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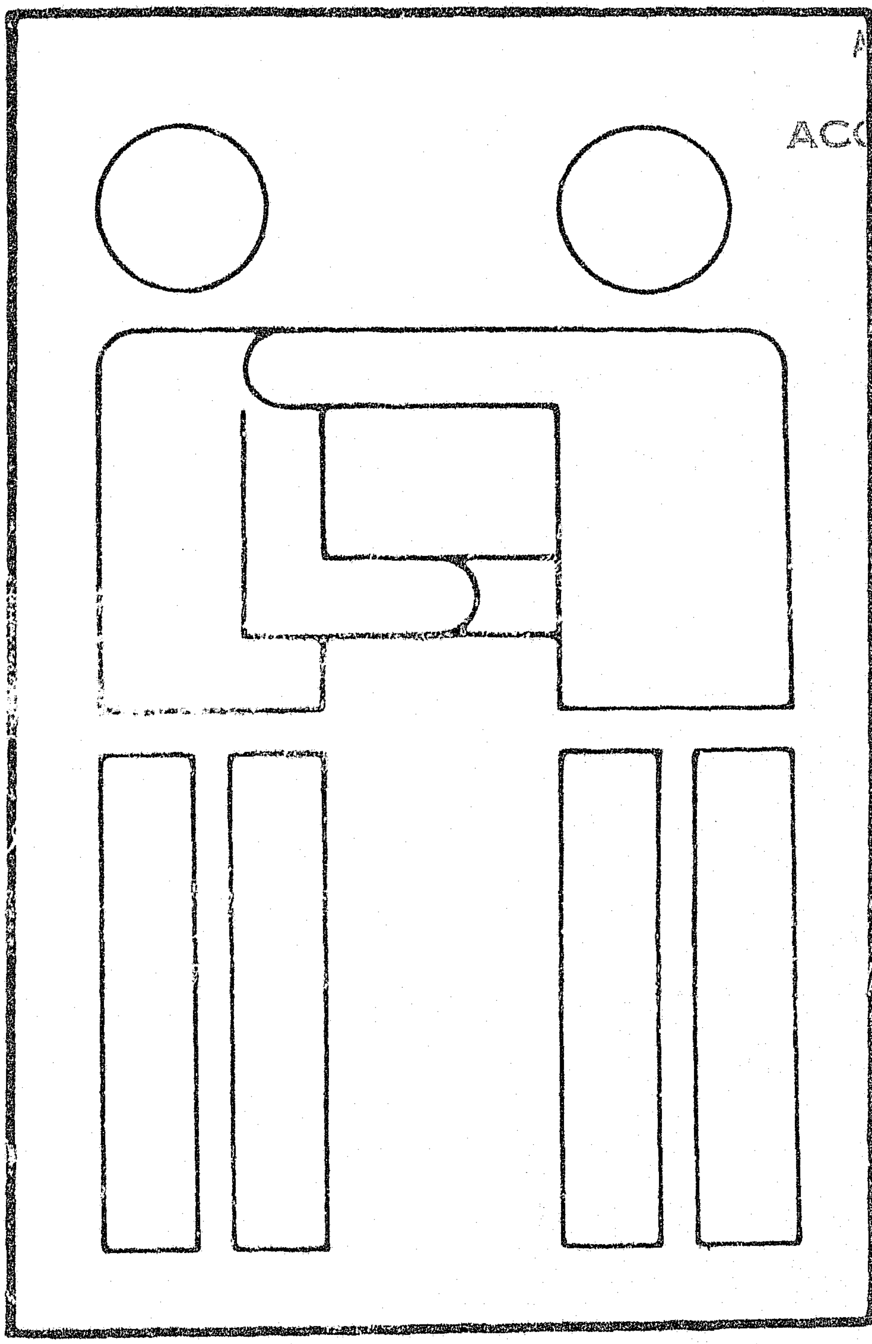

employ·ex

SOURCE BOOK

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Acting Program Director
CAL HARVEY

employ-ex

TO THE READER

This comprehensive picture of Employ-Ex, its philosophy and its successes will be a valuable and powerful tool for many people over many years.

A tool for those of us lucky enough to work for Employ-Ex--now, and, in the future. A great tool for anyone anywhere with the desire to help ex-offenders realistically.

The author, Bruce Boggess, not only has done a beautiful and logical job of designing and compiling, he has lived and breathed this project and its philosophies for many years.

To everyone fortunate enough to have this book, realize you are blessed with the distillation of blood, sweat and tears contributed by many dedicated people.

I charge you to use this guideline and refer to it frequently. We must profit by the successes of those preceding us.

Once again, Bruce, we thank you.

Cal Harvey

Cal Harvey

THE EMPLOY-EX SOURCE BOOK

BRUCE H. BOGGESS

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ACKNOWLEDGMENTS

The Employ-Ex Source Book has been a long time coming. It was begun in 1973 as the Employ-Ex Operational Policies and Procedures Handbook, with the assistance of two University of Denver graduate social work students, Laura Knutson and Cheryl Phalen. Continued Source Book development was frequently interrupted by program redevelopment, refunding drives and other priorities.

In latter 1975, Andrea Rossiter reviewed current policy memos and the old Operating Policies and Procedures Manual. Andrea organized this information after having several sessions with myself and other staff, to confirm and define policies. This material provided an outline for the current Source Book.

Minor reorganization allowed the near fulltime assignment of Emily Jones, Executive Secretary/Program Writer, to work on this project. For about a month Emily and I made a joint concentrated effort to reorganize, clarify and amplify existing Source Book information. After these initial conferences she continued, for the next three months, to write, revise and edit the Guide. Thus, a great part of the current format, organization and writing are the product of Emily's independent hard work and talent.

Credit is due Don Pritts, Johnny Hughes, Peg Fleming and Rita Hapgood for their assistance with the Job Development Section; Pam Madden and Burdette Knous for the Volunteer Section; and Margaret Barbee, Ph.D., David Sheppard, PhD., Martin Molof, Ph.D., Stan Saxton, PhD., William Campbell, B.A., K. L. Berry, M.A. and Janet Gayton, B.A. for

the Evaluation Section; George Benningfield, Mike Reddy, Robert Trigg, Herbert Armstrong and Paul Johnson for the Job Preparation Workshop.

Two publications deserve specific recognition: "The Transition from Prison to Employment: An Assessment of Community-Based Assistance Programs," The Lazar Institute, Washington, D.C.; and "Job Training and Placement for Offenders and Ex-Offenders," McCreary, McCreary, and Groom--each supported under LEAA grants. While neither publication was received by Employ-Ex in time to substantively aid in the development of this publication, both compliment the Employ-Ex Source Book--the philosophies, policies and procedures therein--and are among the best community corrections resource development material available.

The Source Book was completed, after my departure as Employ-Ex Executive Director in July, 1976, through a consultant contract. To the many people whose ideas, efforts and support have made this, and future efforts possible, a special thanks.

Denver, Colorado

Bruce H. Boggess
December, 1976

HISTORICAL PERSPECTIVE

Employ-Ex has its roots in the Colorado State Penitentiary in Canon City, Colorado, where its founder, Bruce Boggess, served ten years of a life sentence. The concept grew out of his observation that so many of his friends, highly motivated upon their release to get a job, go straight, and stay out, returned again and again to this place despite their determined efforts to make it on the streets. Convinced a solution lay in the social systems in the community, he envisioned a project that could bring these forces together to provide alternatives for the ex-convict.

Boggess' release in early 1972 coincided with the announcement of a three-year, $20 million program in Denver, part of the federal Law Enforcement Assistance Administration's (LEAA) nationwide effort to combat "high-impact" offenses. He talked to many people and wrote several drafts of the proposal in the months that followed, simultaneously working as a landscape consultant for a local nursery.

Interestingly, the first person to voice support of the concept and program was the DPD Administration Division Chief, Arthur Dill, later to become Denver's police chief. Other early supporters were C. Winston Tanksley, then Colorado Chief of Corrections; Gordon Heggie, State Parole Board Chairman; and Minoru Yasui, chairman of the Denver Anti-Crime Council, the Denver Mayor's advisory body, and long-time director of Denver's Commission on Community Relations. The Denver Anti-Crime Council (DACC) approved the Employ-Ex grant application in August, and the State Division of Criminal Justice in September, 1972.

That same month, three ex's joined Boggess, and the four of them worked on a voluntary basis in space donated by the Commission on Community Relations.

It would be difficult to find a more inauspicious combination of people than Bruce Boggess, Johnny Hughes, George Benningfield, and Walter Sparks. Armed robbery-homicide, organized crime, bank robbery, burglary and other felonies had been their lot. While the nature of their crimes had varied, they were bound by its causes and effects and, together, they came to be synonymous with ideas and ideals of Employ-Ex.

On December 5, 1972, Employ-Ex opened its doors at 1150 Delaware Street, having won a pilot grant of nearly $100,000. Since then the project has moved to larger quarters, and doubled and quadrupled its original grant, to accommodate ever-growing demands on its services. Two 12 month grants were, in the third year, extended to 23 months, a welcome tribute to its effectiveness in meeting and beating objectives.

By the fourth year, the single funding source had multiplied to 5 different local, state and federal agencies. Also during the fourth year, Boggess carried out his long-term plan to go into business for himself. On July 15, 1976, Cal Harvey--himself a former offender--accepted the reins of Employ-Ex, and Boggess, pursuing some business ventures in addition to criminal corrections consulting and lecturing, is practicing what he preached: hiring ex-offenders.

All of the original staff, except Walter Sparks, have left the organization. "Sparky", at 70 years young, maintains a proprietary interest in quality of services, while Cal Harvey--as a former offender and businessman who can relate to the needs of both--projects a new but equally effective image.

Emily Jones
December 17, 1976

PREFACE

This guide is a product of how we did it at Employ-Ex. Aside from demonstrating what made Employ-Ex tick, we had several other reasons for putting this together.

Orientation for Staff

While Employ-Ex has a number of brochures, leaflets, a newsletter and miscellaneous reports traditionally used to acquaint new staff and the public with its aims and achievements, it has never before included all aspects of its operation in one publication. While it did, in its infancy, print detailed procedures in volunteerism, job development, and operational policies and procedures, the project's survival and the re-development of approaches and refining of policies made it difficult to use these guides on an ongoing basis. We envision this guide serving a valuable function in orientation of new staff and as a ready reference guide for existing staff and members of the Employ-Ex Board of Directors.

Program Preservation

Most community-based projects accept financial uncertainty as a way of life. The people who work in them accept the insecurity in their lives in exchange for the rare opportunities they provide to better--however briefly--the human condition. Many of these programs that spring up, exist for awhile and disappear for lack of funds, are inconsequential. But even those that succeed in changing the course of many lives usually leave nothing to mark where they have been. Their records gather dust, awaiting the moratorium before they can be legally destroyed. Valuable or or not, their experience was lost to posterity. This guide will ensure that, if and when Employ-Ex bites the dust, its experience and learning will survive to perhaps be applied in another project or concept down the line.

Frequently, Employ-Ex receives inquiries from around the country relating specific problems and requesting both general information and particulars about some aspect of the project. Employ-Ex of course is no cure-all for community corrections. Nor is any project completely transferrable from one locality to another. We believe the philosophy and the policies that emanate from the philosophy are universally applicable. Even the procedures can relocate, to some degree, in another project.

This publication should always be considered a draft. Further additions and improved material organization are already in process. No doubt the project, and others, will continue to challenge and revise the Employ-Ex Source Book, both in concept and mechanics. It is our hope that each reader will contribute ideas and approaches to further the effectiveness of the Employ-Ex concept.

EMPLOY-EX SOURCE BOOK

PROGRAM PHILOSOPHIES

GROUP I

EMPLOY-EX SOURCE BOOK

GENERAL PROGRAM PHILOSOPHY

GROUP I

Section A

CONTENTS

CONTENTS (Continued)

CONTENTS (Continued)

GENERAL PROGRAM PHILOSOPHY

Participant No. One

The core of Employ-Ex philosophy is: "The participant is No. One." All decisions, staff needs, and procedures emanate from this basic approach. Priorities foolow then, in order, to include the "project existence" and, running a close third, "staff needs."

Putting It To Work

Putting these idealistic notions to work is not impossible when the appropriate staff and Board of Directors are involved. Such a philosophy calls for a highly committed, enthusiastic and altruistic staff without a career focus on the project. Each is expected to take on his/her position with the understanding that the participant and the project surpass individual staff needs; and individual staff are expected to give their best. In return, Employ-Ex provides an atmosphere for personal growth. Seldom have we seen a staff member fail to grow during his/her tenure in the program. Since year-to-year funding prohibits job security in agencies such as Employ-Ex, staff should regard their jobs as part of a career ladder without an end in itself.

Getting the Job Done

The procedures employed by Employ-Ex to get the job done have improved often in its short history. So, to a lesser extent, have its policies. Example: For a brief time, the policy was to hire ex-offenders (preferably male) only, in counseling positions, based on the belief that you had to be one to help one. Impressed by a woman who applied for a service staff position, the decision was made to see whether such a person could work effectively with ex-convicts. She did and the policy was changed accordingly.

But this and other mechanical changes were based on an unchanging belief that "the best idea is the boss." And the best idea is the one that works: to effectively serve the best interests of ex-offenders, the men and women served by the project. To that end, a number of ideas have been found to work and remain as the program's philosophical anchor. The principle of self-help--the idea that the only genuine help comes from one's personal investment in his or her own present and future; the positive approach, based on the simple premise that positives add and negatives detract; the realization that changed conditions can alter behavioral responses are all constants in the Employ-Ex philosophy, because they have worked.

Foundation

Because Employ-Ex was conceived by an ex-offender, designed by an ex-offender for other ex-offenders, and implemented primarily by ex-offenders, the focus for all relationships and activities derives from the ex-convict--the Employ-Ex participant--who looks to us for alternatives to crime.

The Participant

At Employ-Ex, we have participants rather than clients. While the "participant" Designation lacks exactness, we've never found amore accurate term to describe our target population. Participant describes a method, a relationship, and a goal. The method is a cooperative one, i.e., staff works with--not for-- individuals. And the goal is certainly greater participation of ex-convicts in community life.

Moreover, the traditional term, client, assumes an unequal relationship, that of "helpee" as opposed to "helper." We see participants helping themselves as those who are participating with the staff in their own future, and therefore contributing to the well-being of our community.

Participant needs are at the center of all project decision-making, since all decisions must serve the interests of the participant's self-sufficiency in the community. If a decision made for improved office efficiency tends to negate the participant's interests, it's a bad decision. Appointments, for example, may help the services staff member regulate his or her work better, but it creates an inaccessibility to the participant whose needs are immediate and could, left unsatisfied for a period of time, lead to criminal solutions.

Most ex-offenders leave penal institutions resourceless and ill-prepared to cope with the many problems which make their readjustment to society difficult--problems such as no money or source of income, lack of adequate housing, food, or clothing, family conflicts, responsibilities and alienation, previous addictions to drugs or alcohol, rejection by society and the attendant impoverished self-concept.

Obviously, continued social and economic rejection will bring about the ex's gravitation to former associates and illicit activities, and eventual return to the criminal justice process--unless an alternative direction exists. Employ-Ex provides the rallying point and the alternative direction for the ex who wants to turn himself or herself around. The participant seeks emergency resources, a source of income, vocational training, education and, frequently, friendship.

Most of our participants are either on parole or probation and come to us from the street. A number are inmates at the Colorado State Penitentiary or Reformatory, within six months of release. Some are seasoned felons, having served a large part of their lives in one or more state and/or federal prisons; others have been confined only a few months. Some, on probation, have never been behind the walls; others have never been to trial, coming to us from pre-trial diversion. Males or females, all have been charged with or convicted of a felony.

Relationship of Participant to Program

The relationship of the participant to the counselor, specifically, and the program generally, embodies the philosophy of Employ-Ex. The relationship is a fine balance between accountability and informality. The informality tempers any inclination toward clinical attitudes and officiousness, and accountability requirements built into the structure discourage the tendency to become too casual in the carrying out of responsibilities, both by staff and participants.

While every participant has direct access to a counselor on staff, his relationship is with the entire program. This is evidenced in the simple fact that participants become acquainted with several staff members in the course of the self-help process, quite spontaneously. They, of course, become acquainted with the receptionist who greets all visitors, the counselor to whom they are assigned, the counselor's teammate, or participant coach, who assists in obtaining resources, job development, transportation, and other counseling functions, the staff member who runs the job preparation workshop, the intake clerk who takes all preliminary information, the program secretary who helps set the margins when a participant wants to type his or her resume, the fiscal officer who gives out the $5 emergency food coupons, food and other emergency resources, the job developer who asks specific information to determine suitability for a particular job opening, or just someone who smiles and says hello. Supportive and administrative staff become acquainted with and take a personal interest in a few participants who often seek them out to exchange bits of news, problems, or aspirations.

The accessibility of many people creates the comfortable atmosphere that makes Employ-Ex more than a service agency. It's a place ex-offenders can identify with as individuals with specific and unique strengths and weaknesses. The search for companionship as well as services is better satisfied when there is a diversity of people to relate to.

Diversity is probably the key to the participant to program relationship, because it neutralizes any tendency to characterize participants as a group, or staff as a group. (Distinctions between staff and participants lead to the helper vs. helpee concept, and the resulting people-processing operation.)

Staff composition becomes crucial in maintaining the equal or peer relationship of staff to participants. It would be quite impossible for a participant or observer of the project to find a common characteristic among the Employ-Ex staff members, other than their natural or acquired ability to relate effectively with other people. Educational backgrounds range from high school dropout to degree qualifications; color, from black or brown to white; ages have ranged from 21 to 70; social histories, from prison to the nunnery; religious leanings from devout Protestant to agnostic; and social orientation from street people to staid and stolid guardians of family life. While staff members jealously guard their individual lifestyles, they are equally protective of the rights of others in this respect. The exceptional value placed on individuality is a common bond among staff, carried over into their relationship with participants.

The wide diversity of people on staff is not an accident. Since staff are selected on the basis of abilities to relate to others, Employ-Ex does not need to train people how to relate. Indeed, staff training around counseling techniques has met with considerable resistance from the staff, who tend to resent any encroachment on the individuality of their styles, or any attempt to "standardize" their free-form relationships with their participants. They welcome exposure to other methods, but reserve the right to pick and choose what they accept, and to reject what doesn't fit their style.

While this resistance to regimentation of style can frustrate any desire to package a program, it does in fact define an important part of the Employ-Ex package: the eclectic counseling style. "Counselor" is a title adopted for want of a better term. The Employ-Ex counselor seeks to promote favorable conditions in which the participant can reach his or her goals, but does very little counseling per se. Sessions are always oriented to the practical considerations of needs and resources to meet those needs. The varying styles of counselors and coaches (who operate as teams of two), respond to the varying needs and personalities of participants. For example, one counselor is particularly effective in finding excellent jobs, but it takes some time to accomplish this. If that counselor gets a participant who needs a job right now, that need will be accomplished by another who has a facility for achieving fast, though not necessarily ideal, placements. This temporary placement gives the original counselor time to develop a more permanent situation. In this and other ways, the diversity of counseling styles complement each other, and bring a comprehensive, humanistic response to the needs of participants.

At the base of this humanistic approach is a respect for the human condition, and a belief in the salvageability of all participants, including the "habitual" or "incorrigible" offender. This belief emanates from the fact that some staff members themselves have gone through traumatic changes in their personal lives, although not necessarily involving the criminal justice system. Aware of the changes they themselves and several co-workers (earlier adjudged irretrievable) have survived, constantly repudiates the "once a criminal, always a criminal" myth.

Inasmuch as participants are not regarded as "clients", there is no categorizing of "criminal type", either by specific offense or current status in the criminal justice system, except for research purposes, nor is there a particular language reserved for participants. In fact, there is no difference. Or more accurately, there are so many differences within both groups, that no group differences are distinguishable.

If there is any similarity in style, it is the simple rewarding with praise and hoop-la any successful attempt by a participant to help him/herself. That success can be anything from showing up for a job interview or getting into the office at 8:00 for the Job Preparation Workshop, to holding onto a lucrative job for a year. Counseling responses to lack of motivation vary both with the counselors and the persons they are working with. Disappointment can be expressed in a sizzling anger or a sad look or an expletive, but participants never are left without the certainty of a response that tells them someone cares.

While counseling staff share many differences, they share common information and orientation to the problems, needs and experiences of ex-convicts. They generally know when they're beeing conned, and how to cut it short. They know generally how the police, institutions, probation and parole, and the courts operate, and they know some of the social and economic deprivations that lead to criminality. With this informational background, they don't need to go into the specifics of one's social and criminal background.

They are interested in, and put the bulk of their efforts in, resource development for ex-offenders.

Participant Relationship to the Community

To the person who has experienced society's punishment/rehabilitation system, and the deprivations that led him or her into that system, the community represents a negative force--frustration, rejection, and alienation. Changing that orientation takes a number of successful experiences in the community, a good job, recognition for job success, non-threatening associations, etc. All of those experiences cannot be provided by Employ-Ex. While we can make the connection from participant to community resource, the community ultimately provides the circumstances in which success may be obtained.

But community integration is a two-way street. The community, too, has traditionally seen the ex-convict as a negative force, one that threatens safety, possessions, and profits. Businesses carry expensive theft insurance and security systems because of that negative force. Failing to relate the criminal threat with needs, the community has grown up with fear-inspired myths regarding ex-convicts, reinforced and magnified by news reporting and dramatizations relating to crime and the criminal. The community, too, needs positive experiences with ex-offenders.

Acceptance of the program by the community implies understanding and acceptance of the ex-offender into the social and economic structure of the community. This acceptance fosters greater cooperativeness and the will to succeed among participants, which in turn, facilitates the flow of material and human community resources into the program. The community welcomes the realization, at long last, that criminality has a sometimes rational basis, and welcomes the fact that there are, indeed, ways they can be a part of the solution. Such resources expand the opportunities for community interaction and the participant. Finding (possibly for the first time) a number of alternatives to criminal behavior, the ex can experience a new identification with the community, and resulting positive behavior.

While much of this interaction is indirect, a great deal more is direct, particularly in the job preparation and placement phase of the self-help process. (See job preparation and job placement procedures.) Interaction with the community begins in a limited way through exposure to personnel people who assist in the workshops. Job interviews further expand the relationship, until actual placement, when interaction includes supervisors and co-workers, and/or in the case of educational or vocational training placements, teachers and classmates. When the community is looked to for social as well as economic sustenance, the transition is considered to be complete. The ease with which a participant integrates himself into the community depends largely on the degree to which self-advocacy skills are developed. Self-advocacy, in turn, depends on the degree of self-confidence attained. The importance of self-advocacy to successful social, personal and economic integration into the community has significance for future programming, as explained in "research and evaluation."

Self-Help

Resourcefulness on the part of a participant is rewarded by the project, as it is by the community. If some criminality stems from various forms of powerlessness, we believe, so does socioeconomic success derive from the ability to search out resources and advocate for one's self. Built into the Employ-Ex structure are techniques that encourage assertive behavior.

Satisfy Needs, Not Wants

Since you can't ask people to pull themselves up by the bootstraps who don't have boots, it's necessary to see that basic resources are provided on a temporary basis, when no other resources are in sight. Most participants come to Employ-Ex after their own resources have run out. They may need such things as shelter, food, transportation and clothing, and these are provided as quickly as possible to avert their resorting to illicit means of survival.

But emergency assistance doesn't include luxurious surroundings, taxicabs and sirloin. Obviously, a person who has come out of an institution seeks the self-satisfaction of many creature comforts denied for so long. These desires are natural and a prime mover in the self-help process because they are an important part of self-motivation, and infinitely more effective than counseling in the process of getting and keeping a job.

Giving people assistance in the form of money diminishes the value of the paycheck and the efforts that lead up to that event. The freedom to spend money as desired is generally an earned freedom.

Emergency assistance is therefore in the form of goods and services, but never money. This applies as well to loans by the staff or project. While gifts don't impose obligation, loans create the unequal relationship that hampers objective communication as soon as it becomes due and payable. Obviously further contact may be impaired if not halted altogether.

Promote Voluntary Participation

Most participation in the program is voluntary. Individuals who approach the program and remain involved of their own accord have a greater investment in and commitment to the program, and work harder to achieve success than involuntary participants (see Policies Affecting Criminal Justice System). The program, therefore, does not actively recruit participants. Rather, they are attracted to the project in three ways: word-of-mouth referrals from fellow inmates, probationers or parolees; formal linkages with large referral agencies; and indirectly, via mass media presentations aimed at the general public in the course of soliciting resources for the program. (Despite this inaction in the matter of recruitment, demands for services have been heavy from the beginning.) This policy requiring the participant to take the first step--call in, come in, or write (or ask someone else to write a letter)-- stabilizes the self-help philosophy.

Make Services Contingent on Self-Help

Occasionally, an individual will apply for services in order to impress a parole officer, or to get emergency assistance of some kind until he or she can hustle more resources somewhere else. We give everyone the benefit of a doubt where emergency aid is concerned.

But when that person doesn't show up for the Job Preparation Workshop or for job interviews that have been arranged, further emergency aid is refused until that next step is taken. Continued services are contingent on the participant's readiness to help him or herself. On the other hand, individuals who keep their end of the bargain can request an extension of housing, food, etc. Wherever possible in the emergency aid process, participants are shown how, or asked to participate in the acquisition of emergency resources.

Emphasize Assertiveness Skills

Counseling and job preparation activities, through such exercises as mock job interviews, are designed to equip the participant with self-advocacy skills for a variety of situations. Participants are often encouraged to do their own job development, a function initially assumed by direct services staff. Persons who get their own jobs through individual assertiveness seem to adjust better in the long run. Whether their assertiveness was a result of their association with the project or an innate part of their character is a moot point. The important thing is that the correlation between assertiveness and job success is striking. For this reason, assertiveness skill training is being built into the self-help process wherever possible.

Change Conditions, Not People

Employ-Ex believes that conditions can be changed, but that people change themselves. Changing one's self is self-help. We therefore promote favorable conditions by expanding opportunities in the community, believing that the more options one has to support and entertain oneself and relate with other people, the less need to resort to criminal behavior. When we vest enough of ourselves in our jobs, families and communities, stranger-to-stranger criminality is less feasible or desirable. Obviously, the counselor must find out what the problems are, but the next step is to create conditions in which those problems may be personally resolved or coped with.

Encourage Realistic Expectations

Employ-Ex staff members make no promises to participants. The word of the staff represents project credibility and any failure to live up to promises damages both the credibility and hopes built up by the participant. Rather than promise, the staff demonstrates that "if you make an effort for yourself, we'll make every effort for you." Discouraging the something-for-nothing expectation is realistic because, in our society, it seldom exists.

Utilize Existing Resources

Realistic expectations are bolstered with the fact that emergency assistance rendered to participants amounts only to the bare essentials for existence. External (rather than agency-provided) resources are utilized wherever possible.

Keep Communications Direct

When a prospective participant contacts us through another participant, lawyer or other person, our reply is directly to the person seeking services, with a copy to the party who made the referral. This direct communication tells the participant our commitment is to him or her. But it also says the participant--not the person who intervened--is the responsible party. We support assertive efforts without advocating for people we serve.

EMPLOY-EX SOURCE BOOK

PROGRAM POLICIES

GROUP II

EMPLOY-EX SOURCE BOOK

POLICIES AFFECTING PARTICIPANTS

GROUP II

Section A

POLICIES AFFECTING PARTICIPANTS

Peer Guidance

It's been suggested that peer and guidance are contradictory terms. However, we hold that, to the extent that peers influence one another's attitudes and behavior, they guide. These policies reflect the nature of this helping relationship among equals. Collectively, they mean: be a friend.

Treat Participants as Equals

Staff members are on a first-name basis with participants, and communicate in a straightforward manner. Plain talk is in; rhetoric or affection is out.

The staff is encouraged to socialize with participants in a positive manner. Staff members may invite participants into their homes or share lunch, physical education time, or other activities, as long as these do not create dependency or physical entanglements. Ex-convicts often feel rejected and type-cast as undesirables in our society. Acceptance in social settings by straight society can promote self-confidence and eventual resocialization, because it recognizes the attributes that make him or her a valuable human being. The most important "counseling" then, is by staff example.

Respond to Individual Needs

Services provided to the participants are in accordance with their unique interests, abilities, and needs. The program is different for everyone who goes through it, since all will not require housing, and none will have identical work and social histories. Individual programs are based on these differences. Recognition of personal uniqueness transmits, as much as anything we do, the person-to-person nature of staff relationships with participants.

EMPLOY-EX SOURCE BOOK

INTERNAL POLICIES

GROUP II

Section B

INTERNAL POLICIES

The esprit de corp that characterizes new programs is due largely to the fact that the staff is small and necessarily engaged in all functions of the program. The relationship between counselor and participant deepens as they together move through the processes of intake, assessment, emergency assistance, job preparation workshop, job development, placement and follow-up. The objectives of the program are an understatement in their generality, and not usually discussed except in specific, particularized terms, such as, Johnny wants training in mechanics, or Bertha would be great for that opening at Gates Rubber Company.

Inherent Growth Factors

As demands for services grow, so must the project's capability to serve. When the small staff of six becomes 20 to 25 people, and the office expands from one to two floors, and field offices pop up around the State, cohesiveness and perspective suffer. The natural tendency, when a project begins to take on mass, is to divide and subdivide the mass into parts or components. It is too easy, in* a society oriented to specialization, to staff each component with specialists, thus limiting the scope (and total perspective) of each, to a particularized function.

To make matters worse, forms, rules and regulations begin to multiply, each component requiring its own record-keeping system and operating procedures. Refining of these data-collecting systems leads to a greater proportion of recording time to the neglect of time spent interrelating with participants.

Obviously, whether funding is continued or not, programs that fall into these compartmentalized structures cease to exist, except as another of many people-processing bureaucracies. Here are some alternatives designed to preserve the personalized service approach:

Antidotes to Bureaucracy

Generalist Staff

Allow individual staff members to perform as many of the service functions as possible, to enlarge perspective and understanding of what the project is about. The generalist learns and comprehends more of the whole than the specialist, who tends to view participants in a limited way. The team concept, whereby two or more persons share a caseload, can aid this process as growth occurs.

Maximize Individual Skills of the Staff

To quote a staff member, "If you say you can do something, you'll sure get a chance to prove it." Many staff members did profess to, or demonstrate, a variety of skills and knowledge. As a result, the project has counselors sharing with other counselors extensive personally gained information about veterans benefits, vocational and educational planning, transportation resources, a variety of self-help programs, and leisure alternatives. In addition, the project has cultivated a resident artist and writer among supportive staff, who enhance program efforts to inform and educate the public about ex-offenders, their needs, and potential value to the community. By using 90% rather than 10% of one's skills, the project gets more for its money and the staff upgrades skills. This practice, the best form of staff training we know, is further discussed in "Staffing". The difference between specialization and using special skills is the difference between confining to something and adding to something.

Specialization limits people to particular tasks or functions. Using special skills enhances, through sharing, the entire project.

Keep Procedures Simple

The objectives of reducing recidivism and self-help are essentially simple. The needs of ex-convicts are, by and large, uncomplicated. A concerted effort should be made to combine needed information on a few simple forms. Certain data is pertinent to establishing overall information about program performance, including strong and weak areas. A good evaluation plan can differentiate between information-gathering that's valuable and that which is merely interesting. The latter should not be allowed to usurp the valuable time of direct services and supportive staff whose priorities lie with participant needs. Ideally, no piece of information should be recorded in more than one place. While this ideal may not always be possible, such a target can forestall a number of useless forms and duplication of effort.

Encourage Staff Participation in Public Events

Everyone on the project staff is given the opportunity to represent the project as occasional speakers, panelists or workshop participants at local events relating to services provided. This practice fosters awareness of existing and new resources and how to apply them to our services. An occasional audience provides incentive, as well, for staff to keep informed about current project objectives, data, and future plans, and enhances their abilities to "sell" project resource needs to the general public.

