Job Development Service provides special activities designed to achieve the following objectives: (1) to increase student knowledge of employment opportunities and procedures; (2) to strengthen employment opportunities for students of inner-city high schools; and, (3) to identify jobs available with local employers and refer students for job interviews. Since the 1966-67 school year, approximately 9529 graduates of five inner-city senior high schools have had an opportunity to participate in a job placement program conducted by the Cleveland Public Schools Job Development Service. Of those students who demonstrated interest in post graduation employment, 95 percent obtained full time jobs. Participants were serviced by project activities that included job preparation classes, counseling services, field trips to plants, and job-interview coaching. Guidance counselors were responsible for organizing and implementing these services. Assisting the guidance counselors, occupational advisors were able to obtain commitments from local industry representatives, to plan meaningful occupation-related field trips, and to identify occupational information resources. An advisory board composed of a cross-section of local employers assisted project planning and implementation efforts. (Author/JM)
EVALUATION

Fund #97--Component 14

1971-1972

Prepared by:
Jerry Calendine
Research Specialist
Margaret Fleming
Directing Supervisor

Cleveland Public Schools
Division of Research and Development
August, 1972
I. INTRODUCTION

A. Needs and Rationale

Many obstacles stand between the inner-city high school student and his desire to find full time employment after graduation. Among these obstacles are the following:

- Little knowledge of available jobs
- Limited contact with potential employers
- Little knowledge of employment obligations, requirements
- Lack of job-application skills and interview behavior
- Little actual work-training or experience
- Little understanding of career opportunities versus "getting a job"

Inner-city high school graduates have faced particular difficulty in finding employment during the economic slow-down. Combined with a shrinking job market, the problems above greatly reduce the opportunities of recent high school graduates to successfully obtain employment.

An employment-oriented program for work-bound graduates improves their opportunities for successful transition into the labor force. It encourages students to develop habits and skills that increase their desirability among prospective employers and brings to the attention of local employers the reserve of trainable high school graduates within the city of Cleveland.

Job Development Service provides special activities designed to achieve the following objectives:

1. To increase student knowledge of employment opportunities and procedures
2. To strengthen employment opportunities for students of inner-city high schools.

3. To identify jobs available with local employers and refer students for job interviews.

B. Historical Background

Since the 1966-67 school year, approximately 9,529 graduates of five inner-city senior high schools have had an opportunity to participate in a job placement program conducted by the Cleveland Public Schools Job Development Service. Of those students who demonstrated interest in post graduation employment, 95 per cent (4,861) obtained full time jobs. Participants were served by project activities that included job preparation classes, counseling services, field trips to plants, and job-interview coaching.

C. Summary of Operations

Twelfth grade students who indicated plans to search for full time employment after graduation were identified (see "Senior Information Form" Appendix A) for project participation. These students were located in five senior high schools with concentrations of poverty ranging from 54 to 66 per cent. Numbers of participants (1971-1972 school year) are as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>East High</td>
<td>135</td>
</tr>
<tr>
<td>East Technical</td>
<td>300</td>
</tr>
<tr>
<td>Glenville</td>
<td>300</td>
</tr>
<tr>
<td>John Hay</td>
<td>246</td>
</tr>
<tr>
<td>Thomas Edison</td>
<td>62</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,043</strong></td>
</tr>
</tbody>
</table>

Total project expenditure (Funds encumbered as of 8/31/72) is $101,924.56 or $97.72 per student.
D. Questions To Be Answered By Evaluation:

1. What project activities are conducted to prepare students for post graduation employment?

2. How many students participated in various project activities?

3. What local business, industry, and civic resources contributed support for project operation?

4. How successful is the graduate placement program to date?

5. What special difficulties or problems have been encountered in the operational activities of Job Development?
II. HIGHLIGHTS OF FINDINGS

A. Summary of Key Findings

1. Despite lengthy lists of workers who have been laid off and must be absorbed before many companies can consider hiring new employees, the Job Development Service has achieved a job-placement rate (to date) of 68% for Cleveland High School graduates available for employment. Four-hundred and five graduates have obtained jobs (See appendix B).

2. Thirty-one companies participated in the Spring Job Center, enabling 663 seniors to be interviewed an average of 3.08 times each. Eight-hundred and ninety-eight follow-up (second) interviews (1.35 per senior) were generated by the initial Job Center interviews (see appendix C).

3. Weaknesses of Job-seeking graduates, as indicated by employer-representative interview records, are communication skills and math skills (see appendix D).

4. Approximately 520 students were taken on field trips to observe first-hand possible employment sites (see appendix E).

5. Success of the Cleveland Public Schools Job Development Project has been nationally recognized (see appendix F); requests for information about the project have originated from the following communities:

   Valdosta, Georgia       *Atlanta, Georgia
   New Bern, North Carolina Houston, Texas
   Clio, Michigan           *Minneapolis, Minnesota
   Hamlin, West Virginia    Province of New Brunswick
   Oakland, California      Albany, New York
   Dayton, Ohio            *Little Rock, Arkansas
   *Columbus, Ohio          *Pittsburgh, Pennsylvania
   Austin, Texas           Toledo, Ohio
   *Flint, Michigan         *Washington, D.C.

