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THE WORK/EDUCATION QUARTERLY

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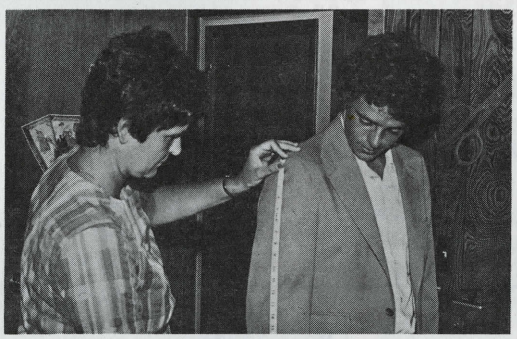

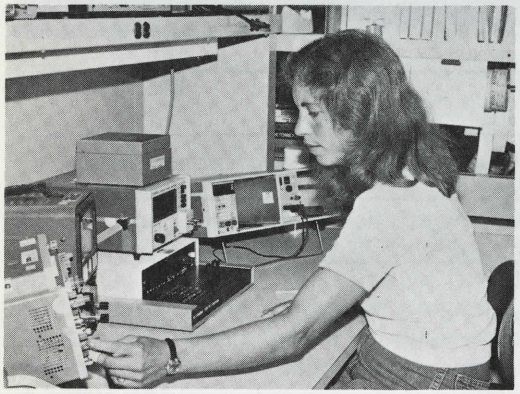

- WEET: What is it?
- Alphabet Soup-- from CETA to JTPA
- Guide to Job Hunting
- Job Readiness
- Job Development
- Books on Sex Equity

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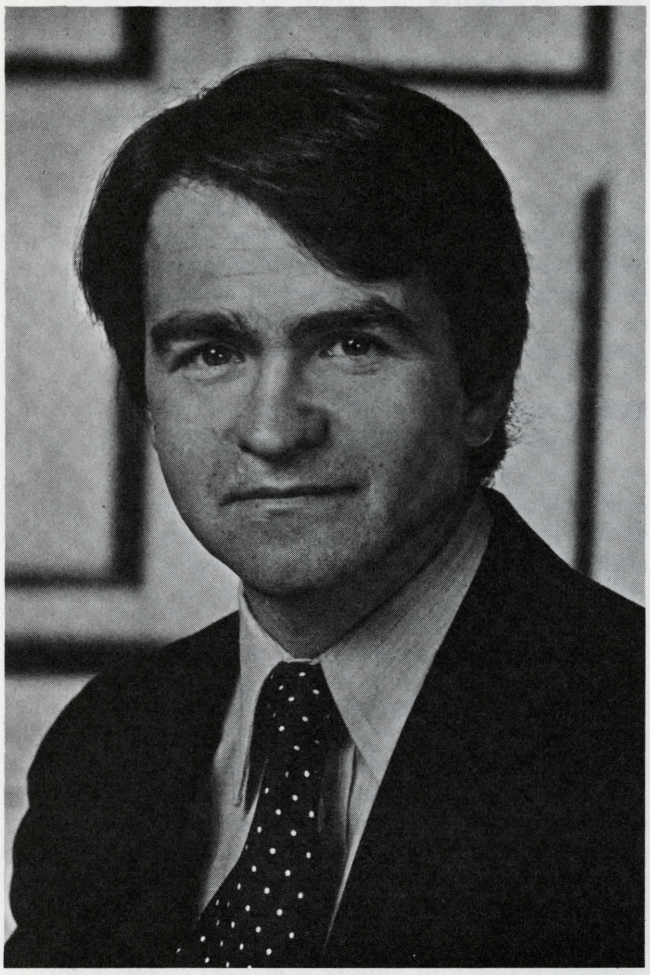


Michael Petit

We are honored to be the contributors to this issue of the Work Education Quarterly. I am personally proud of the work the Division of Welfare Employment (DWE) is doing on behalf of both AFDC and Food Stamp recipients. During the two years that the Division has been in existence, many innovative programs have been developed to help improve the quality of life of DWE clients through better job training, as well as placement in better jobs.

The vast majority of adults receiving Aid to Families with Dependent Children (AFDC) are single women heads of household whose employment opportunities have traditionally been fewer and potential wages lower than those of men. The Welfare Employment Education and Training (WEET) Program operated by DWE has focused on improving the employability of its AFDC clients by assisting with supportive services (child care, transportation) and providing remedial education, prevocational and vocational training, with an emphasis on helping women clients obtain non-traditional jobs-jobs which are usually held by men and at a higher wage than some traditional women's jobs.

One of the WEET projects which is committed to the development of decent jobs with equitable wages for women is the Training Opportunities in the Private Sector (TOPS) project. TOPS is a voluntary, experimental project in which the AFDC grant is diverted to be used as a temporary wage subsidy to encourage employers to hire and train AFDC recipients. Prior to being placed in employment, clients receive prevocational training to improve their job skills. This is followed by field training which provides necessary on-the-job-experience. Finally, the clients are placed in an actual job where additional training is provided by the employer. Grant diversion does not result in any financial loss to clients, but instead moves them into permanent, quality jobs which will enable them to remain free from dependence on welfare. The TOPS project provides an added boost for clients who, because of limited or non-existent work experience or other barriers, might otherwise have difficulty obtaining employment.

The Division's Employment Search Project (ESP), is another experimental program which uses the group job search or "Job Club" concept with food stamp recipients. The Job Club, which has also been operated successfully with AFDC recipients, incorporates intensive job seeking skill training with peer group support. The result is a higher participant job placement rate (roughly 65%) than usually results from an individual job search.

The Department of Human Services is operating a larger project in which the Division of Welfare Employment plans an important role. The Family Services Prevention Project has staff statewide which contacts young mothers in the under 20 age group who are receiving AFDC, to offer them various Department services on a voluntary basis. The purpose is to make sure clients are aware of and can avail themselves of services which may help reduce stress, maintain children's health, and prevent other difficulties that a young mother might face without a strong social service and health support system. The Division of Welfare Employment will work intensively with these clients to help prepare them for quality jobs which will in turn alleviate the burden of their trying to subsist on AFDC.

We sincerely hope that with increased awareness by school personnel of the Division of Welfare Employment's programs, that a closer cooperative effort will result involving families and children in the school systems who are eligible for DWE services.

WEET? WHAT IS IT?

by Diana Scully

WEET (the Welfare Employment, Education and Training) Program is an innovative approach to preparing Maine's AFDC (Aid to Families with Dependent Children) recipients for work. Here is how it works.

Background

Administered by the Division of Welfare Employment of the Department of Human Services (DHS), the Welfare Employment, Education and Training (WEET) program replaced the WIN (Work Incentive) program on April 1, 1982. Maine's new WEET program is different in several ways:

First, DHS is now responsible for the total operation of the program. Historically, the WIN program was administered by two departments- DHS and the Department of Labor.

Second, WEET is much more flexible because of Maine's participation in the federal demonstration program.

Third, the duties and responsibilities of the former staffs of both departments have been combined both at the manager and worker levels. Under the WIN program, the labor staff was responsible only for the employment and training needs of AFDC recipients, and the Human Services staff was responsible for the supportive services needs. Under WEET, all staff are responsible for addressing all of these needs.

WEET's Collaboration

A distinguishing characteristic of Maine's WEET Program is its strong and continuing emphasis on providing services to AFDC recipients on a collaborative basis with other agencies and groups.

In addition to the fact that it make good sense for agencies with clients or services in common to work together, there are at least two reasons for WEET's emphasis on collaboration.

First, a massive cut in federal funds in December 1981 left the old WIN program reeling. Staff time was spent trying to figure out how to provide services with fewer than half as many staff and a lot less money. When the WEET Program began on April 1, 1982, it was clear that it could accomplish more, stretch its scarce dollars further, and reach more AFDC recipients by working together with other agencies to plan for, provide and pay for services.

Second, a prominent feature of WEET is its case management approach. A principal philosophy underlying the program is that there are services and programs already available that can go far toward meeting many of the employment, training and supportive service needs of AFDC recipients. It is the job of the WEET staff to coordinate and facilitate access to these services on behalf of their clients. Case management involves close cooperation with other providers of service, such as the Displaced Homemakers Program, employment and training agencies, community action agencies, vocational/technical institutes, adult education programs, the University of Maine, other educational programs and institutions and economic development organizations.

WEET's Clients

Maine does not provide AFDC to intact families. The overwhelming majority of the 16,500 families receiving AFDC are headed by single women. Similarly, over 90% of the 3,000 AFDC recipients who participate in the WEET program at any one time are single mothers.

The majority of the AFDC recipients who participate in the WEET program are required to do so by federal law. A goal of the WEET program has been to encourage AFDC clients who are not required to participate to do so on a voluntary basis. At present, over 30% of all WEET participants are volunteers.

WEET Services

When the WEET office receives the name of an AFDC recipient, that client is assigned to work with a case manager. This case manager does an assessment of both the recipient's strengths and needs that must be addressed in order to become "job ready" (see article, Page 6) Together, the case manager and the recipient develop an employability plan.

If the AFDC recipient is job ready, WEET can provide some assistance in searching for a job through counseling, job development or a job club.

If the client is not job ready because of a lack of training or education, WEET can help by arranging and if necessary, paying for the needed training or education. This can include remedial education, adult education, prevocational programs, career exploration, vocational technical classes and other job skills training, courses in two-year and four-year post-secondary institutions and on-the-job training.