Provide for Continuity of Service

Good staff coverage of the office requires much teamwork by members of the staff. The result is good informal communications, and close cooperation by persons serving the same caseload. Every staff member has a back-up who serves in the event of absence.

Make Communications a Means to an End

When communications becomes an end in itself, it has defeated its purpose. Communications is a response to someone's need for expression or information. Sharing sessions, meetings or one-to-one encounters, therefore, are on an as-needed basis, prompted by someone's need to know more about something. The best, most meaningful agenda, is the one established in advance by staff members with problems needing staff resolution, or with ideas needing staff response. Purposeful meetings aid staff cohesiveness; those without purpose obviously act against unity.

Aim for Small Administrative Staff

Until a project has established itself in a community, the administrative staff must be disproportionately large to the direct services staff, because of the need to develop project policies, resources and public trust in the community. Once this community base of support has been developed, however, the bulk of monies and staff needs to be applied to direct services needs. When the peak is reached varies of course with the degree of community receptiveness to project objectives. It is vital that this evolutionary process be anticipated and recognized by staff, to ensure continued project credibility in the community.

Promote Diversity of Backgrounds

By allowing mature, sensitive people to be themselves, we get a wide variety of counseling styles. When the Intake Clerk or the Job Preparation

Workshop Coordinator knows these styles and gets a feel for the needs of people applying for services, we have an unbeatable combination, because matching the participant to the counselor or team is accomplished largely by gut feelings about who a given applicant needs to talk to. While all counselors and coaches conform to the same policies and procedures, the wide variety of counseling behaviors gives to the project a human, comfortable atmosphere. (Caseload assignment may not always be accomplished with counselor-participant "matching" in mind--due to obvious logistical concerns--but should be attempted whenever possible.)

Maximize Opportunities for Inter-office Communications

Since quality services depend on the degree of internal cooperation and teamwork, the ease of communications is fostered in a variety of ways. References used by all are kept in easily accessible places; people performing similar functions are located in close proximity to one another, counseling teams sharing the same office, for example.

All such approaches are academic, however, unless each staff member sees his/her function in the total scheme of things. For this reason, program objectives are frequently reinforced by new research findings, current issues in corrections, and project progress and setbacks in relationship to the community at large. Sharing both "good" and "bad" information is the basis of the sought-after staff solidarity so essential to teamwork, since an informed (trusted) staff tends to rally to the crises that beset grant-supported projects.

Staff Professionalism

Professionalism here refers to the conduct of business rather than to the professional credentials of the staff. Professionalism in the sense of behavior is vital to the project's credibility with both participants and the general public.

Exercise Good Judgment

The exercise of good judgment is a requirement of Employ-Ex staff members (see "Selection of Staff" section). Good judgment balances the scale between informality and businesslike demeanor. It is the basis for trust relationships with other staff and decision-making powers. Good judgment stops (or at least doesn't facilitate) the spreading of rumors; respects closed doors, knowing there's a reason doors are closed, e.g., when a painful interview between counselor and participant requires privacy; and backs up ideas with facts or rationale rather than emotionalism.

Act as Behavior Models for Participants

A counselor can't tell a participant to get to work on time, dress appropriately, or cut his hair for an employer, unless he or she is willing to do likewise. A sign-in/sign-out board in a visible place tells the attendance/promptness/whereabouts status of every employee. The dress code is informal but otherwise conservative. No coats and ties are required for men, but jeans are out for both men and women. While the latter may wear slacks and other comfortable attire, they are not allowed to display bare midriff.

Separate Personal from Professional Life

"That sounds like a personal problem to me." Every Employ-Ex staff member has heard that reminder at least once. Personal problems are not allowed to infringe on business activities and time, since this time and effort belongs to participants. Personal needs are taken care of with annual and sick leave.

Decisions are Made Within Spheres of Responsibility

While the scope of decision-making power is directly related to the scope of one's responsibility in the project, in a project where "the best idea is the boss," anyone can influence major policy decisions. Changes are often initiated when people voice concerns or ideas in staff meetings, sharing sessions, or in written or oral form, through one's supervisor or to the executive director. A student intern, for example, proposed service applications be filled out in pencil, so the portion relating to work and educational history could be changed and finalized during intake and job preparation workshop, copied and used in job-seeking efforts. She reasoned that participants were usually better qualified than they thought they were and tended to leave out important work experiences. The proposal was accepted and incorporated into the intake procedure.

Keep Physically Fit

Recognizing that physical health is conducive to mental and emotional health, the staff is encouraged by an allowance of 1¼ hours per week to engage in daily (15 minutes a day) physical exercise or--if taken at once--one hour per week, usually coupled with the lunch hour. (The difference in the 1¼ and one hour allowance is based on the fact that daily, regular exercise is better than a great deal of energy spent at one time.) Staff are encouraged to include participants in these activities, thus setting a physical fitness example.

Use Guidelines, Regulations and Resources Creatively

No set of rules and regulations can anticipate all the problems that can crop up in an agency, a fact most funding and monitoring agencies recognize. It's necessary, therefore, to apply grant guidelines, personnel policies and procedures, etc. imaginatively, taking care to stay within the legal framework of the corporate and government guidelines. Perhaps the best way to address this policy is by way of example.

Problem: An excellent counselor with a rare facility for motivating hard-to-place participants toward gaining employment and positive attitudes experienced a general burn-out, or fatigue, resulting from her intensive counseling style. Rather than allow the condition to worsen, this employee was permitted to take 3 months leave of absence without pay to recuperate. After a summer job in a mountain resort area, she returned to her job and, at this writing, continues to perform at a high efficiency level.

Problem: Receiving of donated clothing was generally not cost effective because of the bookkeeping time and storage problems involved in recording and receipting donated articles. The problem was partially resolved by an informal agreement with a church-related used clothing store with its own facilities and bookkeeping system. The store allowed users and their families to pick out their own clothing at terms ranging from free to monthly payments, depending on individual circumstances. Donations are referred to the store, keeping all business between the donor and the store, bypassing the project completely.

Problem: Three rooms rented by the project at the local YMCA for emergency housing had no cooking facilities and housed only 3 people at a time. Although the rooms were close to the recreational activities they were not in close proximity to agency offices. For approximately the same money, the project leased a house across the street from project offices needing minor renovation (provided by community resources along with necessary furnishings), and doubled the number of people who could be housed at one time. The kitchen facilities provided thereby, reduced the cost of emergency food. (Nevertheless, such a facility necessitates greater project oversight. A live-in house manager, conduct enforcement, and other logistical considerations have created additional fiscal and managerial concerns--yet, apparently, worth the effort.)

EMPLOY-EX SOURCE BOOK

POLICIES AFFECTING THE COMMUNITY

GROUP II

Section C

POLICIES AFFECTING THE COMMUNITY

Community involvement in Employ-Ex covers a broad sector, ranging from education and vocational institutions, to criminal justice agencies, (covered separately), to business, social service agencies, to the citizen at large, in order to bring a number of interrelated benefits to the program. There's good reason for making the community integral (as opposed to auxiliary) to the program. If we are looking for solutions, alternatives in the community, we need the cooperation and interest of those who make up the community. A community won't recognize its needs, interests--itself--in an organization (board or staff) made up solely of professionals, for example, since the community includes blue-collar workers and unemployed persons as well as professionals. Such a project belongs, because it tends to exclude others, only to the professionals. The community resource isn't something we "can use to do a better job". It's something we need in order to do the job.

Appeal to Community Interests and Needs

When we develop jobs for participants, we don't tell the employer what he can do for us but rather, what we have to offer him: a wide range of skills, abilities and backgrounds to serve his profit-making objective, a free recruitment, preparation and screening service, continued support, resources and follow-up after placement, and a valuable labor force. It's in our interest, the participant's interest, the company's interest and the community's interest when we find the right person for the job. The enlightened self-interest approach is applied in all aspects of community involvement, in this way providing the community with a vested interest and therefore an interest in the outcome of the project's activities. We therefore talk about employment of ex-offenders as a good business practice. That it happens also to be a more humane practice than the lock-up is beside the point, and a judgment we don't impose on others.

This same principle is applied to other community relationships. The volunteer's need for a satisfying work experience is formalized by a tailored job description, a performance evaluation, and other benefits described in the Volunteer Section. Part of the volunteer's need is to maximize personal skills. The project identifies and uses those skills and--at the same time--recognizes staff members who know how to use volunteer and community resources effectively.

Agency Autonomy

The Employ-Ex experience demonstrates that it is most effective as a separate entity, serving varied offender groups. Specialized agencies, serving particular offender populations (probation, parole, etc.) often: compete for the same resources; lack sufficient empathy for any but their own group; or may suffer other dichotomies due to personal, political, or survival reactions expressed by their respective administrators and/or staffs.

Conversely, a "neutral" agency, such as Employ-Ex, can provide a clearinghouse approach, under whose banner a variety of specialized agencies can rally. Molding this diversity of support into a common goal (resource development and provision for ex-offenders) is furthered by appropriate placement of agency representation on Boards of Directors and Advisory Bodies--a subject covered elsewhere in this publication.

Maintain Quality of Resources

High standards are applied to the participant resources we solicit from the community. Dead-end or low-pay placements are generally not considered for participants, since underemployment is not endured for long, and developing such jobs are not worth the staff time invested. Project requirements for higher minimum wages tell employers we have a skills bank of considerable value, and that the project is not a source of cheap labor.

Human resources (volunteer and loan personnel) are selected with the same care as paid staff, since they perform the same functions.

Maintain Quality of Staff

When we talk about quality of staff, we're talking about human characteristics rather than paper qualifications. We're also talking about a diversity of backgrounds rather than a particular type of person, since a diversified staff can bring to the diversified needs of the participants, a wide spectrum of resources and relationships, offering participants many supportive alternatives, so they can gravitate (by design and choice) to like personalities and resources.

Capitalize on Positive Elements

Accentuate the Positive

The project seeks to capitalize on the positive forces at work in the community and accept the reality of those negatives we can't do anything about.

In 1975, for example, the National Alliance of Businessmen (NAB) appropriated considerable money for Governor's Conferences on employing the ex-offender in those states that desired to take this on. Opportunism paid off and the Employ-Ex organized this successful conference in Colorado, co-sponsored with the local NAB office, the Denver Chamber of Commerce, the Colorado Labor Council, the Regional Office of the National Council on Crime and Delinquency, and the Denver Area Labor Council. The conference resulted in greater community acceptance of the ex-offender as evidenced by numerous ensuing job offers from metro area employers.

Avoid "Causes"

On the other hand, invitations to join in crusades, marches or contributions to inflammatory papers and magazines are politely declined. The strong-arm approach, with its attendant polarization of groups and interests has, we believe, outlived its capability for achieving social change. More important, the numerous social causes vying for public attention tend to distract agencies from the objectives they've contracted to address. Believing everything we do must benefit the participants we serve, we find no place for current controversies and political issues.

Make--Don't Seek--Publicity

A project that is achieving results doesn't need to seek publicity because the reporters and cameramen will seek out any agency that's making news. Because of this approach, the project has, since its inception, received dozens of pages in newsprint with no end in sight. Through resource development and attendant "bumping shoulders" with the general public, the mass media will focus in on the project and the project will become newsworthy without coaxing.

Practice Economy in Community Involvement

The involvement of community people and agencies in all aspects of the project reflects a sureness or confidence in what we are about, since each of these persons and agencies is, in a sense, the project's goodwill ambassador to the community at large.

Seek the Largest Possible Representation of the Community

The greater the diversity among involved community, the more of the community will be reached by their participation in the project. For this reason, the members of the project's policy-making body come from all facets of criminal justice, business, labor, social services and at-large population.

Seek Mid-Management People for Board Membership

A community based project needs a working Board to respond to the needs encountered, rather than figureheads--there for prestigious reasons only. Decision makers in the various agencies, companies, and departments are asked to recommend a subordinate for nomination to the Board. This results in a Board made up of upper and middle-management people, and generally excludes the top executives who rarely have the time to apply themselves to project issues and activities. This allows for information to be readily shifted both "up and down" within supportive agencies.

Minimize Indirect Involvements

Just as we maximize our involvement with the people and agencies on whom the project has greatest impact (and vice versa), we find it's necessary to eliminate involvement where seemingly negligible returns are obtained from staff time and effort. We measure the value of a speaking audience, for example, in terms of jobs and other resources before guaranteeing a speaker. While we understand the educational value of supplying speakers to local schools and colleges, these engagements are not particularly cost effective, since few people are impacted and those who are, are unable to respond with needed project resources.

Employ-Ex is facing a new challenge in minimizing indirect involvement. During the past year, the success of the program, as well as its replicability, have come into national attention and the project has received over 100 inquiries about program operation, funding sources, research designs, operational guides, etc. Responding to these inquiries diverts staff attention from local need. The agency hope the Source Book will partially answer these requests for technical assistance. In addition, efforts are being made to direct this barrage of inquiries to another source. While the Board of Directors and the Project staff give encouragement to others who wish to replicate its experience, hopefully neither its name nor its project time will be diverted from its primary objectives.

Use Resources as Investments in the Future

Social services agencies exist to be used, but they should be used effectively--discriminately. When they serve as a stop-gap only, they accomplish little more than to maintain an unsatisfactory existence. We prefer, therefore, to regard resources as an investment in one's future self-sufficiency. Resources are not there to be drained but to be invested in the people served.

EMPLOY-EX SOURCE BOOK

POLICIES AFFECTING CRIMINAL JUSTICE SYSTEM

GROUP II

Section D

POLICIES AFFECTING CRIMINAL JUSTICE SYSTEM

The continued existence of community service agencies depends on alternatives to crime, while the existence of penal institutions, probation, parole, law enforcement and the courts is justified by continued lawlessness. But for every person in criminal justice who sees community corrections as a potential threat to the survival of the structure, there's another willing to become involved in a new approach to an old, frustrating problem. Our policies strive to respond to both the fear and the courage present in the system.

Share Information

The staff takes every opportunity to contribute ideas and share information through the various task forces on corrections, the state correctional association, the American Correctional Association, participation in the formulation of statewide standards and goals, special workshops on volunteerism, drug, alcohol, female ex-offenders, and dozens of other activities.

Referring Agencies

Constant contact and feedback requests should be maintained with all referring agencies. Program criteria, services description, and other information can be included in mailings and, when time permits, given out at workshops designed for specific agencies. Referring agency follow-ups should be with agency supervision and problem oriented, seeking out gaps in service or communication.

Avoid Interference with Criminal Justice Practices

The project staff is not permitted to become intermediaries between participants and criminal justice persons and agencies. While they are frequently asked to intercede and advocate for participants who feel they've been treated unfairly, we do not presume to dictate or advise criminal justice people in the conduct of their business. Rather, we support constructive action by the aggrieved individuals to resolve their own problams with lawyers, parole officers, parole board or other officials. This policy is consistent with the self-help policy that dictates self-advocacy.

By the same token, staff does not carry personal items, such as letters (or perform other chores) to or from an inmate, or otherwise fail to respect rules and regulations relating to the penal system. We regularly send letters to participants in the institutions who have sent their applications, with carbon copies only, to the parole board chairman and institutional parole supervisor. This tells officials who need to know that Employ-Ex stands ready to support the applicant's efforts on the outside, should parole be granted, without urging a decision either way.

Maintain Program Autonomy

The other side of the non-interference policy is the autonomous policy which dictates that we adhere to our own rules and regulations. When a parole or a probation officer, for example, requires a ward to apply for Employ-Ex services, we accept the applicant and supply the services, but whenever possible, couple that act with a reminder to the parole/probation office that participation is on a voluntary basis. This kind of flexibility on the part of the staff has won a reciprocal flexibility from the referring agencies which, except in rare cases, encourage their clientele to apply, but do not require their participation.

EMPLOY-EX SOURCE BOOK

PROGRAM PROCEDURES

GROUP III

DIRECT SERVICES FLOW CHART: 13 STEPS

STEP 1 - Initial Contact

Step 2 - Qualify Application (intake sheet)

Step 3 - Enter Into Log (Intake Clerk)

Step 4 - Temporary Assignment to Counselor — OR: Refferal to Other agency

Step 5 - Program Orientation, Assesment and Emergency Assistance

Step 6 - Job Preparation Workshop — OR: Doesn't Complete JPWS

Step 7 - Counselor Assignment — AND: Prescriptive Workshops/Assistance

Step 8 - Planning Session (Goals) — AND: Job Development

Step 9 - Weekly Follow-up — AND: Job Interviews

Step 10 - Job Placement

Step 11 - Monthly Follow-up (for 3 months) — AND: Prescriptive Workshops/Assistance

Job Termination

Step 12 - Quarterly follow-up

Step 13 - Termination by Self or Agency

EMPLOY-EX SOURCE BOOK

FIRST CONTACT

GROUP III

Section A

FIRST CONTACT

While the project provides information about services to referring agencies as a matter of course, and to individual inquiries, it does not seek or recruit participants. The first step is therefore always initiated by the ex-offender or referring agent. This can be done in several ways, depending on the circumstances in which the participant finds him/herself.

Walk-in

A participant who is out on the streets--on parole, probation or discharge, or who has completed all conditions of release--can call, write or come into the office. No appointments are required.

Referral

While involuntary enrollment is discouraged, participants are often referred by others in the criminal justice system--e.g., parole or probation officer or other authority. If the initial contact is made by the referring agency, our response is directly to the potential participant, with a carbon copy to the referring agent.

Institutional

Any inmate, within six months of parole from state correctional institutions, may write directly to the project's community-based offices; or place themselves on the list of persons to be seen by one of the Employ-Ex liaison counselors who reside at, and operate out of, Canon City (Colorado State Penitentiary) and Buena Vista (Colorado State Reformatory, and are most accessible to potential participants.

The liaison counselor at Canon City, by way of a regular weekly schedule of availability to inmates throughout the prison complex (including the maximum and medium security units and women's prison), explains the program and how to go about applying for services.

While it would perhaps be easier for the liaison to supply the application at this point, this first demonstration of self-help is considered vital to the establishing of the participant's commitment (and attendant responsibility) to helping him/herself. The project therefore insists the first move be made by the applicant: writing a letter to the office. If he can't write, he can find many willing inmates or others to oblige. The procedure applies to out-of-state confined offenders as well.

EMPLOY-EX SOURCE BOOK

APPLICATION PROCESS

GROUP III

Section B

APPLICATION PROCESS

The staff persons who respond to the first contact or inquiry--typically the intake clerk (walk-ins) or institutionally-based counselor (confined applicants)--first determine whether the applicant is eligible for services. (See following page for sample eligibility form.)

Eligibility Requirements

Eligibility is based on funding guidelines as well as on project capability to provide quality services. At this writing, two of the three funding sources are directed at specific segments of the target population, i.e., persons with convictions for high-impact offenses (robbery, burglary, assault and rape); and pre-trial releasees. The third funding source admits all felony convictions. Conceivably, the number of intakes could overwhelm the project's resources and the quality of services suffer.

The problem of numbers, therefore, is controlled by establishing priorities designed to admit those having the greatest need. The project eliminates those who are least likely to recidivate by imposing the following priorities on the intake process (since pre-trial releasees are admitted only through referral by the Pre-Trial Diversion Project, they are not subject to the usual eligibility requirements):

EMPLOY-EX ELIGIBILITY FORM

CONFIDENTIAL - THE INFORMATION LISTED BELOW WILL REMAIN THE PRIVATE PROPERTY OF EMPLOY-EX; NO INFORMATION WILL BE DISCLOSED TO ANYONE WITHOUT THE EXPRESSED PERMISSION OF THE APPLICANT, NOR WILL EMPLOY-EX USE THE INFORMATION IN ANY WAY TO REFLECT DEFAMATION OF CHARACTER. EE 10/76

PLEASE ANSWER ALL QUESTIONS AND PRINT CLEARLY.

TODAY'S DATE ______

NAME ______

ADDRESS ______

CITY ______ STATE ______

PHONE ______ DATE OF BIRTH ______

LIST ALL CONVICTIONS (IF ANY)

OFFENSE ______ DATE ______

OFFENSE ______ DATE ______

OFFENSE ______ DATE ______

LAST PLACE IMPRISONED ______

RELEASE DATE ______

DO NOT WRITE IN THIS SPACE

COUNSELOR INITIALS ______

PROGRAM: Denver-regular ______
Denver-def.pros. ______
PTIP ______
JeffCo ______
Other (specify) ______

ACTION TAKEN: Q, JPWS on ______
TIME ______ Q, JPWS wvd ______
Q, JPWS not set ______

If NQ, state reason & action taken ______

NOTES: ______

PRESENTLY ON: PROBATION? ____ PAROLE? ____ DEFERRED PROSECUTION? ____ PRETRIAL RELEASE? ____
(Check appropriate box)
NONE OF ABOVE ____

Nearness to End of Confinement

Confined applicants are admitted to the program when they are within six months of their estimated release date. While the institutional counselors will respond to anyone's request for help, only those who can realistically expect to be released within the six-month period are sent an application.

Current Status of Conviction

The acceptance of those persons most recently released from a penal institution or convicted of a felony reflects the consideration that most rearrests occur within the first few months after release or while on probation. The project, at this writing, accepts probationers within one year of the granting of probation, and parolees or dischargees within 18 months after release from an adult penal institution. These time limits can be reduced or expanded to modify intake. The post-release period is a critical time for ex-convicts, still suffering the effects of incarceration--alienation in some cases, from family and friends, and loss of previous resources. Persons still out on the streets a year after release or placement on probation are more likely to have established their own resources in the community than those recently released or convicted.

Economically-Related Convictions

Last time we looked, economically related crimes were the offenses most likely to be repeated. It makes sense then to give priority to persons whose crimes may be centered around economic deprivation (burglary, robbery, theft, etc.), particularly since the project's focus on livelihood is more relevant to these offenders than others.

Existing or Planned Place of Residence

Only those who live or plan to live in the areas served by the project are admitted to the program.

Application Process

Once the applicant is determined eligible in accordance with established criteria, he or she is asked to fill out the employment history/personal preference side of the following two pages. The applicant who has difficulty filling out the form is assisted by the intake clerk (walk-ins) or, if incarcerated, another inmate or the institutional counselor. All such information is kept strictly confidential. The form is completed in pencil so corrections can easily be made during the Job Preparation Workshop.

Referral to Other Agency

Local Referral

If an applicant is determined ineligible for services on the basis of either the funding guidelines or established priorities, a referral list of other agencies serving the needs of ex-offenders is provided. Such a list should be updated regularly by the Intake Clerk to ensure accuracy of referral services.

Group III, Section B,

CONFIDENTIAL APPLICATION. THE INFORMATION CONTAINED HERE WILL REMAIN THE PRIVATE PROPERTY OF (MPLOY EX. NO INFORMATION WILL BE DISCLOSED TO ANYONE (POLICE, P.O., EMPLOYER, ETC.) WITHOUT THE EXPRESSED PERMISSION OF THE APPLICANT, NOR WILL EMPLOY EX USE THE INFORMATION IN ANY WAY TO REFLECT DEFAMATION OF CHARACTER

APPLICATION: SIDE ONE

LAST NAME | FIRST NAME | INITIAL | SOCIAL SECURITY NUMBER | PHONE NO.

STREET ADDRESS | CITY | COUNTY | STATE | ZIP | APPLICATION DATE (MONTH, DAY, YEAR)

1 ... 19

PROGRAM	OFFICE	REFERRAL SOURCE	AGE	DATE OF BIRTH (MONTH, DAY, YEAR)	SEX 1 - MALE 2 - FEMALE	HIGHEST SCHOOL GRADE COMPLETED	ETHNIC GROUP 1 - WHITE 2 - BLACK 3 - CHICANO 4 - AMER. INDIAN 5 - ORIENTAL 6 - OTHER	VETERAN TYPE 1 - SPECIAL VET. 2 - VIETNAM ERA VET. 3 - RECENT 4 - OTHER VET. 5 - N/A	DISABLED VETERAN 1 - YES 2 - NO
1	2	3	4	5	6	7	8	9	10

LIST ALL CONVICTIONS (AND PRE-TRIAL CHARGES WHEN APPLICABLE)

	OFFENSE	SENTENCE	DATE START (MONTH, DAY, YEAR)	DATE FINISHED (MONTH, DAY, YEAR)	INSTITUTION
MOST RECENT 1.					
2.					
3.					
4.					
5.					

20/34

NUMBER FELONY	NUMBER IMPACT	QUALIFYING OFFENSE	TOTAL TIME SERVED	LAST INSTITUTION	CURRENT CJ STATUS	FIRST CONTACT 1 = OFFICE 2 = INSTITUTION	CORRECTIONAL INST. CLIENT 1 = YES 2 = NO	CASE PENDING 1 = YES 2 = NO	MARITAL STATUS 1 = MARRIED 2 = SINGLE 3 = DIV/SEP 4 = WIDOW	NUMBER DEFENDENTS
11	12	13	14	15	16	17	18	19	20	21

35/47

INDIVIDUAL INCOME (LAST 12 MONTHS)	FAMILY INCOME (LAST 12 MONTHS)	LOW INCOME 1 - YES 2 - NO	ECONOMICALLY DISADVANTAGED 1 - YES 2 - NO	FOREMOST SKILL	VOCATIONAL TRAINING 1 = YES 2 = NO	HOURLY WAGE LAST JOB (DOLLAR, DIME)	→ 1 - YES 2 - NO RECEIVING AFDC	RECEIVING OTHER PUBLIC ASSISTANCE	LIMITED ENGLISH SPEAKING ABILITY
22	23	24	25	26	27	28	29	30	31

48/55 → 1 - YES 2 - NO

LIMITED READ WRITE	MIGRANT OR SEASONAL FARM FAMILY MEMBER	HANDI-CAPPED	FULL-TIME STUDENT	FELONY RECORD	PRIMARY WAGE EARNER	HEAD OF HOUSEHOLD	RECEIVING UN-EMPL. INSURANCE
32	33	34	35	36	37	38	39

INCOME COMPUTATIONS

56/63 → 1 - YES 2 - NO

TRANSPORTATION PROBLEM	ALCOHOL/DRUG PROBLEM	FORMERLY ENROLLED IN CETA PROGRAM	LABOR FORCE STATUS 1 - EMPLOYED 2 - UNEMPLOYED 3 - UNDEREMPLOYED 4 - NOT IN LABOR FORCE	NUMBER OF WEEKS UNEMPLOYED: CURRENT SPELL	LAST 12 MONTHS
40	41	42	43	44	45

64/80

YEARS IN LABOR FORCE	NUMBER OF JOBS IN LAST 2 YEARS (IF MORE THAN 9, ENTER 9)	DATE OF INTAKE: MONTH	DAY	YEAR	ID	CARD
46	47	48	49	50	51	52 1 0 2

EX

CARD 101

KEYPUNCH. DUPE COLS 73-77 FROM CARD 102

ID

CARD 1 0 1

JOB HISTORY

SIDE TWO

Employment History (list most recent employer first)

1) EMPLOYER ______ POSITION ______ SALARY ______
ADDRESS ______ REASON FOR LEAVING ______
DATES: From ______ To ______

2) EMPLOYER ______
POSITION ______ SALARY ______
DATES: From ______ To ______

3) EMPLOYER ______
POSITION ______ SALARY ______
DATES: From ______ To ______

If incarcerated, list major jobs while in institution:

JOB ______ INSTITUTION ______ DATES: From ______ To ______
JOB ______ INSTITUTION ______ DATES: From ______ To ______
JOB ______ INSTITUTION ______ DATES: From ______ To ______

List all vocational training you have had, before, during, or after incarceration: ______

List all machinery, tools, and equipment you can operate: ______

Is there a specific type of work you are interested in? (If so, please describe) ______

Is there any specific training you would like to receive? (If so, please describe) ______

What are your foremost skills? ______

THE INFORMATION I HAVE GIVEN ON THIS FORM IS CORRECT:

SIGNATURE ______

DATE: ______

REMARKS/PRIORITIES

Referral to Other Areas

Liaison counselors at the institutions are often queried about services provided in outlying areas of the state and other states by persons being paroled to other localities. While outlying Colorado and out-of-state referral is not a contracted function of the project, it does tend to expand the alternatives in terms of location, and reduce the impact of the ex-offender population in congested areas such as Denver, Colorado Springs, and Pueblo.

These distant state and out-of-state service agencies are filed alphabetically, by state and city, on 3 x 5" cards showing agency name and address, contact person if known, and kind of services provided. The file is a result of inquiries, public information brochures and materials, and chance contacts made during national conferences and seminars, such as those sponsored by the American Correctional Association. CONtacts, Inc. in Lincoln, Nebraska, provides ex-offender service referrals on a national basis. Their address is P.O. Box 81826, Lincoln, Nebraska, 68501.

Temporary Assignment to Counselor

Walk-Ins

Once the temporary job history/personal preference form has been filled out, the Intake Clerk temporarily assigns the applicant to a counselor, after going over the application to elicit any missing information and ensure accuracy. (The Intake Clerk assures consistent quality of information, without getting into the areas of assessment and emergency assistance.) Counselor assignment is on an alternating basis.

Program Orientation

The first step after the counselor meets/greets the pre-participant is to orient him/her to the program. Basic information to be covered and/or requested includes:

1) Application form (both sides). Coding information for participant intake form is in Research section.

2) Program Explanation. Services provided--project resources, including identification and bonding availability, community resources, job preparation, emergency resources, emphasis on self help, availability/accessibility of counselor, and 24-hour answering service, etc.

3) Participant and Program Expectations.

a. Participant's Rights and Responsibilities form (see following page for example).

b. Discuss participant's right to select job he/she wants, but stressing importance of telling counselor if he/she doesn't want to or can't go for interview.

4) Participant Status. Participant is not enrolled in program until Job Preparation Workshop is completed.

a. Describe workshop and its benefits (Job Preparation Workshop Section).

b. Tell of time/place of Job Preparation Workshop

c. Schedule Job Preparation Workshop attendance date.

d. Write date/time of scheduled JPW on back of business card and give to Participant.

Participant Rights and Responsibilities

The following information should be given to participants in written form, and discussed to ensure understanding:

THESE ARE YOUR RIGHTS AS AN EMPLOY-EX PARTICIPANT:

1. Assistance in finding employment, education or job training.
2. To change your Employ-Ex counselor any time you choose.
3. To appeal any staff decision regarding your association with Employ-Ex. (Appeals are channeled to the Services Coordinator, Executive Director, and the Employ-Ex, Inc. Board of Directors, in that order.)
4. A prompt hearing (within 3 days of request) by any of the above.
5. To have all information given to the project kept confidential unless otherwise authorized.
6. To request to see your file folder and all the contents therein, at any time. (This is to be accomplished in the presence of the counselor and services coordinator.)

THESE ARE YOUR RESPONSIBILITIES AS AN EMPLOY-EX PARTICIPANT:

1. To attend a one-day Job Preparation Workshop prior to job placement services.
2. To contact your counselor every morning until placed in a job, school or training situation.
3. To show up for job interviews and jobs on time.
4. To inform your counselor of any major changes in your situation.

5. Scheduling appointments with counselor not required--open door policy. (However, suggest there may be less waiting and/or counselor will be sure to be there, if appointment made.)

6. Encourage Assertiveness

   a. Participant should look at counselor as a resource person to be used.

   b. More frequent contact with counselor will bring better results.

   c. Look for ways to help self (use Employ-Ex phone, read want ads, etc., both before and after Job Preparation Workshop).

7. Counselor Assignment

   a. Intake counselor won't necessarily be permanent counselor.

   b. If pre-participant has particular preferences, to express them to Job Preparation Coordinator who will make initial assignment.

8. Encourage Further Input, for example:

   a. "Anything we haven't covered that you'd like to discuss?"

9. Encourage follow through, for example:

   a. "When will I see (hear from) you again?"

Institution Pre-Participant

The liaison counselor serves as interim counselor for those still confined in the institutions, until the time of their release. Community-based teams (funds permitting) do, however, make alternating trips every week to both state institutions in order to establish and maintain relationships with those to whom they will provide services later on. This practice reinforces the work performed by the liaison who might otherwise be viewed as a fixture in the penal system. Similarly, the liaison strengthens by early contact the participant relationship with the community-based agencies.

