THE NOSR PROCESS FOR PROGRAM DEVELOPMENT

YOUTH WORK EXPERIENCE APPLICATION

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1 Formation of the Councils

44992

National Office for Social Responsibility

NATIONAL OFFICE FOR SOCIAL RESPONSIBILITY

LIST OF ABBREVIATIONS

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

Series Editor: William W. Keller
Senior Consultant: Margaret L. Rogers
Technical Assistance: Rudi A. Leonardi
Consultants: Linda Greenberg, *Ph.D.*
Linda W. Gruber

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GUIDE 5: WORK STATION CLUSTERS AND CLASSROOM MODULES

NATIONAL OFFICE FOR SOCIAL RESPONSIBILITY

Arlington San Francisco 1976

GUIDE 5: WORK STATION CLUSTERS AND CLASSROOM MODULES

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WORK STATION CLUSTER DEVELOPMENT
CETA Regulations

In developing work stations, it is necessary to keep in mind official guidelines, especially the new work experience guidelines for CETA which appeared in the federal regulations of June 25, 1976.

- Work experience time limits:
  These new regulations strongly encourage a limit of 90 days as a "reasonable length of time" for full-time experience assignment. If a program calls for work experience assignments with a duration extending beyond the regulations' guidelines for "a reasonable length of time," it would be prudent to obtain prior approval from the regional office of the Department of Labor.

- Job-ready Individuals:
  The regulations also stipulate that participation in work experience is inappropriate for unemployed individuals who are job-ready, so Program operators should exercise caution in employing this type of individual in work experience. If an individual participating in Work Experience III seems to have previously acquired skills and good work habits, transfer him or her to a classroom training activity. Placement in subsidized or unsubsidized employment would also be appropriate. It is important to review periodically the youth's progress in the work experience assignment in order to avoid stagnation on the job and to free the funds for new participants. Substitution of work experience for public service employment is prohibited.

- Political Activities Prohibited:
  The regulation also prohibits CETA participants from being employed in positions involving political ac-

tivities. Work experience in the office of the mayor or county supervisor may be extremely educational, but it is prohibited by law unless it can be demonstrated that the activities in which the participant is employed are purely nonpolitical. If you are not sure which activities are to be considered political in a specific case, it is safest to contact the appropriate Department of Labor representative.

- Local CETA Regulations:
  The Program will also be subject to any restrictions which may have been imposed by the local Manpower Advisory Council or the Fair Labor Standards Act—Child Labor Provision. In considering possible work stations and assignments, as well as potential participants, Program planners will need to assure that their plans do not conflict with local manpower policy. If, for example, the Council has restricted participation in Title I programs to the disadvantaged, or if it has imposed restrictions on the number of slots which can be allocated to certain public agencies, the youth program would naturally be subject to such restrictions. The Manpower Advisory Council may also have certain policies restricting the training of individuals for jobs for which unsubsidized employment exists only outside the local jurisdiction, in which case a waiver of the policy may be necessary.

- Work Sites Restricted to Nonprofits:
  CETA regulations restrict stations for work experience participants to public and private nonprofit agencies. Within these parameters, work stations will be developed in accordance with local resources and the needs of the client population.

Developing Work Stations —Basic Orientation

Many prime sponsors traditionally have developed work sites during the early stages of a program and then recruited participants who are interested in filling the slots. The National Office for Social Responsibility Youth Work Experience Program, on the contrary, calls for the development of work stations simultaneous with the final selection of participants in order to increase the liklihood of a suitable match of work station and work assignments with the participant's individual goals.

The work experience component of the NOSR Youth Work Experience Program is designed to reduce alienation by providing the youths with access to socially desirable occupational roles.

Unlike many work experience components, clients are not assigned to work stations: rather, their expressed interests are paired with the needs of the potential station. The youth then interviews with the work station supervisor in a process that mirrors the real job world as closely as possible in order the prepare the youth for later encounters with the job market. No client should be forced to accept any work station, and conversely, no station is expected to hire a client who is deemed inacceptable.

