to improve the youths' self-image; through pre-vocational training, to identify abilities and interests; and through carefully selected job placement or on-the-job training with follow-up to insure success, motivation, and means to continue educationally. This overall approach was designed to afford a gamut of alternatives to further contact with the juvenile justice system.

Southwest YES! contracted to reduce high impact rearrest by 25%. This goal was met as Southwest YES! reduced high impact rearrest by 50%, among impact referrals.

Southwest YES! also contracted to provide a variety of services including pre-vocational training, counseling, follow-up and educational counseling to 225 juveniles. Of the 374 total referrals to YES! 248 accepted the program. Of the 248 youths who accepted the program, 147 (59.2%) completed pre-vocational training. A total of 9,496 contacts were made with or on behalf of the youths with 8,531 being direct youth contacts.

Regarding employment, Southwest YES! sought to place 40% of its clients on a job or in an on-the-job training situation. Of the 374 referrals to Southwest YES! 178 (47.6%) were so placed. More notably among the 248 actively participating clients, 72% were placed at least once.

In summary, Southwest YES! seems to have met and, in fact, exceeded the goals to which it aspired.

SECTION "B"

PROJECT DEVELOPMENT AND OBJECTIVES

DESCRIPTION OF THE PROBLEM

Southwest YES! (Youth Employment Service) was a community-designed, community-based project intended to serve youth 12-18 years of age who had records of arrest for high impact crime offenses -- i.e., burglary, robbery, and aggravated assault, as well as multiple theft offenses. However, during the course of the grant offense categories were expanded to allow for first time offenders for any offense and a small proportion of walk-ins. The youth served came primarily from low-income families, either frequently truant from or having dropped out of school, with poor academic achievement.

Such youths are highly motivated to obtain spending money and often succeed, but in ways not accepted by society.

The influence of the peer group is pervasive. This does not include admiration for the work ethic or continued education. Many of the youths have no positive male figures among their acquaintances. The men they encounter are most often authority figures - the landlord, the school Principal, the police, the probation officer. They have little in common with these adult men. Some male "models" they identify with may be anti-social in nature.

The Southwest YES! project has emphasized close and intensive counseling initially and continued follow-up, for the express purpose of reducing recidivism; which will be defined as rearrest on an impact charge.

The Counseling process was intended to improve the youths' self-image; through pre-vocational training, to identify abilities and interests; and through carefully selected job placement or on-the-job training with follow-up, to insure success, motivation, and means to continue their education. This approach was designed to afford a gamut of alternatives to further contact with the juvenile justice system.

Seventy-three per cent of the persons arrested for burglary in 1971-72 were 18 years of age and under, according to a Denver Anti-Crime Council report.

Of the youths arrested for burglary in Denver during 1971, 73 per cent had prior court referrals, or were recidivists.

DACC statistics also show the following breakdown for juvenile offenders arrested for high impact crimes (burglary, robbery, rape, aggravated assault) and auto theft, from July, 1970 - June, 1971; 17 year olds make up 17.4 per cent of the arrestees; 16 year olds, 15.8 per cent; 15 year olds, 20.2 per cent; 14 year olds, 17.7 per cent; 13 year olds, 13.3 per cent; and 12 year olds, 7.1 per cent.

Further DACC studies show that of these juveniles, 35 per cent of the juveniles came from families with annual income from \$5,000 - \$7,000. The study states that only 60 per cent of this group were enrolled in school full-time; in the 16 year age group, 20 per cent were enrolled full-time.

The DACC statistics show that of the juvenile offenders arrested for high impact crimes and auto theft, 35.3 per cent were Spanish; 34 per cent Anglo; 29.6 per cent Black; and one per cent, other.

GOALS AND OBJECTIVES

OBJECTIVE I:

- (a) Reduce the recidivism rate as measured by the District Attorney filing on the youth for all offenses, for the 225 program participants by 25 per cent over a comparable baseline group developed by Denver Anti-Crime Council, during a period of 12 months from the time of entering the program.
- (b) Reduce recidivism rate, measured by rearrest for impact offenses by 25 per cent compared to baseline data furnished by DACC, during a period of 12 months from the time of entering the program.

OBJECTIVE 2:

- (a) Provide medical services, pre-vocational education, counseling, and follow-up to 225 juveniles (12-18 years of age), and school counseling and tutoring as needed to clients, including those who have been arrested for impact offenses.
- (b) Provide job placement or on-the-job training for approximately 40 per cent of the clients.

OBJECTIVE 3:

Continue to provide services and follow-up to clients from first year funding phase,

Southwest YES! focused upon seven target census tracts which were judged highly vulnerable to stranger-to-stranger crime as shown by DACC in 1973 Crime Reduction Plan, Volumes II and III.

These include the following:

CENSUS TRACT	NEIGHBORHOOD AREA	POLICE PRECINCTS
21.00	Baker	406, 407, 410
45.01	Westwood	412
45.02	Westwood	412
46.01 & 46.01	Marlee	415

Secondarily, the remaining Southwest Denver area census tracts were served.

The following demographic data should illustrate the problem in the above neighborhood areas:

BAKER

Baker (census tract 21.00) is approximately 1.5 miles southwest of the Central Business District and lies partially within precincts 406, 407, and 410. The neighborhood contains Baker Junior High, Fairmount, St. Joseph's and Alameda Elementary Schools, Fire Station Number 11, Dailey Park and Hirschfield and Kennedy Recreation Center.

POPULATION

According to 1970 census, of the 1,754 families occupying the neighborhood (229.4 families per 1,000 population), 21.6% have female heads and 12.3 of the families have female heads with children under 18 years of age. The ethnic composition consists of 47.8% Anglo, 49.2% Chicano, 0.4% Black, and 1.1% American Indian. Of the total population, 25.8% are 13 years of age or under, compared to a city mean of 23.6. Of the neighborhood's total population, 32.5% are under age 18 as compared to the city average 30.3%. Of significance is the fact that 27% of all males and 24% of all females in the neighborhood area are under the age 13.

EDUCATIONAL CHARACTERISTICS:

Of the total 16 to 21 year age group, 23.4% are not enrolled nor graduated from high school, which is significantly higher than the city mean of 14.9%. The median school years completed for the neighborhood is 9.6 years compared to 12.4 years as a city average. Only 31.0% of the neighborhood's population are high school graduates compared to 61.5% as a city average.

HOUSING:

Of all occupied housing unites, 9.7% are considered overcrowded compared to a city average of 5.5%.

EMPLOYMENT AND WELFARE:

The total civilian labor force 16 years of age and older is comprised of 2,653

individuals which accounts for 48.6% of the tract's population in the age group. Of males 16 years of age and older, 66.4% are in the labor force with a 6.1% unemployment rate compared to a city male average rate of 4.4%. This neighborhood had a median family income of \$5,691.00 compared to \$9,654.00 city wide, ranking as 12th lowest of 124 census tracts in the city. Of the total population in the neighborhood, 25.0% were welfare recipients with 36.0% of the children under age 18 receiving Aid to Dependent Children welfare assistance as compared to the city average for welfare recipients of 13.7%. More than 26% of all families in the neighborhood earned incomes below poverty level as compared to a city average of 9.4% in 1970.

WESTWOOD:

Westood (census tracts 45.01 and 45.02) comprises police precinct 412. Public facilities consist of the following: Westwood Park, Southwest Youth Center, Kepner Junior High, Belmont Elementary School, Westwood Elementary School, Munroe Elementary School, Knapp Elementary School, a neighborhood health station (3404 West Ohio), and Westwood Homes, a municipally run living facility. There is a quasi-public facility at 1000 South Lowell Boulevard known as the Southwest Denver Community Center.

POPULATION:

Of the total 3,358 families occupying the neighborhood, 31.7% are headed by females, and 24.4% are headed by females with children under 18 years of age. The combined average ethnic composition of the two census tracts making up Westwood consists of the following:

Anglo	59.1%
Chicano	38.3%
Black	0.7%
American Indian	0.4%
Others	1.5%

Of the total population, 13,540, approximately 41% are under age 18, compared

to 30.3% of the city's population. Those under age 13 compared approximately 34% of the total.

EMPLOYMENT:

The unemployment rate in 1970 for males 16 years of age and older was approximately 4%. The total civilian labor force 16 years of age and older was approximately 61% of the total population in that age group. The median family income as an average for both census tracts comprising the neighborhood is \$8,684.50, ranking approximately 50th lowest of the 124 census tracts in the city.

HOUSING:

Of all housing units in the city, only 5.5% were considered overcrowded, while approximately 15% of the dwelling units in this neighborhood were considered to be in this category. According to Volume II, DACC Crime-Reduction Plan, the Westwood area is considered to be one of the most serious burglary problem areas in the city of Denver, based upon early 1972 data. Preliminary data for the last 6 months of the year indicates that it will still rank near the top of all reporting precincts for 1973.

MARLEE:

Marlee neighborhood is comprised of census tracts 46.01 and 46.01 (police precinct 415). Marlee is located in the southwestern portion of the city and is adjacent to Westwood. Basically it shows an average amount of stability. Low value housing and overcrowding can be considered potential problems for this area. Although, a demographic analysis of this area was not conducted in DACC Crime Reduction Plan, Volume II as a high burglary area. Burglary was indicated as a rising problem; 70% of burglary committed in this area was directed at residential dwellings.

CRIME ANALYSIS OF BURGLARY

According to Volume II of the DACC 1973 Crime Reducation Plan, persons under 25 years of age account for 83% of all arrests for burglary in 1971. The largest single age group arrested for burglary was the 13-16 year old group with 38.6% of the total arrests. The next highest group was the 16-18 year olds with 20.3% of the total with Anglos providing 29.9%, Chicanos, 38.4% and Blacks 30.8% of those arrested.

In view that 73% of those arrested for burglary are 18 or under, an attempt was made to obtain additional data on juveniles detained in Denver Juvenile Hall for multiple felony offenses. The data were obtained from Juvenile Hall (March 9, 1973) on 87 juvenile offenders placed in Juvenile Hall by the court. Out of a total of 87 juveniles, 24 were Black, 34 Brown, and 29 White with 69% being minority. 73% of the sample were from families with incomes below \$6,000, 72% were from broken homes of which 68% had absent fathers. In addition, 44.8% were not attending school at the time of juvenile hall detention. During this one day period, March 9, 1973, juveniles were arrested for 10 burglaries, 4 assaults, 1 aggravated robbery, 4 auto thefts, and 8 other thefts involving more than \$100.

Accordint to Volume II of the Crime Reduction Plan, the Denver Anti-Crime Council in cooperation with the Denver Police Department conducted a study of burglary arrests. Information was obtained on all those persons arrested for burglary. These arrests cleared 2,234 burglaries or about two burglaries were cleared per person arrested. Of particular interest is the fact that those persons under 21 made up 81.5% of all persons arrested for burglary in the City of Denver during the first 6 months of 1972. The following tables show the increasing number of juveniles being arrested over the last three years

while the number of adult arrests may be slightly decreasing. The burglary arrestee profile following the first table provides the age and racial characteristics of the 1,117 persons arrested for burglary between January 1, 1972 and June 30, 1972. Also, according to Volume II of the Crime Reduction Plan, the base line period (July 1971 - June, 1972) shows that there were 858 referrals to Juvenile Court for burglary. Of that group 34.4% were living with their mothers only, and only 29.8% were living with both parents. In essence over 70% were from broken homes, or were from homes where one or more natural parent was absent. From an economic standpoint, families with an income of from \$5,000 - \$7,000 produced over 35% of the juveniles arrested for burglary. A family income over \$10,000 and up included only 10% of the total referrals. Exactly congruent with national figures, 73% of the juveniles referred had prior court referrals for burglary, and 11% of that total had nine or more previous referrals. The local statistics supported the need for concentrated efforts to intervene in the burglary careers of a large portion of the juveniles coming in contact with the criminal justice system. The table following the burglary arrestee profile shows census tracts ranked by the number of juvenile burglary offenses who reside in them.

ADULT AND JUVENILE ARRESTS FOR BURGLARY

YEAR	NUMBER	PERCENT	YEAR	NUMBER	PERCENT
1970	983	55.8	1970	776	44.2
1971	1,238	61.0	1971	790	39.0
1972*	1,337	63.0	1972*	790	37.0

*PROJECTED FIGURE - DECEMBER DATA UNAVAILABLE

SOURCE: DENVER POLICE DEPARTMENT

AGE AND ETHNIC CHARACTERISTICS OF 1,117 PERSONS
ARRESTED FOR BURGLARY - JANUARY 1, 1972 - June 30, 1972

AGE	NUMBER	ANGLO	BLACK	CHICANO	INDIAN	OTHER
under 13	161	41	25	93		1
13-16	428	125	123	174	2	4
16-18	227	71	77	79		
19-21	95	27	42	26	1	
22-24	79	21	33	21		
25-34	75	14	20	12		
35-54	46	4	2			
TOTALS	1,117	334	345	430	3	5

SOURCE: DENVER POLICE DEPARTMENT

CENSUS TRACTS
 RANKED BY LARGEST NUMBER OF JUVENILE BURGLARY
 OFFENDERS RESIDING IN TRACT

<u>RANKING</u>	<u>CENSUS TRACT</u>
1	23.00
2	8.00
3	36.02
4	15.00
5	24.01
6	36.01
7	7.02
8	19.00
9	41.03
10	45.02*
11	11.02
12	16.00
13	41.04
14	41.02
15	13.02
16	44.01
17	2.02
18	36.03
19.	.08
20	(11.01) (21.00)

*TARGET CENSUS TRACTS TO BE SERVED

SOURCE: (Denver Juvenile Court) Crime Reduction Plan Volume II.

In addition, the following table also clearly supports this project's service target area as being highly vulnerable to burglary offenses. Precincts 406, 410, 412 and 415 are shown in the twenty highest burglary precincts in Denver.

TABLE VIII

TWENTY HIGHEST BURGLARY PRECINCTS

RANKING BY ABSOLUTE NUMBER

JULY 1971-JUNE 1972

JULY 1971-JUNE 1972

NON-RESIDENTIAL

RESIDENTIAL

<u>RANK</u>	<u>PRECINCT</u>	<u>RANK</u>	<u>PRECINCT</u>
1	216*	1	302
2	413	2	217*
3	217*	3	412*
4	410	4	303*
5	412	5	212*
6	103	6	406*
7	117*	7	304*
8	411	8	211*
9	116	9	301*
10	406*	10	216* & 313
11	313	11	311
12	311	12	415
13	207	13	210*
14	312	14	207
15	206	15	204*
16	414	16	306
17	308	17	118
18	415	18	203*
19	310	19	410
20	305	20	106*

*Indicates Precinct identified as Crime Problem Area in total stranger-to-stranger categories.

Source: Denver Police Department

PROJECT OBJECTIVES AND EVALUATION PLAN

The evaluation plan involves the specification of the data collected which allows for the assessment of success in achieving the Project's goals in terms of the operation objective and effectiveness objectives.

EFFECTIVENESS OBJECTIVE

- OBJECTIVE I:
- (a) Reduce the recidivism rate as measured by the District Attorney filing on the youth for all offenses for the 225 program participants by 25% over a comparable baseline group developed by Denver Anti-Crime Council, during a period of 12 months from the time of entering the program.
 - (b) Reduce recidivism rate, measured by rearrest for impact offenses, by 25% compared to baseline data furnished by DACC for a period of 12 months from the time of entering the program.

It is important to note that Objective I (a) was dropped during the course of the grant with DACC approval. This was done due to the difficulty in obtaining timely and accurate data on re-filing. However, Objective I (b) will be analyzed in Section D for those YES! clients having an impact referral offense.

Originally effectiveness objective I (b) was intended to measure the project's reduction of impact crime recidivism. During the course of the grant, service to "other than impact" referrals was approved and as a result a large proportion of the YES! client population does not lend itself to analysis in comparison with the exclusively impact subjects of the DACC recidivism baseline.

The rationale for recidivism reduction objective is clear: to measure the degree to which a community based and oriented employment and supportive counseling project can in fact reduce rates of recidivism within that community.

OPERATIONAL OBJECTIVES

- OBJECTIVE II:
- (a) Provide medical services, pre-vocational education, counseling and follow-up to 225 juveniles (12-18 years of age), and school counseling and tutoring as needed to clients, including those who have been arrested for impact crimes.

- (b) Provide job placement or on-the-job training for approximately 40% of the clients.

The above two part objective was seen as the means by which the reduction of recidivism might be achieved. In other words, to the extent that need for employment and want of training, counseling and support contribute to juvenile delinquency, the provision of employment and supportive services will ameliorate that contribution.

A case file for each project participant was maintained. The file was kept chronologically. Special recording formats for criminal justice contacts, work history, background history of client, counseling contacts, OJT, and/or job placements and performance; school contacts and performances; other activities and narrative reports from staff were written and kept in the file.

Ratings at the end of the pre-vocational training were developed and administered in order to assess the level of knowledge of the material presented. The cooperation of the various employers who participated by providing jobs was asked in order to periodically assess the performance of the clients. Employers already using a personnel evaluation system were asked to send them to the client's counselor. These evaluations helped to pinpoint problem areas as well as allowing for a direct evaluation of the effects of pre-vocational training, counseling and other services on job performance.

OBJECTIVE II: Continue to provide services and follow-up to clients from first year funding phase.

The objective above was included to insure that clients participating in a less extensive prior YES! program would continue to be followed up and supported until the date of one year from their original date of program entry.

EVALUATION CRITERIA AND ANALYSIS

Data on participants and job placement activities were reported quarterly to the

Denver Anti-Crime Council. Analysis in Section D assesses the relationships among clients characteristics, experiences and recidivism outcome. The operational or process data add depth to the analysis of effectiveness criteria.

It was also intended that results of the evaluation serve as guidelines for project management and staff decisions as a kind of management information system. Decisions based upon accurate measures of operational and outcome criteria were hoped to facilitate better services and improve effectiveness.

SECTION "C"

METHODS AND PROCEDURES

PROJECT STAFFING AND PERSONNEL INTERRELATIONSHIPS

The Organizational Structure of YES! was composed of the following components and personnel positions:

Community Advisory Board

Director

Administrative Assistant/Fiscal Officer

Research Assistant

Educational Instructor

Job Coordinator

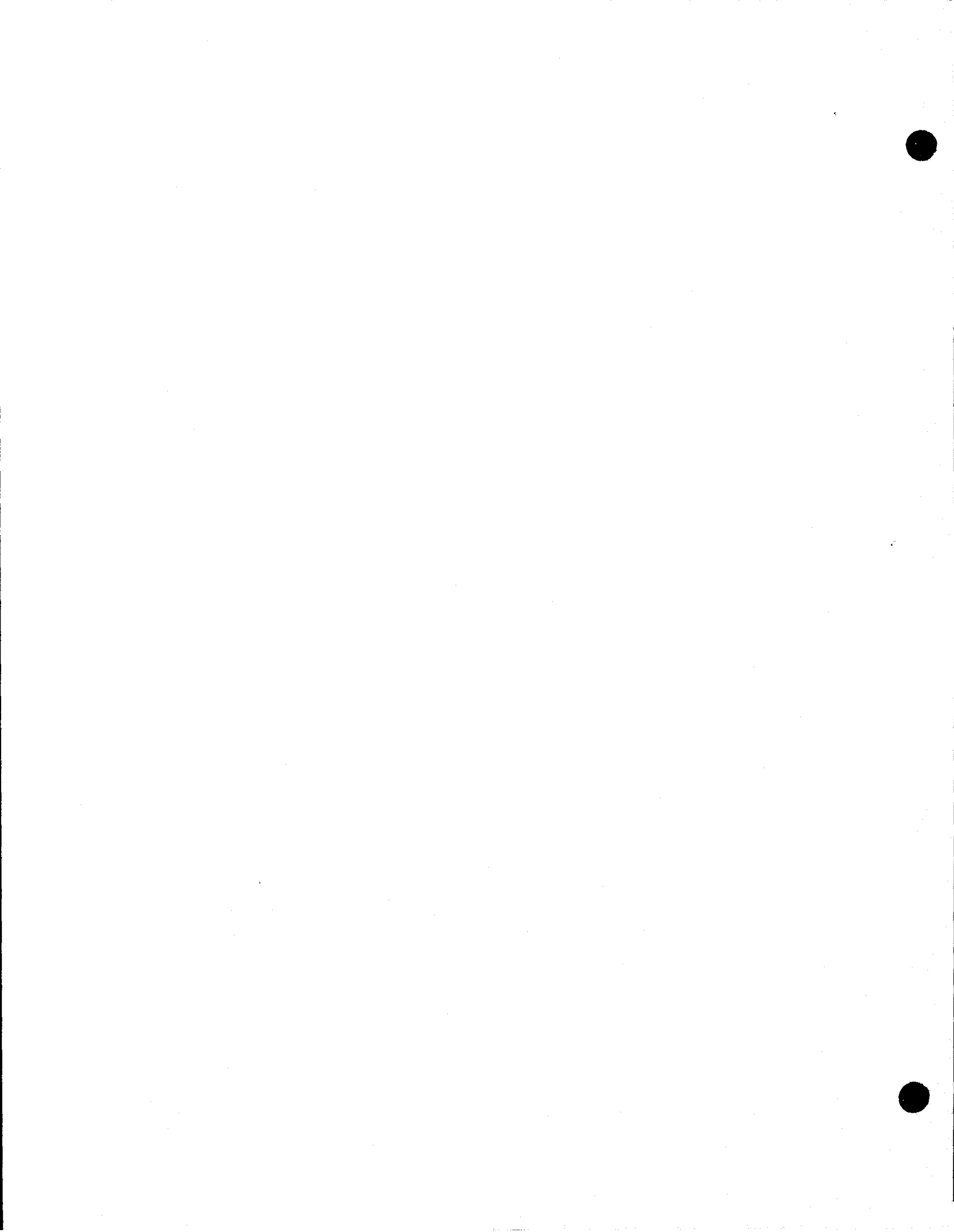
Lead Counselor

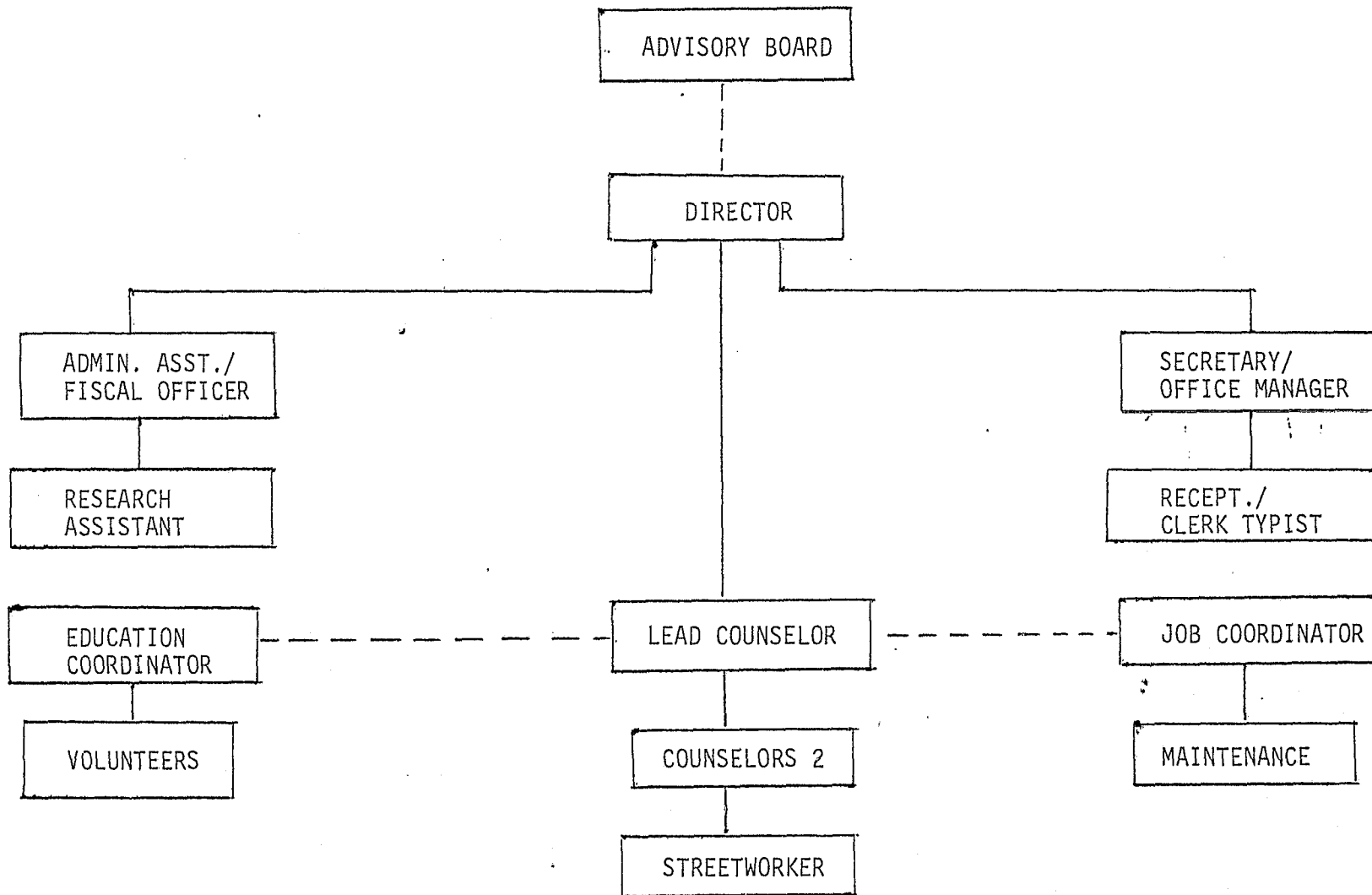
Counselor (2)

Streetworker

Secretary/Office Manager

Receptionist/Clerk-Typist





Community Advisory Board

History

The original members of the Community Advisory Board of the Westwood YES! project were the authors and proponents of the project who were representatives of community agencies.

