THE NOSR PROCESS
FOR PROGRAM DEVELOPMENT

YOUTH WORK EXPERIENCE APPLICATION

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3 Planning Program Design Through Staff Training

2 Staff Selection

Formation of the Councils

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

GUIDE 9:
MONITORING
PLACEMENT AND FOLLOW-UP
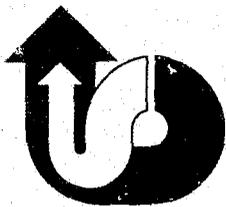
NATIONAL OFFICE FOR SOCIAL RESPONSIBILITY

Arlington　　　　　San Francisco　　　　　1976

GUIDE 9:
MONITORING
PLACEMENT AND FOLLOW-UP

MONITORING

PLACEMENT AND FOLLOW-UP

MONITORING
Introduction

Under CETA regulations, monitoring is a series of activities designed to check for and maintain compliance with the contract as required by the Department of Labor and by the local prime sponsor. Ordinarily, monitoring will require the establishment of a Management Information System (MIS) to insure a continuous flow of relevant information which can be objectively analyzed for contract compliance. It is assumed that such a system will, in fact, be used.

The Youth Development Strategy (YDS), in its function in the Program as a guide or basis for evaluation and/or research, further requires that the Management Information System also include data collection necessary to the evaluation called for by the Strategy. This should be possible whether or not the Impact Questionnaire is used as the measuring tool. The Youth Development Strategy also requires that the actual Program operation be continually monitored to insure that all activities support the Strategy. To accomplish this goal, a number of procedures can and should be built into the day-to-day operation of the Program.

To insure a reasonable basis for monitoring the Work Experience component, it is imperative to have on file a valid job description. This should be accomplished before any youth is placed at a work station. A valid job description will not only describe the duties to be undertaken by the Program participant, but will also include a signed agreement with the work station, indicating that those who are to hire and supervise the participant understand the Program, its requirements, and their responsibilities to it. Without these controls, a work station can be reviewed only on its good intentions.

Monitoring
Work Stations

It is important to establish a comfortable climate at the work station so that monitoring is a positive and supportive activity and does not appear to be malicious snooping. To do this, monitoring practices should address the concerns of the work station as well as the concerns of the

enrollee and the Program. Moreover, while there may be some advantages to drop-in visits, it is recommended that the initial visits to stations be scheduled in advance. This will insure that key people, like the agency contact person and the immediate supervisor, can be seen at their convenience. After all, they are providing a valuable service and deserve to be treated considerately.

The monitoring of work sites should be carried out substantially as follows:

- Visits to the work station, or site visits, should occur on a regularly scheduled basis, perhaps once a month.
- They should be made by staff specifically assigned to this function.
- The staff person should first meet with the agency contact person, if he or she is not also the direct work supervisor, to get an overall impression of what is happening in the organization and what concerns need to be addressed.
- Next, this monitor should meet with the client's work supervisor to answer questions, to address problems, and if necessary, provide additional information on the Program or the individual being supervised.
- Next, he or she should visit the enrollee and observe the work that is being performed. During this visit, the staff person can find out if the enrollee is satisfied with the work.
- He or she should record all important information gleaned from the work station visit on a special evaluation form.
- Finally, he or she will transmit this form to the enrollee's counselor for follow-up with the enrollee or with the work station supervisor.

The work station supervisor should also be asked

- to submit a periodic written evaluation of the client's performance
- to contact the Program directly whenever a question or problem arises
- to discuss the written evaluation with the participant, if possible
- to note on the form that the participant has seen the evaluation before the form is returned to the Program office

All of this will insure that the evaluation does not become a disciplinary statement or complaint.

If alterations in the job description seem to be required, these should be reviewed by the enrollee and the supervisor together. The reasons for the alteration should be discussed, and if the changes are substantial, a new job description should be written and cleared with the contact person. If the changes are not in keeping with the needs of the client, it will be necessary to locate a new station.

A final word about procedures for monitoring the work station: Whether through correspondence or through scheduled conferences, there should be regular opportunities for the station and the Program to give each other feedback, develop corrective steps, and if necessary, to terminate the agreement between them.

Monitoring Classroom or Educational Components

If the classroom, or educational, components of the Program are provided directly to the Program under a financial reimbursement contract, the full range of compliance monitoring can be established. If existing systems such as school districts or community colleges are used to provide services, full-scale monitoring probably will not be possible. However, if specific agreements concerning grades, credits, and access to

certain educational programs have been reached and approved and signed by the board, a process of review, evaluation, and renegotiation can be included in those agreements. This means that periodic observation, the gathering of statistical information (number of clients served, for example), regular reporting to boards, and similar procedures will become established.