This last point has proved to be a significant selling advantage in developing work sites. Potential supervisors are more apt to participate in hiring Program youth if they have the final decision on whether or not to hire. Moreover, this strategy creates a sense of involvement for the work station. By agreeing to hire a participant of his own free choice, the supervisor tends to gain a sense of commitment to the success of the youth's participation at the site.

There is a built-in hazard inherent in using this real world simulation approach. It will be found that certain youths consistently make a negative first impression. Accordingly, in order to avoid setting up youths for repeated failure, specific stations should be developed for rejectees. Fortunately, most clients will be accommodated by this initial procedure and only a few individually tailored sites will have to be developed.

Matching Client Interest with Work Station Clusters

In selecting work station cluster areas, the specified interests of the Program clients should be taken in account. Work station areas should be developed around the expressed occupational interests and goals of the clients. These intersts and goals are gathered from the following sources:

- the application form
- the initial interview
- the Impact Scales
- counselor/client discussion
- values clarification exercise

When the interests of the clients have been tabulated, it will be found that they fall into a number of general areas. For example, the total client sample might cluster in the medical and clerical work areas and in skill training. But suppose that the largest number of clients have expressed interest in the medical field. In that case, the Program staff would concentrate on developing a cluster of work stations in that area.

A synopsis of the above procedure is presented below:

1. Identify career interests of the client.
2. Establish occupational lists around which to develop work station clusters.
3. Analyze labor market data in relation to the above.
4. Contact potential work sites.

5. Obtain work site agreements.
6. Match individual clients with individual sites.
7. Have clients interview with stations.
8. Develop specific stations for rejectee clients.
9. Monitor stations.

Perhaps the most salient advantage of the strategy of developing work station clusters tailored to client interest and goals is that by participating in the selection of his work station, the participant gains a sense of ownership in the Work Experience Process. The feeling that the job is something over which he has had some control, rather than something which is imposed upon him, will tend to increase the youth's sense of belonging and his sense of potency.

Contacting Work Stations

After participants' needs and goals have been examined, the next step will be to contact potential work stations. A great deal of time can be saved if the person responsible for establishing the first contact is familiar with the potential station, so the agency should be thoroughly researched. Federal, state, and local governmental agencies can provide materials describing their policies, the types of work they do, and their personnel procedures. Libraries have directories describing the policies and activities of nonprofit organizations. The best access route to public agencies is through the personnel department.

After the position and name of the appropriate individual have been obtained, the executive director or his assistant should request a personal interview. For this interview the director should be prepared to explain the purpose of the Program and if possible to leave written explanatory materials. These can be passed along to the persons who may be involved in the final decision of whether to participate as a work station.

Interviewing Work Stations

In the interview, the work station developer should:

- state the exact needs of the Program
- explain in detail how the work experience component fits into the overall Program strategy
- describe what benefits are expected to accrue the youth and the community
- describe the benefits rebounding to the agency
- explain specifically what reporting requirements will be expected and the statutory restrictions which will be imposed

The benefits described should offset the additional time required to supervise the youth, many of whom will never have held a job before. Clear descriptions of reporting requirements will help overcome agency reluctance to become involved with Federal manpower programs because of the copious paper work these programs often bring with them.

If the agency expresses an interest in providing work stations, the work station developer should try to obtain permission to contact other individuals in the agency, specifically those who are closely related to the potential work stations. If he can manage to meet with those people, then the development of actual jobs can begin.

After the initial interview, whether or not subsequent interviews have been scheduled, the Program director should follow up with a letter or phone call encouraging potential suppliers of work stations to maintain an interest in the youth Program and to request any additional information they desire.