The impetus for the Westwood YES! project proposal resulted from the community involvement at the time of intense disturbances at the Westwood Homes housing project during the Summer of 1972.

The disturbances were characterized by burglary, shooting of guns, vandalism and heavy drug traffic and usage.

At this time Denver was identified as a major city with a high incidence of crime. Monies, subsequently, were made available by the Law Enforcement Assistance Administration to be distributed locally through the Denver Anti-Crime Council (DACC) for the reduction of crime.

The nature of the Westwood YES! proposal was determined by needs of the alleged offenders and local input and support was significant in pressuring for a community-based corrections program emphasizing employment and education, rather than distribution of funds for corrections and hardware as initially recommended.

The Board was formulated April 20, 1973 under the auspices of the Commission on Community Relations who funded the project from May 1 to September 30, 1973. pending final approval and funding by DACC,

Westwood YES! was initially incorporated April 20, 1973 until the Board voted to amend the articles of incorporation on November 12, 1974 to change the name to Southwest Youth Employment Service (YES!) to meet the requirement of DACC that the program serve the southwest quadrant of the City of Denver.

Community Advisory Board (con't)

Purpose

The Community Advisory Board was incorporated as the legal entity responsible for the achievement of program goals and the selection of the Program Director.

The Community Advisory Board served as liaison with the sponsor, funding source, community, business and agency resources to insure achievement of project goals.

The Community Advisory Board met monthly at the YES! office at 845 South Irving Street and a complete file of minutes of each meeting from the inception of the program is maintained at that office currently.

The Board was comprised of the following committees organized to support the goals of the project. They include: Grievance, Personnel, Fund-raising, and Activities committees.

Membership

Composition of the Board included representatives from the community agencies who wrote the proposal grant plus those from community agencies and businesses supporting the program.

Original Board members include:

Sue Franey, Social Worker, West Side Health Center
Barbara Karr, Resident Counselor, Denver Housing Authority
Bob Parks, Community Minister, Good Shepard Lutheran Church
Jan Prowell, Community Worker, Colorado University Urban Affairs student
Suzanne Tucker, Program Analyst, Denver Opportunity
Maurice Velasquez, Consultant, Commission on Community Relations.

SOUTHWEST YES! BOARD OF DIRECTORS

September 14, 1976

CHAIRWOMAN

Barbara Karr
Housing Authority of the
City & County of Denver
1425 Kalamath Street
Denver, Colorado 80204
534-0821

Sister Diane Rich, S.C.C.
665 Irving Street
Denver, Colorado

Mr. Orlando L. Sandoval
Community Specialist
Denver Public Schools
900 Grant Street
Denver, Colorado 80203
837-1000 x 390

VICE-CHAIRPERSON

Sue Franey
Westside Health Center
990 Federal Blvd.
Denver, Colorado 80204
292-9690

Mr. Carl Fowler
Colorado Department of Labor
Division of Employment
Work Incentive Program
120 West 5th Avenue
Denver, Colorado 80204

SECRETARY

Tom Kanan
Denver Department of Welfare
877 Federal Blvd.
Denver, Colorado 80204
292-0031

HONORARY MEMBERS

Honorable Judge John Sanchez
Room 112G
City & County Building
Denver, Colorado 80202
297-5850

TREASURER

Senator Don Sandoval
823 Knox Court
Denver, Colorado 80204
825-4652

Councilman Sam Sandos
Director of Manpower
770 Grant Street, Suite 222
Denver, Colorado 80203
892-3165

Jerry Fransua, Director
Servicos De La Raza
1408 W. 38th Avenue
Denver, Colorado 80211
458-5851

Joe Herrera
Civil Rights Commission
1525 Sherman Street
Denver, Colorado 80203
892-3555

B Y - L A W S

(Revised: February 1, 1974)

SOUTHWEST Y.E.S.
1425 Kalamath Street
Denver, Colorado 80204
534-0821

SPONSOR

Denver Housing Authority,
City and County of Denver.

Revised draft by:

Robert Parks, Secretary of the Board
Telephone 934-1781

BY-LAWS
of
SOUTHWEST Y.E.S.

ARTICLE I

The Corporation:

Section 1: The name of this Corporation shall be SOUTHWEST Y.E.S.
(The initials Y.E.S. signify "Youth Employment Service")

Seal:

Section 2: The seal of the Corporation shall be in the form of a circle and bear the name of the Corporation.

Office:

Section 3: The office of the Corporation shall be at 1425 Kalamath Street, Denver, Colorado 80204, or at such place in the City and County of Denver as the Board of Directors may designate from time to time.

ARTICLE II

BOARD OF DIRECTORS

Business of Corporation:

Section 1: The business and property of the Corporation shall be conducted and managed by a Board of Directors, hereinafter referred to as the Board.

Number of Directors:

Section 2: The Board of Directors of the Corporation shall consist of not less than three (3) nor more than twenty-five (25); the number of directors shall be set by resolution of the Board from time to time as deemed necessary or desirable.

Composition of Board:

Section 3: Membership of the Board shall be in accordance with the grant application or grant awards, as required, and in conformity with conditions imposed upon and agreed to by the Corporation.

Southwest YES By-Laws

Appointment of Board:

Section 4: Members of the Board shall be appointed by existing members of the Board, with the advice and assistance of the Advisory Committee, and in accordance with the guidelines set forth in the grant application of March 1, 1973 to the LEAA.

Terms of Office:

Section 5: The terms of office for members of the Board shall be for two (2) years, or until their successors are duly appointed and seated. The term of office for one-half of the members of the Board, for the first year, designated by lot, shall be for one year; thereafter, as nearly as practicable, one-half of the Board shall be seated annually.

Expiration of Terms:

Section 6: The terms of office for Directors shall terminate on the 30th day of April of each year, unless earlier terminated for other causes.

Vacancies:

Section 7: Vacancies on the Board shall be filled by appointment by the Board by majority vote; any Director so appointed shall serve only the unexpired portion of his predecessor's term of office.

Removal of Director:

Section 8: Any Director may be removed for cause, upon two-thirds (2/3) vote of the Board; however, prior to such removal, such Director shall be given opportunity at any open Board meeting to respond to charges, be represented by counsel, to present witnesses or evidence, and shall be accorded due process before such termination.

Powers of the Board:

Section 9: The Board determine the policies of the Corporation, and shall serve as the governing body of the Corporation.

ARTICLE III

OFFICERS

Officers of the Corporation:

Section 1: Officers of the Corporation shall be:

- a. Chairman of the Board of Directors
- b. Vice-Chairman of the Board of Directors
- c. Secretary of the Board of Directors
- d. Treasurer of the Board of Directors
- e. Executive Director (Project Administrator) ex-officio

Terms of Office:

Section 2: Terms of office of all officers of the Corporation shall be for one year, from May 1st until April 30th of the following year, unless earlier terminated for other cause or reason.

Election of Officers:

Section 3: The Officers of the Corporation above enumerated in Section 1 shall be elected at the annual meeting of the Corporation by written ballot,

Chairman of the Board:

Section 4: The Chairman of the Board of Directors shall serve as the titular head of the Corporation, and shall sign all corporate papers and such other documents and instruments as required by rule, regulation or law. The Chairman shall preside at all meetings of the Board, appoint committees, and do such things as are determined and mandated by the Board.

Vice-Chairman of the Board:

Section 5: The Vice-Chairman of the Board shall act and serve in the place of the Chairman in the event of incapacity, absence, or other inability of the Chairman to act.

Secretary of the Board:

Section 6: The Secretary of the Board shall sign all minutes of Board meetings, and all documents and instruments requiring attestation by the Secretary of the Corporation. He shall perform and execute such other functions and duties as are determined and mandated by the Board from time to time.

Southwest YES By-Laws

Treasurer of the Board:

Section 7: The treasurer of the Board shall perform and execute such other functions and duties as are determined by the Board from time to time.

Executive Director: (Project Administrator)

Section 8: The Executive Director (Project Administrator) shall be appointed by the Board and shall serve for such term and at such rate of compensation as the Board may establish, consistent with any grant application or other conditions imposed by funding sources. The Executive Director shall be responsible for the recording of minutes and actions of the Board; he shall be responsible for the administration and management of the affairs of the Corporation, and shall perform such other duties and exercise such other responsibilities as may be provided by these By-Laws and by Resolutions of the Board. The Executive Director shall designate in writing some person to perform his duties hereunder in his absence.

The Executive Director shall have power to employ and to discharge personnel subject to proper appeal procedures established by the Board. The Executive Director shall draw up appropriate personnel policies, which shall be adopted by the Board with such modifications or charges as deemed necessary by the Board.

Vacancies:

Section 9: In the event of vacancies in any of the positions hereinabove enumerated, the Board shall have the power to fill such vacancy for the unexpired term of office.

ARTICLE IV

MEETINGS

Regular Meetings:

Section 1: Regular meetings of the Board shall be held not less than once each quarter, and notices as to time, date, place and major items on the agenda shall be sent to each Director not less than five (5) days prior to such meeting. All regular meetings of the Board shall be open to the public, provided, however, executive sessions of the Board may be held in accordance with the provisions of the State Law.

Southwest YES By-Laws

Special Meetings:

Section 2: Special meetings of the Board may be called by the Chairman of the Board, with the concurrence of the Vice-Chairman or the Executive Director, upon at least five (5) days prior notice, in writing.

Any one-third (1/3) of the membership of the Board may require and call a special meeting of the Board, provided that the Chairman or the Executive Director is properly notified and at least five (5) days prior notice of such meeting is given to every Board member and the specific item of business to be discussed is specifically set forth in such notice, in writing.

Only matters specifically set forth in the notice of special meeting may be considered at such special meeting.

Annual Meeting:

Section 3: The annual meeting of the Corporation will be held on the second (2nd) Tuesday of May of each year, or within a reasonable amount of time after this date as determined by the Executive Committee.

Quorum:

Section 4: A quorum necessary for transaction of business of the Corporation shall be one-third (1/3), as determined by the official roll of the Board maintained by the Secretary of the Board, and as fixed by formal resolution.

Proxy Voting:

Section 5: Proxy voting or other types of absentee voting shall not be permitted in meetings of this Corporation.

However, any Board member may be represented at any meeting of the Corporation, and such representative may participate in the business of such meeting in every way, as though he were a seated Board member, except that he shall not be permitted to cast a vote.

Rules of Procedure:

Section 6: All regular and special meetings of the Board and its committees shall be governed by "Robert's Rules of Order" except where such rules conflict with these By-Laws, in which case these By-Laws shall prevail.

Southwest YES By-Laws

Ratification of Actions:

Section 7: All actions of the Executive Director, the Chairman of the Board, the Secretary of the Board, and the Treasurer of the Board, for or on behalf of the Corporation, relating to contracts, agreements, or undertakings, shall be reported to the Board of Directors, and appropriate ratification or other action shall be taken.

Absences from Meetings:

Section 8: Any Director absent from three consecutive regular or special meetings of the Board, without appropriate excuse accepted by the Board, shall be automatically dropped from the official rolls of membership on the Board of Directors, and his seat shall be declared automatically vacant. The Executive Director shall cause appropriate notification to be sent to such absent Director, and to the Board of Directors.

Vacancies caused by such absences shall be filled in accordance with provisions hereinabove set forth.

ARTICLE V

COMMITTEES

Standing Committee:

Section 1: Executive Committee - There shall be constituted an Executive Committee for the Corporation, consisting of the Chairman, Vice-Chairman, Secretary, Treasurer, Executive Director, and two (2) Board members (elected by the Board.)

Temporary Committees:

Section 2: Such other committees as deemed necessary may be established by the Board to perform such functions as prescribed by the Board. The Chairman of the Board shall appoint a chairman of such committee; membership of such committees need not be confined to members of the Board.

ARTICLE VI

PURPOSE AND STATUS OF THE CORPORATION

Non-Profit:

Section 1: The Corporation is not organized for and shall not be conducted for profit. The Corporation shall be organized in accordance with the non-profit corporation law of the State of Colorado.

Non-Political:

Section 2: The facilities, resources, personnel, and activities of the Corporation shall at no time be used for political purposes.

Non-Stock:

Section 3: The Corporation shall be a non-stock corporation, and shall have no authority to issue stock.

Purposes:

Section 4: The purposes and objectives of this Corporation shall be in accordance with the purposes set forth in its Articles of Incorporation, filed with the Secretary of the State of Colorado.

ARTICLE VII

POWERS OF THE CORPORATION

Powers Granted:

Section 1: The Corporation shall have all of the powers granted to corporations not for profit in Article 20, Chapter 31, Colorado Revised Statutes of 1953, as amended, or any other statutes of the State of Colorado in existence this date or hereafter enacted into law.

ARTICLE VIII

DISSOLUTION OF THE CORPORATION

Dissolution:

Section 1: In the event of dissolution of the Corporation, all of its remaining property and assets shall be paid over to a corporation, fund, foundation or instrumentality of government, which has qualified for exemption from tax as an exclusively charitable, educational or governmental corporation, fund, or foundation under the laws of the United States of America. The Board of Directors, if existing at such time, may make such appropriate designation; otherwise, dissolution and distribution of assets will be handled in accordance with law and legal requirements.

ARTICLE IX

AMENDMENTS

Amendments:-

Section 1: These By-Laws may be amended by two-thirds (2/3) vote of the Board of Directors, at any meeting, provided notice or a motion duly seconded at a previous meeting has been had.

No Change of Purpose:

Section 2: The Board of Directors shall have the right to amend, alter or repeal any of the provisions of the By-Laws or Certificate of Incorporation, subject only to the reservation that no amendment may be made which would change the purpose of the Corporation to include purposes which would not be substantially charitable or educational within the intent of the tax laws of the United States, or which would permit any funds or property of the Corporation to inure to the benefit of any Director, employee or other individual having a personal or private interest in the activities of the Corporation.

SPONSOR

The Denver Housing Authority served as sponsor of the project from its inception.

The in-kind match contributed by the Housing Authority to Westwood YES! included space (three units located at Westwood Homes Housing Project), remodeling of units into connected offices, utilities, maintenance, consummable supplies, postage and reproduction,

The second-year of the program, the Housing Authority additionally provided all fiscal operations including personnel actions, payroll, purchase and acquisition of budgeted items and disbursements, until the conclusion of the grant September 15, 1976.

Other staff time was allotted to the program by the Executive Director, William J. Ratzlaff, who served in an advisory and consultant position and Barbara Karr, Resident Relations Counselor who was the original proponent and served as Chairwoman of the Community Advisory Board and liaison with Housing and the project.

DUTIES, RESPONSIBILITIES, RELATIONSHIPS

Community Advisory Board

The Community Advisory Board was composed of individuals representing various arenas of life, all sharing a common interest in the Southwest Quadrant of Denver. Each possessed a unique background and expertise thought potentially useful to the effective administration and operation of Southwest YES! The Community Advisory Board met on a monthly basis with the Project Director in order to be appraised of the program's status and progress and to offer assistance and advice.

Project Director

The Project Director was responsible for over-all administration of the Southwest YES! project, serving as liaison between the Board of Directors, the Project, and the community. The Director had responsibility for planning, implementing, evaluating and administering all phases of the program to insure that goals were met, with responsibility to the Board of Directors. He directed the implementation of the pre-vocational and vocational employment program for youths in the project in coordination with the Advisory Board Committees.

In addition, the Director had the responsibility for recruiting, hiring, training, and evaluation of personnel, including provisions for in-service training. He also was responsible for purchasing and property maintenance, for acquiring legal services and for public relations. He had primary responsibility for evaluating the project, for accumulating and disseminating pertinent data and for compilation of reports.

He was responsible for the success or failure of the project.

Administrative Assistant/Fiscal Officer

The Administrative Assistant/Fiscal Officer aided the Director in the overall operation of the project and had as a primary responsibility the maintenance of all budgetary matters.

Research Assistant

The Research Assistant was responsible for the project's overall system of data collection and evaluation necessary for preparation of reports. He provided evaluation of the project's progress for the funding source, sponsor, Project Director and staff and aided in the analysis of data. Additionally, he developed appropriate forms to gather vital information and worked closely with the DACC statistician and project staff.

He aided in the preparation of required monthly, quarterly and the final reports in cooperation with the staff, Administrative Assistant and Director.

Education Coordinator

The Education Coordinator was responsible for coordinating the youth's education with his employment opportunities. He was responsible to the Project Director and worked closely with the Job Coordinator, particularly in the area of pre-vocational training. In addition, he was responsible for designing an educational package for each youth, with the cooperation of the counselors, to meet the needs and the capabilities of each individual youth, while designing and conducting the pre-vocational program.

Job Coordinator

The Job Coordinator was responsible for identifying and recruiting potential employment positions for program youth in the business community or other sources. Additionally he worked in close cooperation with the Education Coordinator and the counselors in the matching of youths to job situations. The Job Coordinator kept a record of all placements as well as developing innovative methods of job

development. He also performed a critical public relations function for the project and dealt extensively with problem resolution between youths and their employers.

Lead Counselor

The Lead Counselor was responsible for the initial evaluation of project enrollees and assignment of clients to counselors as well as individual and group counseling sessions. Also she evaluated counseling programs while serving as liaison between clients and referral sources. She served a caseload of her own while developing innovative programs for motivation of youth.

Counselors (2)

The two counselors were responsible to the Lead Counselor. They worked closely with the youth during the entire time he was in the project to ensure a measure of success in the educational and employment opportunities made available to him. Additionally they worked closely with agencies, i.e., police, courts, schools, welfare and health services having a vested interest in the youth, as well as the Educational and Job Coordinator of this project. Counselors also determined problems of youth and designed individual programs for them. Counselors were responsible for individual and group counseling; coordination of clients' programs; following up on all clients enrolled in the program. Counselors kept detailed records within their case files. Lastly, counselors were responsible for arranging transportation to school, court, and employment for youth in their caseloads.

Streetworker

The Streetworker was primarily responsible for the actual transportation of youth to and from the center and on activities. Additionally the Streetworker served a small caseload and helped counselors with home visits, conferences with school and probation counselors, and employers. Often the Streetworker would

escort clients to school, to court and to employment sites.

Secretary/Office Manager

The Secretary/Office Manager was responsible for typing and stenographic tasks in addition to some bookkeeping under the direction of the Administrative Assistant/Fiscal Officer, being responsible to the Project Director. Additionally, she maintained files, typed records and reports for the staff as required. She supervised the Receptionist/Clerk-Typist,

Receptionist/Clerk-Typist

The Receptionist/Clerk-Typist was responsible to the Secretary/Office Manager. She greeted visitors, answered calls and took messages for staff. She also assisted the Secretary with typing and office procedures as required.

METHODOLOGY

I. REFERRAL PROCESS:

Participants were referred to Southwest YES! by the Southwest Youth Services Bureau. An interagency agreement creating referral procedures between the two agencies was established as soon as the Youth Services Bureau was operational. This agreement detailed the procedures by which approximately 300 juvenile offenders twelve through eighteen years of age, would be referred to Southwest YES! over a 21 month period. The referrals came into the project at 2 month intervals. A waiting list was maintained at the YSB level for referrals into each two-month period of the program. Youth were also admitted to the program as need dictated.

II. SCREENING AND DIAGNOSTIC EVALUATIONS

The names, backgrounds, and needs assessments done at the YSB were sent to Southwest YES! and were given to the Lead Counselor. The Lead Counselor was responsible for assigning the case to one of the other counselors or to himself. The counselor assigned contacted the youth and his parents and described the services available through the program. If both the youth and his parents agreed to the youth's enrollment in the program, the parents were asked to sign a release form, stating that the youth was enrolling in the program with their permission. The youth filled out the confidential intake form. He then met with his counselor to arrange a time schedule for two weeks of initial, intensive counseling regarding behavioral or other problems. This stage of the program included meetings with

the youth's teachers, school counselors, probation officer, and parents as needed. The youth was then introduced to the other members of the staff. Youth were referred to other services of the Southwest YES! program as described in the following pages.

III. PRE-VOCATIONAL TRAINING:

In the third week of program enrollment, the youth began the pre-vocational training segment - a three week course designed to alter the youth's perceptions of himself and his relationship to his immediate world. The emphasis in the pre-vocational component was toward building upon the youths' abilities and confidence in order that each participant could better deal with his own personal situations. The pre-vocational training was seen as a very important part of the YES! methodology. It was important as an orientation to the program, to clarify both program and participant expectations, to address and/or confront youth attitudes and previous behavior, as well as to discuss job readiness skills. Because of its prominence in the YES! program, and the degree of refinement and quality achieved in the pre-vocational training package, the pre-vocational program material is enclosed in the appendix. Supportive counseling relative to coping with future job placement accompanied the pre-vocational training activity.

Following completion of the pre-vocational training, the youth and his fellow classmates attended graduation ceremonies and received certificates of completion. Parents and friends were encouraged to attend this graduation exercise.

The pre-vocational class members were evaluated for readiness and placed when possible, on a job or another on-the-job training sit-

uation, Particular attention was paid to arranging employment which complimented and did not compete or interfere with the youth's education or school program.

On-the-job training was provided for clients who were too young and/or too inexperienced to be placed in regular employment. Trainees were selected on the basis of merit demonstrated in the pre-vocational training class and other program participation.

One method of motivation to succeed in the pre-vocational and educational classes was regularly scheduled field trips for youths who demonstrated acceptable performance, i.e., regular attendance, promptness, cooperation, positive attitude, acceptable appearance.

The van was used to transport the youth to activities both in the city, to the mountains, and to major points of interest in the state.

IV. JOB PLACEMENT:

The program and in particular, the job development and coordination component, maintained close contact with the business community to solicit their support for the project, to educate them regarding youth needs, to foster among employers increased attention to on-the-job training, and to develop meaningful jobs for the youth participants.

The program placed job ready youth with private employers, various levels of government (state, local and federal) and in special employment situations. Jobs where opportunities exist to learn about the work and to broaden the youths' exposure to many vocations were sought.

