



ACA

**PRE-EMPLOYMENT
TRAINING**

**CURRICULUM
PACKAGE**

63909

TRAINING PACKAGE

✓
✓ ACA
✓ COMPREHENSIVE WORK
ENTRY PROGRAM

✓
TEACHER'S GUIDE

NCJRS

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FOREWORD

The American Correctional Association (ACA) has for many years been actively involved in trying to combat one of the most serious problems facing the offender - unemployment. Through three federally funded programs -- Mutual Agreement Programming (MAP), the Model Inmate Employment Program (MIEP), and, most recently, the Coordinated Community Offender Employment Programs (CCOEP) -- the ACA has demonstrated a variety of approaches aimed at increasing the offenders employability and employment opportunities.

For use in the CCOEP programs, implemented in four city/county jails, ACA staff developed this Teacher's Guide, the accompanying sixteen student workbooks for pre-employment training, and a Program Manual. Tested and validated in the participating institutions, these resources were found to be practical and on target. These materials have further proven to be flexible enough to be applicable to a wide variety of other types of institutions and programs, for juveniles as well as adults. For that reason, the ACA is making these materials available -- under a new and more descriptive title, the ACA Comprehensive Work Entry Program. These materials are not to be looked upon as a prescriptive package, but as a guide and resource. It is hoped that they will facilitate the transfer of some practical knowledge gained through ACA's demonstration programs and serve as a catalyst in the development of

much needed employment programs in correctional facilities
and programs across the United States.

Anthony P. Trivisono
Executive Director
October 1979

Acknowledgement

This manual has been drawn from the experience of many individuals -- CCOEP Program Managers and volunteers -- who have taught the various curriculum units in the four demonstration jail programs. Thanks to them the manual includes practical advice as to how the curriculum can be implemented with maximum effectiveness.

Special thanks are due Dr. Peter Esseff of Educational Systems for the Future, who was of invaluable assistance to CCOEP staff in all stages of the curriculum development, implementation, validation, and final publication.

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INTRODUCTION

According to a recent Law Enforcement Assistance Administration (LEAA) report on community-based assistance programs, "One of the most important facets of employment services for prison releasees is pre-vocational or work-adjustment training. This involves making clients aware of the various social skills associated with the straight work world."¹ Furthermore, as another recent major study emphasizes, "There is a need in social education programs for clearly defined objectives which are interpreted to both staff and inmates and for staff acceptance of the principles of the program."²

Despite these acknowledged needs, however, very few social skills programs have been developed which meet these criteria -- and none taking into account jail inmates and the special conditions of the jail environment. The Coordinated Community Offender Employment Programs (CCOEP) Pre-Employment Training Curriculum attempted to fill this void.

The CCOEP curriculum was developed as part of a demonstration program implemented in four local jails by the American Correctional Association (ACA) in 1977-1979.³ Funded through a grant from the LEAA, the CCOEP program responded to the problem of unemployment and crime by providing assistance toward "self-help" and serving as the offender's advocate with the community and the labor market. At each of the four demonstration sites, the CCOEP program became a catalyst for change within individuals as well as within the local jail and its supporting community.

Since the main goal of the CCOEP program was to increase the employability and employment opportunities for the offender, the Pre-Employment Training Curriculum was designed to equip the inmate with some of the social skills associated with the world of work. The topics cover many of the main consumer and life skills needed to cope in contemporary society, as well as those related to locating and acquiring employment.

Having surveyed a large number of available commercial and non-commercial survival skills and pre-employment training packages, we found none to be appropriate for the adult jail inmate and the special conditions of jail incarceration. Some were found to be too sketchy; others requiring more time, staff, equipment, and money than available in the average jail. Many required a higher reading level and general educational background than generally found among jail inmates. It was therefore decided that a curriculum be developed specifically for jail inmates bearing in mind the special circumstances, and limitations, of the typical American local jail -- the short stay, rapid turnover of inmates; severely limited funds and space; the availability of nearby community resources; and the low educational level of the clientele.⁴

The curriculum was tested in depth at the demonstration sites and was extensively revised before publication. The 16 units have been validated and found effective for jail inmates -- male as well as female, and ranging from near-illiterates to high school graduates.

It is being published in the hope that it will be found useful not only in many additional jails across the United States, but also in other types of correctional settings -- ranging from community-based institutions to state prisons -- and for juveniles as well as adult offenders.

Conan N. Louis
Assistant Director, CCOEP

Footnotes

¹Toborg, Mary A., et al., "The Transition from Prison to Employment: An Assessment of Community Based Assistance Programs; Issues Review"; The Lazar Institute, Washington, D.C.; 1976 (p. 35).

²Bell, Raymond, et al., "Correctional Education Programs for Inmates: The Issues"; Lehigh University, School of Education; Bethlehem, PA; 1977 (p. 107).

³Orleans Parish Community Correctional Center, New Orleans, LA; Baltimore City Jail, Baltimore, MD; Davidson County Workhouse, Nashville, TN; Bexar County Jail, San Antonio, TX.

⁴The CCOEP participants, as tested, functioned on the average on the 7-8 grade reading level. Only 25% had completed high school; 48% were unskilled.

I. Methodology

The competency-based CCOEP Pre-Employment Training Program utilizes a systems approach to curriculum design. The main components of its development and strategies are as follows:

The *Behavioral Task Analysis* identifies each *major task* that the learner must perform, as well as each basic, or *subtask*, which will help the learner accomplish each major task. It is comprehensive in nature in that it identifies all of the tasks which the learner needs to perform. An analysis of the tasks facilitates the organization of those tasks into the logical sequence in which they will be performed. This, in turn, enables both the teacher and the learner to know what the learner will be expected to do after completing the course.

Once the task analysis is complete, a *behavioral analysis* is done. An analysis of the behavior inherent in each task identifies all the knowledge and skills necessary to perform each task. Knowledge and skills are then broken down into three major categories: cognitive, psychomotor, and affective behaviors. The following chart illustrates the breakdown of behaviors identified in the task analysis:

| Behavioral Analysis | | |
|--|--|---|
| Cognitive | Psychomotor | Affective |
| Recall Recognition Multiple Discrimination Concept Formation Problem Solving | Auditory Visual Verbal Manipulative Writing Touch | Emotions Values Attitudes Feelings |

The behavioral analysis serves as a bridge between the task analysis (the objectives or unit goals) and the pre/post-test which measures how well and to what extent the learner is able to perform the necessary tasks (achieves the objectives or unit goals).

Finally, the task analysis enables the curriculum developer to estimate the amount of learning time required to perform each task:

| Task Number | Task | Learning Time Estimate |
|-------------|--|------------------------|
| 6.0 | Use the interview to get yourself a job | 60 min. |
| 6.1 | Get ready for the interview | 10 min. |
| 6.1.1 | Get information about the company | 2 min. |
| 6.1.1.1 | Find out what the company does | 2 min. |
| 6.1.1.1.1 | Find out if you can get any literature about the company | 2 min. |
| 6.1.1.2 | Find out what kinds of jobs the company has open | 2 min. |
| 6.1.1.2.1 | Call the company's personnel office | 2 min. |

Learning time is estimated based upon the experience of the curriculum developer/subject matter expert and can therefore be refined and changed to accommodate individual situations. It is tested and validated by use with targeted learners.

The *Pre-/Post-Test* serves as an accurate diagnostic tool, a teaching tool, and the source of immediate feedback to the learner. As a diagnostic instrument, the Unit Test assesses the learner's knowledge both before and after his exposure to each curriculum unit. Thus, by scoring well on the pre-test, the learner may bypass a unit which might be of no practical use to him in providing new information. By comparing his score on the post-test with that on the pre-test, the learner can get an accurate measure of his learning gain.

As a teaching tool, the pre-test serves as the learner's initial exposure to the material contained in each unit. It presents the instructional objectives in question-and-answer form. This format actively engages the learner in the instructional process. Then, along with the *embedded review questions*, the post-test reinforces the information contained in the instructional objectives, thereby increasing the learner's retention of knowledge.

