Career Exploration at the Calhoun Area Vocational Center

David Johnson

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This project report records the internship experience as Administrative Assistant at the Calhoun Area Vocational Center in Battle Creek, Michigan. Chapter I is the background of the internship. The plan for the internship is found in the prospectus in Chapter II. The log for the internship is recorded in Appendix A which describes the leadership skills experienced in planning, organizing, controlling and evaluating. The achievement of objectives is described in Chapter III. Chapter IV are the conclusions and recommendations.
ACKNOWLEDGEMENTS

I wish to thank Dr. Carol Sheffer for her patience, understanding and help as both my college advisor and my Major Project Advisor. Her guidance and encouragement are main reasons why this project was completed.

Thanks also to the staff of the Calhoun Area Vocational Center in the Summer of 1980 who were cooperative and friendly. It was fortunate for me to have Mr. Bob Harberts and Mr. Pat Egan as my two excellent field supervisors. These men were concerned with my goals and took the time to help me reach my goals.

A special thanks to my wife Nancy and my family who saw me through the entire project and gave me the support I needed.

I accept full responsibility for this record of my internship experience.

David Johnson
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CHAPTER I

BACKGROUND OF THE INTERNSHIP

Introduction

Completion of the Specialist Degree includes a field experience appropriate to the student's background. Considering my Vocational Education background, Dr. Carol Sheffer, my University Advisor, discussed with me the possibilities for the internship at an administrative level in a Vocational Skill Center.

Early in 1980, Dr. Sheffer met with me several times to determine my field experience and goals. In my eight years of teaching Distributive Education, six years were spent in two skill centers in southwestern Michigan. The first was Branch Area Careers Center in Branch County where I had been employed two years prior to the opening of the center. While employed by the center prior to its opening, I was involved in developing programs and curriculum after which I taught for two years. The second experience with a skill center was the Van Buren Skills Center in Van Buren County where I taught four years. Consequently, the goal of preparing myself to be an administrator for an area skills center was a logical one.

Dr. Sheffer was very helpful in suggesting contacts I might make in arranging for my internship with a technical training institution. Calhoun Area Vocational Center seemed the ideal setting for my internship, if this were possible.
Planning The Internship

Preliminary work in arranging the internship was completed in May 1980 with two visits to the Calhoun Area Vocational Center (CAVC) and several phone conversations with the Director of CAVC, Mr. Robert Harberts. An initial phone call was made which included introducing myself, and explaining my request and asking for an appointment. My call was well received in part because students from Western Michigan University (WMU) had interned at the CAVC previously. Also, there was to be a summer educational program at the Center. My first visit was encouraging as Mr. Harberts was receptive to my needs.

Mr. Harberts had written a proposal seeking funds to sponsor a project called "Career Exploration for Handicapped and Economically Disadvantaged Students of Calhoun County." The proposal was being considered for funding under CETA (Comprehensive Education and Training Act), Title IV, Part C, Summer Youth Employment Program (SYEP). This program was to be six weeks in length. As we discussed my goals and objectives relative to educational leadership, we determined that if the SYEP Proposal was accepted that it would serve as an excellent opportunity to gain the experiences I needed.

My next visit was in early June after Mr. Harberts informed me by phone that the SYEP Proposal had been accepted and the agreement between the CAVC and the Mid Counties Employment and Training Consortium (MCETC) had been signed. MCETC is the authorized agent.
of the Department of Labor (DOL) to act as the Prime Sponsor for the DOL's training programs. I then met with Mr. Patrick Egan, Director of Special Needs at CAVC who was to be one of my field supervisors along with Mr. Harberts.

Summary

The internship was established with the Calhoun Area Vocational Center. The CAVC serves Calhoun County and is located in Battle Creek, Michigan. The potential for leadership experiences was great. I believed that the guidance of the two Directors at CAVC would provide excellent on-the-job training as an Administrative Assistant for SYEP.
CHAPTER II

THE INTERNSHIP EXPERIENCE

Introduction

The location for my internship was the Calhoun Area Vocational Center (CAVC). The internship was organized so that I would receive a variety of administrative experiences.

As I became part of the administrative team at CAVC, tasks and duties were assigned to me. Mr. Egan and Mr. Harberts guided my efforts and assisted me in gaining support with the staff. We were able to establish appropriate objectives, experiences and contacts to the projected terminal skills called for in the Prospectus, as required by the Educational Leadership Department at WMU.

The log of my daily experiences (required by the Educational Leadership Department) proved to be invaluable. The SYEP program was a half-day program which allowed me the time to keep a detailed log. It also provided opportunity to continue to carry on my administrative duties to insure the success of the SYEP project as well as to gain the leadership experience I desired. The reader may look to the log (APPENDIX A) for clarification.

Major Internship Prospectus

As stated, the submission of a prospectus outline, the goals and objectives of the proposed internship, is a requirement of the
Educational Leadership Department. The prospectus submitted for this internship follows. It was accepted and approved by the Educational Leadership Department and by CAVC.
Major Internship Prospectus

Sponsoring Organization: Calhoun Area Vocational Center

Field Supervisors: Mr. Robert A. Harberts, Director of Vocational Education and Mr. J. Patrick Egan, Director of Special Needs

University Advisor: Dr. Carol Sheffer, Western Michigan University

Major Focus of Experience: Assisting to administer the Summer Youth Employment Program (SYEP) For Calhoun Area Vocational Center (CAVC) sponsored by Comprehensive Education and Training Act (CETA)

Duration: Seven weeks commencing June 17, 1980

Rationale:

Adult unemployment is a persisted problem in America today and youth unemployment is a greater problem. It is thought that lack of saleable skills is the main reason for this unemployment. CETA was originated to provide training for adults and youth to lessen future unemployment. The program for youth assumes that with job training early in life, these young persons will not be unemployed as adults.
Career Education is a thrust in public education which attempts to help young persons become aware of personal values and career opportunities. Two youth populations that are commonly neglected or ignored for training are the disadvantaged and handicapped.

This internship at the CAVC which is sponsoring Career Exploration through SYEP promises to be a complete and beneficial experience. The emphasis of a planned program for the disadvantaged and handicapped that this intern will participate in and help direct from beginning to end is an exceptional opportunity. The learning experiences of planning, implementing and completing this summer program will give this intern the practical knowledge in educational leadership that is desired.
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<th>EXPERIENCES &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
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<tbody>
<tr>
<td>A. <strong>CONCEPTUAL</strong></td>
<td>The intern will:</td>
<td>The intern will be able to:</td>
</tr>
<tr>
<td>1. To know the</td>
<td>read and become familiar with the two</td>
<td>discuss the requirements of the proposal</td>
</tr>
<tr>
<td>project proposal</td>
<td>documents</td>
<td>with others</td>
</tr>
<tr>
<td>and agreement</td>
<td></td>
<td></td>
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<tr>
<td>2. To know how</td>
<td>observe and assist in taking of</td>
<td>complete the application and qualify</td>
</tr>
<tr>
<td>applicants are</td>
<td>information and qualifying applicants</td>
<td>applicants</td>
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<tr>
<td>screened</td>
<td></td>
<td></td>
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<tr>
<td>3. To review the</td>
<td>discuss the program with last year's staff</td>
<td>improve the effectiveness of this year's</td>
</tr>
<tr>
<td>summer program of</td>
<td></td>
<td>program</td>
</tr>
<tr>
<td>the year before</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To know the steps</td>
<td>observe and participate in the planning of</td>
<td>have a better understanding of the</td>
</tr>
<tr>
<td>for administrative</td>
<td>the administrative team</td>
<td>leadership teamwork</td>
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<tr>
<td>planning for a</td>
<td></td>
<td>required</td>
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<td>school year</td>
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<td>-----------------</td>
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<tr>
<td><strong>B. HUMAN</strong></td>
<td>The intern will:</td>
<td>The intern will be able to:</td>
</tr>
<tr>
<td>1. To establish effective working relationships</td>
<td>work to build rapport with the staff</td>
<td>be an accepted staff team member</td>
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<tr>
<td>2. To have clear communication with the staff</td>
<td>communicate in written and verbal format</td>
<td>improve communication skills</td>
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<td>3. To communicate accurately with the Prime Sponsor</td>
<td>attend meetings and complete required reports</td>
<td>accomplish the paperwork of a subcontractor</td>
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<td><strong>C. TECHNICAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To organize the operations of the SYEP project</td>
<td>attend preliminary meetings and organizational meetings</td>
<td>have better understanding of the project</td>
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<tr>
<td>OBJECTIVES</td>
<td>EXPERIENCES &amp; CONTACTS</td>
<td>TERMINAL SKILLS</td>
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<td>------------</td>
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<td>-----------------</td>
</tr>
<tr>
<td>C. TECHNICAL (con't.)</td>
<td>The intern will: plan, organize, administer the SYEP project; control and evaluate the project with other leaders.</td>
<td>The intern will be able to: accomplish the tasks of an administrator.</td>
</tr>
<tr>
<td>2. To help</td>
<td>To help plan, organize, administer the SYEP project control and evaluate the project with other leaders.</td>
<td>accomplish the tasks of an administrator.</td>
</tr>
<tr>
<td>3. To monitor</td>
<td>To monitor the SYEP project set up necessary instruments for reports.</td>
<td>prepare necessary reports.</td>
</tr>
<tr>
<td>4. To coordinate</td>
<td>To coordinate the SYEP project be the liaison for CETA, the subcontactor and the staff.</td>
<td>meet the requirements of and keep the parties of the project satisfied.</td>
</tr>
</tbody>
</table>

Summary

A log of all daily experiences was kept during the internship at CAVC (APPENDIX A). The log began June 9, 1980 and ended seven weeks later on July 25, 1980. With the log, I was able to see...
progress toward the terminal skills listed in the prospectus. The SYEP program provided a multitude of opportunities to gain leadership experiences. The cooperation given me by the staff of CAVC was the ingredient that made my internship successful.
CHAPTER III

ACHIEVEMENT OF OBJECTIVES

Introduction

The objectives set forth in the prospectus were met mainly because the experience was very comprehensive. The Summer Youth Employment Program (SYEP) provided the activities that gave me the needed apprenticeship in administration. The daily contact with Mr. Egan and Mr. Harberts helped keep the terminal skills identified in the prospectus in mind and the internship in perspective.