Distribution of Caseload

Caseload assignment can best be accomplished by the Job Preparation Workshop Coordinator. Since attendance at the JPWS is required before gaining participant status, earlier assignment is unnecessary. This process allows the Job Preparation Workshop Coordinator a chance to observe the particular characteristics and needs of the pre-participant while in the one-day workshop in order to make an appropriate matching of participant and counselor. Ideally, the counselor who provided intake information and assistance (assigned on a rotating basis) is assigned to continue providing information and services. Therefore, while participant's characteristics/needs are paramount in the participant/counselor matching process, all things being equal, the counselor providing intake should be given primary consideration.

Re-assignment

Awareness of one another's counseling strengths often prompts the initial counselor to seek the help of another when it is felt the special skills of that other person can apply more effectively to the participant's special circumstances. In that case, the participant is transferred or re-assigned to a second counselor, along with the file containing all pertinent information. (Proper notations must be made in rolodex files, etc.) A simulated counselor change letter follows on the next page.

Central Office: 1117 Cherokee Street, Second Floor, Denver, Colorado 80204, (303) 572-8616

Acting Program Director
CAL HARVEY

employ-ex

SIMULATED COUNSELOR CHANGE
LETTER

December 13, 1976

Mr. George Smith
2450 East Plymouth Street
Denver, Colorado 80302

Dear George:

This letter is to inform you that I will be your new counselor. My name is Wes Cauley, and I will be taking over Eddie Hernandez's case load when he leaves Employ-Ex at the end of this month.

I believe it would benefit both of us if we had a chance to get acquainted. Stop by the office when you have the time or call me if you have any problems or need assistance in seeking employment. The office phone number is 572-8616.

Sincerely,

Wes

Wes Cauley
Placement Counselor
Employ-Ex, Inc.

WC/pc

PROVIDING BETTER ALTERNATIVES TO CRIME

Group III, Section B

EMPLOY-EX SOURCE BOOK

ASSESSMENT AND EMERGENCY ASSISTANCE

GROUP III

Section C

ASSESSMENT AND EMERGENCY ASSISTANCE

The Confined Applicant

Letter of Assistance

The first counseling session is for purposes of determining and responding to immediate needs. In the case of confined applicants, the most immediate need is to get paroled. The first thing the agency provides is a letter of commitment. This letter, signed by the senior counselor or project director at the community-based office, is a simple letter, responding to the particular needs of the participant and assuring that the project will do everything in its power to meet these needs. No two letters are the same, in this way personalizing (and humanizing) each response. (Form letters are scrupulously avoided, since they smack of--and usually lead to--people processing.) Copies of this letter are sent to the State Parole Board chairman and Parole Supervisor, or similar authority, at the appropriate institution. A sample letter of assistance is found in this section.

Job Development and Placement

Beyond the letter of confirmation, the agency can provide preliminary job development and (depending on institutional structure), job placement. Where furloughs are granted for a job interview, job development is a primary role of the institutional counselor.

Problems can occur in situations where the employer shows interest or makes a commitment to hire the participant, and parole is then denied.

Realistically, few employers are able or willing to project or guarantee a job far enough in the future to adapt to participant goals for job placement.

The pre-release interviews help inmates prepare themselves in such a way as to promote favorable parole board decisions. For example, a former employer may be contacted as a possible source of support for the participant. The former employers' support need only be in the form of a letter showing interest in the participant's past performance and potential. This kind of written information is obviously impressive to a Parole Board, as well as confirming hopes of the applicant.

Counseling

Counseling must balance the planning of goals--contingent on release--with the acceptance of continued confinement should parole be denied. To keep expectations realistic, the liaison counselor focuses on the immediate community, which is the prison environment, and how the participant can use his or her time inside the walls to prepare for eventual release. The liaison must be knowledgable, therefore, about educational and vocational opportunities available to inmates, and how they can enhance future careers or vocations. When planning is limited to the current situation, parole denial becomes more bearable, because the participant has something going for him inside the institution. Only when a parole hearing date (at most 6 months away) or work release is assured, does the counselor begin to shift attention to opportunities out in the community.

The Unconfined Applicant

Emergency Assistance

Once the participant is in the community office, the nature of immediate need changes drastically. During incarceration, such things as food, sleeping quarters, and clothing were provided. Now the responsibility for obtaining these necessities is suddenly thrust upon the release, with all the accruing urgency of survival. Obviously, one cannot focus attention on long-term goals unless those rudimentary needs are met. The field office assessment interview considers these survival needs first. The institutional counselor can generally sort out anticipated emergency needs and inform the field office so adequate preparation can be made. Emergency assistance is always granted on a temporary basis.

Emergency Assistance Voucher

An emergency assistance voucher is filled out for every type of emergency assistance rendered. The counselor or coach fill out the form with all pertinent information, then seek the approval signature from the designated person. The fiscal officer then authorizes availability of funds with his signature. The approval form is then copied, the original going to the fiscal office and the copy in the participant's file. All emergency assistance comes out of a maximum budgeted amount for each team per week. Included in that line item are the following emergency resources:

1. Housing

If one has family living in the area, housing is no problem unless incarceration has led to alienation. For those with no place to stay, Employ-Ex has rented an older, but adequate, house in close proximity to the office.

TIL* House. The few simple rules reflect the intent to create a living environment comfortable enough to sustain the residents' physical needs, but uncomfortable enough to make him or her want to find permanent quarters. Emergency housing is provided in 10-day increments which are renewable, should the resident experience a delay in job placement or paycheck. House rules follow:

1. No violence on or away from premises.
2. No use of drugs or alcohol on premises.
3. Front door keys are available to resident manager, Employ-Ex staff, work-study students, and employed residents.
4. The upper floor is off limits to non-residents.
5. Premises are maintained by residents. Duties or chores are assigned each resident by the manager.
6. Resident complaints will receive a hearing before the project director or his designee.
7. No sexual activities on premises.

While TIL House is co-ed, we haven't yet had occasion to house a female at TIL. since the bulk of our participants are male. While we recognize sexual "needs" of both males and females, particularly after long confinement, we also recognize the need to retain an undisruptive atmosphere in the house and neighborhood.

Female participant housing needs are met on an individual basis.

Division of Responsibility. The resident manager, while having responsibility for keeping the house running smoothly, needs plenty of time left over to relate to residents and their problems; he spends

* "Transition in Living"

most evenings at the TIL House. The duties of the resident manager are elaborated on in the "Staffing" Section.

2. Transportation

Usually, this need is met with bus tickets or, where bus lines don't reach, by company car or van, or personal auto driven by a participant coach or another staff member. Transportation assistance is provided for trips to and from interviews, to and from jobs (only until the new employee obtains his own transportation), and to and from medical or hospital facilities or other resources in the community. One of the counselors serve as a transportation specialist, providing information on bus routes and schedules, car pools, auto financing, driver's education and other assistance in getting a driver's license, toward providing access to a permanent resolution of individual transportation problems. This person must have comprehensive and current information about city bus routes and car pools available. (Also see Floater Job Description Section).

3. Clothing

Often, participants lack adequate clothing to be presentable for job interviews. In order to assist them in that need Employ-Ex provides clothing through emergency assistance funds. Both used and new clothing--fitting the particular need--is purchased.

Collection, cleaning and storing clothing can cause problems in space and time. For one year Employ-Ex had an agreement with a nearby thrift store where all clothing collected would be taken to the thrift store. In turn the thrift store provided participant clothing from free to minimal costs. However, it has proved valuable to have at least two racks of men's clothing on hand--consisting particularly of jackets and slacks--for immediate needs such as job interviews.

4. Special Work Clothing and Tools

For those participants whose job placement is contingent on ownership of special tools and work clothing, the project has an arrangement with stores that provide the needed articles in exchange for small monthly payments by the participant and guaranteed by the project in the event of default. The project's guarantee of payment enables participants to establish credit on easy terms--an arrangement that, with some exceptions, has been honored by the purchasers. Emergency funds are set aside to cover the purchase, and returned once the participant repays the loan. However, no pressure of any kind is applied by services staff, should a participant fail to meet this obligation.

5. Food

In accordance with the no-cash policy, participants are provided food certificates purchased by the project from two major supermarket chains. Designated "for food only," these $5 coupons are redeemable at the preferred (most accessible) store. Generally, food certificates are issued in $10 or $15 increments, depending on the number of dependents.

6. Food Stamps Policy

Counselor takes the participant and the check (or petty cash if checks are not accepted by the food stamp office) to the distribution center and gets a receipt. This information is put in the participant's folder and forwarded to the fiscal officer.

7. Other Emergency Assistance

It's not always possible to predict what emergencies will crop up. While the bulk of emergency money meets the above temporary needs, the fund is occasionally tapped to cover other problems such as a haircut, when long hair stands between a good job pr pect and a good job. (Medical, bonding, and other needs that surpass project capability, are of course referred elsewhere.)

Only after arrangements have been made to sustain physical needs does the counselor approach employment plans for the future. Part of this first meeting is to inform the participant of the next regularly scheduled Job Preparation Workshop--usually in the next day or two--which is a required activity. Intensive goal-planning, including long-range and interim goals and course of action, are delayed until the second interview which immediately follows the workshop.

8. Cash

Without exception the project never gives assistance in the form of cash. If, for example, a gas purchase is required so a participant can go to a new job, a counselor or coach arranges to go with the participant for the purchase.

MATERIALS

Assessment and Emergency Assistance

1. Simulated letter of commitment
2. Emergency Assistance Form

1117 Cherokee Street, Second Floor
Denver, Colorado 80204
(303) 572-8016

Bruce Boggess, Executive Director
George W. Benningfield, Assistant Director

S I M U L A T E D

employ-ex

March 1, 1976

Mr. John Smith
Reg. #20202
Box 1010
Canon City, Colorado 81212

Dear John:

We're pleased to welcome you as a participant in Employ-Ex, and look forward to seeing you out here in the streets.

At that time, we'll do everything in our power to help you line up a job that is suitable and satisfying, both financially and personally. We also provide for emergency needs, when necessary, until you start getting an income. With your effort to help yourself, and our resources, we should be able to find something fairly soon.

Meanwhile, we hope your meeting with the parole board in April has favorable results. Peg Fleming of our office will stay in touch with you until your release.

Sincerely,

EMPLOY-EX, INC.

Rita Hapgood

Rita Hapgood
Counselor II

RH/lw

xc: (Parole Supervisor at Institution)
(Chairman, State Parole Board)

a non profit, tax-exempt corporation
PROVIDING BETTER ALTERNATIVES TO CRIME
Sponsored By: Denver Manpower Administration

Funded By: Law Enforcement Assistance Administration's Denver High Impact on Crime Program, City and County of Denver and concerned citizens

Endorsed and Assisted By: City & County of Denver, Denver Chamber of Commerce, Denver Federation of Labor (AFL-CIO), and National Alliance of Businessmen

EMERGENCY FUND AUTHORIZATION FORM

EMERGENCY ASSISTANCE FUND EXPENDITURE

AUTHORIZATION FORM

PARTICIPANT NAME____ DATE ____________

STAFF MEMBER REQUESTING____________ AMOUNT__________ MEDIUM______________

PURPOSE____

____

____

____

____

____ ____
Approving Signature Authorizing Signature

EE-21-1/73

EMPLOY-EX SOURCE BOOK

JOB PREPARATION WORKSHOP

GROUP III

Section D

JOB PREPARATION WORKSHOP*

Methodology

The Job Preparation Workshop (JPWS), focusing on job-seeking and job retention skills, is required of all participants prior to being sent out on a job interview. One day workshops are held Mondays, Wednesdays, and and Fridays (morning until mid-afternoon) with a maximum of eight persons per workshop. (The maximum size of the workshop can be reduced downward to modify intake--since an applicant is not eligible for service participation until the JPWS is complete.)

The approach to an effective JPWS must be gut-level. Examples are essential throughout the format. The pre-participant must "walk through" the workshop information, visualizing him/herself in the process. Pay (stipends) for this training has never been used at Employ-Ex as a motivator for attendance.

The reasons for a seemingly superficial (one-day) workshop can be expressed in two words: need and retention. Almost always, the pre-participant is in dire financial need. A lengthy workshop puts off the hope of a paycheck for the applicant, and as hope for legitimate work diminishes, the potential of repeated crime increases. If the JPWS is gut-level/example oriented, retention (until the first interview reinforcement) is at its best.

Obviously, a one-day workshop will not be enough for some pre-participants. Repeat workshops can be prescriptive (whole or portions) for the pre-participant who demonstrates problems absorbing the JPWS content. Prescriptive Workshops can be arranged on Tuesdays and Thursdays for

*Undergoing further refinement at publication date problem areas or special needs unmet in the regular JPWS format, such as "How to Use the Phone and Get Results," "Resume Writing," "Assertive Training," and so on.

Important job-search skills information is disseminated primarily as a means of building positive self-concepts, dealing with fears, etc., with job-finding skills a secondary part of image building. Each workshop attempts to include: 1) basic information (sections following) and 2) participation of employers and personnel people in mock interviews and other activities and 3) sharing of successful experiences by previous participants.

One person is basically responsible for workshops. Ideally the person who conducts the JPWS should also be a counselor. The responsibility can be rotated among the staff. The Program Director or Services Coordinator should introduce him/herself to each group, and be available for questions.

The workshop coordinator or his/her counselor assistant must be able to set up, operate and dismantle videotape equipment in order to fulfill workshop needs.

All participants are provided with the Job Interview Scale (see "Materials" at end of this section), so they can observe and internalize important details in the interviewing process. With these guidelines, the group can respond intelligently to each interview, pointing out its strength and limitations. Should positive responses be lacking from other participants, the counselor makes it a point to remark on effectiveness demonstrated in each case.

The interview itself takes place behind a movable partition, where the interviewer and interviewee take their places. The rest of the group sees the TV screen rather than the people, who are blocked by the partition from view. At the end of each interview (5-7 minutes) the scene is played back and critiqued by the other participants and volunteers present. The workshop coordinator attempts to provide alternative responses for the potential interviewee, during the video playback.

At the end of each workshop, participants are given the following written materials to use in their job-seeking efforts:

1. The finalized application form,
2. The "Job Interview Scale", and
3. The "Applying on Own for a Job" (see "Materials" at end of this section) containing some hints and personal rights people have when applying for a job on their own and "Cold Calls," (see "Materials" at end of this section)

After the workshop is complete, the leader takes each participant's file, pulled by the receptionist, and enters in the appropriate place, "JPWS complete"; then records, in each case ("Job Preparation Workshop Rating" form) special abilities, problems or other information gained by the JPWS leader for the counselor's use in the planning interview that follows. (see "Materials" at the end of the section marked "Rating").

Basic Format

Through an informal lead-off into the obstacles that age, sex, criminal record and lack of skills bring to job hunting, the Workshop Coordinator encourages a general discussion, or rap session, about specific job-related problems (emphasis on solutions), successes experienced and the kinds of jobs desired. (The attendees share two similarities--a criminal record and the need of satisfying employment.)

The counselor now turns the discussion to the two primary skills one must have to succeed in job-search efforts: 1) filling out the application and 2) responding effectively in the personal interview. This half-hour may be spent covering the do's and don'ts to observe in filling out the application, these being:

- Print as legibly as possible.
- Fill in all blanks.
- Include a phone number. (Use the Employ-Ex number and job counselor's name if participant has no phone.)
- References: Use Employ-Ex and counselor's name, if no other references.
- List all positive information: education, training, previous jobs worked, special skills, knowledge of special tools, unpaid (volunteer) experience.
- Include education, training and work experience in a correctional institution, even when other work history exists. (This sells the idea that the participant was productive and busy while incarcerated.)
- Answer the questions regarding convictions honestly and concisely.
- Negatives on application will be discussed in interview.

The counselor-in-charge emphasizes the fact that, if a participant cannot complete an application, the counselor, a volunteer, or friend can help, and the application xeroxed so the participant can give copies to companies he/she applies to independently. (This form may be used in lieu of a resume.)

Now participants may complete application forms in pencil. They use either the form shown in the Evaluation Section, or, if the counselor prefers, the back page of the Employ-Ex application form dealing with education and work history. (New applicants to the program fill out the application forms in pencil, so they may be used for this purpose, finalized in the workshop, and copied for personal use.) Phone books are supplied for addresses and phone numbers. The person in charge makes sure those who need assistance in reading and writing, obtain the proper help, either from another participant or a volunteer.

The application has three purposes:

1. It forces the participant to organize (in a positive way) personal, educational and work background and history, thus forcing positive thinking.

2. It provides the content to be used in later mock interviews.

3. It serves as a model used in completing later applications.

During this period, individual applications are reviewed for neatness, completeness, and positiveness, by the participants themselves, to find out if the applications sell employment potential in all possible ways.

Videotape equipment is set up before the remaining segment. Pass out the "Workshop Review" (Materials, this section) before the mock interview. The coordinator then explains the purpose and process of the video-taped mock interview. Business people are scheduled at this time on a voluntary basis, to assist as interviewers in the mock interviewing process. The counselor usually chooses one or two participants and builds them up to do an interview; then follows with the more reluctant participants. Everyone must do an interview. For many, it is a painful process that has to be coaxed along. Others, adept in the interview process, can contribute through group input and critique. The experience is well worth the initial apprehension.

Pre-Placement Follow-Up

At this point, the participant is assigned a case number which is entered on the individual case jacket, and on the follow-up card, which is dated ahead one week or sooner, and placed in the follow-up tickler file so it will be retrieved on the due date. This is a precaution to ensure continued attention to immediate job needs. During the week ahead, the counseling team will make a concerted effort to develop a number of interviews with likely employers.

Follow Through on Non-Attendees

The JPWS Coordinator keeps a "workshop unattended" file and attempts to contact participants who don't appear for the workshop. After reasonable attempts are made without response, the leader takes no further action and places those files in the program dead file.

JPWS Feedback to Counselors

At the end of this section, under "Material," is a self-explanatory form calling on the JPWS Coördinator to rate participant attributes demonstrated in the workshop. Weak ("poor") areas should be followed through with brief narratives. If special guidance is indicated, or prescriptive workshops are in order. a discussion should take place with the coordinator, counselor and participant present.

Equipment Needed

- Tables
- Chairs
- Blackboard
- Large metal (locking) cabinet
- Interviewing table
- 5-6' section movable partition
- Video camera/recorder
- Charts (tips on job seeking, interviewing, keeping, and cold canvassing for jobs)

Job Preparation Workshop
Materials Insert

Workshop Review

Job Interview Scale

Applying On Your Own For A Job

Cold Calls

Job Preparation Workshop Rating

Extended Sample Format (under Development, 12-76)

WORKSHOP REVIEW

I. RULES OF THE GAME
  A. DON'T GET DISQUALIFIED
    1. NEWSPAPER ADS (CALL ANYWAY)
      a. TITLE - EXPERIENCE - MARITAL STATUS - RESIDENCE
    2. AD CALL
      a. GET THE APPOINTMENT - TALK AS LITTLE AS POSSIBLE
    3. FIRST IMPRESSIONS
      a. PERSONAL APPEARANCE - NEAT - CLEAN
      b. DRESS TO GO TO WORK
      c. ATTITUDE - INTERESTED - STAND TALL
      d. DON'T DRINK ALCOHOL BEVERAGES OR USE DRUGS PRIOR TO AN INTERVIEW
    4. APPLICATION
      a. NEAT - READABLE - PRINT
      b. FILL IN ALL BLANKS - LEAVE NO VOIDS
      c. FOLLOW INSTRUCTIONS
      d. ALWAYS HAVE A PHONE # (INCLUDE EMPLOY-EX # IF YOU DON'T HAVE ONE.)
    5. INTERVIEW ATMOSPHERE
      a. GOOD HANDSHAKE
      b. POSTURE - BODY LANGUAGE
      c. EYE CONTACT
  B. SELL - JOB OFFER - BUY
    1. BE PREPARED
    2. WHAT DO YOU HAVE TO SELL? (PERSONAL EXPERIENCE -- TELL STORY.)
      a. ____________________
      b. ____________________
      c. ____________________
      d. ____________________
      e. ____________________
    3. SELLING TOOLS (ASK FOR THE JOB)
      a. SECONDARY QUESTION CLOSE
        1. ~~CAN-I-HAVE-THE-JOB?--YES~~ (DON'T ASK)
        2. WHEN DO I START WORK? (ASK)
      b. PUPPY DOG CLOSE
        1. LET ME WORK FREE TODAY.
        2. TRY ME FOR A WEEK. (TRIAL BASIS--NO COMMITMENT--LET WHAT I DO SPEAK FOR ITSELF.)
    4. JOB OFFER (SELL UNTIL JOB IS OFFERED--THEN-----)
    5. BUY - SALARY - BENEFITS - HOURS - TOOLS - VACATION

II. JOB SEARCH - RESEARCH
  A. IMMEDIATE: NEWSPAPERS (BOTH) - PROFESSIONAL COUNSELORS - SOLICIT HELP FROM FRIENDS, ETC. (PLAN - DO EVERY DAY M-F)
  B. SECONDARY - YELLOW PAGES - CONTACTS INFLUENTIAL - ASK EVERYONE ABOUT JOBS (LAW OF NUMBERS - EXPOSURE - 10 INTERVIEWS A WEEK)

III. INTERVIEW TIPS
  A. ANSWERS TO KNOW!
    1. WHY DO YOU WANT THIS JOB?
    2. WHAT DO YOU ENJOY ABOUT THIS TYPE OF WORK?
    3. WHY DO YOU WANT TO WORK FOR OUR COMPANY?
    4. WHAT IS YOUR BEST PERSONAL ASSET?

CONTINUED

1 OF 3

B. INTERVIEW TIPS
   1. BE YOURSELF - SMILE AND TALK NATURALLY
   2. KNOW SOMETHING ABOUT THE COMPANY - THINK IN TERMS OF WHAT YOU CAN DO FOR THEM, NOT WHAT THEY HAVE TO OFFER YOU
   3. DRESS NEATLY - GROOMING SHOULD BE FLAWLESS
   4. BE EARLY - OBSERVE OTHER EMPLOYEES
   5. DON'T ...
      a. SLOUCH AT INTERVIEWER'S DESK
      b. SMOKE UNLESS INVITED
      c. PLAY HARD TO GET
      d. MONOPOLIZE CONVERSATION
      e. DISCUSS PERSONAL, HOME OR MONEY PROBLEMS
      f. CRITICIZE FORMER EMPLOYERS
      g. HAVE ANYTHING IN YOUR HANDS
      h. DON'T TALK MONEY UNTIL YOUR VALUE IS ESTABLISHED (SKILLS, ETC.)
      i. DON'T "TITLE" YOURSELF, SUCH AS "I'M A FOREIGN CAR MECHANIC", RATHER, SAY, "I'VE HAD EXPERIENCE WORKING ON FOREIGN CARS."
   6. BE ALERT AND ACT INTERESTED
   7. ASK IF YOU'RE QUALIFIED (IF YES, "WHEN CAN I START?"; IF NO, "WHAT IS KEEPING ME FROM BEING HIRED TODAY?") GET ALL OBJECTIONS OUT IN THE OPEN. ("IS THIS THE ONLY THING?") CONVERT NEGATIVES TO POSITIVES (TRUST BASIS).

IV. KEEPING THE JOB ONCE YOU GET IT
   1. LOOK FOR THING TO LIKE ABOUT YOUR NEW JOB.
   2. COMMIT YOURSELF TO STAY FOR 30 DAYS WITHOUT PASSING JUDGMENT ON YOUR NEW JOB.
   3. DO YOUR BEST, BUT DON'T "OUTDO YOURSELF," CREATING UNREALISTIC EXPECTATIONS SUCH AS ARRIVING AT WORK 15 MINUTES EARLY EVERY MORNING FOR A PERIOD OF TIME AND THEN LATER BEING 5 MINUTES EARLY. THIS IS NOT AS GOOD AS BEING CONSISTENT: FOR EXAMPLE, BEING 5 MINUTES EARLY EVERY DAY.
   4. CONCENTRATE ON YOUR JOB WHILE YOU ARE ON IT AND THEN LEAVE IT THERE WHEN YOU LEAVE.
   5. ASK WHAT YOU NEED TO DO IN ORDER TO GET A RAISE. (HOW CAN I IMPROVE?...)
   6. LEARN HOW TO DO YOUR JOB WELL--YOU WILL LIKE IT MORE. (TAKE PRIDE IN YOUR WORK.) SPEAK IN TERMS OF YOUR SKILLS. (BE A GENERALIST.)
   7. BE ON TIME. IF YOU ARE GOING TO BE LATE OR MISS WORK, BE CERTAIN TO CALL YOUR SUPERVISOR BEFORE YOU ARE DUE FOR WORK, EVEN IF YOU ARE ILL. IF YOU ARE UNABLE TO CALL YOURSELF, FIND SOMEONE WHO WILL.
   8. MAKE AND KEEP AT LEAST ONE FRIEND ON THE JOB.

JOB INTERVIEW RATING

Appearance and Mannerisms

Dressed appropriately for job interview

Maintained eye contact

Refrained from nervous mannerisms

Interview Conversation

Followed negative statements with positive statements

Showed enthusiasm for work, appeared alert

Avoided street terminology

Asked questions about the job

Specifically asked for the job

Used a call-back closing

Thanked the employer

Ability to Explain Skills

Supported job choice (work history, skills, related experience, training, hobbies)

Described specific work skills (typing speed, names of machines, etc.)

Responded to ambiguous questions as, "Tell me about yourself," by citing skills and abilities.

Ability to Answer Problem Questions

Medical record, incarceration record

Explained other problem areas (age, lack of experience, poor work record, little education, employment gap)

Expressed individual awareness of growth, change, and goals

JOB INTERVIEW RATING SCALE

S = Satisfactory

N = Needs Improvement

<u>Appearance and Mannerisms</u>

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

<u>Followed Suggestions of Prep Program</u>

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	Specifically asked for the job
S	N	Used a call-back closing
S	N	Thanked the employer

<u>Ability to Explain Skills</u>

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	Responded to ambiguous questions as "Tell me about yourself" by citing skills and abilities

<u>Ability to Answer Problem Questions</u>

S	N	Medical record, incarceration record
S	N	Explained other problem areas (age, lack of experience, poor work record, little education, employment gap)
S	N	Expressed individual awareness of growth, change, and goals

EMPLOY-EX

APPLYING ON YOUR OWN FOR A JOB

1. Before completing an application, you have the right to find out if the company is hiring now or in the future. If so, what are the requirements of the job benefits, hours of work, etc.?
2. If you decide it is worth the time to complete an application, use the copy completed at Employ-Ex as a sample. This can save a lot of time and should be accurate.
3. When returning the application to the secretary you have the right to request a personal interview. If this is not convenient, you can find out when to come back for an interview. Find out the employment manager's name. The idea is to by-pass the secretary and deal with the man who has the power to hire. Later, if you call the company, ask for the employment manager by name.
4. Call the company back periodically. This lets them know you are serious about seeking a job, and they will get to know your name.
5. If you have trouble completing any application form take it with you and have someone, such as your counselor at Employ-Ex, assist you.
6. Remember to specifically ask for the job. Sometimes the employer doesn't offer the job because he doesn't think the applicant wants it. If you want the job say so.

COLD CALLS*

(JPWS Supplement)

A telephone call to companies who might need someone with your skills or interests is a very good method of obtaining an interview. As with the interview itself, a cold call should be a selling of your job related skills to the employer. Remember even though a cold call to an employer is not easy, it can be very effective in terms of a possible job.

When you are making cold calls, four points should be covered:

1. Establish contact
2. Arouse interest
3. Develop interest
4. Close the conversation

1. Establish contact

You need to establish contact with the person who has the responsibility to hire people. Otherwise you may be trying to convince a receptionist or switchboard operator to interview you.

An example which can be used:

"Hello, I'd like to speak with the Personnel Manager -- could I have his name please?"

"Hello, I'm looking for a job and would like to speak with the person who does the hiring -- could I have his name please?"

2. Arouse interest

Once you have the person who does the hiring on the phone, don't pause. Immediately try to arouse the employer's interest by introducing yourself and telling the reason for your call. You should introduce yourself in terms of the skills or interests you have that the employer values.

*The Lazar Institute's The Transition from Prison to Employment: An Assessment of Community-Based Assistance Programs "Selected Program Materials", Appendix H, Louisville, Kentucky Clearinghouse for Ex-Offenders, Louisville, Kentucky, "Suggestions for Job Development and Placement for Ex-Offender Agencies", October, 1976.

Example:

"Hello, Mr. Mason, this is Tharold Krammer, and I have experience as a shipping and receiving clerk."

"Hello Mr. Morris, this is Alton Hegson, and I have an interest in photography."

The first sentence should contain two things -- your name and a statement about your skills or interests.

3. Develop interest

If the employer is at all interested, develop that interest by stating a few work experiences, related work experiences, training experiences, educational courses taken, aptitudes or hobbies.

Example:

"I have worked with the multilith machine for 4 years."

"I have completed a course in the operation and repair of diesel trucks and I have driven a semi for 2 years."

"I have just completed a training course in business practices and I am excited to put it to use on a job."

"I would like to learn the restaurant work from the bottom up."

4. Close the conversation

You are trying to obtain an interview, not a job, so try to set up an appointment for an interview. Then close the conversation in a polite manner.

Remember to write down the time and place of the interview and the interviewer's name.

Example:

"I know you sometimes have openings in the machine shop and I thought you might want to interview me, say this afternoon or tomorrow."

"Yes, tomorrow at 2:30 would be fine. Thank you for your time. Good bye."

REMEMBER

Even though the employer will not interview you or is not very polite, always close the conversation with "Thank you for your time." He might have an opening at a later date that you would like to apply for.

EXAMPLES OF A COLD CALL

"I would like to speak to the person who hires factory personnel."

"Mr. Mason, this is Tharold Morris, and I have had experience driving trucks. I have done most of my truck driving in Minneapolis, so I know the area well and I enjoy driving. I know you sometimes have openings like this so I thought you might have a use for someone with my skills. I would be available for an interview Monday, Tuesday or Wednesday of this week."

"Yes, tomorrow at 10:30 a.m. would be fine. Thank you for your time. Good bye.

Establish contact:	"I'd like to speak to the person who hires for your company -- what is his name please?"
Arouse interest:	"Mr. Means, this is Lenny Crisco, and I have had experience working on foreign cars."
Develop interest:	"I have also completed a vocational school course in mechanics and I am very familiar with the use of metric tools."

Close conversation: "I know you sometimes have openings like this so I thought you might have a use for someone with my skills. I would be available for an interview any morning this week."

Close interview: "Yes, Monday at 3:30 would be fine. Thank you for your time. Good bye."

NAME ______________________ WORKSHOP COORDINATOR ______________

DATE ______________________

JOB PREPARATION WORKSHOP RATING
Places in Participant File

	GOOD	AVERAGE	POOR
1. PARTICIPATION IN WORKSHOP	☐	☐	☐
2. INTEREST IN MATERIAL	☐	☐	☐
3. PERSONALITY	☐	☐	☐
4. ATTITUDE	☐	☐	☐
5. APPEARANCE	☐	☐	☐
6. INITIATIVE-CREATIVITY	☐	☐	☐
7. INTERVIEWING SKILLS	☐	☐	☐

SPECIAL COMMENTS (EXPLAIN ALL $\boxed{X}$ POOR RATINGS):

EMPLOY-EX SOURCE BOOK

SOME COUNSELING CONSIDERATIONS

GROUP III

Section E

SOME COUNSELING CONSIDERATIONS

Since there is no way to typify ex-offenders as a whole, neither is there a way to suggest a particular counseling style. Individual needs vary; and counseling approaches attempt to compliment those variations of need.

Participants are encouraged to relate to the program as a whole, by thinking of all Employ-Ex staff members as resource persons to be used. However, the participant-counselor relationship is central to all others ensuring continuity of services, reinforcement of goals, and, ultimately, separation from the counselor and agency (having assimilated the same or better resource development skills than were employed in his/her behalf.) Care should be taken that those relationships aren't dependency-provoking. Counseling should remain basically resource-oriented. Some frequently-called-on counseling needs follow.