The pre-/post-test for each unit is composed of *Criterion-Referenced (Competency-Based) test items* which correspond to the tasks specified in the Behavioral Task Analysis (see above). This makes it possible to determine exactly which task is measured by each test item. Only the tasks which are taught are tested, and only those tasks which are tested are taught. Hence, there is a perfect one-to-one correspondence between major tasks and test items. Furthermore, the comprehensiveness of the Behavioral Task Analysis is reflected in the testing. Since everything is tested, there is no arbitrary selection of what is to be tested.

Three types of tests are used throughout the curriculum: (1) paper-and-pencil tests, as utilized in the pre-/post-test and review tests; (2) simulation or role playing; and (3) performance checklist. The paper-and-pencil test judges how well the learner has fully understood the material, while the other two types of test judge his ability to use that information in a real life situation. The appropriateness of each type of test is based upon the Behavioral Analysis which was used to identify cognitive, psychomotor, and affective behaviors.

The next step in the development of the curriculum is the construction of *Learning Hierarchies* and *Modules*. The purpose of the learning hierarchy is to specify the learning sequence inherent in large numbers or groups of tasks. It illustrates the relationships among each major and subtask, as well as among groups of tasks.

The *sixteen master tasks* which are taught in this curriculum are presented below.

After completing this curriculum the learner should be able to:

- 0.0 Recognize some basic information and acquire some basic skills which will prepare him for the world of work
- 1.0 Identify some good reasons for working
- 2.0 Apply for a social security card
- 3.0 Look for a job
- 4.0 Write a resume and write a cover letter
- 5.0 Fill out a job application completely and correctly
- 6.0 Use the job interview to get a job
- 7.0 Recognize some basic information about keeping a job
- 8.0 Manage money by making out a budget
- 9.0 Open and maintain a checking account
- 10.0 Establish and maintain credit
- 11.0 Prepare a federal income tax return using the "short form" (1040A)

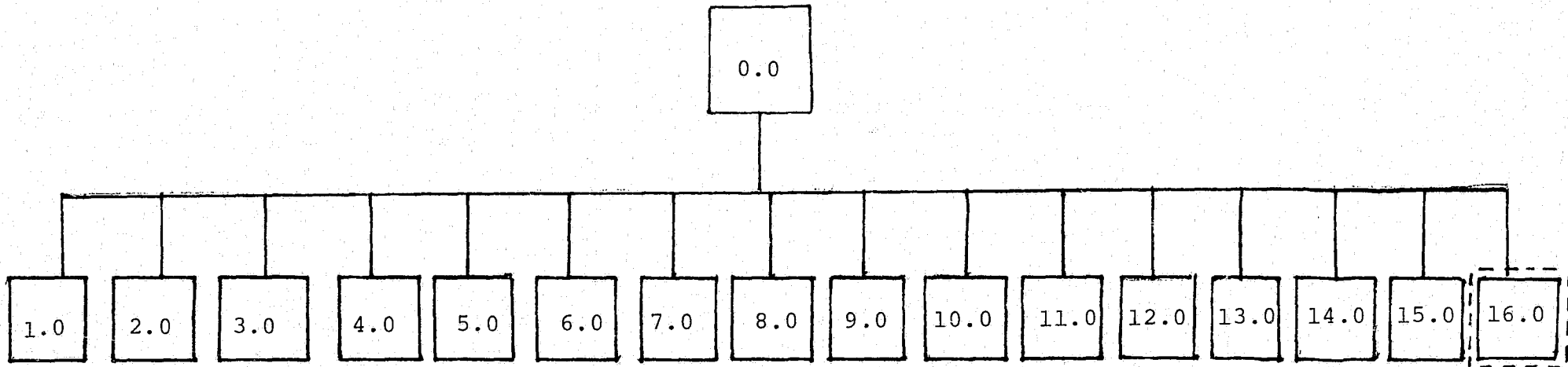
- 12.0 Recognize some basic information about buying a used car from a dealer
- 13.0 Recognize some basic information about housing
- 14.0 Recognize some basic information about planning a family
- 15.0 Recognize some basic information about alcohol and alcohol abuse
- 16.0 Recognize some basic information about drugs and drug abuse

The relationships of these tasks to each other are represented in the *Master Hierarchy Chart* on the following page. These tasks follow an order of independent relationships and are therefore constructed in a parallel order of learning. In other words, these tasks may be learned before, after, or simultaneously with each other. The fact that each task is independent of the others is the basis for the modularization of the entire curriculum.

Within each unit, different types of relationships can be seen among various tasks. For example, consider the first ten instructional objectives of unit 16, "The Dangers of Drug Abuse."

After completing this unit the learner should be able to:

- 16.0 Recognize some basic information about drugs and drug abuse.
 - 16.1 Identify a drug as any chemical substance which affects you in such a way as to bring about a change in your body, your emotions, or your behavior
 - 16.1.1 Identify drug dependence as a state of physical or psychological need, or both, which comes from the use of a drug
 - 16.1.2 Identify drug abuse as the use of a drug, whether it is legal or not, which causes physical, mental, or emotional harm to you or people close to you
 - 16.1.2.1 Recognize that all drugs can be harmful
 - 16.1.2.2 Identify the factors which can determine the effect a drug will have



MASTER HIERARCHY CHART

- 16.1.2.2.1 How the drug is taken
- 16.1.2.2.2 If other drugs are used at the same time
- 16.1.2.2.3 Your personality
- 16.1.2.2.4 The setting (the place and other people around you)

The hierarchy chart on the following page illustrates an order of dependent relationships among some of these tasks. This means that these tasks are constructed in a prerequisite order of learning. In other words, some tasks cannot be learned until previous tasks have been achieved.

Learning hierarchies, then, form the basis for individualizing instruction. Once the learning hierarchies have been constructed, they can facilitate the application of three criteria in the creation of *Learning Modules*:

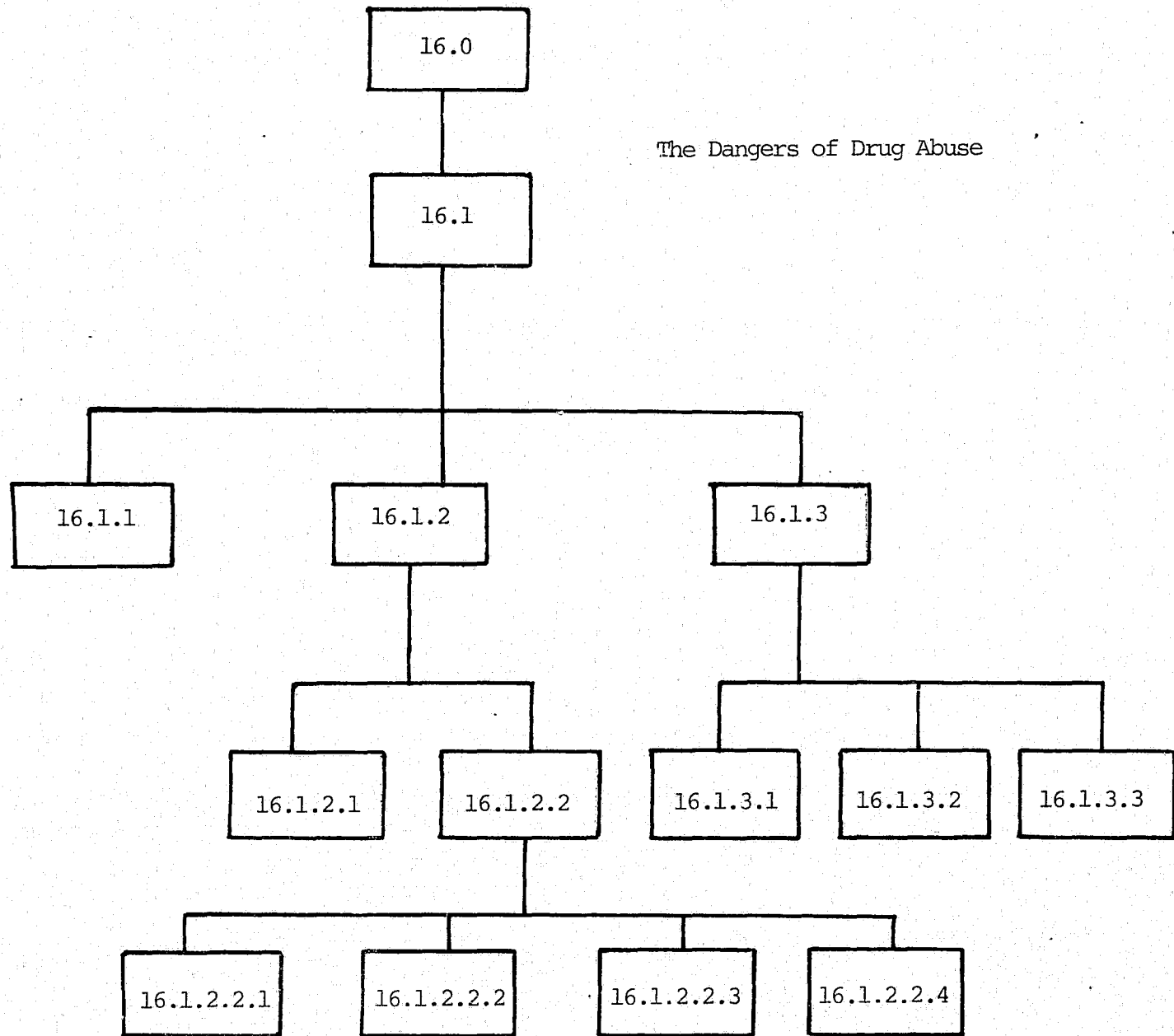
1. Refinement of Estimated Learning Time - Is the time reasonable?
2. Testing requirements - Does the material test well together (based upon the Behavioral Analysis)?
3. Related content - Are all of the tasks outlined and illustrated by the hierarchy related?

