The Revision and Implementation of an Assessment Form

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THE REVISION AND IMPLEMENTATION
OF AN ASSESSMENT FORM

by

Cleophus Sturdivant

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
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Cleophus Sturdivant
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CHAPTER I
THE PROBLEM AND ITS BACKGROUND

The Problem

One of the primary responsibilities of the Douglass Community Association is to assist its clients in locating training programs and employment placement. But, when it was initially organized it served as a military service oriented center. According to Shermer (1962), the Douglass Community Association was organized in 1919 as a recreational facility for Negro service men, many of whom were stationed at nearby Camp Custer. This action was initiated by the "Colored Work Committee, of the War Camp Community Service Board". Activities were conducted in a rented facility on an upper floor of a building at 228 North Burdick Street and at the center named the 'Douglass Community House'. After demobilization, the local sponsoring group recognized a need for a continued community recreation service for Negroes.

In the year 1920, the Douglass Community Association was formed and incorporated under the Laws of Michigan. In 1921, the furniture and equipment of the Douglass Community House was purchased by the Association from the "War Camp Community Services". The original by-laws provided for a Board of Directors of 15 persons elected by the membership and an Advisory Board of Directors of 15 persons elected by the Board of Directors. Nine of the Advisory Board were to be white and the remaining six were to be elected from the officers of the Association.
From the outset, the obvious intent and purpose of the Association and its sponsors was that it be a Negro organization established to serve the Negro community with assistance and guidance from prominent and interested white citizens. From 1920 until 1926 the Association financed its operations by soliciting direct private contributions. In 1926, the Association became a charter member agency in the establishment of the Community Fund and since that time has received a substantial part of its operating funds from that source. In 1939 steps were initiated to raise funds by private subscription and, with Works Projects Administration (WPA) assistance, the present building was financed and built. It was dedicated and placed in use in 1941. Until 1941 the Association had conducted its program in a rented building.

Program directors were employed on a part or full time basis since its inception. In the middle 1930's the staff included a director, assistant director and two janitors. Additional program staff was provided through National Youth Administration (NYA) projects. From the time of its organization until 1946, the leadership of the Association centered around a rather constant group of people. There was practically no change in the personnel of the white Advisory Board, while the chairmanship of the Association remained unchanged for a period of 23 years. In 1946 the Constitution and by-laws were revised, the old dual board arrangement was abolished, and a single interracial board of 16 members was established. This
change in the Constitution and by-laws marked the end of the "old regime" in the history of the Association.

From its beginning until now the Douglass Community Association has gone from a recreation centered organization directed at the black community to a human service organization directed at all persons of the entire community. One of the services provided by the Association is employment assistance and training.

Historical Perspective

For years, one of the major concerns of this nation's government has been employment for all its citizens. This concern has become more prevalent in recent years with the rapid expansion of sophisticated technology and automation. Technological advancement has, in some cases, meant the elimination of some jobs and has created the need for training and preparation for others. In an effort to combat this problem, Federal and State governments have developed programs to deal effectively with employment programs. Various programs have been introduced, revised, evaluated and phased out. According to the Department of Labor (1974), perhaps the most promising program to deal with unemployment was signed into law in 1974. On December 28, 1974, President Nixon signed into law the Comprehensive Employment and Training Act (CETA). This legislation marked the culmination of ten to fifteen years of manpower reform efforts by the Congress and Administration.

The purpose of CETA is to provide a new and up-to-date charter for manpower programs. It decentralizes and decategorizes numerous
programs authorized under the Manpower Development and Training Act (MDTA) and under title I of the Economic Opportunity Act (EOA). The President called the new bill one of the finest pieces of legislation to incorporate the essential principles of special revenue sharing. He said "the Federal manpower program is a vital part of our national effort to conserve and develop our human resources and to help individuals adjust productively to changing economic conditions including whatever temporary dislocations may ensue from the current energy shortage". (Manpower Administration, 1974)

The Federal Role

Under the new act, State or local primary sponsors must draw up comprehensive plans for providing manpower services, but the Federal government must approve a plan before funding a prime sponsor. The requirements for approval are not "pro forma". The plan must meet the objectives of Title I, and it must insure that manpower services are provided to those most in need. The substantive purposes of manpower programs and the definition of the clientele are federally defined and federally enforceable according to the U.S. Department of Labor (1974). The responsibility for ensuring that the Federal dollar is spent in accordance with the requirements of the legislation is vested in the United States Department of Labor.