Agreements with Work Stations

When a participant or group of participants is found for a particular work station, the Program director will negotiate an agreement with the host agency. Before entering into a formal agreement, both parties should concur on what services the station will provide and what services it will not provide. There may be room for negotiation on some of these services. The Program director should also reiterate what services will be provided to the agency. The formal agreement should stipulate

- how many slots will be provided
- in which occupations these slots will be
- the hours the station will employ Program participants
- the work to be performed
- the names of the responsible agency offical and the work station supervisor

If time permits, it is a good idea to have a Program staff member visit the work station prior to the signing of an agreement.

The agreement might also contain job descriptions for all of the slots. The descriptions should be fairly detailed in their definition of

- duties to be undertaken
- special qualifications necessary to perform the work
- performance expectations

All of these should be defined, if possible, to create standards against which the progress of the participants can be assessed.

Formal Letter of Understanding

A portion of the agreement should consist of a letter of understanding summarizing the Program responsibilities of both the work station and the Program staff. This would include such items as:

- the process by which the applicants will be interviewed and selected:
    1. number of applicants to be interviewed
    2. the individual responsible for selection
- payroll procedures and reporting requirements

- assurances that the work station will comply with CETA regulations, the Fair Labor Standards Act, and any other applicable statutes
- a statement prohibiting any sectarian activity by the Program participants, if the work site is housed on the premises of a religious institution

Work Station Procedures

Following the development of the specific work station agreements, the supervisor involved should be given a mini-manual detailing the procedures to be used by the work stations concerning

- time and attendance records
- what to do in case of an accident involving a Program participant
- submission of performance evaluation reports
- some tips on supervising the kinds of youth who will be participating in the Program

A group or individual orientation session for all prospective work station supervisors would be helpful before the start of the Program in order to cover all the mechanical details which are included in the mini-manual for supervisors, and to answer any questions that might arise. Additional meetings of work station supervisors should be held periodically so that problems can be addressed, questions answered, and experiences shared.

Pre-Employment Client-Counselor Interview

After the client and a work station have mutually accepted one another, the client should schedule an interview with his counselor to discuss fully what the client needs or wants to know about

- the responsibilities of the job
- the hours of work
- the location of the job
- the appropriate modes of dress and behavior for the position
- the working conditions
- salary
- the immediate supervisor

These areas should be dealt with fully at this time before the work experience begins in order to clear up any misunderstandings. The youth should know exactly when, where, and to whom to report for the start of the work experience.

Monitoring Work Stations

A key responsibility of the Program staff in ensuring the success of the work experience component is the periodic monitoring of the work sites. The staff should draw up a monitoring format which will detail the aspects to be monitored, the frequency of monitoring, and the mechanics for carrying it out.

One aspect of the monitoring will be to determine compliance with

- the work experience agreement
- Program procedures requiring time and attendance record-keeping
- the agreed-upon job description

The other major aspect of the work site monitoring should deal with the quality of the work experience being received. This aspect would include

- an examination of the effectiveness of the supervisor
- a review of the work products of the Program participant

- interviews with both the participant and the supervisor to obtain their evaluations of each other and of the suitability of the work site.

Employing agencies should be notified of the frequency with which they will be reviewed and of the aspects which will be looked at. They should also be told if they will be subject to unscheduled reviews or spot checks.

In general, arrangements for the monitoring should be made by the responsible Program staffer with the contact person identified by the employing agency. In case of problems arising on the part of either the participant or the employing agency, provision must be made by the Program for on-the-spot troubleshooting. Probably the counselor assigned to the youth is the best point of contact in case of problem situations.

CLASSROOM MODULES

Basic Orientation

An integral part of the Youth Development Strategy is the access of youth the socially desirable roles, in particular, those of the worker and student. Consequently, the inclusion of classroom components in the Youth Work Experience Program is essential to carrying out the overall strategy. Although many of the participants may have had previous failures in school, this component is designed to renew their access to education and work by tailoring a program relevant to expected career opportunities and designed to fill the gaps in each individual's skill development. The classroom/education component emphasizes the interdependence of education and occupation.