(* Denotes personal inspection visits)

B. Implications and Recommendations

The job-shortage difficulty of high school graduates may not disappear for some time. The demand for labor will likely lag behind the
time needed to clear away current economic uncertainties. Also, the impact of the state corporate tax (4-8%) has not been felt; it may accelerate the exodus of jobs from the central city and precipitate whole industry moves to low-tax states. The net result may be fewer jobs for Cleveland Public School graduates and a rise in the numbers on public assistance.

Student communication and mathematics skills that employers identify as essential to employment acceptability suggest the need for the five project schools to re-examine the quality of their instructional program, particularly for work-bound seniors. Employers are demanding basic skills for starting positions and many indicate preference for graduates with more advanced skills that guarantee promotions and successful apprenticeship training.
III. PROJECT DESCRIPTION

A. Participant Characteristics

Students participating in this project were disadvantaged twelfth graders in four senior highs and one special occupational school. Schools selected as project sites contain large concentrations of children whose families are receiving some form of public assistance. The table below identifies the project schools and percents of school enrollment on Welfare (the poverty rate).

<table>
<thead>
<tr>
<th>Participating Schools and Poverty Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971 - 72</td>
</tr>
<tr>
<td>Percent</td>
</tr>
<tr>
<td>East High</td>
</tr>
<tr>
<td>East Technical</td>
</tr>
<tr>
<td>Glenville</td>
</tr>
<tr>
<td>John Hay</td>
</tr>
<tr>
<td>Thomas Edison Occupational</td>
</tr>
</tbody>
</table>

Many of these children are not motivated to achieve in school because they lack understanding of the relationship between school achievement and employment opportunities. Their school performance, attendance and participation have generally been below average.

B. Project Operations

Organizational Details and Activities

Twelfth grade students who indicated their desire to obtain employment after graduation received special counseling, occupational information, and job-placement services through the Job Development Project. Guidance counselors were responsible for organizing and im-
plementing these services. Assisting the guidance counselors, occupational advisors were able to obtain commitments from local industry representatives, plan meaningful occupation-related field trips, and identify occupational information resources. Local industries were urged to send personnel recruiting representatives to school or Job Center sites for the purpose of interviewing and identifying potential full-time employees. Other company representatives participated in simulated job interviews during job preparation classes to give students the "feel" of real interview situations. Students were taken on field trips to local industries to acquaint them with possible future employers and types of occupations available.

Project Planning

An advisory board composed of a cross-section of local employers from such areas of the economic community as banking, government, industry, hospitals, retailing outlets, and utilities, along with the Occupational Planning Committee of the Cleveland Welfare Federation, assisted project planning and implementation efforts.

General Procedures

Seniors in the five project schools provide information about their post graduation plans on "Senior Information Forms" (see appendix A). These forms enable counselors to determine which seniors are job-bound. These students become enrolled in job preparation classes that utilize guest speakers and visiting representatives from industry (see lists, appendices G and H) as well as a special curriculum guide of the Cleveland Public Schools. Various topics are covered in the classes (see films, filmstrips--appendix I), including personal behavior,
grooming, dress, etc. Demonstration interviews (with real employer recruiting personnel) are conducted for classes to observe and critique. Field trips to potential employment sites add another dimension of job awareness to the preparation classes (see appendix E).

Throughout the year, the project manager is actively seeking job openings (see sample letter, appendix J) and recording available jobs on a "job order" form (see appendix K); occupational advisers in each school can then match job orders to students and arrange interview schedules. Each spring a Job Center brings together graduating seniors and recruiting representatives (see appendices C and L).

Staffing

1. Staff Assistant (Manager)
2. 4 Full-time Occupational Advisers
3. 5 Part-time Guidance Counselors
4. 6 Clerks

IV. EVALUATION

Presentation of Findings

Question 1:

What project activities are conducted to prepare students for post graduation employment?

. See section III-B, "Project Operations"

Question 2:

How many students participated in various project activities?

. Project Participation--See appendix B
. Job Center Participation-- See appendix C
. Field Trip Participation--See appendix E
Question 3:

What local business, industry, and civic resources contributed support for project operation?

- Guest Speakers--See appendix H
- Visiting Representatives--See appendix G
- Participating Companies, Spring Job Center--See appendix C
- Field Trip Locations--See appendix E

Question 4:

How successful is the graduate placement program to date?

- Summary, 1971 - 72 school year--See appendix P
- Five Year Summary--See appendix F

Question 5:

What special difficulties or problems have been encountered in the operational activities of Job Development?