A restatement of internship objectives and a discussion of how objectives were met follows:

Conceptual Objectives

To know the project proposal and agreement

The SYEP was initiated by a proposal written by Mr. Harberts during the winter of 1979-1980 (APPENDIX B). The project title was "Career Exploration for Handicapped and Economically Disadvantaged Students of Calhoun County." This proposal set forth the intent of Calhoun Area Vocational Center (CAVC) as the training agency for meeting the requirements under the Comprehensive Employment Training Act (CETA) guidelines for young people.
The Department of Labor, Employment and Training Administration, authorized the Mid Counties Employment and Training Consortium to act as the Prime Sponsor in the counties of Barr and Calhoun. The Prime Sponsor then contracted the CAVC as the Program Operator for the actual training and a formal agreement was signed between these two parties.

The agreement identified the specifics of the SYEP. The intent of the training program was kept intact; however, details from the proposal were omitted in the agreement. The verification of successful operation of the program by the CAVC was accomplished through reports, files and forms. These verification papers were listed and included in the agreement.

Mr. Harberts showed and explained to me many of the parts of the two documents (APPENDIX B) and allowed me to study copies of them to understand my role in the project. One of the CAVC employees had attended several training sessions provided by the Prime Sponsor prior to my participation and showed and explained the paperwork to me. Other training sessions were given which I attended.

As my knowledge of the project grew, I was able to discuss the requirements of the proposal with others. Through questions and experience, my knowledge of the project became a source of learning for others.
To know how applicants are screened

The project was to have 115 completers and 138 participants to include early leavers. Completers were youngsters who met the requirements of the program and of attendance and who finished the program. This large number made processing applications the first important step to be completed.

Prior to school ending in June 1980, all the counselors in Calhoun County were notified about the likelihood of the SYEP being funded. This allowed them to contact interested youngsters and to have them complete a preliminary application.

CAVC began accepting approved applications from the Prime Sponsor for the interested youngsters after the agreement was signed. Mr. Charles Dunham, Director of the Handicapped Component, assisted with the applications of the Handicapped students when the project was begun. Mr. Dunham knew most of the handicapped applicants. Handicapped students qualified for the program by completion of the application and verification of being handicapped.

The CAVC secretary handled the majority of the applications for the Economically Disadvantaged students. The process for these young people was more complicated than for the Handicapped students. Economically Disadvantaged students needed to be qualified by level of income of the family. The scales for qualification were changed by the Prime Sponsor during the early stages of the program. This made the process even more difficult. Family income had to be verified before the youngster could be accepted.
Shortly after I joined the program, I began to learn the application and screening process. As I worked to assist and complete applications, I found I made numerous errors because the variables to be interpreted were many. The application and screening process occurred only in the early stages of the program and did not give me the repeated experiences to fully understand and qualify the Economically Disadvantaged student. However, I was able to assist Mr. Dunham with the Handicapped students and finally, after gaining understanding, was able to take over the application and qualifying process almost completely for the Handicapped student.

To review the summer program of the year before

As the current year's program began, there was a great deal of discussion about the previous year's program. The 1979 program was the first program for which CAVC received federal funding. The CAVC staff had learned from this prior experience.

Discussion occurred during meetings, coffee breaks, after hours and lunches about the strengths and weaknesses of the previous year's program. These discussions provided opportunity for me to listen to the problems and suggestions the staff had.

I brought these ideas to the other administrators and most of the ideas were used to improve the current year's program. Administrators and staff all believed the program operated more smoothly and was more effective than the year before.
To know the steps for administrative planning for a school year

Mr. Harberts had offered in the beginning of the internship, to allow me to participate and observe in the summer administrative meetings. I believed that this was a rare experience. I had worked in Skill Centers in the past and had not been involved in administrative planning but rather had experience only with administrative actions.

When the doors closed on the meetings, I observed an administrative team that had worked together for several years who were not only a cohesive group but were practical and knowledgeable in their approach to problem solving.

The Director was a leader and facilitator of communication among team members. The team was composed of individuals who demonstrated respect for each other as well as cooperation with each other.

The meetings were planned with an agenda to guide discussion and yet they were flexible enough to accommodate new subjects. When the last meetings were scheduled, a summary of all the meetings was compiled. The summary included a record of all decisions made during the planning meetings (APPENDIX F).

The experience of being included in the planning meetings gave me a better understanding of the leadership teamwork required to administer a school year.
Human Objectives

To establish effective working relationship

My position during the SYEP put me in a very unique situation. The project directors, Mr. Harberts, Mr. Egan and supervisors knew that my internship was to be a "hands on" experience in a position of Administrative Assistant. The nature of my daily tasks soon demonstrated that I was a "helper" for them. I was able to lighten their work loads from the large quantity to paperwork and continual "running" from area to area to obtain necessary information. My relationship with the remainder of the staff was as an interested, friendly observer who was "non-threatening" even though I was working closely with administration.

It was a totally enjoyable experience for me to have open interpersonal working relationships where my presence was viewed as helpful, assisting and supportive. The entire staff did appear to accept and appreciate my efforts to assist with the work of the center.

To have clear communication with the staff

My responsibilities gave me the necessary time to insure the effectiveness of my communication. Most of my communication was face-to-face and first hand which allowed me to observe whether I was being understood by others.
The majority of my communication dealt with the program, its direction, its operation and its requirements. Discussion of these areas with the Directors of the Handicapped students and the Economically Disadvantaged students led to ideas, plans or short-cuts for them and for the staff. In my several daily contacts with each component of the project, I was able to relate information to the other supervisors and staff.

The feedback I received regarding my communication helped me to clarify my meaning when necessary, and if the original intent was changed, I could carry the change back to the Directors. This open and frequent communication helped me to carry out the objectives of the project.

To communicate accurately with the Prime Sponsor

This communication turned out to be the most challenging. There were so many aspects of the program that needed to be reported and recorded that it was difficult to keep track of when to communicate, let alone what and how.

The Prime Sponsor had a manual to explain all the paperwork. The manual was often revised or reinterpreted or requirements were ignored by the representatives of the Prime Sponsor so that its goal of helping the Program Operator was diminished greatly. Even the verbal instructions were confusing because of the many persons in various levels of bureaucracy that we spoke with weekly.
Finally, the objective of communicating accurately became impossible. I had to settle for the objective of communicating repeatedly and with patience after learning that more or different information was necessary than had originally been required.

In spite of my feelings, this objective was achieved from another perspective. The Prime Sponsor, through its personnel, complimented the CAVC for being the best Program Operator for successfully completing the paperwork of its five or so other Program Operators.

Technical Objectives

To organize the operations of the SYEP project

After the first day on the job it became evident that to have a smooth running project there needed to be more organization at the CAVC. The teachers were writing curriculum, the supervisors were designing the SYEP Handbook (APPENDIX C) and delivery schedule (APPENDIX D), the project directors were communicating with the Prime Sponsor to know the requirements for funding and participants were being registered.

The overall organization was being implemented from the project proposal and the agreement, but the operations were not established and defined. Meetings were held internally and with the Prime Sponsor from which came the recognition of the necessity for an organized operations system. When the students began the
project, the curriculum and delivery schedule were in place and the routine of operating and delivering the program began.

The reports and forms dictated much of how to organize the operations. The CAVC secretary and I planned the operation and attempted to meet the earliest deadlines required first, and the later deadlines were planned to be completed before the day required. Our organization was to "be prepared" with the necessary information before the deadline, so that the last minute rush could be avoided. This we accomplished in spite of the changes imposed by the Prime Sponsor and the large number of reports and forms.

To help administer the SYEP project

Progress toward meeting this objective began after the first days of the project. The staff was delivering Career Exploration instruction to the youngsters, while having to meet the reports and forms deadlines. The directors were developing the major components of the project and trying to implement them, while preparing and sending the required administrative reports to the Prime Sponsor.

The secretary and I worked mainly on the smaller and more detailed components of the project. The secretary worked hard on many of the details to keep the files in order.

A major goal of my internship was to experience administrative leadership. This goal was met through planning, organizing, controlling and evaluating the project with the other leaders.
To monitor the SYEP project

As the other Technical Objectives were being carried out, there still remained the objective of knowing what information was necessary, from where the information could be gathered, on what forms the information was to be recorded and to whom the information was to be disseminated.