The Federal Government provides grant funds for CETA programs as well as establishes the rules and guidelines which state, local and
prime sponsors must follow in establishing a CETA program.

Since its inception in 1919, the intent and purpose of the Douglass Community Association was to provide a recreational facility for black soldiers stationed at the nearby Fort Custer. But since then the Agency has undergone quite a transition. With the phasing out of Fort Custer in 1951, the function of the agency was changed to a neighborhood center aimed at providing recreational facility for all races. But the total transition came in 1964 when the Douglass Community Association moved from a recreation centered agency to a social service orientation. By 1968 the major problem that confronted the agency was employment. With the aid of local, State and the Federal governments the Douglass Community Association met the challenge of dealing with the problem of unemployment as will be shown in the following pages.

The Role of Local Organizations

The resolution of the problem regarding allocation of roles between the State and local officials can be seen in a variety of provisions of the act; the resolution of the role of the community action agencies can be seen in the almost complete absence of provisions. From the presumptive prime sponsorship role that these agencies achieved in the 1967 legislation, they have been reduced to membership on local planning councils which the prime sponsors must appoint and staff by law. The councils, which recommend plans and procedures, monitor, and
evaluate local manpower programs, represent the client community, local organizations, the employment service, education and training agencies, and local businesses and labor.

Purpose

The purpose of this project was to revise an applicant assessment form used by the staff members of the Douglass Community Association. One of the many functions of the Douglass Community Association is to assist clients in either finding immediate employment or by preparing them for it. Whichever the case may be, each client goes through the process of being assessed, that is, questions are asked about the client's work history, occupational goals and objectives, educational achievements and personal background, in order for the Association to provide the most efficient service. In recent years the Douglass Community Association has grown at a prodigious rate and in order to maintain quality service the current assessment form needed revision. Originally the assessment form was developed to serve the needs of a much smaller population, but a form was needed to serve a larger segment of clients and at the same time to maintain the quality and standards of the Douglass Community Association.
CHAPTER II
REVIEW OF THE LITERATURE

The Douglass Center

The Douglass Community Association was created primarily as a recreational facility for black soldiers as well as to promote good citizenship among the people of Kalamazoo through a program which included cultural, educational, physical and social activities. According to Shermer (1951), it was the obvious intent and purpose of the Association and its sponsors that it be a black organization established to serve the black community with the assistance and guidance from prominent and interested white citizens.

Like most organizations, at its inception the Douglass Community Association did not have clearly defined goals and objectives. Such guidelines were needed, according to Bond (1962), to give the Association a more positive direction for action.

Walker (1971) stated that from 1919, the year the Douglass Community Association was created, until 1964, the organization served the social-recreational needs of Kalamazoo's black population. In the fall of 1964, after considerable conflict, the Douglass Community Association began to move away from a recreation centered program and toward a social service focus. Since that time, the transition has been made and the programs of the organization are designed to deal with the total range of human problems, either through the direct
provision of service or by ensuring that the service is attained elsewhere. Also, during this period of professional growth much ambiguity surrounding the goals and objectives of the function of the Douglass Community Association has been removed.

Since 1964 each of the three directors that have served the agency has had Master's degrees in social work; thus, shifting the composition away from individuals with recreation orientation to those with a social work background. The past years have seen the Douglass Community Association undergo a transition from a recreation center to a social centered agency. In 1966 the agency initiated the Intrefol (intake referral follow-up) program. It was recognized that the services needs of the agency were so great that they could not be provided by one organization, so a program was designed that would link together consumers and producers of services. By 1968, the service had indicated that the number one problem was service population employment. This need gave rise to the Job Development and Placement Program. The intent of this program was to provide employment opportunities and alternatives for the service population which in turn led to an agreement with Kalamazoo Contractors and Construction Trade unions to initiate a training program for the construction trade geared toward minority groups. In recent years, the Douglass Community Association has expanded to include a health care unit in order to provide greater services to the Community.