The performance of youth on the job was evaluated by the employer and staff members during follow-up interviews using short rating scale formats. Feedback was given to the youth so that he or she became

aware of strengths and weaknesses and began to learn appropriate behavior for success on the job.

V. ON-THE-JOB TRAINING:

To insure the attainment of the goals and objectives set by Southwest YES!, to reduce the recidivism rate among youthful offenders in high impact crises, successful employment experiences are vital. To best insure that the experiences of the youth going through the program had impact on the minds and motivations of the youth, the project offered experience with pay or on-the-job training. Clients gained experience and earned the necessary funds for personal needs and to pay their way to the center for pre-vocational classes or tutorial assistance. The OJT program also offered an incentive for youth to excel in the program. The on-the-job training opportunity was provided to the youth whose participation and effort in the program met the goals set by the staff. There were some clients who were too young to be placed in the job market. Such youth were provided with work experience which afforded them a chance to make money to better their own situation. Beginning jobs were clerical, telephone receptionists, filing and general assistance to staff.

Trainees were paid only for hours worked and not for time spent in school or some other aspect of the project. Trainees worked four hours a day, five days a week at a rate of \$1.75 to \$2.10 for 2 months. Time was also spent in school or on field trips for which he or she will not be paid. "Make believe" work or meaningless tasks were seen as detrimental to the concepts of this project.

The OJT program also provided money to the youth needed for the extras such as field trips or camping trips. It also provided money

needed for clothes and other expenses required to present themselves to personnel managers.

VI. POST TRAINING COUNSELING:

When needed, youth attended weekly individual counseling sessions for a month, after placement on-the-job training, in a job placement in school or other program.

VII. EDUCATIONAL COMPONENT:

The procedure established with the Denver Public Schools through Charles F. Crowley, Assistant Executive, Director of Secondary Education, specified that contact would be made with each principal of junior and senior high schools in the southwest quadrant,

The intent of the project was for the youth to continue his education to the extent of his abilities as well as be trained to hold a meaningful job. Most youth were supported in regular public schools by means of counseling, tutoring and family intervention. When it was determined that the youth could not or would not remain within the structured Denver Public School system, alternatives were explored and developed.

There was one Street Academy serving the entire southwest quadrant and students were accepted for placement there on the basis of their projected ability to succeed. If they had behavioral or other problems detrimental to learning as assessed by the schools, they did not qualify for the Street Academy. Those YES! clients who qualified were placed in the Street Academy, but for most, other alternatives were needed.

All resources for educational opportunity for the youth in the project were explored. All community resources were sought including the

use of reading machines and bilingual teaching materials in the Community Learning Center at Byers Public Library.

VIII. CONTINUOUS FOLLOW-UP:

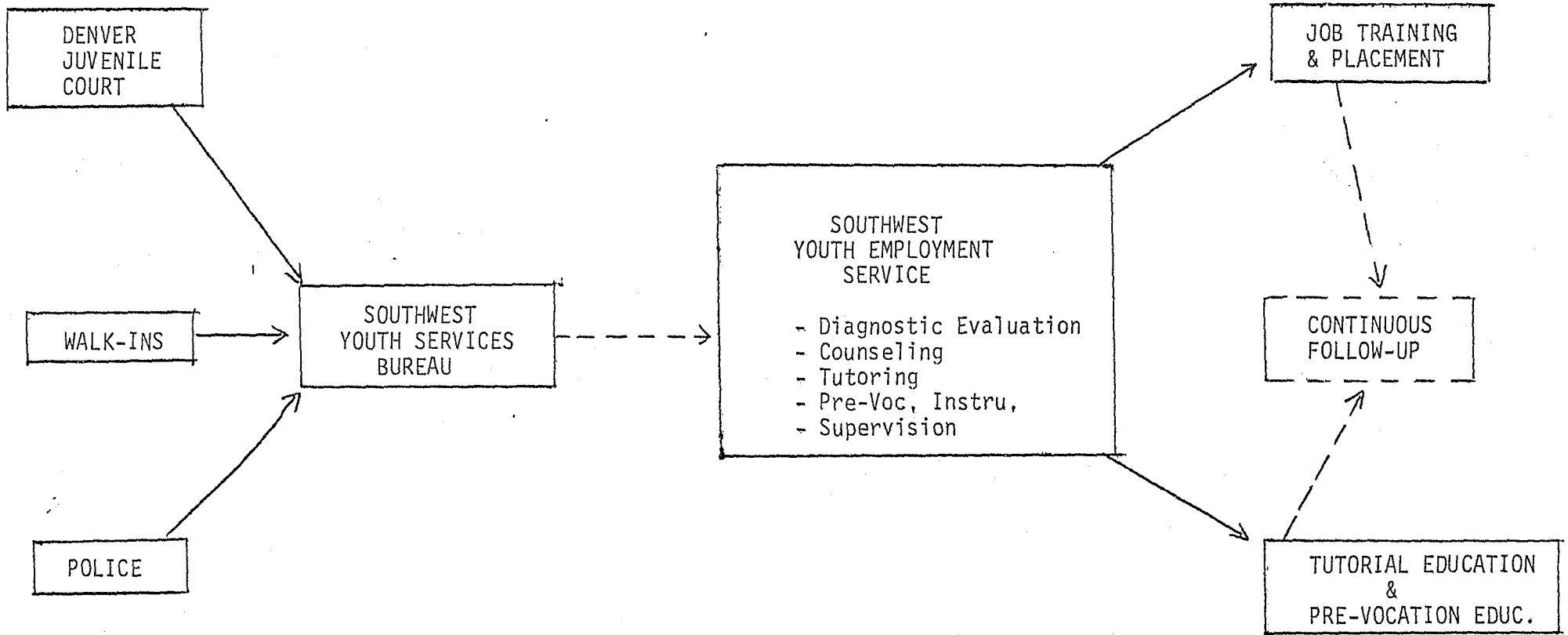
Youth were followed-up continually from the time of entering the project for a 12 month period or until termination was obtained and needs for other services were assessed. Follow-up included periodical visits to schools, jobs, and families. If a youth who was placed on a job had any difficulty, he may have required undergoing additional vocational training, more intensive supportive counseling, or transfer to another job.

Individual and group conferences were held in such cases involving the employer, school counselor, staff and the youth. The Southwest YES! staff mediated and attempted to resolve problems which arose between the youth and others (schools, employers, juvenile justice agencies),

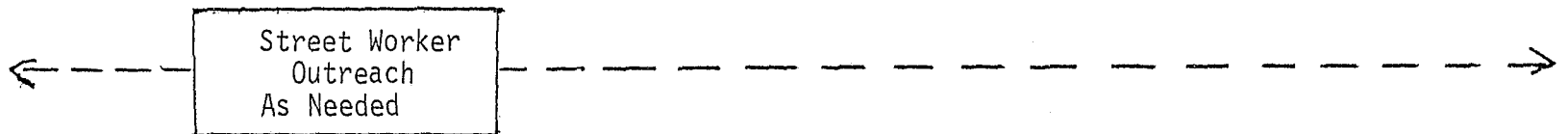
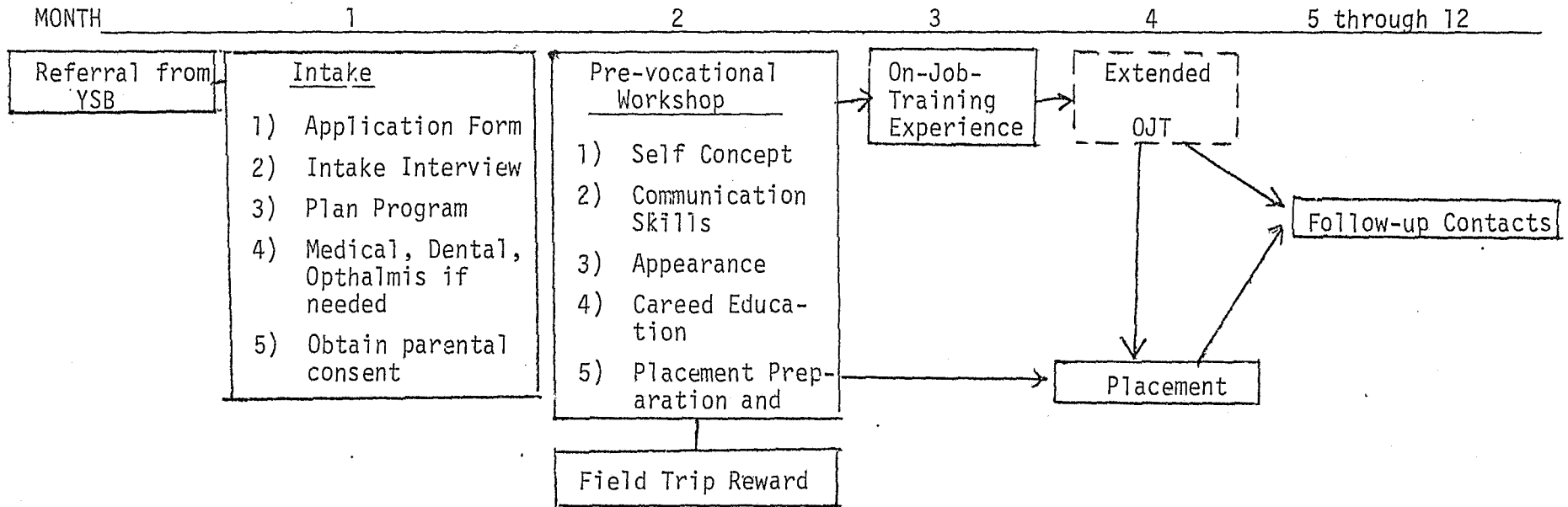
During the follow-up phase of the program individual and group counseling was provided on a continuous basis as needed and crisis counseling was available. Counseling was mainly utilized as a supportive tool to facilitate a youth's job, school and personal progress. Once a youth had been placed on a job, he received counseling depending upon the plan of action developed for him. Also, Southwest YES! maintained an "open-door policy" for those youth placed on jobs in order to encourage them to seek help from the project when needed. Follow-up was provided to youth entering during the first year of the program as well as the second year referrals.



FLOW CHART OF SERVICES
SOUTHWEST YES!



IDEAL YOUTH'S YES! PROGRAM EXPERIENCE



SOUTHWEST YES! TIME TABLE

Months:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Staff selection & Orientation	X	X											X									
Planning and Evaluation	X	X			X				X				X				X					X
Cumulative Referrals		34		67		100		134		167		200		234		262		300				
(acceptances)		25		50		75		100		125		150		175		200		(225)				
Counseling		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tutoring		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pre-vocational Training			X		X		X		X		X		X		X		X		X			
On-Job-Training	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Placement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Follow-up	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
a. Monthly Reports		X		X	X		X	X		X	X		X	X		X	X		X	X		
b. Quarterly Reports			X			X			X			X			X			X				
c. Final Report																						X
Project Evaluation											X											X

TIME-TABLE NARRATIVE

1. The first month of the program was used primarily for recruiting, selecting and training new staff positions.
2. During the two month start-up period all staff were encouraged to contribute ideas to program planning and to develop resources useful to the participants. Evaluation was made of the successes and failures during the first year's programming. All staff received training in using the record system consistently and the importance of using evaluation feedback in day to day program decisions were emphasized. Counselor training was initiated. Periodic planning evaluation and staff training activities were continued throughout the project at approximately four-month intervals.
3. Cumulative referrals - Participants were referred from the Southwest YSB to the program in groups at two month intervals. The first month of program participation was devoted to the intake procedures of evaluation of needs and determination of a plan for the educational, vocational and personal development of YES! clients.

Behavioral goals were established in each area for the participants. Diagnostic testing, health screening, and other necessary initial procedures were accomplished and parental consent for program participation will be obtained. Not all referrals qualified for the program, but more than 75 per cent were accepted in the program.

4. During the first month of the program participation intensive counseling was initiated and each participant was helped to develop a warm, trusting personal relationship with his/her counselor. The counselor determined goals for helping the client and continued to be involved throughout the client's participation either on a regular or as-needed basis. Outreach was provided by counselors and street workers whenever clients lost contact with the program or were known to be in trouble.
5. Also, during the first month of the program participation, tutoring began for clients having problems with school work. Tutoring and other school intervention was provided as long as necessary or whenever needed to maintain the youth in school.
6. The pre-vocational training workshop began one month after entrance into the program, when it was anticipated that most of the new entrants had been accepted into the program. The workshop continued for three weeks as outlined in the appendix. At the end of this time, the trainer and each client's counselor evaluated the participants performance. Field trips were awarded to outstanding workshop participants.
7. On the basis of these evaluations of achievement, the top participants were offered on-the-job training positions with Southwest YES! and other well qualified clients were placed in OJT positions in the community with sympathetic employers able to provide good supervision. The better trainees were given additional training and more complex assignments as described in the Methodology.
8. Job placement in reality was a continuous process throughout the program. Some jobs were made available to the youth who were referred but for various

reasons, including financial need were unable to accept or be accepted by the program. Other youth, especially those 15 or over with job experience were found to be job ready before or immediately after the pre-vocational workshop experience. The progress into regular jobs was facilitated as soon as possible. For most youth, however, the fourth month of the program was devoted to intensive job hunting. Staff offered support including initial job development, referrals, transportation and coaching in interview skills. After the youth obtained a job, staff stayed involved, helping the youth get to work on time, relate to his supervisor and peers and stay involved through the initial work adjustment time.

9. Follow-up was offered on a continuous, as needed basis throughout the program, to first year clients and to new clients as they completed the earlier phases. Counselors made at least one follow-up contact every month for the first six months following placement (in either an OJT or a regular position) and every two months for the next six months thereafter. The youth's needs for additional help, his progress in school, on the job and in his personal life and any further contact with the criminal justice system was ascertained at these times. Records recording the youth's activity in each area of behavior and personal rapport between client and staff will be maintained. In addition, when a counselor or other staff member learned that a youth had been rearrested, left his or her job or had some other problem the counselors attempted to locate the youth and intervene in his behalf.
10. Initially, monthly reports were sent to DACC by the fifteenth of each following month. They consisted primarily of data about new clients, program activity levels, and recidivism data for month. Every three months a more extensive report was filed summarizing the preceding monthly data and also including a narrative report following the DACC guidelines for Quarterly Reports.

SECTION "D"

RESULTS AND EVALUATION

CLIENT INTAKE AND DEMOGRAPHIC PROFILE

All data contained in this section are based upon 374 youths entering Southwest YES! between October 1 of 1974 and September 15, 1976. In many categories there will be some missing data due to coding on the temporal proximity of a case entry to the grants termination resulting in limited information.

Sex

	Freq.	Pct.
Male	244	65.2%
Female	130	34.8%
Total	374	100%

Age

	Freq.	Pct.
9	1	.3
10	1	.3
11	3	.8
12	13	3.5
13	44	11.8
14	99	26.5
15	97	25.9
16	85	22.7
17	24	6.4
18	3	.8
Missing Data	4	1.1
Total	374	100%

Ethnicity

	Freq.	Pct.
Anglo	94	25.1
Black	23	6.1
Chicano	250	66.8
Other	3	.8
Missing Data	4	1.1
Total	374	100%

Referral Agency to YSB

	Freq.	Pct.
Missing Data	15	4
Court	53	14.2
Police	130	34.8
Probation Officer	10	2.7
School	15	4.0
Walk-in	126	33.7
Other	25	6.7
Total	374	100%

Number of Previous Arrests (All offenses)

	Freq.	Pct.
None or Missing Data	262	70.1
1	65	17.4
2	21	5.6
3	9	2.4
4	5	1.3
5	3	.8
6	2	.5
7	3	.8
8	2	.5
9	2	.5
Total	374	100%

Referral Offense

	Freq.	Pct.
No offense	142	38
Robbery*	1	.3
Burglary*	36	9.6
Assault*	16	4.3
Larceny	55	14.7
Auto Theft*	19	5.1
Other Felony	14	3.7
Status Offense	12	3.2
Other	79	21.1
Total	374	100%

* Indicates high impact offense, total F high impact = 72, Percentage = 19.25

Parental Home Situation

(Lives with)	Freq.	Pct.
Both Natural Parents	134	35.8
One Natural, One Step	37	9.9
Natural Mother Only	163	43.6
Natural Father Only	13	3.5
Foster Home	3	.8
Other Relative	13	3.5
Other Non-Relative	3	.8
Emancipated	1	.3
Missing Data	7	1.9
Total	374	100%

<u>Home Income Source</u>	Freq.	Pct.
Father Works	79	21.1
Mother Works	72	19.3
Both Work	51	13.6
Public Support	118	31.6
Other	28	7.5
Missing Data	26	7.0
Total	374	100%

The foregoing demographic tables are for the most part self explanatory, however, certain factors should be noted. Males comprised nearly two-thirds of the YES! intake. The average age was 14.5 among YES! clients. Regarding ethnicity, more than two-thirds of the clients were Chicano or Mexican-American. Relative to the criminal justice background characteristics of Southwest YES! clients 193 (51.7%) were referred from Denver Juvenile Court, the Denver Police Delinquency Control Division or individual probation officers and were processed through the Southwest YSB. Among the 374 clients referred to the YES! program only 72 (19.25%) were referred for the high impact crimes of robbery, burglary, assault or auto theft.

Most notable among data regarding familial situations of YES! clients is the fact that only 134 (35.8%) resided with both natural parents while 176 (47.1%) resided with only one parent in the home. In addition 118 (31.6%) lived in homes dependent upon public support for economic sustenance,

Client Services Summarization

Program Enrollment and Termination

Of the 374 youths referred to the YES! program, 248 (66.4%) accepted the program. Program acceptance was operationally defined as the youth and parents written consent to program participation. Eighty-Six (23%) of the referrals refused services, 24 (6.4%) dropped out of the program prior to job placement or pre-vocational training, 100 (26.7%) left the program before participating a year having had a job-placement or completion of pre-vocational training, 109 (29.1%) successfully completed one year in the program having a job placement and/or pre-vocational training, while for 55 (14.7%) no data regarding termination were recorded primarily because the bulk of such cases were referred to the program very near its ending date.

Pre-Vocational Training

Of the 248 youth who accepted the program, 147 (59.2%) completed pre-vocational training.

Counseling Client Contacts

A total of 9,496 contacts were made during the course of the grant with or on behalf of YES! referrals averaging over 25 contacts per client. Of these 9,496 contacts 8,531 were direct contacts with the youth, 1,221 were contacts with members of youths' families, 509 were with representatives of educational institutions, 451 were with employers or potential employers of program youths, 235 were with representatives of the juvenile justice system and 549 were youth counseling contacts in the form of recreational activity.

GOALS AND OBJECTIVES

Objective 1: (a.) Reduce the recidivism rate as measured by the District Attorney filing on the youth for all offenses for 225 program participants by 25 per cent over a comparable baseline group developed by the Denver Anti-Crime Council, during a period of 12 months from the time of entering the program.

Please refer to Section B, Project Objectives and Evaluation Plan for a discussion of Effectiveness Objective 1 (a.).

(b.) Reduce recidivism rate, measured by rearrest for impact offenses, by 25 percent compared to baseline data furnished by DACC, during a period of 12 months from the time of entering the program.

As was stated in Section B, "Project Development and Objectives", effectiveness objective 1 (b.) was intended to measure the project's reduction of impact crime recidivism. During the course of the grant, service to "other than impact" referrals was approved and as a result a large proportion of the YES! client population does not lend itself to analysis in comparison with exclusively impact subjects of the DACC recidivism baseline.

A simple descriptive table will follow illustrating all arrests for program participants. More importantly, recidivism analysis for impact referrals will also be included.

All Offenses

The table below is based upon first offense during program participation i.e., only the first offense committed during program participation is counted.

	Freq.	Pct.
No Offense	317	84.8
Impact Offense	27	7.2
Other than Impact Offense	30	8.0
Total	374	100%

As has been previously stated, 72 of the 374 total YES! clients were referred

to the program for a high impact offense. Given the fact that all the DACC baseline subjects were impact offenders, it is appropriate to compare the 72 YES! impact referrals to the baseline study to determine what, if any, reduction of recidivism was demonstrated by Southwest YES!

In order to most accurately compare the YES! impact offenders with the baseline it was necessary to control for time "at risk", number of prior offenses and ethnicity. Number of prior offenses and ethnicity were selected as controls due to their strength as recidivism indicators in the DACC study. The average "at risk" time for the YES! impact referrals was 6 months. The distribution of the referrals by ethnicity and number of priors was as follows:

Ethnicity	Number of Priors			Totals
	0	1	2 or more	
Anglo	16	2	4	22
Black	2	0	0	2
Chicano	20	12	16	48
Totals	38	14	20	72

Given the above information the YES! high impact referrals were weighted according to data furnished by DACC to arrive at an appropriate baseline figure for the characteristics of the 72 YES! referrals. This operation was performed for both impact rearrests and any offenses as follows:

IMPACT

Ethnicity	# of Prior	Weighting factor	Frequency	Weighted Value
Chicano	0	.23	20	4.6
Chicano	1	.33	12	3.96
Chicano	2+	.37	16	5.92
Black	0	.16	2	.32
Black	1	--	0	--
Black	2+	--	0	--
Anglo	0	.13	16	2.08
Anglo	1	.20	2	.4
Anglo	2+	.20	4	.8
Totals			72	18.08

$$\text{Baseline - Impact} = \frac{18.08}{72} = .2511$$

Any Offense

<u>Ethnicity</u>	<u># of Priors</u>	<u>Weighting Factor</u>	<u>Freq.</u>	<u>Weighted Value</u>
Chicano	0	.24	20	4.8
Chicano	1	.32	12	3.84
Chicano	2+	.65	16	10.4
Black	0	.24	2	.48
Black	1	--	0	--
Black	2+	--	0	--
Anglo	0	.13	16	2.08
Anglo	1	.32	2	.64
Anglo	2+	.31	4	1.24
Totals			72	23.48

$$\text{Baseline - Any Offense} = \frac{23.48}{72} = .3261$$

Having established appropriate baseline rates a look at the rearrests for the 72 high impact referrals reveals the following:

	<u>REARRESTS</u>			
	<u>No Rearrest</u>	<u>Impact</u>	<u>Other than Impact</u>	<u>Any</u>
Freq.	59	9	4	13
%	81.94	12.5	5.55	18.05

After converting baseline rates to the number of persons one might expect to recidivate the data indicated in the following:

	<u>RECIDIVISM REDUCATION</u>		
	<u>Baseline</u>	<u>YES</u>	<u>%</u>
Impact Rearrests	18	9	-50
Any Rearrest	23	13	-43.5

The table above indicates YES! high impact referrals demonstrated a 50% reduction of recidivism for impact offenses and a 43.5% reduction for any offense.

Southwest YES! met and exceeded Effectiveness Objectives 1 (b.) by demonstrating a 50% reduction of recidivism among high impact rearrest, having contracted to reduce recidivism by 25%.

OPERATIONAL OBJECTIVES

Objective II (a.) Provide medical services, pre-vocational and follow-up to 225 juveniles (12-18 years of age), and school counseling and tutoring as needed to clients, including those who have been arrested for impact crimes.

Data regarding the frequency and types of counselor-client contacts and pre-vocational training have already been presented under the Client Services summarization heading.

(b) Provide job placement or on-the-job training for approximately 40% of the clients.

Of the total 374 referrals to Southwest YES! 178 (47.6%) were placed on a job or on-the-job training at least once. Perhaps more notably, among those 248 youths who accepted and actively participated in the program the placement percentage is 72.

The total number of placement events was 231 which indicates there were a number of youths who received 2 or more placements.

Given the contracted placement figure of 40% placement, Southwest YES! met its objective and exceeded it by 7.8% for all referrals and 32% for actively participating clients.

Objective III, Continue to provide services and follow-up to clients from first year funding phase.

Regarding the 60 clients from the first year funding who continued to receive services during the second funding, 48 completed their 12 months of program participation while 12 were terminated early. During the second funding these first year clients received 662 counselor contacts. Thirteen were placed during the second funding and 14 were rearrested for any offense. Southwest YES! met Operational Objective III.