The three NOSR classroom modules are geared to provide Program clients with an opportunity to investigate work experience options in the local community. The classroom training curriculum should include information on the world of work, necessary remedial education and training tailored to the needs of the individual client, and other skill development relating to specific work experience. The classroom should cover participant needs for academic, vocational, and personal skill development. With the exception of Classroom I, all classroom training should be accomplished through or in specific agreement with accredited educational institutions and organizations. Classroom I, which may or may not be accredited, is directed by Program staff and volunteers.

Classrooms I, II, and III

The actual division of hours allocated to the different classrooms is negotiated between client and counselor. Accordingly, participants might spend twice as much time in Classroom I as in Classroom II and might never reach Classroom III. The progression through the classrooms is a function of the needs, goals, and interests of individual clients. Specific classroom components are defined as follows:

- *Classroom I:* This unit envolves the Team Meeting concept. Each tem includes not more than twenty-five participants who largely determine the specific directions in the classroom will take. In general, the module will concentrate in pre-employment activities such as

    - resume writing
    - job interviewing
    - proper dress
    - self development
    - survival training
    - work-related activities
    - community information
    - field trips
    - career exploration

- *Classroom II:* This unit addresses gaps or requirements necessary to accomplish educational objectives. The focus is to identify and provide immediate attention and classroom instruction for pressing academic needs such as
  - basic education
  - GED preparation
  - remedial assistance
  - vocational training
  - meeting high school diploma requirements

In Classroom II, client students may take classes at educational institutions or community organizations, and may study with tutors both to overcome language barriers and/or to pass courses necessary for attaining a specific degree.

- *Classroom III:* The specific activity of this unit is to provide vocational skills and advanced skill training as it specifically relates to the career goals expressed by the Program clients. It builds upon the skills and knowledge acquired in the previous classrooms. For example, if the client's expressed interest is in the medical field, chemistry and/or first aid courses would be appropriate. For those clients seriously interested in a field such as data processing, some Classroom III training is available through work stations.

Specific Training Concentrations

First, determine the kinds of training needed. To some extent, this is based on what has been established in concert with the Community Council. If it has been agreed, for instance, that advancement of overall reading ability to a certain level is an objective of the Program, then remedial classes and private tutoring may be required. The characteristics profile of the projected client group also offers necessary training information—e.g., number of dropouts, preponderance of non-English speaking clients, average achievement levels of should district, etc. The available shortage occupation projections should similarly indicate possible skill training courses to be offered.

Finding Courses for the Program

After listing the kinds of courses necessary to match participant goals, interests, and needs, Program staff should review the data on local resources that was amassed in the data collection phase of the Program to determine the kinds of training readily available and how much it will cost. Most of the academic courses should be available through the local schools at no charge. Specialized skill training is likely to be harder to find and also may only be available for a fee. Its extent and feasibility will have to be assessed on a local basis. The responsible staff person should determine whether the purveyor will have difficulties in dealing with the specific client age range. In locating skill training courses, Program staff should:

- approach the CETA prime sponsor concerning the kinds of classroom skill training being offered to CETA participants. It may be possible to buy into some of these courses at a reasonable rate.
- A similar check should be made with the local Work Incentive Program (WIN) operator (through the State Employment Service office), if there is a WIN program in the community. These operators of employment and training programs will also have information on classes being offered through vocational education. They should also have evaluations of the courses and Program data on costs and success rates.

Private training institutions are yet another source to explore, although they may be much more expensive since they are profit-making ventures. Before dealing with a private school, ascertain

- the legal accreditation
- previous experience with the relevant client population
- success rate in terms of course completion and job placement
- ability to meet specific Program requirements

Various kinds of classes might also be available through such sources as the Boy Scouts, the YMCA, and the Red Cross. And the option of offering courses in-house, with Program staff serving as course developers and instructors, is always available. After deciding what courses to offer and through whom to offer them, the staff should find out how to ensure the availability of the teaching institution. What kind of agreements are necessary? Is a contact necessary? When dealing with the public schools, for example, a thorough understanding of the internal structure of the relevant school system and all bases which must be touched will help ensure that Program youths are placed in appropriate settings.