Further, if the recipient requires supportive services (such as medical care, transportation; child care), in order to participate in a training or education program, or to search for a job, WEET can help by arranging and if necessary, paying for these services.

For the most part, WEET does not provide direct services, except for assessments, counseling and job search assistance. Rather, WEET tries to convince other agencies, groups and individuals to make their services and assistance available to WEET clients.

WEET's Record

During its first year, WEET accomplished a shift in emphasis from simply pushing an AFDC recipient into a job as soon as possible to affording them education and training opportunities to help prepare them for good jobs that can lead to self-sufficiency.

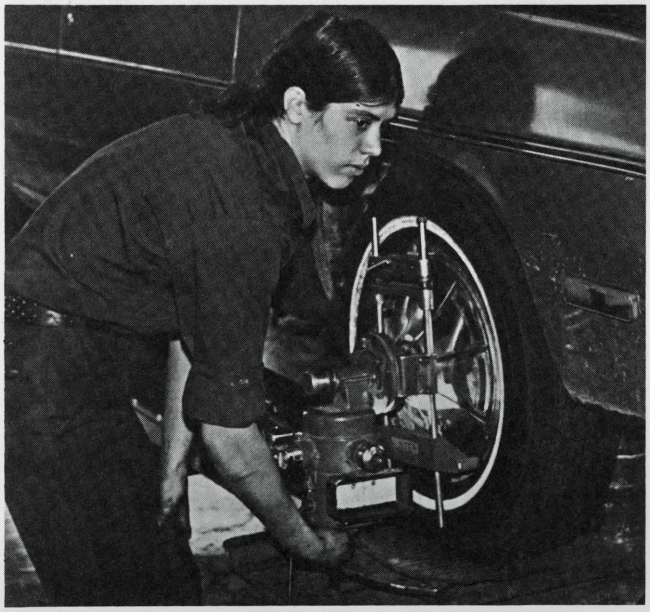
At the same time, 769 AFDC recipients participated in various education and training programs and courses. During the last fiscal year of the WIN program 529 AFDC recipients participated in such programs.

During the first year, 1,103 WEET clients got jobs. That's 33.4 per staff person. During the last full fiscal year of WIN, 2,278 clients got a job, which figures out to be 29.2 per staff person. The obvious correlation is that with less staff, there has been a 14% increase in the number of jobs obtained under the WEET program.

Summary

In summary, during its first two years of operation, WEET has entered into at least two dozen cooperative ventures throughout the State, with almost as many different agencies. The programmatic areas in which this collaboration has worked range from prevocational training to career exploration, remedial education to on-the-job training, job search, outreach and advocacy to child care training and services, and intake and assessment to community and economic development.

Let's take a look at a couple of WEET's success stories.



BACKING UP THE THEORY-TWO SUCCESS STORIES

New Beginnings

The New Beginnings Program in Portland is a joint creation of WEET, the Cumberland County Training Resource Center and Displaced Homemakers. This has been one of WEET's most visible and successful joint ventures.

New Beginnings was launched in May 1982 as an experiment, backed by the faith of three separate agencies and there agreement on the program design. The program's aims have been to give welfare women a fresh start toward economic independence and to demonstrate new ways agencies can work together. All these participating agencies, their staff and the women themselves agree that New Beginnings has succeeded.

Why has New Beginnings been successful? Concept and collaboration have been completely integrated. The three agencies, each with its own separate mandate and procedures, have voluntarily agreed to contribute what each could do best, setting aside rivalry and distrust. Each has shared in designing the program and thus, in the commitment to making it work.

WEET is responsible under federal and state law for moving AFDC recipients into jobs. The Displced Homemakers program has an exceptional curriculum for displaced homemakers and a solid base of knowledge about problems facing women job-seekers. The Cumberland County Training Resource Center has administered federal employment and training programs.

The specific program components of Displaced Homemakers include the following. The collaboration among the three agencies extends throughout all of these:

Intake. The AFDC recipients experience orientation, interviews and evaluation of health problems and an assessment of needs for day care, transportation and other support services.

Prevocational Training. Intake is followed by a four-week session including: needs identification and skill assessment, effective communication, decision-making, setting personal and job goals, training, and information on occupational requirements and opportunites.

Remedial Education. Six hours each week in acquiring or strengthening learning skills are provided, as preparation for on-the- job training, work requirements or a high school equivalency.

Support Group. There are weekly meetings for mutual help in dealing with personal as well as vocational concerns.

Field Training. The AFDC recipients participate in part-time work placement for 8-10 weeks to improve basic work skills and gain a current employment record. ➡

Job Search Training. They are also involved in group and individual work in job-market research, preparing resumes, job-seeking activites such as interviews, under the guidance of job-development counselors.

Job Readiness Assessment. Staff conduct interviews and review of progress during training to determine whether a client is ready for job placement.

On-The-Job- Training. Finally, the AFDC recipients are placed in jobs where specific skills are taught, leading to permanent employment. The employer is reimbursed for providing the training though a mechanism called "grant diversion".

To date, approximately 60 AFDC women have completed the New Beginnings program. That the inter-agency approach to this program has been successful is suggested by comments by some of these women.

"I think the name says everything. This program has offered us a New Beginning, giving us all a goal and sense of direction!"

"Before New Beginnings, I felt down and worthless, unskilled and even stupid. Now I realize that I can amount to something. I've been given a second life! New Beginnings has shown me who I am and where to go. Also how to get there. Now I can live - not just exist."

The New Beginnings program has been a lifeline between being housewife and re-entry into the labor force. It has been hard work, but the support and discipline are what I've needed. I am grateful for the "push".

"This program has made me feel like I am someone who should be appreciated; I have good qualities to offer to my next employer."

Prevocational Opportunities Program

Moving from Maine's largest city to one of its most rural areas, WEET has been a key player in another successful collaborative venture in Washington County. Known as the Prevocational Opportunities Program (POP), no fewer than five (!) agencies have participated in this effort; Washington County Vocational Technical Institute (WCVTI), Washington Hancock Community Agency, Washington County CETA/JTPA Program, Displaced Homemakers and WEET.

This progam is two fold: prevocational training for AFDC recipients offered by WCVTI and an affiliated child care center, which provides not only child care to AFDC recipients enrolled in POP, but also training for AFDC recipients who would like to set up their own child care facilites.

Editor's note: Diana Scully is Director, Bureau of Rehabilitation, Department of Human Services. This article is taken from two of her recent writings on the WEET program.

ASSESSING JOB READINESS

Before WEET participants are referred to an employer, they are screened by staff specilaists to ensure they are "job ready".
So what do we mean by "job ready"?
The "job ready" man or woman:

- is strongly motivated to gain economic independence
- accepts supervision and can understand/follow directions
- is able to communicates well and works cooperatively as part of a team;
- has achieved high school levels in reading, writing and math;
- has shown reliability, willingness to learn, and a knowledge of what employers expect and require;
- has developed occupational goals;
- has no medical problem that would affect job performance; and
- has arranged transportation and any needed child care.

In discussing job readiness as part of the acquisition of work training, the following ideas of Cole and Miller are helpful:
"Acquisition of job readiness appears to interact with a person's socio-cultural and socio-economic environment, including family and peer influences, opportunities for educational and vocational training, composition of the labor force in a person's community and the type of economic development in the area in which the person lives".

Job readiness encompasses *technical skills* which are necessary to perform the tasks of a particular job. It includes interpersonal and socially relevant skills which are needed to function effectively and to conform to the demands and requirements of work.

Knowledge of one's *own interests, needs, skills* and other competencies constitute an aspect of job readiness. Being able to make plans and carry them out, matching one's own skills and interests and the opportunities for employment is also part of job readiness.

Basic literacy; education; adaptive social and personal skills; increasing one's knowledge and awareness of the *world-of-work; realistic expectations* regarding work as well as a particulat job; and benefiting from work experience through increased understanding of self and work are all part of job readiness. It appears that these aspects of job readiness cannot be acquired quickly and that acquisition goes on for extended periods of time.

Job readiness has been described as leading ultimately to employment in the primary labor market or into some type of job which provides the individual with similar kinds of rewards and satisfactions associated with such employment.

Job Readiness Check List

Here are some questions to ask yourself to see if you are "job ready":

To check your ability to cope with life/work management problems:

- Do you have any medical or emotional barriers to getting a job? (including drug or alcohol abuse)
- Have you arranged for child care, if necessary?
- Do you have transportation?
- Can you organize your time effectively?

To check out needed education skills:

- Do you have education requirements for an entry level job?
- Are your reading, writing and math skills up to date?

To consider your motivation:

- Is your desire to work strong?
- Have you been making constructive efforts to get a job?

To think about your work maturity;

- Do you have realistic job goals?
- Can you discuss your abilities, values and interests within the world of work?
- Are you prompt; is your attendance reliable?
- Are you willing to accept supervision?
- Do you follow directions well?
- Does being part of a team feel good to you?
- Do you have any difficulty understanding what is expected of you?
- Do you understand employee rights, and customary fringe benefits in a job?

To assess job-getting skills:

- Do you have an effective resume?
- Are application forms easy for you?
- Do you have appropriate reference?
- Are you ready for a good impression at an interview?—confident, well groomed and dressed neatly?
- Are your sources for locating jobs extensive-formal and informal?