Reporting forms and procedures were important because the paperwork had to be accurate and acceptable to continue project funding and to insure the project's success.

One of the instruments I helped create was the "participant file checklist" (APPENDIX E). This was a comprehensive listing of the file contents of each of the 138 participants. The original list was comprised of sixteen items which had to be verified at least once or several times for each participant.

Later, an additional five items were added to the list, when it was discovered that some required information was not included in the list of sixteen items.

Another set of two instruments I initiated, was the "attendance" form set. One was the master attendance sheet for recording individual student daily attendance for both the Handicapped and Economically Disadvantaged components. The other was a summary of the daily total present for each component and the grand total of the number of youngsters participating in the SYEP program daily (APPENDIX G).
Another form I designed and used was the "target groups summary." The SYEP was given specific numbers of participants to include in the program. There was a certain percentage of the 138 participants who were to be minorities, offenders, females or welfare recipients. Designated percentages for each group were required project goals. On the designed form, I recorded the number of our enrollees in each of the categories. Several times during the project I tabulated the statistics to review progress toward meeting our goals of targeted groups of participants (APPENDIX G).

Utilizing the Prime Sponsor's forms and keeping up with the reporting deadlines was accomplished by close, time-consuming monitoring and by creating forms and summary sheets to speed up and simplify the location of information.

To coordinate the SYEP project

This objective became a crucial task from the beginning of the internship to the end. I believe my position as Administrative Assistant and being present all afternoon after the morning program activities were over, gave me the best opportunity to carry out this objective. Although I was attending classes at Western Michigan University three mornings a week, I was on the job at CAVC for more time than the other staff members.

As the first week ended, I believed my direction as Administrative Assistant should be as the liaison between all the persons
involved with the project. My overall acquaintance with the entire project gave me a broader perspective of the entire program because of the nature of my involvement with it. I believed that my efforts should focus on assuring the success of the project, regardless of where the hinderances appeared. With Mr. Harkerts' support, it was to this end that I worked to coordinate the project.

Summary

My internship was most rewarding to me. The help and teamwork of the SYEP staff enabled me to achieve my objectives and to gain many new experiences. Of all the objectives, the technical ones were the most difficult to achieve. They were, for the most part, administrative objectives. I believe that I learned the most from attempts to achieve them and that they were the most challenging.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Introduction

After seven weeks and over two hundred forty hours, my internship was completed. It was some time before the experiences reached their full importance to me, but the excitement I felt during the internship was high and the satisfaction at the end was great.

Conclusions

My opportunity to serve as an Administrative Assistant during a project such as SYEP gave me a complete range of experiences. The leadership skills of planning, organizing, controlling and evaluating were all present throughout the internship.

The program of Career Exploration for the 14 - 15 year old age group was important for them, and for me to be associated with it was gratifying. The entire CAVC staff was well trained and dedicated and it was a joy to work with them.

Recommendations

My recommendations echo my thoughts throughout my paper. An intern would feel more satisfaction and have better experience if
the internship could revolve around a particular project of reasonable length that offers a beginning and an end point.

Hopefully, the point Dr. Sheffer made with me that reciprocity between the intern and sponsoring organization can be present for other interns during their leadership.

The Educational Specialist Handbook published by the Educational Leadership Department was a great help. However, if it could be more specific in nature concerning the internship, it would be even more beneficial. After the handbook stated the requirements, if it could also have a "how to" section, this would be a guide for several procedures needed by interns.

If the process of what to do were outlined, a sequence suggested and more guidance offered regarding how to complete the requirements, the handbook would be even more helpful. It is appropriate that the Specialist Program requires the Prospectus for setting up goals and means to achieve the goals. This gives direction to the internship experience. An explanation of how to prepare the Prospectus, what is needed and a sample of an acceptable one would also be helpful.

A last section I believe to be needed would be the steps for preparation for writing the experiences of the internship. If the steps were listed, explained and an estimated time frame shown of how long the writing process would take from start to final acceptance, many of the questions concerning this part of the internship would be answered.
Summary

The experience, for me, was a summarizing of all my college classwork. The theories became reality as the summer progressed. My knowledge, communication skills and administrative skills were all increased. I believe that of all my college work, the internship was my most enjoyable and greatest learning experience.
APPENDIX A

Log
Week 1: June 9 to June 13

The first week of the internship finally arrived. My teaching contract ended June 10th, so I missed the first day of orientation of the Calhoun Area Vocational Center, but after introductions to the Summer Youth Employment Program (SYEP) summer staff, I was able to "get caught up." I found jobs and "loose ends" I could begin to complete immediately. This first week was for the staff planning, not for students.

I attended the summer staff meetings concerning orientation to the summer program and heard the history of the project to date and the current efforts to improve the program over the previous summer's program to make it more effective for the students. I met with the staff for the Disadvantaged Students, the staff for the Handicapped Students and the Cluster Facilitator Staff to overview the planning being done to operate the program and day-to-day activities for their specific area.

I helped with phone calls of the staff to encourage more handicapped participants for this component of the program to reach its capacity. The applications for the handicapped students were incomplete, needed to be reviewed and corrected for these students to be registered for the program.
I attended the committee meetings for deciding on the organization of the day's sessions for the participants. The forms used for staff reporting were also approved.

The complexity of the SYEP became very apparent during a lengthy meeting with the Prime Sponsor (Mid Counties Employment and Training Consortium) in downtown Battle Creek. The paperwork required was monstrous and the forms endless. Over seventeen forms were explained and the packet the Directors, Assistant Directors, Supervisors, Secretary and myself received contained 30 pages of information and requirements.

This week was scheduled to be short and had only two work days.

Week 2: June 16 to June 20

This week was first for the student participants and was our "shake-down" week. The prior planning and organization was good because the days were scheduled for each program component, yet the daily and weekly reports and requirements were untried and demanded much attention.

I created several forms and reports to facilitate daily activities. One was the Participant File Checksheet for forms going into each student participant's folder. Another was the Daily Attendance Report necessary to transmit the information to the Prime Sponsor's Office. A third was the Targeted Population
Groups Report which was to verify that our student population was indeed the eligible group we were trying to serve.

The forms for each student had to be compiled, filed and recorded. Those forms missing were followed up to be secured. The Prime Sponsor's liaison person, Mr. Robert Jackson, Ann Pointer, Secretary to the Director and I, communicated several times during the week by phone and during Mr. Jackson's visits to CAVC concerning our accomplishing and completing the reports and requirements of the project.

My University Advisor, Dr. Carol Sheffer, visited the CAVC to discuss my internship with Mr. Harberts and myself to officially give approval of the experience.

Tuesday, Mr. Harberts invited me to accompany him to a luncheon meeting at the Battle Creek Country Club. We met with German and Ohio business persons searching for a trained labor market and good business location. Mr. Harberts spoke of the success of the CAVC in providing a ready trained labor market for area businesses.

The first week's wrap up for reports on student's progress was hectic. The reports done on Thursday were always time consuming and the staff had to work overtime to complete them every week.

Registration for pay for the students was another complicated procedure because a third institution, Battle Creek Public Schools,
was involved with more requirements to be met. This procedure was
begun to insure the payment of the students on time.

Week 3: June 23 to June 27

The files were still the most time consuming. I completed a
full review of the files and recorded that the 30 day required
review was done. I created two forms for attendance matters. One
form, a WARNING, notified students when they were approaching the
limit of days absent and the other form, TERMINATION, notified
students that absenteeism was excessive and they were terminated
from the program. These forms were approved, yet alternative
unauthorized forms were printed instead. This was a good example
for me that there is a formal and informal process for actions that
employees either follow or do not.

These WARNING and TERMINATION letters had to be sent according
to my Daily Attendance Report. As students were terminated from
the program others on the waiting list were contacted to replace
them. This meant that the paperwork was restarted for each
replacement. This became a more manageable procedure as I secured
all the forms necessary and made them into a package for the new
enrollees. Experience is a good teacher!

The files were becoming more orderly. Even though there was
filing and pulling of forms done daily, the worry of incomplete
files was less. My assistance in the paperwork and control of the
files was essential to the secretary and as I circulated and spoke
with all the staff members I was able to anticipate problems or deficiencies and act on them before they became catastrophic. This monitoring was vital as it allowed the teachers the freedom to teach rather than to become mired in paperwork.

The end of the week again was a chore, but I could see and implement shortcuts to ease the procedure. I helped with the Weekly Counseling Notes by completing the repetitious blanks so the teachers needed only to fill in the student's progress.

Week 4: June 30 to July 4

The Time Sheets were reviewed, separated and distributed appropriately. Errors were found and students and staff were contacted to correct the errors. The Employability Development Plan was pulled and given to teachers to complete the midterm evaluation.

Three new students were processed and registered. There were forms to complete and correct because they were used for the first time. As the Prime Sponsor notified us about errors, they were adjusted and corrected.

The verbal and written communication with the Prime Sponsor was confusing. The directions from our first meeting had been clarified, redefined and jumbled to the point where it was no longer procedures that I felt we could follow and predict. Rather, these were procedures that changed frequently and must be accepted regardless of the seemingly senselessness and unpredictability.
The liaison, Mr. Jackson, complemented our staff on our willingness to try and on our results on the files. Our constant attention to the files paid off even when we had to duplicate our efforts.