Appendix

PRE-VOCATIONAL PACKET

and

CASE FILE FORMS

This employment kit has been designed as a program of instruction in preparation for aiding youth in obtaining and maintaining employment.

The curriculum is planned and used for youth between the ages of twelve through eighteen.

In designing a program of instruction for youth, particular considerations must be given to the nature and scope of the individual social, academic, and criminal background. This must take effect in order to achieve the program's objectives and in planning a pre-vocational package. Some of the considerations in planning an educational pre-vocational package must be geared at understanding the heterogeneous population, the age, and number of youth attending, developing the method of instruction needed to achieve the pre-vocational objective and selecting specific materials and resources which are appropriate for the pre-vocational training and instruction.

INTRODUCTION AND THEORY

We teach students the skills to gain entry into world of work and forget to provide them with a key. That is, we don't teach them how to get and hold a job. Even if we place the student in his first job, we don't give him the skills he needs to get his next job, hold his job, or advance on the job.

At best, we send him to a placement agency. If he loses his job, he naturally returns to that source where he got his first job, the agency. Soon we have a dependent person who can't function without agency help. As a result, he tends to lose control of his own destiny. Although this unit will teach the student to use agencies, it will not be his sole source of jobs but part of a larger overall plan to find good employment.

In short, this program teaches the student to market himself into the job. Without job search skills, we place the student in a position similar to taking a course in brain surgery from a correspondence school.

GOALS FOR THE PROGRAM:

- (1) Develop and master basic job getting skills.
- (2) Develop independence in getting a job.
- (3) Develop self-confidence in students ability to plan and implement plans to control his own work destiny.
- (4) If an individual is actually ready to start looking for a job, the final goal is to be employed at the end of the workshop.

This course, or program, is designed to give students the practical skills and basic knowledge required to find a suitable place in the world of work. This experience can equip the students to properly fill out application forms, to organize their documents for a quick and productive interview, to get to work on time via public transportation, to use the telephone properly, to be well groomed, to work on the job with those qualities of personality and attitudes that will assure lengthy employment to understand a job vocabulary, and to comprehend the responsibilities and rewards of employment.

The contents of the course are:

1. Basic -
to cover topics on the easiest level.
2. Comprehensive -
to dig as deeply as possible into each topic as needed by the students.
3. Flexible -
to fit into any locale, geographical area, or job situation.
4. Adaptable -
to suit the needs of varying ages and academic levels, and to a variety of educational settings.
5. Expandable -
for the learning disabled, this course could be taught over a period of time.
6. Contractable -
for adult education and high school students, this might be a semester's course.

For maximum benefits and results, the course requires from the teacher:

- | | |
|--------------------|-------------------------------|
| 1. involvement | 4. discrimination |
| 2. creativity | 5. foresight and preparedness |
| 3. resourcefulness | 6. enthusiasm |

BROAD OBJECTIVES OF THE PROGRAM

1. To show the reader the purpose and value of training in preparation for a vocation.
2. To prepare the student for employment by imparting skills and knowledge.
3. To teach the relationship between the individual and society.

SPECIFIC OBJECTIVES OF THE PROGRAM

1. To help the student make a realistic appraisal of personal strengths and weaknesses.
2. To improve attitudes.
3. To teach the student to accept responsibilities.
4. To develop constructive work habits.
5. To teach the student where to look for jobs.
6. To teach the student various methods of applying for jobs.
7. To teach the student how to behave at interviews, and what to take along for the interview.
8. To aid the student in securing necessary references.
9. To develop the ability to fill out forms properly.
10. To teach the student the meaning of, and how to secure, a social security card and other necessary documents.
11. To make the student aware of his responsibilities to an employer, as well as the employer's reciprocal responsibilities.
12. To develop within the student the desire to be well groomed and to know the importance of being properly dressed.
13. To make the student aware of the importance of punctuality, and to develop the habit of being punctual.
14. To help the student develop habits of getting along with others.
15. To instill in the student a sense of pride, and a realization that any job well done is an honorable one.
16. To develop functional communication skills.
17. To provide the student with academic skills that will fulfill adult needs.

TECHNIQUES AND MATERIALS

1. Audio-visual materials
 - a. Films
 - b. Filmstrips
 - c. Chalkboard
 - d. Overhead projector
 - e. Pictures
 - f. Charts
 - g. Slide transparencies
2. Teacher-led discussions
3. Class discussions
4. Teacher-prepared materials
5. Free and inexpensive materials
6. Field trips
7. Resource persons
8. Skits, role-playing, and problem solving

ASSUMPTIONS NECESSARY FOR EFFECTIVE PROGRAM:

- (1) All people have some skills in looking for job; some have very few, some have more; each can benefit in that he will improve on what he has.
- (2) The more skilled can help the less skilled.
- (3) Learning the process and skills necessary to find and keeping jobs is as necessary and as important as actually getting a job.

PROGRAM IS BASED ON THE FOLLOWING CRITERION:

- (1) The individual must control the entire process of getting, applying for, and holding the job. The concept of control will appear time and time again throughout the program and is a key to the entire process.
- (2) The individual must plan and initiate his own program of getting, holding, and advancing his job.
- (3) Each individual must approach jobs and search in terms of his own personality. He must, therefore, use only those parts of the program he feels comfortable with. He must reject the rest or else it will appear phoney. (Note the instructor should also mold this program to his personality for the same reason.)
- (4) Getting a job is a sophisticated organized search.
- (5) Each participant is a unique individual. Therefore, he will have individual problems that must be worked out on an individual basis. The program provides ample opportunity for this. (Note after training, aids maybe used in this capacity very effectively.)

GENERAL CONSIDERATIONS:

- (1) Key equals study, practice and performance. It has been fairly well established that people learn best from doing. Lectures have their place but like flying, people practice cannot learn

GENERAL CONSIDERATION (con't)

- unless they do it. This program combines (1) lecture (2) group process, (3) practice, (4) action as it's tools.
- (2) Ideal size is 15 students. However, this may be modified as needed. Lectures may be given to larger numbers of students. For the individual and small group exercises, the larger groups must be broken down.
 - (3) Any part of the program may and should be modified or eliminated to meet local needs.
 - (4) Interest level can be difficult to maintain. Personal anecdotes, humor, localized information will assist instructor in keeping interest high.
 - (5) Job ready students should use complete program allowing approximately two, six hour days to actually look for work. (Job Development Component).
 - (6) Lecture and practice time needed is approximately twenty hours.

OTHER SUPPLIES NEEDED:

- (1) Ten copies of classified ads; local newspapers will usually provide these free of charge.
- (2) One job search kit per individual.
- (3) Address of local employment agencies and placement services.
- (4) Video tape equipment (audio tape recorder may be substituted but is not as effective).

Two very important concepts to keep in mind are:

1. Sections of the program are arranged so that the instructor can and must give individual attention to the students.
 2. If there is a key that runs through the entire program it is control, personal control. One of the concepts that must get across to each student, is that he controls everything; his search, application, interview, and in a broader sense, his future. He must learn that he will get his job; not the instructor, state employment, the school, or any resource. The student, not luck, not fate, not being at the right place at the right time, will get his job. Once he assumes this then several things happen:
 - a. He is learning that he is responsible for what happens.
 - b. He learns he can do things for himself and, therefore, teaches independence.
 - c. He owns the job. It is not something someone gave him; it's his, he got it, therefore, he will be more apt to either keep it or use it to advance. He won't quit as quick because he had to work hard to find it.
 - d. His self concept is enhanced since he does it for himself.
- III. You must expect your students to find work as a result of your efforts as the instructor. Have confidence in the students. People most often will perform better if they are expected to. Confidence from you, breeds self confidence in themselves.

Pre-Vocational Class

Time Table

FIRST WEEK

Referral to YES!

Counseling Component

R.P.M. (Review Panel Meeting)

(Refer to Counselor's Time Table)

SECOND WEEK

Counseling Component

Wednesday - R.P.M. - regards to new youth - setting time schedules for pre-voc classes, number of youth who will attend, time of class, etc.

Thursday Evening - Open House, youth and parent orientation to YES! program, Slide presentation, tour of YES! center, answer questions of the participants present and refreshments.

Activity - If Possible

THIRD WEEK

First Week: Pre-Vocational Classes

1. Introduction, Orientation and Purpose
2. History and Philosophy of Southwest YES!
3. Outline of the Pre-vocational package
4. Self Awareness Development:

Activity

Values, Self, Goals, Decision-making

5. Assessing Instructional needs

Applications (hand-outs)

Personal Data Sheets (hand-outs)

Directions (hand-outs)

Mock Interviews

6. R.P.M. - Review of participants performance, attendance in pre-

THIRD WEEK (con't)

voc and general situations at home and at school. Planning youth activity.

7. Activity

FOURTH WEEK

Second week - Pre-Vocational classes

1. Applications (hand-outs)
2. Expectations on the job (hand-outs)
3. Negative Factors List (hand-outs)
4. Questions Frequently asked During the Interview
5. Employment Interview (hand-outs)
6. Vocabulary - Communications skills
7. R.P.M.

FIFTH WEEK

Third week - Pre-Vocational Classes

1. Hygiene - health, appearance (hand-outs)
2. Time Sheet Computations - math, budgets, savings, buying.
3. Safety - regarding rules, regulations, clothing, equipment and care
First impression - Lasting impression (hand-outs)
4. Mock Interviews - pre initial interviews, peer interviewing one another, screening and evaluating.
5. Sociology Discussion
 - a. Cultural Groups
 - b. Class Structure
 - c. Ways to make people like you (6)
6. R.P.M.

PRE-VOCATIONAL WORKSHOPS

Self Awareness

Communication Skills

Appearance and Hygiene

Career Education

Placement Preparation

Field Trips Reward

Money Management

Resume

Interviewing Skills

Inter-personal Relations

Use of Leisure Time

Vocational Alternatives and Selections

Applications

Mock Interview Applications

Questions/About Self

Misc. Application Forms

Personal Check List

Summer Employment Suggestions

Company Contact Sheets

Interview Techniques

Questions Frequently asked during the
Employment Interview

Interview Evaluation

Old Material

Graduates

Expectations on the Job

Can you follow directions

Job interview rating scale

Job Order Forms

First Impression/Grooming

Personal Data Sheet

Daily Client Report Sheet

Exercise, Mazes and goals

Five minute Intelligence Test

Appearance Check List

Withholding Tax - W-4 Forms

Application Information Booklet

Pre-voc Contact Sheets

Employment Kit instructions

Certificate of Graduation

Negative Factors List

Setting up Appointments by Telephone

Students Letters of Recommendations

Progress Report/Pre-voc

Job Descriptions

Abbreviations List

Intro/Questions asked by youth

Lesson Plans/ Pre-voc

Attendance Sheets/Forms

NOTES ON INTRODUCTION:

Introduction should set tone for program. Clients should feel that:

1. They have skills already. This is designed to improve on skill already learned, become professional in their skills, and teach each other.
2. Realize that the job search is a full-time job in itself that requires as much skill as the vocation they have learned or are learning.
3. They will contribute to each other and to us, the staff.
4. Commit themselves to work not only these four weeks but beyond these weeks to land the job they want. (They don't have to take the first offer of a job.)
5. They should feel free to adapt these techniques to their own personality and circumstances.
6. Finally, they should feel convinced that as a result of spending their time, they will be better able to get and hold a better job than they could without this training.

TOPIC OUTLINE FOR INTRODUCTION

- I. Introduce staff and students
- II. Purpose
 - a. Learn skills
 - b. Get job
- III. Method
 - a. Work
 - b. Game
 - c. Rich parents
 - d. We help you, you help us
 - e. Lecture, practice, performance
 - f. Personality
- IV. Expectations
 - a. We expect from you
 1. Come every day
 2. Help other members where I can
 3. Put forth my best effort
 4. Practice what I learn
 5. Evaluate the program
 6. Be a good listener
 - b. You expect from Instructor
 1. Teach all he can about finding a job
 2. Answer my questions honestly
 3. Put forth his best effort
 4. Give you new thoughts, new visions, new ambitions
 5. Increase your ability to get things done
 6. Make me a better salesman
- V. Review Schedule

INTRODUCTION

Preparation: Arrange room; room should be arranged with students and instructor sitting around a large table. Name cards, filled out with magic marker, should be placed in front of each person. A desk should be provided for video interviewing and arranging job interviews. Desk should have 1. a telephone, 2. a pad of paper, 3. a calendar, 4. a pen.

1. Introduce yourself, staff and have students introduce themselves. Fill out name tags.
 - a. Sensitivity Training Game
2. Explain purpose:
 - a. Learn new skills and improve on skills already learned to get a better job than you could get before this training.
 - b. Get a job...the process you learn is actually more important than actual job at this point since you will use it later.
3. Explain method:
 - a. Intense, hard, concentrated work during program.
 - b. You (students) will do the work yourselves.
 - c. Getting a job is a game, sometimes phoney, but always tough and you must play well to win.
 - d. Some people have rich parents to give them a job; we don't. What we do have is each other.
 - e. We help you; teach you what we know, and provide leads. You help each other--transportation, evaluation of interviewing others. You help us--develop job leads, discuss approaches you have tried, criticism, etc. Many parts of program were suggestions made from students like yourself.
 - f. In most cases, the method will be lecture, practice, performance.
 - g. Use only the parts of this program that fit your own personality; discard the rest. If you are too phoney, it will show.

INSTRUCTORS NOTES

- a. Sensitivity Game allows students to know each other better.

SUPPLIES:

1. Magic marker
2. 3 x 5 Index cards folded for names
3. 3 x 5 cards for sensitivity game

Use only for job ready students.

- f. Performance is actual search for job. This will be left out where students are not going to actually look for jobs.

- g. Must be emphasized.

4. Expectations:

a. We expect these things from you: 1. come every day; is there anyone who can't? 2. spend time getting leads and follow the leads up with interviews, 3. help each other, 4. evaluate our efforts and contribute to this program, 5. work hard.

b. You can expect from us: 1. to teach you all we know, 2. react to your questions honestly, 3. provide leads for jobs, 4. work hard.

a. Get a definite commitment from each student
Contract optional.

b. Contract optional.

5. Review schedule:

PERSONAL DATA SHEET

NAME _____

ADDRESS _____

Number and Street

City, State and Zip Code

PHONE NUMBER _____

SEX

MALE

FEMALE

AGE _____ BIRTH DATE _____

Month

Day

Year

HEIGHT _____ PLACE OF BIRTH _____

City

County

State

WEIGHT _____

SOCIAL SECURITY NUMBER _____ DRAFT STATUS _____

FATHER'S FULL NAME _____

MOTHER'S FULL NAME _____

Maiden name

EDUCATION

FROM
(year)

TO
(year)

ELEMENTARY _____

Name of School

JUNIOR HIGH _____

SENIOR HIGH _____

REFERENCES

NAME _____ RELATIONSHIP _____

ADDRESS _____

NAME _____ RELATIONSHIP _____

ADDRESS _____

JOB ^{Interest} ~~INTEREST~~ _____

YES! COUNSELOR _____

SOUTHWEST YOUTH EMPLOYEMENT SERVICE
PRE-VOCATIONAL CLASS CONTRACT

As a member of this class, I, _____
agree to:

1. Come every day
2. Help other members where I can
3. Put forth my best effort
4. Practice what I learn
5. Evaluate the program
6. Be a good listener

In return I can expect the instructor to:

1. Teach all he can about finding a job
2. Answer my questions honestly
3. Put forth his best effort
4. Give you new thoughts, new visions, new ambitions
5. Increase your ability to get things done
6. Make me a better salesman

Signature _____
Student

Instructor

QUESTIONS

NAME _____

Date _____

1. Out of the following words pick three which you feel describe you best:
Ugly, Cute, Useless, Honest, Dishonest, Smart, Friendly, Mean, Dumb, Sharp,
Right, Wrong, Something, Successful, Terrible.

1. _____

2. _____

3. _____

2. What makes you happy. List 5

3. What are the things which are stopping you from being happy? Name Five

4. List the 5 most important things or persons in your life. Please list in order.

5. Give or write what you expect to learn from pre-voc. How you think it will help you, and what you expect to learn.

Personal Perception Exercise

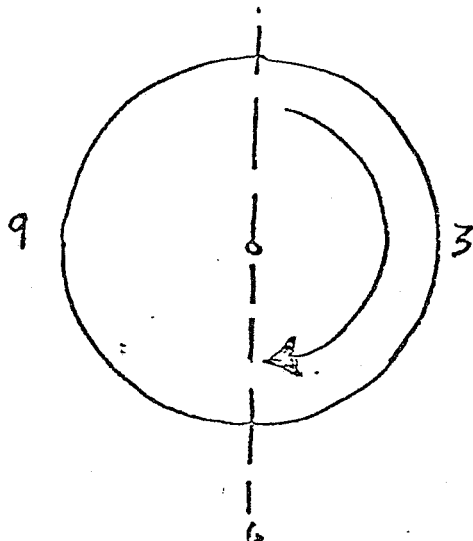
Given a set of questions about himself, the learner will---

1. be forced to look at his behavior as it relates to himself and others and will begin to consider positive alternatives to negative factors.

Give a copy of these questions to each individual in the group. Ask him/her to fill out questionnaire truthfully and honestly. Assure each individual of the strict confidentiality of the questionnaire. Collect questionnaires and give to Counselors for evaluation.

1. I feel _____ when I meet new people.
2. I feel I can talk more freely around _____.
3. I get mad when people _____.
4. People who _____, make me angry.
5. It's hard for me to _____ at home.
6. I feel that I am _____.
7. I am a good dresser _____ yes _____ no.
8. I feel very _____ about myself.

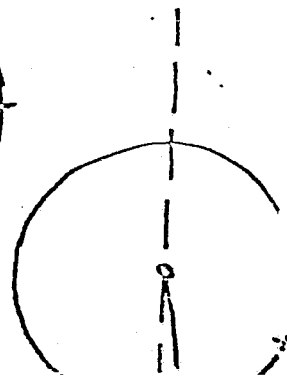
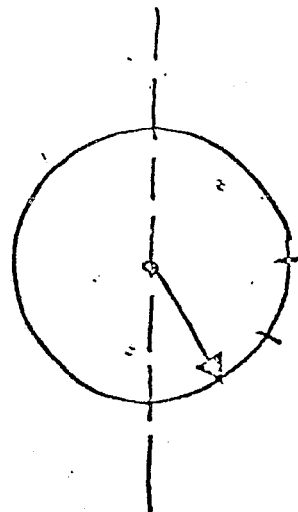
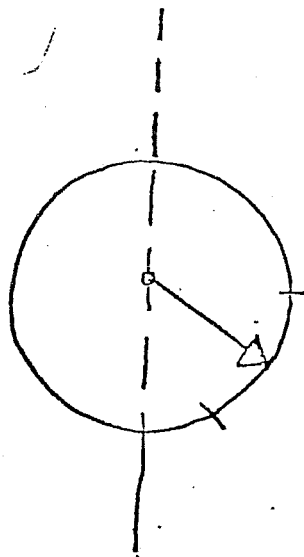
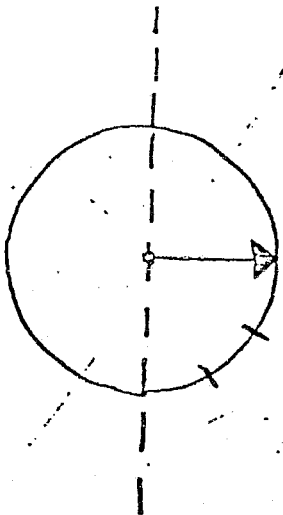
Discuss why we did this.



WE HAVE THIRTY MINUTES.

This is all we know about the ten people:

- | | |
|--|---|
| 1. Nuclear scientist; age 47; his careless experiments caused the dangerous radioactivity. | 6. 46-year-old jazz musician; former addict, to go straight.
<i>trying</i> |
| 2. His wife; age 27; married to him for 3 years; four months pregnant. | 7. 23-year-old women's-rights militant; no special skills. |
| 3. Marxist revolutionary; third-year medical student. | 8. An architect; homo sexual. |
| 4. Famous psychologist-author; age 64. | 9. Professional football player; low IQ. |
| 5. Alcoholic Priest; 50 years old. | 10. Brilliant female statistician; age, 25. |





List Five Things that describe you

- 1.
- 2.
- 3.
- 4.
- 5.

Name _____

_____ your hobby or hobbies

_____ most important person in your life

How do you feel about your past?
(How was it?)

_____ your favorite sport

_____ your favorite color or colors

list three (3) things you enjoy doing for kicks.

- 1.
- 2.
- 3.

How do you feel about your future?
your goals?

What would you like to do
that would make you happy?
(if you could do or have
anything you wanted)

_____ most important date in your life

_____ your age

_____ your nick-name (if you have one)

_____ your astrology sign
(birth sign)

_____ your most liked subject in school

_____ school you attend

_____ grade your in

_____ your least or most disliked subject
in school

CONTINUED

1 OF 3

Some of the questions a student should be able to answer after the pre-voc class include some of the following;

These may be used as part of the student's introduction if desired. The fact that students realize these sometime difficult questions will be answered, will serve as a motivating factor.

1. What if I don't have experience?
2. How will a juvenile record affect me on the job?
3. Where can I go for a job?
4. Are private agencies good?
5. What is State Employment Service? How can I use them?
6. Can I do a good interview--I'm too nervous, scared?
7. What do I do if offered a low salary?
8. Can I ask questions--which ones?
9. How do I handle "Don't call us, we'll call you."
10. How to get the interview--phone, cold contact.
11. How do I get to the right job at the right time?
12. My grades are lousy--how could I get a job?
13. How can I handle prejudice and racism?
14. I have a police record; do I put it on my application?

NOTES ON APPLICATIONS

I. PURPOSE:

- A. Learn general techniques of filling out an application effectively and painlessly as possible.
- B. Learn effective approaches for difficult answers for each individual.
- C. Students should understand that in many cases, it is not what you say, but how you say it.
 - 1. Can turn a negative answer into a positive answer by using it to demonstrate a change (in learning, attitude, etc.). This demonstrates acceptance of responsibility on part of employee.
 - 2. Emphasize that past problems are just that - PAST.
 - 3. Demonstrate that whatever bad experience a person had in the past, is what motivated him to seek a particular career or job.
 - 4. In summary negative can be positive.

II. KEY CONTROL:

The application is a tool to control the thinking of the interviewer.

III. SKILLS LIST, EXPERIENCE LIST, AND CLASSES TAKEN:

In filling out the applications, students should make use of the Skills List, the Experience List, and the Hobbies List or lists of classes they have written earlier in the class.

- A. The skills list should contain items such as use of telephone, public contact, experience such as waitress and newspaper routes being used as public contact and business experience.
- B. A student should also be familiar with Words to Learn List and if not, should be assigned as homework.
- C. Student should be exposed to abbreviations List. Can best be used and introduced during section on reading newspaper ads.

I. Introduction:

- A. Proficiency and experience.
- B. Details.

II. Influence on employer:

- Q. When an employer has several applicants, who gets the job?
 - A. The one the employer thinks is most qualified.
 - Q. What does he know about you before you go in?
 - A. NOTHING
 - Q. What does he know about you after you have the interview?
 - A. NOTHING
- NOTHING ≠ CONTROL

III. How to fill out applications:

A. Neatness

- 1. Preview.
- 2. Print.
- 3. Scratch out.

B. Completeness. Leave no blanks, use N/A or none.

C. Accuracy. How you say it is more important than what you say.

D. Ask questions.

A. A neat impression is a lasting impression

B. Shows thoroughness

IV. Hobbies and leisure time:

- A. Active verses passive.
- B. Alone verses groups.