To review you work history:

- Can you show a reliable work history, including previous jobs, training or volunteer work?

To assess your communication skills:

- Can you express yourself clearly?
- Can you respond to questions confidently?
- Can you write simply and clearly?

JOB DEVELOPMENT—WHAT IS IT?

Job development-what's its role in affecting the ability of the unemployed to find a job?

An increasingly important part of the field of employment and training is job development. Quite simply, it links positions with training and employment. It brings together those who have skills with employers who need them. It gives low income people and those facing serious barriers to employment an opportunity for training and advancement. At its best, it is a creative way of meeting employers' needs through developing potential resources from those people who need jobs.

A job developer identifies employer needs through research and planning. He or she acquires a thorough knowledge of the size and structure of the labor market and on this basis, selects certain industries or businesses to approach. In conversation with an employer, needs are identified, and if possible, an agreement is reached that includes one or more jobs and six months of training which is partially reimbursed. At the end of that time, if the performance has been satisfactory, the trainee becomes a regular employee of the business.

For instance, a job developer for WEET might meet with the personnel director of a banking corporation. The impetus for the meeting is the expansion or merger of the bank. In discussion with the directors, the job developer seeks clarification and further information about the bank's plans and shares WEET's resources and services in training and screening. In some instances, he or she will identify clients to meet the bank's needs. If that negotiation is successful, the bank obtains reliable personnel, and a woman takes a major step toward financial independence.

Deborah Leighton

A FEW WORDS ABOUT JOB CLUBS

The Division of Welfare Employment (DWE) of the Department of Human Services conducts self-directed job search known as "Job Clubs" for its job ready AFDC and Food Stamp recipient clients.

The "Job Club" (there are actually several titles for the process depending on the model used) is a nationally researched group approach to job seeking. It has proven both nationally and in Maine, to provide a higher job placement rate than typically results from job search activities by individuals. The DWE Job Clubs in Maine have resulted in 65 to 75 percent of the participants getting jobs.

The greatest strength of the Job Club approach lies in the group itself. Group leaders and members of the group provide feedback and support to one another, helping to build self-confidence as well as improve job-seeking skills. A sense of "we're all in this together" develops, which tends to reduce the anxiety and frustration that you might experience when facing a tough labor market alone. Besides finding a job, a primary goal of the Job Club is to help participants help themselves, both now and in future job seeking efforts.

The three-week Job Club, which usually has from 10 to 12 people, begins with a week of intensive job-seeking, skill building exercises, including; self-assessment, goal setting, completion of practice job applications, role playing job interview (video-taped) and learning assertive telephone techniques for getting job interviews from resistant employers. The final two weeks are spent calling employers, going to job interviews, and sharing job seeking experience with the group. This provides feedback and support to bolster each group member's confidence and further improve his or her job search approach. While job-seeking with a group gives the added advantages cited earlier, these methods can considerably improve the chances for success for the solo job seeker as well.

THE JOB TRAINING PARTNERSHIP ACT

There are many sides to The Job Training Partnership Act. And before you begin to understand its various ways of doing its job, you might feel like you've been dropped in the middle of alphabet soup.

First of all, The Job Training Partnership Act is JTPA. Got that? It was created when CETA was phased out. It has to do with things like SDA's, PIC's and the MJTCC.

Seriously, much has been said about the partnership between the public and private sectors under the JTPA, which did replace CETA (Comprehensive Employment and Training Act) last October. Of equal significance, however, is the partnership expected of the various public agencies involved in the fields of employment, education and training. Coordination among these public agencies is one of the central thrusts of JTPA. Its purpose, however, is simple: to prepare eligible individuals for employment.

Through JTPA, Congress gives local service delivery areas (those SDA's we mentioned earlier) a mandate and framework to create this public/private partnership for the *"delivery of employability development and training services to economically disadvantaged, unskilled youth and adults"*—to get jobs for people who need them.

In order to do this, JTPA requires governors to submit to the U. S. Secretary of Labor a *"coordination and special services plan. . .describing the use of all resources provided to the State and its service delivery areas"*. This plan must address coordination of services both statewide and at the service delivery area level. In Maine, JTPA services will be provided through SDA's designated by Governor Joseph Brennan.

Now What?

JTPA has two policy-making levels where people concerned about employment and training opportunities can and should become involved, either through appointment or involvement in the Maine Job Training Coordinating Council (that's the MJTCC) or the Private Industry Councils (PIC's).

Each SDA (service delivery area) must prepare a Job Training Plan in order to receive and spend JTPA funds. Among other things, JTPA requires each of them to include a description of how it will comply with the coordination criteria established in the Governor's coordination and special services plan.

The coordination criteria during the first "year" of JTPA consists primarily of the requirement that SDA officials develop cooperative agreements with a variety of public agencies concerning administrative and program operations areas. They include:

- the Department of Human Services (DHS), including the Division of Welfare Employment, and the Bureaus of Rehabilitation, Maine's Elderly and Social Services;
- area agencies on aging
- municipal workfare programs

- the Department of Education and Cultural Services (DECS)
- the State Development Office (SDO)
- the Maine Job Service, Department of Labor

In addition, SDA's have been encouraged to cooperate with local community agencies, such as displaced homemakers' projects or family crisis centers, which serve special groups of people who might profit from employment, education and training services.

JTPA Services

Most people served under JTPA must be "economically disadvantaged", which means their family income is under a certain level. Services range from job search assistance to remedial education to vocational skills training exploration. JTPA is mandated to provide *"training and employment opportunities to those who can benefit from, and who are most in need of, such opportunity and shall make efforts to provide equitable services among substantial segments of the eligible poplulation"*.

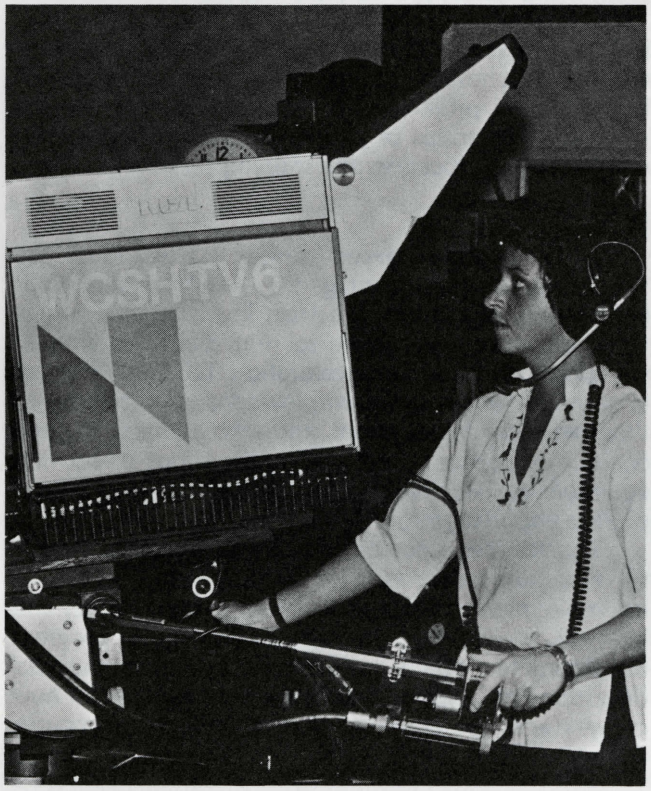
The services a person receives depends on a variety of factors such as past work history, length of unemployment, personal situation, personal goals and interests. In addition, the regulations require program development which contributes to "occupational development", upward mobility, development of new careers and overcoming sex stereotyping in occupations traditional for the opposite sex. ➡

Some Background

Employment and training programs for the disadvantaged originated during the Kennedy and Johnson "War on Poverty" days in the 1960's. Their purpose was to get rid of poverty and its effects upon the disadvantaged. Their focus was the client and the alleviation of his or her problems-chronic unemployment being only one of them. Most of these programs are still around after 20 years, and there is evidence that they have reduced poverty.

Undoubtedly, employment and training programs contributed their share to this reduction of poverty, if only because they pumped money into the pockets of the disadvantaged in the form of wages while they were in training. Their purpose was to get the client employed, but employer needs were generally not considered or were of secondary importance. At the same time, staffs of employment and training programs had little understanding of private sector labor market needs.

In retrospect, it is little wonder why CETA and other earlier programs did not prepare their clients for jobs in the private sector. Much training consisted of work experience or public service employment. While this work did give people a work history, it did not provide them with skills or attitudes that were transferrable to the private sector. On the other hand, classroom training programs, while generally skill oriented, were usually modifications of already existing programs at vocational schools or community colleges, and because of their expense use was limited. On-the-job training, which came closest to being a training program geared to meeting specific employer needs had a very slow and rocky start.



Over the last three years, most CETA programs have succeeded in developing a better relationship with the private sector. Under JTPA, training program providers will have better training and improved results if they get the private sector involved by contributing to the efforts. This doesn't just mean dollars and cents or even training supplies and space, but rather a contribution in terms of involvement, commitment and a sharing of knowledge and expertise.