The secretary went on vacation for two days and I worked to carry on her work also. Three terminations were completed and sent from the Post Office. The Complaint Log was discovered to be lacking in the weekly report, so this was caught up and sent every week afterwards.

The teachers invited me to a working lunch and we discussed ideas for the Decision-Making Lesson Plans.

The three day holiday weekend was being looked forward to by students and staff.

Week 5: July 7 to July 11

The Prime Sponsor continued to communicate regularly by telephone and by visits of their liaison person to check on the progress of paperwork and to report discrepancies. These errors were corrected to the Prime Sponsor's satisfaction. The new or replacement students have been only from the minority Targeted Population Groups which have special qualifying circumstances which must be met which led to a new experience in paperwork. Until each category had been processed once, the chance for error was high, but with constant attention to details the errors were quickly rectified.
After the student applied for the project and seemed to fit the qualification standards, the family must verify the information on the application. If the proof did not support the application the student had to be terminated. The confirmation of acceptance from the Prime Sponsor had been slow in arriving and if we were not strict in qualifying and checking the applicants more students would have been terminated. As it was, there were only two who did not get confirmed for circumstances that were not evident when the students applied.

The Prime Sponsor during a visit by their administrators told us that the Department of Labor (DOL) would visit the Battle Creek area to audit the operation of the CETA and SYEP programs. This visit was to be important and caused even more emphasis on the accuracy of the paperwork. The statement was made that regardless of the value of the training, if the paperwork and files were not in order, the students would not be paid even if the student had been attending the program regularly.

During the fifteen minute break the students had daily, several Disadvantaged students persuaded a Handicapped student to light and explode a firecracker. As the Directors and teachers unraveled the story, the student who lit the firecracker was not punished and more adult supervision was asked for to eliminate the chance for horseplay.

Mr. Harberts and I spent several hours discussing future possibilities for employment for me with my training and degree in
Educational Leadership. He was confident that I would be able to be successful in Administration and he encouraged me to "take the plunge."

The weather was stormy and led to lightning knocking out the power at CAVC one morning so the program was cancelled for the day and all were sent home. The Prime Sponsor said that the students and staff would not be paid for that day which upset students, parents and staff. Mr. Harberts explained the situation to the staff at a meeting and in a memo that "Act of God" days were not included in the proposal and that unpopular as the decision was the students and staff could not be paid.

After much discussion among the teachers they asked for another meeting. They understood that the money not spent on the project would be returned to CETA and then possibly less money would be granted in the future because the amount proposed was not used. Also that the program could not be extended one day to make up the time, but they asked if the time lost could be made up by extending the regular daily hours. This proposition had to be cleared by the Prime Sponsor and it took until next week to find out that the Prime Sponsor would allow the change of schedule and make up time. This permitted the students and staff to be paid.

This entire week was scheduled for Administrative Staff Meetings for the regular CAVC administration. These meetings were to plan the next school year and were to last all day. I attended the meetings as much as possible and worked on preparation for the
DOL visit after the meetings. As an observer I was very impressed with the feeling of togetherness and support that the six main administrators and several mid-level supervisors demonstrated. The complete team had worked together for at least three years and many had worked together for over five years.

Mr. Harberts was clearly the head of the team, yet each member was secure in voicing differing opinions which Mr. Harberts encouraged. As the week progressed, it was evident that each member was contributing to the next year's plan. The CAVC has been a leader in vocational education training in Michigan and the reason is the effective leadership of the administrators. Through the discussion it was clear that the whole staff also had the opportunity for input and helping to determine the goals for the Center.

My presence at the meetings did not distract from the group and I was included in several of the discussions and my questions were always answered. Twice during the week, team members lunched together and I was invited. Mr. Egan had a wrap-up luncheon at the end of the week at his home and again I was included and treated as a part of the group.

Week 6: July 14 to July 18

Preparation of files for the visit by the DOL continued. The CAVC was trying to have another exemplary program of training and compliance with the Career Exploration Program and be an award
winning project again as it had been the year before. The visit was delayed one day and the Prime Sponsor was in contact with us several times a day for tips on last minute readiness. The Prime Sponsor had five summer programs going and as the day arrived the DOL chose to review and audit the other on-the-job training sites, so only one person visited the CAVC for eighteen minutes. The representative spoke to two handicapped students and visited one classroom laboratory before leaving. It was incredible and a let down. This meant that the CAVC program would be audited solely on the files after the program was ended and that funds to be paid would be determined afterwards on the basis of the accuracy of the paperwork.

The weather again was stormy and attendance was down because of it. Tornados were spotted in Southwest Michigan and the students were taken into the hallways away from glass as a preventative measure. The tornado that struck Kalamazoo in such a devastating way in May was still very fresh in everyone's memory. We remained in the halls for over one hour until the "all clear" came through.

The close of the program was drawing near and again a high number of forms needed to be completed. Eight reports needed completion and I spent time pulling these from the files and preparing these for the teachers. I also created the form for the Teacher Evaluation of the program. This would allow for the strengths and weaknesses to be listed for input if the program
would be operated next year again. I helped set up the Academic Credit reporting form for those students who successfully met the strict attendance policy.

Week 7: July 21 to July 25

The Administrative Team met twice again this week to check progress on management objectives. Mr. Harberts summarized the results of the earlier meetings and the directions the team would move in for 1980-81.

I made a checklist for returning the eight completed forms for closing the project. This was used effectively and the one or two student's papers that would not have been discovered as on past Fridays were located and completed. Ann, the secretary, and I worked to see to it that before the staff and students left that the required paperwork was complete. We were successful.

Dr. Lee Vaught, the field coordinator from WMU, visited with Mr. Harberts, Mr. Egan and myself for a progress report and to inform us on the final evaluations for the end of my internship.

The Administrative Team of Bob, Pat, Ted and Jerry treated me to lunch as their way of saying thanks and to talk with me about my future in my new teaching position in Distributive Education at Gull Lake High School that I accepted the week before.

Ann and I finished the filing, checksheet and payroll timesheets. My wrap-up for the paperwork took several days to assure that the files were complete and in order. So, at long last, it
was done! The SYEP project was successful thanks to the work of the entire CAVC staff.
APPENDIX B

Selection from a Proposal: Career Exploration for Handicapped and Economically Disadvantaged Students of Calhoun County
A Proposal:
Career Exploration for Handicapped and Economically Disadvantaged Students of Calhoun County

Proposed under
CETA Title IV Part C
Summer Youth Employment Program

Submitted by:
The Calhoun Area Vocational Center
475 E. Roosevelt Avenue
Battle Creek, Michigan 49017
Operating School District
Battle Creek Public Schools

Contact Person:
Robert A. Harberts, Director
(616) 968-2271

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Robert A. Harberts
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I. PROJECT ABSTRACT

1. Name of Agency: Calhoun Area Vocational Center

2. Address: 475 E. Roosevelt Avenue

3. Phone Number: (616) 968-2271

4. Name of Contact Person: Robert A. Harberts

5. Phone Number: (616) 968-2271

6. Project Title: Career Exploration for Handicapped and Economically Disadvantaged Students of Calhoun County.

   Staff: June 10 July 24 (Directors, July 31 - Sec. Aug 7)

7. Project Dates: Students: June 16 to July 24

8. Number of Weeks per Participant: 6

9. Number of Hours per Participant: 96

10. Total Number of Project Weeks: 6

11. Total Number of Project Hours per Week: 16

12. Number of Participants to be Served: 115

13. Total Budget: $76,496.58

14. Total Cost of Administration: $7,494.75

15. Percentage of Administration to Total Cost: 9.8% (Base 76,496.58)

16. Total Cost of Training: $34,777.83, plus $34,224 Allowances

17. Total Cost of Services: 0

18. Total Cost per Participant: (Base $76,496.58) $665.19/participant

19. Time Schedule: 8:15 a.m. to 12:15 p.m.

20. Circle Days of Class: MON TUES WED THURS FRI SAT

Authorized Signature of Training Agency ____________________________ Date ____________________________
II. Program Goals

1. Forty handicapped youth, ages 14-21, will receive occupational career exploration experience leading to an Individual Occupational Profile and a Career Preparation Program.

2. Fifteen handicapped youth, ages 14-21 will receive a pre-vocational assessment, leading to an Individual Occupational Profile and Career Preparation Plan.

3. Sixty economically disadvantaged youth, ages 14 and 15, will receive occupational career exploration experience leading to an Individual Occupational Profile and a Career Preparation Program.

III. Program Description

A. TARGET POPULATIONS:

Two specific in-school populations will be targeted in this project. The first is the economically disadvantaged students who are enrolled in regular classes. The second population is students who are classified handicapped.

Economically disadvantaged, as defined by the Department of Labor, is a person who is either:

1) A member of a family which receives public assistance;
2) A member of a family whose income during the previous six (6) months on an annualized basis was such that:
   a) The family would have qualified for public assistance, if they had applied for such assistance; or
   b) It does not exceed the poverty level; or
   c) It does not exceed 70 percent of the lower living standard income level;
3) A foster child on whose behalf State or local government payments are made;
4) Where such status presents significant barriers to employment, a) A client of a sheltered workshop; b) A handicapped individual.

Handicapped means persons identified by an educational planning and placement committee (EPPC), as educable mentally impaired, emotionally disturbed, crippled, hearing, speech, visually, or other health impaired persons who by reason of their handicap condition cannot succeed in a typical educational setting and because of their status presents significant barriers to employment. Handicapped students are certified handicapped by a doctor or psychologist, and such information is a part of the student's school records.