V. Volunteer work.

VI. Tough Questions.

- VII. Good verses bad applications:
 - A. Pass out poor application
 - B. Explanation.
 - C. Hand out good application
 - D. Explanation.
 - E. Comparison.
- VIII. Skills anecdote.
- IX. Hobbies (television) anecdote.
- X. Dummy application.
- XI. Eight (8) page application review.
- XII. List of common mistakes.
- XIII. For the individual who can't read or write

I. Introduction:

- A. The purpose of this section is to provide both proficiency and experience in filling out an application. Everyone in the class can do it. Almost everybody here has previously filled out an application. The purpose for this section is to pick up some of the details that can make that little difference that could either get you a better job or get you the job, period.

II. Influence of the application and the interview on the employer:

- Q. When the employer has several people for an interview, who gets the job (pause)?

- A. The best qualified, even more important, the one who has the best interview. In other words, the one the employer thinks is the best qualified for the job. Many times a person can be less skilled than somebody else applying for the job; yet the person with the least skills get the job because he can sell those skills better to the interviewer. A person who cannot sell his skills, no matter how good they are, will not get the job.

- Q. What does the employer know about you before you get into his office (pause)?

- A. Nothing. Unless he has seen your application, this is the first impression that he has of you. He will generalize throughout the entire interview from his first impression. Many times the employer will decide at this point, even though he may not know it, to either hire you or not to hire you; the rest of the interview maybe entirely a formality.

- Q. After you go in for the interview, what will he know about you (pause)?

- A. Nothing. (Pause) Except what you tell him and what your personal appearance tells him.

1. It is important to keep these two NOTHING answers in mind. Before you see him, he knows absolutely nothing about you, good or bad. After he sees you, again, he knows absolutely nothing about you except what you have told him and what your personal appearance tells him. Keeping these

The instructor should wait for several answers. He should also tell the class that there is one answer he is looking for. The instructor can also tell the students that the answers are so simple that most often students don't get them.

Pause after nothing; let it sink in.

Pause after nothing; let it sink in.

answers in mind is extremely important. If you realize that he knows nothing except what you tell him and what your appearance tells him, this allows you to CONTROL the interview. Many times you can actually control the interview to the point of directing the next question.

III. How to fill out the application:

A. Ask questions to avoid errors. Applications can be difficult and it is better to ask questions than to make a mistake in filling out the application. Generally, you will be able to ask a secretary and the person who is conducting the interview will never actually know that you asked a question on the application, if not, ask anyway.

B. Three rules of filling out an application: (1) neatness, (2) completion, and (3) accuracy.

1. Neatness: Review the application at first; this will help you avoid making errors. Do not scratch out, print, use blue or black ink, print clearly. If you absolutely have to scratch out an answer, scratch it out with a single line drawn through the incorrect answer and the correct answer put in as neatly as possible. People have actually used things such as yellow ink to fill out applications. If you make a mistake very early in the application, ask for a new application and fill it out again. If you make a mistake near the end, of course you don't want to fill out a new application; scratch it out with a single line and put in the correct answer as neatly as possible.

2. Completeness: Don't leave blanks, use the word None or N/A (not applicable) which means that you either have no response to the question or that the question does not apply to your situation.

3. Accuracy: First of all, people do lie on applications; you can get away with it; people do it all the time. The problem that arises is that during the interview, when you are nervous anyway, you may have to tell some kind of story and make it up right on the

spot; this usually causes problems. There is another alternative; many times it is not so important what you put down, but how you put it down. For instance, if you have a spotty period of employment, let's say two years where you held 10 to 15 jobs, instead of listing these jobs by date, put them down in one section of the application with a statement such as (part-time and temporary jobs included waitress, carhop, machinist, etc, etc, etc,) This way it does not appear as bad as listing each of these different jobs by dates. In summary, how you say something is far more important than what you say or if a person has a police record, put it down and show how it has influenced you to change or accept responsibility.

- C. One item on most applications is hobbies or leisure time activity. Under this section, the employer is looking for either a well-rounded person or a specific type of person. The person filling out the application is to try to cover four particular areas:

1. Active verses passive.
2. Alone verses groups.
3. Ability to work alone verses ability to work in groups. Example: Skiing is something that is very active; you can break your leg. Reading is very passive; it is something that happens to you, not something that you make happen. Ability to work alone would be building model cars. Ability to work in groups would, perhaps, be membership on a bowling team. The applicant should try to cover all four of these areas; as an employer is either looking for a person with a specific attribute or a person who has all of these attributes.

- D. Voluntary community work impresses the employer. If there is no specific place on the application for this type of information, put it in the interest or hobby section or add it to the bottom of the application

- E. Spend approximately ten minutes to half hour discussing general tough questions on applications. If students have no questions at this point, bring up ideas such as: if you are just graduating from high school, what kinds of things can you put down for experience? What can a student put down if he has no experience.

(Refers to D)

Go around the room and ask each person in the group what type of community service they have been in. With high school students, if they say none, have them use school club activities, boy scouts, action center work, youth center work, church work, and these types of activities. For adults, remind them that they have paid their 75¢ for DTA and they should at least use it as recommendation on the application even though they have never attended a meeting.

(Refers to E)

If students have no work experience, they should substitute classes, volunteer work, or any other outside activity that would let the employers know that he has some skill

- F. Have students fill out the dummy application which will be used later in the interview section.
- G. Review tough questions for the individual on the dummy application.
- H. Review eight page application for each student, paying particular attention to areas that he is having problems with. The dummy application should be filled out correctly as a homework assignment if it is not filled out correctly in class. This must be done before the TV taped interview section of the workshop.

A short lecture combined with the dummy application and the eight page application. Allow the teacher to concentrate the majority of his time working with individuals on individual problems in filling out the application. This is a good place to use trained teacher's aids or students who have previously been through the workshop to assist other students filling out the eight page application and the dummy application.

- I. Pass out copy of bad application to students.
- II. Introductory statement: There is no sense in even discussing the reaction to this particular application. You would never hire anybody that filled out an application like this. Before we get started let me explain that probably nobody could fill out an application this bad. It took me almost two hours just to make sure that I had enough mistakes in this particular application.
- III. Hand out good application.
- IV. Statement on good application: This is what the application should look like. Keep the two applications in front of you. We will go through the applications step by step pointing out each mistake this individual made in filling out the application. Remember, no one could do this poorly. Nobody will ever make all these mistakes. The only thing we hope to do is to find, perhaps, one or two mistakes that you make in filling out an application. It could make the difference between getting a job and not getting the job or getting the job at a higher salary than you originally expected.
- V. Go through the applications step by step using the poor application first and then showing how it is done correctly on the good application. At first, you will use the sheet explaining the individual errors on the application. After you have given it several times, you will not need this sheet as the errors will become obvious.

This is a good place for the instructor to use personal stories he experienced either in applying for a job or working at various different jobs. Using these kinds of stories definitely helps at this point because it can get extremely boring. On the following pages you will find some anecdotes that I have used successfully.

PRACTICE
APPLICATION FOR EMPLOYMENT

Last First Middle Social
NAME JONES MARCY Security No. 625-70-5619
ADDRESS 7358 NORTH WEST DRIVE DENVER PHONE 237-0016

Date of Birth 3/7/42 Place of Birth GREENVILLE N.C. Sex F
Marital Status DIVORCED No. of Dependents 4 Physical Condition FAIR Height 6 FT. Weight 120

MILITARY SERVICE
Branch ARMY From 6/7/62 To 6/6/63 Rank P.F.C. Type of Discharge HON

EDUCATION

Name & Address	Yrs. Attended	Date Left	Graduation
<u>High School</u> <u>GREENVILLE HIGH 102 7 ST.</u>	<u>3 YR</u>	<u>6/1/46</u>	<u>NO SEE REVERSE</u>
<u>College</u> <u>BURNS SCHOOL OF COMMERCE</u>	<u>9 MO</u>	<u>11/30/70</u>	<u>YES</u>
<u>Major Subjects</u> <u>GEN. STUDIES, CLERICAL</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>Degree</u> <u>CLERICAL CERTIFICATE</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Are you willing to relocate or commute? If so, how far? YES, ACROSS TOWN
Type of Work Desired: 1. CLERK TYPISTS 2. FILE CLERK
Dates Available NOW Hours Available PREFER DAYS

EMPLOYMENT HISTORY

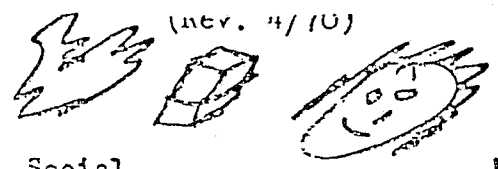
List past employment beginning with your last employer

From	To	Name & Address of Employer	Position	Salary	Reason for Leaving
<u>1/1/66</u>	<u>2/10/68</u>	<u>TELEPHONE CO. 1323 E. 21ST ST.</u>	<u>CLERK</u>	<u>\$1.65/HR</u>	<u>FAMILY SITUATION</u>
<u>1/30/61</u>	<u>5/15/66</u>	<u>PART TIME AND TEMPORARY JOBS INCLUDED</u>	<u>WAITRESS, ASSEMBLER, DISH WASHER, AND</u>		
		<u>SALES CLERK</u>			
<u>BEFORE</u>	<u>8/30/61</u>	<u>HOUSEWIFE</u>			

Summarize Periods of Unemployment giving dates: 3/21/68 TO PRESENT, ON ADC
CAUSE OF FAMILY PROBLEMS AND LACK OF SKILLS, 5/6/68 I WENT TO

17
43

PRACTICE APPLICATION FOR EMPLOYMENT



(rev. 4/10)

56

Last JONES First MARCY Middle

Social Security No. 623-70-514

ADDRESS 7358 NW DR.

Phone

Date of Birth 42 Place of Birth GREENVILLE Sex F

Marital Status No. of Dependents 4 Physical Condition FAIR Height 6 Weight 120

MILITARY SERVICE

Branch Army From 62 To 63 Rank SGT Type of Discharge YES

EDUCATION

Name & Address	Yrs. Attended	Date Left	Graduated
High School <u>GREENVILLE</u>	<u>1943</u>	<u>1943</u>	<u>YES</u>
College <u></u>	<u></u>	<u></u>	<u></u>
Major Subjects <u>DONT REMEMBER</u>	<u>1969</u>	<u></u>	<u></u>
Degree <u>B.A.S.</u>	<u>1969</u>	<u>1969</u>	<u>YES</u>

Are you willing to relocate or commute? If so, how far? NO

1. of Work Desired: 1. ANY JOB 2. SECRETARY

Date Available 3 WEEKS Hours Available Day or Night

EMPLOYMENT HISTORY

List past employment beginning with your last employer

From	To	Name & Address of Employer	Position	Salary	Reason for Leaving
<u>June</u>	<u>Aug 65</u>	<u>Palco CAFE</u>	<u>WAITRESS</u>	<u>100</u>	<u>BAD</u>
<u>Aug - Dec</u>	<u>64</u>	<u>2601 E 32</u>	<u></u>	<u></u>	<u></u>
<u>65-67</u>	<u></u>	<u>TELEPHONE Co. E 3217</u>	<u>RECORDS FOR THE TUBS DEPT. 000 FOR THE TUBS DEPT. 000</u>	<u>250/wk</u>	<u>19</u>

Summarize Periods of Unemployment giving dates: 1968 - June

WENT TO WORK, WENT ON WELFARE DIVORCED HUSBAND BEAT ME

Membership in trade unions, ~~lic~~ or certifications: ~~_____~~

Typing Speed 30 WORDS PER MINUTE Dictation Speed _____

Can you read blueprints? _____

Skills, machines and tools you can operate none

How many people have you supervised? 3

Explain _____

List and explain any arrests Drunk Not my fault

Do you have a car NO Driver's Licence YES Chauff. Licence

References of three people other than employers and relatives:

Name	Address	Occupation
<u>John Jones</u>	<u>12 S Logan</u>	<u>UNEMPLOYED</u>
<u>MARY JONES</u>	<u>13 S Woodliff</u>	<u>Housewife</u>

Hobbies, interests, and leisure time activities: V.C.

Any additional information you wish to have considered REFER TO JOB NO

I certify that all the information given on this application is true, correct, and complete.

Date 12-17-69

Signature [Handwritten Signature]

do figuring on
scratch paper
math incorrect
anyway

messing around
PRACTICE

FORM WIN-S-808
(Rev. 4/70)

APPLICATION FOR EMPLOYMENT

not necessary unless
applying as artist

NAME Last First Middle
Blank

Social Security No. Sloppy scratch

ADDRESS N.W. Dr. is confusing Phone Blank-use message pho

Date of Birth not complete Place of Birth name of state Sex got this

Marital Status blank No. of Dependents OK Physical Condition fine or excellent Height 6' Weight what

MILITARY SERVICE

Branch not printed From incomplete dates Rank sloppy Type of Discharge did not ans
just good the questio

EDUCATION

Name & Address	Yrs. Attended	Date Left	Graduation
High School <u>full name and address</u>	<u># of years</u>	<u>full date</u>	<u>blank</u>
College <u>plan before you write</u>			<u>smudged</u>
Major Subjects <u>avoided answer</u>			
Degree	<u>" " "</u>	<u>" "</u>	

you willing to relocate or commute? If so, how far? Always yes or qualified yes

Type of Work Desired: 1. too general; does not want warehouse 2. secretary with this applicat

Date Available too long; no explanation Hours Available not flexible
not ambitious

EMPLOYMENT HISTORY

List past employment beginning with your last employer

From	To	Name & Address of Employer	Position	Salary	Reason for Leaving
		<u>1. Reverse order</u>		<u>\$100/wk or \$1.00/hr?</u>	<u>don't com</u>
		<u>2. Lump short time jobs</u>			<u>use family situation</u>
		<u>3. Poor planning</u>			<u>don't use fired, expl</u>
			<u>too long</u>		

for this type of answer, use the super honest 3-W & R approach, when, what, why, resolved

this shows the employer you are honest, and tends to cut off his curiosity so he will not ask embarassing questions, finish answer with a positive note (resolve problems)

Summarize Periods of Unemployment giving dates:

Display pride in training you received even though you dislike it. The ualit of trainin:

Membership in trade unions, licenses, or certifications: NONE

Typing Speed 30 WPM ACCURATE Dictation Speed NONE Can you read blueprints? NO

Skills, machines and tools you can operate ELECTRIC AND MANUAL TYPEWRITER, 10 KEY ADDER, PUBLIC CONTACT AS SALES CLERK AND WAITRESS (ANSWER PHONE)

How many people have you supervised? 3 - AS HEAD WAITRESS WAS RESPONSIBLE

Explain FOR SETTING UP TABLES IN MORNING

List and explain any arrests DRIINKING - FOUND GUILTY, FINED \$25.00 ON 6/17/67. THIS IS ONLY ARREST

Do you have a car USE BUS Driver's License YES Chauff. License NO

References of three people other than employers and relatives:

Name	Address	Occupation
<u>HELVIA CROOK</u>	<u>520 STANTON ST 237-0082</u>	<u>TEACHER</u>
<u>MAE DEUBIN</u>	<u>6237 W 34 AVE 679 0071</u>	<u>MINISTER</u>
<u>BEVERLY NURD</u>	<u>3065 E 16 AVE 207-6291</u>	<u>WIC COUNSELOR</u>

Hobbies, interests, and leisure time activities: READ NOVELS, SWIM, MEMBER OF SMILEY P.T.A., CHURCH MEMBER, HEAD STAFF P.A.C.

Any additional information you wish to have considered BABY SITTING ARRANGED, WANT WILL CARE FOR YOUNGEST IN EMERGENCY, EDUCATION - GOT GED ON 3-17-69

I certify that all the information given on this application is true, correct, and complete.

Date 12/18/70

Signature Rancy Jones

Most people don't think dealing with the public is a skill. If you have ever worked as a waitress and spilled coffee on the table, then you know that dealing with the public is a skill.

I want to tell you a story that actually happened to me that shows that dealing with the public can be a skill.

While I was going to college, I worked as a shoe salesman in Denver. The one thing that can drive a shoe salesman nuts is people who are coming in and trying on a dozen pairs of shoes and many times have no intention of buying them to begin with. One day, I had a lady come in, ask for a specific style of shoe, even gave me the model number and her size. The first thought that came into my mind was that this was going to be an easy sale; bring out the shoe, put it on her foot, and take her up to the cash register. I brought the shoe out, put it on her foot, it didn't fit, it was too tight. I went back into the stock and brought out the proper shoe, this was too loose. After bringing out several pairs of shoes, which were always too large or too small, the lady decided to switch styles on me, so I continued to bring out shoes. Within a very short period of time, I was knee deep in shoe boxes tissue paper, odd sets of shoes, and various measuring devices. One of the other salesmen, who had more experience than me, called me into the back room. He said, "what is the original shoe she tried?" I told him that she had tried a 7-B in this particular style. He said, "alright, let me show you how to take care of her." He then proceeded to give me a 6-AA in the same style that she had tried on in the original shoe, told me to go out, slip it on her foot, and then come into the back room again. I did this with glee as it was the only chance I had to get back at her. I went out, put the shoe on her foot, and had some difficulty in getting the shop horn back out of the shoe. She then informed me that the shoe felt a little bit tight. I told her to wait a minute, that I thought I had just the right answer for her in the back room. I then went into the back room again where the other salesman told me to sit down, smoke a cigarette for about five or ten minutes. We kept an eye on the woman from the back room and when her leg began turning blue and you could see that she was obviously in pain, (she wouldn't say anything, she wouldn't even move down to take the shoe off) the shoe salesman handed me the first size 7-B I had tried on her and said "there, take that out and put it on her right away." I took the shoe back out, put it on her foot, and it felt like a million dollars. I walked her up to the cash register, she paid for the shoes, and left. This is something that I had not considered a skill, yet it obviously was. Any job dealing with the public, whether it be a high school office, selling shoes, or waiting tables, is a skill that an employer is

looking for and, therefore should be put down on the application.

Answering the phone is a skill. If you have done it, either for your father in his business, at the school in the office, or in any other situation, put it down. If you have ever called a company, a school, or a government agency, and have been bounced from office to office trying to get one simple piece of information, you know that answering the telephone is a skill. There is nothing like a grouchy telephone operator to turn prospective clients away from a company. It may not help you get the job as a file clerk at \$1.50 per hour but it may land you a job as a receptionist at \$2.00 per hour.

Many people use television as a leisure time activity. This tells the employer absolutely nothing about you and can actually be damaging. One of my favorite shows was HEE HAW. The reason I liked this show was because there was no plot, the music didn't take any concentration, and there is absolutely no intelligence required to watch this type of show. The reason I watched it was for pure relaxation. It took absolutely no brains. However, the fact that I can watch HEE HAW on television, is not a good recommendation for any employer that may be looking to hire me.

For the person who cannot read or write well enough to fill out an application, the instructor can fill out one of the blank application forms and run off enough copies so the client can take them to the perspective employer in place of his regular application. This is far better than having him try to fill out the application just before going in for the interview. This should be typed and the client should tell the employer that he has done this because he cannot write. He should emphasize however, he still is willing and a good worker and he learns his jobs quickly and easily even though he doesn't have a writing skill. If he is going to school to learn to read or write, this should also be emphasized to the employer, making sure to let him know that this will not interfere with his work in any way. Statement can also be put in the information portion of the application, something to the effect, "I read and write very little but when I do a job I work very hard", or "I do not read and write English very well but I am skilled in my work."

On the following pages, in the teacher's guide book, you will find a blank applications to use for the person who cannot read or write. You will also find examples of how these applications can be filled out. In addition to this type of application, an explanation written by the counselor or instructor, on a separate sheet of paper and typed, can be used to clarify a particular situation for the applicant. This statement should be followed by an offer of the counselor to visit with the employer or to discuss any other questions he may have about the applicant over the phone. The following is an example of such an application and statement that was actually used to clarify the work history of a former client. The name, however, is fictitious.

LIST OF COMMON MISTAKES ON APPLICATIONS

INSTRUCTORS NOTES

1. Type of references
2. Time not accounted for on work histories (use student of housewife).
3. Blank spaces
4. Sloppy writing
5. Incomplete answers
6. Negative answers with no positive statement
7. No babysitting statement for women
8. Nothing under skills and abilities section
9. Tools and machines not listed by name

ABBREVIATIONS LIST

Ans.	Answer
Appt.	Appointment a time for meeting to talk about the job.
Attr.	Attractive good-looking
Bldg.	Building
Bus.	Business
Co.	Company
Dept.	Department
Drv. Lic	Drivers License
Eve.	Evenings Nights
Excel.	Excellent very good
Exper. Ex.	Experience what you have worked at before
Gd. Sal.	Good Salary
Hr.	Hour
Hrly	Hourly
Hskpr.	Housekeeper
Hswk.	Housework
Lt.	Light does not involve much of this work
Maint.	Maintenance
M/F	Male or Female the job is open to either
Mech.	Mechanic or mechanical
M-F	Monday thru Friday
Mo.	Month
Natl.	National
Pt. Time	Part time job
Per. Hr.	Per hour each hour
Perm.	Permanent
Per. Mo.	Per Month each month
Per Wk.	Per Week each week
Reg. Ref.	Regarding Reference
Sal.	Salary
Start.	Starting to start cut with
Temp.	Temporary Job
Trans.	Transportation
Trk.	Truck
Typ.	Typing
Wk.	Week or Work
Yr.	Year
Yrly.	Yearly each year
&	And
&&&	Dollars Money
N/A	Non-applicable
	No answer

WORDS YOU MUST LEARN

1. Resume: This is a 1 page typed document listing information about your schooling, background, and work history.
2. Marital Status: This means if you are married, single, divorced, separated, or widowed.
3. Agency fee is paid when you accept the job and the fee is figured on your whole salary before deductions. You do not pay the fee if you don't get the job. Usually the fee is 1 or 2 weeks of your first months salary. Fee Paid means the company pays the whole fee, Fee Split means the fee is split in two with the agency paying part and you paying the other half, Fee Repaid means you pay the fee in the beginning and then if you stay on the job for a certain amount of time the company pays you back, this may also be called fee reimbursement, Fee Negotiable means that you and your employer talk about the fee.
4. Dependents: The number of dependents you have. Dependents are people other than yourself who depend on you for support. Dependents would be your wife if she is not working, your children, or perhaps your parents if you support them.
5. Bonded. Bonding is a kind of insurance. When you are bonded the company is insured against your stealing from it, losing it's money, or other sorts of valuables. The company that is hiring you takes out the bond so that they are covered in case of loss. People may need to be bonded when they work for banks or jewelry stores, or other places of this nature.
6. Bondable: If you have a police record you may not be bondable. This depends on the nature of the offense, how long ago it was committed and the nature of the job for which you are applying. Do not discuss arrests with the interviewer; by law he should only be concerned with convictions.
7. Discharged: This means being fired from a job.
8. Garnished: Legal authority to take money out of a persons wages for a bad debt.
9. Confidentiality: The law states that confidential information (1) cannot be made available for public use, (2) can be subpoenaed by the courts, (3) must always be available to you (some paper work or special procedure may be involved).
10. References: A list of people excluding your relatives that know you and can give information about you if asked (minister, neighbor, teacher, etc). A personal reference should know your personality and a professional or employer reference should know something about how you have performed on the job (usually a former supervisor).
11. Equal Employment Opportunity: Refers to a section of the Civil Rights Act of 1964 which prohibits the discrimination because of race, color, religion, sex, or national origin in hiring, upgrading, and all other conditions of employment. This section of the act also establishes the Equal Opportunity Employment Commission which receives and investigates charges of employment discrimination.

12. Workman's Compensation: People who are injured at work and who are covered by their company, receive money from the government while they are out of work because of injury.
13. Unemployment Compensation: Money from the federal government while unemployed.
14. Public Assistance Recipient: A person who receives some form of public welfare. (Social Security, Unemployment Compensation, Aid to Dependent Children).
15. Social Security Number: This number is how you are listed with the Federal Government for social security benefits. Everyone that works must have this number. You do not have to get one until you work for the first time but it is best to get one beforehand.

APPLICATION FOR EMPLOYMENT

NAME Last First Middle Social Security No.