Women

Under the regulations of JTPA, women represent a substantial segment of the eligible population-60%. As with all federally funded programs, women cannot be excluded in any of the program's services. Women can and should, therefore, explore their career options in occupations that are free of sex stereotyping, like pursuing jobs considered "traditional" for men. These jobs usually pay more, often have more flexibility in the hours worked and offer more upward mobility than most "traditionally female" occupations.

Women must be aware of their career options and feel free to pursue actively an occupation that utilizes their skills, abilities and interests.

Youth

Under federal law, at least 40% of the JTPA program dollars must be targeted to youth programs and services. Youth are defined as individuals between the ages of 14 and 21. Under CETA and its youth demonstration project YEDPA (Youth Employment Demonstration Projects Act), various employment strategies were tested to see "what works best for whom". Focusing on the successes of YEDPA, the JTPA authorizes several approaches toward serving youth: an education for employment component; a pre-employment skills training program; an entry employment experience program; and a school-to-work transition assistance program.

The attainment of performance goals by youth will be part of the programs. Competency-based learning has been employed by the educational network for years, but it is a relatively new strategy for employment and training programs. The Maine Job Training Council has recommended its use in local programs and services.

Conclusion

Through these many agreements and mandates, JTPA offers the State of Maine an excellent vehicle for strengthening inter-agency cooperation. It also provides tools for establishing overall state policies in job training. And besides that, it is going to provide better jobs for more people.

Editor's note: This article was drawn from materials written by Richard H. Bulger, Barbara Hamaluk, Wendy Widman and Jane Weed.

HIGH TECHNOLOGY, TRADITIONAL JOBS WILL SHARE 1995 LABOR MARKET

High Technology jobs will grow at a rapid pace through 1995, but high tech will still be "a small slice of the employment pie". At the same time, traditional occupations in goods and services will continue to offer fertile ground for job-seekers.

Those are among the conclusions of the federal Bureau of Labor Statistics (BLS), which recently put out its biannual occupational projections.

Contrary to popular opinion, "the decade of the 1990's will not see the demise of America's smokestack industries...Job gains in manufacturing", for example, "will account for almost 1 of 6 new jobs between 1982 and 1995", BLS said.

Services—including such fields as communications, trade, finance, real estate, transportation and government-will provide three-quarters of the 25 million new jobs to be created between now and 1995. Overall, U.S. employment will grow from 102 million to 127 million, according to BLS estimates.

Meanwhile, high technology workers, who in 1982 made up about 3.2 percent of all U.S. employees, will grow to about 3.8 percent in 1995.

The growth rate for high tech jobs, however, will be about 46 percent, compared to 25 percent for all occupations. High technology jobs will rise from about 3.3 million today to 4.8 million in 1995.

BLS treats those who will "design, develop, and use high technology products such as computers, scientific and medical instruments, communication equipment, and robots" as high tech workers, and includes jobs requiring any specialized postsecondary training from an associate degree to a doctorate in its count.

High technology companies will thrive most in New England, where they will replace declining industries and take advantage of "preeminent educational institutions".

While technology changes will boost the number of jobs in some fields, it will reduce the number of jobs in others, BLS notes. "For example, word processing equipment will slow the employment growth of typists...(and) advances in computer aided design technology are expected to severely limit the employment growth of drafters".

The occupations that are expected to decline most rapidly between now and 1995 are those affected by technological developments and those in declining industries, BLS said. Among those jobs are railroad conductors, shoemaking machine operators, aircraft assemblers, college faculty, data entry operators and typesetters.

While there will be less demand generally for college faculty members, reflecting the drop in the college age population, postsecondary "vocational education teachers can be expected to grow at strong pace". That is explained in part by the new emphasis on retraining, BLS explained. Overall, the number of voc ed teachers will grow 46 percent, from 99,000 to 143,000 by 1995.

Of the 25 million new jobs to be created by 1995, half the growth will occur in only 40 occupations, BLS said. (The accompanying chart details those fields). "Only one fourth of the occupations generally require a college degree". Also, the fastest growing occupations mostly in computers and health are not high on the list of those that will add the greatest number of jobs, BLS cautions.

BLS's projections, from the November issue of **Monthly Labor Review,** are available for $5 from Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Occupations With Largest Job Growth 1982-95

Occupation*	Number of New Jobs	Percent Change
Building custodians	779,000	27.5%
Cashiers	744,000	47.4
Secretaries	719,000	29.5
General clerks, office	696,000	29.6
Salesclerks	685,000	23.5
Nurses, registered	642,000	48.9
Waiters and waitresses	562,000	33.8
Teachers, kindergarten and elementary	511,000	37.4
Truckdrivers	425,000	26.5
Nursing aides and orderlies	423,000	34.8
Sales representatives, technical	386,000	29.3
Accountants and auditors	344,000	40.2
Automotive mechanics	324,000	38.3
Supervisors of blue-collar workers	319,000	26.6
Kitchen helpers	305,000	35.9
Guards and doorkeepers	300,000	47.3
Food preparation and service workers, fast food restaurants	297,000	36.7
Managers, store	292,000	30.1
Carpenters	247,000	28.6
Electrical and electronic technicians	222,000	60.7
Licensed practical nurses	220,000	37.1
Computer systems analysts	217,000	85.3
Electrical engineers	209,000	65.3
Computer programmers	205,000	76.9
Maintenance repairers, general utility	193,000	27.8
Helpers, trades	190,000	31.2
Receptionists	189,000	48.8
Electricians	173,000	31.8
Physicians	163,000	34.0
Clerical supervisors	162,000	34.6
Computer operators	160,000	75.8
Sales representatives,nontechnical	160,000	27.4
Lawyers	159,000	34.3
Stock clerks, stockroom and warehouse	156,000	18.8
Typists	155,000	15.7
Delivery and route workers	153,000	19.2
Bookkeepers, hand	152,000	15.9
Cooks, restaurants	149,000	42.3
Bank tellers	142,000	30.0
Cooks, short order, specialty and fast food	141,000	32.2

**Includes only detailed occupations with 1982 employment of 25,000 or more*
Source: U.S. Department of Labor

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WOMEN ON WELFARE: MYTH, REALITY AND SELF-FULFILLING PROPHECY

By Sarah Shed

Contrary to common public perception, most welfare recipients want to work. They do not want to continue to be dependent on welfare.

Several studies have been done which show that welfare recipients feel much the same about work as do middle income families. They identify working and having a good job with self-esteem. They aspire to a good education for their children, a nice home and a good job.

If welfare parents and their children do not need to be educated in the merits of work, what is it that makes it so difficult for so many to leave welfare dependence?

There are obvious reasons; many have poor educations, and there are not enough jobs that pay enough money to provide an adequate standard of living. There are also less obvious factors that have to do with the fact that most AFDC (Aid to Families with Dependent Children) recipients are women who are the sole or primary means of support for their children.

Welfare and Stress

A woman who goes on welfare is likely to be in some type of crisis situation, both emotional and financial. She is likely to have recently been through a divorce, separation or abandonment, with an accompanying loss of financial support. She may also be faced with legal problems in areas such as child custody, alimony or child support. These stresses may also be compounded by financial debts, inadequate housing and the emotional problems of her children during the period of adjustment to a changed family situation.

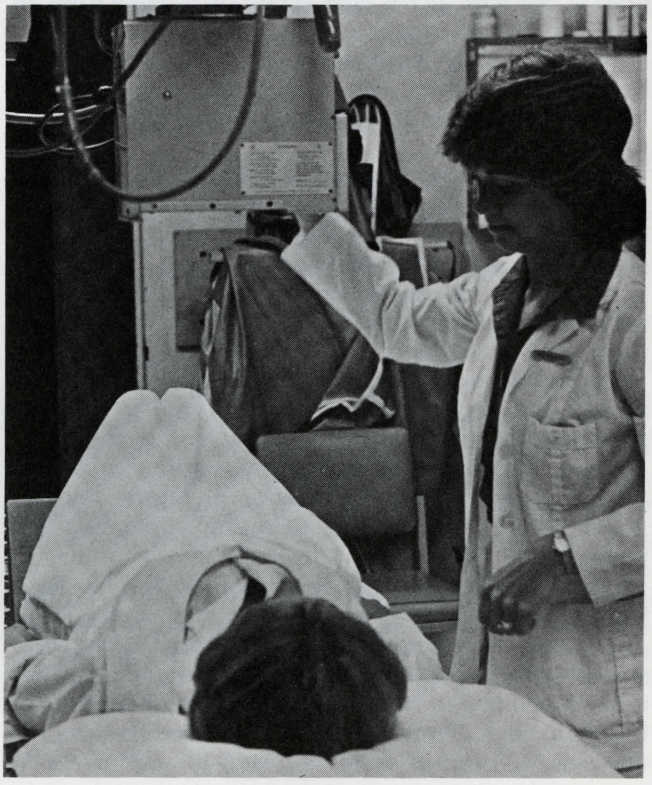
The transition from homemaker to homemaker and economic provider may be further complicated by feelings of ambivalence and guilt at having less time and energy for the children. This is especially true when the choice of child care is limited or when the children do not support their mother's efforts to go to work.

Health Care

There is a strong correlation between poverty and ill health. This was dramaticaly illustrated last year with the publication of a study from the Maine Department of Human Services which disclosed that children of the poor were dying at three times the rate of other children. The availablility of health care is a critical factor in a welfare recipient's decision to seek work and/or the ability to find work.