Leisure

After immediate needs are met with a paycheck, the critical period isn't ended. It is easy for outside activities (or lack thereof) to affect the job. Forty hours of work activity in no way provides for evening hours and weekends. Without purpose, drugs, alcohol, fantasy and former cronies invite serious negative consequences.

To the greatest extent possible, realizing resources are primary, leisure time should be considered a vital part of the counseling process. This can be accomplished by including leisure planning in initial participant goal-setting, and providing information about low-cost or free community activities (local YMCA/YWCA are usually good starts). It is also important to practice what you preach. Be a good example for participants by utilizing your own leisure time in meaningful ways.

Family

Invite and encourage spouses to participate in the early counseling process. Family counseling shows its greatest value in goal setting and realization. Informal exchanges on the phone with families, during follow-up, or pre-arranged meetings including the participant's spouse, can be very productive in reinforcing goals and relationships.

Emotional/Psychological Therapy

Few participants have required referrals for psychological treatment since the agency prefers to sift out problems on a behavioral basis. Referring a participant to a mental health clinic may create and perpetuate distrust unless it is done at the participant's request. Participant personality testing by the project also provides a vehicle for suspicion and has little or no value in enhancing the participant's ability to function and relate effectively.

Drug/Alcohol

Because drug and alcohol problems are so prevalent among ex-offenders, ready referral to alcohol or drug-abuse programs is supportable. Staff (a "floater" job description is in "Staffing") can sometimes provide this kind of counseling support.

Special Resource Problems

(Assigned or chosen specialities in addition to regular caseload duties) are available for education, veteran benefits and transportation. These functions are also described in floaters. (see Staffing Section.)

EMPLOY-EX SOURCE BOOK

JOB DEVELOPMENT

GROUP III

Section F

JOB DEVELOPMENT*

A Philosophical Perspective

Throughout the process of participant resource development and utilization one philosophy must prevail: The most enduring form of help is self-help. Self advocacy on the part of the participant should be encouraged whenever possible, and ways to gain resources through one's own efforts should be taught and reinforced at every turn. To do otherwise is to enhance dependency--a dangerous trap for the ex-offender. The ultimate goal of resource developers is to pass on to participants their own legitimate hustling skills so that project resources will no longer be needed or desirable.

DEVELOPING JOBS

It can be said that the success of the program in achieving its goals is in large part dependent on its ability to provide participants with access to a variety of job opportunities. By getting and holding a job, the ex-offender casts himself as a productive, self-sufficient and contributing member of the community. The participant who is gainfully employed is also more readily accepted into community life.

Function of Job Development

It is the task of the job development component to: 1) identify resources, 2) establish new, and safeguard existing relationships with employers, 3) provide the services staff and participants with information about and access to employment resources, and 4) assist the services

*This section undergoing further refinement at publication date.

staff in matching people with job specs.

Job Development Guidelines

Several guiding principles relative to job development have proven useful:

1. Cultivate jobs that appear to provide the ex with a positive and rewarding experience, avoiding businesses that appear hostile or discriminatory.

2. Acquire as much information as possible about a company and job, so the counselor can determine suitability to participant's needs, abilities and interests.

3. Communicate to the employer the project's belief in the business value of hiring offenders and ex-offenders.

4. Be honest with the potential employer about any risks or problems that may surround a participant being considered for employment, in order to avert a failure situation based on misconceptions.

5. Obtain prior information about employer needs in order to gear the job developer's presentation to those needs. (Be prepared to suggest names of several participants who might fill a given job.)

6. Be prepared to overcome obstacles posed by the employer regarding hiring ex-offenders. Employers respond more favorably to good business reasons for hiring than to social appeals.

7. Once the placement is made, follow up with the employer and be ready to help resolve any problems. (This safeguards both the participant's continued success, and the employer's continued confidence in the project.)

8. Sell the program first, then the participant. Obviously, if the project's reputation is based on a single person, the failure of that person to perform well on the job will transfer (in the employer's view) to the agency as a whole. Conversely, an employer who is sold on the concept that hiring offenders and ex-offenders is good business will be willing to continue recruiting from this labor market, despite an unsatisfactory experience or even several washouts.

Some Selling Points

1. The fact that participant entrance into the project is voluntary presumes a willingness on the part of the participants to get and keep a job. This evidence of motivation is transmitted to the employer.

2. As a whole, ex-offenders have proven to be trustworthy and conscientious workers, as evidenced by the experience of the U. S. Department of Labor's Bonding Program for Ex-Offenders. According to a DOL bulletin released November 13, 1975:

> The extremely low default rate has enabled the program to cut in half the cost of bonding from $1.75 to $.85 for $500 coverage per year. Begun on a pilot basis in 4 cities, the bonding program has operated nationwide since 1971. Through June, 1975, it has bonded 8,084 persons.

3. The DOL Bonding Program contracts with commercial bonding companies to provide fidelity bonds up to $10,000 liability for ex-offenders who need to be bonded to hold jobs, but who cannot get regular coverage because of personal background or lack of credit references.

4. Participants receive supplementary services not usually available to regular job applicants. These services include counseling, emergency services, the job preparation workshop, opportunities to upgrade their skills, and regular follow-up to ensure that these service needs are met once they are employed.

5. Placement services to the participant and the employer are on a no-fee basis, and therefore involve no money investment.

6. The single-mindedness of the project, i.e., redirection of the ex-offender, ensures the employer that involvement with the agency is free of controversy or entanglements in other causes.

7. Since two-thirds of the Employ-Ex participants are minorities, the project represents a good source of employees for companies wishing to meet affirmative action requirements.

8. Program involvement of the employer is one of the best ways to sell the project. Business representatives are invited to participate in the job preparation workshops where they can personally evaluate the merits of hiring ex-offenders. Some hires have been made directly out of the workshop. This kind of involvement allows the employer to understand and relate to the common problems experienced by ex-offenders.

9. The best way to sell the project to employers is to do a top-notch screening and matching job. The satisfied employer is the best advertisement we've got, and will respond to this valuable service.

10. Cite accurate and current data about cost savings and reduction of recidivism among the successfully employed ex-offenders. These findings are very impressive and should be used. For example, one might compare the cost of warehousing an individual versus the cost of putting him/her in touch with a suitable job. The fact sheet on the following page (updated monthly) provides a wealth of information for this purpose.

Following the fact sheet is another excellent list of job development tips which is taken from the Lazar Institute's publication dealing with this subject.

EMPLOY-EX, INC.
December 1972 - September 1976

Participants

Employ-Ex has served over 2200 felony offenders during this period. Since May, 1976, the agency has begun serving persons deemed suitable for pre-trial release services. Chicanos and Anglos are the dominant ethnic groups among the participants, with 34% each, while Blacks comprise 30% of the total, and others (including American Indians) represent 2% of the total. Approximately 4% of the participants are women. The current intake rate has ballooned to 80 plus per month.

Services Rendered

Job and educational development, various types of counseling, transportation, food, clothing and shelter assistance are provided to Employ-Ex participants.

Job Referral and Placement

During this period, 3100 job referrals were made for 1750 participants (not all participants are seeking employment) resulting in 2765 jobs for 1445 persons (many participants require more than one placement). The current placement rate is 60 plus placements per month. The average wage of initial job placements has been $3.38 per hour, and this average is increasing.

Employment Resources

Employ-Ex participants have been placed in over 850 local businesses and service agencies during the past four years.

Employment Durability

Of the participants placed on jobs during the past year, approximately

50% have remained employed the total time since initial placement. An additional 25% of those placed have remained employed 60% of the time since their initial placement.

Recidivism

As compared with a time corrected Denver Anti-Crime Council baseline sample, participation in Employ-Ex has reduced arrest for impact offenses by 44% (the stated objective is a 25% reduction). It should be further noted that a 68% reduction in impact rearrest was registered for those with successful vocational experience--this group's one year impact rearrest rate was 5.1%.

Louisville, Kentucky Clearinghouse for Ex-Offenders'

BASIC SUGGESTIONS FOR JOB DEVELOPMENT AND PLACEMENT FOR EX-OFFENDER AGENCIES*

1. Contact the employer via letter or phone call to briefly explain your purpose and arrange an appointment to explain your program to him.

2. Be prompt and on time for the appointment.

3. Be appropriately dressed. Be dressed in a businesslike fashion, not in casual dress. Remember that this is a business call.

4. Bring materials to leave with the employer which pertain to your program and/or the clientele you represent. A calling card is a must.

5. Explain your program precisely. Be honest and open. Emphasize the advantages of his hiring through your program. Have this well thought out before you meet with the employer. Do not "shoot the bull." Do not use the "give a guy a break" angle. Be businesslike. Have statistical data at hand to discuss concerning your program, costs to us all of the ex-offender problem, etc.

6. Inquire about his/her company. What kinds of jobs are there? Make mental notes of "basics" of employees there, such as a company profile sheet. It is advisable to make notes after the appointment, not during discussion. If possible, know something about the company before visiting.

7. Invite the employer to visit your office and to meet your associates. Afford him/her the opportunity to see firsthand what your program is all about.

8. Follow up on visit appropriately.

9. Keep in touch with the employer. Maintain a company profile sheet to refer to in future contacts.

10. Know what the employer needs and is looking for with each job opening. What is the job description? What are the physical and mental entry requirements? What about transportation? What shift is the job? Does company have restrictions on the criminal record?, etc...

11. Before sending your client to the employer, be certain he is appropriate for the opening and that he understands what the facts of the job are. Remember, he is representative of you and your program to the employer.

12. Level with the employer concerning your prospective referral. Don't mispresent or "hide" anything basic to the job opening.

13. Follow up with employer after your client is placed. Show your interest in your client being a good employee for him. If problems develop, try to assist and offer this assistance to the employer.

*The Lazar Institute's The Transition from Prison to Employment: An Assessment of Community-Based Assistance Programs "Selected Program Materials", Appendix H, Louisville, Kentucky Clearinghouse for Ex-Offenders, Louisville, Kentucky, "Suggestions for Job Development and Placement for Ex-Offender Agencies", October, 1976.

Accumulating and maintaining good employment resources involves a great deal of information gathering and good community relations.

Sources of Employment Information

Participant Referral. Very often, a newly-placed participant will ask how he/she can help the project in return for helping secure the new job. One way is to become an "ear" into the organization, providing the project with valuable information on existing or potential job openings, working conditions and any significant changes occurring inside the company that might have a bearing on the future availability or quality of employment there.

Business Referral. A satisfied employer will both refer other businessmen to the project or refer the project to other businesses with job vacancies.

Public Speaking. Agency staff members are occasionally called upon to make presentations on the program. These are good opportunities to publicize the program as well as to identify employment resources.

Advertising. A number of advertising techniques are employed to publicize the project's job needs. These techniques include daily ads in the "personals" and "situations wanted" classifications, personal staff appearances on public interest programs, a monthly mailing to employers of brief resumes (the "Available People List") highlighting the diversity of skills and backgrounds available among participants seeking employment), and the job development potential of articles in trade magazines. (Radio spots, in using the media section, can double for newspaper ads.)

Newspaper and Local Newsmagazine Business Stories. Frequently, newspaper business sections will include articles on company expansions, new contracts, new products or services, or moving to larger quarters. Such information can be a tip-off for the job developer to contract the personnel officer and establish/renew information exchanges, in addition to relaying the project's willingness to assist in the screening of new personnel.

The Grapevine. Friends and families of staff members, project board of directors, other comparable programs, current and previous project participants, and interested persons may be willing to pass on information about new vacancies at their own or others' places of employment. An occasional reminder to that effect to non-service staff and the aforementioned persons can bring in additional job slots.

State Employment Service. A microfiche machine, utilizing microfilm from the Colorado Department of Employment's job listings for public and private sectors, are updated daily with new tapes. However, this approach has not proven to be particularly useful and has been discontinued at the Denver office.

Telephone Directory. Cold calling from the yellow pages can often identify potential employers when other resources are exhausted.

Affirmative Action Notices. Almost any business will welcome your request to be placed on their affirmative action mailing list.

National Alliance of Businessmen. The daily job opening lists from the local office of NAB has been vital to the development of the project's job bank from the inception of the program.

Contacts Influential(or comparable business directories). This is a directory leased at $200 per year and updated monthly, containing current information about all employers in the metropolitan area. Such pertinent information as persons to contact, their titles, the nature of the business, the number of employees, and businesses by geographic locations provides the job developer with a wealth of information about the business and how to gain access. Xerox a copy of a page, or pages, for a particular individual's self search job development.

Public Service Announcements. See "Materials" at end of this section.

Contacting the Employer. While initial and follow-up contacts with an employer can be by phone or mail, a personal visit has greater impact and is the technique generally used.

Competing for Employer's Time. A necessary assumption to make in approaching employers to set up a meeting is that, during the course of the week, many demands will be made on their time. In addition to running their businesses, they will probably have a full schedule of meetings with people like yourself, wanting to discuss related matters. Since the job developer is competing with others for his/her time and energy, the strategy should be one of appealing to company needs so the importance and utility of the visit will be enhanced. To that end, each employer should be approached as an individual with unique situations and problems to contend with. In order to relate on an individual basis, the job developer obviously needs to accumulate information about the businessman and/or company business to have something to relate the visit to.

General Guidelines. Guidelines for setting up, conducting and following up the personal visit are discussed here in terms of how to make the contact, what the job developer needs to know about the employment situation, and what the employer needs to know about ex-offenders and the program, and the timing sequence for all of this.

Setting Up the Personal Visit

1. Set up the meeting by phone. In cases where previous personal contact has been made with the employer, a phone call is recommended to reconfirm and formalize the meeting.

2. Make the contact as early in the week as possible--Monday or Tuesday --before the employer's schedule fills up with other appointments. The first few hours on Monday morning are usually spent getting organized for the week, so hold off until mid-morning. Knowing the company's starting time would be useful; the call should not constitute an inconvenience.

3. After an introduction and brief description of the program's goals, if this is a referral, mention the name of the person who made the referral.

4. Elicit the employer's interest by indicating briefly some ways the project might be of service to him/her, e.g., by filling a current job opening. (This will require prior information about the business.) If the employer asks questions, there's probably a job there.

5. Indicate your desire to get together with the employer to discuss in more detail the possibility of working together. Try to schedule the meeting as soon as possible while your call is still fresh in his/her mind. Shoot for an afternoon "prime time"--perhaps right after lunch when the employer is still relaxed, but not yet too involved with something else. Ask for at least a half-hour. This will provide enough time to "sell your product" and gather information you need about the company, and indirectly communicate the importance of your visit.

The Personal Visit

The personal visit is a valuable opportunity to learn more about the employer and business, to determine its suitability as employment for ex-offenders, to establish cooperation by selling the company on the value of hiring ex-offenders through your agency, and to get a feel for the type of participant (skills, temperament, etc.) appropriate for the working situation.

Information to Look For.

1. Type of business. What jobs do people do there and what skills are required?

2. Size of the business. How many people are employed by the company? What are the various departments that comprise the business?

3. Local or branch. Is there a possibility of transfer to another location?

4. Hiring practices. On what basis are decisions made to hire? Are resumes, applications, testing required? Is there a trial period before hiring? What is the turnover rate?

5. Wages and benefits. Does previous experience influence starting salary? What is the base wage and how are salary increases determined? Are wages earned on a piece-work basis or flat rate? What are the rates for overtime work? Does the company have: a retirement plan, insurance, health benefits, vacation benefits, sick leave, etc.?

6. Working conditions. Are there any occupational hazards related to any jobs? Is the physical environment suitable?

7. Hours. Are there a number of work shifts?

8. Union or non-union?

9. On-the-job training. What types and for how long? Is it salaried?

10. Location. If not accessible by public transportation, are other transportation facilities available? Are there car pools?

11. Upward mobility. How often are promotions made and on what basis?

12. Management attitudes. What are the levels of responsibility? Do employees participate in decision making?

13. Company stability. What are the company's assets? Recent contracts? Have there been any recent layoffs or cutbacks? Are any more expected?

14. Previous history of ex-offender employment. How many and were they successful?

15. Affirmative action hiring. What is the company's attitude about hiring minorities?

Much of this information can be gleaned from inquiries and observations before and during the meetings. The project utilizes a number of other sources to fill in any information gaps that may exist. These include:

former employees
current employees
personnel department
annual reports
Chamber of Commerce
Better Business Bureau
competitors
personal contacts
business contacts

Once the company has been established as a desirable place of employment for project participants, the job developer seeks to gain the cooperation of the employer by making him/her aware of the many advantages of hiring ex-offenders who are receiving support and assistance from the project. While the job developer may on occasion direct employer attention to individual job-seekers, the primary task of this component is to sell, not the individual, but the idea of employing ex-offenders. Here are some of the ways:

Selling the Idea

1. Perspective. The ex-offender often knows the alternative to legitimate employment, what it's like to hustle for a living in the streets, and the destructive consequences of that life style. The average ex, therefore, has more at stake than just earning a living; the job signifies the first step toward changing the entire pattern of his/her life, and Employ-Ex reinforces this direction.

2. Motivation. With this perspective on employment, and the knowledge that he/she is under closer scrutiny than the average employee, the ex is often more positively motivated on the job than the average employee. Given an equitable and rewarding employment situation, the ex has proven, on the whole, to be a committed, loyal employee.

3. Hard Skills. In most cases, the ex comes to a job with applicable skills developed prior to or during incarceration.

4. Independence. A history of surviving adverse environment sometimes endows the ex with a strong sense of independence and resourcefulness valuable to the employer who needs workers who can think for themselves. (Any employee who is committed to the job, performs well, and grows on the job, is a valuable asset to any business.)

5. Free Placement Service. The project provides a labor force at no cost to the employer.

6. Human Factor. Employers can feel satisfaction in knowing they have given somebody the opportunity to construct a positive experience for themselves, and in knowing they have contributed to the decrease in recidivism.

In addition, the project offers a number of supportive services to increase the participants' chances of success on the job. The employer should be made aware of what they are:

7. Emergency Assistance. For most ex-offenders, the transition period between release and the first paycheck is a difficult one during which many are compelled to resort to illegitimate activities for self-support. The agency provides for such things as temporary room and board, clothing, etc., to ease the pressure on limited money resources.

8. Job Readiness. Participants are required to attend the Job Preparation Workshop which orients them to the job getting and keeping process, and they are encouraged to become involved in all the job placement activities.

9. Counseling. Need assessment and help and corresponding support in decision-making and emotional/social support are available on a continuous and as-needed basis.

10. Screening. Program staff assess the various factors surrounding each participant and refer them to job situations for which they seem best suited.

11. Transportation. If necessary, the project will provide the participant with transportation to and from the place of employment on an emergency basis.

12. Bonding. The project can refer participants to the DOL Bonding Program, where necessary, which will cover bonds up to $10,000.

13. Tools and Special Work Clothes. The project has referral outlet stores which will provide easy terms (guaranteed loans) for special tools and clothing required by the employer as a work contingency.

14. Follow-up. After a participant has been placed, he/she still receives the active services of the project.

Winning Employer Cooperation. The job developer can expect to encounter a number of obstacles to placement, such as the genuine fears that ex-offenders will prove dangerous, untrustworthy and undependable. While the project should not deny the possibility that some participants may not make the grade, the selling points on the previous pages should help to reassure employers on these matters. Many employers find ex-offenders more loyal and steadfast in their jobs than average employees.

Probably the most important selling point is made when the employer understands the vital role played by business in the community-based corrections process, when ex-offenders are hired into the company. The employer should understand that, while dealing with people who are in many ways unique, the employer is expected to provide nothing more than the same opportunities and treatment afforded other employees. Where all employees are provided employment suitable to their skills and temperaments, and where all employees are trusted, the chances for successful employment of ex-offenders are favorable.

Job Development Follow-Through

Little, if any, time should lapse between an employer's expressed willingness to consider project participants and an initial job referral. The job development sales pitch can only be actualized by a counselor's active pursuance of potential job sources. Concepts and ideals fade away with the realities of day-to-day business. First impressions last, however, and every effort should be made to place a qualified participant with good risk potential when the ice is broken. Employ-Ex experience indicates that if the first such placement is rewarding, employers are willing to experience ensuing failures without disengaging Employ-Ex affiliation. Conversely, initial failures may inhibit future placements.

Interdependence of Job Development with Direct Services

The direct services staff influences the effectiveness of job development by alleviating problems that constitute barriers to getting and keeping a job, such as inadequate clothing, poor self-concept, lack of transportation, undefined goals, or inadequate skills, and encouraging participant assertiveness.

The job development component influences the effectiveness of direct services by creating a receptive climate for hiring ex-offenders in the business community. Obviously, the job provides participants with productive and rewarding activities that relieve the demand for direct services.

A graphic description of how job development and direct services staff work together follows:

FLOW CHART: INTERDEPENDENCE OF THE PARTICIPANT WITH THE JOB DEVELOPMENT AND DIRECT SERVICES STAFF

DIRECT SERVICES STAFF

PARTICIPANT

JOB DEVELOPMENT STAFF

ASSESSES PARTICIPANT JOB NEEDS AND EXPECTATIONS

PROMOTES EMPLOYER ACCEPTANCE OF EX-OFFENDER HIRES

JOB PREPARATION WORKSHOP

PROVIDES EMERGENCY ASSISTANCE AND OTHER JOB-RELATED SUPPORT; HELPS PARTICIPANTS SET AND PREPARE FOR EMPLOYMENT GOALS

ASSESSES EMPLOYER NEEDS AND EXPECTATIONS

RESOURCE BOARD AND JOB BANK

SETS UP INTERVIEW OR ASSISTS SELF PLACEMENT

SCREENS OUT JOB SPECS AND JOBS THAT DON'T MEET WAGE AND OTHER CRITERIA

INTERVIEW AND PLACEMENT

PROVIDES FOLLOW-UP WITH PARTICIPANT

PROVIDES FOLLOW-UP WITH EMPLOYER

PARTICIPANT AND EMPLOYER SATISFACTION

MATERIALS

Job Development

Public Service Announcements, Radio and Television

TELEVISION

PUBLIC SERVICE ANNOUNCEMENT

AUDIO	VIDEO
Our city has lost too many rounds with crime.	Slide of two prison doors across cement yard
We can keep on losing. Help Employ-Ex arm ex-offenders with responsibility instead of weapons.	Slide of counselor at table with ex-offender
Ex-offenders need jobs. If you can help, call Employ-Ex at 572-8616.	Slide of Employ-Ex logo

TELEVISION

PUBLIC SERVICE ANNOUNCEMENT

15 Seconds

AUDIO	VIDEO
When the future's clouded ... People get out of touch and out of hand.	Blurred image of logo
Employers focus on the future with jobs for ex-offenders.	Bring logo into focus.
EMPLOY-EX. It's free. Call 572-8616	

TELEVISION

PUBLIC SERVICE ANNOUNCEMENT

AUDIO	VIDEO
Only prisons profit from failure.	Slide (1)
Helping a person go straight costs a fraction of the taxes you pay to lock him up.	Slide (2)
Stop supporting failure. Invest in success.	Slide (3)
Give your tax-free contribution to the Employ-Ex Open Door Fund, c/o United Bank of Denver, 1700 Broadway. It's a crime not to.	Slide (4)

TELEVISION

PUBLIC SERVICE ANNOUNCEMENT

AUDIO	VIDEO
You can determine how your tax dollars are spent.	Slide (1)
Would you rather spend those dollars to keep 40 men and women free, or to keep one man locked up for one year? The price tags are the same.	Slide (2)
We know its cheaper to prevent crime than to correct it.	Slide (3)
Why not stop building bigger prisons, and start building better lives?	Slide (4)
If you believe in people, let your money talk for you. Give your tax deductible contribution to the Employ-Ex Open Door Fund, c/o United Bank of Denver, 1700 Broadway.	Slide (5)

RADIO

PUBLIC SERVICE ANNOUNCEMENTS *

Ex-offenders need jobs, not sympathy. Call Employ-Ex at 572-8616.

Ease the energy crisis with jobs. Energy to burn at Employ-Ex. Phone 572-8616.

Sentence ex-offenders to responsible living, with jobs. Call Employ-Ex at 572-8616.

EMPLOY-EX helps ex-offenders go straight. The number is 572-8616. The password is "job".

Don't make them pay twice. Hire the ex-offender. Phone Employ-Ex at 572-8616.

Let ex-offenders help pay the tax bill. Hire them. Employ-Ex, 572-8616.

Help him live down the past; put a job in his future. Call Employ-Ex, 572-8616.

Freedom is no favor without an income. Hire ex-offenders. Employ-Ex, 572-8616.

Sentence ex-offenders to life outside, with jobs. Employ-Ex, 572-8616.

Don't keep skills and abilities locked up. Ex-offenders need jobs. Employ-Ex, 572-8616.

* Can double as newspaper "Situations Wanted" or "Personals"

RADIO

PUBLIC SERVICE ANNOUNCEMENTS

30 Seconds

Employ-Ex is making sure ex-offenders have community outlets, so frustrations don't build up and explode again. Whenever someone's energy is channeled into a job, school, or training program, Denver is a little safer and richer than before. Want to help? Call 572-8616. If they can't count on you and me, who can they count on? Call 572-8616.

Approximately 30 Seconds

When jobs and self-help opportunities for ex-offenders dwindle, crime soars. That's why Employ-Ex tries to find re-direction for ex-offenders. When you support Employ-Ex, you support a bridge that connects inmates inside prison walls - to responsible jobs outside. Join the metro-Denver employers who are proving it is good business to hire ex-offenders. Call Employ-Ex at 572-8616.

30 Seconds

I'm __________, counselor at Employ-Ex. I work with ex-cons. You know, we can talk and counsel and motivate until we're hoarse, but it's no good unless there's a job waiting at the end of the road. We've got a labor force we're proud to offer Denver area employers. So call us, at 572-8616.

RADIO

PUBLIC SERVICE ANNOUNCEMENTS

23 Seconds

52 Words

No-no's are everywhere. No parking. No loitering. No jobs ... especially for ex-offenders. Isn't it time we clean up our act? EMPLOY-EX and a host of Denver area businessmen are doing just that. Want to help? Call EMPLOY-Ex at 572-8616. The password is "job". This is ________________ on __________ for EMPLOY-EX.

30 Seconds

There's an energy crisis that has nothing to do with oil. It's called crime. It's energy that destroys because it has nothing to build from. You can divert the skills and talents of ex-offenders into productive channels, with jobs. Call Employ-Ex, 572-8616. This is an energy crisis employers can beat.

30 Seconds

There's no law says you <u>HAVE</u> to give ex-offenders jobs. But there's plenty of laws for him to break if you don't. Drop the double standard. Help an ex-offender help you. He's job ready. But he needs a job. Call Employ-Ex, 572-8616. There's no law says you can't hire him either.

EMPLOY-EX SOURCE BOOK

JOB PLACEMENT

GROUP III

Section G

JOB PLACEMENT

Once survival needs are under control and the workshop out of the way, counselors and coaches can begin in earnest to help the participant set some goals and initiate a plan of action that will result in a source of income.

Setting Goals

Setting goals--long-range, interim and immediate--are vital because they provide a sense of direction without delay, so important to self-motivation. Some questions that aid in the goal-setting process are:

1. What do I hope to be doing six months from now? In a year? Five years?
2. What would I like to do as opposed to what I'm qualified to do?
3. What are my assets? My limitations?
4. What must I do to become qualified?
5. What are the existing opportunities to achieve the occupation of my choice? (training, education, or work experience)

These goals, established early in the participant-project relationship, are recorded on a "Participant Plan" form (see form at end of this section) and placed in the individual's file to provide continuity of effort should the file be transferred from one counselor or team to another. The goal-setting form is invaluable in terms of individual programs because it reinforces the quality of service for the counselor and determination of effort on the part of the participant.

Placement Variables

Urgency of Need

More often than not, participants need a job now. Indebtedness and lack of permanent resources create a pressure to take the first job offered. The pressure must be partially resisted, however, because the easy-to-get job is usually the dead-end, underpaid job which does little to promote self-confidence, loyalty to the community, and the concept that honesty pays. Sometimes, when employment experience is lacking and needs are urgent, a low-skill/low-pay job placement is necessary. In such cases, however, those placements are considered temporary and the agency is obligated to follow up periodically until more desirable, meaningful employment can be gained.

Economy

During a recessive period, the demands on project employment resources are heightened by the return of previously placed persons who have been laid off their jobs. During these periods, all staff members become temporary job developers, pledging a portion of their time (or a number of job openings) and following leads they have personal knowledge about. The problem, for many participants, is finding a job they can live with until a better one comes along.

Cost Effectiveness

The staff agrees it is more cost effective to spend a week finding a desirable job than a day finding a marginal one, because the inadequate job doesn't last and results in a repetition of the entire placement process.

Minimum Wage Criteria

As one of the Employ-Ex counselors put it, "Our people don't need us to get them a flunky job. They can find that on their own." To discourage the perception of ex-convicts as a source of cheap labor, the project maintains a minimum placement wage of approximately one-third beyond Colorado's minimum wage. If training is part of the package, however, and promotion is imminent (within 30 days), placement can be made at a rate not less than 20% over the State minimum wage.

Participant Qualifications

Participants in the project range from the unskilled or functionally illiterate with no work history to individuals with a wealth of experience and education. The latter are a minority, however, and most would be regarded as difficult to place. While remedies exist in the community, they are often impractical since participants need income-producing resources. For this reason, the project focuses its attention on gainful employment since most vocational settings require another income. Opportunities for basic education and vocational training should not, however, be bypassed since many schools can suggest sources of money for a training slot. Evening classes are encouraged where the individual is employed and wishes to enhance his or her future earning power.

"Placement" Defined

A placement is achieved when a participant is hired in permanent, full-time, non-seasonal employment at an hourly wage meeting or surpassing the agency's minimum wage criteria.

Location

If a driver's license cannot for some reason be obtained, the place of employment must be accessible by public transportation or in-house car pools.

Participant Interests and Aptitudes

Probably the most important guarantee of job suitability to individual interests and aptitudes is the requirement that a given placement be the participant's--not the counselor's--decision. However ideal the job looks to the staff, it's not going to be a lasting situation if the participant isn't similarly impressed.

Work History

Experience isn't always an accurate measure of interest or aptitude, but it can provide some bargaining power when seeking a job. When work experience is sparse or absent (and even when it's not), job experience during incarceration is included. This practice can be helpful in demonstrating that time during confinement was used to improve skills and knowledge, or at least to assume/resume the work ethic so appealing to employers.

Job Conditions

Employer receptivity to the hiring of ex-offenders is of paramount importance. Placement is not sought in companies where conditions are known to be adverse to the participants' best interests. Participants already placed can provide useful information regarding the favorability of a particular place of employment to the ex-con.

Motivation

It's always a pleasure to recommend to an employer the highly skilled, highly motivated participant. Not so, the person who has demonstrated poor staying power or who is obviously seeking a job he/she doesn't want. The unmotivated person is generally the one who comes into the office in late afternoon to ask about a job, or who doesn't show up for the job preparation workshop. Special working problems may be reported to a potential employer to aid understanding and employer assistance in working positively with a new employee. The policy to make services contingent on the participant's active efforts on his/her own behalf helps guard against the loss of good employment resources resulting from damaging employer-employee experience.

Screening People and Jobs

Definition of Job Resource

Since educational and vocational grants are generally income-producing, they are considered job resources, and placements are generally included in wage and salary data gathered by the project.

The Role of Services Staff in Job Development

While the project has a full-time job developer, all counselors and coaches develop jobs. Unlike the job developer who cultivates and maintains major job resources, counselors and coaches generally assume a more particularized role, selling more individual skills than the program as a whole, and screening individual job specs rather than individual companies.

Obtaining Telephone Job Orders

In only a few minutes, a counselor can promote the Employ-Ex program, get feedback, counter objections, and take a job order. If conditions are favorable to this point, the developer should be prepared to offer individuals for available openings.