Only after the above outlined steps have been taken, can the actual *instructional materials (texts)* be written. These materials are characterized by the use of *negative space* (the avoidance of overcrowding the page with print), and *visualization*, to facilitate the learning process. This is done because the target population is a highly visual one, in an already highly visual-oriented society. This coupled with minimal reading skills necessitates the use of *visuals* to illustrate points, and more importantly, to facilitate the introduction of new or different concepts.

Vocabulary which might present problems for the average inmate has been underlined in the text and defined in a *Word List* at the back of each booklet. This not only enables the student to better comprehend and incorporate information, but to increase and reinforce his vocabulary skills as well.

Unit 16

The Dangers of Drug Abuse



Note: Read Hierarchy Chart from bottom to top.

The advantages of this type of approach are twofold: First, it removes a great deal of responsibility for learner achievement from the individual teacher and places it on the curriculum itself. This frees the teacher to engage in more imaginative and innovative activities. Second, it makes the curriculum adaptable to virtually any situation, ranging from that of very limited resources, necessitating self-instruction coupled with some volunteer tutoring, to the ideal of extensive educational technology.

II. Scheduling

The curriculum is divided into sixteen units, each with an estimated learning time of two hours. The first thirty to sixty minutes should be sufficient for the learner to complete the pre-test, text, and post-test. The remaining time should be used to complete the performance checklist and/or other exercises. The use of role playing (especially where video-tape equipment is available) and relevant audio-visual supplements are strongly recommended. Most importantly, the written material should be complemented by lecture/discussion, preferably with the use of a volunteer professional from the community.

Each unit is independent and does not require prerequisite knowledge of another (see Learning Hierarchy and Modules above), although some units do follow a logical progression. This ensures the flexibility of an open entry/open exit format to accommodate the realities of any type of programming in city/county jails.

Additionally, sequencing of the units can be done in response to each individual situation. For example, those units dealing specifically with employment may be repeated more frequently than the others, depending upon staff judgement of inmate needs.

To facilitate and encourage participation in discussion, the average class size should ideally not exceed twenty students. However, in answer to the realities of large urban jails, the curriculum is suitable for programmed learning, so that each individual may proceed at his own pace. This further facilitates the accommodation of a larger number of students and recognizes that class size in city/county jails is often dependent upon the availability of space.

III. Use of Volunteers

The use of volunteer professionals is an essential complement to the CCOEP curriculum. Constant contact between the inmate and the free world could increase the inmate's chances for successful reintegration. It is, therefore, essential that he be allowed to interact with people in the community to ease the transition from jail to job. However, the term "volunteer professionals" is used here for two reasons: First, the professional (e.g. a banker for the units on money management and budgeting) has something to offer by way of expertise in the topic area. Second, chances are that inmates have had little or no positive contact with people who represent positions of authority and responsibility in the free community.

Volunteers could be trained to teach sections of the curriculum, using the section below on "Logistics."*

IV. Record Keeping and Logistics

Assuming the availability of duplicating facilities, the unit test response sheets, performance checklists, and unit goals contained in this booklet can be copied in sufficient numbers for participating students. If no duplicating services are available, questions may be answered on a blank sheet of paper. Unless resources are available to supply each student with personal workbooks, students should be instructed not to mark their booklets.

Cumulative records can be kept on each student by retaining and analyzing the results of the pre-/post-test for each unit. If collected and used properly, this data can be used as a self-evaluation system as well as a pedagogical device. By using the item analysis form on the following page, you can determine exactly what type of progress students are making by comparing their post-test scores with their pre-test scores. In addition, you can pinpoint precisely which instructional objectives are presenting difficulty to individual students, and to the group as a whole. Since there is a direct correspondence between the competency-based test items and the instructional objectives (see above), you will be able to take any necessary corrective action, from helping an individual student to improving the entire group's performance.

*For further details, see the section on volunteers in the Program Manual. It contains a general discussion on the use of volunteers as well as a bibliography and selected resources.

Such corrective action may take the form of additional reading in the subject area, discussion with special emphasis on problem areas, or further explanation in lecture form. For example, you may find that difficulty stems from the students' disagreement with a particular philosophy or position espoused by the text regarding the length of facial hair or the importance of dress in an interview situation. This would indicate the need for discussion of that subject in further detail.

A folder should be kept for each student containing any useful exercises which he/she has completed, especially copies of resumes and cover letters. Aside from the purpose of maintaining a record of the inmate's progress, his/her folder can be used to collect materials which may be of use to the inmate upon release.

Finally, in order to motivate students and recognize their achievements, you might want to design a certificate and evaluation report to give out to students upon completion of the sixteen units. This might be done in a small awards ceremony with invited guests. The certificate/report might be used by ex-offenders in job interviews or in dealings with courts/parole boards to show their efforts to prepare themselves for the working world in free society. (See following page.)

V. Curriculum Validation

The CCOEP curriculum was validated during the original grant period with the intent not only of evaluating the effectiveness of the written materials, but of refining them to the point where at least ninety percent of the sample population would receive a score of 90% or better on the post-test for each unit. To accomplish this, the curriculum was validated on two separate occasions, using the random sample of the jail population at two of the project's demonstration sites. Following each validation, refinements were made in the text, unit test, and unit goals for each unit. Special emphasis was placed on keeping the language simple and understandable. Both quantitative and qualitative data were collected and analyzed. The quantitative data were obtained through the administration of pre- and post-tests. Quantitative data were used to refine the three components mentioned above.

The collection of qualitative data resulted in the creation of the Word List and assurances from the target population that the curriculum was indeed worthwhile and relevant.

VI. Reading Level

In order to determine the approximate reading levels of the 16 units, they were analyzed according to the Fry Readability Formula.* The accuracy of the scores produced by the formula is within one grade level. (Therefore, if a score is expressed as grade level 7.5, then the range for that score is 7.0 to 7.9.) This is considered quite acceptable since the problem of validity ~~is difficult at best. First of all, there are no rigorous standards of just what is a 7th grade difficulty level as opposed to 8th grade difficulty.~~ The standards in use are based on experience, vocabulary usage, sentence structure, and standardized test data.

The author of this formula is Edward Fry, Ph.D. Dr. Fry is a Professor of Education and Director of the Reading Center at Rutgers University. The procedure for using the Fry formula involves random selection of a one-hundred word passage from the material. The number of syllables and sentences are counted in the selection, and these counts are plotted on a graph to determine the level of difficulty. This procedure should be done three (3) times in a selection if variability is observed.

The results of this process are indicated in the chart below.