All AFDC recipients are automatically covered by Medicaid and for many, this insurance is as important or more so than the AFDC grant itself. Many of the jobs that welfare recipients can get do not provide health insurance. The fear of losing health insurance inhibits some recipients from seeking or accepting work. Given that many adults on AFDC, as well as their children, have more chronic health problems, maintaining medical coverage is a responsible parental position.

Health problems can acutely affect both the chances of being hired and the ability to stay on the job. Medicaid does not cover eyeglasses or dental work for adults; both of these are often critical to employment. The WEET program can provide some of these remedial medical sevices to AFDC recipients seeking employment. (see page 4)



Child Care

The lack of quality day care is an obstacle to acquiring skills and finding a job for any parent. The waiting lists for developmental day care are long, and in some parts of Maine, there is a shortage of licensed day care homes. The need for after-school care for the older child is particularly acute. The AFDC grant allows for child care expenses for working recipients. However, once the mother earns enough money to disqualify her for AFDC, usually four months after she begins work, she must assume the full cost. There are subsidized day care centers where there is a sliding fee scale, but the waiting lists are always long.

Finding a Job

Many women who go on AFDC have either never worked outside the home, or they have only worked off and on. Some may have had unsuccessful experiences in finding or keeping a job. They may have found they could not progress in a job or may have been unable to keep a job due to family or medical problems, inadequate job preparation, or they may have been laid off. In any case, a pattern of failure once established becomes increasingly difficult to break.

Costs of a Job

Apart from the attitudes and motivation which may result from previous work experiences, there are a number of practical problems that must be overcome before a welfare recipient can find a job and keep it. The costs of going to work are substantial for someone who will be earning relatively little. These include the obvious costs of child care and gasoline for transportation, and the less obvious costs of car repairs, insurance and payments as well as the added costs of buying more prepared convenience foods, and of appropriate work clothes or uniforms. In addition, food stamp allotments are reduced by approximately 30 to 40 percent for every additional dollar that is earned.

Available Jobs

Unemployment figures underestimate the disadvantage women have in the labor market. Employment rates refer to those who are actively seeking work. There are many women who fall in the "discouraged worker" category, a hard to measure, but nevertheless real category of those who have given up searching because of poor luck.

For those women who do find work, it is more likely to be involuntarily part-time and/or seasonal. Even if full-time work is found, it may not be sufficient to escape welfare.

59 Cents and Feminization of Poverty

Women earn, on the average, 59 cents to every dollar a man makes. If anything, the wage gap is increasing. If an AFDC recipient is able to find the necessary medical assistance, transportation, child care and skills that let her find, accept and keep work, she still may find herself working full-time and in poverty.

The decline in poverty during the last decade has been almost entirely in families headed by men. Nearly one in three female-headed households is at or below the poverty level, one out of every nine families headed by men without wives is poor and only one in 18 husband-wife families is at or below povery. More than a third of all single mothers with children under six who worked *full-time* at paid labor in 1977 were poor. It has been estimated that, all other things being equal, if the proportion of the poor who are in female-headed families were to increase at the same rate as from 1967 to 1977, all of those in poverty would be comprised solely of women and their children by the year 2000.

Occupational segregation is one of the primary forces that contributes to women being poor. Women are concentrated in a relatively small number of low pay occupations such as clerical, services and non-durable goods manufacturing. Even within these occupations they are generally paid less than men. In 1977, the median earnings of year-round, full-time civilian workers were:

	Women	Men
Clerical Worker	$8,552	$13,057
Service Workers	$8,552	$13,057
Operators (machine)	6,061	8,662

Summary

The average welfare recipient is not likely to be conversant in economic development policy, or unemployment figures, or the statistics on women and poverty. Neither is she ignorant of the reality beyond these abstractions. The message of powerlessness is transmitted, even though it may remain unspoken. "Discouraged worker" takes on a special meaning for these women.

When the reality of the social and economic forces outlined is combined with a generally hostile perception of welfare recipients on the part of the public, it cannot but negatively color a welfare recipient's image of herself. In turn, a self-image of failure cannot help but create a further barrier to escaping the welfare systems.

Editor's note: Sarah Shed is the acting Director for the Division on Welfare Employment, Department of Human Services. This report was based on several works in the labor and social services field. A bibliography is available on request.

WOMEN'S SOCIALIZATION TO WORK

by Deborah Leighton

That girls and boys, women and men are socialized differently and that their socialization is evaluated differently is now well accepted.

Perhaps the best known research on gender-socialization and evaluation is a classic study by Broverman (1970) in which "masculine" qualities were identified as desirable for human beings while "feminine" qualities were likewise seen as weaknesses. Since then, countless research has documented specific instances of that pattern, including the extent to which women are socialized to be helpers, to be dependent upon teachers, to be involved with emotions and feelings, to be afraid to exercise power directly, or to be afraid of being strong and independent persons.

At the same time, other research has been showing what many know firsthand:

- women hold the majority of low-paying jobs;
- jobs are stereotyped by gender;
- very few women attain leadership positions in business;
- positions requiring similar competence are paid less well in the leather or paper industries or where the majority are women than in those where the majority are men;
- increasingly, women constitute the majority of the poor in this country.

Why?

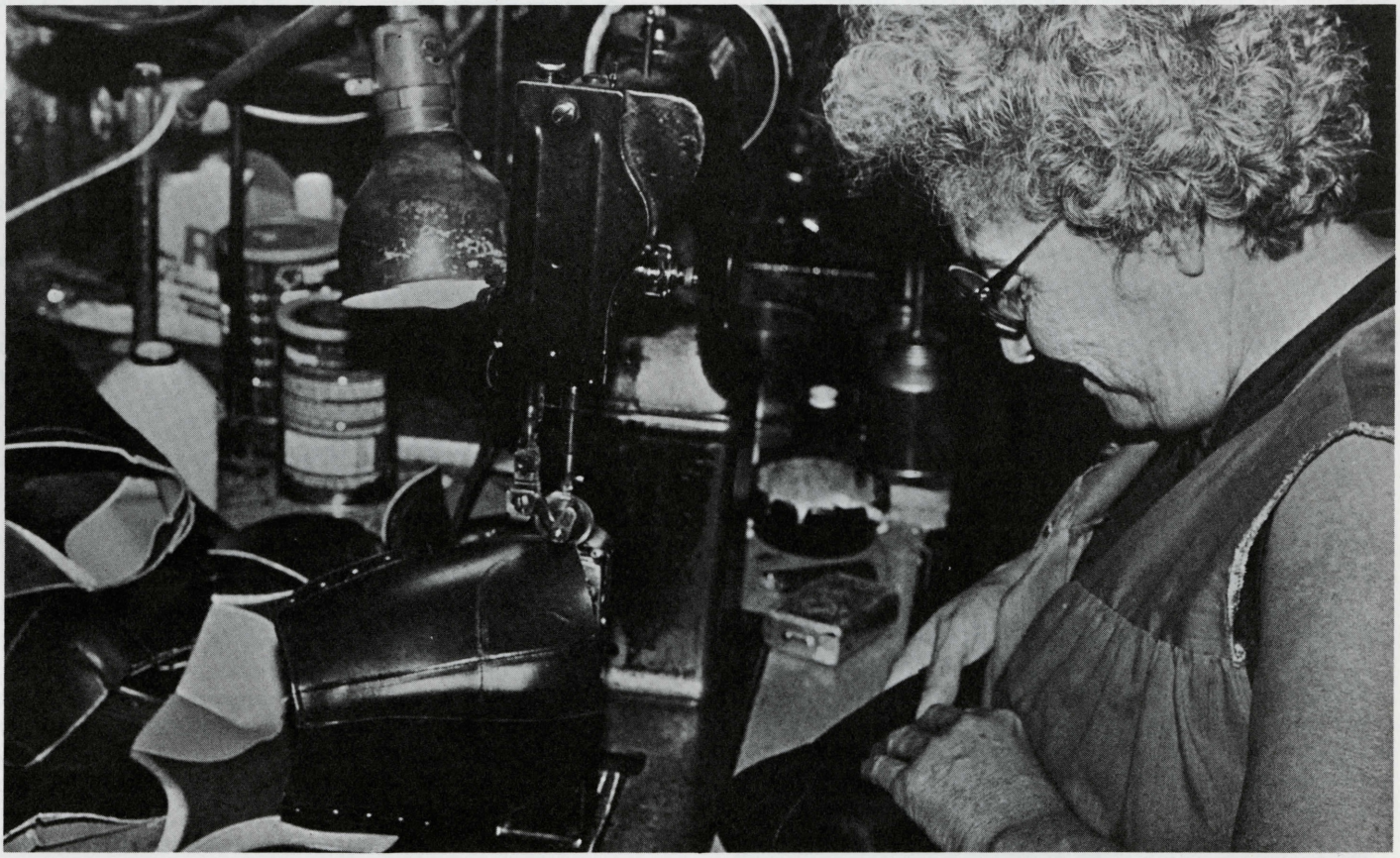
There are many answers to that question, but here are two that offer possiblities for moving beyond such obvious discrimination.