Pooling Staff Resources

Fitting people to jobs is a coordinated effort. Sharing of all job needs and resources is vital to comprehensive matching of people to job specs. Information is shared in the following ways:

Resource Board. The resource board, located in a conspicuous place, lets everyone know who needs a job and what kind; which employers have hired project participants, who they employ and how many; and which participants have placed themselves (as opposed to agency placements). A metal board is used on which magnetic tapes are placed which state the job seeker's name and project number; on yellow tape, next to the name/number, are listed his/her skills: and in boldface is added the initial(s) of the counselor.

Current Job Openings. Information about new job openings come to the Job Developer either directly or via one of the staff; and is circulated to all services staff on the standard form so names of qualified candidates can be submitted to the Job Developer Clerk and interviews coordinated.

Job Bank. A large looseleaf notebook containing all job resources is located in the Job Developer's office for easy accessibility to all staff. The job bank includes all employers in the metro area who have either hired or considered hiring a project participant.

Sharing Sessions. These services staff sessions can be called by anyone involved in giving direct services for the purpose of exchanging specific information about participant or employer needs or problems. Sharing sessions are held on an as-needed basis.

Meeting Employer Needs. When the agency considers the employer's need for qualified personnel as important as the participant's need for a job, the agency becomes as vital to the employer as to the participant. Counselors should be prepared, when the agency is unable to meet specific job orders, to suggest an agency that might be able to help (e.g., the National Alliance of Businessmen, etc.).

Participant Role in Job Seeking

The project's philosophy that individual assertiveness should be encouraged wherever possible, leads to a more concerned effort by staff to involve the job seeker in the job development efforts and in his/her own future, once a realistic course of action has been agreed on.

Want Ads. The project subscribes to both daily papers in Denver. These are always available to participants.

Phone Calling. The counselor may supply the participant with phone numbers and suggest he/she call a couple of places while waiting.

Bulletin Board. Job announcements from equal opportunity employers and regular notices are posted on a bulletin board for the benefit of staff and participants who are encouraged to keep informed about its contents.

Resumes. When resumes are indicated, participants are given help with the format (placing the most favorable qualifications first to focus attention on positives) and a a place to write. (Typewriters are provided for those who know how to type, typists for those who don't.) Participants write their own resumes since the genuine resume, we believe, is much more effective than one obviously written by somebody else. (A perceptive employer would know the difference!)

Yellow Pages. Cold calling from the phone book is a useful self-help method when other resources are exhausted.

Microfiche Machines. Participants were instructed in the use of a microfiche machine, used daily to view microfilmed State Employment Department job listings. The microfice lists private industry jobs for the most part, and like the yellow pages, can also be considered a last resort since competition is keen and red tape profuse.

Cold Office Calls. See Job Preparation Workshop for specific approaches.

The Phone Contact

While the job developer contacts employers both by phone and in person, the services staff must, for the the purposes of time and efficiency, rely primarily on the telephone. Armed with some phone numbers and company job information derived from the above sources, the counselor (or participant) is ready to call the selected employers. Here are some things to keep in mind:

1. The best time to call is early in the day and early in the week.

2. Know something about the company ahead of time (nature of service or product, what skills they need, how many people they employ, etc.) The more you know, the better your chances of lining up an interview.

3. Identify yourself and your project; briefly describe project goals if calling for the first time. (Usually the job developer has done extensive groundwork in developing this resource, so a reminder will do.)

4. Describe the skills and work background of the participant, including any special training or education.

5. Report any special need or problem (e.g., bonding or transportation), that might affect suitability for the job. Negotiating such problems ahead of time averts failure situations.

6. Obtain information about company requirements, employee benefits, and starting wage or salary.

7. Determine whether the job carries with it advancement opportunities.

There are a number of misconceptions and other obstacles to overcome in selling an ex-offender to an employer. The Job Development Section anticipates these obstacles and explains how they might be overcome.

Follow-up During Job Development

During this time of job seeking, the participant is urged to stay in close touch with the counselor, or easily accessible by phone, in the event an interview is obtained. Participants are expected to show up or call early every morning to see if an interview has been developed. If, meanwhile, they find a job on their own, they are expected to let the counselor know immediately.

Obviously, the weekly follow-up schedule during the pre-employment period is a minimum requirement. For all practical purposes, contact must be more frequent.

Upgrading and/or Repeat Placement

Employ-Ex data indicates that the successful participant receives on the average, two jobs during his/her tenure in the program. Layoffs, terminations, and quitting are commonplace for this group. Counselors should wisely examine circumstances surrounding job departures. For one participant, a job termination can be viewed as a plus--favoring upward mobility. To another, it can be a warning sign for personal problems or job-related attitudes that should be given greater priority than re-placement. In the latter case, problems--particularly those related to a "failure syndrome"--can be perpetuated if a re-placement is accomplished without resolving personal and social issues.

When a lower-skill/lower-pay job is taken by a participant as a stop-gap measure, a reasonable follow-up time agreed upon between counselor and participant should be arranged. (This should be noted on the goals form shown at the end of this section, and monitored through the regular follow-up system.) Care should be taken to encourage the participant to apply for a new job or upgrade (with or without the counselor's assistance) while still employed. Employers generally favor hiring the working applicant.

The Job Interview

The job interview can be a frightening prospect for someone with a criminal record and history of social rejection. By showing up for the interview, the participant is risking still another rejection. For some, success is just showing up (never mind getting the job). No one can have the interview for the participant. It's up to the services staff to see that all conditions for an effective interview are favorable.

Promoting a Successful Interview

Self-Confidence

The fact that an interview was obtained is, in itself, a source of self-confidence on two counts: It represents the employer's recognition that a participant has strengths worth considering; and is a form of community acceptance of the ex-offender (through the employer's relationship with Employ-Ex and knowledge about the project's goals). The counselor makes a point, at this time, of reinforcing confidence through observations about those strengths and the willingness of the employer to hire ex-cons.

Preparing for the Interview

Applicants should go on the job interviews with a thorough knowledge of the company and the job applied for. A knowledgable applicant will come across with less apprehension and stand a better chance of being hired. The company brochure (if one exists), its history, job selection processes, how many people will be interviewed, if testing is required, etc., are all helpful in the preparation process.

De-Institutionalization

Prolonged confinement creates problems during post-release that appear so minor as to be unworthy of notice to the general population. They loom large to the post-releasee, however, who must reorient him/herself to those small but vital expectations of the working world.

Promptness. Often conditioned to be told what to do and when, the participant may have difficulty waking up in time for the interview. To reduce anxiety on this point, the counselor may need to provide a wake-up service for early interviews (or during the first few days of employment).

Dress. Conditioned to prison garb, the participant may need to be updated about proper attire for interviews, and provided with suitable clothing or a haircut. (These are provided through emergency assistance resources.)

Transportation

Seeing that the interviewee has transportation to and from the interview is the primary responsibility of the participant coach.

Either bus tickets are provided or, if inaccessible by bus, the coach transports the participant in a company vehicle. (Some outlying businesses have in-house car pools and can accommodate employees without their own, or public transportation, once on the job.) Where participants reside some distance from the project office, the coach may need to pick him or her up at home.

Arranging Appointments

Policies vary from company to company about job interview appointments. While some have no concern if an applicant arrives without an appointment, this courtesy can be helpful by providing an opportunity to the counselor to review or sell individual participant qualities. Be certain to give the participant a referral card (example on next page) depicting the employer's name, address, and the time of the appointment. Remind the participant to give the card to the employer and request that it be returned after a final decision is made.

Coordination of Interviews

The counselor has maximized employer receptivity by making sure the recruiting employer is not overloaded with interviewees from the project. Busy personnel people appreciate and respond favorably to the courtesy of being asked how many people they wish to consider. (This is generally a function of the Job Developer.)

Finalizing the Placement

Employ-Ex staff can bring the employer and participant together in such a manner that placement possibilities are ideal. While

EMPLOYER REFERRAL CARD
(FRONT)

FIRST CLASS
Permit No. 1124
Denver, Colorado

POSTAGE WILL BE PAID BY

employ-ex

1117 Cherokee Street

Denver, Colo. 80204

EMPLOYER REFERRAL CARD
(BACK)

EMPLOYER ______________ APPOINTMENT ______________

ATTENTION ______________ ADDRESS ______________

Introducing: ______________ PHONE ______________

whose Social Security Number is ______________

FOR THE POSITION OF ______________

This applicant has been interviewed by ______________ and is referred for your consideration.

Please fill out the space provided below to indicate whether you hired this applicant. Prompt return of this card will aid Employ Ex staff in giving better follow-up services.

THANK YOU FOR YOUR HELP

____
signature

____
date

Employ Ex Offices 572-8616

for employer use

HIRED _____ to start work ______________

REASON NOT HIRED ______________

counselors act as brokers or matchmakers, the final decision will probably be made without the counselor's presence. There are, however, some conditions to create in order to enhance favorable decisions.

Prepare Both Parties

1. If the counselor is certain that the employer and participant are "right" for each other, sell (but don't oversell) one to the other prior to the interview. The company may respond favorably to qualifications, interests, enthusiasm, and other participant qualities. The participant may find encouraging potential company receptiveness, wages/benefits, pleasant work surroundings, a means to achieve important steps in career aspirations, or the like.

2. Follow-up. Within a day after the interview, attempt contact with both the employer and the participant. Ask them for their reactions. If both reactions are favorable, learn what the next step will be. If there are any objections, try to facilitate additional information for one/both parties. Where doubts prevail, try to arrange another appointment.

Self-Placement

If the participant was sufficiently motivated and assertive enough to locate employment sources, arrange interviews and land the job without agency intervention, chances are he or she will do well on the job since self-advocacy skills help one hold, as well as get, employment. The fact that such persons obtain jobs while enrolled in the project means, probably, that the value of their skills and personal attributes needed only to be confirmed, or that some physical resource was missing and had to be obtained before actual job seeking could start.

Meaningful Work

Personally rewarding employment is equally or more important to some participants than high salary. A job suitable to one's work history and temperament becomes more than a job, in that the participant can invest him/herself in an idea or concept that makes return to crime impractical and unfeasible. Such jobs are seen as valuable to the community and become a part of one's lifestyle.

Wages and Benefits

While the project maintains a minimum placement wage approximately one-third beyond Colorado's minimum wage, many participants land positions paying a great deal more. Obviously the extent of personnel benefits can add to or detract from the quality of that hourly rate. Health and life insurance, credit unions, car-pools, general working conditions, sick and annual leave, and retirement plans increase the value of any job, regardless of the rate of pay.

Advancement Opportunities

Since the greatest motivator in job retention and good performance is hope of advancement, upward mobility is a necessary part of the ideal employment situation--important enough, if promotion is imminent, to justify a starting wage of not less than 20% over the State minimum wage.

Recording Placements

The counselor or coach records a new hire in the following places to insure accurate data and continuity of services: (These forms are elaborated on in the next section, "Follow-up.")

Participant File

The date of placement is recorded on the "Services Summary Sheet" and details (company name, position title, wage level and working hours) on the "Participant Information Sheet." (See following page.)

Referral and Placement Form

The information is recorded again on the "Referral and Placement" form--a running account kept by each counseling team for monthly compilation by the research analyst. (This running tabulation of activity can be extremely valuable in the job counseling follow-up process, and should be given priority in recording accuracy.)

Resource Board

The participant "job wanted" information is moved from the Job Needs Board to the Resource Board and placed under the appropriate employer.

Follow-up Card

The follow-up card is removed from the folder, updated one month (or sooner if the counselor wishes) and placed in the follow-up tickler file where it will be retrieved on the month and day in question.

EMPLOY-EX SOURCE BOOK

MATERIALS

Job Placement

Services Summary Form
Participant Information Sheet
Referral and Placement Form
Participant Plan

Referral Source	offense

Counselor ____________

Sheet No.____ **SERVICES SUMMARY**

Name ______________________________

Dates: First Contact ________ Workshop Completion

Date of service												
Counselor (init.)												
Time (in minutes)												
BASIC NEEDS: Food												
Shelter												
Clothing												
Transportation												
Other												
EMPLOY/TRNG/EDUC: Development												
Interview												
Other												
GUIDANCE/INFORMATION Employment												
Other												
REFERRALS (Health,etc) Total Referrals												

Placement Date(s)												
Separation Date(s)												
Wages												
Placed by												

SHEET No. ____

PARTICIPANT INFORMATION SHEET

Date	Time	Init.	Purpose/Action Taken

REFERRAL AND PLACEMENT

NAME (last, first, middle initial)	case number	counselor

REFERRALS (code: E = employment; Ed = education; OJT = on job training; O = other.)

Date	By	Code	Source	Position	Outcome

PLACEMENTS

Source ______________________

Address: ______________ Phone ________

Position ______________ Wages ________

Supervisor ______________________

Number hours engaged per week ________

EE ______________ Self ________

Starting date ________ Termination ________

Source ______________________

Address ______________ Phone ________

Position ______________ Wages ________

Supervisor ______________________

Number hours engaged per week ________

EE ______________ Self ________

Starting date ________ Termination ________

Source ______________________

Address ______________ Phone ________

Position ______________ Wages ________

Supervisor ______________________

Number hours engaged per week ________

EE ______________ Self ________

Starting date ________ Termination ________

Source ______________________

Address ______________ Phone ________

Position ______________ Wages ________

Supervisor ______________________

Number hours engaged per week ________

EE ______________ Self ________

Starting date ________ Termination ________

EE 3 (rev. 4/74)

Employ-Ex, Inc.

PARTICIPANT PLAN

Page ____

Participant Name: ________________________ Date Initiated: ________

1. GOAL: ____

Estimated Completion Date: ______ Outcome/Progress (date each entry): ________

____

____

(If revised, see No. ___, Page ___.) Date Completed: ______ Assisted by: ______

2. GOAL: ____

Estimated Completion Date: ______ Outcome/Progress (date each entry): ________

____

____

(If revised, see No. ___, Page ___.) Date Completed: ______ Assisted by: ______

3. GOAL: ____

Estimated Completion Date: ______ Outcome/Progress (date each entry): ________

____

____

(If revised, see No. ___, Page ___.) Date Completed: ______ Assisted by: ______

4. GOAL: ____

Estimated Completion Date: ______ Outcome/Progress (date each entry): ________

____

____

(If revised, see No. ___, Page ___.) Date Completed: ______ Assisted by: ______

5. GOAL: ____

Estimated Completion Date: ______ Outcome/Progress (date each entry): ________

____

____

(If revised, see No. ___, Page ___.) Date Completed: ______ Assisted by: ______

EMPLOY-EX SOURCE BOOK

FOLLOW-UP

GROUP III

Section H

FOLLOW-UP *

Thorough and timely follow-up ensures continuity of services and provides a mechanism for positive participant reinforcement and/or trouble-shooting. Additionally, it serves as a mangement tool through providing feedback on how we are doing, meaningful research findings and, equally important, justification for future funding or variations in program design or objectives. A number of forms and procedures have been built into the program to facilitate these aims and thus protect our initial investment in each participant.

Minimum Follow-up Schedule

In order to maintain a high standard of services follow-through, the project has established a minimum follow-up schedule of once a week prior to placement, once a month for three months after placement, and quarterly thereafter until termination from the project. In the event of termination from a job, school or training, the process is repeated, beginning again with weekly follow-up contacts until employed, and so on. Each participant should be contacted in person at least once every three months, in the office or field. (This process is graphically depicted in the "Direct Services Flow Chart", beginning the Procedures Section.)

Tickler File

The tickler system consists of individual "Eldon" desk flip files on each counselor's desk. Basic information on participants who have achieved active participant status by virtue of having attended the one-day job preparation workshop is entered in the assigned Counselor's system.

* This section undergoing further refinement at publication date.

Cards are filed by month and week. This arrangement enables each counselor to retrieve his or her cards during a given week, determine whether additional services are needed, update, and re-file the cards with ease. It also shows the frequency of counselor initiated contacts with the participant.

Recording in Participant Files

Any services rendered as a result of a follow-up contact are checked off on the services summary sheet, and details spelled out on the information sheet, both a permanent part of the participant folder.

Structured Follow-up Time

It's imperative the direct services staff be aware of all the implications of follow-up, since the recording process can seem superfluous to action-oriented people compared with the urgency of need they encounter in their daily work. To emphasize the importance of follow-up, the project has established a routine of follow-up nights occurring Monday through Thursday from 5 to 7 p.m., allowing each of the services staff to perform follow-up duties one evening per week, of persons in their caseloads. This scheduling may change from time to time, depending on staff resources and follow-up demands/accomplishments. Removing the due cards from the tickler file, they pull the participant files indicated and begin. The dates and outcome codes of these calls or field visits are recorded both on the tickler card and in the jacket (participant information sheet). An unsuccessful (attempted) follow-up contact is updated a day, week, or two weeks (depending on the person's particular circumstances and history); a successful contact (actually made)--if all is going well--is updated, as indicated by the minimum schedule. Often, renewed contact results in renewed services.

Research Findings

Fact Sheet. The research staff, after monthly tallies of all information, runs all this data through an automated data system, resulting in quantitative, updated information about people served, services rendered, referrals and placements, employment resources, employment durability, recidivism, and socioeconomic contribution by the project. Aside from the public information purposes served by the fact sheet, is the reinforcement it provides for continued attention to meticulous reporting and quality of services. (See Sample Fact Sheet in the "Job Development" section.)

Staff Training. The completion of Monthly and Quarterly Reports are usually the occasion for an oral anaylsis of services rendered during those periods by the research analyst who, at this point, is aware of where our services are strong and where they are falling off. If the average hourly wage is lower than the previous quarter, or referrals are down, these facts can be transmitted at this time, along with the good news about the quarter's strong areas. These sessions are highly valued by staff members whose daily attention is riveted to individual people, problems and services to the neglect of an overall, integrated view of their achievements and needs as a project.

Follow-up Plan

What constitutes a follow-up contact?

Follow-up contacts can occur in many ways, other than scheduled counselor-initiated phone calls or field visits. When these chance contacts occur, the counselor saves much time and effort by recording them immediately. Here are some examples of structured and unstructured follow-up contacts:

- participant calls or comes in the office
- counselor sees participant on the street
- employer calls counselor about problem or to praise participant's work
- counselor has lead on a job--initial, replacement or upgrading
- another staff member reports information gleaned about the participant
- information offered by another participant about person in question
- an inquiry from a probation officer or parole agent
- participation in voluntary evening workshops or project-sponsored activities.
- staff-initiated phone call
- staff-initiated field visit.

When unable to contact participant:

Three attempts to contact without success indicate the need for a field visit, if time and staff permits, or if not, a follow-up letter. The following resources are exhausted during this 3-week period:

- participant's residence (during non-working hours)
- friends
- probation/parole (at counselor's discretion)
- employer

Follow-up Letter

The follow-up letter is personal, brief and either typed or handwritten, and is accompanied by a pre-paid, self-return post card to encourage participant's response. (Samples of the letter and return post card are in "Materials", end of this Section.) Form letters are not used at all, regardless of the need for time, and typed letters are considered less desirable than handwritten notes; personalizing these communications encourages response.

Wait for Response

Once a follow-up letter has been sent, the counselor schedules the next follow-up three weeks from the date of the letter, and files the tickler card again. Once contact has been made, needed services are rendered and the normal follow-up procedures resumed.

Posting of Tickler Card

If the counselor has not heard from the participant or if the letter is returned, "address unknown," "moved, no forwarding," etc., the follow-up tickler card is dated ahead 10 weeks and the card turned over to the senior counselor, who posts the card on the bulletin board (so other staff members, who may have information or have seen the participant, may respond accordingly). If any of the staff makes chance contact with a participant during this time, he/she can check the board for the card and, in this event, return the card to the appropriate counselor so he/she will know contact has been made.

From Active to Inactive Status

At the end of the 10-week period, if no contact has been made, the senior counselor takes the card off the board and returns it to the counselor with authorization to place it in the inactive file. The counselor makes an entry on the participant information sheet with full details as to why the participant is no longer active, and places the jacket in the inactive file after clearly marking to show inactive status.

What constitutes "inactive"?

Generally, an inactive participant is one who is non-contactable by reason of reincarceration, moved out of the area served, etc. Placing a participant in inactive for any other reason must be accompanied by a full explanation in the folder, and the concurrence of the senior counselor. In this case, the file and follow-up card are given to the senior counselor, who checks all entries, prior to authorization. The participant who is disinterested, albeit contactable, is an example of person who is, for all practical purposes, inactive. The decision to sever relations with a participant must be based on hard evidence of consistent failure to respond.

Reactivating Participant's File

Should a participant re-initiate contact after his/her file has been classified inactive, the jacket is immediately pulled and returned to active status by marking the file active, making an explanatory entry on the participant information sheet, and (after providing any necessary services) placing it in the active file. The follow-up card is reactivated at the same time (having been placed in the folder at the time it was made inactive).

MATERIALS

Follow-up

1. Simulated Follow-up Letter
2. Follow-up Postcard

MATERIALS

Follow-up

1. Simulated Follow-up Letter
2. Follow-up Postcard

Central Office: 1117 Cherokee Street, Second Floor, Denver, Colorado 80204, (303) 572 8616

Acting Program Director
CAL HARVEY

12-22-76

employ-ex

Henry Vallegos
1212 14th
Denver, Colorado 80202

Dear Hank.

Hope things continue to go well for you. I think I've found a job possibility more suited to your qualifications. Tried to reach you by phone but found it disconnected. Please drop the enclosed pre-paid post card in the mailbox in the event you aren't able to reach me by phone in the next couple of days.

Sincerely, Any Counselor

PROVIDING BETTER ALTERNATIVES TO CRIME

PRE-ADDRESSED POSTCARD FOR PARTICIPANT FOLLOW-UP

(FRONT)

FIRST CLASS
PERMIT NO. 1124
DENVER, COLO

BUSINESS REPLY MAIL
NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

employ·ex

1117 Cherokee Street

Denver, Colorado 80204

EMPLOY-EX, INC. (BACK) 572-8616
1117 Cherokee
Denver, Colorado 80204 ____________________

___ I can be located at ____________________
address
____________ during ____________________
phone

___ I can be reached at this work # __________

___ I will call you at Employ-Ex offices.

___ No assistance needed at this time.

___ You can contact me through ____________

____

EMPLOY-EX SOURCE BOOK

SELECTED MATERIALS

GROUP IV

EMPLOY-EX SOURCE BOOK

STAFFING

GROUP IV

Section A

STAFFING

Regardless of size of staff, the functions performed in a project serving the transitional and employment needs of offenders and ex-offenders remain constant. Basically, the work performed is characterized as: 1) administrative, 2) direct services, and 3) supportive.

Administration

Since offenders and ex-offenders are the project's reason for being, the administration's first responsibility is to see that internal operations respond effectively to their needs. Secondly, because the successful redirection of participants depends upon community acceptance into the work and social environment, the administration must bend considerable effort into the development of income-producing, and other, resources. If these two functions are being performed, the third function--ensuring financial survival--through fund-raising, evaluation of results and fiscal accountability--becomes much easier. The following administrative roles relate these functions to specific positions. Substitute positions/ alternate ratings* accompany almost all positions to allow for varying total staffing patterns and size:

Executive Director

Under the direction of the project's policy-making body, the executive director is responsible for the formulation, implementation and administration of all programmatic activities; and the direction of all project staff; and functions as the primary public spokesman for, and representative of, the project in its relations with other organizations and individuals.

* actual job descriptions not included in this publication due to extensive length

Services Coordinator (Can combine with Executive Director)

Reporting directly to the Executive Director, the Services Coordinator is responsible for the coordinating of direct services to participants; supervision of direct and indirect services staff; documentation of services; and meeting of services proposal objectives. This person is the project's liaison with referral agencies and field offices.

Program Evaluator (or Data Monitor: can be part time or contractual)

Working directly under the Executive Director, the Evaluator works independently to provide management information through objective feedback about progress, problems and outcomes of the project to the Executive Director, Board of Directors, funding and monitoring agencies: and is responsible for developing and executing a comprehensive evaluation design adequate to the needs of the program, preparing required reports, and programs all research and evaluation activities of the project; and provides support and writing abilities in grant and proposal writing activities.

Accountant (Can be bookkeeper)

Under the supervision of the Executive Director, the Accountant has total responsibility for performance of all fiscal matters, encompassing such areas as budget, purchasing, payroll, personnel, accounts payable, and internal control; maintaining expenditures within budgets and guidelines established by funding agencies.

Job Developer

Reporting to the Services Coordinator, the Job Developer establishes and maintains good working relationships with job, job-training and other employment-related resources; coordinates all job placement activity and all information pertaining to job resources and openings.

Skills Trainer (Can be Services Coordinator or Regular Counselor)

Responsible to the Services Coordinator, the Skills Trainer oversees the Job Preparation Workshop. Additionally, the Skills Trainer promotes quality performance by both staff and participants by developing and implementing training modules in accordance with training needs of the staff, and the personal and occupational goals of project participants, as they pertain to life skills.

Community Developer (Can be Job Developer)

Under the supervision of the Services Coordinator, the Community Developer is responsible for the recruiting, screening, training and supervision of volunteers and company personnel on loan to the corporation; and provides initial screening of all prospective staff members. This person also procures professional resources (other than income-producing) for program participants. In addition, this person develops and maintains contact with radio and TV stations to promote project resource needs through public service announcements and keeps records of same. The Community Developer is basically responsible for general public relations within the community.

Direct Services Staff

Since the function of the services staff is "that which is necessary to prevent participants from recidivating," their role is highly personalized, encompassing a broad range of duties:

(1.) job development and placement

(2.) career planning

(3.) assessment

(4.) personal counseling

(5.) emergency assistance

(6.) data recording

(7.) follow-up and just socializing with program participants

They are all under the direct supervision of the Services Coordinator, who also oversees the performance of indirect services (administrative) staff, i.e., job developer, skills trainer and community developer, whose functions are closely related to services. The number of persons hired to fill the following positions depends of course on service demands and available funds. (In a small project, such service-related functions as are performed by the job resource developer, skills trainer and community developer would be absorbed by the direct services staff.)

Participant Coaches

Working in the entry level position of the counseling function, the Coach works as a team with a Placement Counselor, assessing and providing for emergency assistance needs, arranging job interviews and transportation, maintaining company vehicles, conducting job preparation workshops as required, and relating informally to participants in the course of these duties. The Participant Coach also acts as a back-up for absent counselors.

Placement Counselors

The Placement Counselor provides vocational, personal and social counseling in the course of assessing needs, providing emergency assistance, developing jobs and job interviews, making job and job-related placements, helping participants to develop future plans and meet goals providing office, phone and field follow-up services, recording service data; providing on-the-job training for new assigned participant coaches; and generally answering to the needs of assigned caseloads. Placement Counselors sometimes assist in planning and conducting job preparation workshops.

Institution-Based Counselors

Residing near the assigned correctional institution, these counselors respond to the needs of confined participants nearing the end of their sentences, providing assessment, limited help with parole plans, preliminary job development where possible, arranging of interviews in conjunction with job-related furloughs, career planning, and referral to field offices or, if being released to distant areas, service agencies at those locations.

Supportive Staff

Supportive staff--the secretaries, clerks, and aides--keep the machinery oiled and running smoothly by attending to a variety of detailed functions, including office reception, typing, updating of information, filing, record-keeping, data-collecting, bookkeeping and generally helping administrative and services staff organize their activities. Since their services may shift from one component to another from time to time, as circumstances require, they often are the custodians of a great deal of varied information of value to all staff.

Program Secretary or Clerk-Typist

Since the largest proportion of the staff is involved in services, a secretary or clerk-typist (depending on volume of work) is required to serve their clerical needs. Working directly under the Services Coordinator, this person provides clerical support to direct services staff as well as the service-related components of job development and community development. (Obviously, if the greatest proportion of work comes from the Job Developer or other component, supervision would be transferred to that position.)

Intake Clerk or Receptionist

Whichever title is applied to this position, the two major functions performed are all office reception duties and the initial procedures of intake, determining eligibility for services and starting the application process. This person ensures the accuracy and completeness of information prior to the participant's assignment to a counselor. No less important is the Intake Clerk's maintaining of a hospitable atmosphere in the receiving area.

Bookkeeper (Can be Accountant)

If a project is involved with a single funding source, this function could be combined with another supportive staff position, and merely provide back-up for the fiscal office. Where there is multiple-funding, however, the fiscal functions are multiplied by the number of grants, and the Accountant or other person responsible for fiscal accountability may require a full-time bookkeeper to assist with the bookkeeping and other clerical functions of the fiscal office. In this case, the bookkeeper reports to the Accountant.

Executive or Administrative Secretary

Depending on the project's needs and the particular skills of the person performing in the position, the Executive or Administrative Secretary works for the Executive Director only or for administrative staff as a whole. This person is expected to insure a smooth flow of business through the Executive Director's office and work closely with the Executive Director (and others in administration) in the handling of administrative or managerial matters.

Data Monitor (Can be Program Evaluator)

Again, where several grants are involved, the requirements of the evaluator multiply since each funded project must be evaluated separately. In this case, a data monitor or equivalent may be required to provide assistance, on a full-time basis, in the time-consuming task of collecting and tallying various quantitative data for analysis and interpretation. This person works under the supervision of the Program Evaluator.

Hiring Process

As mentioned elsewhere in this document, the project seeks to provide its participants with a staff as representative as possible of the general population. The project therefore recruits applicants from a broad range of community agencies and institutions, representative of a diversity of social and economic backgrounds.

Recruitment

Job Announcement. The job announcement consists of the job title, a brief description of the job, opening and closing dates for application, qualifications, starting dates and instructions about where and how to apply. This announcement is sent to about 30 local agencies and institutions representing women, ethnic minorities, community action, universities and colleges, business and various social services. If the job is highly specialized, e.g., research, fiscal, etc., the mailing will include more specialized sources, such as specific schools or departments within educational institutions.

Help Wanted Ads. An abbreviated version of the job announcement is submitted to the daily newspaper(s) for usually one to five days, depending on the anticipated volume of response. Fridays and Saturdays are eliminated from the advertising time frame, since these days are followed by non-working days. Sunday advertising is most productive.

In-House Advertising. All jobs are advertised within the project, if persons on the staff are eligible (have completed probationary period) and qualified for the positions to be filled. The job announcement, in this case, is simply posted on the bulletin board and distributed to all staff individually after being clearly marked "in-house."

Affirmative Action. Care is taken to meet affirmative action requirements in terms of duration and extent of advertising for all positions. The affirmative action officer within the project is the same person who does initial screening for staff positions. Interestingly, the particular staff needs of the project has resulted in favorable affirmative action ratings, without special effort on the part of the project. This indicates to us that, as long as the focus is on competency and sensitivity to the human condition, ethnic diversity is automatically achieved. Women, too, have found equal opportunity on the staff.

Screening

Screening of applicants for employment is a time-consuming and expensive process, but well worth the time and money in terms of future productiveness. No program, however carefully designed, can succeed without a staff in full accord with program objectives. Nor will any job description, however detailed, ensure the job gets done, unless the person in the job is both able and willing to perform the functions described.

Paper Screening. Varied educational and/or work histories indicate many interests and rich experiences; volunteer or civic activities indicate an orientation to community affairs; and a willingness to share and contribute to society. Degrees, on the other hand, neither help nor hurt the applicant, unless the position being filled is a specialized one. Counselors are not required to have formal training or education in the field; nor to have had direct experience with ex-offenders or counseling. In fact, non-career counselors may have greater value to the project. While some counselors may have counseling degrees, others may have high school diplomas. Some are ex-offenders; others come from industry, social services and other backgrounds. Counselors may be either male or female. Candidates for interviews are selected through a process of elimination of those obviously unqualified either because of inexperience or lack of orientation to human services. These persons are promptly notified by letter so they may pursue other avenues. Where the volume of applications is very large, the applications may need to be screened again for persons qualified but perhaps less so than others. This function and the following function are performed by the Community Developer whose interest is directed both to potential staff members and volunteers.

Preliminary Interviews. The volume of applicants is further honed down after interviewing the selected candidates. Those who not only looked good on paper but communicate a dedication harmonious with the purposes of the project are asked to return for a second interview. If the position is in direct services, that second interview is with the staff member designated to supervise direct services staff. If the job is in administration, the second and final interview is with the executive director. In the latter case, applicants are screened down to three people.