RESS Phone

Date of Birth Place of Birth Sex

Mental Status No. of Dependents Physical Condition Height Weight

MILITARY SERVICE Branch From to Rank

Type of Discharge

EDUCATION Name and Address Years Attended Date Left Graduation (or Grade)

Grade School

High School

Other

Are you willing to relocate or commute? If so, how far?

Type of Work Desired: 1. 2.

Date Available Hours Available

Summarize Periods of Unemployment giving dates:

Membership in trade unions, licenses, or certifications

Skills, machines and tools you can operate

How many people have you supervised? Explain

List and explain any arrests

Do you have a car? Driver's License? Chauffeur's License?

References of three people other than employers and relatives:

Name Address Occupation

Hobbies, interests, and leisure time activities:

Any additional information you wish to have considered

I certify that all the information given on this application is true, correct, and complete.

Date Signature

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____ Age _____ Sex _____
 Last First Middle

Present Address _____
 Street City State Zip

Permanent Address _____
 Street City State Zip

Phone No. _____ Is transportation available? _____

Date of Birth _____ Height _____ Weight _____

Married _____ Single _____ Widowed _____ Divorced _____ Separated _____

Number of Children _____ Dependents other _____ Citizen Yes _____
 Than Wife or Children of U.S. No _____

If related to anyone in our company, Referred
 state name & department By _____

EMPLOYMENT DESIRED

Position _____ Date you Can Start _____ Salary Desired _____

Are you employed now? _____ If so, where? _____

Ever applied to this company before? _____ Where _____ When _____

EDUCATION	Name and Location of School	Years Attended	Date Grad.	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of special study or research work _____

U.S. Military or Naval Service _____ Rank _____ Present membership in National Guard or Reserves _____

Activities other than religious (civic, athletic, fraternal, etc.) _____

FORMER EMPLOYERS (List below last four employers, starting with last one first.)

Date Month & Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

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

Name	Address	Business	Years Acquainted
1.			
2.			
3.			

PHYSICAL RECORD:

List any physical defects

Were you ever injured? Give details

Have you any defects in hearing? In vision? In speech?

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. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed by Date

REMARKS:

Nearness	Character		
Personality	Ability		
Hired For Dept.	Position	Will Report	Salary Wages

Approved: 1. Employment Manager 2. Dept. Head 3. General Mgr.

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

(Compiled from 150 employers. This can be a useful aid in the role playing situation for the person playing the employer's part.)

1. Job questions. Imagined situations that tests a man's job knowledge. What should you do if.....?
2. What are your future vocational plans?
3. How do you spend your spare time?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What do you know about our company?
8. What are your ideas on salary?
9. Do you prefer any specific geographic location? Why?
10. Why do you think you would like this particular type of job?
11. Are you looking for a permanent or temporary job?
12. Can you get recommendations from previous employers?
13. What interests you about our product or service?
14. What was your record in military service?
15. How long do you expect to work?
16. How are you living now?
17. Do you like regular hours?
18. Have you had any serious illness or injury?
19. Are you willing to go where the company sends you?
20. What jobs have you enjoyed the most? The least? Why?
21. What are your own special abilities?
22. What job in our company do you want to work toward?
23. How about overtime work?
24. What kind of work interest you?
25. To what extent do you use liquor?
26. Have you ever had an automobile accident?
27. Have you ever been in trouble with the law?
28. Have you ever had your drivers license revoked?
29. What other kind of job would you be interested in doing beside the one that you are applying for?
30. If you were the employer, what qualities in a man would you look for when hiring?
31. Why should we hire you for this job rather than anyone else?

NEGATIVE FACTORS LIST

(Most frequent reasons for rejection during employment interview. Compiled from 150 companies. Of value to leader on last night as check list to review with workshop.)

1. Poor personal appearance.
2. Overbearing--overaggressive--conceited "superiority complexes"--know it all.
3. Inability to express himself clearly--poor voice, diction, grammar.
4. Lack of planning for career--no purpose and goals--doesn't know what he wants.
5. Lack of interest and enthusiasm--passive, indifferent, apathetic.
6. Lack of confidence and poise--nervousness--ill at ease.
7. Overemphasis on money--interest only in best dollar offer.
8. Unwilling to start at the bottom--expects too much too soon.
9. Makes excuses--evasiveness--hedges on unfavorable factors in recourse. Lies badly.
10. Lack of tact.
11. Lack of maturity.
12. Lack of courtesy--ill mannered.
13. Condemnation of past employers.
14. Lack of social understanding.
15. Lack of vitality--schuffel, slow movements--answers only "Yes and No" to open end questions.
16. Fails to look interviewer in the eye.
17. Limp, fishy hand-shake.
18. Indecision.
19. Poor personal life, marital troubles.
20. Sloppy application, blank.
21. Merely shopping around.
22. Wants job only for short time.
23. Little sense of humor.
24. Lack of knowledge of field of work.
25. No interest in company or in industry.

Negative Factors List

...Page 2

26. Emphasis on whom he knows.
27. Unwillingness to go where we send him.
28. Cynical
29. Low moral standards.
30. Lazy.
31. Intolerant--strong prejudices
32. Narrow interests.
33. Poor handling of personal finances.
34. No interest in community activities.
35. Inability to take criticism.
36. Lack of appreciation of the value of experience or education.
37. Late for interview without good reason.
38. Never heard of company.
39. Failure to express appreciation for interviewer's time.
40. Asking too many questions about the job.
41. High pressure type.
42. Indefinite response to questions.

NOTES ON GROOMING

(Developed by Betty Urioste, Student Counselor)

Grooming can be an extremely difficult and touchy subject for both men and women. It is, perhaps, the most difficult of the units to present. Still, it must be covered since the influence of dress and looks forms an immediate and lasting impression on many prospective employers.

Students may be sensitive to this material in several ways. Looks are extremely involved in ego and self concept, therefore, when you discuss grooming, either positively or negatively, you are dealing in self concept. In extreme cases, it is necessary to cover material even if it temporarily hurts the student.

Some male students with long hair would rather work for \$1.25 per hour than cut their hair and in some cases that's about what they are going to do. Many employers now accept moderately long hair, many do not. The student will limit himself as to opportunities with a future. This should be explained. He must weigh the value of hair verses the value of career and make that decision himself. If you attempt to influence him, he may resent you and further commit himself to achieving knee length hair.

All the material must be adjusted to personal taste and, therefore, is not hard and fast rules by the student.

Some counselors will prefer individual counseling approaches based on individual needs.

Again, I emphasize that these suggestions are not hard-and-fast rules. Personal taste will, in all cases, override many of these.

WOMEN

FIRST IMPRESSION -- LASTING IMPRESSION

I. Grooming

Apply lotion or cream to rough areas.

Never have dirty elbows or feet.

Eyebrows should be tweezed daily.

Perfume: Lightest form is cologne. (Should never wear heavy perfume on job interview.)

Use same fragrance in perfume, hair spray, lotion, etc.

II. Hair Care

The use of a natural or bore bristle brush is recommended.

Also the use of a hard rubber comb is good for hair.

Scalp should be massaged before shampooing.

Shampoos

1. lather - strips color out of hair. Creme form best.
2. non-lather - good for dry, coarse hair and softening.
3. baby shampoo - for dyed and tinted hair.

After shampooing always use creme rinse.

Never use lemon or vinegar rinse.

Use conditioner for problem hair.

1. Alberto Balsalm
2. Wella Balsalm

Dandruff is a scalp condition.

The use of Head and Shoulders is not recommended

For temporarily tinting hair, Loving Care is best, it conditions hair.

III. Wardrobe

Tip: Best dressed women never wear white shoes.

How to be happy with what you wear.

1. Know your figure from every angle. (measurements)
2. Never repeat a clothing line that you don't want noticed in your figure.
3. Always select a fabric you like to wear. (Not because it's in)
4. Be sure your clothing fits.
5. When choosing clothing consider:
 - a. skin
 - b. hair
 - c. eyes
 - d. when blonde and light wear dark colors
 - e. when dark with dark hair, wear light colors
 - f. use line and color to compliment your figure
 - g. choose clothing to express your personality
 - h. be sure to wear dark underwear with dark clothing and light with light

Lines

Vertical - slenderizer
Multi-vertical slenderizer

can be: stripes
buttons
darts
ruffles

Horizontal - One line cuts a person in half.

Multi-horizontal - very broadening

Combination such as plaids - very broadening

Diagonal - 1 slenderizer

Multi - broadening

V line - the tip of the V slenderizes.
the top - opposite

Any of the basic colors slenderizing. 1. black
2. brown
3. navy

A line skirt best for heavy girls.

Upkeep

1. Keep clothing mended.
2. Be organized with your clothing.
3. Keep clothes clean.
4. Keep shoes clean and kept up.
5. Have enough lingerie.
6. Know how to care for fabrics in wardrobe.

Accessory Rules

1. bright with basic
2. not more than two matching
3. should be far apart

Correct Way Worn:

1. belt and hat
2. hat and gloves
3. gloves and earrings
4. earrings and bracelet
5. shoes and purse

Incorrect:

1. shoes and hat
2. shoes and jewelry
3. belt and purse
4. hat and earrings
5. gloves and purse

Wear no more than three different colors.

Never wear black nylons to an interview.

Make-up -- Color Coordinating

A lot of color with the natural look is in.

1. Pastels
 - a. light blue
 - b. aqua
 - c. pink
 - d. purples
 - e. raspberries
 - f. french lilac

2. Earth tones
 - a. olive
 - b. brown
 - c. brick reds
 - d. turquoise
 - e. sharp green
- All worn with corals and oranges.

3. Tawny
 - a. yellow
 - b. beiges
 - c. mustard
 - d. tawny red
 - e. reds
 - f. royal blue
 - g. plum
- Go with reds

Color Association

RED	-	violent, exciting
YELLOW	-	wisdom, gaiety
GREEN	-	Outdoors, cool, youthful, hope, faith, life
BLUE	-	sky, conservative, honor, fidelity
ORANGE	-	abundance, warm
PURPLE	-	royalty, wisdom, silence
WHITE	-	pureity, peace
BLACK	-	solemn, mystery, night, silent, wise
GREY	-	somber, indifference
BROWN	-	earth, conservative

Tip: Camel hair and double breasted coats, plain simple clothes, and tweeds are always in good taste.

MEN

1. Simplicity is the key.
2. Dress
 - a. Slacks
 - b. Coat and tie if necessary
 - c. Shined shoes
 - d. Pressed shirt
3. Hair--the choice is yours. Many employers accept long hair today, some don't. Therefore, you are limiting yourself somewhat.
 - a. Neat, clean long hair is more acceptable than others.
4. Beards--same as hair.

EXPECTATIONS ON THE JOB

A. Expectations of employers while hiring.

1. Employer is in business for profit
2. Employer wants someone who can help him make profits
3. You must sell the employer on the fact that you can make profits for him
4. Employer wants someone dependable

B. Expectations of employees while being hired.

1. Employee wants money for living
2. Employee wants a secure steady job
3. Employee wants a job which has a future
4. Employee wants an employer who is understanding
5. Employee wants a job that he likes doing

C. Expectations of employer while working.

1. Employer wants employee who is dependable
2. Employer wants an employee who is interested in job
3. Employer wants an employee who can take orders
4. Employer wants an employee who gets along with other workers
5. Employer wants an employee who keeps in shape for the job
6. Employer wants an employee who will be neat

D. Expectations of employees while working.

1. Employee wants a boss who won't ride him
2. Employee wants to be instructed on what to do, and how to do it
3. Employee wants to get along with fellow workers

CAN YOU FOLLOW DIRECTIONS?

Can you follow directions, Sure you can. Or can you? You have ten minutes to answer these questions.

1. Read everything before doing anything
2. Put your name on the upper right hand corner of this paper.
3. Circle the word name in sentence number two.
4. Draw five small squares in the upper left hand corner of the paper.
5. Put an X in each square.
6. Put a circle around each square.
7. Sign your name under the title.
8. After the title write "yes" "yes" "yes".
9. Put a circle around each word in sentence number seven.
10. Put an X in the lower left hand corner of this paper.
11. Draw a triangle around the X you just put down.
12. On the reverse side of this paper multiply 703 by 9805.
13. Draw a rectangle around the "paper" in sentence number four.
14. Call out your name when you get to this in the test.
15. If you think you have followed directions to this point. Call out "I have."
16. On the reverse side of this paper add 8950 and 9805.
17. Put a circle around the answer. Put a square around the circle.
18. Count out loud in a normal speaking voice backward from 10 to 1.
19. Now that you have finished reading, do only sentence one and two.

APPEARANCE - CHECK LIST

Judging from his appearance, the person in the photograph probably.....

1. _____ Has little regard for rules and regulations.
2. _____ Has been in trouble with the police.
3. _____ Is more concerned about himself than about others.
4. _____ Would respond well to direction from others.
5. _____ Is very concerned about other people.
6. _____ Has worked steadily over the past five years.
7. _____ Has trouble following directions.
8. _____ Would work hard.
9. _____ Is intelligent.
10. _____ Has never had any problems with the police.
11. _____ Would care very little about his job or the company.
12. _____ Would work for several years before changing jobs.
13. _____ Would present problems to a supervisor.
14. _____ Would not work hard.
15. _____ Will work only for a short while before leaving his job.
16. _____ Would be good to work with.
17. _____ Will eventually become a supervisor.

- I. Determination of the job you want.
- II. Resources
- III. Call for appointment
- IV. Effective use of the contact sheet
- V. Preparation for the interview the night before
- VI. Follow up

Lesson Plan

- I. To determine the job you want
 - A. Consider your experience and training.
 - B. Do not look too far above or below your present skill level. If you have to go one direction go somewhat above your present skill level as you can pick up and learn many skills on the job and many employers are willing to train you.
- II. Use the various resources already discussed to find openings and set up interviews.
- III. Call and get an appointment.
- IV. Use your contact sheet and job search kit to keep the information in order. Review the use of the contact sheet. Remember to (1) write or type the classified ad to the sheet or the information you got over the phone, (2) make sure you have the interviewer's name written down; remember to use it during the interview, (3) remember to get call back dates, don't forget to call back.
- V. After you have gotten the appointment, prepare for the interview the night before.
 - A. Schedule interview with enough time between to allow for unforeseen difficulties.
 - B. Learn a little about the employer's product or services through friends, Better Business Bureau, training manuals, the Career Center tours, etc.
 - C. The night before, review the check list in your job search kit. Make sure you have the necessary papers, pens, and clothes together before going out on the interview the next day.
 - D. The day of the interview: Be prompt, preferably about ten minutes early.
- VI. Fill out the application, then bring what you have reviewed in the application section of the program.
- VII. Have a good interview using the techniques that have been discussed in the workshop.

Follow-up the interview: The interview should be followed up with either a personal visit, a phone call, or a note. The personal visit is the most effective.

NOTES ON INTERVIEWS

- I. It must be emphasized that people must take this part of the program and use it as they see fit. They must fit it to their own personality if they don't, the interview will become a very mechanical process. Answers must at least appear spontaneous.
- II. Student must be reminded to forget all they learned; the technique will come naturally. If they don't they tend to concentrate on technique, not answers.
- III. Nervousness is not only natural, it is good. It must be explained that it is nervousness that keeps a person keyed up to peak performance (can be compared to Olympic athletes).
- IV. Mock, as well as actual interviews, are frightening. Allow them to be. Student's will, with practice, reach their own level of confidence through practice on actual interviews.
- V. Nervousness in front of the television camera is also natural. However, this is good as it reflects the same feeling they will have during actual interviews. Discussing this tension after the interview, combined with the interview itself, will in all probability, somewhat reduce tension during actual interviews.
- VI. Teach and allow students to operate camera.
 - A. Zoom in on nervous hand movement and poor eye contact.
 - B. Encourage them to "play" with the camera during mock interviews.
 - C. Tell them to shoot both employer and applicant.

TOPIC OUTLINE INTERVIEW

INSTRUCTORS NOTES

Homework.

II. Appearance:

- A. Dress - Appropriate
- B. Sit alert
- C. Hands away from face.
- D. Smoke, coffee, gum

III. Skills, Experience List.

IV. Interviewers name.

V. Personal facts:

- A. List.
- B. Examples not statements.

VI. Classes substitute for experience.

VII. Typical questions:

- Q. Why do you want to work for this company?
 - A. Career verses job, know company, control.
- Q. Why this kind of work?
 - A. Related to interests
- Q. What makes you think you can do the job for us?
 - A. Experience, training, personal attributes.
- Q. Do you have any questions?
 - A. Two-way street. Salary (approach for low salary), advancement, career.

Answers to other problems questions:

- A. 3-W & R, relieve curiosity, super honest, tell everything, tell nothing.
- B. Burglary examples: I went to jail; I took up a trade.

This section should begin with discussion around These handouts:

1. "Expectations on the job"
2. "Interview Techniques"

Students need to be aware of the kinds of questions that will be asked during the employment interview. Go over the handout "Questions Frequently Asked During the Employment Interview" which allows the students to think about possible answers.

C. Job hopping-no future; as a result I decided to seek a responsible position in your company.

D. Training is the best.

VIII. End of the interview - return close.

IX. General Rule - negative answers, positive response.

X. Reasons verses excuses.

XI. Enthusiasm - willing to do more than required.

XII. Physical problems - heart, back epilepsy.

XIII. Review rating scale.

XIV. Negative Factors List

This handout covers those reasons why people are rejected during an employment interview. This handout is an excellent review prior to both mock interviews and real interviews. Encourage students to look over list prior to going into an interview.

I. Homework assignment:

Before beginning this section, the student should read the handouts, prepare a list of their skills, prepare a list of the experiences they have, and either have the transcript or a list of the classes they are applying for.

II. Appearance:

A. Dress: Manner of dress should be appropriate to the type of job you are applying for. In any case, the clothes should be neat, clean, and practical; shoes should be shined. A person should not apply for a job in pressed levis and a clean sweat shirt if he is going for a job as a salesman. Likewise, a person who is applying for a job as a construction laborer should not wear a tuxedo. Manner of dress again gets back to the concept of control. The fact whether you are dressed appropriately or not will form a first and probably lasting impression on the man conducting the interview. This first impression will affect his reactions to your questions, and will induct the affect of the entire interview.

B. Sit alert: Do not shift around on the chair. This doesn't mean that the individual has to sit at rigid attention nor does it mean that he should slouch down in the chair; become completely comfortable. Leaning back and putting your feet on the interviewer's desk is not appropriate way to conduct the interview.

Story about grabber.

C. Keep hands away from face; do not use your wrist as a chin rest.

D. Don't smoke or chew gum unless offered. If the employer offers you a cup of coffee, go on ahead and take it. It may help relax you during the interview and he may be using it to relax him. He may be just as nervous as you conducting the interview.

III. Take the list of skills, experiences, and classes that you have already made up and learn them. Memorize them so when the employer asks you a question about them, you can reply in a smooth and effective manner.

- IV. Remember the interviewer's name; write it down if you have to. Use his name during the interview. It is a compliment to a man to use his name because it shows that you are interested enough in him to use the name. This again gets back to controlling his thoughts and his impression of you by using his name.
- V. Facts about yourself you can give the employer about personality traits of yours that you will bring to the job as well as vocational skills.
 - A. Certain personality factors:
 1. Dependable.
 2. Work with pride; you are proud of your skills.
 3. You are proud of your training and completing your training.
 4. Learn easily and quickly.
 5. You like people.
 6. You want to work.
 7. Punctual.
 8. Do your work well.
 9. Do a thorough and complete job.
 10. Enjoy your work.
 11. Others.

The most effective way to get these points across is by using examples either in school or previous work experience. You cannot sit down and tell the inquirer "I'm dependable, work with pride, proud of training, learn easily and quickly, like people, want to work, and am punctual." Example: Response to a question such as "what did you do in school." You might answer something like this. "I took typing, bookkeeping, accounting, steno, and other types of general classes, and I might add, that in my typing class I reached 60 words per minute, far ahead of most of the students, and was asked to assist some of the teachers in some typing.

VI. If you are just getting out of school or training, use a list of classes and places of experience. However, don't oversell your skills. This makes you look like you are bragging and the employer realizes you haven't actually tried those skills out on the job. By the same token, don't undersell your skills; if you type 60 words per minute, let him know it.

VII. Some typical questions an employer may ask.

Q. Why do you want to work for this company?

A. You feel you can do the job as the type of work you are interested in doing: it's a good opportunity for a career (use the word career in place of the word job). Even though this is only a temporary job, it leaves the employer with two impressions (1) you plan to stay with his company for a long period of time, (2) you are concerned about the future. This again gets back to control. You are making him think something by the answers you have given. Find out somethings about the company from friends, instructors, counselors, or anybody who knows about the job, and then respond in a manner showing that you know something about the company. Example: I understand that this is a good company to build a career in. There are chances for advancement and if I further my education, I can possibly work into more advanced positions with you.

Q. Why did you choose this line of work?

A. Late interest such as working with people to the type of work you are applying for.

Q. What makes you think you can do a good job for us?

A. Set experience, training, and personal attributes.

Run through list of experiences.

Other types of problem questions:

How to answer a question that has a stigma attached to it. For instance: welfare, police records, not finishing high school, etc. The best approach to answering this type of question is the super honest approach; for W's and an R; what, why, when, where, resolved. The idea is to give the employer enough information and yet not go into the details for the situation. For instance; the answer to the question, "do you have a police record?" The answer could

be "Yes, I do have a record for burglary which occurred several years ago when I didn't have the kind of responsibility that I have now. I served time in Buena Vista from January of 1969 to February of 1971. During that time, I requested training and I went to school for auto mechanics. However, now I realize that I have responsibility for myself and for my family and I want to fulfill those responsibilities by getting a job where I can make a living and possibly on advance." This type of an answer covers a subject very well. Tells the employer what happened, why it happened, when it happened, and the fact that it was resolved. Using the word "I" instead of they trained me, shows initiative and self-action to get started to do something on your own. People who are willing to accept responsibility for themselves are also willing to accept responsibility on the job and this impresses an employer. Again, you're getting back to control. Example 2: If you've been having problems holding a job and the longest job you've ever had is a month, this will appear on your application. Let the employer know that these were jobs that didn't have a future, that were low paying, and now you are concerned with building a career. Example 3: If the employer asks you about your training, let him know that you are proud of your training and that it was the best training that you could possibly get. The quality of the training reflects on you. Even if you disagree, you don't feel the training was as effective as it could be, let him know that you think it was good, let him know the good things about the training.

In dealing with questions that have an answer with a stigma attached to them, go through the entire answer smoothly and quickly (Control). This tells the employer that you are honest, that you are not ashamed, and that you are, in fact, proud of what you are doing now (This type of an answer will also relieve his curiosity and avoid embarrassing questions.) It does this because you have told him everything about the situation (and yet you have told him nothing) and you've told him that the problem is resolved. If he asks further questions, he puts himself in the position of appearing stupid.

Q. Do you have any questions?

A. The interview is a two-way street. The employer wants to find out if you are the type of person that he wants to work for his company. In addition, you want to find out if this is the type of company you want to work for. The second benefit of asking questions is that it shows a definite interest on your part; it shows that you want to work for the company. Questions that you can ask may cover the area of working hours, fringe benefits, possibility of getting overtime, types of duties, advancements, and salary. I have actually known people who have gone out for an interview and been accepted for the job, began working, and never knew their salary. Many people are embarrassed to ask this type of question; they feel it is not appropriate. However, it is, and if he has not mentioned salary, he should ask what the salary is. If the salary offered is below the salary you were looking for, don't give up on the job, but inform the employer that with your skills and the type of work that you intend to do for him, that you feel that you have to have a higher salary. State your price. At this point, he can either accept or reject. The second approach to this situation is to first inquire about the possibility of advancement. It may be worth your while to take a job for \$1.60 per hour if potential leads to \$4.00 an hour. In the long run, this would be better than taking a \$2.00 an hour job with the potential of \$2.50. As a general rule, set your salary range and don't accept a position below that salary unless there is a possibility for advancement beyond what you were looking for originally.