Reading Levels of the Materials

| <u>Unit #</u> | <u>Syllables</u> | <u>Sentences</u> | <u>Read. Level</u> |
|---------------|------------------|------------------|--------------------|
| 1 | 167 | 9 | 8.2 |
| 2 | 153 | 8 | 7.5 |
| 3 | 135 | 7 | 6.5 |
| 4 | 180 | 8 | 8.7 |
| 5 | 160 | 9 | 8.2 |
| 6 | 160 | 9 | 8.2 |
| 7 | 170 | 7 | 8.6 |
| 8 | 140 | 7 | 6.5 |
| 9 | 130 | 5 | 7.5 |
| 10 | 160 | 8 | 8.4 |
| 11 | 160 | 7 | 8.5 |
| 12 | 153 | 6 | 8.0 |
| 13 | 180 | 6 | 9.0 |
| 14 | 160 | 6 | 8.7 |
| 15 | 145 | 8 | 7.0 |
| 16 | 165 | 7 | 8.6 |

| | <u>Ranges</u> | <u>Means</u> |
|------------|---------------|--------------|
| Syllables | 130 - 180 | 157.4 |
| Sentences | 5 - 9 | 7.3 |
| Read Level | 7.0 - 9.0 | 8.5 |

*This analysis and recommendations were made by Dr. Daniel Shaheen, Reading Consultant, Montgomery County Public Schools, Maryland.

Coordinated Community Offender Employment Programs

and the

Ecumenical Institutional Services, Inc.

This is to certify that



completed the
Pre-Employment Training Program
on the _____ day of _____ 19____.

Community Resource Developer

Project Manager

CCOEP CURRICULUM

Evaluation Report

For Period Ending

Name _____

Address _____

City _____

State _____ Zip _____

COURSE TITLE

Why Work?

Getting Your Social Security Card

Finding a Job

Writing Your Resume

Filling Out a Job Application

Interviewing for A Job

Keeping Your Job

Managing Your Money

Handling Your Checking Account

Establishing & Maintaining Credit

Preparing Your Federal Income Tax

Buying a Used Car

Providing for Your Housing Needs

Planning Your Family

The Dangers of Drug Abuse

The Dangers of Alcohol Abuse

HOURS

INSTRUCTOR

Due to the use of a large number of "trade" or "technical" terms, the reading levels as indicated are about one grade level higher than the general text would run. However, it was felt that these terms are needed to cope with the job and consumer skills involved. Providing vocabulary lists and word study will facilitate the reading for students who function on less than the listed reading levels for the various units. Furthermore, since the material was devised for adult students, every effort was made not to insult their intelligence by over-simplifying the skills and materials involved.

One recommendation is made with regard to teaching methodology - the use of a "directed reading/thinking activity" approach. This method is controlled and allows for immediate reteaching of a skill or concept when the first attempt falls short of expectation. Each lesson is segmented into very short and single objective components. In other words, objectives are limited to one skill at a time.

Vocabulary from each segmented lesson is introduced and illustrated "in context" before each reading session. Before assigning any reading and after the vocabulary is introduced, the instructor directs the readers' attention to a single literal question that is to be answered. Then the reading is directed to answer that and only that question in a literal manner (what did the author say?).

Next, the students are asked to reread the same information but from a higher level of critical thinking, in order to interpret what was meant by it. This requires giving them multiple choice answers to choose from. These answer choices should require the students to compare, contrast, make analogies, infer meaning, and use cause-effect relationships. By doing this, students are required to call upon their background of experience and fund of knowledge so that the meaning and intent of the communication may be internalized. Interpretation questions are objective and the pattern of thinking is predictable because there is only one possible route to acceptable answers.

This pattern of teaching and questioning is continued through the module or lesson until all of the objectives and information are covered. At the end of a module when you wish to evaluate what was learned, a situation is constructed that calls upon the student to apply his knowledge to a given situation. This can be done in a number of ways. A staged role-playing situation might be a most effective mode to use. A written essay response is another. Whatever mode is used, provide as little information as possible to the student. These types of activities call upon the student to articulate his own subjective values and purposes along with learned ones taught in the unit and to use them as criteria for making judgments.

This approach to teaching the units may seem tedious at first sight. However, when lessons are taught in single segments, they go quickly and are effective. The instructor is given a planned strategy and the student a systematic approach to learning the content at the four levels of thinking.

Level 1 -- Word Meaning -- semantic

Level 2 -- Literal -- data, information, what was said

Level 3 -- Interpretive -- what was meant

Level 4 -- Applied -- transfer of knowledge decision making

Before implementing the curriculum, you may want to determine the relative abilities of your students, in order to predict and prepare for possible problems. In that event, you should administer the diagnostic instrument which appears in Appendix 1. (Further detail is provided there.)

VII. Diagnostic Test

The diagnostic test on the following pages was constructed for use in the validation of the CCOEP curriculum. The purpose of this instrument was to determine the relative abilities of the target population with regard to reading comprehension, simple mathematical computation, and basic writing skills. Since these are the skills required by the curriculum, the results of the test can also serve to point out those students who may have difficulty with the individual units.

This instrument was found to produce results similar to those of standardized normative tests, specifically the California Achievement Test (CAT) and Wide Range Achievement Test (WRAT), and is recommended for use when there are no resources to administer a standardized normative test. These findings, however, are based on limited data, and are not intended to be accepted as conclusive. The test should therefore be used with caution initially, and the performance level of the individual on the diagnostic test should be carefully plotted against that on the unit post-tests to further establish the reliability of the diagnostic test.

The test consists of ten questions. Correct answers to questions one through seven are assigned point values as indicated below:

| <u>Question</u> | <u>Value</u> |
|-----------------|--------------|
| 1 | 5 |
| 2 | 5 |
| 3 | 15 |
| 4 | 15 |
| *5 | 5 |
| 6 | 5 |
| *7 | 15 |

*Simple errors in question number five should be disregarded (e.g. answering \$8.80 instead of \$8.90). In question number seven, if proper procedures are demonstrated but there is a minor mathematical error, a score of 10 points should be given.

Questions eight through ten should be scored together on the basis of four criteria: 1) whether there are more than five written lines (5 points); 2) whether the response to questions eight and nine are in letter form (5 points); 3) the percentage of words spelled incorrectly (0 to 6.6% = 10 points, 6.7% to 13.3% = 5%, more than 13.3% = 0); and, 4) a subjective judgement of the grammar and word usage scored on a scale of 5, 10 and 15 points. The highest possible total score is 100 points.

Answer Key

1. b 2. c 3. c 4. d 5. \$8.90 6. 6 7. \$39.75

CCOEP DIAGNOSTIC TEST

DIRECTIONS:

Read the following news item, then circle the letter which most correctly completes each statement below.

Around the Nation

Man Holds 4 Hostage in N.Y. Trade Center

NEW YORK — A Polish-speaking machinist who wanted more money for an on-the-job injury was captured yesterday evening after he held four hostages for nine hours in the Workmen's Compensation Board hearing room at the World Trade Center. He had threatened to blow up the office where he was cornered with what he said was 80 pounds of dynamite.

The hostages reportedly were not hurt.

Three of the hostages jumped the man, identified as Ladislav Fraczek, and overpowered him, police said. The other hostage had walked away from his captor about a half hour before.

A bomb squad took away what Fraczek said was 80 pounds of dynamite and an object resembling a grenade. However, it was not known whether the objects were explosives.