Secondary Interview. This interview applies only to counselors and participant coach positions, and is conducted by the person providing direct supervision and, if desired, general supervision over counselors and coaches. Usually all but approximately six persons have been screened out at this point. The next step is to screen candidates down to a final three.

Final Interview. Those persons who weather the first interview(s) best, are given appointments with the Executive Director and an assistant (usually an Assistant Director or Administrative Assistant) who interview the three finalists. The Executive Director makes the final decision, after consulting with the assisting interviewer(s).

Qualifications to Consider. While every function demands particular kinds of skills, some general qualities are looked for in all prospective personnel--personal traits that must be present in order to perform in any capacity. Since the presence of these character traits are a matter of personal judgment (or gut feeling), the consensus of a number of interviewers helps to bring objectivity to the process. Despite the appreciation of differences among staff members, interviewers look for these basic personal qualities in applicants:

1. Mature caring for others
2. Honesty and frankness

3. Common sense

4. Good interpersonal skills

5. Ability to get the job done

Caring for others is mature when it is genuine and realistic; and it's realistic when it seeks to provide avenues toward self-help as opposed to the demeaning forms of "doing good", such as those derived from guilt feelings. Honesty and frankness is demonstrated by risking the expression of one's views, particularly those not generally shared. Common sense, or good judgment, takes into consideration a great deal of information before speaking or acting, and speaks and decides within that broad framework. Good interpersonal skills are recognized by the positive vibes that an encounter brings. Listening and positive feedback skills are paramount. Flexibility is a must. Counselors, Coaches and Job Developers should possess some natural or learned "sales" skills and good telephone personalities since this is a prerequisite of resource development--so vital to program participants. (Of course, they need not be high pressure sales skills. The hard sell is seldom effective in resource development.) Ability to get the job done is something that has to be predicted on the basis of facts brought out in the interview, or by former employers or associates of the person being interviewed. Concrete information and clear, straightforward communication are sought in applicants for employment.

MATERIALS

Staffing

Job Descriptions
(not included in this publication due to extensive length)

Floater Job Description
(assigned in addition to regular service staff duties)

Affirmative Action Plan
(not included in this publication due to extensive length)

EMPLOY-EX, INC.
Floater Job Description

TRANSPORTATION

DESCRIPTION OF WORK:

General Statement of Duties: Responsible for the coordination and overseeing of all transportation-related activities in the project.

STATEMENT OF DUTIES:

1. Oversees the scheduling and maintenance of all company vehicles.

2. Arranges temporary, job related participant transportation, until other arrangements can be made.

3. Keep staff informed of new developments and resources in transportation.

4. Seek out and distribute information on car pools, bus schedules, etc., that might have relevance to the project.

5. Assists the job development component in planning participant transportation and routes to places of employment.

6. Works with Job Developer to share company car-pool information.

7. Keep records of company vehicle maintenance, mileage and upkeep.

8. Seek out resources relating to used cars and financing of same (making certain no conflict of interest arises).

9. Develop driver's training resources for participants, sharing same with services staff, and develop financing for same.

EMPLOY-EX, INC.
Floater Job Description

SELF-HELP SPECIALIST

STATEMENT OF DUTIES:

1. Be familiar with self-improvement resources for persons with special problems, such as alcoholism/problem drinking, drug-abuse, child-abuse, and other debilitating and chronic difficulties; and provide referrals for participants who need such settings.

2. Seek opportunities (especially free resources) for physical exercise and competitive sports, and assist the participant to gain access thereto.

3. Assist participants to develop new interests that can place the problem itself in perspective.

4. Seek out and provide participants with information about groups that can provide companionship.

5. Transmit information about self-help alternatives to others on the staff so they can provide such services effectively.

EMPLOY-EX, INC.
Floater Job Description

VOCATIONAL-EDUCATION PLANNING SPECIALIST

STATEMENT OF DUTIES:

1. Assist participants in planning their own educational or vocational programs.

2. Assist participants in obtaining educational and educational funding through scholarships, grants, etc.

3. Provide a variety of community resource information to assist in decision-making.

4. Assist participant in obtaining and completing applications, and provide guidance in curriculum and schedule planning.

5. Provide referrals for any special educational problems.

6. Provide follow-up to assure a positive transition to an academic environment.

7. Be able to transmit information regarding vocational-educational planning to other direct services staff, so they can apply the principles and techniques effectively.

EMPLOY-EX, INC.
Floater Job Description

VETERANS AFFAIRS

STATEMENT OF DUTIES:

1. Assists in upgrading discharges.
2. Makes veterans aware of their benefits.
3. Sends referrals to VA Agencies, and follows up requests as necessary to meet application requirements.
4. Helps to obtain important documents.
5. Provides VA literature to participant whenever possible.

EMPLOY-EX SOURCE BOOK

VOLUNTEER PROGRAM

GROUP IV

Section B

CONCEPTS AND GOALS OF VOLUNTEER PROGRAM

Program

The Employ-Ex Volunteer Program is a program utilizing skilled community people to aid staff members in providing services to ex-offenders.

Concept

The Employ-Ex Volunteer Program concept is "volunteer professionalism" --good, serious volunteerism with tangible, realistic goals in mind and in sight. Professionalism here refers to the conduct of business rather than to the professional credentials of the person. Professionalism in the sense of behavior is vital to the agency's credibility with both participants and general public. The volunteer is recruited and screened as carefully as the staff. The concept can be carried out by a program that brings to it volunteers who have the capabilities and are willing to make the commitment to meaningful service to society.

Provisional Period

Every volunteer should experience a pre-contract period. This is a time after the volunteer's initial interview, hiring, and training. "On-the-job" learning and doing will be taking place which should enable the volunteer to discover where he/she is most comfortable working within the agency. The pre-contract period will probably encompass not less than one month or more than two months.

AGREEMENT FOR VOLUNTEER SERVICES

THIS AGREEMENT, by and between Employ-Ex, Inc. (hereafter "agency") and ______________________________ (hereafter "volunteer"),

WITNESSETH THAT:

WHEREAS, the Agency requires the services of dependable, skilled volunteer, to help meet the agency's self-help objectives of job counseling, placement, and supportive services of its participants; and

WHEREAS, the volunteer is desirous of assisting the agency in its objectives, and is also desirous of gaining experience and skills in the field of community corrections;

NOW THEREFORE, the parties hereto covenant and agree as follows:

1. The volunteer shall begin performance under this Agreement on ____________, 197_, and shall work a total of ______ hours per ________ for ________________.

2. The volunteer shall first serve a provisional period of service; if at the end of the provisional period the volunteer and the agency are mutually satisfied with the arrangement, then this agreement shall come into full effect.

3. The volunteer's services hereunder shall be as agreed upon by the parties, and shall provide the volunteer with the opportunity, support, and structure for meaningful and valuable working experiences.

4. The agency from time to time will provide the volunteer with written task descriptions, which, when accepted by the volunteer, will be attached hereto as Exhibit A; the agency will also provide the volunteer with periodic written evaluations of the volunteer's services.

Dated this __________ day of ________________, 197_.

BY ______________________
Employ-Ex, Inc.
1117 Cherokee Street
Denver, Colorado 80204

BY ______________________
Volunteer

AGENCY RESPONSIBILITIES

To provide a Volunteer Coordinator and Staff Supervisor who will be responsible for the hiring, terminating, orientation, training, and supervision of all volunteers. These people will be available to assist volunteers as necessary. The Volunteer Coordinator will act as an advocate for the volunteers to the staff. The Staff Supervisor will oversee and implement the procedures (methods) necessary to carry out the volunteer program.

To furnish a written job description for each position open to Volunteers, with appropriate information concerning desirable experience, skills, and education.

To train Volunteers to a level that will permit them to begin their work confidently.

To continue the Volunteers' training within the Agency to whatever extent is necessary to maintain continuing competence.

To provide Volunteers with working conditions equal to those of paid employees doing similar work, including space, equipment, and supplies.

To make written evaluations of Volunteers' performance on the job at suitable intervals, including the number of hours worked.

To provide the Volunteer with promotional opportunities within the Agency's volunteer program.

To include Volunteer Professionals in Agency staff conferences when possible and to provide full understanding among the Volunteers of the Agency's workings and decisions.

To provide Volunteers with a certificate of service for satisfactory work, and to supplement the certificate with a detailed recommendation if requested by a Volunteer applying for a job elsewhere.

To maintain a Volunteer Advisory Council consisting of the Agency's Executive Director, the Volunteer Coordinators, one other staff member, and two volunteers, and two participants, and to schedule regular meetings of this Council.

VOLUNTEER RESPONSIBILITIES

To work a specified number of hours each week on a schedule acceptable to the agency. A minimum of four (4) hours per week is asked.

To become thoroughly familiar with the Agency's philosophies, policies, and procedures both written and oral.

To be prompt and reliable in reporting for scheduled work, and to provide the Agency with an accurate record of hours worked.

To notify the Agency if unable to work as scheduled.

To attend orientation and training sessions as scheduled and to undertake continuing education when provided b· the agency to maintain competence.

To respect the function of the Agency's paid staff and contribute fully to maintaining a smooth working relationship between paid staff and volunteers.

To carry out assignments in a positive manner and to seek the assistance of the Volunteer Coordinators in any situation requiring special guidance.

To consult with the Volunteer Coordinator before assuming any new responsibilities affecting the Agency.

To accept the Agency's right to dismiss any volunteer fo. poor performance, including poor attendance.

To exercise caution when acting on the Agency's behalf in any situation, and to protect the confidentiality of all information relating to the Agency.

To abide by the decisions of the Volunteer Advisory Council on any matters in dispute between the Agency and any Volunteers.

CONTINUED

2 OF 3

Orientation and Training

A general orientation to the Agency and to the Volunteer Program will be held for each volunteer. Initially, this orientation would be for a small group beginning together. If necessary, it will be held for even one person. The goal of the orientation is to relate the program philosophy to the volunteer. The following paragraph is from the Employ-Ex Manual:

> ". . . the best idea is the boss. And the best idea is the one that works: to effectively serve the best interests of ex-offenders, the men and women served by the project. To that end a number of ideas have been found to work (methods) and remain as the program's philosophical anchor. The principle of self-help, the idea that the only genuine help comes from one's personal investment in his or her own future; the positive approach, based on the simple premise that positives add and negatives detract; the realization that changed conditions can alter behavioral responses are all constants in the Employ-Ex philosophy, because they have worked."

Belief in the ability of people to change is the constant in Employ-Ex philosophy. Diversity and flexibility are the constants in Employ-Ex procedures.

The training for Volunteers will be "on-the-job". The staff members will be the actual trainers. Each staff member will consider himself/herself an acting Volunteer Coordinator. How much time each volunteer will spend in on-the-job training will be determined by the volunteer and the Volunteer Coordinator together. From the training the volunteer will become aware of how much one component of Employ-Ex depends on the others.

During orientation and training the volunteer will be deciding which aspect of Employ-Ex is most appealing. The staff must remember that to be a professional a volunteer must be informed.

At Employ-Ex we have participants rather than clients. During the orientation and training a volunteer will hear a lot about "participants". Participant describes a method, a relationship, and a goal of self-help. It explains the philosophy. Ex-offenders, staff members (paid and unpaid) and community people all become the participants. The capability to relate is obviously required.

AVAILABLE VOLUNTEER CATEGORIES

1. JOB DEVELOPMENT
2. COUNSELOR AIDE
3. JOB PREPARATION WORKSHOP
4. TIL HOUSE
5. PARTICIPANT LEISURE PLANNING
6. TRANSPORTATION (in metropolitan area)
7. TRANSPORTATION (from institutions)
8. WRITING (creative)
9. WRITING (business)
10. NEWSLETTER
11. PHOTOGRAPHY
12. CLERICAL
13. DATA PROCESSING
14. RECEPTIONIST BACK-UP
15. GENERAL VOLUNTEER OPTIONS

On the following pages, these various categories are outlined more fully, to assist you and the Volunteer Coordinator in determining your specific job description.

VOLUNTEER CATEGORIES

1. CATEGORY: Job Development

   TASKS: Making contacts with employers for possible job openings; by telephone and/or by personal contact.

   GENERAL QUALIFICATIONS: Extensive knowledge of Employ-Ex background and methods. General knowledge of business-world, employer problems, hiring practices, and ex-offender problems. Training required, by staff Job Developer.

   TIME: Four (4) to eight (8) hours per week.

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2. CATEGORY: Counselor Aide

   TASKS: Provide back-up in all aspects of counseling duties. Actually learns how to handle a caseload and takes over assignments from counselors dealing directly with participants.

   GENERAL QUALIFICATIONS: Familiarity with counseling methods and some experience. Ability to relate to ex-offenders and desire to help them deal with their problems. Willingness to work closely with counselors, accept direction and constructive criticism. General knowledge of business world and personnel procedures.

   TIME: Minimum of eight (8) hours per week. No maximum.

- - - - - - - - - - - -

3. CATEGORY: Job Preparation Workshop

   TASKS: Provide verbal back-up to aid the staff leader through the workshop format. Provide positive reinforcement to participants. Aid participants in filling out applications for jobs and making up resumes. Provide positive and constructive feedback after participant mock interviews.

   GENERAL QUALIFICATIONS: Knowledge of Employ-Ex philosophy and well-versed on workshop goals and format. Ability to relate easily with groups. Understanding of and willingness to deal with hostile attitudes. Extensive experience with working world and personnel procedures.

   TIME: Six (6) hours per week for one J.P.W.S. or twelve (12) hours per week for two workshops.

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4. CATEGORY: TIL HOUSE

TASKS: Provide assistance and advice in food budgeting, menu-planning, and meal preparation; provides training for housekeeping skills and organization.

GENERAL QUALIFICATIONS: Desire to work directly with ex-offenders in home situation. Knowledge of home management skills.

TIME: Four (4) to eight (8) hours per week. Evenings and weekends also.

- - - - - - - - - - - - - - -

5. CATEGORY: Participant Leisure Planning

TASKS: With participant discuss and plan activities for leisure time. Help set up social occasions (such as dinners at TIL House including guests) or planning holiday occasions at TIL House; aid in setting up and organizing a library in TIL House; arrange for informal classes to be held evenings and weekends in TIL House i.e. bridge lessons, special study groups on various activities such as plant care, chess playing, gourmet cooking. Also, involving participants not living in TIL House and interested staff members.

GENERAL QUALIFICATIONS: Innovative and imaginative.

TIME: Two (2) to six (6) hours per week. Evenings and weekends.

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6. CATEGORY: Transportation

TASKS: Provide transportation in town for participants to job interviews, resources, etc. Meet released inmates at bus stations. Possibly help in relocating participant.

GENERAL QUALIFICATIONS: Valid Colorado driver's license; reliable automobile; knowledge of metropolitan area. Knowledge of bus schedules and bus routes helpful.

TIME: Four (4) to eight (8) hours per week.

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7. CATEGORY: Transportation

TASKS: Provide transportation to Denver (or area) for inmates being released from the penitentiary at Canon City or the Reformatory at Buena Vista. Possible follow-up in finding living quarters and assisting in the transition.

GENERAL QUALIFICATIONS: Valid Colorado Driver's license; reliable automobile; driving knowledge of state and metropolitan area.

TIME: Two days per month.

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8. CATEGORY: Creative Writing and Media Presentations

TASKS: Public service announcements, press releases, posters, brochures, etc.

GENERAL QUALIFICATIONS: Creativity, writing ability and knowledge of layout.

TIME: Twelve to eighteen hours per month (in office and personal time). To be done by more than one volunteer.

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9. CATEGORY: Business Writing

TASKS: Business letters and letters of assistance to inmates in the institution.

GENERAL QUALIFICATIONS: Ability to type and compose. Training will be done by staff.

TIME: Minimum of four hours per week.

- - - - - - - - - - - - - - - -

10. CATEGORY: Employ-Ex Newsletter

TASKS: Writing, editing and publishing a bi-monthly newsletter. Includes reporting, layout, arrangements for printing and mailing.

GENERAL QUALIFICATIONS: Writing ability and knowledge of newspaper organization.

TIME: Twelve to eighteen hours per month (in office and personal time). May be done by more than one person.

- - - - - - - - - - - - - - - -

11. CATEGORY: Photography

TASKS: Take photos for Newsletter, slide presentations, staff photos, etc.

GENERAL QUALIFICATIONS: Own camera. Ability to do own developing helpful.

TIME: One or two hours per week in office plus personal time.

- - - - - - - - - - - - - - - - - -

12. CATEGORY: Clerical

TASKS: Typing letters, memos, minutes, mailing lists, labels, programs, etc. Filing folders. Typing addresses for mailing lists. Helping with mass mailings. Providing back-up clerical work for all staff.

GENERAL QUALIFICATIONS: Typing, filing, and the ability to stay with detail work.

TIME: Four to six hours per week.

- - - - - - - - - - - - - - - - - -

13. CATEGORY: Data Processing

TASKS: Working with aspects of research and statistics. Finding and recording information concerning participants, and working with charts and graphs.

GENERAL QUALIFICATIONS: Proficiency at detail work. Accuracy and willingness to closely follow instructions.

TIME: Four to six hours per week.

- - - - - - - - - - - - - - - - - -

14. CATEGORY: Receptionist Back-up

TASKS: Meeting and greeting participants and taking incoming phone calls.

GENERAL QUALIFICATIONS: General knowledge of Employ-Ex procedures. Familiarity with staff members (names and positions). Understanding of phone system.

TIME: Open. All volunteers are encouraged to become familiar with this position.

- - - - - - - - - - - - - - - - - -

VOLUNTEER CATEGORIES (cont'd)

15. CATEGORY: Overall Contributions Options

TASKS: Job Development (Be alert for job openings, advise job developers of potential jobs.)

Participate in TIL House leisure activities.

Provide reading material for waiting room.

Recruit potential volunteers.

Provide housekeeping materials for TIL House; also books, games, etc.

Solicit tax deductible cash donations to Employ-Ex.

EMPLOY-EX SOURCE BOOK

EVALUATION OUTLINES

GROUP IV

Section C

Evaluation Outline

To this point, the sourcebook has detailed the entire range of Employ-Ex services. While it is the service rendered by the agency that must be regarded as primary, it is through systematic evaluation that the results of such service can be measured and its costs justified.

Use of LEAA guidelines have provided this agency with the foundation of an evaluation design. Specifically, the establishing of agency effectiveness and objectives and operational objectives provides the basis for both evaluating the program's effect and monitoring its day-to-day activities.

This outline will focus on the evaluation of the Employ-Ex effectiveness and operational objectives. In addition, data not needed for the direct measurement of the attainment of the stated objectives should be collected and analyses performed in order to help explain the outcomes. The outline will delineate the data needed, suggest general methods of data collection, and mention analytic and descriptive procedures to be employed.

Effectiveness Objectives

Objective I

To reduce recidivism of active project participants by 25% as measured by rearrests for impact offenses during a one-year period after entering the project, over a one-year baseline rearrest percentage for similar individuals developed by the Denver Anti-Crime Council staff.

Recidivism Defined:

Recidivism has been operationally defined as rearrest. Other measures such as refiling, reconviction, or reincarceration could have been used, representing progressively deeper penetration into the criminal justice system. Rearrest was chosen for pragmatic reasons--the lack of readily available data for other recidivism measures and the the long follow-up period required for other measures due to time delays in court processing.

The specific focus here is upon rearrest for an impact offense for those participants previously convicted of an impact offense. Of secondary interest will be the rearrest rate for any offense (excluding D.U.I. and traffic violations) for those participants previously convicted of an impact offense.

Active Participant Defined:

During the second quarter of 1974, Employ-Ex and the Denver Anti-Crime Council (DACC) jointly revised the program's evaluation outline. One of the principal revisions to this outline was the defining of the term "active participant" and the subsequent inclusion of this term into the wording of the objective. An active participant was defined at that time as any project participant who contacts the agency or the agency contacts during the designated follow-up periods of 1-2-3-6-9-12 months after intake. Given this definition, then, only those participants who were active when they were arrested would be considered contributors to the agency's rearrest rate. Conversely, those participants whose rearrest was subsequent to a non-contactable follow-up would not be contributing to the rearrest rate, thereby lowering the actual one-year rearrest rate for participants. Use of this definition of "active participant" was, therefore, discarded.

One possible alternative was to place in the "at risk" group all persons assigned an Employ-Ex participant number--all persons who had attended the agency's Job Preparation Workshop (JPWS). While this definition certainly eliminates the temporal aspect of the above concern, it still does not allow for an assessment of "program effect." The specific concern is that meeting the qualifications for participation does not guarantee participation. Many persons establish their "participation" in Employ-Ex by attending the JPWS and subsequent to the JPWS never solicit or receive any of the program's vocational services--i.e., they do not participate (are not active participants) in the program.

The final alternative considered was to place "at risk" all persons with a placement referral. Placement referral is operationalized as the provision of a job (or training or education) interview by the agency and subsequent attendance at the interview by the participant--it does not require that a placement be obtained. It has been documented that the provision of meaningful employment opportunities can significantly reduce adult recidivism. The smallest identifiable increment of "provision of employment opportunities" is a single placement referral. Using the placement referral as the minimally sufficient criterion for active participation, an evaluation of Objective I excludes persons for whom there was no program participation and includes persons with at least minimal participation.

Baseline Defined:

The baseline group, as developed by DACC (1975), consists of 405 persons convicted of impact offenses who, upon release, were tracked for two years via Denver Police Department (DPD) rap sheets. For information on the development of such a baseline the DACC publication Adult Recidivism can be procured.

At Risk Period:

The term "one year at risk" indicates that all members of the sample must have entered the program at least one year prior to final data collection. The arrests, both total and impact only, used in computing the rearrest rates must have occurred in each individual's first twelve months since program enrollment. Only first impact arrests and/or first arrests for any offense are used in calculating the arrest rate (i.e., persons per sample with at least one arrest).

Data Needs:

1. Number of arrests for each project participant for a one-year period (or up to time of final data collection) from time of entry into the project
2. Charge or charges for each arrest
3. Percent of individuals in the baseline group made up of Denver probationers and parolees who were convicted of an Impact offense and/or who were rearrested for an Impact offense within one year of being placed on probation or released from incarceration or parole.

Method of Data Collection:

Agency arrest data has been collected from Denver City Jail booking sheets. This data has been collected on a quarterly basis with the help of DACC staff. A limitation of this data collection is that it includes only arrests made in Denver, i.e., arrest of Employ-Ex participants made in the suburbs, other portions of the state, and out of state, are not collected. While this limitation may at first seem crippling, it is important to note that the DACC baseline includes only Denver arrest data. Therefore, while the absolute arrest rate of Employ-Ex participants is not derivable, the agency's arrest rate relative to a suitable baseline is available.

The card on the following page is kept on all Employ-Ex participants and the arrest data from the jail booking sheets are transferred to that card.

Analysis:

Comparison of project participants' rearrest rate for Impact offenses with that of comparison (baseline group):

Rearrests of participants for Impact offenses should approach 25% less than the baseline group.

While this analysis is the only one directly necessary to the measurement of Objective I, other analyses should be performed in order to provide further information and, perhaps, an explanation of the results. Some of these other possible analyses are as follows:

1. Comparison of project participants' rearrest rate for any offense (except D.U.I. and traffic violations) with that of the baseline group.

2. Comparison of specific sub-groups of project participants with sub-groups from the baseline groups with similar characteristics for rearrest. For example, recidivism rates of probationers (both rearrest and reconviction) may be compared with those of probationers in the baseline group, similarly for parolees. Other sub-groups comparisons may be based on age, race, sex, prior criminal history, history of incarceration and prior work history.

EMPLOY-EX PARTICIPANTS' INFORMATION CARD

PROJECT: EMPLOY-EX ID#:

LAST NAME: ____________ FIRST NAME: ____________ INITIAL: __ DATE OF BIRTH: ________

DATE OF REFERRAL: ____________ SOURCE OF REFERRAL: ____________

DATE OF INITIAL CONTACT WITH CLIENT: ____________

DATE OF TERMINATION FROM PROJECT: ____________

ARRESTS

DATE	CHARGE(S)	POLICE DISPOSITION

3. Relationships between participant characteristics and recidivism. This may be done by means of univariate and multivariate analyses. Similar analyses will be done for the baseline group.

4. The relationship between employment variables such as length of time employed, type of job, salary, number of job turnovers, etc., should be related to recidivism. These analyses may shed some light on the relationships between employment and recidivism for this sample.

5. Relationships between types of services needed and whether or not these services were supplied (see Operational Objective III) to recidivism will also be of interest.

6. Comparison of participant and baseline groups on average number of rearrests for all recorded offenses, as well as the percent of individuals rearrested for any offense.

Objective II:

Those project participants placed in jobs, training or educational slots will be employed (or in training or in school) an average of 60% of the time they are in the project and available for employment, training, or school.

Placement Defined:

While the objective focuses on job, training, or school placements, the skewed distribution of participant placements makes the following analysis almost exclusively an examination of job success, as the bulk of the participants placed were placed in full time employment. A job placement is defined as acceptance of a job offer and attendance of at least one day on that job.

Available for Employment Defined:

The primary definition of "available for employment" is the six months immediately subsequent to the participant's initial placement. The rationale for the six month data collection period is two-fold. First, a person's six month vocational activity is an extremely reliable indicator of subsequent job durability. Second, data collection beyond the six month point suffers from error sufficient to undermine the reliability of the data.

Data Needs:

1. Date first placed on a job from time of completing Job Preparation Workshop.

2. Amount of time employed from the time of first placement (by project or other source) until time of final data collection (180 days). The time will be expressed for each participant available for employment from the time of first placement (not known to be incarcerated, moved from immediate vicinity, in court or in some other manner not able to work). The time will be based on a 30 day month.

3. The amount of time spent working less than full time or in school or training. Full time will be defined as 35 hours per week.

4. Amount of time from completion of the Job Preparation Workshop of first placement in a full time job.

5. Number of project participants never placed in jobs, training, or school.

Method of Data Collection:

Some of the information listed in the previous section will be collected from the person or collateral sources (employers, family, probation or parole officer, police, etc.) on a 1, 2, 3, and 6 month schedule. Data on amount of time incarcerated, in court, on-the-run, changed locations, as well as other data may be available from the person's probation and parole officers. A chronological record should be maintained for each person in his/her individual file.

This record should include: date of entry into the project, dates of participation in Job Preparation Workshops, dates of job referrals, dates of employment or entering into the training or school programs, dates employed in training or in school, dates of termination of jobs, training, or school, dates of new employment (training or school programs, dates incarcerated, dates of other major changes in status with regard to employment (training or school) and contacts with the criminal justice system. Some of the dates of these activities may have to be estimated and some will not be available. In addition, for some participants, activities during certain periods of time will not be known. The suggested chronological record should be maintained as closely as possible and various sources of information other than participants should be used for this information, if necessary.

The data necessary for analyzing this objective is maintained in narrative form on the Participant Information Sheet and in summary form on the Service Summary. The data is also maintained on the Placement and Referral Sheet. These forms are on the following pages.

Analysis:

The major analysis for the assessment of the attainment of Objective II will involve the calculation of the average amount of time project participants were employed from time of initial placement to the time of final data collection (180 days). This calculation will be expressed as a percent for each participant according to this formula:

$$\frac{\text{Number of Days Employed (not to exceed 180 days)}}{\text{Number of Available Days (not to exceed 180 days)}} \quad X \quad 100\% \geqq 60\%$$

SHEET No. ____

PARTICIPANT INFORMATION SHEET

Date	Time	Init.	Purpose/Action Taken

Referral
Offense

Counselor ______________

Sheet No. ____ SERVICES SUMMARY

Name ______________________________

Dates: First Contact __________ Workshop Completion __________

Date of service												
Counselor (init.)												
Time (in minutes)												
BASIC NEEDS: Food												
Shelter												
Clothing												
Transportation												
Other												
EMPLOY/TRNG/EDUC: Development												
Interview												
Other												
GUIDANCE/INFORMATION Employment												
Other												
REFERRALS (Health,etc) Total Referrals												

Placement Date(s)												
Separation Date(s)												
Wages												
Placed by												

REFERRAL AND PLACEMENT

NAME (last, first, middle initial)	case number	counselor

REFERRALS (code: E = employment; Ed = education; OJT = on job training, O = other.)

Date	By	Code	Source	Position	Outcome

PLACEMENTS

Source ____________________

Address: ____________ Phone ________

Position ____________ Wages ________

Supervisor ____________________

Number hours engaged per week ________

EE ____________ Self ________

Starting date ______ Termination ________

Source ____________________

Address ____________ Phone ________

Position ____________ Wages ________

Supervisor ____________________

Number hours engaged per week ________

EE ____________ Self ________

Starting date ______ Termination ________

Source ____________________

Address ____________ Phone ________

Position ____________ Wages ________

Supervisor ____________________

Number hours engaged per week ________

EE ____________ Self ________

Starting date ______ Termination ________

Source ____________________

Address ____________ Phone ________

Position ____________ Wages ________

Supervisor ____________________

Number hours engaged per week ________

EE ____________ Self ________

Starting date ______ Termination ________

EE 3 (rev. 4/74)

Other Possible Analyses Could Include:

1. In addition to calculating the average amount of available time spend employed from the time the participant was initially placed, the amount of time employed should be calculated from the time of completion of Job Preparation Workshop. This will take into account the amount of time needed for initial placement and will lower the average amount of time employed.

2. Another analysis of average percent of time employed (in training or school) should take into account all project participants, including those who are never placed. This will account for the failures in terms of not obtaining employment.

3. Relationships between percent of time worked and individual characteristics.

4. Relationships between percent of time worked and amount and types of agency services rendered.

5. Relationships between percent of time worked and recidivism.

6. Relationships between percent of time worked and characteristics of the job, such as salary, hours, type of duties, general skill level of the job, etc.

7. The percent of time employed (in training or school) should be attenuated by subtracting the amount of time for each participant in which their work (training or school) was less than full time. A separate average percent of time spent underemployed (defined by number of hours per week) should be calculated from the time of initial placement.

8. The employment record of participants initially placed in job training or school should be followed-up during their time in the project in order to assess the short-term effects of training or school on obtaining employment.

Operational Objectives

While the Effectiveness Objectives are the true criteria by which a program such as Employ-Ex must be judged, it is through adherence to program that Operational Objectives' effectiveness results. To this end, monitoring of training accomplishments, counseling results, job, training, and educational placements (self and agency generated) and the quantity of other services, will proceed on an ongoing basis. In addition, community involvement will be solicited, cataloged, and maintained, in order to provide needed training resources and service referrals, as well as to cultivate and gage the level of community acceptance of the program and the participants. Systematic follow-up will be provided to all participants at weekly intervals until employed (or in training or school) and monthly and quarterly intervals thereafter. Finally, extensive record keeping, data process, and evaluative research will be utilized to determine program effectiveness. These are the program's Operational Objectives.

Objective I

To place approximately * project participants in jobs, job related training, or educational grants during the 12 month period on the project.

Placement Defined:

The definition used here is identical to the one found for Effectiveness Objective II--i.e., a job placment is the acceptance of an offer for a permanent, full time job and attendance of at least one day on that job. (Keep in mind that this Objective does not measure placement success. Such a measure is inherent in Effectiveness Objective II.) In addition, placement into full time job training and full time school with stipend can also be included as placements. The Employ-Ex experience has suggested a goal be set for each of these types of placements according to the agency's emphasis. Employ-Ex has primarily focused on full time employment and has met its placement objective with these placements alone (the training and school placements were above and beyond the Objective I goal).

While this objective focuses on the number of persons placed, it must be recognized that many participants receive more than one placement. Therefore, an ancillary measure of agency activity in this arena is the number of placements.

Data Needed:

1. Number of project participants who have been placed on a job to which the project has referred them.

* The number placed will depend upon a forecast of program capability.