B. A DESCRIPTION OF DIFFERENT HANDICAPPING CONDITIONS

Educable Mentally Impaired:

The educable mentally impaired student is one who is mentally impaired and appears to be neither academically educable nor potentially socially competent, but with proper training may become partially self-supporting. His or her intellectual development ranges from 50% to 75% of the normal intellectual growth.
Emotionally Impaired and Socially Maladjusted:

An emotionally disturbed student is one whose behavior is both distracting and disruptive to the class. The behavior required therapeutic services to assist in its reduction. The student may also exhibit signs of withdrawal or poor socialization patterns.

Physically and Otherwise Health Impaired:

A P.O.H.I. student is one who is defective in the bone, joint, or muscle. This student requires supportive help to develop to his full potential in his mental, physical, and social realms.

Hearing Impaired (Deaf and Hard of Hearing):

The hearing impaired student is one whose sense of hearing is nonfunctional for ordinary purposes. The hearing loss may range from slight, where a hearing aid is sufficient, or to extreme, where the student has no hearing at all.

Speech Impaired:

A student in this category has a speech pattern that is difficult enough to draw attention to itself. This may include stuttering, vocal disorders, delayed speech and others.

Visually Impaired:

This group includes partially seeing persons. A student in this category has central visual acuity between 20/70 and 20/20 in the better eye after correction. This student has enough sight left to be helpful for learning purposes.

Learning Disability:

A specific retardation or disorder in one or more of the processes of speech, language, perception, behavior, reading, spelling, writing, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage.

C. COMPOSITION OF TARGET GROUPS for handicapped students will be as follows:

*Educable Mentally Impaired will be sixty-five percent (65%) of those served, (35 participants).

*Hearing Impaired (Deaf and Hard of Hearing) will be ten percent (10%) of those being served, (5 participants).

*Visually Impaired will be three percent (3%) of those being served (1 participant).

*Physically and otherwise health impaired will be five percent (5%) of those served, (2 participants).

*Speech impaired will be five percent (5%) of those served (2 participants).

*Emotionally Impaired and Socially Maladjusted will be thirteen percent (13%) of those served, (7 participants).
D. COMPOSITION OF TARGET GROUPS for economically disadvantaged enrolled in regular classes will be as follows:

*Minorities will be thirty (30) percent of those served (18 participants).
*Economically disadvantaged will be seventy-five (75%) percent of those served (45 participants).
*Offenders will be five percent (5%) of those served (3 participants).
*Welfare recipients will be twenty-five percent (25%) of those served (15 participants).
*Females will be fifty percent (50%) of those served (30 participants).

E. PARTICIPANT RECRUITMENT, ASSESSMENT, AND SELECTION PROCESS:

The project counselors/instructors, Calhoun Intermediate School District personnel will perform out-reach, recruitment and intake duties.

All participants will be in-school youth, ages 14-21 years, handicapped, and 14-16 years disadvantaged. The program director and staff will determine eligibility of applicants, and select participants for the program. The program director and staff will follow the eligibility and selection criteria as defined by the Department of Labor as stated in this section.

F. TYPES OF SERVICES AND ACTIVITIES:

Forty handicapped will be involved in a three-phase exploration model. This includes a job sampling and interest inventory, career exploration within clusters, and self-awareness career assessment. Fifteen handicapped students will be specifically involved in career exploration and job sampling processes. Fifteen handicapped will be involved in pre-vocational assessment. This involves individual occupational profile and career preparation plan.

Sixty disadvantaged will be involved in a two-phase exploration model. This involves career exploration within clusters and self awareness-career assessment.

Overview - The forty handicapped and sixty disadvantaged participants will progress through a career exploration model. Each step is progressive and builds each on the other so that each participant will learn about him/herself, about careers, have an opportunity to actually practice or experience a job(s) of his/her choice, leading finally to a profile of career preparation potential and specific steps that an individual can follow to prepare for a career. Each of the program activities are defined below.

1. Self Exploration --

a. The self exploration activity will be the first phase of the program. During this phase, the students will explore their values and interests in a variety of ways. They will examine their values in relation to those which are physical, intellectual and emotional so as to gain a better understanding of themselves.
b. The second part of this activity will work toward the way students communicate with others. Through a variety of large and small group activities, students will focus on attending fully to others, listening to hear what was really said, and checking themselves out to see if they heard what was really said. There will be an emphasis on this component throughout the total program, with an evaluation provided to the student weekly on how well they communicated with others in class, in the program visited, and while in the community.

c. A review of this component will be made throughout the program.

2. Orientation to Exploration --

a. During the orientation to exploration activity, students will learn how to gather information about jobs so they can determine if a job meets their values or not. A variety of sources to use to gather information about jobs will be introduced and used by the students.

b. The second phase is to prepare the student for occupational cluster exploration by explaining why they are going to explore -- which is to briefly check out what the jobs in the clusters are like, to explain when they're going to explore, where they are exploring, and what they are expected to do.

While exploring the different clusters, the students will participate in some hands-on activities, as well as be provided time to ask questions about the jobs found in the clusters.

3. Occupational Cluster Exploration --

a. During their time in the program, they will participate in a hands-on activity and be able to ask questions about the job and to take a closer look at which of their values match each kind of cluster job. The project counselor/instructors will be rotating around with the students.

b. The students will be practicing their communication skills with the people they come in contact with and will receive feedback on how well they did.

4. Self/Occupational Evaluation --

a. The self/occupational evaluation activity is completed after the students have explored the cluster areas. At this time, the students will be divided into small groups to review their cluster visitations. They will discuss requirements for jobs and look at their values in relationship to requirements of the clusters they visited.

b. Students will, at this time, update their job value list to assist them in making a decision on the cluster they will choose for their respective indepth exploration.
5. Prepare In depth Exploration --
   a. In the preparation of the in depth exploration activity, the students will examine the physical, intellectual, emotional requirements for a variety of jobs. The students will work in small groups while gathering requirements for jobs, preparing different ways to share those job requirements with the total group. In sharing the requirements with the total group, one of many deliveries may be used such as, bringing in and using the tools of a job, or a skit of a day on that particular job.

   b. The students will next preview their job values to see if they are all up to date considering the information they gathered from one another about jobs. Then will also make a commitment according to their values as to the cluster they will visit for their in depth exploration.

   c. Another aspect of this activity is to discuss, as a group, what is expected of the students when they explore a cluster program in depth. They will participate in the program's activities, if they have a question, ask; discuss what did I do today, and complete questionnaire that the group developed.

6. In depth Exploration --
   a. In the in depth exploration activity, the students will be divided up into small groups of from 4-6 in a program. During their hours in the program, they will be mainly involved in hands-on activities and teacher demonstrations. The counselor/instructors for this project will be rotating around to the various cluster programs to assist the students in any way possible, from practicing a job skill with them to giving them feedback on how well they are communicating with others and working on the skills. The teachers will also be gathering input on the student to share with them, especially in their self/occupational evaluation.

   b. The students will, each day, list and/or discuss what they worked on, what they learned that day, as well as complete the questionnaire that the class developed.

7. Self/Occupational Evaluation --
   a. Following an in depth exploration, students will be involved in the Self/Occupational Evaluation. Individually, the students will meet with a teacher from the project to review their daily activities, give input on their feelings about the job they were working on, receive feedback on how well they did during the in depth exploration and on communication with others, update values list and summarize what they learned about themselves while involved in this project.

   b. Each student will have an occupational profile completed for them with the information listed above included. This profile will be sent to their home school counselor to assist them in future planning for the students who completed our project. In addition, there will be included suggested steps to be followed in preparation for a career choice.
8. Career Evaluation --
   a. Each full-time career evaluation student will have a career profile completed for them by the three CISD evaluators. The profile will "layout" a career preparation picture that will enable the student and his/her family to know, "where you are going", "how you are going to get there", and "how you'll know".

G. DESCRIPTION OF METHODS USED TO SELECT SYEP PROGRAM STAFF:

1. Handicapped Component:
   The professional staff members in the handicapped component of the SYEP Program will be certified special education instructors and/or counselors. They will also be members of the Calhoun Area Vocational Center's Special Needs Project. The aides involved will be members of the center's instructional staff that have had training with working with the handicapped students. The Special Education Type "C" Consultant will be selected from the Calhoun Intermediate School District staff.

2. Economically Disadvantaged Component:
   The professional staff working with the economically disadvantaged component of the SYEP Program will be counselors and/or instructors that are certified through the Center's Special Needs Project. The counselors are certified to work with all types of disadvantaged students. These counselors have been working with disadvantaged students for three or more years at the Vocational Center. The instructors and aides involved with the disadvantaged component will also be members of the center's instructional staff with experience in working with all types of disadvantaged students.

   All members of the Center's proposed SYEP Program have had extensive training in working with both handicapped and disadvantaged youth. They will be committed to the SYEP Program on a full time project basis.