VIII. End of interview:

To finish off an interview, always use a return close. If an employer hasn't mentioned it, ask if you may call him back in a couple of days (if the job is very good, and you want it, ask if you can drop back in a couple of days). Thank him for his time and say that you will be contacting him within a week.

Shows interest

IX. General rule:

When you answer a question that has a negative tone, follow it up with a positive response.
Example: "Yes, I do have a police record for

burglary, however, while I was in Buena Vista I learned a trade as a machinist and now I intend to use that skill to support myself and my family.

X. Don't make excuses:

Use reasons for answering difficult questions that have a negative tone.

XI. Show enthusiasm during the interview:

Express a willingness to do more than what is required.

XII. Do not discuss physical or other problems unless they will affect you or limit you from doing a particular type of work. There are three things that terrify an employer (1) heart trouble, (2) back trouble, and (3) epilepsy. If you are forced to discuss physical problems, do so by minimizing the problem and maximizing your skills and be sure that the employer understands that this problem does not limit you in the type of work that you are applying for.

XIII. Review the job interview rating scale before conducting mock interviews.

JOB INTERVIEW BLUNDERS

Some typed responses to the standard questions "Why do you want to leave your present job?"

* "My boss isn't the kind of person I want to continue working for." (Never badmouth your employer. It may cause a prospective boss to fear you'll later attack him, too. Or that you are a belly-acher. Even if your boss is indeed a no-good rat, it casts you in a negative light to say so. It's frustrating, but a fact of hiring life.)

* "Personal reasons. I'd rather not discuss it." Never shut off conversation with this boner. An interviewer's reaction: What's she hiding? Tap the coffee kitty and get caught? Have a fling with the boss's wife? Lose an interoffice showdown. There's a better answer than suspicion-raising evasion.

* "The other girls formed a clique and ganged up on me." Never drag personality conflicts into an employers interview. Scot innocent though you may be, an interviewer has to wonder if you are too thin-skinned, have trouble getting along with co-workers, or have other undesirable traits.

* "My job is too far from home. I want to get something closer." Never appear short on common-sense foresight. A prospective employer may think it strange that you didn't consider the travel distance before you went to work or that you were desperate for any job.

Even if your transportation situation has legitimately changed, this isn't a strong reason. What's to prevent it from changing again, forcing you to quit a new job too? You may want to mention time-saving as a second or third reason for making a job change-but not as the main reason.

* "I want to get with a better company." This boner is similar to knocking your present boss; don't do it. If you feel your current company is bad news, an interviewer speculates that you'll feel the new company is bad news too, after a few years.

* "A new boss came in and he wants to bring his own people with him." Never martyr yourself. Instead, convince a prospective boss that you want to leave regardless of the fact that you are a valued employee. Because if a new boss thinks you're hot stuff at your current company, he'll tend to think you would be a hot property at his firm.

* "I have to work too many hours without getting extra pay." Never appear unwilling to see the job through. Just though your gripes may be, an interviewer cannot know that. Instead, he may suspect you are on the lazy or overly demanding side.

THE RIGHT ANSWERS. Few applicants come back with answers to urge hiring action. One good answer and for most people, probably the best answer, is "I want to earn more money." Who can knock ambition?

A rule of thumb holds that a new job should pay you 15 to 20 percent more, whereas an annual raise may average between 5 and 10 percent. The new company is paying a premium for the training and experience you gained at the old company.

You can try to convey that you are now ready to contribute more seasoned talents than your current job permits. Another good answer is that you've already conquered the challenge in your present job and that you want to continue learning as well as producing, your current job is too easy.

IF A PROSPECTIVE boss asks why your current company doesn't pay you more, or give you a bigger job, you can say it's a matter of timing. Say that your long-term chances are excellent but the jobs above you are at least 5 years away from retirement. In other words, until your boss moves up, you are static, and your boss's boss seems glued to his chair.

The approach to a successful job interview is to turn negatives into positives, weaknesses into strengths. Or, at least present weaknesses in the most favorable light possible.

IV. Interview Techniques

A. Appearance

1. Do not shift around in chair
2. Sit alert
3. Keep hands away from face
4. Dress appropriately for the job

B. Facts about yourself other than job skills that you can use to impress the employer. For example: dependable, work with pride, learn easily and quickly, like people, want to work, punctual, do work well, do a through job, enjoy your choice occupation.

C. Questions an employer may ask.

Q. Why do you want to work for this company?

A.

Q. What makes you think you can do a good job for us?

A.

Q. What in your past experience, do you think will be helpful on this job?

A.

D. End of interview. Use the "Return Close". If the employer has not mentioned it, ask if you may call him in two days or return. Thank him for his time and say. "I will be expecting to hear from you."

E. When you answer a question in which the answer has a negative tone, follow that up with a positive response such as: "However, my problems are resolved and now I am ready for work."

F. Show enthusiasm in the interview. Express a willingness to do more than is required. This is impressive to the interviewer.

G. Do not discuss physical problems unless they bother you now, or you are limited from doing a particular type of work.

H. Emphasize the positive.

FINDING YOUR JOB BY AN INTERVIEW

The employment interview serves a dual purpose. You are given the opportunity to appraise the employees, the job and the organization and determine whether the job meets your career needs and interests as well as whether you want to work in this place and with these people.

The employer has the opportunity, during the interview, to appraise your qualifications, appearance and general fitness for his job opening. Your primary concern is to present your qualifications to the best possible advantage. We hope the following suggestions will help you:

- Learn all you can about the company: Product or service, standing in the industry, kinds of jobs available, and hiring policies and practices.
- Know what you have to offer: What training you have had, what you have done, what you can do, what kind of job you want.
- Know why you want to work for the firm.
- Be prepared to furnish references (not your family) by name, address, and business affiliation. Ask these people if you may use their name before the job interview.
- References should be people who are acquainted with your work and your character.
- Never take anyone with you to the interview.
- Allow for as much uninterrupted time as the interview may require. (For example, do not park your car on a limited time meter.)
- Learn the area salary scale for the job you are seeking.
- Conservative dress, not too formal and not too casual, is recommended for any interview.
- Neatness in grooming is essential.
- Be natural. When invited to sit down, sit comfortably without slouching.
- Be pleasant and friendly but businesslike.
- Let the employer control the interview. Give frank answers: Brief but complete, without rambling. Avoid dogmatic statements.
- Stress your qualifications without exaggeration. The employer's questions or statements will indicate the type of person he is seeking. Use these clues in presenting your qualifications. For example, if you are being interviewed for a warehouse job and the employer mentions that his job will require some customer contact work, use the clue to emphasize any work or a vocational

experience or courses you have had in public contact or related work.

- Present your resume, work record, references, personal data, work samples, or other materials to support your statements when the employer requests them.
- In discussing previous employment and work situations, avoid criticizing former employers or fellow workers.
- Be prepared to state the salary you want, but not until the employer has introduced the subject. Be realistic in discussing salary.
- If the employer indicates that you are to call or return for another interview, make a written note of the time, date, and place.
- Thank the employer for the interview. If the employer indicates that he cannot use you, ask him to suggest another employer.

During the period of your life when you are looking for the career job that will provide you an opportunity to earn a living as well as the personal satisfaction of making a worthwhile contribution to the community, you will probably have the occasion to seek a number of employment interviews.

Each of these employment interviews can be a learning process by which you improve your techniques in presenting your qualifications and yourself. Review what was said and the employer's reaction to your approach. You might ask yourself these questions.

What points did I make that seemed of interest?
Did I pass up any clues which gave me openings to sell myself?
Did I present my qualifications to the best advantage?
Did I talk too much? or too little?
Was I too tense? too aggressive? or too timid?
Did I interview the employer rather than permit him to interview me?
How can I improve for my next job interview?

Any State Employment Office will welcome your inquiry about how to prepare for and present yourself during the job interview. They will also provide suggestions and information about possible employment opportunities in your locality or in other areas of the state or nation.

I. Preparation:

Clean off and prepare desk for use by students to call for interview.

II. Supplies needed:

Contact sheet, paper clips, pen, note pad, calendar, scotch tape, and a desk.

III. Lecture:

Students will have their own "setting up appointments by telephone" sheet. At this point, it is only necessary to go over the sheet with the students.

IV. Students may feel more comfortable using their own system of calling for interviews. If so, there is a page in the workshop entitled, "Setting Up Appointments by Telephone Blank." The student can use this to write his own system of setting up interviews.

V. When students actually begin job search, instructor, student aid, or teacher aid should sit down and listen to him while he calls and asks for these appointments.

Instructor can use either or both of these systems for teaching students to set up appointments by telephone.

CALLING FOR THE INTERVIEW

INSTRUCTIONS: Our system of calling is not right for every one, develop your own on this page. Or if you wish you can use ours.

MATERIALS NEEDED:

Contact Sheet with classified ad
Pen
Note Pad
Calendar
Tape

STEPS

1. Prepare:
 Fill out contact Sheet
2. PLACE CALL
3. CONNECT
 (remember the name of the person who answers write it down, use it)
4. INTRODUCE
 (remember to use details)
5. INFORMATION
 (remember to get all important information and to try for another opening if your job is closed)
6. CONFIRMATION

SETTING UP APPOINTMENTS
BY TELEPHONE

Steps to be taken:

- PREPARE: Fill out contact sheet and tape ad to it.
- PLACE: Place call. (Who is the personnel manager.)
- CONNECT: "May I have the Personnel Department?" or "May I speak to the man who is in charge of hiring? (Depends on size of company.) Remember the name of person who answers, (use it, write it down.) If secretary answers, ask for name of Personnel Manager and write it down.
- INTRODUCE: (use details) "Mr. Johnson, this is _____. I am calling about the machinist job you had advertised in last night's Denver Post. May I make an appointment to come in for an interview?"
- INFORMATION: (Yes) If person does give it to you, get all pertinent information as to who to see, times, dates, location, etc.
- (No) "Do you have any openings in a related job?" If he does, get information and request an interview if appropriate. (If not, get information about any other openings for others in group. This is optional.)
- CONFIRMATION: "Fine, Mr. Johnson, I'll see you on Friday, the 10th, at 1:00 o'clock," or (if you are talking to the secretary,) "Fine, I'll see Mr. Johnson on Friday, the 10th at 1:00 o'clock."

CONTACT SHEET

200 ✓

Name of company _____ Address _____

Phone No. _____ Whom to see _____ Time _____ Date of Appt. _____

Date to call employer back _____ Notes _____

Name of Company _____ Address _____

Phone No. _____ Whom to see _____ Time _____ Date of Appt. _____

Date to call employer back _____ Notes _____

Name of company _____ Address _____

Phone No. _____ Whom to see _____ Time _____ Date of Appt. _____

Date to call employer back _____ Notes _____

Name of Company _____ Address _____

Phone No. _____ Whom to see _____ Time _____ Date of Appt. _____

Date to call employer back _____ Notes _____

Name of company _____ Address _____

Phone No. _____ Whom to see _____ Time _____ Date of Appt. _____

Date to call employer back _____ Notes _____

Name of company _____ Address _____

Phone No. _____ Whom to see _____ Time _____ Date of Appt. _____

Date to call employer back _____ Notes _____

Name of company _____ Address _____

Phone No. _____ Whom to see _____ Time _____ Date of Appt. _____

Date to call employer back _____ Notes _____

JOB DESCRIPTIONS

Auto Mechanic
\$480 per month
Monday-Friday 8:00-5:00

Ford Country Repair
2771 Irvington Place
Denver, Colorado

Needed: 1 person willing to learn the business of auto mechanics. Person must be dependable and be willing to work some overtime. The job requires some ability to replace worn parts, clean and replace spark plugs and balance wheels. The person must be willing to follow orders and be able to work alone. Ability to talk and get along with customers is a must.

Nursing Aide Trainee
\$480 per month
Day and Night Shifts

Bedpan Manor
415 Main Street
Denver, Colorado

Bedpan Manor is looking for young men and women to train as nursing aides. No previous experience is necessary. We are looking for persons who like working with people. The duties include answering patient's bed calls, serving meals, feeding patients, making beds and taking temperatures. Nursing Aides must be able to follow directions and take orders. They must be neat and clean in their work. Pay raises are regular. Person must be dependable and willing to learn.

Information Clerk
\$3.00 per hour
Monday-Friday 8:00-5:00

United Air Lines
Stapleton International
Airlines
Denver, Colorado

We are looking for young men and women to provide our customers with flight and ticket information. These persons must be able to work with the customers in a friendly manner. Information is given over the phone, so a clear, friendly voice is needed. They must be neat in appearance and be able to follow directions. No previous experience is needed. We will provide training. The job requires you to work on your feet. Fringe benefits are paid for you. Three weeks vacation every year. Pay raises are regular. Person must be dependable and willing to learn.

Construction Worker
\$480 per month
Monday-Friday 8:00-5:00

ACE Builders
600 So. Blake
Denver, Colorado

ACE Builders is looking for dependable construction workers. Persons must be willing to work some overtime. Work involves heavy lifting and much work with cement. No experience is necessary. Persons must have transportation to and from work. Pay raises are regular. We need people who are dependable and willing to learn.

Clerk-Typist
\$3.00 per hour
Monday-Friday 8:00-5:00

Youth Services House
995 Black Street
Denver, Colorado

Needed: 1 person to work in the front office and greet people. Must be able to answer phones and do some filing. There will be some typing. Person should be friendly and able to work with people. Person must be neat in appearance, very dependable and willing to learn.

Counselor
\$2.50 per hour
Monday-Friday 8:00-5:00

Southwest YES
845 South Irving
Denver, Colorado

Must be able to relate to youth about their problems. Must have knowledge about drug abuse and treatment. Must be able to relate to both male and female clients. Must show responsible and positive attitude toward other people. No previous experience necessary.

Janitor
\$2.50 per hour
Monday-Friday 3:00 p.m. - 12:00 p.m.

Burrito Bro's Inc.
200 W. 14th Avenue
Denver, Colorado

Needed: 1 responsible person for the upkeep of the office building. The person must be dependable and have transportation. The job includes keeping the offices clean and orderly. Must be able to wet and dry mop floors, vacuum carpets, clean furniture and other equipment, make minor repairs, and keep the building free of bugs and mice. No previous experience necessary.

Cosmetologist Helper
\$2.50 per hour
Monday-Friday 8:00 - 5:00

Split-Ends Salon
100 So. Federal Blvd.
Denver, Colorado

Needed: 1 person who likes to work with people and who is willing to learn the business and hair care. Person must have a friendly smile and dress neatly. Duties will include shampoo, cut, set, style, straighten, bleach and tint hair and give permanent waves. Must be able to give make-up analysis. Person must be dependable and have transportation. Person must be able to work on their feet for long hours.

Welding Trainee
\$2.50 per hour
Monday-Friday 8:00 - 5:00

Esquire Company
25 So. Lake
Denver, Colorado

Needed: 1 person who has the desire to learn the basic operations of welding. Applicants must know the welding properties of steel, stainless steel, cast iron, bronze, aluminum and nickel. The person must be dependable, willing to learn, a hard worker, and have transportation. Person must be able to follow orders and work alone.

Carpenter's Helper
\$2.50 per hour
Monday-Friday 8:00 - 5:00

Wood Brothers
4600 Morrison Road
Denver, Colorado

Needed: 1 person interested in learning the basics of carpentry. Person must be in good shape, have a good sense of balance and not be afraid of working on high structures. He will be required to learn basic blueprint reading, basic math and the use of wood-working machines. Person must be dependable and hard working. Pay raises are regular and benefits fully paid for.

Model Trainee
\$2.50 per hour
Monday-Friday 8:00 - 5:00

May Company
17th & Broadway
Denver, Colorado

Needed: 1 person willing to learn the basics of modeling our newest line of clothing. Person must be able to wear clothing gracefully. The job demands not only perfect grooming, poise, and a pleasant personality, but also physical stamina. Person must be dependable and able to work long hours under hot lights on their feet. Opportunities for advancement are regular. No drinkers or smokers please.

FIVE MINUTE INTELLIGENCE TEST

1. If you went to bed at 8:00 at night and set the alarm for 9:00 in the morning, how much sleep would you get? _____
2. Is there a 4th of July in England? _____
3. How many birthdays does the average man have? _____
4. Why can't a man living in Winston-Salem, N.C. be buried in a spot west of the Mississippi? _____
5. If you had only one match and entered a room in which there was a kerosene lamp, an oil burner, and a wood burning stove, which would you light first? _____
6. Some months have 30 days, some have 31. How many have 28 days? _____
7. A man builds a house with four sides to it. It is a rectangular shape. Each side has a Southern exposure, and a window. A big bear wanders by. What color is the bear? _____
8. How far can a dog run into the woods? _____
9. What four words appear on every denomination of U.S. Coins? _____
10. What is the minimum number of active baseball players on a field during any one inning? _____ How many outs in an inning? _____
11. I have in my hands two U.S. coins which total 55¢. One is not a nickel, keep that in mind. what are the two coins? _____
12. A farmer had 17 sheep. All but nine died. How many did he have left? _____
13. Divide 30 by $\frac{1}{2}$ and add 10. What is the answer? _____
14. Two men were playing checkers. Each played 5 games and each won the same number of games. There were no ties. How do you figure this? _____
15. Take two apples from three apples and what do you have? _____
16. An archeologist claims he found some coins of gold that were dated 46 B.C. Do you think that he really did? _____ Why? _____
17. A woman gives a beggar 50¢. The woman is the beggar's sister, but the beggar is not the woman's brother. How can this be? _____
18. How many animals of each species did Moses take aboard the ark with him? _____
19. Is it legal in California for a man to marry his widow's sister? _____
20. Now that you have finished, what word is misspelled on this test? _____

I. Sources of job

- A. How many job resources are there in Denver?
- B. List of resources.
- C. Multiple resource approach.

II. State Employment Service

- A. How many people are satisfied with their services?
- B. Who gets the job?
- C. Influence on the interviewer
 - 1. Application
 - 2. Sell yourself
 - 3. Dress
 - 4. Name of interviewer
 - 5. Come back or call

III. Classified ads

- A. Steps
- B. Ads to watch for
 - 1. Ri
 - 2. BBB story
 - 3. Private agency

IV. Private agencies

- A. Contract
- B. Telephone routine B & B
- C. Read classified ads for you
- D. Hold in office

Cold Contact

Government work

- A. One out of six people work for government.
- B. Advantages
- C. Where to get information
- D. Types of agencies
- E. Process
- F. ARCO Series

JOB RESOURCES LESSON PLAN

INSTRUCTORS NOTES

I. Sources of job

I. Purpose of this is to emphasize multiple resource approach.

A. How many types of resources are there in Denver for jobs?

A. Wait for answer.

B. Read List.

B. Localize list with most likely resource first.

1. Colorado State Employment
2. College Placement Service
3. Cold Canvas (direct applications)
4. Classified ads
5. Private agencies
6. Trade schools
7. Trade journals
8. Youth Opportunity Center
9. NAACP Freedom House
10. Labor Unions
11. Career Service Authority (City)
12. State Civil Service
13. Federal Civil Service
14. Merit Service
15. Federal Job Information Centers
16. S.E.R.
17. Urban League of Colorado (LEAP)
18. Mailed resumes
19. Friends and relatives
20. C.E.P.
21. Situation wanted ads
22. Highway Department
23. Manpower
24. Project New Pride
25. JOIN (Juvenile Offenders in Need)
26. C.E.D.A.

C. Some resources are better for you than others; use several for best chance at best job at best salary.

C. Emphasize

D. We will discuss the most commonly used.

D. Explain your placement facilities, but place it last to demonstrate independence is possible.

1. Colorado State Employment
2. Classified ads
3. Private agencies
4. Direct application
5. Southwest Youth Employment Service

SAMPLE LIST

1. Denver Career Services	1445 Cleveland Street	297-5849
2. Colorado Civil Service Commission	15th & Sherman Street	892-2324
3. Federal Job Information Center	18th & Stout Street	837-37;6
4. Inter-Governmental Job Information Ctr.	1447 Welton Street	825-2993
5. Colorado Division of Employment	251 E. 12th Avenue	222-1551
6. Youth Opportunity Center	500 Lincoln Street	892-3591
7. Action Centers:		
Eastside Action Center	2300 Welton Street	534-6228
Westside Action Center	1312 Santa Fe	534-5141
8. Community College of Denver Placement		
North Campus	62nd & Washington St.	287-3311 ext. 226
Red Rocks Campus	1209 Quail Street	238-7531
Auraria Campus	1200 Broadway	893-8868 ext. 265
9. Metro State College Placement ofs.	250 W. 14th Avenue	292-5190 ext. 233
10. Arapahoe Community College Placement	5900 S. Sante Fe Drive	794-1550
11. Denver University Placement Office		753-3511
12. Temple Buell College	1800 Pontiac Street	399-6847
13. Denver Urban League	910 16th Street	623-7114 or 892-0511
14. Urban League of Colorado	1375 Delaware Street	623-5201
15. NAACP Freedom House Job Placement Ctr.	2435 Welton Street	222-5228
16. Better Jobs for Women	1545 Tremont Place	244-4180
17. National Alliance of Businessmen	1301 Welton Street	534-3211
18. Concentrated Employment Program	837 23rd Street	893-7131
Denver Chamber of Commerce	1301 Welton Street	534-3211
Olston Temporary Service	1630 Tremont Place	222-7823
State Securities Commission		892-2607
Equal Opportunity Employment Commission	1726 Champa Street	837-3668
Veterans Information Center	1345 Bannock Street	

SECTION FOR MAINTENANCE APPLICANTS:

What kind of work do you feel most qualified to do: _____

How many years, or months experience have you had as a:

Carpenter _____ Electrician _____ Painter _____ Plumber _____ Gardener _____

Mechanical _____ General Maintenance _____ Other _____

Have you specialized in any phase of maintenance or have other skills: _____ If so explain: _____

Do you have a gas fitters license from the City and County of Denver? _____

Do you hold a driver's license? _____

Do you have your own transportation? _____

Are you available for immediate employment? _____

Do you have a journeyman rating in any craft? _____ If yes, give name of craft or types of craft — explain _____

Would you object to shift work? Yes _____ No _____

If required would you furnish your own small hand tools? Yes _____ No _____

What sports and hobbies do you participate in actively _____

act Sheet: FEDERAL CHILD LABOR LAWS IN NONFARM JOBS



U.S. Department of Labor
Employment Standards Administration
Washington, D.C. 20210

Purpose: To protect educational opportunities of minors and prohibit their employment in jobs and under conditions that may be detrimental to their health and well-being.

Authority: Fair Labor Standards Act of 1938 (as amended).

Minimum ages for employment:

18 years old: any job at any time for unlimited hours.

16 and 17 years old: any job for unlimited hours except those declared hazardous by Secretary of Labor.

14 and 15 years old: various nonmanufacturing, nonmining, nonhazardous jobs under following conditions: no more than 3 hours a school day, 18 hours a school week, 8 hours a nonschool day, 40 hours a nonschool week. May not work before 7 a.m. or after 7 p.m., except from June 1 through Labor Day, when evening hours extend until 9 p.m..

At any age, youths may deliver newspapers, act or perform in television, movies, radio, and theatrical productions; work for parents in their solely owned nonfarm business (except in manufacturing and hazardous jobs);

Hazardous occupations: Minors younger than 18 may not work in nonfarm jobs declared hazardous by the Secretary of Labor.

Minimum wage & overtime pay: Most workers whose employment is covered under Fair Labor Standards Act must be paid at least minimum wage and, in most cases, overtime pay. Some youths, such as full-time students, student learners, and apprentices, may be paid less than the minimum under special Department-issued certificates.

Enforcement: Enforced by Wage and Hour compliance officers stationed across U.S. Employers who violate child labor provisions may be fined up to \$1,000 for each violation.

State laws: When state child labor laws conflict with federal, law providing more protection applies.

Additional information: Contact nearest Wage and Hour Division area office, listed in most telephone directories under U.S. Government, Department of Labor, Employment Standards Administration.