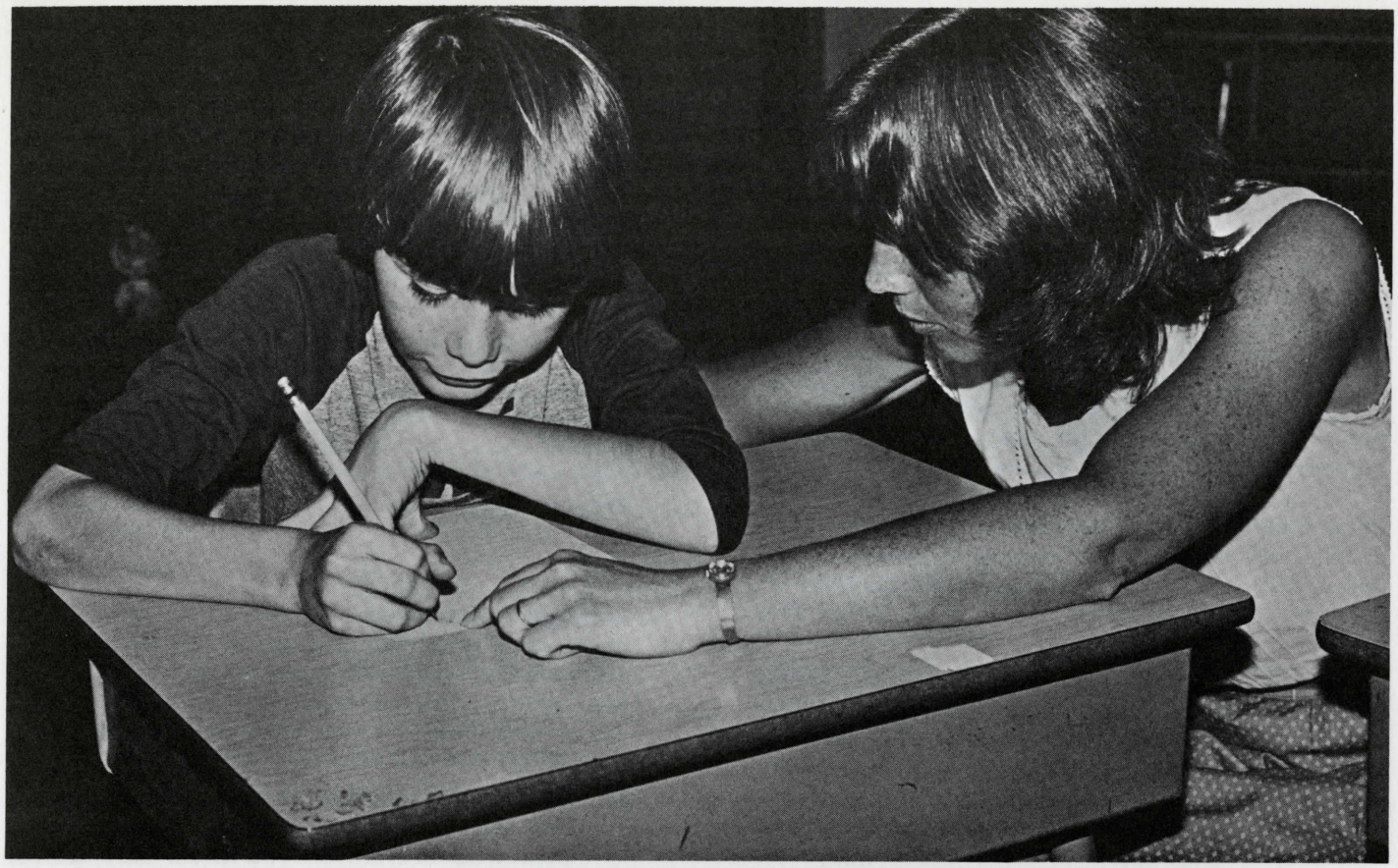
One is that the economic situation is partly related to socialization patterns. Therefore, it can be changed. Girls' and womens' socialization leads to lower and more narrowly-defined career aspirations. Low self-esteem and fear of power make it difficult to demand equal pay for equal work and equal pay for work of comparable worth.

If you are not encouraged to explore or to take risks, you are more likely to go into "safe" jobs and "safe" job areas. However, this pattern can be changed to a significant degree. The Women's Movement has been a major resocializing force in this country. Recent prevocational and vocational programs have been building these insights into their curricula.

Another possible answer to the question of why very few women achieve positions of leadership concerns our valuation of many of the so-called "feminine" qualities. Although some of women's socialization reinforces negative stereotypes and is contrary to gaining economic independence, strengths are also beginning to emerge.

The National Organization of Women's Legal and Defense Fund held a forum for business leaders recently to explore two styles of leaderhsip. One was identified as a traditionally "masculine" style, with emphasis on analytical, rational, quantitative thinking, The other style was based on many dimensions





of "feminine" socialization-synthesizing a broad range of considerations and sensitive to the human relationships involved. Each style is appropriate to given situations, and the second may well be more appropriate for the increasingly complex structures of contemporary business and politics.

In a similar vein, the physicist Fritjof Capra and psychologist Jean Baker Miller have been documenting the need in this world for a more positive valuing of much of what women have learned. A positive step now is for prevocational and vocational training programs to incorporate these resources into their curricula.

Resocialization and a rethinking of our socialization patterns need not and should not begin in adulthood as women face critical issues of employment and income. They can and should also occur in public schools, vocational-technical schools and colleges.

A wealth of material is available that identifies how society unwittingly reinforces the stereotyping of differences in the way we treat boys and girls, some of which create the gaps in girls' socialization to work. One example drawn from the work of Myra and David Sadker follows:

"Teachers not only disapprove of boys more; they also approve of them more and give them more positive active teaching attention. Teachers tend to praise boys more, ask them more questions, initiate more work-related contacts with them, and give them more extended directions. Girls of all ability levels do not receive this active attention and instruction. They are more likely to be the quiet and invisible members of classroooms. They are less likely to get extended directions and more likely to get things done for them instead. They are asked fewer questions and receive fewer opportunities to participate in classroom discussions".

The task is complex and subtle. It needs constant awareness. But the rewards are enhanced career and life opportunities for women and for men-just possibly a more human world for all of us.

Editor's note: Deborah Leighton is the Manager of Job Creation and Targeting for the Division of Welfare Employment at the Department of Human Services. This work was drawn from works cited in the text and "Women Leadership and 1980's: What Kind of Leader Do We Need"? by Lynn Rosener and Peter Schwartz. A bibliography is available on request.

HELPFUL HINTS FOR RETURNING TO WORK

While the focus of our educational system today is one of individualized instruction for our students, whether their needs be for remedial skills or programs of enrichment, some members of earlier generations did not have the same specialized programs that exist today.

And while The Work Education Quarterly focuses on aspects of career awareness and education that might prove helpful to public school educators and youth considering their life's work, the teaching principles of an agency like Displaced Homemakers are universal. The problems experienced by women attempting to re-enter the labor market after years of unpaid work as **homemakers and childbearers are real ones.**

It is our hope that this informational article by Betsy Lane, Associate Director of Displaced Homemakers, will provide a learning tool for today's school youth, their educators, and maybe their mothers.

RETURNING TO WORK

The Displaced Homemakers Project helps women who need to return to work after many years as fulltime homemakers. In most cases, they have lost financial support due to death, separation, divorce or disability of their partner.

Going to work outside the home for the first time in several years-or at all-is scary. It is a time of self-doubt and uncertainty.

The following questions are samples that the Displaced Homemakers staff often hears from women of all ages and backgrounds who are trying to become economically self-sufficient.

Q. *I have never done anything. Who would hire me?*

A. Homemakers are very busy! Because your work is in the home, it does not seem to be as valued as other professions are, nor is it rewarding financially. However, many homemakers are skilled in such areas as organizing, scheduling, repairing, purchasing and budgeting. These skills combined with those acquired through various volunteer activities are transferrable into the labor market. The phrase *"I have never done anything"* is certainly not true for most homemakers. This is the time to start thinking about why someone should hire you.

Q. *Where and how do I start looking for work?*

A. Let people know that you are looking for work. Tell your friends and relatives. If you can, tell them what kind of work you would like and what your skills are. Volunteering in a field you like will give you experience as well as make you accessible and well-trained should a paid position become available. Although only 5% of new jobs are found through the newspapers, it is still a good idea to read the help-wanted section daily. The newspaper (or your network) may have information on career and/or job-seeking strategies workshops. Attending these can be very helpful. Be prepared to take time. If you approach a potential employer about a job, be sure to schedule time to stay and talk should you be invited to do so.

Q. *How do I decide what I want to do?*

A. Volunteering is an excellent way to get experience and references while finding out if you like the work. You can also interview people who have a job you think you'd like. Ask them how they got their job, what they like and dislike, if they expect advancement, and what kind of training is required. Start a file of all the occupations you ask about for your own reference. Sometimes a career/job decision is made on one's financial situation or the need to work full-time or part-time. Keep these things in mind while exploring options. Continue to read career resource materials, observe people in different employment situations, and ask questions. If there is a career resource center near you, schedule a visit. Do not limit occupational choice. Explore everything from computer technician to retail sales - any field you think you would enjoy.

Q. *Am I too old to get a job?*

A. Unfortunately, age is used against people, especially women, when they seek employment. However, many employers are now aware of the qualities that older workers have. Not only are they experienced and responsible, but also mature, motivated, loyal, eager to learn and to work, adaptable and positive. Think of the qualities that you possess and point them out to potential employers.