H. DETERMINATION OF COST:

For cost breakdown, refer to budget information found on Pages,

I. PERFORMANCE STANDARDS -- MEASURABLE OBJECTIVES:

Objectives:
1. Forty handicapped youth, ages 14-21, and 60 economically disadvantaged youth, ages 14 and 15 will ... 
   a. be more aware of themselves through examination of personal interests and values, as demonstrated by a list of personal, physical, intellectual, and emotional values.
   b. be more effective in relating to other people through interpersonal and communication skills instruction, as evidenced by attending, listening, and responding skills.
c. be more aware of, and oriented to, seven occupational clusters through a variety of career awareness activities as demonstrated by a list of "people" and "thing" information sources.

d. explore occupational clusters through actual "hands-on" occupational experiences and a variety of community oriented career exploration activities, as demonstrated by completion of a career exploration check list.

e. narrow their respective occupational interests through a variety of first level self and occupational evaluation activities, as demonstrated by completion of self and occupational evaluation form and selecting a single occupational cluster for indepth exploration.

f. prepare for indepth exploration experiences through instructor assisted examination of the self and occupational evaluation form, as demonstrated by a list of physical, intellectual, and emotional career exploration questions.

g. receive an indepth exploration experience through completion of specific vocational skill related exploration experiences as demonstrated by responses to a physical, intellectual, and emotional question discovery form.

h. have knowledge of future career preparation steps through second level self and occupational evaluation activities as evidenced by an individual student occupational profile and program.

2. Fifteen handicapped youth, ages 14-21 will . . .

a. receive an assessment of vocational skills inherent in many job categories, such as: dexterity, physical stamina, visual perception, tool usage, following verbal and written instructions.

b. complete a series of self-exploration exercises in order to learn about themselves so that they can actually compare their personal traits to job factors.

c. identify his/her main occupational interest areas after receiving the Picture Interest Exploration Survey (P.I.E.S.).

d. participate in presentations, demonstrations, and discussions in order to learn about various evaluation techniques, including testing, work sample completion, and behavioral observation. The student will also learn how measures from these techniques and instruments are interpreted.

e. be given a presentation on the purpose and process of individual career assessment and then he/she will be able to state one area which he/she wants to learn more about.

f. once tentative career interest areas have been established, pre-identified testing instruments related to his/her specific career choice, the student will receive immediate and accurate feedback that may be used for future career decision-making.
g. express a career interest area and complete pre-identified work samples that are related to the worker-trait requirements of the career occupation, the student will individually complete the work sampler and receive immediate and accurate feedback.

h. be given information from the tests and work sample profile and career information, after which the student will state a minimum of two occupations and state why he/she is considering them.

i. review all components of the Career Evaluation and Exploration Program. He/she will synthesize all data acquired. The student will generate and decide among career attainment alternatives. The final step is to develop and begin implementation of a Career Plan.

3. Forty handicapped youth, ages 14-21 will . . .

a. be given an overall description of the Career Evaluation and Exploration program, and the student will be able to name three main program components.

b. be given a series of self-exploration exercises in order that they may learn about themselves which will assist them to accurately compare their personal traits to career factors.

c. be administered the Picture Interest Exploration Survey (P.I.E.S.), after which the student will identify his/her main career interest areas.

d. be given a presentation on the purpose and process of individual assessment, after which the student will be able to state one area which he/she wants to learn more about.

e. participate in a simulated work environment in order to complete the San Francisco Vocational Competency Scale, which will measure the student's career and/or vocational readiness.
IV. ADMINISTRATIVE STRUCTURE

A. CAVC ADMINISTRATIVE ORGANIZATIONAL CHART
for "Career Exploration" Project

[Diagram of organizational chart showing the structure of the CAVC Career Exploration project, including positions such as Center Director, Office Manager, Assistant Director Building Principal, Assistant Director Director of Guidance and Counseling, Assistant Director Program Development, Cluster/Program Managers, Instructional Assistants, and Career Exploration Aides.]
B. PROJECT STAFF ORGANIZATIONAL CHART

Disadvantaged Component

PROJECT DIRECTOR

Secretary 1/2 Time

Counselor/Instructor

Counselor/Instructor

Counselor/Instructor

CAVC Instructional Staff

Counselor/Instructor Aide

Handicapped Component

PROJECT DIRECTOR

Secretary 1/2 Time

Cal. Intermediate School District Type "C" Consultant

Counselor/Instructor

Counselor/Instructor

Counselor/Instructor

CAVC Instructional Staff

Counselor/Instructor Aide
I. TARGET GROUPS, ACTIVITIES

ACTIVITIES & GROUPING

Career Assessment Center 12 Hours
Self and Career Exploration 36 Hours
Indepth Exploration and "Hands On" 46 Hours

Self and Career Exploration 48 Hours
Indepth Exploration and "Hands On" 48 Hours

STUDENTS:
15 Handicapped Students
40 Handicapped Students
60 Disadvantaged Students

STAFF:
3 Full-Time Counselors (Paid through CISD not SYEP)
3 Counselor/Instructors
1 Aide

6 Cluster Instructors

Director
1/2 Time Secretary

3 Full-Time Counselors
3 Counselor/Instructors
1 Aide
Director
1/2 Time Secretary

Director
1/2 Time Secretary
### V. PARTICIPANT SERVICE SCHEDULE

#### A. PROGRAM IMPLEMENTATION SCHEDULE

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TARGET POPULATION</th>
<th>TIME</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self Exploration</td>
<td>40 Handicapped Youth</td>
<td>12 hrs. instruction</td>
<td>List of personal, physical, intellectual, and emotional values to be matched with occupational interests.</td>
</tr>
<tr>
<td></td>
<td>60 Disadvantaged Youth</td>
<td>12 hrs. instruction</td>
<td>Attending, listening, and responding skills.</td>
</tr>
<tr>
<td>2. Orientation to Exploration</td>
<td>40 Handicapped Youth</td>
<td>4 hrs. instruction</td>
<td>List of people and things-resources for obtaining career information</td>
</tr>
<tr>
<td></td>
<td>60 Disadvantaged Youth</td>
<td>4 hrs. instruction</td>
<td></td>
</tr>
<tr>
<td>3. Occupational Cluster Exploration</td>
<td>40 Handicapped Youth</td>
<td>4 hrs. instruction</td>
<td>Completed career exploration checklist to be used in self and occupational evaluation activities.</td>
</tr>
<tr>
<td></td>
<td>60 Disadvantaged Youth</td>
<td>10 hrs. instruction</td>
<td></td>
</tr>
<tr>
<td>4. Job Sampling</td>
<td>40 Handicapped Youth</td>
<td>12 hrs. instruction</td>
<td>Completed career interest and related behaviors checklist to be used in self and occupational decision making.</td>
</tr>
<tr>
<td></td>
<td>15 Handicapped Youth</td>
<td>96 hrs. instruction</td>
<td>Completed work personality profile and vocational skill checklist to be used in the on-going educational/vocational training.</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>TARGET POPULATION</td>
<td>TIME</td>
<td>OUTCOME</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>5. Self/Occupational Evaluation First Level</td>
<td>40 Handicapped Youth</td>
<td>4 hrs. instruction</td>
<td>Completed self and occupational evaluation form</td>
</tr>
<tr>
<td></td>
<td>60 Disadvantaged Youth</td>
<td>8 hrs. instruction</td>
<td>Selected occupational cluster for indepth exploration</td>
</tr>
<tr>
<td>6. In depth Exploration</td>
<td>40 Handicapped Youth</td>
<td>46 hrs. exploration</td>
<td>List and complete physical, intellectual, and emotional questions discovery form</td>
</tr>
<tr>
<td></td>
<td>60 Disadvantaged Youth</td>
<td>48 hrs. exploration</td>
<td></td>
</tr>
<tr>
<td>7. Self Occupational Evaluation Second Level</td>
<td>40 Handicapped Youth</td>
<td>10 hrs. instruction</td>
<td>Complete individual student occupational profile and career program notebook</td>
</tr>
<tr>
<td></td>
<td>60 Disadvantaged Youth</td>
<td>10 hrs. instruction</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

Summer Youth Employment Program
Employee Handbook
SUMMER YOUTH EMPLOYMENT PROGRAM
(S.Y.E.P.)

EMPLOYEE HANDBOOK

JUNE, 1980

COOPERATION: "THE ACT OF WORKING
JOINTLY; HELPFULNESS." --WEBSTERS
Introduction:

Welcome to the Summer Youth Employment Program! We're looking forward to getting to know you and work with you this summer in SYEP. In order to help you understand your responsibilities as an "employee" of SYEP, we've put together this handbook of policies and procedures.

Why Are You Here:

1. You are here to become aware of career possibilities by actually experiencing them.
2. You are here to become aware of the need to get along with others and to practice getting along with others.
3. You are here to learn acceptable work attitudes and job responsibilities and to learn to apply them in the classroom.

*** Being in the classroom is the same as being on the job. Being a student is the same as being an employee. Therefore, you are an employee of SYEP at the C.A.V.C. during this six weeks session. Because you are a paid employee, you will be expected to do all the work given you. ***

General Procedures

Working Hours—You are expected to be in the classroom, Monday through Thursday, 8:15 to 12:15. June 16 through July 24. There is no work on Friday. You are expected to be on the job at 8:15 a.m.

Personal Business—Employees are expected to postpone personal business until after work or during break (before 8:15 or after 12:15). Example of personal business: making phone calls. Personal business is anything which would take you away from the classroom activities.

Breaks—There will be a 15 minute break daily, from 10:00 to 10:15. You are expected to remain either in the classroom or go outside at the student entrance only.