If the Program is forced to rely on personal contact and normal entrance procedures available to any youth, the counselor should develop a relationship with the teacher in order to secure cooperation in reviewing progress and in helping the student to progress. While this procedure is difficult and more time consuming, it can have the positive outcome of developing a closer and more sympathetic relationship between student and teacher.

If the Program is truly successful in attracting delinquent and predelinquent youth, the most difficult part of this direct relationship with the teacher frequently is getting past the negative labeling. Comments such as "Why are you wasting your time?" and "Why are you rewarding this delinquent when there are so many others who would relly use the opportunity?" will be made.

Monitoring the Progress of Enrollees

Throughout the operation of the Program, the enrollee is the prime concern. Although in concept the Program gives the enrollee the right to progress at his or her own rate, the staff has an obligation to be alert to circumstances or events which might prove to be stumbling blocks. Moreover, the attempt to show objectively as well as subjectively that the enrollee has progressed involves a series of evaluative measures. The techniques that assist the monitoring of enrollee progress are programmatic, administrative, and even clerical in nature.

Program Devices:
   Enrollee contracts become a progress record as they are renegotiated and new information on achievements is noted. So long as periodic review is scheduled and carried out, the contract is the principal tool of the Program for checking the progress of clients. Other Program-related monitoring devices are as follows:

   - *the regular written evaluations solicited from supervisors and teachers*
     These are also valuable measures of progress. If they are obtained prior to each scheduled contract review, they provide not only new assessment information, but also material for the progress record.
   - *regular counseling conferences*
     Whether individual or team meetings, these may reveal significant changes in attitude which might not be apparent otherwise and may thus contribute valuable evidence of progress.
   - *the pre- and post-tests*
     While this testing is not a continuous monitoring device, it does afford an objective measure of overall progress.

Administrative Techniques:
Administrative techniques and standard supervisory procedures can provide helpful indications of progress by enrollees. Some of these are listed below:

   - The director of the Program or the counselor's supervisor can review the enrollee file by case loads. Even a cursory scan of the file will give an indication of the amount of contact the counselor has had with the enrollee. A deeper

look will raise questions which can alert the counselor to
areas which he or she may have overlooked.

- Regular individual staff conferences between the coun-
selor and supervisor for the purpose of reviewing case
loads, developing alternative approaches, and generally
assisting the counselor in analyzing the enrollee's prog-
ress or lack of it are also valuable.

- The presentation of particular cases and staff analysis of
them at staff meetings is another administrative device for
helping to evaluate enrollee progress. Aside from being a
teaching or in-service training device, these also have the
side benefit of assisting the staff in assessing their own
clients and giving them the opportunity to pool ideas and
techniques for better client service.

Clerical Measures:

The efficient and complete maintenance of files is an essential cleri-
cal function in monitoring client progress. At the minimum, the indi-
vidual client file should contain

the contract
the contact log
evaluations
transcripts
grade reports, if the enrollee permits
if possible, duplicate time cards, particularly if the payroll is
processed outside of the Program office.

Clerks must make sure that all materials are filed promptly. If the
Program is short of personnel, counselors may have to maintain their
own files.

Another important contribution of the clerical staff is taking telephone messages. While this is normally routine, it is of special importance in helping the counselor to maintain consistent contact with the client. Clerical staff must be trained to

- take messages accurately
- transmit them promptly
- ascertain who is calling each and every time a call comes in
- get a call-back number from the caller

Young people often will not identify themselves immediately, so attention to this small detail can be very important.

Because of the casual relationship which will probably exist between clerical staff and the enrollees, clerical personnel may pick up through the conversations numerous clues which can be shared with Program staff. A good receptionist, for example, may be analagous to the school secretary who knows what is happening with every student in the school. While this is not a standard monitoring tool, it can be useful and should be encouraged if it can be handled well.

Monitoring, then, is carried out both by systems and by the use of shared information. The important concept to remember is that while monitoring is necessary to insure conformity to rules and regulations, it is also a procedure and an attitude which insists that the Program continually respond to the needs of the client.

PLACEMENT AND FOLLOW-UP
Introduction

Placement and follow-up are the last official Program activities involving the participants. Preparation to implement these activities, however, must begin early in the enrollee's participation. Program planning for certain kinds of support activities is desirable. These activities include pre-employment training, special events, and job development.