1. A Polish-speaking machinist held four hostages at the World Trade Center because he wanted:
 - a. ransom money
 - b. more money for an on-the-job injury
 - c. an airplane and free passage to Cuba
 - d. a million dollars

2. The hostages held by the Polish-speaking machinist:
 - a. were killed by the machinist
 - b. were wounded by the dynamite
 - c. escaped unhurt
 - d. negotiated with the police

DIRECTIONS:

Read the following "Help Wanted" ad for a Part Time Attendant for Amusement Center, then circle the letter which most correctly completes the statement below.

| | |
|---|--|
| 903 Help Wanted PART TIME ATTENDANT FOR AMUSEMENT CENTER—Eves. and wkends. Must be 19 yrs or older, honest and dependable. \$2.65 hr. to start. Apply in person only, betw. 1 pm & 6 pm. Time Out Springfield Mall EOE PART TIME—See Our Ad Under Sales. I. MAGNIN. | 925 Help Wanted, Domestic HOUSEKEEPER—Must like babies. Call 497-0532, leave mess. or call 953-1989, eves. HOUSEKEEPER/Cook—working col. seeks indiv. for GHW, meal prep. & pleasant companion to a yr. old girl. Fr. 3-8 daily. Georgetown, 223-5060. HOUSEKEEPER, LIVE-IN—7 mo. July 31-Aug 21. To supervise child 12, and boy 10. Other duties will incl. light hskkeeping, cooking and laund. Pref. college student w/car, good pay and days off. In Germantown, Md., area. Please call 428-0162. Ask for Mr. Bender or speak with present hskkeeper. HOUSEKEEPER—Live in, GHW, care of 2 small children, 1 yr. exp. req. 5 days wk. Mon-Fri. \$140 wk. & free rm. & board. 652-8797. HSEKPR—Live in or out. Able to cook. Ref.'s required. Call-356-8686 10-5, 536-4443 aft.5. Falls Church area. MAIDS LIVE IN/OUT... DOMESTICS UNLIMITED Asscy. 909 Pershing Dr. S. S. Md... 585-3010 NANNY—Live in/out, GHW, non-smoker. 229-5643. Eves. only. SITTER—Needed for 1 occasion, sat. day. Reston. 476-9167. |
| ONE OF THE BEST PART TIME JOBS IN TOWN New interviewing for mature, articulate individuals to work in our convenient Kensington office. Eves. and Sat. morns. Interesting phone work with salary plus bonuses guaranteed \$4-\$4.50 an hr. Sales experience helpful. Permanent part time position. This is a nationwide corporation with chance for promotion for the right person. We need sincere individuals with a definite need for extra income. For interview appt. call Mr. Carte at 949-1640 after 2 pm. JANITORIAL WORKING SUPERVISOR—for small crew, thoroughly exper'd w/office cleaning. No. Va. 6 pm-10 pm, Mon-Fri. 534-0803. | 930 Positions Wanted CDIT OFFICE, GEN. OFFICE—15 yrs exper. Call 243-0261. |

3. To apply for the position as a part time attendant for an amusement center, you must:
 - a. call between 1 p.m. and 6 p.m.
 - b. send in a written resume of your experience
 - c. apply in person only
 - d. have references and experience

4. Applicants for the position as a part time attendant for an amusement center:
 - a. must be 19 years of age or older
 - b. would receive \$2.65 per hour to start
 - c. would work evenings and weekends
 - d. all of the above

DIRECTIONS:

Read the following "Call for a Tune-Up" ad, then answer the questions below.

**Call for a TUNE-UP
AT YOUR HOME OR OFFICE!**



Get your car ready for summer! Let our man in the van perform a 40 point tune-up in your driveway or parking lot.

**Tune-Up
\$33.95**

Resistor plugs
Reg. 30¢ each extra
\$42.85 8 cyl add \$4.00

Mon.-Sat. 7a.m.-6p.m.

Service Includes:

- Champion or Autolite Plugs
- Points & Condenser
- Electronic diagnosis
- Check Distributor cap, Rotor Air Filter & PCV Valve.
- Timing & Carburetor adjustment

All work guaranteed 6000 miles/6 mos.
Service for most American cars and Datsuns, Toyotas and VW's.

VIRGINIA RESIDENTS
560-4447



WASHINGTON RESIDENTS
VAP L AND RESIDENTS
560-4448

5. The sale price of the tune-up as advertised is \$33.95. How much could you save off the regular price by taking advantage of the sales offer? (The regular price is listed in the ad.)
6. If the charge for your resistor plugs was \$1.50, how many resistor plugs were charged?
7. Your car needs six new resistor plugs. Also, your car is an 8-cylinder car. What would be the total cost of a tune-up?

DIRECTIONS:

You have read in a newspaper about a position available at the LaMott Construction Co. as a laborer or carpenter's helper. Write a brief letter in which you:

8. state your interest in the carpenter's trade

9. ask for information about the job opening

10. Explain briefly how you hope to benefit from participation in the CCOEP pre-employment training program.

VIII. Directions for Individual Curriculum Units

UNIT 1: WHY WORK?

Materials Needed

Paper and pencil
Response sheets*

Volunteer Resources

Working people from the community from a variety of working and racial backgrounds and of varying ages.

Audiovisual Resources

"A Day Like Any Other" (30 minutes; black and white)
McGraw-Hill Textfilms, 330 W. 42nd Street, New York, NY 10036

Supplementary Reading Materials

The Job Box - Pacemaker Vocational Resource Module. Belmont, CA: Fearon, 1974.

Suggested Activities

- Discussion
- Informal talks with community volunteers

UNIT 2: GETTING YOUR SOCIAL SECURITY CARD

Materials Needed

Paper and pencil
Response sheets
Applications for a Social Security Number, available from local Social Security offices (or xerox p. 13 in student workbook)

Volunteer Resources

Staff from local Social Security office

Audiovisual Resources

"Dan Hanna" (5 minutes; color) Social Security Administration, Office of Information, 6401 Security Building, Baltimore, MD 21335

*Ready-to-Xerox response sheets for all unit pre- and post-tests are provided in the back of this manual.

"Sam'l and Social Security" (5 minutes; color) Social Security Administration, Office of Information, 6401 Security Building, Baltimore, MD 21335

"Social Security Story" (5 minutes; color) U.S. National Audio-visual Center, National Archives and Records Service, Washington, DC 20409

Supplementary Reading Materials

Bogges, Louise. Your Social Security Benefits. New York: Funk & Wagnalls, 1971.

Rogers, Thomas O. What Social Security Owes You and How to Get It. New York: Hawthorn, 1973.

Suggested Activities

- Discussion
- Lecture from outside speakers
- Filling out and filing Social Security application (for inmates lacking Social Security card)

UNIT 3: FINDING A JOB

Materials Needed

Paper and pencil
Response sheets
Performance Check Lists*
Yellow Pages
Newspapers with want ads
Videotape equipment

Volunteer Resources

Vocational Rehabilitation/Skill Centers
National Alliance of Business
Local Chamber of Commerce
Local Jaycees
Any local business' personnel office
Local college and university placement office

Audiovisual Resources

"It's Up to You" (11 minutes; color) Henk Newhouse, 1225 Willow Road, Northfield, IL 60093

*Ready-to-Xerox Performance Check Lists for relevant units are provided in the back of this manual.

"It's Your Future" (13 minutes; color) Churchill Films,
662 N. Robertson Boulevard, Los Angeles, CA 90069

"There Must Be a Catch" (12 minutes; color) U.S. Bureau of
Employment Security, Washington, DC 20210

"Your Job - A Series" (14-16 minutes; color or black & white)
Coronet Industrial Films, 65 E. South Water Street, Chicago,
IL 60611

"The Wonderful World of Work" (30-35 minutes; color filmstrip)
HIRED, Minneapolis, MN

Supplementary Reading Materials

Andrews, M.E. The Job You Want. New York: McGraw-Hill, 1968.

Barish, Mort and Michaela M. Mole. Mort's Guide to 100,000
Vacation Jobs. Princeton, NJ: CMG Publishing Co., 1975.

Bolles, Richard Nelson. What Color Is Your Parachute?
Berkeley, CA: Ten Speed Press, 1978.

Finding Out About Jobs Series. New York: Lothrop, Lee and
Shepard, 1976.

The Job Box - Pacemaker Vocational Resource Module. Belmont,
CA: Fearon, 1974.

Leith, Mynena A. Summer Jobs Directory of the United States.
Cincinnati: National Directory Service, 1975.

Liston, Robert A. On-the-Job Training and Where to Get It.
2nd Ed. New York: Messner, 1973.

Sterling Editors. Part Time Jobs and Summer Jobs. New York:
Sterling, 1966.