Other matters to consider include whether each class is accessible to the participants, whether the times the class can be offered are convenient, and whether the class fits into the general Program flow.

Mounting the Classroom/Education Component

The ideal way to get this component off the ground would be to appoint an educational coordinator with responsibility for

- planning the component
- designing the curricula, if necessary
- developing linkages
- developing the mechanisms of referral and access

If appointing such a coordinator is not feasible, most of the developmental and linkage-building work will have to be done by a staff person, with counselors subsequently taking over on the referral and access portions. Their more intimate knowledge of the participants may actually make them better suited to performing this function than an overall coordinator.

If a youth is to receive a grade and/or credit for taking a course, then Program staff must ensure that any applicable educational codes are met, and that credits from the training institutions are generally recognized in the outside world. To forestall any problems, the Program definitely should involve an educator in the early phases of mounting the classroom component. An educator's input into the early planning could prove invaluable, and this resource should be readily available from either the TRC or Advisory Committee.

The Enrollee Contract

Each client is given a "bank account" of hours when he or she is selected for the Program. The number of hours in the bank account is the maximum number for which the client can be paid. The client, with the guidance of the counselor, works out the actual number of hours in the account and how they will be divided between work experience and the three classroom components of the Program. The client may use as few or as many of the hours as he or she likes, but is paid only for the hours worked, and they must be recorded by the counselor. The client must verify and agree to this as part of his or her contract. Care should be taken to inform Program participants that they cannot exceed the maximum number of participation hours, and will be paid only for the number of hours they actually use. (For a full discussion of the Enrollee Contract and a sample contract, see Guide 8.)

APPENDIX A: SAMPLE LETTER OF UNDERSTANDING

In an effort to clarify procedures and responsibilities, this letter shall constitute a Letter of Understanding between your Organization and the Youth Work Experience Program. The Youth Work Experience Program has been extended for a six-month period and will provide 200 delinquent and pre-delinquent youth with a six-month (total of 400 hours) paid participation period designed to enhance and increase their ultimate employability. The 400 hours of participation are divided to enable a youth to spend 220 hours in actual work experience, progressing from general to specific application of skills and responsibilities. The balance of 180 hours are applied to classroom training. In order that participants in the Youth Work Experience Program may have an opportunity to engage in meaningful work related to their interest and career/occupational interests, the Program has asked you to assist us in the work experience process.

The YWEP defines work experience in the following manner:

A. WORK EXPERIENCE I: A general experience designed to acquaint youth with the world of work and the structure and scope of your organization. Initial application of skills and assumption of responsibilities begins. This phase should cover approximately 70 hours.
B. WORK EXPERIENCE II: At this point, the youth should be developing at an intermediate level in both attitude and general productivity. A test of this might be that the youth is able to function more independently and with less supervision (approximately 70 hours at this level).
C. WORK EXPERIENCE III: Reflects a level of performance, application of skill, and assumed responsibility which is expected for any entry-level employee. This does not mean that continued supervion or on-site trainng is not required, but that it should be viewed as what might be necessary for any employee to function adequately within the organization (approximately 80 hours at this level).

In providing a work station for an YWEP participant, it is the expectation of the Program that your organization will provide the following:

A. work experience which will encourage and facilitate trade exposure, skill acquisition, and/or career development
B. ongoing supervision on a one-to-one basis whenever possible
C. exposure and training regarding the organization's functions and purposes, and whenever possible, incorporation of the youth into staff structure, in-service training and staff meetings.