The Douglass Community Association like any organization had its difficulties. From the late 1950's until the late 1960's, the survival
of the agency was in question. Some of the supporting funds had been cancelled by some donors and reduced by others. It seemed at one point that the only possible means of survival for the agency was to be absorbed by another agency. But the faith and persistence of the small staff and the leadership of the current Executive Director put the agency in its proper perspective and on a sound financial ground.

Employment Assessment

The primary objective of the assessment form is to focus on the character and personality of the clients. Such a form needs to contain information that ranges from the client's past into the future. At the same time, the assessment form needs to be unique in a way that would be tailored to meet the needs of the Douglass Community Association. The idea behind the assessment is to help the individual get a better understanding of himself and the world in which he lives. It is not intended to be an in-depth analysis of the client. Perhaps the greatest single influence on an individual in making a career decision is that of the home. The home atmosphere influences the type of vocational activities while such items as the genetic structure and the involuntary pattern of expenditure of psychic energy influence the occupational level the worker achieves (Osipow, 1973).

Further, in human assessment, according to Blum (1969) a dimension of human performance is the ability to assimilate, process, and utilize information which is available to the individual. As mentioned earlier, the assessment is not meant to be an in-depth analysis of the individual.
but rather to explore every aspect of the individual to assist in preparing that individual for the career of his choice. The important thing about an interview, according to (Guion, 1965), is not how well the interview succeed in assessing the traits, but how well the trait assessed by a given interviewer relates to a subsequent criterion. Although the interviewer's role is not a physical part of the assessment form, it is very important that the interviewer be sensitive and understanding of the needs of the client. Another purpose of the assessment form is to direct the client to a career that the client will deem socially approved. The more this element is involved, the more it complicates the relation between personal success and proficiency (Strong, 1964). The intent of the assessment is to aid in identifying the needs and the vocational interests of the clients in addition to identifying the apparent abilities, skills, and attributes that are critical to job performance and might be measured by tests (Lawshe, 1969). The assessment has several major factors—which include helping clients make good vocational adjustments and facilitating smooth functioning of the economy through the effective use of manpower. These purposes imply that each individual has certain abilities, interests, personality traits and other characteristics which, if the client knows them and their potential value, will make that client a happier person.
The Employment and Unemployment Record

A number of indicators, especially those reflecting accelerated inflation and a small decline in real weekly earnings, established a rather mixed economic pattern for 1973. Moreover, the long-term decline in unemployment rates was temporarily halted late in the year by job losses linked to the energy shortage. In spite of these negative pressures, civilian employment rose to a record 84.4 million (on an annual average basis), an increase of 3.3 percent over 1972's average. Unusually high levels of consumer demand appeared to have encouraged much of the employment increase. (Manpower Administration, 1974).

The civilian labor force continued the unusual rapid rate of expansion attained in 1972. A net increase of over two million labor force members was registered in 1973, matching the growth rate of the year before. Reaching an average of 88.7 million persons for the year, the labor force passed the 90 million mark in December, partly as a result of successful jobseeking by significant numbers of married women and younger workers. (Manpower Administration, 1974).

After averaging 5.6 percent in 1972, the unemployment rate fell to an average of 4.9 percent for 1973, a development with particularly noticeable effects among blue-collar workers and male household heads. The jobless rate bottomed-out at 4.6 percent in October, before the
ripple effects of the energy shortage began to make themselves felt. The rate then moved up to 4.8 percent in December and to 5.2 percent in January, 1974.