Q. *How can I afford to go back to school?*

A. Financial aid is available at most schools. Make an appointment with the financial aid office at each school you consider. Explore the availablility of scholarships and interest-free loans. There are also adult education programs offering excellent courses for small fees.

Q. *Where will I get the clothes needed for a job?*

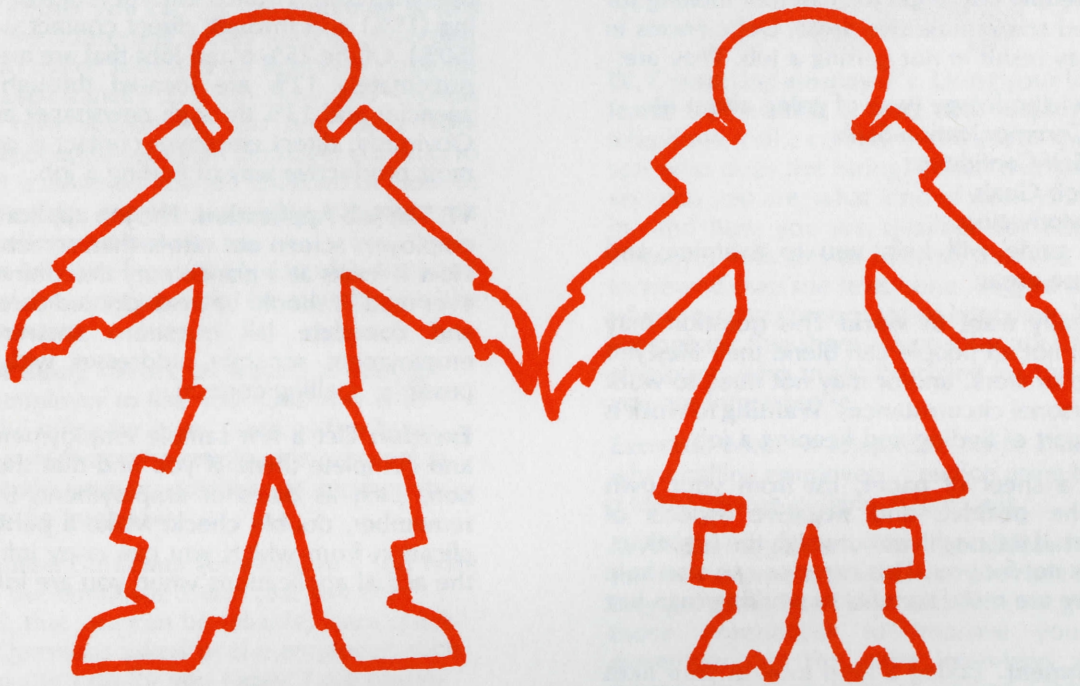
A. Second-hand stores are delightful! Not only is the merchandise inexpensive, but often unusual and different from everyone else. Choose clothes that you like and enjoy wearing. Select colors and styles that allow for several combinations. Accessories can also change something old into something new. Looking nice does not necessarily require money.

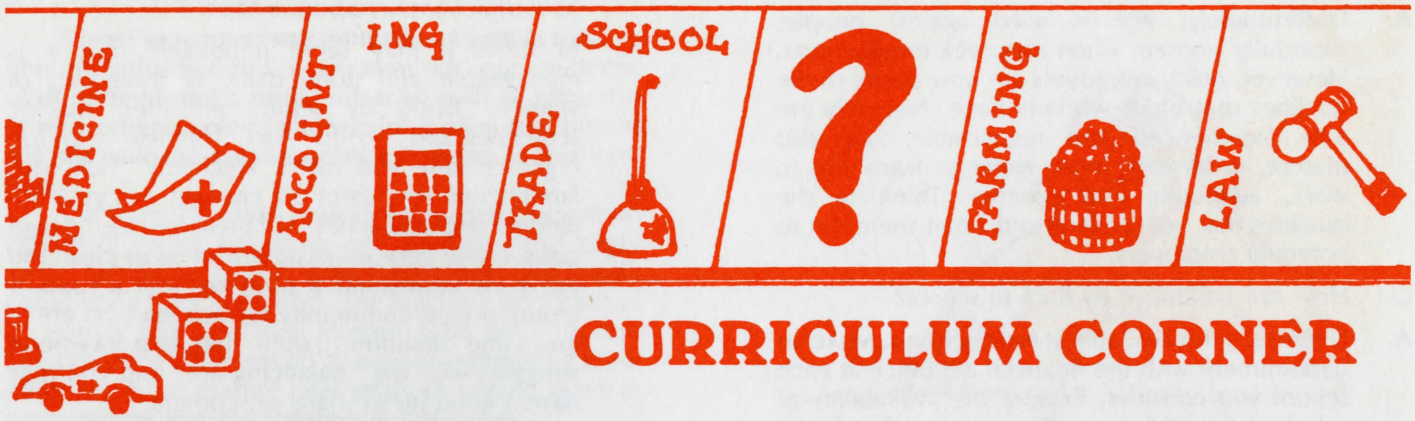
Q. *Will I ever be able to balance a new job and household/family responsibilities?*

A. At times it may seem impossible, but it is manageable and done daily by thousands of women. Begin by setting priorities, making schedules and "to do" lists. This will help you organize time and use it efficiently. Talk with family members about the changes and your additional responsibilities. Ask them for help. Assign tasks. Make your expectations of them clear and try to be consistent. If possible, join a support group in your community for women who are in the same situation. You'll find that everyone struggles with the "balancing act" and you may have a good tip to share with others.

These questions and many others are answered-or at least explored-during a pre-vocational training session at one of the six Displaced Homemakers multi-purpose resource centers. The sessions are 8 to 10 weeks long and cover personal assessment, career decision-making and job-seeking skills. The centers also offer support groups, one-to-one assistance and information and referral. For more information, call one of these Displaced Homemakers Centers:

Waterville	872-9482
Augusta	622-7131, extension 334
Lewiston/Auburn	784-7366
Bath	442-7070
Portland	773-3537
Bangor	581-6132
Toll Free	1-800-442-2092





CURRICULUM CORNER

Job readiness includes not only those skills necessary to perform a job, but also those skills required to get that job. This issue's Curriculum Corner focuses upon job-seeking skills. It has been adapted by David Lanman, Operations Manager, Division of Welfare Employment Education and Training, from material developed by William Sven Lindberg and Karen Howdyshell, Concepts for Tomorrow, Dexley, Ohio. Further information can be obtained by calling Lanman at the Division of Welfare Employment, Department of Human Services, 289-2636, or by calling any Regional DWE office.

This guide contains ten sections which will help you develop knowledge, techniques and approaches to becoming a skilled job-seeker.

I. Reasons people fail to get jobs. Before looking for a job, you need to examine five areas. Deficiencies in these areas may result in not getting a job. They are:

(1) Methodology (way of going about it)
(2) Communication Skills
(3) Self-Confidence
(4) Job Goals
(5) Motivation

Steps in this guide will help you to examine and strengthen these areas.

II. Do you really want to work? This question may seem odd, but not all people can blend their lifestyles with the world of work, and/or may not need to work because of personal circumstances. **Wanting** to work is an important part of finding and keeping a job.

Exercise: On a sheet of paper, list from your own perspective the **positive** and **negative** aspects of unemployment. If the positives outweigh the negatives, maybe a job is not for you. This exercise can also help show that there are more benefits to working than just money.

III. Self-Assessment. Taking a hard look at your likes and dislikes, skills, strengths and abilities is a crucial first step in job seeking.

Exercise: List on a sheet of paper the jobs you have had and what you liked **most** and **least** about them. You should do the same with school subjects, particularly if you have never worked. Also list any other activities (hobbies, etc.) and what you like or dislike about them. Finally, list your skills, abilities and strengths as they apply to jobs, school subjects, and other activities.
In a brief paragraph, write a summary profile of yourself from the lists you have made.

IV. Goal Planning. Having a realistic job goal helps focus the job search in directions that will be most satisfying to you personally. Information from the self-assessment exercise should be kept in mind.

V. Job Leads. It is a pertinent fact that 75% of job openings are never made public. Information about these openings comes from friends or relatives who are working (15%) and through direct contact with employers (60%). Of the 25% of the jobs that are made public, approximately 12% are located through employmebt agencies and 13% through newspaper ads.
Obviously, direct employer contact is going to be the most productive way of finding a job.

VI. The Job Application. The job application is the way employers screen **out** rather than screen **in** applicants. How it looks at a glance may determine whether it is ever read. It should be **neat** (printed carefully or typed) and **complete** (all questions answered, dates of employment accurate, addresses with zip codes if possible, spelling correct).

Exercise: Get a few sample employment applications and complete them. If you find that there is information, such as dates of employment, that is hard to remember, double check. Make a perfect master application from which you can copy information onto the actual applications when you are job hunting.

VII. The Personal Profile. Resumes are not generally reviewed in the Job Club, unless someone is seeking a professional position for which a resume is an appropriate method of application. The "Personal Profile", which is like a brief resume, is completed by each participant and copies are made to include with applications or are given to employers at the time of the interview. Many employers have been impressed by this "extra step".