1



THE HOUSING AUTHORITY OF THE CITY AND COUNTY OF DENVER

1449 Navajo Street — Denver, Colorado

NOTE: Each Question Should Be Fully and Accurately Answered. This application will be kept on active file for six months.

Mr. _____ Date of Application _____
Mrs. _____
Miss _____ Social Security No. _____
First Middle Last

Telephone: Office _____

Address _____ Telephone: Residence _____
Street & Number City & State

Home Owned _____ Rented _____ Apartment _____ Other _____ How long here _____

PERSONAL DATA

Date of Birth _____ Age _____ Birthplace _____
Marital Status: Single _____ Divorced _____ Sex-M _____
Widowed _____ Married _____ F _____

Wife or Husband's Name _____
Dependents: Name Age Relationship

MILITARY DATA

Branch of Service _____
Date of Entry _____
Date Discharged _____
Rank at Discharge _____
Type of Discharge _____
Reserve or National Guard Organization _____
Rank _____ Active _____ Inactive _____

Would you have any objections to being transferred from one point to another within the city? _____

What is the least amount of salary you would expect: _____

Would you accept short-term appointment if offered: 1 to 3 mo. _____ 3 to 6 mo. _____ 6 to 12 mo. _____

What language other than English do you speak, read or write? _____

Do you enjoy working with people more than working alone? _____

Have you ever been arrested, charged or held by any law enforcement agency? _____

If "Yes", give date, place, charge and disposition _____

Have you ever been bonded? _____ If so, where? _____ Ever been refused bond? _____ Where _____

Name and relationship of closest living relative _____

Address _____ Telephone No _____

Have you worked for the Denver Housing Authority before: _____

Who referred you to us for a job? _____

Are you related to any present employee of the Denver Housing Authority? _____

If so, state name and relationship _____

Have you any special skills or qualification, or any other information that might be helpful to us in considering your application? _____

In case of Emergency,
Please notify _____
Name Address Telephone No.

PHYSICAL DATA

General Condition of health: _____ Date of last Physical Examination _____

Do you have any physical disabilities or handicaps? _____ If so, describe _____

Height: _____ Weight: _____ Color Hair: _____ Color Eyes: _____ Vision: _____

Are you willing to submit to a physical examination, if required by the Authority? _____

EDUCATION

School	Name of School and Location	Years Attended	Date Graduated	Major Subjects	Degrees
Grade — Grammar					
High					
University					
Business or Other					

Are you studying now? _____ What subjects? _____

Where: _____

Principal fields of interest: _____

Scholastic honors, honorary societies, etc.: _____

EMPLOYMENT RECORD

(Give complete information for present and previous employment. Begin with your present, or last position and work backwards.)

NAME OF EMPLOYER ADDRESS	DATES MO. & YEAR	TYPE OF BUSINESS & NATURE OF WORK	EARNINGS	REASON FOR LEAVING

May we contact your present employer? _____

REFERENCES: (List three persons you have known for two years or longer — DO NOT refer to relatives or former employers)

NAME	ADDRESS	OCCUPATION	PHONE NO.	HOW LONG KNOWN

I hereby certify that statements on this application are true and complete to the best of my knowledge. I understand that any false statement made hereon will remove my name from the eligible list, or will result in my dismissal.

Signature of applicant

FIRST WEEK

NO. _____ PAY END _____

NAME _____

X 14-4000 *chronicle*

		Daily Totals	
OUT	7th DAY		
IN			
OUT	6th DAY		
IN			
OUT	5th DAY		
IN			
OUT	4th DAY		
IN			
OUT	3rd DAY		
IN			
OUT	2nd DAY		
IN			
OUT	1st DAY		
IN			

SECOND WEEK

NO. _____ PAY PERIOD _____

NAME _____

FIRST WEEK	OUT	7th DAY	Daily Totals
	IN		
SECOND WEEK	OUT	7th DAY	
	IN		
REGULAR HRS	OUT	6th DAY	
	IN		
OVERTIME HRS	OUT	6th DAY	
	IN		
TOTAL HRS	OUT	6th DAY	
	IN		
RATE	OUT	5th DAY	
	IN		
TOTAL EARNINGS	OUT	5th DAY	
	IN		
TOTAL DEDUCTIONS	OUT	4th DAY	
	IN		
AMOUNT DUE	OUT	4th DAY	
	IN		
M. I.	OUT	3rd DAY	
	IN		
L. C. L.	OUT	3rd DAY	
	IN		
INS.	OUT	3rd DAY	
	IN		
RESP.	OUT	2nd DAY	
	IN		
STATE T.	OUT	2nd DAY	
	IN		
CITY T.	OUT	1st DAY	
	IN		
ECKES	OUT	1st DAY	
	IN		
OTHERS	OUT	1st DAY	
	IN		

IIII

DEPARTMENT OF LABOR AND EMPLOYMENT

DIVISION OF LABOR

Child Labor Branch

200 East 9th Avenue • Denver, Colorado 80203

Mail this copy to
Division of Labor

Age Certificate

County _____

Town _____

School _____

This is to certify that _____
Name of Minor Address of Minor

has presented proof to the issuing officer named below that he, or she, was born on _____
Date of Birth

at _____, and is _____ years old. This certificate may be used as evidence of age
Place of Birth

for purposes of the Child Labor Law of 1963, (Chapter 80-6-1 through 13, CRS 1963) where an employer desires proof of age of a minor employee or prospective minor employee. This certificate does not authorize employment contrary to the Child Labor Law of 1963.

Description of Minor:

Sex _____ Color of Hair _____ Color of Eyes _____ Height _____

Weight _____ Distinguishing facial marks _____

The evidence of age accepted was: (Indicate which of the following)

- 1. Birth certificate or copy thereof or verification of date by Registrar of Vital Statistics.
- 2. Other documentary evidence such as Baptismal Certificate, Bible record, Passport, Insurance policy. (Specify) _____
- 3. School record (only if documentary evidence of age has previously been examined by school authorities.)
- 4. Oath of parent or guardian as to age of minor before judge or other officer of juvenile or county court.

School Hours applicable at school attended: From _____ A.M. to _____ P.M. Separate Work Permit is required for minors under 16 years of age to work on regular school days between the hours given above.

Signature of Minor

Signature of Issuing Officer

Date of Issuance _____

Title of Issuing Officer

Address of Issuing Officer

This certificate does not authorize employment contrary to the child labor provisions of the Fair Labor Standards Act or the Walsh-Healey Public Contracts Act.

NOTE TO EMPLOYERS: This certificate is issued in order that the employer may have authentic evidence of the age of the minor for whom the certificate is issued. It must be kept on file by the employer for the duration of the minor's employment and returned to the minor at the termination of his employment.

FORM DL CL 163 R69

DEPARTMENT OF LABOR AND EMPLOYMENT

DIVISION OF LABOR

Child Labor Branch

200 East 9th Avenue • Denver, Colorado 80203

For the Employer

Age Certificate

County _____

Town _____

School _____

This is to certify that _____
Name of Minor Address of Minor

has presented proof to the issuing officer named below that he, or she, was born on _____
Date of Birth

at _____, and is _____ years old. This certificate may be used as evidence of age
Place of Birth

for purposes of the Child Labor Law of 1963, (Chapter 80-6-1 through 13, CRS 1963) where an employer desires proof of age of a minor employee or prospective minor employee. This certificate does not authorize employment contrary to the Child Labor Law of 1963.

Description of Minor:

Sex _____ Color of Hair _____ Color of Eyes _____ Height _____

Weight _____ Distinguishing facial marks _____

The evidence of age accepted was: (Indicate which of the following)

- 1. Birth certificate or copy thereof or verification of date by Registrar of Vital Statistics.
- 2. Other documentary evidence such as Baptismal Certificate, Bible record, Passport, Insurance policy. (Specify) _____
- 3. School record (only if documentary evidence of age has previously been examined by school authorities.)
- 4. Oath of parent or guardian as to age of minor before judge or other officer of juvenile or county court.

School Hours applicable at school attended: From _____ A.M. to _____ P.M. Separate Work Permit is required for minors under 16 years of age to work on regular school days between the hours given above.

Signature of Minor

Signature of Issuing Officer

SUMMER EMPLOYMENT SUGGESTIONS

If you are unable to find a job listing that suits your needs, you may be able to develop your own job. By using headings in the "Yellow Pages", you can contact employers by phone to request an interview. Be sure you can reach the work address and mention your age and the dates you are available. Some industries likely to have a seasonal need are listed below. (Extra office help might be needed in any of them.)

- Construction
- Lawn Sprinkler Installation
- Tree Trimming Services
- Green Houses and Nurseries
- Boarding Kennels
- Canners and Other Food Processors
- Golf Courses (Maintenance, Caddies, Snack Bars, Sales and Rentals)
- Bowling Alleys
- Hotels, Motels, Restaurants
- Tourist Attractions
- Travel Agencies
- Swimming Pool Installation
- Lawn Care Services
- Sod Laying, Turf Farms
- Fence Companies
- Beverage Bottlers
- Produce Warehouses
- Swimming Pools (Lifeguard jobs usually require a Water Safety Instructor Certificate)
- Amusement Parks
- Surveyors and Mapmakers
- Shopping Centers
- Transportation Companies
- Moving and Storage Companies

You might also try this approach: What skills do you have? Could you tutor? Be a sports instructor? Sew? Do home repairs? Lawn Care? Babysitting? Start pet and plant sitting service?

Try placing your own ad--on grocery store and community center bulletin boards or in small neighborhood newspapers if you can afford a minimal cost. Include your age, expected pay, the area you wish to work in, and your qualifications or experience.

Don't give up easily. Let friends and relatives know you are looking. Someone is going to have these jobs; it might as well be you!

RENT-A-TEEN
Rules and Procedures

Beforehand...

1. You must be available on a regular daily basis. You must be willing to accept any job offered in the service.
2. You must have a signed parent consent form and a completed job information card.
3. You must attend an orientation session to learn the procedures and ground rules.
4. You must attend the workshops on specific job skills, like lawn care, babysitting, etc., to be eligible to do those jobs.
5. You must be willing to follow the rules of behavior set up at Southwest YES! and the Rent-A-Teen Service.

Daily...

1. You must check in each morning either by phone or in person to let us know that you are available to work that day.
2. If the job is within walking distance, you will be responsible for getting to and from the job on your own. (We will try to provide transportation when the job is extremely far.)
3. If you are assigned a team-mate to work with you, you must stay together from the time you leave until you return.
4. When you are sent to a job, you will return promptly either to the center or home and check in to let us know the job is completed. If you are receiving a ride from the employer, you must call to say so and give the time you are leaving.
5. If at any time, during the day, you no longer want to participate or work, you must check in to let us know.

Fee Procedures...

1. Fees are negotiable, you are allowed to decide on a price that both you and the employer feel is fair.
2. Once a job is started you must complete it for the agreed price. (Don't start a job unless you feel its a fair price.)
3. An Employer form must be completed and turned in for each job done.
4. As a Southwest RAT, you will, at all times, respect the employer's property.

I. Procedure:

There are several general consideration to look at during the mock interview.

- A. How did the student present his case?
- B. Was the student overly nervous? If so, why? What was the student's main strength? What was his main weakness?

II. Attitude during the interview and attitude on the job can make a tremendous difference in first of all getting the job and second of all, holding it. Many employers are willing to take somebody with a positive attitude and train them, rather than take somebody who already has a skill and has a poor attitude. Many times I've had employers tell me while developing jobs, "Just give me a person who is willing to work and I'll be willing to provide the training."

III. Many times employment officers and personnel people from larger companies and owners of smaller companies, will be more than happy to donate their time to conduct the mock interview. This has four (4) primary effects:

- A. It makes the interview much more realistic.
- B. If you use members from your Advisory Board it can get them more involved with the students.
- C. Many times in using actual personnel people or employers to conduct the mock interviews, if a student can impress the, they can get a job as a result of the mock interview.
- D. If provides a valuable contact for the teacher for future jobs for students.

THINGS TO LOOK FOR WHEN CRITIQUING INTERVIEWS:

INSTRUCTORS NOTES

1. Posture.
2. Eye Contact.
3. Alertness.
4. Smiling: Many times students will refuse to smile during an interview. I have used this story of smiling success fully in the past workshops. One of the most effective ways of communicating is a smile. If you don't believe it, go down and stand on the corner of 16th Street and Tremont, I have done this before, and smile at people as you walk down the street. It is amazing some of the reactions you will get. People will smile back and on occasion people may even say good morning. If you don't believe this, try it yourself sometime.
5. Refrain from fidgeting and other nervous mannerisms.
6. Use call-back close.
7. Student was able to describe experience, skills, tools, training, etc. in a smooth, effective manner.
8. Is able to explain problem areas and always followed a negative answer with a positive response.
9. Gave the appearance of self-confidence.
10. Pay particular attention when playing back the tape of the second interview by making a comparison between the second and the first interview. Improvements, especially should be noted as this is an effective learning device not only for the student involved by the other students who are listening.
11. At the end of the second interview, when filling out the job interview rating scale, the instructor should provide the student with as much positive feedback as possible in order to give him confidence when he goes out for the interview.
12. Re-emphasize that the students should forget everything you have just discussed about interviews and not concentrate on technique. These techniques will come naturally when he gets in and conducts one, two, or three interviews.
13. Emphasize that the student will probably not get the first job he applies for, therefore, he must apply as often as possible, critique his interviews after he has completed them.

14. If client has no experience, did he substitute classes or training? Did he list classes or merely give general course title?
15. Were skills and tools listed specifically?
16. Dress.
17. When mentioning a negative behavior, always provide an alternative.
18. Let students know a brief pause before answers is OK. Time can be used to gather or organize thoughts, however, there should be no pause on a yes or no answer (hesitating on a simple answer shows doubt.)
19. Emphasize positive, play down negative.

After a student has completed the training end of the program and has gone out for interview, then the instructor should spend the time to sit down with the student to go over how he felt about the interview. This can be done either with the entire group or can be done on a one-to-one basis. Some of the questions that may enter into this type of a discussion would include:

1. How well do you feel you presented your case?
2. Were you nervous and if so, why?
3. Were you afraid?
4. If the client feels that prejudice is involved, what were the indications and how did he handle it?
5. What was the best part of the interview and what was the worst part?

INTERVIEW EVALUATION

NAME _____

JOB APPLYING FOR _____

DATE _____

APPEARANCE:

1. Hair combed? Yes _____ No _____

2. Neatly dressed? Yes _____ No _____

3. Comments:

ATTITUDE:

1. Enthusiastic? Yes _____ No _____

2. Interested? Yes _____ No _____

3. Able to communicate with others? Yes _____ No _____

Did applicant speak clearly? Yes _____ No _____

Did applicant speak loud enough? Yes _____ No _____

Was the applicant a good listener? Yes _____ No _____

Was there eye contact? Yes _____ No _____

Posture? Good _____ Bad _____

Was the application Form neat? Yes _____ No _____

JOB INTERVIEWING RATING SCALE

S - Satisfactory
N - Needs Improvement

Appearance and Mannerisms:

- S N Dressed appropriately for job interview
- S N Maintained eye contact
- S N Refrained from nervous mannerisms

Followed Suggestions of Prep Program:

- S N Followed negative statements with positive statements
- S N Showed enthusiasm for work, appeared alert
- S N Avoided street terminology
- S N Asked questions about the job
- S N Used a call back closing
- S N Specifically asked for the job
- S N Thanked the employer

Ability to explain skills:

- S N Supported job choice (work history, skills, related experience, training, hobbies)
- S N Described specific work skills (typing speed, names of machines, etc)
- S N Academic achievement and interests: Subjects liked best, like least. Grades and general attitude towards school, teachers and peers.

Ability to answer problem questions and discuss outside activities:

- S N Hobbies - Sports - How often do you participate.
- S N Discussed other areas of personal interest.
- S N Explained other problem areas, (age, lack of experience, little education, employment gap)

Interviewer's Impression:

1. Would hire
2. Would hire with reservations
3. Would not hire

Strong points: _____

Weak points: _____

PRE-VOCATIONAL TRAINING QUESTIONNAIRE

1. Are you an official member in the YES! program? Yes _____ No _____
2. Do you feel your counselor encouraged you to attend the pre-voc class?
Sometimes _____ Always _____ Never _____
3. Do you feel what your learning is helping you? Yes _____ No _____
Comments:
4. Do you feel that what you have learned will help you be able to find a job,
fill out an application, and interview on your own? Yes _____ No _____
Comments:
5. Would you recommend the pre-voc classes to your friends? Yes _____ No _____
Comments:
6. What is your feeling about the pre-voc instructor?
Good _____ O.K. _____ Poor _____
Comments:
7. Do you feel that attending the pre-voc classes was worth your time?
Yes _____ Sometimes _____ Not at all _____
Comments:
8. Did you feel you were involved in the pre-voc classes: asking questions,
participating and attending?
Yes _____ Sometimes _____ Not at all _____
9. Were other youth at YES! helpful to you?
Yes _____ Sometimes _____ Not at all _____
10. Do you feel it was easy to talk to the pre-voc instructor?
Yes _____ Sometimes _____ Not at all _____
11. Do you feel it was easy to ask questions?
Yes _____ Sometimes _____ Not at all _____
12. Do you feel that the pre-voc instructor listened to you?
Yes _____ Sometimes _____ Not at all _____
13. Do you feel that the pre-voc instructor showed he cared what was happening?
Yes _____ Sometimes _____ Not at all _____

14. Did you learn anything other than how to apply for jobs?

Yes _____ Sometimes _____ No _____

Comments:

15. If you could change the pre-voc program, how would you make it better for other youth?

Comments:

16. Do you feel that four weeks of pre-voc is enough time to learn about jobs, etc?

Yes _____ O.K. _____ No _____

17. Do you feel forced to come to the pre-voc classes?

Yes _____ Sometimes _____ Not at all _____

18. Do you feel that the activities have helped?

Yes _____ No _____

If so what was your favorite?

Comments:

19. How do your parents feel about your coming to YES!

Good _____ Don't Care _____ O.K. _____

Comments:

20. Your Counselor

A. Do you feel he listens to you?

Yes _____ No _____ Sometimes _____

B. Do you feel he cares what happens to you?

Yes _____ No _____ Sometimes _____

C. Do you feel comfortable with your counselor?

Yes _____ No _____ Sometimes _____

D. Do you feel you can trust your counselor?

Yes _____ No _____ Sometimes _____

21. What did you enjoy the most during the past four weeks?

Comments:

22. What did you least enjoy during the past four weeks?

Comments:

23. Do you feel YES! has helped you to learn more about schools
(getting an education, need for a diploma, and learning about
other educational opportunities)?

Yes _____ Some _____ Not at all _____

24. I would like to see these things in YES! be done to make the program
better for us (the youth).

Comment:

25. How do you feel Southwest YES! is helping you?

Comments:

PRE-VOC FINAL REVIEW QUIZ

1. Do you think you should lie on an application?

Comment:

2. Should you get personal with your interviewer? YES _____ NO _____

3. How should you dress for the interview?

4. How should you act at an interview?

5. Should you go to an interview high or with beer on your breath?

6. Should you show your interested in the job?

7. What should you take with you to an interview?

8. Should you go alone?

9. Should you be at your best?

10. Why do you need a social security card?

11. Should you stand when the interviewer comes into the room?

12. If you don't know an answer, what should you write?

13. List 4 things important you feel will help in your getting a job.

(a) _____ (c) _____

(b) _____ (d) _____

14. List 4 things you feel are barriers to you in getting a job.

(a) _____ (c) _____

(b) _____ (d) _____

15. List those 4 things important in keeping and holding a job.
- | | |
|-----|-----|
| (a) | (c) |
| (b) | (d) |

APPLICATIONS

1. What is meant by using a reference on the application?
2. What does N/A mean?
3. Should you print or write in filling out applications?
4. When do you write on an application?
5. List 4 things you feel are important to filling out a good application?

(a)	(c)
(b)	(d)
6. How important do you feel that the usage of drugs and alcohol will affect you on the job or even getting a job?
7. What two things are important in ending the interview?

(a)	
(b)	
8. What kinds of things should you do and say at the interview?

(a)	(c)
(b)	(d)

Thursday, February 19, 1976

1. Did you like the guest speaker?
2. Did you learn anything?
3. What did you learn?
4. What do you remember most in what he/she was talking about to you?
5. Do you feel what he/she was saying helped?
6. Do you want more guest speakers?
7. What he/she was saying, do you feel related to employment?
8. Would you want him/her to speak again?
9. What would you like me to talk about in the next five days?
10. At this point, how do you feel about the pre-voc classes?





CERTIFICATE OF GRADUATION

This Certifies That

has satisfactorily completed the prescribed Course of Study
of the _____
and by proficiency in scholarship and integrity of character
is entitled to this

DIPLOMA

Given at _____ This _____ day of _____ 19__



CONTINUED

2 OF 3

ATTENTION

January 15, 1976

To the parents of _____

You are cordially invited to attend the Pre-Vocational Graduation Ceremonies of your Son/Daughter this Thursday, January 15, 1975.

Upon successful completion of the pre-vocational Classes, youth are presented with a Certificate and a Letter Recommendation.

There will be a guest speaker and the presentation of Certificates to the youth will be given.

Refreshments will also be served.

REMEMBER: Thursday Evening

DATE: January 15, 1976

TIME: 7:00 p.m.

PLACE: Southwest Community Center
1000 So. Lowell Blvd

Just 6 Blocks Southwest of us.

Looking forward to meeting with you and getting acquainted.


J. Lloyd Romero
Education Coordinator

CASE FILE FORMS

SOUTHWEST YOUTH EMPLOYMENT SERVICE

Parent Consent Form

I agree to participate in the Southwest YES! Program as outlined to me. This contract may be terminated at any time by either party.

Signature

Date

I hereby give my consent to Southwest YES! to enroll _____ into their program and hereby pledge my cooperation and participation in said program as outlined to me on this date. I also give my consent for Southwest YES! to receive information from the school which my son/daughter attends concerning grades, attendance and behavior.

Parent or Guardian

Date

Counselor

Date

SOUTHWEST YES! COUNSELING PLAN

Na

Youth Needs: give plan for each area where help is needed.

Basic assistance:

Legal:

School:

Family:

Personal:

Employment:

Other:

SOUTHWEST Y.E.S.
845 So. Irving Street
Denver, Colorado 80219

GENERAL MEDICAL EXAMINATION

CONFIDENTIAL

CONFIDENTIAL

To Be Filled Out By Applicant and/or Counselor. All information shall be kept in the strictest confidence.

Name: _____ S M W D Sep.

Sex: _____ Home Address: _____

DGH No. _____ Are you presently under care of a physician? _____

Name of Physician: _____

FOLLOWING SECTION TO BE FILLED OUT BY EXAMINATION PHYSICIAN(S)

Applicant's Medical History: _____

COMMENTS

1. Head, Eyes, Ears, Nose, Throat _____

2. Lungs, Heart _____

3. Abdomen _____

4. Genitalia, Gynecological _____

5. Musculoskeletal, Orthopedic _____

6. Nervous System _____

7. Psychiatric _____

8. Other _____

Blood Pressure _____

Ht. _____ Wt. _____ Temp. _____ Pulse _____

VISION

Describe abnormalities in detail:

Distant R _____ L _____
Coor. R _____ L _____
Near R _____ L _____
Coor. R _____ L _____

HEARING

R _____ L _____

LABORATORY: Urinalysis: Sugar _____ Albumin _____
Evidence of Contagious Disease _____
Pap Smear: Normal _____ Atypical _____ Abnormal _____
Tine Test: _____

DESCRIPTION OF MAJOR DISABILITY:

OVERALL DIAGNOSIS:

CHARACTERISTICS OF MAJOR DISABILITY: (Check Appropriate Terms)

Permanent _____ Slowly Progressive _____
Temporary _____ Rapidly Progressive _____
Stable _____ Improving _____

Can the major disability be removed by treatment? Yes _____ No _____

Substantially reduced by treatment? Yes _____ No _____

ADDITIONAL COMMENTS:

Signature of Physician: _____ Date: _____



END