Employment gains were especially visible in the goods-producing sector, which added over one million jobs in 1973, or twice the gain posted in 1972. The gains indicated a healthy rebound from the cyclical low of 1971. Strong product demand levels encouraged manufacturers to add 890,000 jobs over year to double the increase registered in the preceding 12 months. Employment growth in the service-producing sector continued apace at a rate of about 3.5 percent.

Labor productivity advanced by 2.9 percent, down somewhat from 1972 levels and just under the 1950-70 average rate of three percent. Average wage gains remained at about the same level as in 1972, but 1971's rapid inflationary push meant that the "real" purchasing power of average hourly earnings declined by about two percent. For the same reason, real earnings, both hourly and weekly, declined after midyear and fell below late 1972 levels by the end of the fourth quarter.

The continual decline in the purchasing power of the hourly and weekly earnings resulted in unemployment for many of them. The recourse taken by some of them to reenter the labor market meant the development of new skills and vocational training. (Manpower Administration, 1974)
Manpower Programs: Moving Toward Decentralization

The new Comprehensive Employment and Training Act (CETA) is certain to have a profound impact on the ways manpower services are delivered to individual recipients. Greatly advancing the Administration's aim of transferring the responsibilities and resources for manpower programs to States and localities, the CETA approach is likely to minimize Federal direction for program design and operation.

Under CETA, elected officials will act as prime sponsors of comprehensive manpower programs in their jurisdiction, which may consist of states, cities, counties, or consortia of jurisdictions. The mix of manpower services to be made available in each area will reflect the decisions of prime sponsors who are authorized to provide a full range of such services including transitional public service employment. CETA's Title II also provides special funding for areas where unemployment has been 6.5 percent or higher for three consecutive months. (Manpower Administration, 1974).

Prime sponsors are to establish planning councils representing clients, local community organizations, the employment services, education and training agencies, business, labor and (where applicable) agriculture. The councils will advise prime sponsors on program goals and will help to monitor and evaluate program activities. An annual comprehensive manpower plan must be submitted to the Secretary of Labor by each prime sponsor.

While CETA was in the drafting stage, a decade-long uptrend in
manpower program enrollments came to a halt. After reaching 3.3 million a year earlier, new enrollments fell to 2.9 million in fiscal year 1973. The drop in enrollments was particularly apparent in the Neighborhood Youth Corps (NYC) in-school and summer programs, the Job Opportunities in the Business Sectors (JOBS) Program, Public Service Careers (PSC), and the Public Employment Program (PEP). On the other hand, the Work Incentive (WIN) Program, NYC out-of-school program, Operation Mainstream, Veterans Administration manpower programs, and HEW vocational rehabilitation programs all registered increases. (Manpower Administration, 1974).

The New Geography of Employment:
Migration and the American Worker

Internal migration continues to exert an important influence on economic conditions in individual regions and communities by raising skill levels and lowering the median age of the labor force in areas attractive to in-migrants. During the 1960's, this process was especially apparent in the South, which experienced significant in-migration (for the first time in this century) in the form of an influx of white workers with relatively high skills. In the same ten year span, the West continued to gain population through migration and the Northeast continued to attract blacks from the South, while the Midwest lost members of its population to other states.

In addition, net in-migration was an important source of metropolitan population increase, primarily in the South and West. In all regions except the South, migration of minority-group members

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constituted a large component of metropolitan increase. At the same time, there was a net outmigration of whites from metropolitan areas in the northeast and north central regions. (Manpower Administration, 1974).

With the influx of minority groups to the inner city and the mass exodus of whites to the suburbs, a vacuum was created in that there was a lack of personnel with the necessary skills and professional training to maintain the present economic stability. According to Wright (1975), the local CETA program, with almost one year of history, has demonstrated that problems and needs can and have in large measure been identified locally. The major drawback on meeting the identified needs is the common lack of adequate funding. However, realizing that there will never be enough money to solve all problems, certain investment strategies have proven useful in utilizing what available funds there are in the most beneficial manner.
CHAPTER IV
METHODOLOGY

In recent years the Government of the United States has been more than concerned about the occupational outlook of its economically disadvantaged and underprivileged citizens. As a result of this concern, extensive research and investigation has been attempted to determine if and what measures and methods could be utilized to combat such conditions.