Pre-employment training can be handled on a continuous basis as classroom training or via the Program as team meetings. Some curricular areas that should be covered are the following:

- *Practice in filling out applications and development of "application vocabulary"*
  The object of this practice should be to thoroughly familiarize the enrollee with various types of applications, and use of certain words and phrases, and the kind of information necessary to complete any application.
- *Resume writing*
  Actual use of the resume can be incorporated into the Program if the enrollee is required to prepare and use a resume in the process of obtaining a work station.
- *Practice with Interviews*
  A variety of approaches to this is possible: role-playing, videotaping, judging of contents of interviews by cooperating employers, and actual interviews at work stations.
- *Personal development*
  This will include survival skills to help the client to function independently. Such matters as dress codes for employees, how to budget money, how to open a bank account, consumer information, and legal rights can be covered.
- *Job sources and where to look for jobs*
  This topic might include understanding want ads, the use of employment agencies, the use of personal contacts, and the role and function of the state employment service.
- *FEPC regulations and employment benefits*
  Fair Employment Practices Commission regulations

should be discussed along with equal employment oppor-
tunity guidelines. The subjects of social security benefits,
unemployment insurance benefits, disability insurance
and health insurance should be covered so that enrollees
know what the eligibility requirements for each are, how
to obtain benefits and how much employers and
employees contribute to each benefit system. The basics of
income tax preparation can be covered here, too.

Special Events

Special events will occur less frequently than pre-employment train-
ing sessions. Some possibilities are:

- *Field trips* to major employers in the area
- *Career fair* This kind of day-long event might bring to-
  gether both large and small employers in order to provide
  enrollees with information concerning the employer's
  businesses and job opportunities which might be avail-
  able in such businesses. The day's activities might include
  films, mock interviews, and the filling out of sample ap-
  plications.
- *Miliatry fair* This would be similar to the Career Fair, but
  would focus on the requirements for entrance into the
  different branches of the service and on the opportunities
  offered by the military.
- *College day* Most college and community colleges have
  personnel who can give seminars to help students learn
  appropriate admission procedures and how to apply for
  financial aid. This particular kind of information presen-
  tation must be carefully timed so that students interested
  in higher education will be able to meet application dead-
  lines.

**Job Development
Activities**

There are a number of good manuals available for staff training in job development for placement. They can be obtained through regional DOL offices, MTI, and employment services. In a youth work experience program, however, an additional opportunity exists which begins with the development of the work stations. In surveying potential work stations, the following should be determined at the outset:

- which stations have the capability for direct hiring
- which stations could potentially devise intern programs
- which stations are willing to refer participants to other local employers

There are questions that can be included in the work station inventory list (See Work Station Development). The continuing responsibility of the Work Experience Coordinator will be to keep abreast of the availability of permanent job opportunities within the work station network and to promote the hiring of youth stationed at cooperating agencies.

**Placement/
Positive
Termination**

Under CETA, "placement" specifically applies to "unsubsidized employment," but a work experience program for youth additionally, or alternatively, embraces positive outcomes such as

- advanced sill training
- further education
- entrance into the military
- entrance into other training programs

Therefore, preparation for job placement or other positive termination must begin with the initial negotiation of the enrollee contract. At that time it is essential, if all subsequent activity is to be relevant, that some idea of an overall program goal be established with each participant. For example, if a participant is sixteen years old, his or her activities

will probably be structured to support or promote the ability to continue education. For an eighteen-year-old, career goals need to be assessed to determine whether the immediate target will be employment or continued education with financial aid and/or a part-time job.

Final Placement:

Final placement efforts should begin a minimum of thirty days prior to the client's expected completion date. Working closely with the enrollees and utilizing previous job development activities, the counselor should:

- refer the enrollee for identified jobs
- encourage him or her to use all previously explored resources
- assist enrollees in putting together final resumes and letters of reference
- agree upon and establish all exit procedures, post-tests, and arrangements for follow-up

Follow-up:

Again under CETA, follow-up activity is specifically targeted toward verifying and certifying the final status of the client as employed, enrolled in school, or otherwise positively terminated, and this verifying procedure must be followed. It is hoped, however, that with the Youth Development Strategy in mind, follow-up will provide a framework for transition from the program into actual employment. A minimal period for this activity is thirty days, and three to six months is preferable if possible.

The main elements of follow-up are these:

- *the exit interview* At the time of exit, the counselor and client should review special concerns in which the coun-

selor might supply back-up support, such as assistance in finding housing, reference letters, or further job referrals.

- *client contact for moral support* The counselor should maintain contact with the client just to provide moral support. This can be given by phone, home visit, or conference, and even by letter, if personal contact is not possible.
- *employment verification* This should be done through written inquiry to the employer.
- *follow-up site visit* The counselor (and only the counselor) may visit the place of employment to speak with a supervisor concerning a client's progress. Such a conference may reveal potential difficulties which the counselor and client can discuss outside of work hours.

The follow-up period should try to maintain positive reinforcement to minimize initial employment or other difficulties which could result in failure or negative, rather than positive termination. The follow-up process cannot really provide "hand-holding," but it can be a "standing behind" to provide a temporary prop if necessary.
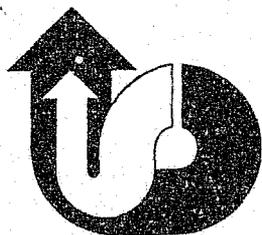
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