Suggested Activities

- Lecture by outside speakers
- Discussion
- Role playing of "cold calls" (audio tape if equipment available)
- Use of want ads and Yellow Pages

UNIT 4: WRITING YOUR RESUME

Materials Needed

Paper and pencil

Response sheets
Performance Check Lists A and B
Sample resumes
Sample cover letters

Volunteer Resources

National Alliance of Business
Local Chamber of Commerce
Local Jaycees
Any local business' personnel office
Local college or university placement office

Audiovisual Resources

"Jobs in the World of Work" (11-15 minutes; color) McGraw-Hill
Textfilms, New York, NY 10036
"Opportunity Everywhere" (14 minutes; color) Henk Newhouse,
Northfield, IL 60093
"So You Want to Choose a Career Series" Henk Newhouse, 1225
Willow Road, Northfield, IL 60093
"Your Job - A Series" (14-16 minutes; color or black & white)
Coronet Instructional Films, 65 E. South Water St., Chicago, IL 60611

Supplementary Reading Materials

Arnold, Arnold L. Career Choices for the Seventies. New York:
Simon and Schuster, 1969.
Borrow, Henry et al. Career Guidance for a New Age. Boston:
Houghton, Mifflin, 1973.
Careers for All Series. Westchester, IL: Benefic, 1976.
Career Opportunity Series. Garden City, NY: Doubleday, 1976.
Careers for Tomorrow Series. New York: Walch, 1976.
Exploring Career Series. New York: Lothrop. Lee & Shepard, 1976.
Here Is Your Career Series. New York: Pitman, 1976.
Holland, John. Making Vocational Choice. Englewood Cliffs, NJ:
Prentice-Hall, 1973.
Morrison, Peter. Getting the Right Job. New York: McGraw-Hill,
1970.
Schill, William J. and Harold E. Nichols. Career Choice and
Career Preparation. Danville, IL: Interstate Publishers, 1970.
Sinick, Daniel. Occupational Information and Guidance. Boston:
Houghton-Mifflin, 1970.

Suggested Activities

Have each student do his/her own resume as part of this unit, ready to be used when he/she starts job-hunting. Volunteers can be used to assist in making it correct, typing it, and xeroxing it in enough copies. Keep these in the student's folder ready for use.

Practice writing cover letters

Discussion career choices/opportunities

Show students how to use the Dictionary of Occupational Titles, Vol. II, Washington, DC: U.S. Government Printing Office, 1965.

UNIT 5: FILLING OUT A JOB APPLICATION

Materials Needed

Paper and pencil
Response sheets
Sample job applications (or xerox p. in student workbook)
Pocket resumes (or xerox p. in student workbook)

Volunteer Resources

National Alliance of Business
Local business' personnel officers

Suggested Activities

Practice filling out sample job applications.

Have each student fill out a "pocket resume" (available from NAB) to be kept in his/her folder until needed at job interview.

UNIT 6: INTERVIEWING FOR A JOB

Materials Needed

Videotape equipment (desirable)
Response sheets
Performance Checklists

Volunteer Resources

National Alliance of Business
Local Chamber of Commerce

Local Jaycees
Local business' personnel officers

Audiovisual Resources

"How Do You Look When It Counts?" (8 minutes; color) National Educational Media, 3518 Cahuenga Boulevard, Hollywood, CA 90028

"Job Interview - Men" (17 minutes; color) Churchill Films, 662 N. Robertson Boulevard, Los Angeles, CA 90069

"Job Interview - Women" (16 minutes; color) Churchill Films, 662 N. Robertson Boulevard, Los Angeles, CA 90069

"Jobs and Interviews" (11-15 minutes; color) McGraw-Hill Textfilms, New York, NY 10036

"Your Job - A Series" (14-16 minutes; color or black & white) Coronet Instructional Films, 65 E. South Water Street, Chicago, IL 60611

Suggested Activities

Role playing (with use of videotape equipment if available)
Discussion with outside speakers

UNIT 7: KEEPING YOUR JOB

Materials Needed

Response sheets

Volunteer Resources

National Alliance of Business
Local Chamber of Commerce
Local Jaycees
Employers from local businesses

Audiovisual Resources

"Building Job Satisfaction and Morale" (27 minutes; color) American Management Association, 135 W. 50th Street, New York, NY 10020

"Jobs and Advancement" (11-15 minutes; color) McGraw-Hill Textfilms, New York, NY 10036

"Jobs and Their Environments" (11-15 minutes; color) McGraw-Hill Textfilms, New York, NY 10036

"Your Job - A Series" (14-16 minutes; color and black & white) Coronet Instructional Films, 65 E. South Water Street, Chicago, IL 60611

Supplementary Reading Materials

Dankert, Clyde et al. Hours of Work. New York: Harper & Row, 1965.

Patchen, Martin. Participation, Achievement and Involvement on the Job. Englewood Cliffs, NJ: Prentice-Hall, 1969.

Suggested Activities

Lecture

Discussion with volunteer supervisors, employers, personnel directors

UNIT 8: MANAGING YOUR MONEY

Materials Needed

Paper and pencil
Response sheets
Budget outlines

Volunteer Resources

Commercial banks
Savings and loan associations
Local credit unions
American Bankers Association
Home Economics department of local high schools and colleges

Supplementary Reading Materials

Auerbach, Sylvia. Your Money: How To Make It Stretch: New York: Doubleday, 1976.

Deninberg, Herbert S. Getting Your Money's Worth. Public Affairs Press, 1974.

Porter, Sylvia. Sylvia Porter's Money Book. New York: Avon, 1976.

Changing Times, published monthly by The Kiplinger Washington Editors, Inc., Editors Park, MD 20782.

Consumer Reports, published monthly by Consumers Union, Mount Vernon, NY 10550.

Money, published monthly by Time, Inc., 541 North Fairbanks Court, Chicago, IL 60611.

Suggested Activities

Practice filling out budget

UNIT 9: HANDLING YOUR
CHECKING ACCOUNT

Materials Needed

Paper and pencil
Sample checks
Sample bank statements

Volunteer Resources

Commercial banks
Savings and loan associations
Local credit unions
American Bankers Association

Supplementary Reading Materials

American Bankers Association. Bank Services and You.

Blodgett, Richard E. The New York Times Book of Money. New York:
Quadrangle, 1976.

Porter, Sylvia. Sylvia Porter's Money Book. New York: Avon,
1976.

Suggested Activities

Practice writing checks
Practice reconciling bank statement
Discussion
Informal talks with community volunteers

UNIT 10: ESTABLISHING
AND MAINTAINING CREDIT

Materials Needed

Paper and pencil
Response sheets
Sample credit applications (or xerox p.18-19 in student workbook)

Volunteer Resources

Commercial banks
Savings and loan associations
Local credit unions
American Bankers Association

Supplementary Reading Materials

American Bankers Association. Bank Services and You.

Blodgett, Richard E. The New York Times Book of Money. New York: Quadrangle, 1976.

Porter, Sylvia. Sylvia Porter's Money Book. New York: Avon, 1976.

Suggested Activities

Practice filling out credit applications
Discussion with community volunteers

UNIT 11: PREPARING YOUR FEDERAL INCOME TAX RETURN

Materials Needed

Paper and pencil
Response sheets
Federal income tax forms (1040A) (available from local IRS office, or xerox p. 16 in student workbook)
W-2 forms
Instructions for preparing form 1040A

Volunteer Sources

Local Internal Revenue Service office (one of the original project sites was successful in obtaining a staff person from IRS to assist correctional staff as well as inmates in the actual preparation of tax forms)
Local commercial and savings banks
American Bankers Association

Supplementary Reading Materials

Blodgett, Richard E. The New York Times Book of Money. New York: Quadrangle, 1976.

Lasser, J.K. Your Income Tax. New York: Simon & Schuster, 1979.

Porter, Sylvia. Sylvia Porter's Money Book. New York: Avon, 1976.

Suggested Activities

Practice filling out federal income tax form 1040A
Discussion with community volunteers

UNIT 12: BUYING A USED CAR

Materials Needed

Response sheets

Volunteer Resources

American Automobile Association
Local Consumer Affairs Office
Local Better Business Bureau
Any available Automobile Owners' Action groups

Supplementary Reading Materials

The Blue Book, published periodically by the National Automobile Dealers' Association.

Changing Times, published monthly by the Kiplinger Washington Editors, Inc., Editors Park, MD 20782.

Consumer Reports, published monthly by Consumers Union, Mount Vernon, NY 10550.

Porter, Sylvia. Sylvia Porter's Money Book. New York: Avon, 1976.