One outgrowth of such an investigative process was the Comprehensive Employment Training Act of 1973. This Act, which consists of several titles, is directed at resolving the employment problems not only of the disadvantaged and underprivileged, but the unemployed and underemployed. Like other counties throughout the nation, Kalamazoo County, with the W. E. Upjohn Institute being the principal subcontractor, is a participant in the 1973 enactment. The primary aim of the Kalamazoo County Manpower Plans is to assist the unemployed, underemployed, and the economically disadvantaged to prepare for and to obtain employment opportunities.

The Douglass Community Association, in conjunction with Kalamazoo County, has as one of its responsibilities, training programs for its participating clients. According to the Manpower Coordinator of the Douglass Community Association, the training program is very effective.

The Douglass Community Association, in conjunction with Kalamazoo County, has as one of its responsibilities, training programs for its
participating clients. According to the Manpower Coordinator of the Douglass Community Association, the training program is very effective with one exception—the existing assessment form which is used for assessment interviewing needs to be revised. Revision would mean an examination of all components of the assessment instrument to determine their feasibility and to investigate the current procedure of applicant assessment. In addition, there was a need to develop efficient techniques for gathering more meaningful data in order to evaluate overall strategy of placement counseling services as well as an assessment framework.

Permission was granted to the investigator to discuss with the entire Douglass Community Association Manpower Staff what they would like to see in the revised assessment form. Various discussions with the Manpower Coordinator and the counselors on an individual basis was necessary to gain specific information about the assessment techniques. In addition, many hours of observation were involved in studying the interviewer's techniques to aid in determining how a new assessment form might be more effective than the existing one.

A point of clarification is needed. It might be assumed that the Douglass Community Association is addressed primarily to members of the black community, and more specific, blacks from low social economic backgrounds. At its inception the Douglass Community Association provided services that were primarily directed to the black community. But in recent years, the Douglass Community Association's role and function has become more diversified. Not only is the Douglass
Community Association addressed to manpower needs but to certain mental health services as well. Black clients comprise only 42%, Spanish Americans represent 9% and white clients comprise 49% of the manpower clientele. Many of these clients have college degrees, including advanced degrees. Because of the increasing numbers of clients enrolling in the manpower training programs it was necessary to develop better time management and it was imperative that it be reflected in the assessment form.

Methodology of Study

The current instrument used in interviewing is an assessment form which includes information about the clients education, health, employment record, and family history. According to the Manpower Coordinator, Gordon Brown, this form did not fully meet the needs of the Douglass Community Association. He went on to say that the form did not contain enough specific and detailed information for more effective counseling and evaluation on the part of the interviewer. Another reason for the revision was to make sure it was not slanted toward minorities nor sexist. The lack of the specific information sometimes would mean a delay in the client's enrollment in a training program (be it school or on-the-job training) or entry directly into employment. The Coordinator determined to have the present form revised to meet the needs and be appropriate to the professional sophistication of the Douglass Community Association.
Personal Background and Experience

While in high school and college, this writer was involved in a wide variety of civic and church activities such as sports, Boy Scouts and Sunday school. After completion of the Bachelor of Science in Speech Education, this writer began a career as a Placement Officer. For the past five years the responsibilities including being a resource person, information in the areas of resume development, how to write letters of application, how to write letters of inquiry and how to write letters of decline. In addition to that, a career library was developed, a video tape on career planning as well as a tape slide project on career planning directed at minority students. This writer served as a counselor on careers which meant keeping abreast with the changing trends in the labor market, visits to business and industry to get first hand information about the changes within the world of work and to disseminate the right and latest information on career planning and development to students. During this career phase, the degrees of Master of Arts in Speech Communication and in Counselling and Personnel were completed and the degree Specialist in Counselling and Personnel was begun. These interests and experiences formed a natural basis for the attempt to meet the need for revising the assessment form and procedures at the suggestion of the Manpower Coordinator at the Douglass Community Association.