There is no smoking in the building. Eating will be done only during break time and in the classroom during break. You are expected to clean up your own eating areas.

Employees are expected to use the restroom during break time.

You are expected to be in the classroom no later than 10:15 a.m.
Breaks continued
Break privileges are lost if you:

1. arrive late to program or classroom

2. return late from break to program or classroom

Attendance-- You will miss no more than three days of work between June 16 and July 24. You will lose your job (be out of the program) if you miss more than 3 days.

If you are ill, you will be expected to call and report that you won't be in. Call 968-2271, before 8:00 a.m. and leave the message with the switchboard operator.

If you're going to be late, you are to notify one of the instructors when you return to work, so that you can get your work made up or to find out what you've missed.

If you know you're going to be late, call the CAVC switchboard (968-2271) before 8:00 and leave a message that you'll be arriving late.

PLEASE NOTE: Days missed and accumulated tardies will be deducted from your pay, as you are paid hourly.

Personal Appearance-- Cleanliness is extremely important in any job. Therefore, you are to come to work neat and clean every day. You must dress appropriately (no loose or baggy clothing which could get caught in machinery).

Paperwork-- You will be expected to write in a "discovery packet" every day. This will be explained to you. You will also be expected to make and keep up a portfolio. This, too, will be explained.

Pay-- Your time sheet must be signed by an instructor and turned in on June 26, July 10, and July 24. There can be no pay without a time sheet. (The completion of the time sheet will be explained.) Pay checks will be figured according to your time sheet. First pay checks will be mailed to your home on July 11; second checks will be mailed on July 25; third checks will be sent on August 8.

The release of information form must be signed and brought back before pay checks can be issued.

Benefits-- You are considered an hourly employee of SYEP and will receive an hourly wage of $3.10 an hour or a weekly wage of $49.60.

Because of your work in SYEP, you will be more aware of the careers available to you so that you can plan to receive training over the next few years to become qualified in one or more of them.

Safety-- Participants must follow all safety rules and regulations established in the program and in the classroom. The STEP Program is concerned with providing a safe classroom environment and atmosphere which is conducive to good learning.
Behavior Policy—Any student who disregards rules and policies or disrupts classroom activities and refuses to comply to rules is subject to termination from the program.

Any student involved in unruly behavior—(fighting), physical violence, stealing, and/or loud abusive argumentative or threatening language with students or staff will be terminated.

The degree of seriousness of problem and disciplinary action taken will be determined by teaching staff and may result in referral for possible prosecution.
APPENDIX D

Weekly Schedule
### Weekly Schedule

*Break - 10:00-10:15 -- All students will have break at this time.*

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
</table>
| **Orientation to Exploration:**<br>Get Acquainted Act.  
Go over requirements of the program (cluster rep involved w/activities -- 3 in special ed. & 3 in disadvantage) | **Orient. to Explorer:**<br>continue activities from Monday with cluster rep. assistance  
Tour Center | **Divide 30 students**<br>8:30-10:00 Group I  
mini exploration  
Group IX - classroom activities  
10:15-11:15 - Group I  
classroom activities  
Group II mini explorations  
*Start student profiles (profiles defined below)*  
IPS | **2nd Program Visit**<br>Classroom: IPS |
| **3rd Program visit (23)**<br>Classroom: IPS | **4th Program visit (24)**<br>Classroom: IPS | **5th Program visit (25)**<br>Classroom: VALUES | **6th Program visit (26)**<br>Classroom:  
1st, Various Jobs |
| **7th Program visit (30)**<br>Classroom: IPS - Responding  
Sources/IPS | **8th Program visit (31)**<br>Classroom:  
Sources/Stereotyping | **9th Program visit (32)**<br>Classroom:  
Sources/Stereotyping | **10th Program visit (33)**<br>Classroom: Sources/IPS |
| **11th Program visit (7)**<br>Classroom: Sources/IPS | **12th Program visit (8)**<br>Classroom:  
Sources/Stereotyping | **Decision Making-- (9)**<br>Decision which cluster to explore  
for 12 hours  
Only 1 program from the cluster will be explored & student will know which program the cluster will feature  
Mini Exploration  
*Cluster Rep (3) will assist Disadvant. Group. Sources/Stereotyping* | **Decision Making-- (10)**<br>continued from 9ed.  
Update profiles  
Organize indepth explor.  
Explanation of indepth |
| (14) **Work Attitudes**<br>Classroom:  
Work Simulation | (15) **Indepth Explor. (start)**<br>Classroom:  
Work Simulation | (16) **Indepth Explor.**<br>Classroom:  
Work Simulation | (17) **Indepth Explor.**<br>Classroom: |
| **Indepth Explor. (21)**<br>Classroom:  
Work Simulation | **4 Eval. of 23 Students** | **COMPLETE PROFILES**<br>*Cluster Rep. (3) will assist with disadv. students so instr. can meet individually with the student.* | |
APPENDIX E

Participant File Forms
<table>
<thead>
<tr>
<th>Document Type</th>
<th>Check</th>
<th>Date</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application (Soc. Sec. Card, Proof of Age)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income Source Sheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligibility Determination Worksheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration Forms (pink/yellow)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirmation Form</td>
<td>Enclosed Forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employability Development Plan (EDP)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity Entry/Termination Form</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant Evaluation Form</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Record</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Original Time Sheets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Credit Form</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Certification of Handicap (if applicable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nomadic Life Style Form</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rights &amp; Benefit Receipt Form</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Termination Notice</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W-4 Tax Forms (payroll)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll Procedures</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographic Release Agreement</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Release</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Warning Notice</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check Release</td>
<td>11</td>
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</tr>
<tr>
<td>30 Day Review</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Form 1

CETA EMPLOYABILITY DEVELOPMENT PLAN

PARTICIPANT NAME

SUS-AGENT SYEP-CAVC

DATE

I. ASSESSMENT DATA
A. Test Scores:
   N/A

B. Job Experience:

C. Job Skills:

D. Job Interests:

E. Aptitudes:
   N/A

II. PARTICIPANT'S CAREER GOALS/OBJECTIVES

III. BARRIERS TO EMPLOYMENT
Check applicable items:
   N/A Age
   N/A Sex
   N/A Education
   N/A Skills
   N/A Skills
   N/A Work History
   Experience
   N/A Handicap
   N/A Medical
   N/A Child Care
   N/A Transportation
   N/A Other

Comments:
IV. SPECIFIC EMPLOYMENT AND TRAINING NEEDS:

Career Exploration

V. SPECIFIC SERVICES AND/OR ACTIVITIES TO BE DEVELOPED AND PROVIDED TO MEET THE NEEDS DOCUMENTED IN SECTION IV (INCLUDE APPROXIMATE DATES).

Mini & Indepth Exploration

VI. PLANS FOR TRANSITION FROM PROGRAM ACTIVITIES INTO UNSUBSIDIZED EMPLOYMENT:

Service: Date: NA
Job Development:
Job Seeking Skills:
Job Referrals:
Job Retention Counseling:
Job Follow-Up:

SIGNATURE OF PERSON COMPLETING FORM: 1.

2.
3.

JOB TITLE:

DATE:

1.
2.
3.

SIGNATURE OF PARTICIPANT:

1.
2.
3.
## Participant Entry/Termination Form

**Agency:**

**Participant:** 

**Entry Date Completion**  

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completion Date</th>
<th>Counselor’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Experience—Worksites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor Market Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Exploration</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Termination Date:**

**Type of Termination**

- Indirect Placement/staff
- Indirect Placement/other
  1. Found own job
  2. Entered the Military
- Additional Positive
  1. Return to school
  2. Transfer to another CETA Title
  3. Entered another Employment and Training Program
- Other (Non-positive)
  1. Health
  2. Family Problems
  3. Transportation problems
  4. Moved/cannot locate
  5. Refused to continue
  6. Administrative separation
  7. Inconvenient hours/location
  8. Other (explain)

**If Entering Unsubsidized Employment:**

- Employer:
- Address:
- Start Date:
- Hourly Wage:
- Job Title:
- Remarks:

**Other (Non-positive)**

- Counselor’s Signature:

**Date**
Form 3

MID COUNTIES EMPLOYMENT AND TRAINING CONSORTIUM
1980 S-Y-E P PROGRAM

ENROLLEE EVALUATION

NAME: ________________________________

JOB TITLE: ________________________________

WORKSITE: ________________________________

DATE HIRED: ________________________________

DATE: ________________________________

1. Development of knowledge and experience:

To what extent does the participant show willingness and ability to grow and/or modify his/her behavior to fit the needs of the employment agency?

Low____ Fair____ Satisfactory____ Good____ High____

2. Quality of work accomplished:

To what extent does the participant complete his/her assignments to the satisfaction of their supervisor?

Low____ Fair____ Satisfactory____ Good____ High____

3. Job interest:

To what extent does the participant show genuine concern about his/her job performance?

Low____ Fair____ Satisfactory____ Good____ High____

4. Maturity:

To what extent does the participant show willingness to dress appropriately, appropriate speech and personal hygiene?

Low____ Fair____ Satisfactory____ Good____ High____

5. Perseverance:

To what extent does the participant continue a satisfactory level of performance when beset by discouraging experience?