D. to record on YWEP time cards and verify by signature *actual* hours worked per day. It will be of great assistance if supervisors will make a point to validate time on Friday of each week.
E. willingness to discuss with YWEP staff and students the progress of the participant in the work station setting, and willingness to prepare periodic written evaluation of performance on the forms submitted to supervisors by YWEP staff.
F. willingness to assist the participant in achieving the three levels of work experience, as defined previously, through addition of tasks, responsibilities, or recongition of performance as possible with the work station setting.

To assist work stations in their tasks, YWEP will provide the following:
A. the opportunity to interview a number of youth and to select the individual they feel has the potential to learn and serve the organization within the job description filed with YWEP
B. payment of the participants ($2.30 an hour) for the actual hours worked, unless there has been a mutual agreement by all parties that some hours are being volunteered by the youth
C. coverage of youth under Workmen's Compensation and public liability/property damage insurance
D. requested or casual monitoring of the work site to determine problem areas or to provide assistance supervisors may wish, in order to facilitate working relationships
E. support of the counseling staff of YWEP to resolve or negotiate differences which may occur at work station
F. the guarantee of YWEP that if negotiation or resolution of difficulties cannot be achieved, YWEP will take steps to remove youth from the station
G. Periodic meetings to assist work station supervisors gain a better understanding of the Program and to share their concerns with staff and other supervisors

To give an opportunity to review this agreement and to answer any questions you may have, YWEP invites you to attend a meeting at 1440 Broadway, Room 308 at 2:00 p.m., March 2, 1976. I would urge you to bring to that meeting any concerns or questions regarding policy and procedures you may have. Further, this will afford the opportunity to meet more of the staff. However, if you have questions at any time, please feel free to contact me, the Director or any other member of the staff by calling 451-8717.

Let me thank you for your cooperation and participation in the Youth Work Experience Program. It is your support which may well enable a young person to gain access to a future.

APPENDIX B: SAMPLE JOB ORDER FORM

(Please complete separate form for each job description being submitted)

Agency Name: ____
Address: ______________________________ Phone No. ______________
Contact person: __________________________ Supervisor ______________
Job Title: ________________ Occupational Classification ______________
Typical duties to be performed: ______________________________________
____
____
____

No. of slots for this description ____________________________________
Hours work may be performed ______________________________________
Maximum number of hours per week for this job ______________________
Minimum number of hours per week for this job ______________________
Special requirements or qualifications needed to perform job ____________
____
____
____

Status of Station: ____________________________ Gov't ______________
Private, nonprofit, please show IRS status ____________________________
If unincorporated or community based, show funding source ______________
____

The above information is _____ , is not _____ subject to negotiation.
This station agrees to conform to Fair employment practice and Fair labor standards. No student will work more than 40 hours per week nor more than six days per week, nor before 5 A.M. or after 10 P.M. in the evening. It is understood YWEP will hold the work permit on students employed, will pay students for actual hours worked and verified by this station, and does provide Workman's Compensation for all students employed.

Signed ______________________________________ Date ______________

APPENDIX C: SAMPLE CLIENT INTRODUCTION FORM

This will introduce ______________________________ to
Your agency ______________________________
Agency Address ______________________________
Who has an appointment with ______________________________
Interview date and time ______________________________
This applicant has the following hours available for a work station assignment ______
____
Occupational interest of applicant (career goal) ______________________________
Special talents or considerations ______________________________.
This applicant is applying for the position you have listed with us as ______
____
Team meeting time and day ______________________________
Classroom hours (school) ______________________________
YWEP Counselor's name ______________________________
Entry date ______________________________
Expected Exit date ______________________________
Hours remaining in work experience __________ Work experience category ______
____

Please indicate the following and return to YWEP

1. Hired ☐ yes ☐ no
   If no, please indicate the reason ______________________________
   ____
2. Starting date of work station ______________________________
3. Work station supervisor's name ______________________________
   Telephone number ______________________________
4. Hours & days agreed upon for work assignment ______________________________
   ____

Signed ______________________________ Date ______________
Agency ______________________________

APPENDIX D: SAMPLE WORK SITE QUESTIONNAIRE

Name of Agency ____________________
Address ____________________
Contact person ____________________
Alternate Contact ____________________
Is Contact or Alternate directly supervising work experience? ☐ yes ☐ no
If no, or if others involved, please list names of key supervisors, department, and phone number.