Form Revision

In order for the existing form to be revised it was necessary to determine a sample of the population of the clients being interviewed
with the use of the existing assessment outline.

This writer sat in on several interview sessions and took notes of the kinds of questions asked by the interviewer and the types of responses given by the clients. This type of information gathering was necessary in order to develop a more effective assessment form. Most of the questions centered around the employment status of the clients, past work experience, physical condition and education. One question that was always asked was, "Did the client have transportation to and from work or school". A large percentage of the replies were "No", this especially was true with females. The Agency then attempted to assist the client in getting some type of transportation. Another question that if not answered truthfully by the client meant a loss of valuable time to the interviewer was if the client was on drugs. If the answer was ,"Yes", the client was referred directly to the mental health unit.

A large percentage of the clients were school dropouts and the interviewer would direct this question to find out if the client wanted to go back to school for completion of educational training or if the client wanted to go directly to work. The Douglass Community Association, in conjunction with kalamazoo Valley Community College, enrolled students for the purpose of gaining an education that would lead to gainful employment. There are also a number of educational grants offered through the Douglass Community Association as an incentive for those who would qualify for them.

The Douglass Community Association also had contractual agreements
with businesses and industries throughout Kalamazoo County to hire and train clients from the agency.

In addition to sitting in on interviews, this writer met with the Manpower Coordinator and his staff to confer with them on how and what changes they would like to see in the revised form as well as get their input on those changes.

This information, along with the existing form, was studied as well as analyzed to see how a more effective revised form might be developed.

The existing form titled 'Assessment Outline' contained information that might be considered discriminatory--some examples are: age, sex, and ethnic group. In addition, the old form consisted of five general categories that were condensed to two pages with little or no room for the interviewer to make recommendations; nor did it provide space for social security numbers, name of interviewer, date of the interview, or license number. The old form contained some information that was considered irrelevant, vague or repetitive--for example: "reason for leaving school", "employment record for the last ten years". Another problem with the existing form was that it was addressed to the black community. The revised form had to be directed to citizens of the entire community.

The revised form contains a cover page to explain to the reader or the interviewer the purpose of the assessment form. This is followed by an instruction sheet. The instruction sheet has in a column on the left hand side for name, social security number, name of counselor, and date of the interview. Directly under that is
Part I: History, with sub-heads—education, health, employment, and personality/family situation. To the right of those is a description of the desired information pertaining to each. The next two pages of the revised form are spaces to record the history of the client.

The last two pages, Part II, are addressed to the recommendations and evaluations of the counselor or interviewer. Space is provided for specific and detailed information to be made.
ASSESSMENT OUTLINE

NAME: _____________________________________________________________

AGE: ___________ SEX: ___________ ETHNIC GROUP: ___________

EDUCATION:
Highest grade achieved.
Age left school and reasons for leaving.
Last school(s) attended - (name and location, date)
School adjustment (conduct, scholastic standing, truancy, leadership,
reliability, courtesy, courses taken, likes/dislikes, special abilities/
disabilities, grades repeated, and relationships with other students and teachers.
Business and trade training (type, where, and when)
Attitude toward further education and training, ability to read, write and speak English.

HEALTH:
Height, weight (physical proportions, posture)
General physical condition and health problems
History of serious diseases
History of major surgery and/or hospitalization
Last current, physical exam (date, place and findings)
Use of alcohol and/or drugs
Eyesight, hearing
Attitude of client about himself and how he feels others feel about him.
EMPLOYMENT:
Employment history for the past ten (10) years - (dates, nature of work, earnings, reasons for leaving)
If fired, why - was it related to a problem with which he/she was involved.
Attendance
Attitude toward work
Relationships with co-workers and supervisors
Occupational skills, interests, and ambitions
Means of subsistence during employment (including welfare, other kinds of assistance and unemployment compensation)