Suggested Activities

Informal talks with community volunteers, preferably car dealers
Discussion

UNIT 13: PROVIDING FOR YOUR HOUSING NEEDS

Materials Needed

Response sheets
Sample rental agreement/lease

Volunteer Resources

Landlord-Tenant division of local government
U.S. Department of Housing and Urban Development
Real estate office personnel

Supplementary Reading Materials

A Money Magazine Guide to Buying or Renting a Home. Money Reader's Service, Time and Life Building, Chicago, IL 60611.

Porter, Sylvia. Sylvia Porter's Money Book. New York: Avon, 1976.

Watkins, Arthur Martin. The Homeowner's Survival Kit. New York: Hawthorn, 1971.

Suggested Activities:

Discussion
Informal talks with community volunteers

UNIT 14: PLANNING YOUR FAMILY

Materials Needed

Response sheets
Sample contraception devices

Volunteer Resources

Local Planned Parenthood Office
Local office of U.S. Department of Health, Education and Welfare
Local health/family planning clinics
Medical doctors or nurses from community

Supplementary Reading Materials

The U.S. Department of Health, Education and Welfare puts out a number of publications concerning family planning. Almost all are free and many have been translated into Spanish. Write to HEW to obtain a list of these publications, and order them in sufficient quantities to accommodate your inmate/student population.

U.S. Department of Health, Education and Welfare
Public Health Service
Health Services Administration
Bureau of Community Health Services
Rockville, MD 20857

These publications may also be available at your local Planned Parenthood Office.

Suggested Activities

Discussion
Informal talks with community volunteers

UNIT 15: THE DANGERS OF ALCOHOL ABUSE

Materials Needed

Response sheets

Volunteer Resources

U.S. Department of Health, Education and Welfare
Alcoholics Anonymous
U.S. Military Service Branches

Audiovisual Resources

"Alcohol, Drugs or Alternatives" (25 minutes; 16 mm; color)
"Alcohol, Drugs ... A Way Out" (20 minutes; 16 mm; color)
"Boozers and Users" (26 minutes; 16 mm; color)
"Living Sober: The Class of '76" (30 minutes; 16 mm; color)
"Us" (28 minutes; 16 mm; color)

All of the above films are available at:

Washington Area Council on Alcoholism and Drug Abuse, Inc.
1330 New Hampshire Avenue, N.W.
Suite One
Washington, DC 20036
202/466-2323

Supplementary Reading Materials

The U.S. Department of Health, Education and Welfare puts out a number of publications concerning drug and alcohol abuse. Almost all are free, and many are written in language which would be in keeping with the goals of this curriculum. Write to HEW to obtain a list of these publications, and order them in sufficient quantities to accommodate your inmate/student population.

U.S. Department of Health, Education and Welfare
Alcohol, Drug Abuse, and Mental Health Association
National Institute on Alcohol Abuse and Alcoholism
5600 Fishers Lane
Rockville, MD 20852

Suggested Activities

Discussion
Informal talks with community volunteers

UNIT 16: THE DANGERS OF DRUG ABUSE

Materials Needed

Response sheets

Volunteer Resources

U.S. Department of Health, Education and Welfare
Local drug programs
U.S. Military Service Branches

Audiovisual Resources

"Alcohol, Drugs or Alternatives" (25 minutes; 16 mm; color)
"Alcohol, Drugs ... A Way Out" (20 minutes; 16 mm; color)
"Boozers and Users" (26 minutes; 16 mm; color)
"Drugs and the Nervous System" (18 minutes; 16 mm; color)
"Drugs: Facts Everyone Needs to Know" (29 minutes; 16 mm; color)
"Us" (28 minutes; 16 mm; color)

All of the above films are available at:

Washington Area Council on Alcoholism and Drug Abuse
1330 New Hampshire Avenue, N.W.
Suite One
Washington, DC 20036
202/466-2323

Supplementary Reading Materials

The U.S. Department of Health, Education and Welfare puts out a number of publications concerning drug and alcohol abuse. Almost all are free, and many are written in language which would be in keeping with the goals of this curriculum. Write to HEW to obtain a list of these publications, and order them in sufficient quantities to accommodate your inmate/student population.

U.S. Department of Health, Education and Welfare
Alcohol, Drug Abuse, and Mental Health Administration
5600 Fishers Lane
Rockville, MD 20852

Suggested Activities

Discussion
Informal talks with community volunteers

IX. General Resources

Lakewood Job Seeking - Job Survival Skills Program

- utilizes a wide variety of instructional methods from group discussion and worksheets to filmstrips and video tape equipment. Excellent for supplementary exercises
- for information write:
Lakewood Community Education
Route 3, Velte Road
Lake Odessa, MI 48849

Adult Performance Level Program

- tests skills used in daily life. Series of problems utilizing survival skills
- for information write:
APL Department
The American College Testing Program
P.O. Box 168
Iowa City, IA 52240

James Book Publishers

- catalogue contains worktexts dealing with survival skills
- for information write:
James Book Publishers
3541 Investment Building
Suite 5G
Hayward, CA 94545
415/785-9625

Just Around the Corner

- series of fifteen 15-minute videotapes with accompanying workbooks dealing with survival skills
- for information write:
Cambridge Book Company
488 Madison Avenue
New York, NY 10022

The Job Ahead: A Career Reading Series

- texts which emphasize survival skills and attitudes necessary for success on the job and in society
- for information write:

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

Lifeskills

- essential curriculum materials containing survival skills
- for information write:

Lakeshore Curriculum Materials Co.
2695 E. Dominquez Street
P.O. Box 6261
Carson, CA 90749

Arco Adult Education Catalog

- contains several publications for the job hunter
- for information write:

Arco Publishing Co., Inc.
219 Park Avenue South
New York, NY 10003

Survival Skills

- a workbook designed to develop basic survival skills. Books have been written for specific states.
- for information write:

Holt, Reinhart & Winston Basic Education
CBS Inc.
383 Madison Avenue
New York, NY 10017
212/688-9100

Communicating For Careers

- automated instruction for developing reading skills and career awareness
- for information write:

Ken Cook Co.
Automated Teaching Systems
9929 Silver Spring Road
Milwaukee, WI 53225
414/466-6060

UNIT TEST RESPONSE SHEETS

(to be xeroxed and distributed in two copies
-- for pre-test and post-test -- to each
student in the class)

Note: The keys to all tests are included in
the student workbooks.

UNIT 1: WHY WORK?

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

_____ Pre-test _____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

- 1. a b
- 2. a b c d
- 3. a b c d
- 4. a b c d
- 5. a b c d
- 6. a b c d
- 7. a b c d
- 8. a b c d
- 9. a b c d
- 10. a b c d

UNIT 2: GETTING YOUR SOCIAL SECURITY CARD

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

_____ Pre-test _____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

1. a b c d
2. a b c d
3. a b c d
4. ___ a ___ b ___ c ___ d ___ e ___ f
 ___ g ___ h ___ i ___ j ___ k
5. ___ a ___ b ___ c ___ d ___ e ___ f
 ___ g ___ h ___ i ___ j ___ k
6. ___ a ___ b ___ c ___ d ___ e ___ f
7. a b c d
8. a b c d
9. a b c d
10. a b

UNIT 3: FINDING A JOB

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

____ Pre-test ____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

1. a b c d
2. a b c d
3. ___a ___b ___c ___d
4. ___a ___b ___c ___d ___e
5. a b c d
6. a b
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d

UNIT 4: WRITING YOUR RESUME

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

_____ Pre-test _____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | a | b | c | d | e | f |
| 2. | a | b | c | d | | |
| 3. | a | b | c | d | e | |
| 4. | a | b | c | d | | |
| 5. | a | b | c | d | | |
| 6. | a | b | c | d | e | f |
| 7. | a | b | c | d | e | |
| 8. | a | b | c | d | | |
| 9. | a | b | c | d | | |
| 10. | a | b | c | d | | |
| 11. | a | b | c | d | | |
| 12. | a | b | c | d | e | |
| 13. | a | b | c | d | | |

UNIT 5: FILLING OUT A JOB APPLICATION

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

____ Pre-test ____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

1. a b c d
2. ___ a ___ b ___ c ___ d
3. ___ a ___ b ___ c ___ d
4. a b c d
5. a b c d