Exercise: Make a "Personal Profile". The words "Personal Profile" should be typed in capital letters at the top of a sheet of paper. Below that should be your name, address and telephone number. There should be three capitalized headings: 1) **Qualities Offered**, 2) **The Evidence**, and 3) **Some Details**. Each should be followed by a brief informal paragraph which summarizes respectively; 1) personal qualities and job skills; 2) how your work and personal history has given you those qualities and skills; and 3) a summary of outside interests and activities.

VIII. The Job Interview. The success of a job interview depends on whether you can get the employer to **like** you or not. Some interesting survey findings show that 45% of the success or failure of an interview depends on personal appearance, 35% on how you express yourself and how responsive you are. **Only 10%** depends on experience (when an employer commits to an interview it is assumed you are qualified or close to qualified for the job), and the remaining 10% depends on other miscellaneous factors.
You should be fully familiar with your work history and other personal information, and be sure to use the following techniques:

(1) Show liking - Work on ways that you can get the employer to like you. One way is to survey the office for items (such as family pictures) that indicate the employer's personal interests, and comment on those at appropriate points in the interview.

(2) Volunteer Sufficient Information - You want to make the employer aware that you are qualified, that you can be reliable, learn quickly, etc. Questions asked by the employer, such as "what can I do for you today"? are opportunities to sell yourself and offer information on your qualifications.

(3) Anticipate objections and tough questions An employer may ask questions about your work history or other aspects of your experience that may put you on the spot. For instance, if you got fired from a job, respond to a question about that firing by showing how you learned from that experience, or explain the circumstance of the dismissal. Do not criticize or blame former employers.

(4) Body language - Make sure you display confidence by maintaining good eye contact and sitting straight in the chair. Shake the employer's hand both at the beginning and end of the interview.

(5) Closing the interview - Make sure the employer is sure that you **want** the job at the end of the interview. Do not assume that your presence is enough. Thank the employer for the time and ask when you can call to find out if a decision has been made, provided you have not been hired or turned down during the interview.

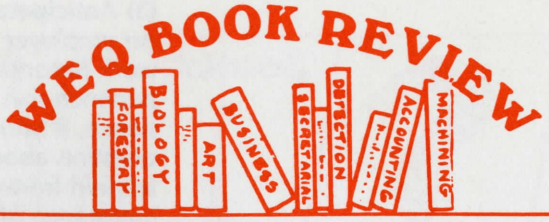
Exercise: Using your master job application, practice interviewing with a friend. If possible, video or audio tape these practice interviews to give yourself additional feedback.

IX. Contacting employer's. Using your list of employer leads, start making contact with employers. Using the telephone, call a company and ask to speak to the person who does the hiring. When that person answers, say who you are, what kind of work you are interested in, and how you are qualified for that work. If the employer indicates an interest, **don't** let yourself be interviewed over the telephone. Suggest a time that day when you can come in for an interview. If the employer is emphatic that there are no jobs, ask if there are other employers who might be hiring for the kinds of work you are interested in.

Exercise: Make a telephone script that you can use when calling employers. Practice using that script with a friend before making actual calls.

X. A final suggestion. Don't get discouraged. You may run into many employers who are rude or abrupt. You may get many interviews and then not get the job. Use those experiences to improve your skills, and remember that the more interviews you have, the greater your probability of landing a job.

GOOD LUCK!



NEW AND HELPFUL BOOKS

The six manuals of the Women's Employment Education Model Program provide solid management guidelines and selected field-tested material tailored to the needs of AFDC women.

1) The Job Developer's Manual. A detailed guide for planning and implementing an effective job skills training program.

2) The Outreach Counselor's Manual. A guide for the necessary work of recruitment and selection of women for the program.

3) The Instructor's Employment Readiness Manual. A curriculum handbook to be used in the three-week training program to prepare women for successful employment experiences.

4) The Participant's Employment Readiness Manual. A workbook to assist women while in classroom training and also as a resource and reference guide once they are employed.

5) The Employment Counselor's Manual. A detailed guide for job placement and one-year follow up of the participant to assure her job retention.

6) The Program Director's Manual. A book of information and guidelines to help program directors establish a successful management system for the staff of the model program.

This model was designed specifically to serve women heads-of household. In particular, the program aids those who are supporting their children through AFDC. The agency operates on the assumption that the solution to resolving many welfare problems is to assist women heads of families to becomes economically self-sufficient.

These manuals, although prepared specifically for an AFDC program, have broken down the employment and training tasks into manageable units. Presented in workbook style, they can be adapted for use in other situations. The director's manual, on the other hand, details employment and training management issues.

The manuals are available for $39.95, postpaid, from:
Social Services Department
Twenty-third Publications
Box 180
Mystic, Connecticut

Or they may be borrowed from the MOICC library, Statehouse Station #71, Augusta, Maine 04333, 289-2331.

RESOURCES FOR EDUCATIONAL EQUITY

Today, many schools are preparing students for the past.

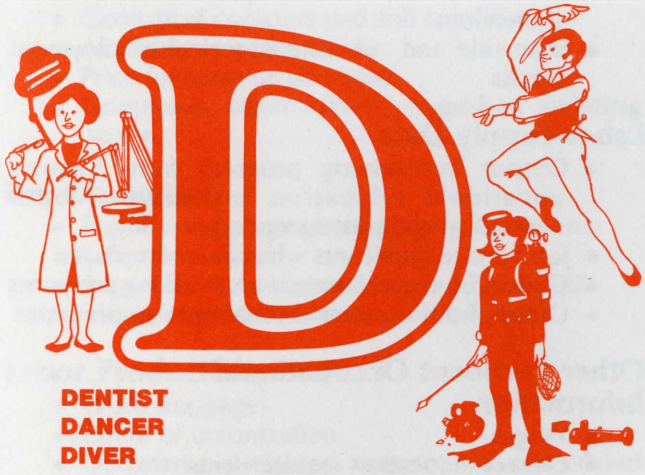
Many schools may feature exciting programs in computer science or environmental protection, yet the prevailing attitudes about women and their place in society often remain anchored in the past. Unspoken attitudes, for example, suggest that women don't really belong in science or in trades or in administrative jobs.

Legislation called the Women's Educational Equity Act exists to promote education equity. But legislation cannot make it happen. Educators have a responsibility to incorporate non-sexist materials into their teaching.

The Education Development Center in cooperation with Center for Research on Women at Wellesley College reviews, publishes and distributes materials that assist educators and others to face today's issues of educational equity.

Current catalog #216, *Resources for Educational Equity*, contains a wealth of materials that can help teachers achieve educational goals and equity at the same time.

Materials are available from:
Women's Education Equity Act Publishing Center
Educational Development Center
55 Chapel Street
Newton, Massachusetts 02160

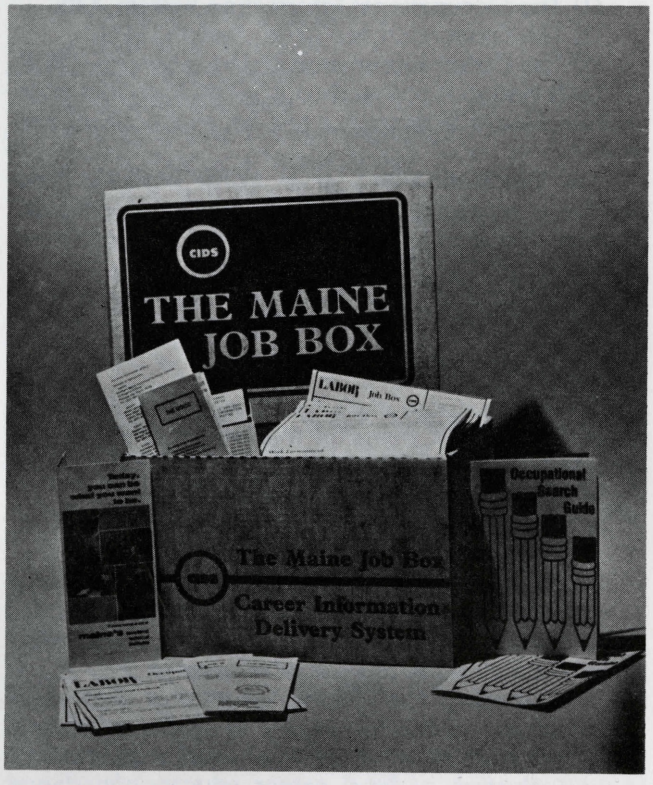


ACHIEVING EQUITY THROUGH CAREER INFORMATION

A Philosophical Commitment - Since its inception, the Maine Occupational Information Coordinating Committee has actively promoted the use of bias free materials to increase an individual's understanding of the work world. Recognizing that it can be more difficult to combat bias and stereotyping beginning in the high school years, the MOICC has developed an elementary school career information curriculum. This curriculum, complete with 26 career posters and a 44 page curriculum guide, combines career information delivery with career education concepts to provde a bias free atmosphere in which to teach. Further information regarding training and product availability can be obtained by contacting the MOICC.

INTRODUCING THE MAINE JOB BOX

Can the Guidance Information System be replaced with a box? Obviously not! But for many schools and agencies, The Maine Job Box will prove a useful resource. The box developed by the Research and Analysis Unit of the Maine Department of Labor and the MOICC contains more than 150 occupational profiles, occupational indices, a career search techniques, and curriculm materials for teaching and career guidance activities. The Maine Job Box will be available for release in August of 1984. For more detailed information, contact the MOICC.



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