FAMILY BACKGROUND:
Date, place of birth, family size
Length of time in Kalamazoo (and why they came here)
Who raised them, if other than parents
Age left home, and why
Relationship with other family members
Marital status
Number of Dependents

EVALUATION:
Where is the client based upon above information
Supportive service needs (medical, dental, financial, legal, child care, and transportation;
Employment/training readiness (interest, attitude, behavior)
The purpose of the assessment interview is to provide a method of identifying the client's educational and vocational needs and interests. Such information-gathering procedures are necessary for the development of personalized employment training. After needs have been identified, an in-depth analysis, based on that information, is given to ensure that the assistance granted will lend support to the client's existing educational background and vocational preparation. The assessment interview is directed not only at the educational and vocational needs of the client, but toward every avenue and aspect of the client's make-up which affects his/her life-style.

It is imperative that the client's life-style and personal self-concept be of a positive nature so that a viable career plan might be implemented to maximize self-sufficiency and preparedness for the world of work.
DOUGLASS COMMUNITY ASSOCIATION
MANPOWER SERVICES PROGRAM
ASSESSMENT INSTRUCTIONS

NAME: name of client
SS#: that of client
COUNSELOR: name of interviewer
DATE: date of interview

PART I. HISTORY: Please record all information relevant to the employability of client. When necessary, use additional comments.

A. EDUCATION: School(s) attended (names, dates, location)
Business and Trade training (names, dates, types, locations).
School Adjustment: (conduct, scholastic standing, truancy, leadership, reliability, courtesy, courses taken, likes/dislikes, special abilities, disabilities, grades repeated, and relationship with students and teachers.
Attitude toward further education and training, ability to read, write and speak English.

B. HEALTH: Weight, height (proportions, physical, posture)
Last physical exam (date, results)
History of: major illness, diseases, hospitalization.
Use of drugs/alcohol.
Attitude of how client feels about self and how he/she feels others feel about him.

C. EMPLOYMENT: Attendance and attitude toward work.
Occupational skills, interests, ambitions.
Relationships with co-workers and supervisors.
Reason for seeking job/training now.

D. PERSONAL/FAMILY SITUATION: Resident of Kalamazoo (length of time).
Reason for coming to Kalamazoo.
Age when, and reason for, leaving home.
Current family status (single, divorced, separated, widow(er)).
Age of children.
Child care needed while working.
Legal problems. Financial needs.
Drivers license-reliable available transportation.
DOUGLASS COMMUNITY ASSOCIATION
CLIENT HISTORY

NAME ____________________________________________ SS# __________
DATE ____________________________________________________________________
COUNSELOR ____________________________________________________________

I. HISTORY:
A. Education. List school(s) attended, dates, location, training
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
School Adjustment _________________________________________________________
________________________________________________________________________
________________________________________________________________________

B. HEALTH:
Weight _______ Height _______ general physical condition _______
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Last examination: Date __________ Results _____________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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DOUGLASS COMMUNITY ASSOCIATION
CLIENT HISTORY

NAME ___________________________________________ SS# __________________

C. EMPLOYMENT:
Reason for leaving last job ____________________________________________

D. PERSONAL FAMILY SITUATION:
Length of time in Kalamazoo ____________________________________________

Child care needed? _____yes _____no

Legal problem(s) _____________________________________________________

Financial problem(s) _________________________________________________

Drivers License ________________ Transportation _________________

Date ____________________________

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PART II. EVALUATION

E. CLIENT'S STATUS SUMMARY: Where is the client based upon above information. Counseling needs, if any. Supportive services needs, please identify. (medical, dental, financial, legal, child care, transportation) Employment/training readiness (interest, attitude, behavior, goals, objectives, if any.) Additional Assessment Service (e.g., tests, counseling, job/search technique).