Low____ Fair____ Satisfactory____ Good____ High____

4/14/80
6. **Interaction:**

How successful is the participant in getting along with people in the day to day working relationship?

Low___ Fair___ Satisfactory___ Good___ High___

7. **Job stability:**

Attendance:  Low___ Fair___ Satisfactory___ Good___ High___

Punctuality:  Low___ Fair___ Satisfactory___ Good___ High___

8. **OVERALL PARTICIPANT'S JOB PERFORMANCE EVALUATION:**

Low___ Fair___ Satisfactory___ Good___ High___

Days Absent____ Days Late____

_________________________  _______________________
Supervisor                          Employee

_________________________  _______________________
Counselor                          Agency

**Additional Comments:**
**Form 4**

**MID COUNTIES EMPLACEMENT AND TRAINING CONGIUIM 1980 S.Y.E.P.**

**YOUTH PROGRAM WEEKLY COUNSELING NOTES**

<table>
<thead>
<tr>
<th>SUBCONTRACTOR'S NAME:</th>
<th>PARTICIPANT'S NAME:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PARTICIPANT'S SOCIAL SECURITY NUMBER:**

<table>
<thead>
<tr>
<th>COUNSELOR NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
</tr>
<tr>
<td>Week 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participant Sign.:</th>
<th>Counselor Sign.:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

| Week 3          |
| Week 4          |

<table>
<thead>
<tr>
<th>Participant Sign.:</th>
<th>Counselor Sign.:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Week 5          |
| Week 6          |

<table>
<thead>
<tr>
<th>Participant Sign.:</th>
<th>Counselor Sign.:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Policy: As an exception to existing ETA Regulations, wards of the Court and youth offenders who can be determined to have left the family unit, or who otherwise do not have access to the benefits that parental income would normally provide, shall be used in determining their economically disadvantaged status.

I certify that this youth ____________________________________ is no longer a part of his/her family unit or no longer has access to the full benefits of parental income. I further certify, that __________________________________________ has lived at home 50 percent or less of the time in the last six months.

(Probation Officer and/or responsible court appointed official.) ___________________________ Date
RIGHTS AND BENEFIT RECEIPT FORM

I have received a copy of the following:

(1) Grievance Procedures
(2) MCETC Complaint Procedures/EEO
(3) MCETC Personnel Policies

Signature of Applicant: ___________________________

Date: ___________________

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June, 1980

Dear Parent/Guardian:

RE:

This is to inform you that the above student has been terminated from our Summer Youth Employment Training Program effective immediately. The reason for termination is as follows:

- Excessive Absenteeism (3 days absent maximum)
- Discipline (fighting, misbehavior, etc.)
- Other ____________________________

Please feel free to call our office if you have any questions regarding this action.

Sincerely,

Wayne L. Booton
Wayne L. Booton
Charles Dunham

CALHOUN AREA VOCATIONAL CENTER
475 EAST ROOSEVELT AVENUE BATTLE CREEK, MICHIGAN 49017 616-968-2271
Payroll Procedures


Pay--Your time sheet must be signed by an instructor and turned in on June 26, July 10, and July 24. There can be no pay without a time sheet. (The completion of the time sheet will be explained). Pay checks will be figured according to your time sheet. First pay checks will be mailed to your home on July 11; second checks will be mailed on July 25; third checks will be sent on August 8.

The release of information form must be signed and brought back before pay checks can be issued.

If your check is lost or stolen:

1. Report to payroll (Linda O'Leary in the front office)
2. Stop payment is made on the check.
3. Another check is issued after bank statement is received, could be up to 4 weeks.
4. If the check is later found, it should be taken to payroll to be re-issued. They should not attempt to cash the check.
Form 9

MID COUNTIES EMPLOYMENT AND TRAINING CONSORTIUM

P.O. BOX 1574
BATTLE CREEK, MICHIGAN

PHOTOGRAPHIC RELEASE AGREEMENT

I, __________________________ certify and affirm that
(Applicant Name)

the Mid Counties Employment and Training Consortium and/or its agents
and sub-agents may use photographs and/or videotapes of me for their
uses and/or uses of the U.S. Department of Labor and/or the Michigan
Department of Labor for news, publicity, records, or for any other
lawful purposes.

("Note if applicant is under 18 years old, parent or guardian must sign the above.")

MID COUNTIES EMPLOYMENT AND TRAINING CONSORTIUM

P.O. BOX 1574
BATTLE CREEK, MICHIGAN

INFORMATION RELEASE

I hereby authorize the release of information requested by the Mid
Counties Employment and Training Consortium for specific use in veri-
ying my (son's) or (daughter's) eligibility for a MCETC Program.

Name of Applicant __________________ Date __________________

Signature of Parent __________________ Date __________________
June, 1980

Dear Parent/Guardian:

RE:

This is to inform you of our attendance policy that states a student may miss only three (3) days during our Summer Youth Employment Training Program. Upon accumulation of three (3) days, the student will automatically be terminated from the program. The only exception to this would be a case of extreme illness, death in family, hospitalization, etc.

Your cooperation will be appreciated. Thank you.

Sincerely,

Wayne L. Booton
Wayne L. Booton
Charles Dunham

CALHOUN AREA VOCATIONAL CENTER

475 EAST ROOSEVELT AVENUE, BATTLE CREEK, MICHIGAN 49017 616-968-2271
Form 11

FY '80 SYEP
CHECK RELEASE

I, _______________________________ certify that I have reviewed my paycheck for the pay period beginning ______ 1980 and ending ______ 1980 and do hereby accept my paycheck as an accurate accounting of my work time.

Emp. No. ___________    Sig. ____________________________
Date ____________________________

*Placed in Participant's File

FY '80 SYEP
CHECK RELEASE

I, _______________________________ certify that I have reviewed my paycheck for the pay period beginning ______ 1980 and ending ______ 1980 and do hereby accept my paycheck as an accurate accounting of my work time.

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Date ____________________________

*Placed in Participant's File

FY '80 SYEP
CHECK RELEASE

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Date ____________________________

*Placed in Participant's File

5/23/80
APPENDIX F

Administrative Meetings:
Agenda and Summary
AGENDA

Monday

1. General direction for 80-81 and recap of 79-80 relating to areas of responsibility, each person will add to the list started by Bob.

2. Review staff evaluation process, should it continue the same as 79-80?, instrument, follow-up, staff feelings.

3. What are your feelings about the administrative advisory committee, did you have enough knowledge of what it was doing? Were you comfortable with its role? Did it work cooperatively with the administration? How does it fit with the administrative cabinet?

4. Agreement on general direction for 80-81 should we keep the same general direction?, change the philosophy?, expand our LRP?, add new goal areas?

5. Review of assignments given in affirmative action plan to make certain that they get into each person's Management Plan.

Tuesday

8:00 - 10:00 a.m.

CBE grading plan for next year
- should we do it
- if yes how to work out the "mechanics"

10:00 - 4:30 - On Your Own -

Work on 80-81 Management Plan revisions. Include goals, objectives, tasks, milestones, products, completion dates, and resource people.

Wednesday and Thursday

-Review Program Profiles and determine next steps.

-Update the CAVC's LRP - change the dates and add assignments.

-Review stereotyping workshop and what goals are to be set for 80-81.

-Staff handbook revisions.
Wednesday and Thursday (Con't.)

- Workshop for displaced homemakers entering the CAVC this fall.

- What should be in the small business unit, make assignments.

- Identify topics for pre-service week.

- What to do with Special Needs position for 80-81 and what will be Special Needs game plan.

The following weeks:

- Teacher certification, what role can we play.

- Workers compensation, what role can we play.

- 80-81 Placement Plan, should it be the same.

- Sharing goal areas which involve other administrators.

- Determining significant dates for 80-81.

- "Mechanics" for Adult Ed. during the regular day.
SUMMARY
Proposed Areas of Concentration for 1980-81

- Maintain the working atmosphere we experienced in 1979-80.
- Maintain the learning atmosphere of 1979-80 student support services.
- Maintain an increased secondary enrollment (increase of 40-80 students)
- Double the credit hours generated through adult education.
- Expand our involvement in economic development:
  - add goals to our annual & LRP
  - implement a feasibility study to determine if vo-ed services should be expanded and implement recommendations if approved
  - one source placement services to be implemented with at least 3 co's.
- Implement pre-apprenticement programs in at least four (4) programs - credits towards apprenticeship programs.
- Implement the affirmative action program.
- Continue project MOVE.
- Getting students "good" jobs.
- React to the following state issues:
  - Funding
  - Workers' Comp.
  - Teacher certification
  - State LRP
  - Redistricting
  - Others as determined by PAC
- Expand the CBE grading system to include four (4) programs - all students.
- Develop common work experience guidelines for principals to react to and approve.
- Explore and goal set in the area of a county-wide employment & training LRP to include at a minimum CEPD, CETA, KCC & CAVC.
- Implement a "Small Business" learning unit for forty (40) students through the Chamber of Commerces.
- Reading - Have a selection of program materials classified by reading level and compare to occupational reading levels.
- Career Exploration through Air National Guard.

- College credit for our inservice session.

- Exchange program with handicapped students to explore programs "hands-on" from Career Assessment Center and how to refer students to "center".

- Improve tie-in with Career Education.

- Explore the concept of word processing and what it means to administration.
APPENDIX G

David Johnson's Administrative Forms
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