2. Number of project participants who have been placed on job-related training by the project.

3. Number of project participants who have been placed in educational programs by the project.

4. Total number of project participants (those who have completed the Job Preparation Workshop).

5. Characteristics of agency placements--type of work, skill level, salary, promotion opportunity.

Methods of Data Collection:

Information concerning employment, job-related training and school programs will be maintained in each participant's file (on the Participant Information Sheet, Service Summary and Placement/Referral Sheet) and updated periodically. In addition, a "running" record of the number of project participants, the number placed on a job, into job training and into school programs by the project will be set up for instant retrieval of this information on a daily basis.

ANALYSIS:

1. The number of project participants placed by the staff into jobs, job-related training and school programs. A separate breakdown will be made of the number of participants in each category (jobs, training and school). The number of participants placed in training or school who subsequently obtain employment, will also be a measure of success in Objective I.

2. In addition, several other analyses are relevant here: A ration of the number of participants placed to the total number of active participants* should be calculated.

3. Length of time from completion of Job Preparation Workshop to placement in jobs, training or school.

4. Background characteristics of the group of participants placed on jobs, in training and in school.

5. Comparison of recidivism rates based on various criteria (rearrest, average number of rearrests, percent of participants rearrested, probation and parole revocation) between participants placed by the project and those obtaining jobs on their own.

* See definition in Effective Objective I.

6. Number and percent of participants placed in full time employment, training or school compared to those placed in less than full time activity.

7. Recognizing that many participants will be placed on more than one job, a count of all job placements will be maintained.

Objective II

To aid the self-placement of approximately * project participants in jobs or job-related training through projected conducted Job Preparation Workshops and other services.

It is recognized that many participants will seek out their own job. This process is encouraged and facilitated by the agency's Job Preparation Workshop (JPWS)--an intensive workshop in the job-seeking process. In addition, the ex-offender's willingness and ability to engage in his/her own job development is facilitated via the agency's counseling process--a process which seeks to recognize and encourage participant self-sufficiency.

Data Needs:

1. Number of participants who obtain jobs and the number who obtain job training on their own after completing the Job Preparation Workshop.

2. Time needed to obtain employment or training.

3. Characteristics of the jobs obtained by participant--type of work, skill level, salary, promotional opportunities.

Methods of Data Collection:

Same as Operational Objective I.

ANALYSES:

1. The number of project participants who obtain jobs or training on their own after the completion of the Job Preparation Workshop.

2. In addition to the simple frequency count, often analyses are relevant. The amount of time needed from completion of Job Preparation Workshop to initial job placement will be compared with the group of participants who are placed by the project.

* The number is a reflection of program capability and emphasis.

3. Comparison of participant characteristics for the group who obtain jobs themselves with those who are placed through efforts of project staff.

4. Comparison of percent of time employed of this group with those who are placed by project staff.

5. Comparison of characteristics of the job and employment (number of turnovers, salary, skill level of job, amount of time employed, etc.) for this group with those of the group placed on jobs by the project staff.

6. Comparison of recidivism rates (using various measures mentioned above) of this group with the group placed on jobs, training or school by project staff.

7. The sum of all persons self-placed and all persons agency placed will reflect overall success in this area and can be expressed as a percent of total active participants.

Objective III:

To provide a variety of assistance, other than job finding and placement, to project participants on a need basis. Some forms of this assistance will be personal counseling, family counseling, provision for physical needs, financial help, and aid in special situations on or off the job. These forms of assistance will be given on the basis of need and limited by project resources.

While no quantifiable goals for the provision of these services can exist, records of the number of services provided each participant are maintained. These records provide an ongoing accounting of agendy efforts, participant needs, and a rich source of data analyses of participant outcome.

Data Needs:

1. Types of services rendered to each participant.

2. Number of participants receiving each type of assistance.

3. Amount of time spent by staff in providing various types of needed assistance.

4. Who provides the assistance (staff, other agencies, volunteers, special groups, private organizations).

5. Characteristics of participants needing various types of assistance.

Method of Data Collection:

A running record of the type of assistance, the provider of assistance, and the time involved will be maintained in detail on the Participant Information Sheet and in summary, on the Service Summary in the participant's file folder (shown earlier in this section).

ANALYSES:

1. Frequency of assistance provided by type of assistance.

2. Proportion of participants receiving any assistance and proportion receiving each type of assistance.

3. Amount of time spent for each type of assistance.

4. Average amount of time spent for each participant for non-employment assistance.

5. Number and proportion of participants referred to other agencies for assistance.

6. Relationships between the services and assistance rendered and the outcomes in terms of employment and recidivism.

In addition, the following pieces of information are relevant:

7. Relationships between types of assistance given and immediate outcomes of the assistance.

8. Characteristics of participants needing and receiving various kinds of assistance.

9. Participants' satisfaction with assistance.

10. Relationship between immediate outcomes of assistance and the various recidivism criteria.

Objective IV:

The development and utilization of community referral sources for the provisions to participants of necessary services beyond the scope of direct program activity.

As with Objective III, this objective cannot be couched in quantifiable terms. Instead, a general statement of goal which reflects the need for high quality development and utilization contacts in sufficient quantities must suffice. Pursuant to this statement, the evaluation of this objective will reflect both the quality and quantity of community contacts. Crucial to both the short range and long range success of an ex-offender program is the development of a functional community support network.

Data Needs:

1. Number of community resource contacts made.
2. Purposes of those contacts.
3. Consequence of contacts.
   a. Direct services to participants--types of services
   b. Indirect services--types of services
   c. Services to staff--types of services
4. Perception of utility of community services:
   a. By staff
   b. By participants
   c. By volunteers

Method of Data Collection:

The staff members responsible for recruiting and organizing the activities of volunteers will report on these efforts. This will include written reports on sources of recruitment (organizations, advertising, etc.), number of people who actually perform volunteer activity for the project, time spent by volunteers and types of activities by volunteers.

Questionnaires and/or interviews can be used with a sample of participants who have come into contact with volunteers, project staff members and a sample of volunteers to obtain information regarding their perceptions and opinions of the volunteer efforts.

ANALYSES:

Analyses will involve:

1. The success of recruitment in terms of numbers of volunteers.

2. The utility of the volunteers to the project in terms of the number of hours spent and the services rendered above and beyond the resources of project staff.

3. The perceptions of the effects of the volunteers by staff, participants, and volunteers.

It may be possible to explore the relationships between volunteer activites and participant outcomes in those instances in which the volunteer and participant have direct interaction.

Objective V:

To gather information and provide guidance to all project participants at intervals of 1, 2, 3, 6, 9, and 12 months subsequent to program entry for all project participants.

Objective V has a two-fold purpose. One is to provide follow-up to participants for purposes of providing the needed assistance in fulfillment of Operational Objective III. The other is to obtain the data necessary for evaluating Effectiveness Objective II and to provide information concerning outcomes of project activities with regard to the participant's employment and life situation (only 6 months of follow-up are used for this purpose).

Data Needs:

1. Number of participants contacted at each time interval and total number of participants who should be contacted at each time interval.

2. Number of direct contacts with participants and number of contacts with collateral sources (employer, friends, probation or parole officers, relatives, law enforcement, etc.).

3. The method of contact (telephone, letter, personal visit) will be recorded.

4. Services provided for participant (same for Operational Objective III).

5. Data required for Effectiveness Objective II.

Methods of Data Collection:

All follow-up contacts are recorded on the Participant Information Sheet and the Service Summary. The contacts themselves are triggered via a tickler card system with the counselor advancing the tickler card to the next contact date after making the currently required contact. Should person-to-person or phone contact fail, a follow-up letter is sent. A more detailed explanation of this process is available elsewhere in this sourcebook.

ANALYSES:

The major analysis will be the number and proportion of participants who are contacted and on whom information is obtained at each of the time periods. The larger the number and the closer the porportion of participants contacted is to 1 (or 100%), the closer to attainment of the objective. It is to be expected that there will be more participants whom the project is unable to contact as time progresses. The decrement over time in the number and porportion of participants contacted should be minimized.

Objective VI:

To provide thorough data collection and analysis to evaluate the other objectives.

The meeting of this objective requires extensive record keeping on the various forms detailed previously as well as coding on the agency's two-form automatic data system. These two forms, which can be seen on following pages, were designed to meet all of the agency's data and analysis needs. The first is the Confidential Application--a computer code form which details all participant characteristics thought to be salient to program services and participant outcome. The application is completed by a counselor during the initial intake interview, as per the attached coding instructions.

The second form is the EX Service Summary, the computer code counterpart of the Service Summary, which can be found in the participant files. This form includes all information necessary to the assessment of the Effectiveness and Operational Objective. It is completed on a 1, 2, 3, 6, 9 and 12 month schedule by the program evaluator from data obtained from the participant file, Denver County Jail Booking Sheets, and various corroborative sources.

All data codes on these two forms are then keypunched by a private keypunch firm. The punched cards are then analyzed via the Statistical Package of the Social Services (SPSS) at the University of Colorado. For quarterly reporting purposes, only frequency distributions are run, while more extensive analyses are used for funding period final reports and special reports.

MATERIALS

EVALUATION OUTLINE

1. Application
2. Application Coding Instructions
3. Service Summary
4. Service Summary Coding Instructions
5. Examples of Placement Information

CONFIDENTIAL APPLICATION: THE INFORMATION CONTAINED HERE WILL REMAIN THE PRIVATE PROPERTY OF EMPLOY-EX. NO INFORMATION WILL BE DISCLOSED TO ANYONE (POLICE, P.O., EMPLOYER, ETC.) WITHOUT THE EXPRESSED PERMISSION OF THE APPLICANT, NOR WILL EMPLOY-EX USE THE INFORMATION IN ANY WAY TO REFLECT DEFAMATION OF CHARACTER

LAST NAME | FIRST NAME | INITIAL | SOCIAL SECURITY NUMBER | PHONE NUMBER

STREET ADDRESS | CITY | COUNTY | STATE | ZIP | APPLICATION DATE: MONTH DAY YEAR

1/19

PROGRAM ① | OFFICE ② | REFERRAL SOURCE ③ | AGE ④ | DATE OF BIRTH ⑤ MONTH DAY YEAR | SEX ⑥ 1 - MALE 2 - FEMALE | HIGHEST SCHOOL GRADE COMPLETED ⑦ | ETHNIC GROUP ⑧ 1 - WHITE 2 - BLACK 3 - CHICANO 4 - AMER. INDIAN 5 - ORIENTAL 6 - OTHER | VETERAN TYPE ⑨ 1 - SPECIAL VET. 2 - VIETNAM ERA VET. 3 - RECENT 4 - OTHER VET. 5 - NON | DISABLED VETERAN ⑩ 1 - YES 2 - NO

LIST ALL CONVICTIONS (AND PRE-TRIAL CHARGES WHEN APPLICABLE)

OFFENSE	SENTENCE	DATE START MONTH	DAY	YEAR	DATE FINISHED MONTH	DAY	YEAR	INSTITUTION
MOST RECENT 1.								
2.								
3.								
4.								
5.								

20/34

NUMBER FELONY ⑪ | NUMBER IMPACT ⑫ | QUALIFYING OFFENSE ⑬ | TOTAL TIME SERVED ⑭ | LAST INSTITUTION ⑮ | CURRENT CJ STATUS ⑯ | FIRST CONTACT ⑰ 1 = OFFICE 2 = INSTITUTION | CORRECTIONAL INST. CLIENT ⑱ 1 = YES 2 = NO | CASE PENDING ⑲ 1 = YES 2 = NO | MARITAL STATUS ⑳ 1 = MARRIED 2 = SINGLE 3 = DIV SEP 4 = WIDOW | NUMBER DEPENDENTS ㉑

35/47

INDIVIDUAL INCOME (LAST 12 MONTHS) ㉒ | FAMILY INCOME (LAST 12 MONTHS) ㉓ | LOW INCOME ㉔ 1 - YES 2 - NO | ECONOMICALLY DISADVANTAGED ㉕ 1 - YES 2 - NO | FOREMOST SKILL ㉖ | VOCATIONAL TRAINING ㉗ 1 = YES 2 = NO | HOURLY WAGE LAST JOB DOLLAR, DIME ㉘ | → 1 - YES 2 - NO | RECEIVING AFDC ㉙ | RECEIVING OTHER PUBLIC ASSISTANCE ㉚ | LIMITED ENGLISH SPEAKING ABILITY ㉛

48/55

→ 1 - YES 2 - NO | LIMITED READ WRITE ㉜ | MIGRANT OR SEASONAL FARM FAMILY MEMBER ㉝ | HANDICAPPED ㉞ | FULL-TIME STUDENT ㉟ | FELONY RECORD ㊱ | PRIMARY WAGE-EARNER ㊲ | HEAD OF HOUSEHOLD ㊳ | RECEIVING UN-EMPLOYMENT INSURANCE ㊴

INCOME COMPUTATIONS

56/63

→ 1 - YES 2 - NO | TRANSPORTATION PROBLEM ㊵ | ALCOHOL DRUG PROBLEM ㊶ | FORMERLY ENROLLED IN CETA PROGRAM ㊷ | LABOR FORCE STATUS ㊸ 1 - EMPLOYED 2 - UNEMPLOYED 3 - UNDEREMPLOYED 4 - NOT IN LABOR FORCE | NUMBER OF WEEKS UNEMPLOYED: CURRENT SPELL ㊹ LAST 12 MONTHS ㊺

64/80

YEARS IN LABOR FORCE ㊻ | NUMBER OF JOBS IN LAST 2 YEARS (IF MORE THAN 9 ENTER 9) ㊼ | DATE OF INTAKE: MONTH ㊽ DAY ㊾ YEAR ㊿ | ID (51) | CARD (52) 1 0 2

EX

CARD 101

KEYPUNCH: DUPE COLS 73-77 FROM CARD 102

ID

CARD 1 0 1

APPLICATION CODING INSTRUCTIONS

The "Application" is a two-part form, with the original on the top and a card-stock carbon copy underneath. Always use a ball point pen or sharp pencil when filling it out, since the copy must go through to the carbon.

On the back of the card-stock is the "Employment History" form. This should be filled out by the applicant prior to the intake interview. If it is not filled out, please have the applicant do so immediately.

When the application is completed, tear the top of the application along the perforated lines. You will then have two copies, a light-weight original and the card-stock carbon. The carbon goes into the applicant's folder (note that holes are already punched in the card-stock), and the original goes to research along with the intake slip.

GENERAL NOTES: *With the exception of the first two lines, all "boxes" should be filled in. If a particular box does not apply (for instance, "Time Served"), code that box "0" (or two zeros if there are two boxes). Never write letters in the boxes (such as "NA"). Never write horizontal lines through the boxes. Try to make your writing as legible as possible. If you make an error, erase completely. If you are confused about the appropriate thing to write down, call Rita or Jan; if neither is available, leave the box blank and attach a note to the application.*

LINES 1 & 2: The applicant's name should be printed in the boxes at the top of the application, last name first. Use one box per letter. Start with the box farthest to the left. The "Application Date" is the date of intake, not Job Prep Workshop (which is shown below, labelled "Intake Date"--confusing, eh?).

LINES 5 - 9: This space is to be used to list the applicant's conviction history. Start with the most recent offense. List the sentence imposed by the court. The "Date Start" refers to the date the applicant started to serve his sentence; "Date Finished" refers to the date of release. If the applicant is on probation, use the same instructions, but "Institution" should contain the work "probation". If the applicant is PTIP, the offense should be the current charge. "Date Start" should be the arrest date. Under "Institution" note "PTIP" and the next court date. If the applicant is deferred prosecution, the offense should be the charge for which prosecution is being deferred. Under "Sentence" write "Deferred Pros." The "Date Start" should refer to the arrest date, and "Date Finished" should refer to the projected date for the finish of deferred pros. With both PTIP and deferred pros cases, the remainder of the conviction history should be done as usual for any prior convictions.

COLUMN(S)

(1 - 2) 1. PROGRAM

01 - Impact Cities
02 - SETSC
03 - PTI
04 - JCETA
05 - EPCETA
06 -
07 -
08 - JBC
09 - JBC - deferred pros.
10 -

(3) 2. OFFICE

1 - Denver
2 - Jefferson County
3 - Colorado Springs
4 - Pubelo
5 - Canon City
6 - Buena Vista

(4 - 5) 3. REFERRAL SOURCE

01 - Colorado Adult Parole
02 - District Court Probation
03 - Federal Probation & Parole
04 - County Court Probation
05 - Pre-Trial Services Program
06 - Self-Referral, Institution
07 - Self-Referral, Not Confined
08 - CSR
09 - CSP
10 - Friends/Relatives
11 - Denver County Jail
12 - El Paso County Jail
13 - Jeffco County Jail
14 - Pueblo County Jail
15 - Jeffco Adult Diversion
16 - Denver Manpower
17 - El Paso CETA
18 - Jeffco CETA
19 - Pueblo CETA

(6 - 7) 4. AGE (e.g. age 24 = $\boxed{2}\boxed{4}$)

COLUMN(S)

(8 - 13)	5.	DATE OF BIRTH (Month, Day, Year)
		e.g., April 18, 1944 = 0 4 1 8 4 4
(14)	6.	SEX
(15 - 16)	7.	HIGHEST SCHOOL GRADE COMPLETED (include GED)

e.g., High School Graduate - 12
Two Years College - 14
College Graduate - 16
Master's Degree - 18
GED - 12

(17)	8.	ETHNIC GROUP
(18)	9.	VETERAN TYPE
(19)	10.	DISABLED VETERAN
(20)	11.	NUMBER OF FELONY CONVICTIONS (do not count pre-trial charges or deferred prosecutions)
(21)	12.	NUMBER OF IMPACT CONVICTIONS (do not count pre-trial charges or deferred prosecutions)
(22 - 23)	13.	QUALIFYING OFFENSE (can be pre-trial charge)

NON PTIP: Of the offenses listed in the participant's conviction history, the "Qualifying Offense" is the most recent felony conviction. For instance, if the individual was convicted of shoplifting in December 1975; grant theft in May 1975; and burglary in 1974, the qualifying offense would be grand theft since it is the most recent felony.

PTIP: The qualifying offense is the offense with which the person is currently charged.

CODE:

01 - Robbery	07 - Ordinance Violation
02 - Burglary	08 - Parole/Probation Violation
03 - Assault	09 - Narcotics (possession)
04 - Rape	10 - Narcotics (sale)
05 - Other Felony	11 - Other
06 - Misdemeanor	

(24 - 26) 14. TOTAL TIME SERVED

Total number of months incarcerated because of conviction (do not count time spent in pre-trial detention unless the sentence given upon conviction was for "time served").

e.g., 6 months CSR
12 months CSP = 0 1 8

COLUMN(S)

(27) 15. LAST INSTITUTION

1 - CSP (including max., med., and min.)
2 - CSR
3 - CWCI
4 - Lookout Mountain
5 - Mountain View
6 - Denver County Jail
7 - Other Jail
8 - Federal Institution
9 - Other Institution (excluding Federal)

(28 - 29) 16. CURRENT CRIMINAL JUSTICE STATUS

01 - Parole
02 - Probation
03 - Pre-trial
04 - Deferred Prosecution
05 - Work release
06 - Other Pre-Release (in community; specify on application)
07 - CSP
08 - CSR
09 - Other Incarceration
10 - Not under C.J.S. control (e.g., discharged)

(30) 17. FIRST CONTACT

(31) 18. CORRECTIONAL INSTITUTION CLIENT

(32) 19. CASE PENDING

(33) 20. MARITAL STATUS

(34) 21. NUMBER OF DEPENDENTS (includes all persons for whom the participant is responsible for supportin excluding himself)

(35 - 36) 22. INDIVIDUAL INCOME LAST 12 MONTHS (in hundreds)

e.g., \$ 2,564 = 26
2,540 = 25
10,101 = 99

(37 - 38) 23. FAMILY INCOME LAST 12 MONTHS (in hundreds) --- (if individual is single, the family income is the same as individual income)

COLUMN (S)

(39) 24. LOW INCOME (if the family income is less than $8,000/year then the answer is "YES")

(40) 25. ECONOMICALLY DISADVANTAGED

Family Size	Non-Farm Family	Farm Family
1	$ 2,330	$ 1,980
2	3,070	2,610
3	3,810	3,240
4	4,550	3,870
5	5,290	4,500
6	6,030	5,130
7	6,770	5,750

(41) 26. FOREMOST SKILL (from Hollingshead)

1 = Unskilled
2 = Machine Operators and Semi-Skilled
3 = Skilled Manual Employees
4 = Clerical and Sales, Technicians, One Man Operators
5 = Administrative Personnel, Small Business Proprietor and Minor Professionals
6 = Business Managers, Medium Business Proprietors, Lesser Professionals
7 = Higher Executives, Large Business Proprietors, and Major Professionals

(42) 27. VOCATIONAL TRAINING (include any formal training)

1 = YES
2 = NO

(43 - 44) 28. HOURLY WAGE LAST JOB (dollar, dime)

e.g., $2.20 = 22
2.25 = 22
2.26 = 23
4.96 = 50

THE FOLLOWING ARE "YES/NO" ANSWERS: 1 = YES
2 = NO

(45) 29. RECEIVING AID FOR DEPENDENT CHILDREN (AFDC)

(46) 30. RECEIVING OTHER PUBLIC ASSISTANCE

COLUMN(S)

(47)	31.	LIMITED ENGLISH SPEAKING ABILITY
(48)	32.	LIMITED READ/WRITE (illiterate?)
(49)	33.	MIGRANT OR SEASONAL FARM FAMILY MEMBER
(50)	34.	HANDICAPPED
(51)	35.	FULL-TIME STUDENT
(52)	36.	FELONY RECORD (count convictions only)
(53)	37.	PRIMARY WAGE EARNER (if individual is single, the answer is "YES")
(54)	38.	HEAD OF HOUSEHOLD (individual must be responsible for the support of another person to qualify as head of household)
(55)	39.	RECEIVING UNEMPLOYMENT INSURANCE
(56)	40.	TRANSPORTATION PROBLEM
(57)	41.	ALCOHOL/DRUG PROBLEM
(58)	42.	FORMERLY EMPLOYED IN CETA PROGRAM
(59)	43.	LABOR FORCE STATUS 1 - Employed 2 - Unemployed 3 - Underemployed 4 - N/A (not in labor force)
(60 - 61)	44.	NUMBER OF WEEKS UNEMPLOYED - CURRENT SPELL (i.e., number of weeks since the applicant was last employed, maximum is 52 weeks)
(62 - 63)	45.	NUMBER OF WEEKS UNEMPLOYED -- LAST TWELVE MONTHS (i.e , total number of weeks unemployed in last year, maximum possible is 52)
(64 - 65)	46.	YEARS IN LABOR FORCE (number of years employed or looking for work since age 18; therefore, time spent in prison must be subtracted from the total)

COLUMN(S)

(66)	47.	NUMBER OF JOBS IN LAST TWO YEARS (if more than 9, enter 9)
(67 - 72)	48.	DATE OF INTAKE (Month, Day, Year)
(73 - 77)	49.	PARTICIPANT IDENTIFICATION NUMBER
(78 - 80)	50.	CARD NUMBER (already typed in)

EX

SERVICE SUMMARY

[illegible]-EX 6/76

LAST NAME | FIRST NAME | INITIAL

1/16

[illegible] DATE PROGRAM — MONTH (1), DAY (2), YEAR (3) | PROGRAM (4) | COUNSELOR (5) | JWPS 1 - YES 2 - NO (6)

EMERGENCY ASSISTANCE: FOOD (7) | SHELTER (8) | CLOTHING (9) | TRANSPORT (10) | OTHER (11)

17/23

EMPLOYMENT SERVICES: INTERVIEWS ARRANGED (12) | INTERVIEWS ATTENDED (13)

GUIDANCE/INFORMATION: EMPLOYMENT (14) | OTHER (15)

NO. AGENCY REFERRALS (16) | TOTAL NO. OF CONTACTS (17)

24/36

PLACEMENT INFORMATION (I): PLACEMENT NUMBER (18) | PLACEMENT TYPE (19) | EMPLOYER CODE (20) | SKILL LEVEL (21) | HOURS PER WEEK (22) | HOURLY WAGE (DOLLAR, DIME) (23) | DAYS EMPLOYED (24)

37/49

PLACEMENT INFORMATION (II): PLACEMENT NUMBER (25) | PLACEMENT TYPE (26) | EMPLOYER CODE (27) | SKILL LEVEL (28) | HOURS PER WEEK (29) | HOURLY WAGE (DOLLAR, DIME) (30) | DAYS EMPLOYED (31)

50/56

PLACEMENT INFORMATION (III): PLACEMENT NUMBER (32) | DAYS EMPLOYED (33)

DO NOT WRITE IN THIS SPACE — DAYS: AVAILABLE (34) | TOTAL (35)

57/65

ARREST DATA: FIRST OFFENSE (36) | JOB STATUS (37) | SECOND OFFENSE (38) | JOB STATUS (39)

DO NOT WRITE IN THIS SPACE: PROGRAM STATUS (40) | EMPLOYMENT STATUS (41) | FOLLOW-UP STATUS (42) | CETA STATUS (43)

66/80

OPTION (44) | SUMMARY DATE (45) (46) (47) | IDENTIFICATION NO. (48) | CARD NO. (49)

CODES

PLACEMENT TYPE

1 DIRECT
2 INDIRECT
3 SELF
4 EDUCATIONAL STIPEND
5 OJT
6 PSE
7 OTHER SUBSIDIZED
8 TEMPORARY
9 ALL OTHER

SKILL LEVEL

1 UNSKILLED
2 MACHINE OPERATIONS AND SEMISKILLED
3 SKILLED MANUAL EMPLOYEES
4 CLERICAL, SALES, TECHNICIANS
5 ADMINISTRATIVE PERSONNEL, SMALL BUSINESS PROPRIETOR, MINOR PROFESSIONALS
6 BUSINESS MANAGERS, MEDIUM BUSINESS PROPRIETORS, LESSER PROFESSIONALS
7 HIGHER EXECUTIVES, LARGE BUSINESS PROPRIETORS, MAJOR PROFESSIONALS

OFFENSE

1 ROBBERY
2 BURGLARY
3 ASSAULT
4 RAPE
5 OTHER FELONY
6 MISDEMEANOR
7 ORDINANCE
8 PAROLE/PROBATION
9 OTHER

SERVICE SUMMARY CODING INSTRUCTIONS

( )MN (S) — ITEM

(1 - 6) 1-3. Date of Program Entry (usually JPWS completed date)

(7 - 8) 4. Program
01 = Impact Cities
02 = SETSC
03 = PTI
04 = JCETA
05 = EP CETA
06 =
07 =
08
09 =
10 =

(9 - 10) Counselor (at time of coding)
5.

01 = A. Acosta	13 = Rose Garcia
02 = Pat Sewell (Jackson)	14 = E. Hernandez
03 = H. Oldham	15 = Robert Garcia
04 = L. Wright	16 =
05 = J. Armstrong	17 =
06 = D. Prittz	18 =
07 = P. Fleming	19 =
08 = R. Hapgood	20 =
09 = C. Harbey	21 =
10 = R. Trigg	22 =
11 = M. Medina	23 =
12 = P. Johnson	24 = Other counselors here prior to 3/76

(11) 6. JPWS Completed
1 = Yes
2 = No

(12) 7. Number Food Service in Summary Period

(13) 8. Number Shelter Service in Summary Period

(14) 9. Number Clothing Service in Summary Period

(15) 10. Number Transportation Service in Summary Period

(16) 11. Number Other Emergency Asst. Service in Summary Period

(END FIRST ROW)

(17) 12. Number of Interviews Arranged by Employ-Ex in Summary Period

(18) 13. Number of Interviews Attended by Participant in Summary Period

19) 14. Number Employment S/I Service in Summary Period

(20) 15. Number Other (e.g. Family Counseling) G/I Service in Summary Period

(21) 16. Number Referrals for Service to Other Agencies in Summary Period

(22- 23) 17. Total Number Times Participant Contacted During Summary Period (not number of services)

(24,37,50)18,25, 32. The chronological order of the job placement beginning with the first placement and moving consecutively, through the individual's participation in Employ-Ex. The first permanent, unsubsidized job=1, the second=2 etc. If job is either temporary or subsidized then code=0 (regardless of consecutive order).

(25- 38)19,26,33 Placement Type
1 = Direct Placement
2 = Indirect Placement
3 = Self Placement
4 = Educational Stipend
5 = OJT
6 = Public Service Employment
7 = Other Subsidized Employment/Training
8 = Temporary Employment
9 =

(26,29,39)20,27. 42 Employer Code (see "Employer Cards")

(30- 43) 21,28. Skill Level
1 = Unskilled
2 = Machine Operators & Semi-skilled
3 = Skilled manual employees
4 = Clerical and Sales, Technicians, one man operators
5 = Adminiatrative Personnel, small business proprietor and minor professionals
6 = Business managers, medium business proprietors, lesser professionals
7 = Higher executives, large business proprietors, and major professionals

(31- 32) 22,29.
(44- 45) Hours on Job Per Week
(Actual Number of Hours)

(33- 34) 23,30.
(46- 47) Hourly Wage (Dollar, Dime)
e.g. \$2.25 =22
\$2.26 = 23
\$4.91 = 49

(35- 36) 24,31.
(48- 49) Days Employed--Days employed in any placement type during the period being coded.

EXAMPLES OF PLACEMENT INFORMATION

A. Participant's first direct placement into permanent, unsubsidized employment was a carpenter's job paying $5.00/hour for 32 hours per week. The placement occurred 15 days into the 201 period and continued unchanged throughout the 202 period being currently coded.

Placement Number	Placement Type	Employer Code	Skill Level	Hours per Week	Hourly Wage (dollar,dime)	Days Employed
1	2	602	3	32	50	15

*

B. Same participant received a raise to $5.95 an hour and a promotion to foreman anywhere in 202. However, the same participant was later fired 20 days into the period.

1	2	602	4	32	59	20

C. Participant in C receives an OJT slot the last day of 202. Wage=$2.75, skill level = 3, hours/week = 40

0	5	347	3	40	27	01

(53- 54) 34. Available Days--Days in the current coding period since the initial placement (placement number 1). For example, if placement number 1 occurred 20 days into 201, then available days for 201=10. If participant is active in 202, then available days=30, whether or not he is still employed. The available days meter continues to count unless the participant is inactive for the entire period or is for some reason (sickness, jail, etc.) unable to work for a specified period of time.

(55- 56) 35. Total Days --Number of days in the coding period that the person is active. After the period in which placement number 1 occurs, Total Days = Available Days.

(57- 58) 36. Offense Code of the Most Serious Arrest in Coding Period.

01 = Robbery	06 = Misdemeanor
02 = Burglary	07 = Ordinance
03 = Assault	08 = Parole/Probation Violation
04 = Rape	09 = Narcotics (possession)
05 = Other Felony	10 = Narcotics (possession f/sale or sale)
	11 = other

(59) 37. Job Status at Time of Arrest in Coding Period.
1 = Employed
2 = Not Employed

(60- 61) 38. Offense (less Serious Offense)

(62) 39. Program Status
1 = Active
2 = Inactive During Period
3 = Quietus

(63) 40. Employment Status at End of Period
1 = Employed
2 = Unemployed
3 = Don't know

(64) 41. Follow-up Status
1 = Follow-up attempted
2 = Follow-up not attempted
3 = Follow-up not required

(65- 66) 42. CETA STATUS (if individual is in our program--i.e. actively receiving services--but has not yet been placed, code "00")

Positive	Negative
01=Direct placement	11=Cannot locate
02=Indirect placement	12=Moved from area
03=Self-placement	13=Refuse to continue
04=Entered armed forces	14=Administrative separation
05=Enrolled in school	15=Transportation problem
06=Entered another manpower program	16=Family care
	17=Health/pregnancy
07=	18=Laid off
08=	19=Quit Job
09=	20=Fired
10=Other	21=Incarceration
	22=
	23=

42. (continued)

24=
25=
26=
27=
28=
29=
30=Other negative

(67-72) 43,44,45. Date of Summary

(73-77) 46. ID

(78-80) 47. Service Summary # (Card #)
e.g., 201, 202, 203, etc.