F. RECOMMENDATIONS: Based on preceding information, please give recommended approach(es) you feel is appropriate for client.
DOUGLASS COMMUNITY ASSOCIATION
CLIENT EVALUATION

Date __________________

Name ___________________________________ SS# ____________

Counselors Name ___________________________________________

PART II. EVALUATION:

Summary:

Recommendations:
SUMMARY

The Comprehensive Employment Training Act of 1973 serves a very useful purpose by meeting the needs of some of the unemployed. But like most infant projects, the CETA is having its 'growing pains' but efforts are being made to remove and/or eliminate deficiencies, inconsistencies, and other problem areas.

The Douglass Community Association, a participant in the CETA, is looking for means to increase its proficiency in training aspects. One area of concentration is assessment interviewing.

The intent of this project has been to demonstrate how the existing assessment form is inefficient for assessment interviewing and how such inefficiency negates the effectiveness of client training and employment placement at the Douglass Community Association. There is also a demonstration of how the revised assessment form would improve the efficiency of assessment interviewing for training and employment placement for clients at the Douglass Community Association.

Time between the revision of the form and the conclusion of the project has not been sufficient to measure the efficiency of the assessment interviews. However, the new form has met with the approval of the Douglass Manpower Staff.
REFERENCES


Manpower Administration, "On Reaching A Watershed", Volume 6, No. 4., Washington, D.C., Manpower Administration, U.S. Department of Labor, April, 1974, p. 3.


APPENDIX A

A SUMMARY OF THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

Title I. Comprehensive Manpower Services

Eligibility for financial assistance only "prime sponsors" are eligible for financial assistance under this title. Prime sponsors are defined as: (1) the state, but only with respect to areas not served by other prime sponsors; (2) units of general local government with populations of 100,000 or more; (3) any combination of units of general local government, as long as one member of the combination has a population of 100,000 or more; (4) any unit or combination of units of general local government which (a) either serves a substantial part of a labor market or a rural area with high unemployment, and (b) demonstrates both a capability to carry out the program as efficiently as the State and that there are special needs for service in the area; and (5) a limited number of rural Concentrated Employment Program grantees.

Eligible Activities: Funds under the title may be used to finance "the development and creation of job opportunities and the training, education, and other services to enable individuals to secure and retain employment at their maximum potential". This included programs and activities that have been financed under previous manpower legislation such as outreach, counseling and testing, referral, basic education, institutional and on-the-job training, supportive services,
and subsidized employment programs with public and not-for-profit employers. These eligible activities may be carried on by the prime sponsor directly or may be contracted to other organizations. The prime sponsor is required to give due consideration to the continued funding of programs of demonstrated effectiveness that are currently being operated in its area. Determination of the appropriate mix of services and programs is at the prime sponsor's discretion.

Full-scale Federal involvement in manpower training began with the Manpower Development and Training Act enacted in 1962, and the manpower program provisions of the Economic Opportunity Act of 1964. Appropriations under these two laws supported more than a dozen different national categorical manpower programs. These included variations under MDTA institutional and on-the-job training provisions, three Neighborhood Youth Corps programs, four separate Public Service Careers programs, Operation Mainstream, Job Corps, and the Concentrated Employment Program (CEP). Another categorical program, the Public Employment Program (PEP) was added to the list by the Emergency Act of 1971. Each of these categorical programs had its own client groups, projects design standards, and methods of operation. Most of them operated through the United States Labor Department direct grants and contracts and there were 10,000 of these with public and private organizations. Not all of the ground work on which CETA rests was enacted with the intention of building a base for local program control. Some had a different purpose, such as correcting gaps, duplication, and poor coordination among programs operating
under MDTA and EOA. Still the attempts made to fulfill these purposes educated State and local officials early on the subject of manpower development. The Concentrated Employment Program (CEP), begun in 1967, was one of these efforts. Its goal was to pull together diverse programs at the local level under a single prime sponsor, an idea that is central to the CETA framework and focus all resources upon defined areas of concentrated need. The CEP's generally were located in urban and rural poverty pockets where manpower needs were extensive and complex. Usually, community action agency was the prime sponsor for each CEP, and it subcontracted with specialized agencies to obtain training, health, job placement, and other services needed by disadvantaged clients. In other instances, units of government were the prime sponsors of CEP.