UNIT 6: INTERVIEWING FOR A JOB

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

____ Pre-test ____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

- 1. a b c d
- 2. a b c d
- 3. a b c d
- 4. a b c d
- 5. a b c d e f g h
- 6. a b c d e f g h
- 7. a b c d e f g h
- 8. a b c d e f g h
- 9. a b c d e f g h
- 10. a b c d e f g h
- 11. a b c d e f g h
- 12. a b c d
- 13. a b c d e
- 14. a b c d
- 15. a b c d
- 16. a b c d e
- 17. a b c d
- 18. a b c d e f g
- 19. a b c d
- 20. a b c d
- 21. a b c d

UNIT 7: KEEPING YOUR JOB

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

 Pre-test Post-test Score:

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

- 1. a b c d
- 2. a b c d
- 3. a b c d
- 4. a b c d
- 5. a b c d
- 6. a b c d
- 7. a b c d
- 8. a b c d
- 9. a b c d
- 10. a b c d

UNIT 8: MANAGING YOUR MONEY

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

____ Pre-test ____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

- 1. a b c d
- 2. a b c d
- 3. a b c d
- 4. a b c d
- 5. a b c d
- 6. a b c d
- 7. a b c d
- 8. a b c d e f g h
- 9. a b c d
- 10. a b c d
- 11. a b
- 12. a b
- 13. a b c d
- 14. a b c d
- 15. a b c d e f g h
- 16. a b c d

UNIT 9: HANDLING YOUR CHECKING ACCOUNT

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

____ Pre-test ____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

- 1. a b c d
- 2. a b c d
- 3. a b c d
- 4. a b c d e
- 5. a b
- 6. a b
- 7. a b c d e f
- 8. a b c d
- 9. a b
- 10. a b c d e
- 11. a b c d
- 12. a b c d
- 13. a b c d
- 14. a b c d
- 15. a b c d
- 16. a b c d
- 17. a b c d
- 18. a b c e
- 19. a b c d

UNIT 10: ESTABLISHING AND MAINTAINING CREDIT

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

_____ Pre-test _____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

- | | | | | | | | |
|-----|---|---|---|---|---|---|---|
| 1. | a | b | c | d | e | f | g |
| 2. | a | b | | | | | |
| 3. | a | b | | | | | |
| 4. | a | b | | | | | |
| 5. | a | b | | | | | |
| 6. | a | b | | | | | |
| 7. | a | b | | | | | |
| 8. | a | b | c | d | | | |
| 9. | a | b | c | d | | | |
| 10. | a | b | c | d | | | |
| 11. | a | b | c | d | | | |
| 12. | a | b | c | d | | | |
| 13. | a | b | c | d | | | |
| 14. | a | b | c | d | | | |
| 15. | a | b | c | d | | | |
| 16. | a | b | c | d | | | |
| 17. | a | b | | | | | |
| 18. | a | b | c | d | | | |
| 19. | a | b | c | d | | | |
| 20. | a | b | c | d | | | |

UNIT 11: PREPARING YOUR FEDERAL INCOME TAX RETURN

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

____ Pre-test ____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

1. a b c d
2. a b c d
3. a b c d
4. ___ a ___ b ___ c ___ d ___ e ___ f ___ g
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. ___ a ___ b ___ c ___ d ___ e ___ f ___ g
11. a b c d

UNIT 12: BUYING A USED CAR

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

____ Pre-test ____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

- 1. a b c d
- 2. a b c d
- 3. a b c d
- 4. ____ a ____ b ____ c ____ d ____ e ____ f
- 5. a b c d
- 6. a b c d
- 7. a b c d
- 8. a b c d
- 9. a b c d
- 10. a b c d

UNIT 13: PROVIDING FOR YOUR HOUSING NEEDS

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

____ Pre-test ____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

- 1. a b c d
- 2. a b c d
- 3. a b c d
- 4. a b c d
- 5. a b c d
- 6. a b c d
- 7. a b c d
- 8. a b c d
- 9. a b c d
- 10. ____ a ____ b ____ c ____ d ____ e ____ f ____ g
 ____ h ____ i ____ j ____ k ____ l
- 11. a b c d

UNIT 14: PLANNING YOUR FAMILY

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

____ Pre-test ____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d

UNIT 15: THE DANGERS OF ALCOHOL ABUSE

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

____ Pre-test ____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. ____ a ____ b ____ c ____ d ____ e
 ____ f ____ g ____ h
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d

UNIT 16: THE DANGERS OF DRUG ABUSE

UNIT TEST RESPONSE SHEET

Name: _____ Date: _____

____ Pre-test ____ Post-test Score: - _____

Directions: Put your name on top of this paper. Indicate by checking the appropriate box whether you are taking a pre-test or post-test. Follow the directions for taking this test given in your workbook. Mark your score by indicating the number of items you answered wrong (for example, -4).

1. a b c d
2. a b c d
3. ___ a ___ b ___ c ___ d ___ e
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. ___ a ___ b ___ c ___ d ___ e
9. a b c d
10. a b c d
11. ___ a ___ b ___ c ___ d ___ e
12. a b c d
13. ___ a ___ b ___ c ___ d ___ e ___ f
14. a b c d
15. a b c d
16. a b c d

PERFORMANCE CHECKLIST FORMS

for Units 3, 4, and 6

(to be xeroxed and distributed
to each student in the class)

UNIT 3: FINDING A JOB

Performance Checklist

TASK: Make a Cold Call

Name: _____ Date: _____

Satisfactory _____ Unsatisfactory _____

DIRECTIONS: Check the appropriate column to indicate whether the task has been performed with 90% accuracy.

| TASK | (✓) Pass |
|--|----------|
| Ask right away for personnel manager or person who does the hiring | _____ |
| Give your name | _____ |
| Tell what your skills and interests are | _____ |
| Tell why company can use you | _____ |
| Close the conversation | _____ |

UNIT 4: WRITING YOUR RESUME

Performance Checklist A

Name: _____ Date: _____

Satisfactory _____ Unsatisfactory _____

DIRECTIONS: Check the appropriate column to indicate whether the task has been performed with 90% accuracy.

| TASK | (✓) Pass |
|---|----------|
| Begin the resume with personal data | _____ |
| List employment objective | _____ |
| List information on education | _____ |
| List information on employment experience | _____ |
| List knowledge of foreign language(s) | _____ |
| List volunteer or leisure activities | _____ |
| List special skills | _____ |
| List membership in professional organizations | _____ |
| List publications, inventions or patents | _____ |
| List three references | _____ |

UNIT 4: WRITING YOUR RESUME

Performance Checklist B

TASK: Write a cover letter to the LaMott Construction Company, applying for a job as a laborer or carpenter's helper. You saw an ad in the daily newspaper, and are interested in learning the carpenter's trade.

Name: _____ Date: _____

Satisfactory _____ Unsatisfactory _____

DIRECTIONS: Check the appropriate column to indicate whether the task has been performed with 90% accuracy.

| TASK | (✓) Pass |
|---|----------|
| Type or write clearly in ink | _____ |
| Use standard size paper | _____ |
| Use standard business letter format | _____ |
| Cite title of position you are applying for | _____ |
| Cite source of your knowledge of job opening | _____ |
| Mention why you want to work for company and why you feel you are qualified | _____ |
| Indicate that you will be contacting the employer to arrange a personal interview | _____ |

UNIT 6: INTERVIEWING FOR A JOB

Performance Checklist

TASK: Role play a job interview

Name: _____ Date: _____

Satisfactory _____ Unsatisfactory _____

Directions: Check the appropriate column to indicate whether the task has been performed with 90% accuracy.

| TASK | (✓) Pass |
|---|----------|
| Make the interviewer feel at ease | _____ |
| Watch body language | _____ |
| Keep voice in moderate tone | _____ |
| Cross legs and arms loosely | _____ |
| Avoid slouching in chair | _____ |
| Answer questions in complete sentences | _____ |
| Avoid anything offensive or distracting | _____ |
| Answer negative questions positively | _____ |
| Present skills and abilities positively | _____ |
| Use positive words | _____ |
| Show an interest in the company | _____ |
| Get feedback from interviewer | _____ |

END