EMPLOY-EX SOURCE BOOK

PERSONNEL POLICIES AND PROCEDURES

GROUP IV

Section D

MANUAL OF PERSONNEL POLICIES AND PROCEDURES

Revised by the Employ-Ex, Inc. Board of Directors, January, 1976; policy manuals not bearing this revision date are null and void.

EMPLOY-EX, INC.
1117 Cherokee Street
Denver, Colorado 80204
Tel. 572-8616

Bruce H. Boggess
Executive Director

MANUAL OF PERSONNEL POLICIES AND PROCEDURES

TABLE OF CONTENTS

ARTICLE I

MANAGEMENT

A. Employ-Ex shall handle all personnel matters in full compliance with the spirit, intent and letter of Title VI of the Civil Rights Act of 1964. There shall be no discrimination of any person on the grounds of race, color, creed, sex, ancestry or national origin in Employ-Ex personnel practices and efforts will be made to make the spirit as well as the letter of this statement evident to all staff and concerned citizens.

B. Employment with Employ-Ex is not offered as a consideration or reward for the political support of any political party or candidate for public office and no person, as an employee, shall engage in partisan political activity. The political activities of all employees shall be governed by the provisions and restrictions of Chapter 15, Title 5 of the United States Code (formerly called the Hatch Act) and such other limitations as might be imposed by Federal Law.

ARTICLE II

HIRING AND PROMOTION

A. SELECTION OF PERSONNEL:

Employees shall be eligible at all times for promotion to greater responsibility and authority. Such promotions shall be based upon their work record, their relations with fellow workers, and the recommendations of their supervisor.

B. PART-TIME APPOINTMENTS:

Persons employed for work on a part-time basis normally working less than 40 hours per week are classified as part-time employees. Part-time workers are compensated solely by their pay and by Social Security, Workmen's Compensation and other benefits automatically provided by law. Part-time employees do not accrue leave, vacation or seniority rights.

C. TEMPORARY APPOINTMENTS:

Any employee holding a temporary appointment or an intermittent position may request that he be permanently appointed to that position. In no case shall a temporary appointment be made for longer than ninety (90) days. Any employee holding an intermittent position longer than ninety (90) days, shall, without further action, become a permanent employee and the position shall become permanent. In such an event, all service as a temporary employee may be applied against the ninety (90) day probationary status requirement for a permanent position. Temporary employees shall receive holiday pay for those holidays granted which occur during the time of their employment. They are also eligible for Social Security benefits, Workmen's Compensation, and any other benefits automatically provided by law.

D. PROBATIONARY:

Persons newly employed in a regular full-time position with Employ-Ex are classified as probationary employees and serve a minimum probationary period of ninety (90) days while becoming familiar with the duties and skills required for performing the job and to allow for determination as to whether the probationary period, such employment may be terminated, and in such event, the probationary employee has no right of appeal. However, the employee will be given a termination interview to explain the reason for his termination.

Probationary employees will be entitled to holiday pay, Social Security benefits, Workmen's Compensation and all other benefits provided by law. Sick leave and vacation time will be accumulated during the probationary period.

E. PERMANENT

A newly employed person will beome a regular full-time employee of Employ-Ex when he as completed ninety (90) days probation and is reclassified accordingly.

ARTICLE III

DISCHARGE AND DISCIPLINE

No employee shall be dismissed or otherwise disciplined except for a good cause.

A. TERMINATION OF EMPLOYMENT:

1. Cutback in Work Force. Employees shall be given two weeks notice of termination due to a reduction in the work force. Ability and performance shall be the determining factors when a cutback in the work force is necessary. In those instances where the relative abilities and performance of employees is equal, seniority shall prevail.

2. Callback. An employee who is released due to a cutback in work force shall retain his rights of seniority for a period not to exceed six (6) months for the date of the cutback.

A callback shall follow the reverse order of the cutback. Where two (2) or more employees have been laid off at the same time, and where their relative abilities and performance were equal, seniority shall prevail.

3. Leaving Employment. No employee shall resign from the job without submitting a minimum of two (2) weeks notice prior to the expected date of termination. This arrangement will facilitate the preparation of the employee's final pay check, W-2 forms, and the recruitment and selection of replacement personnel.

B. DISCIPLINE

1. General Discipline

Step 1. When an employee's supervisor believes that the employee has a good cause for discipline, he shall recommend such disciplinary action as he deems appropriate to the Executive Director or his designee, by a written memorandum stating the grounds for the recommended action. A carbon copy shall be addressed to the employee for whom the discipline is being recommended.

Step 2. The employee shall have the right to respond in writing to the supervisor's recommendation within three (3) working days from the time and date of receipt of the supervisor's memorandum recommending disciplinary action.

Step 3. The employee and the supervisor shall be advised of the determination of the Executive Director within six (6) working days from the date of receipt of the supervisor's recommendation. Failure of the Executive Director to act within six (6) days from the date of receipt of the supervisor's recommendation shall constitute dismissal of the supervisor's recommendation.

Step 4. The employee and the supervisor shall each have the opportunity to meet with the Executive Director prior to the final determination.

Step 5. The Executive Director shall have the right to reverse or modify the supervisor's recommended action. Any disciplinary action which is sustained by the Executive Director shall become a part of the employee's personnel file.

Step 6. The employee shall have the right to appeal under the terms of the Grievance Procedure beginning with Article V, Section C, Step 2.

C. APPEALS

The provisions of Article V of this Agreement referring to appeals and time limits shall be applicable in the discipline and dismissal procedures of this Article. However, nothing herein shall limit the time in which requests may be made for reinstatement on a leniency basis.

ARTICLE IV

PERSONNEL PRACTICES

A. EMPLOYEE PERFORMANCE RATING

All employees except those holding intermittent positions shall serve aprobationary period of three (3) consecutive months following original appointment, promotion or re-employment, and shall be evaluated at the end of each thirty (30) day period, and semi-annually thereafter. All ratings shall be made by the Executive Director or his designee.

Following the probationary period, a person will either become a permanent staff member or be discharged.

Ratings shall be made of all permanent employees every 6 months. Each employee receiving a rating will have such rating discussed at length before signing. The signed copy will be placed in the employee's folder, and will be available, on request, to the Personnel Committee, and to the Chairman of the Board.

B. SENIORITY

Where the demonstrated ability and performance of employees are equal, seniority shall prevail in all matters involving promotions, transfers, layoffs or callbacks of employees covered by this Manual.

C. NO SECRET RECORD

No official report nor any derogatory statement about an employee shall be filed by the Executive Director or a supervisor unless the employee is sent a dated copy at the same time. The employee shall have the right to submit a response to the report or statement. Such a response shall be attached to and filed with the report or statement in the employee's official personnel file.

D. REVOLVING FILES

In all instances where an employee works for one year, not including time allowed for leave without pay, and during which time no reprimand or disciplinary action is registered in his personnel file, any previous reprimand or disciplinary action shall be removed from the record, and shall not be considered thereafter for any purpose whatsoever.

E. ACCESS TO FILES

Each employee shall have the right to inspect his own personnel file kept by Employ-Ex.

ARTICLE V

GRIEVANCE PROCEDURE

A. DEFINITION

A grievance is a complaint relating to a violation of this Manual.

B. NO REPRISAL

All employees are assured unobstructed communication with respect to grievances without fear of reprisal.

C. PROCEDURE

Grievances shall be presented and adjusted in accordance with the following procedures.

The employee with a grievance must first discuss the matter with his immediate supervisor, with the objective of resolving the matter informally.

Step 1. In the event the matter is not resolved informally, the problem, stated in writing, shall be submitted in the form of a grievance, to the Executive Director or his designee with a copy to the employee's immediate supervisor, within ten (10) consecutive working days following the act or condition which is the basis of the grievance. After such is submitted, it may be informally discussed with the Executive Director or his designee.

Within five (5) consecutive working days after receiving the grievance, the Executive Director shall state his decision in writing, together with the supporting reasons, and shall furnish one copy to the employee, if any, who lodged the grievance.

Step 2. Within five (5) days after receiving the decision of the Executive Director, the employee may appeal the decision in writing to the Personnel Committee of the Board of Directors of Employ-Ex which shall give the employee an opportunity to be heard within seven (7) days after delivery of the appeal and shall communicate its recommendation in writing, together with the supporting reasons, to the employee within ten (10) days after delivery or hearing of the appeal, whichever is later. If the recommendation is adverse to the decision of the Executive Director, he may either acquiesce in favor of the recommendation, or he may adhere to his original decision.

Step 3. If the employee is dissatisfied with the recommendation of the Personnel Committee, or the final action of the Executive Director, the employee may, within ten (10) days, give notice of intent to submit the dispute to the Employ-Ex Board of Directors for final disposition of his grievance.

D. NO LOSS OF PAY

Discussions and grievances involving the terms of this Manual may be conducted during the normal working day without loss of pay to the employee(s).

E. GRIEVANCES NOT RECORDED

Official grievances filed by any employee under the grievance procedure as outlined in the Manual shall not be placed in the personnel file of the employee; nor shall such grievance become a part of any other file or record which is utilized in the promotion process, nor shall it be used in any recommendation for job placement.

F. FAILURE TO COMMUNICATE

Failure at any step of this procedure of Employ-Ex time limits shall constitute allowance of the grievance as presented. The case will be closed and all records thereof removed from the file(s) of the employee(s) involved.

Failure at any step of this procedure by the aggrieved employee(s) to pursue the grievance within the specified time limits constitute dismissal of the grievance as presented, and a waiver of the right of the aggrieved employee(s) to initiate the grievance again as presented.

G. DAY DEFINED

The time limits herein set forth apply to business days, exclusive of Saturdays, Sundays and holidays.

ARTICLE VI

A. PAY DETERMINATION AND PROCEDURES

1. Pay Policy: Employ-Ex pay scales are established by grant procedure, under the initiative of the Board of Directors and its Executive Director. Wage levels will be comparable to average wages currently paid in the community using Denver Career Service Authority recommendations as a guideline, as funding permits.

2. Work Week: The normal work week is 40 hours and extends from midnight Sunday to midnight the following Sunday. The normal work schedule is from 8:00 a.m. to 5:00 a.m. Monday through Friday with one hour off for lunch except as otherwise authorized by the Executive Director or his designee. Schedules of employees may be varied to meet necessary requirements and conditions and employees may be called on from time-to-time to work beyond regular work hours under special circumstances so designated by the Executive Director.

3. Distribution of Checks: Checks will be distributed through the supervisors, who will be responsible for personally delivering the checks to the employees under their jurisdiction. An employee absent on payday will have his check until he returns, unless other arrangements are made with his supervisor, or with the Employ-Ex Fiscal Officer. In no event may one employee other than a supervisor, pick up another employee's check without presenting written authorization to do so. No provisions are available for advance payments, other than travel advances, without authorization by the Executive Director. No provisions are available for advance payments on time checks.

4. Payroll Deductions: Payroll deductions will be those required by law and those authorized by the employee. These deductions will include, but will not be limited to : Federal Withholding Tax, Social Security and State Withholding Tax.

B. SALARY INCREASES

1. Cost of Living Increase: All salaries and pay scales shall be increased effective January 1, of each year, by the same amount recommended to the Career Service Board by the City Personnel Director, for that fiscal year and adopted by the City. That recommendation, which is generally made in the preceding autumn, will keep all salaries and scales up to the prevailing rates in the community. Such increases are subject to the availability of funds.

2. Merit Pay Increase: As an employee's length of service in his position increases, it is expected that his value in the position will increase. If the employee's value in the position increases, and he consistently meets required standards of performance, recognition is granted the employee by means of an increase in pay. Such an increase shall not exceed 4½% of the employee's salary at the time of the increase up to the maximum designated for his position. Thereafter, he shall only receive cost-of-living.

(a) Eligibility Date: The date on which an employee shall be considered eligible for merit pay increase shall be determined as follows:

1. He shall have completed a three-month probationary period prior to his first increase. This increase shall be limited to 20% total maximum increases in salary over the preceding 12-month period.

2. All subsequent increases shall not occur more frequently than once every 12 months. The time between increases might exceed 12 months, depending upon the employee's Performance Ratings.

(b) Effective Date: The effective date of a merit pay increase shall be not earlier than the beginning of the payroll period following the eligibility date. The personnel action form and attached employee performance report form shall be submitted to the Fiscal Office at least ten (10) calendar days prior to the effective date.

3. Layoffs and Voluntary Terminations: Employ-Ex is not an organization which offers a great degree of security. It is funded annually and is designed to be a relatively short-range program. Employ-Ex will endeavor to provide advance information on any program phase-out which might affect an employee's job. Every effort will be made to secure other employment for personnel who have to be laid off. Layoffs will be determined by length of service and performance ratings.

Employees who plan to terminate voluntarily are asked to provide the immediate supervisor with two weeks notice to allow for adequate replacement.

4. Service Record: A permanent employee's service record becomes effective immediately after completion of his probationary period and dates from the beginning of his last continuous employment.

The service record will be considered unbroken unless he resigns, is discharged for cause, fails to resume work at the expiration of a leave of absence or extension thereof, or he is laid off and not recalled to work within six (6) months.

When an employee is laid off and fails to report within ten (10) days after the date of mailing of a registered letter of recall directed to his last address of record, he is considered to have resigned.

5. Breaks in Service: When an employee terminates his employment with Employ-Ex by choice, and is subsequently rehired, he will not receive service credit for prior employment.

6. Tenure. Every regular employee will normally continue in the service of Employ-Ex provided that he performs satisfactory work and the employment position occupied continues to exist.

7. Termination for Cause: An employee may be terminated at any time for cause. Examples of cause are: (a) convictions of a crime, (b) misconduct on the job, (c) use of liquor, narcotics or hallucinatory drugs on the job, (d) failure to report to work without proper notification of supervisor(s) unless verified emergency situation prohibits, (e) failure to perform work satisfactorily, (f) abuse of safety rules, (g) theft or dishonesty, (h) insubordination, (i) abuse of sick leave, (j) any conduct deterimental to the program.

An employee may be given a verbal or written warning. Verbal warnings should be noted in employee's personnel folder. Supervisors should call warnings to the attention of the Executive Director.

Supervisors may recommend suspension or termination of the employee to the Executive Director. The Executive Director, upon review of the facts and circumstances and application of Employ-Ex policies may determine to terminate the employee, suspend him or return him to work with or without reprimand.

The employee may file an appeal of dismissal within ten (10) working days and ask for a review by the Employ-Ex Board of Directors or a committee appointed by it.

8. Indefinite Suspension: An employee legally charged with committing a felony or misdemeanor involving moral turpitude may be placed on indefinite suspension without pay. If the charges are dismissed or the employee is found not guilty in a court of law, he will be restored to full employment status

with pay for the period of suspension. If the employee is found guilty, he is dismissed by Employ-Ex without pay from the date of suspension.

9. Clearance: Employees, who for any reason other than death, leave the service of Employ-Ex must complete a clearance sheet before receiving a final payroll settlement.

C. TEMPORARY CHANGE OF POSITIONS

Any person placed temporarily in a position with a higher wage scale than that of his regular position shall receive the pay of the position to which he is assigned after a period of ten (10) working days. Should a person, however, be placed in a position with a lower wage scale, he shall receive his regular wages unless such placement results from disciplinary action. Payment of the higher wages shall take effect automatically whenever waivers from the funding agency are not required. Whenever a waiver is required, it shall be requested and the employee shall be advised that he will receive the higher salary only upon authorization from the funding agency.

D. TRAVEL EXPENSE AND PER DIEM ALLOWANCES:

The following forms will be used to account for travel and per diem:

Request and Authorization of Official Travel
Out of Town Expense Statement
Daily Trips Sheet and Monthly Summary

Computation of reimbursable travel expenses will be in accordance with Standardized Government Travel Regulations, as revised March 1, 1965. In general, they are as follows:

1. Travel by personal auto to reimbursement at the rate as allowed by funding agencies.

Reimbursement for out-of-town travel by personal auto will not exceed the tourist air fare. Out-of-town travel by public carrier will be reimbursed at the actual cost incurred. Travel by personal auto will be supported by a Daily Trip Sheet and Monthly Summary approved by the employee's immediate supervisor and certified by both the employee and the supervisor. Travel by public carrier will be supported by a ticket copy or receipt.

2. Per diems vary depending upon whether lodging is included or not, and are only applicable to out-of-town travel:

(a) Current grant guidelines will be used to determine method of per diem pay and specific items to be reimbursed.

3. Expenses incurred for entertainment of others is reimbursable at actual cost incurred. Any personal expenses incurred should be deducted from the receipt obtained since (1) personal expenses for meals are reimbursable through per diems, and (2) Personal expenses for other entertainment are generally not reimbursable. Expenses for entertainment must be approved in advance by the Executive Director or his designeee. The receipt for entertainment must be turned in for reimbursement, showing the deduction for personal costs incurred. Also the following information must be furnished:

(a) Type of entertainment
(b) Date of entertainment
(c) Place of entertainment
(d) Who was entertained (name and title)
(e) Business purpose of entertainment

4. Incidental expenses (taxis, tips, etc.) of a business nature will be reimbursed for actual and reasonable costs incurred, verified by receipt whenever possible.

Out-of-town travel must be approved in advance by the Executive Director or his designee.

Forms properly prepared and approved, should be submitted to the Fiscal Officer for reimbursement. Reimbursement will be made only on the second payday of the month. If a travel advance is needed, it may be obtained by submitting a properly approved "Request and Authorization of Official Travel."

All out-of-town travel and all entertainment shall be recorded on an out-of-town expense sheet. Mileage expense sheets shall be turned in with mileage covered during the previous calendar month. Reimbursement for this mileage shall be paid out the second payday of the month. All mileage which is not submitted on the first of the month as required shall be forfeited.

Personnel returning from travel status, whether on advance travel expense or travel expense to be reimbursed, will turn in to the Fiscal Officer all vouchers, claims and supporting expense documents within one (1) week of return.

ARTICLE VII

WORKING CONDITIONS

A. JOB CLASSIFICATION

1. The duties of each employee shall be contained within his own particular job title set forth in the summary job descriptions.

2. Whenever comparable jobs and classifications exist in the City and County of Denver, these job descriptions and salary scales shall compare competitively in terms of the functions and qualifications expected of the employee.

3. In case of a vacancy which cannot be filled immediately because of procedures outlined in this Manual, responsibilities may be reassigned while a replacement is being recruited.

B. HOURS OF WORK

The normal work week will be Monday through Friday from 8:00 a.m. to 5:00 p.m., with one hour for lunch and 15 minutes in the morning and 15 minutes in the afternoon for rest break, except as otherwise authorized by the Executive Director. Employees may be called upon from time-to-time to work beyond the normal work hours as determined by the Executive Director.

ARTICLE VIII

LEAVE

Leave is any authorized absence during regularly scheduled work hours that has been approved by proper authority. The following types of leave are officially established and shall be in effect.

A. SICK LEAVE

1. Sick leave shall be granted an employee who is unable to work due to illness or injury, or medical, dental or optical diagnosis or treatment, to be accrued at the rate of ten (10) hours per month. It is understood that in the event of extenuating circumstances, Employ-Ex, at the request of the employee, may grant additional leave beyond the amount accrued. Such additional leave would only be compensated to the extent that vacation leave actually accrued might replace it. The period of additional sick leave shall not exceed a period of six (6) months, and its expanation shall be placed in writing.

2. Sick leave shall be credited to regular full-time employees at a rate of ten (10) hours per month of service. It shall be credited as follows for such employees working less than full-time (40 hours per week) over a calendar month.

3. Sick leave with pay may be granted in accordance with the following provisions:

(a) The employee, upon his return to duty, shall submit a leave form.

(b) The employee absent from duty for more than three days must submit on his return a leave form and a medical slip from his attending physician.

(c) The employee or a member of his household shall notify his supervisor within two (2) hours of his usual reporting time of any illness which would prevent his work performance. If the employee fails to notify his supervisor, except in extremely unusual circumstances, there shall be reason for not granting sick leave.

4. There shall be no limit to the amount of sick leave accrued by the employee. If sick leave is unused at the time of terminating the employee shall receive payment, if funding permits, for unused sick leave based on longevity of employment in the corporation; as follows:

up to one year: none
one to two years: 50% of full benefits
two years or more: 100% benefits (not to exceed 240 hours)

Flexibility may be exercised at the discretion of the Executive Director within the framework and up to 240 hour limit. Payments exceeding that limit will require Board approval.

5. An employee may be granted a four-day leave of absence in the event of a death of a husband, wife, mother, father, child, brother or sister. On the occasion of the death of any other relative, including a relative by marriage, an employee may be granted a one-day leave of absence; providing, however, in the case of extenuating circumstances, for a leave of absence not to exceed four days, at the discretion of the executive Director.

B. COURT LEAVE:

An employee who is required to serve as a witness or juror in a Federal, State or Municipal Court, or as a litigant in a case resulting directly from the discharge of his duties as a full-time employee, shall be granted court leave with full pay to serve in that capacity, provided however, that when the employee is testifying in litigation to which he is a party, he shall not be granted court leave but may use vacation leave, or be granted leave without pay for the length of such services.

An employee who is called for witness or jury duty shall exhibit to his supervisor the summons or subpoena from the court.

C. COMPENSATORY LEAVE:

Compensatory time accumulated up to May 1, 1974, must be taken before January 1, 1976. Compensatory time is abolished as of May 1, 1974.

D. OFFICIAL LEAVE:

An employee may be granted official leave with pay for the following purposes: to participate in meetings, institutes, examinations, and other activities directly related to his work.

E. MILITARY TRAINING LEAVE:

Any regular employee shall be granted one fifteen (15) calendar day period of leave and in addition thereto, necessary travel time not to exceed four (4) calendar days for the purpose of attending an annual military training encampment with the United States Government or political subdivision thereof.

If, for that period of leave, the total pay received for the military training exceeds the pay that would be earned by the employee, such leave shall be without pay. If the military pay received is less than the pay he would earn for the period of leave, Employ-Ex shall pay the employee the difference between his military pay and his regular pay.

F. LEAVE WITHOUT PAY POLICY:

Leave of absence without pay for a specified time not to exceed six (6) months may be granted by the Executive Director or his designee to an employee who is a permanent staff member for good and sufficient cause, and may be extended beyond six (6) months. An employee returning from a leave of absence without pay retains the seniority status attained prior to his taking leave.

Leave without pay shall be subject to the following provisions:

1. At the expiration of leave without pay, the employee shall have the opportunity to bid for any job opening in the agency for which he is qualified.

2. Vacation and sick leave credits shall not be earned during leave without pay.

3. An employee on leave without pay shall notify Employ-Ex in writing two weeks prior to his anticipated return indicating that he wishes to apply for any job openings for which he might be qualified.

Employ-Ex shall promptly advise the employee of all openings which are available.

If the employee desires to terminate his leave of absence at an earlier date than initially anticipated, he shall have the option of notifying Employ-Ex of such intent to apply for a position, at that time.

Failure of the employee to notify Employ-Ex two (2) weeks prior to the expiration of the leave of absence of his intention to return, shall be considered a resignation.

G. MATERNITY LEAVE:

A female employee who has achieved permanent status may be granted a leave of absence without pay due to pregnancy. The leave will not exceed 60 days after the birth of the child. Such leave will begin after all vacation time, sick leave and compensatory time have been exhausted. The supervisor may request that the employee take maternity leave if her condition appears to be affecting her efficiency. If the employee refuses this request, the supervisor can require assignment to an available job upon return to work will be at the discretion of the division head. No guarantee can be given that she can return to the same job or position from which she took leave.

H. ADMINISTRATIVE LEAVE:

A permanent employee may request or be placed on administrative leave without pay under certain conditions that may be determined by the Executive Director. During this leave period the employee relinquishes his rights to promotion or transfer within the organization. Notification of leave or return form leave must be given 10 days prior to the effective date.

I. SPECIAL LEAVE:

The Executive Director may, at his discretion, grant special leave to permanent employees to perform other duties that he deems to be of sufficient importance and value to the community and/or Employ-Ex. These leaves may be with or without pay depending upon the circumstances involved.

J. PROCEDURE FOR REQUESTING LEAVE:

For all leaves except sick leave, a written request indicating the kind of leave, duration, and dates of departure and return must be approved prior to the taking of the leave. In the case of sick leave, the form authorizing the leave shall be completed and submitted for approval immediately upon the employee's return to duty. Unless an absence is substantiated by an Authorization for Leave and approved by the supervisor, an employee shall not be paid for any absence from scheduled work hours.

K. OVERTIME:

Time exceeding 40 hours per week is considered overtime. All overtime must have the advance approval of the Executive Director. Any overtime worked must be either used in the same week incurred or compensated in cash at the rate of time and one half the regular straight time hourly rate. Overtime applies to all employees except those whose salary is $10,416 or more per year.

ARTICLE IX

VACATIONS AND HOLIDAYS

A. VACATIONS

Regular full-time employees shall accrue vacation leave at a rate of ten (10) hours per month. They shall not be eligible to take vacation leave until they have completed six (6) months of satisfactory service. However, in case of an emergency during the first six (6) months of employment, leave may be granted by Employ-Ex and charged against vacation leave.

For a calendar month in which such employees are paid for less than the full standard hours (40 hours per week) including paid leave, vacation leave shall be credited as follows:

TOTAL HOURS WORKED IN ONE MONTH	ACCRUED VACATION LEAVE (HOURS)
150-180	10
120-149	8
90-119	6
60-89	4
30-59	2
LESS THAN 30	0

The maximum number of hour of vaction leave which an employee shall be allowed to accrue is 200. All vacation leave in excess of 200 hours shall be forfeited. Employees will be encouraged to take a vacation every year.

Requests for vacation shall be submitted to and approved by the Executive Director or his designee at least thirty (30) days in advance.

If vacation leave is unused at the time of termination, the employee shall receive pay of this time, provided he has completed six months of service in Employ-Ex, Inc.

B. HOLIDAYS:

The following holidays will be observed by Employ-Ex:

1. New Year's Day (January 1)
2. Washington's Birthday (February 22)
3. Memorial Day (May 30)
4. Independence Day (July 4)
5. Labor Day (First Monday in September)
6. General Election Day (Tuesday following the first Monday in November in even-numbered years).
7. Veteran's Day (November 11)

8. Thanksgiving Day
9. Christmas Day (December 25)

For a week in which a holiday occurs on a Saturday, the Friday preceding the holiday shall be observed. When a holiday falls on a Sunday, it shall be observed on Monday.

Should a holiday fall during the employee's vacation, an additional day's vacation will be due and may be taken in conjunction with the regular vacation. Any work performed on these holidays shall be at the overtime rate.

Religious or other holidays not observed by Employ-Ex may be granted in accordance with the rule governing leave.

ARTICLE X

HEALTH BENEFITS

Group Medical Insurance. Employ-Ex agrees to pay on behalf of each employee an amount agreed upon by the funding agency during the grant in effect to apply to the cost of Comprehensive Health Family plan.

In the event that an employee has outside medical coverage with the same company that sponsors the Employ-Ex group plan, he will be reimbursed the full amount of the health insurance benefit. An employee that has outside coverage with a company other than sponsors the Employ-Ex group plan will be reimbursed the amount of the health insurance benefit less 25%.

EMPLOY-EX SOURCE BOOK

OBTAINING PROGRAM FUNDS

GROUP IV

Section E

Obtaining Program Funds

Typically, the first thing done toward getting a grant is to write the proposal. We found this to be a mistake--a good way to waste time barking up the wrong tree. While we don't claim a panacea for getting grant monies, we've learned that following these steps can increase the likelihood of funding, and ensure greater economy of effort:

1. Unfortunately, getting a program funded depends a great deal on being in the right place at the right time. The more contacts made in the community--particularly the criminal justice community--the greater one's chance of being in that right place and time. Through efforts to enlist community support, one can--at the same time--test the feasibility of an idea's succeeding in the community. If responses are consistently negative, here's a good time to find out why, and whether the negatives can be modified to win support.

Who is the leadership in the community? Who most affects what happens to the target population you wish to serve? Is there a demonstrated need for the type of program you propose? Employ-Ex established working relationships with parole, probation, institutions, the court system, law enforcement, the Chamber of Commerce, the local office of the National Alliance of Businessmen, labor, welfare and other social service agencies. While others followed, e.g. vocational and educational institutions, the above were basic to the enlisting of community support in the Denver metropolitan area.

2. Only after the community's temperature was taken, and supportiveness assured, are funding sources looked at. The Law Enforcement Assistance

Administration (LEAA) is probably the most likely source of initial funding for this kind of program. The Department of Labor's Comprehensive Employment and Training Act (CETA) is another, having a national capability for, and emphasis on, ex-offender employment. Unlike LEAA, which generally requires 10% local match money, CETA doesn't always require match monies. Foundations are seldom as accessible as government agencies but should not therefore be overlooked since location could have something to do with the success or failure of gaining foundation support. The foundation is perhaps more likely to fund a demonstration--one-shot, short-term--project. (The disadvantage of this is the damage done in raising the expectations of the target population, only to shut down after the year is up, and disillusion many people. In this case, attempts should be made to institute such a program in an existing agency.) After examining all the possibilities, including some others you may be aware of, one or two sources may be selected as possible funding sources.

3. Read the guidelines carefully of those agencies from which funds will be sought, to learn whether match monies are required, and their reporting requirements. While LEAA and other government agencies have been criticized for the many stipulations attached to grant monies, we have had few problems with LEAA and a great deal of management flexibility. Indeed, accountability requirements are as helpful to the project as they are to the funding agency, since they force the project to spend wisely and innovatively to bring the desired results. Accountability is a valuable part of the check-and-balance system that keeps the objectives ever in sight.

4. Keeping guidelines in mind, we next write an idea piece, a brief summary of what we hope to accomplish.

The idea piece should take no more than 3 to 5 double-spaced pages, and should represent a 12-month program.

5. Submit the idea piece to either the funding source or--if match money is required--to that agency from whom you are soliciting the match. The best place to get match is from the institution from whom you hope to get permanent future funding after grant funds are withdrawn. If, for example, most of the target population consists of parolees, the parent parole agency (varying from state to state) would be the logical source of match monies.

6. If the idea piece meets with favorable response, consult with the source about a proposal, and write the proposal based on information emerging from consultation, making sure all points of disagreement are negotiated as the proposal is being written. This close coordination avoids wasted time and delay in submission. The proposal should satisfy all requirements of both grantor and grantee.

7. Once match monies are assured, the proposal may be submitted to the federal funding agency, making sure all interested agencies are kept abreast of developments through copies of either the summary or full proposal.

8. The first year of funding may be considered the demonstration year, when the project is on trial. All activities are geared to demonstration of project capability to meet its goals and objectives.

9. Continuation depends on how successfully activities are documented. Be certain to utilize simplified reporting methods.

10. Once grant continuation is assured, the focus of all activities is shifted toward anchoring these services to the system, while expanding the quantity of services and refining service delivery. Since grant funds have a time limitation, it is necessary that every effort is made at this point, to make community-based services an integral part of the corrections scene. When the services fill a community need (when the project does what it has contracted to do), project credibility and integration into the criminal justice system becomes a reality. This, and good documentation assures, more than anything, a permanent place in the community.

At this point, Employ-Ex is at Step No. 9. Operating with three different continuation funding sources, the project is engaged in the fiscal nightmare known as multi-funding. When regulations forbid commingling of funds, the additional fiscal time must be built into each grant. Of course, overhead costs shared between grants, and the direct program and fiscal benefits which emerge from common objectives among varied grants, can be worthwhile. At one time, for example, we were able to meet the "bare bones" requirement by designing two proposals simultaneously and dividing personnel time, giving two grants half of a full-time job developer. A 20% -plus overhead allowance is, we believe, justifiable where many indirect services have a direct impact on participant services. For example, a speaking engagement by project management at a businessman's luncheon is, in effect, job development, and needs to be recognized as such.

11. Community-based corrections is still a novel approach to many legislators and State personnel. Political considerations and the hard-line approach emanating from a frightened citizenry cannot be ignored or argued away. Our approach is low-key, non-argumentative and non-judgmental.

We provide facts rather than guesses, and continue to focus on growth rather than survival, knowing survival will depend in large part on the continued development and refinement of the program.