Supervisor's name Dept. Phone no. ext.
1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Maximum number of students who can be placed ____________________
Can these students enter at any time? ☐ yes ☐ no
If no, what is the latest date that referral to slot can be made? ____________________
Student should be referred to contact ____________________
or supervisor ____________________ for interview.
Please list possible hours for interview ____________________
Station will inform YWEP work monitor if student is hired within ☐ 24 hrs. ☐ 48 hrs. ☐ 72 hrs. ☐ or after all candidates interviewed (not to exceed one week).

Please check the following information regarding actual experience available:

Experience	Yes	No	Negotiable	Comment (incl. no. of hrs.)
A. Classroom-Experience-Vocational				
1. Written & verbal orientation to work station				
2. In-service training on continuing basis				
3. Academic training scheduled on site or mandated as part of work experience				

Experience	Yes	No	Negotiable	Comment (incl. no. of hrs.)
4. Participation in staff meetings				
5. Regularly scheduled supervisory conferences				
6. Other (specify) (Use negotiable space to reply)				
B. Job Classification				
1. Paraprofessional				
2. Professional aide				
3. Craftsman (specify)				
4. Tradesman (specify)				
5. Labor - unskilled				
6. Other (specify)				
C. Work Experience Classification				
1. Career exploration (WORK I)				
2. Introductory Work experience (work habit, general unskilled) (WORK I)				
3. One skill application and some independent work (WORK II)				
4. More than one skill or entry level performance required (WORK III)				
D. Student/Supervisor Ratio				
1. One to one				
2. One to two				
3. One to three				
4. Other				

(cont.)

Experience	Yes	No	Negotiable	Comment (incl. no. of hrs.)
E. Work Station Requirements				
1. Special requirement needed (A) supplied by station (B) need program to supply				
2. Designated work space for student. If not, give reason				
3. Dress requirements (specify)				
F. Hours Available for Student to Work				
1. A.M. only (list hrs.)				
2. P.M. (list hrs.)				
3. 3:30-5:30 P.M.				
4. Early evening (list hrs. but not after 10 P.M.)				
5. Saturdays (list hours)				
G. Work Station Administration				
1. Maintain back-up time records on students				
2. Will provide detailed job description				
3. Perform regular evaluation of student				
4. Discuss evaluation with student				
5. Maintain accident records and report promptly to YWEP				
6. In the event of supervisor's absence, an alternate will be designated				

(cont.)

Experience	Yes	No	Negotiable	Comment (incl. no. of hrs.)
7. Advise YWEP one week prior to requesting student termination from station				
8. Maintain contact with YWEP staff to work out problems				
9. Permit YWEP work monitor to visit and review work site				
H. Employment				
1. Student successfully completing will be considered for part-time employment at stations' expense				
2. Student successfully completing will be considered for full-time permanent employment				
3. Station will refer for intern or work study programs				

APPENDIX E: SAMPLE WORK STATION IDENTIFICATION FORM

Employer's name ______________________________

Address ______________________ Phone ____________

Contact person ______________________________

Supervisor's name ______________________________

No. of positions available ______________________________

____

Actual work hours ______________________________

Date job starts ______________________________

No. of people for interviews ______________________________

____

Dates and hours for interviews ______________________________

____

JOB DESCRIPTIONS:

____

National Office
for Social Responsibility

1901 N. Moore St., Arlington, VA 22209 (703) 558-4545
180 Lombard St., San Francisco, CA 94111 (415) 398-7300

END