- Lack of student skills--See appendix D
- A sluggish economy that must absorb laid-off workers before new employees will be in demand
- A movement of industry away from the central city

V. CONCLUSIONS AND RECOMMENDATIONS

A. Discussion of Results

Despite an economy with weak demand for unskilled labor, the Job Development Service has placed 68% of the June 1972 project school graduates within two months of graduation; their total earnings for one year is estimated to be $1,877,633. As in the past, efforts to place graduates will continue into the Fall; the five year summary (appendix F) illustrates how continued efforts can successfully employ as many as 94%.

Testimony to the success of Job Development Service (aside
from a remarkable 94% placement rate) is the fact that OEO replicated a model for a "Schools-To-Industry Placement Program" (a demonstration grant to the National Urban League) upon the Cleveland Public Schools Job Development Project. The subsequent publicity has resulted in many inquiries (see list, "Summary of Key Findings," Section II-A) from communities seeking to establish similar programs for their graduates.

B. **Recommendations**

Joint ventures at the local level, involving business, industry, civic and educational institutions, can mount successful programs that zero-in on social problems. However, in this case--unemployed out-of-school youths--future project success may depend upon the ability of local leaders to formulate policies to

1. adequately prepare graduates with needed mathematics and communication skills.

2. stem the tide of industry closings and relocation.
Job Development

1971--72

List of Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Senior Information Form</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Summary of Student Participation</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Spring Job Center Data</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Rating of Students by Prospective Employers</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Field Trip Summary</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Manpower Information Service, Recognition of Job Development</td>
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<td>Appendix G</td>
<td>Summary of Visiting Representatives</td>
</tr>
<tr>
<td>Appendix H</td>
<td>Summary of Guest Speakers</td>
</tr>
<tr>
<td>Appendix I</td>
<td>Job Preparation Class--Films, Filmstrips</td>
</tr>
<tr>
<td>Appendix J</td>
<td>Sample Industry Contact Letter</td>
</tr>
<tr>
<td>Appendix K</td>
<td>Sample Job Order File Card</td>
</tr>
<tr>
<td>Appendix L</td>
<td>Spring Job Center Schedule</td>
</tr>
</tbody>
</table>
Appendix A

SENIOR INFORMATION FORM

Date ____________

Name ____________________________
Last __________ First __________ Middle __________
Birth Date __________________________

School ____________________________________________
Homeroom No. ____________ Teacher ________________________

Class of ____________
Home Address ____________________________ 441 ____ Phone ________

Neighbor's Phone ____________ Security No. ____________ Height ________ Weight ________

Live with Parents ________ Guardian ________ Relatives ________ Drivers License Yes ________ No ________

Do you intend to go to college full time? Yes ________ When ________ No ________

If not going to college, type of work desired: ____________________________________________

Type of vocational courses taken: ____________________________________________

Hobbies or Interests ____________________________________________

PREVIOUS EMPLOYMENT HISTORY

Employer __________ Job __________ From __________ To __________ Reason for leaving __________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Do not write below this line

DATES EMPLOYED

Employer __________ Job __________ From __________ To __________ Remarks __________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Form 1 (Over)
Appendix A

MAJOR COURSES

<table>
<thead>
<tr>
<th>10th Grade Course</th>
<th>Mark</th>
<th>11th Grade Course</th>
<th>Mark</th>
<th>12th Grade Course</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COUNSELOR'S RECOMMENDATIONS


EMPLOYMENT INTERVIEWS

<table>
<thead>
<tr>
<th>Date</th>
<th>Company</th>
<th>Contact</th>
<th>Job Opening</th>
<th>Results</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COUNSELING RECORD

DATE: ______________________

DATE: ______________________

DATE: ______________________

DATE: ______________________

DATE: ______________________
### Appendix B

**JOB DEVELOPMENT SERVICE**

**SUMMARY OF PARTICIPATION**

School Year 1971-72

August 31, 1972

<table>
<thead>
<tr>
<th>Job Development Center</th>
<th>Number Graduating</th>
<th>Number Not Continuing Post High School Education</th>
<th>Percent Not Continuing Post High School Education</th>
<th>Number Requiring Full-Time Jobs</th>
<th>Total Number of Interviews</th>
<th>Average Number of Interviews</th>
<th>Number Who Have Obtained Jobs</th>
<th>Percent Requiring Full-Time Jobs and Have Obtained Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>East High</td>
<td>278</td>
<td>129</td>
<td>46</td>
<td>115</td>
<td>600</td>
<td>5.2</td>
<td>66</td>
<td>57</td>
</tr>
<tr>
<td>East Technical</td>
<td>410</td>
<td>163</td>
<td>40</td>
<td>105</td>
<td>925</td>
<td>8.8</td>
<td>105</td>
<td>100</td>
</tr>
<tr>
<td>Glenville</td>
<td>514</td>
<td>251</td>
<td>49</td>
<td>225</td>
<td>950</td>
<td>4.2</td>
<td>140</td>
<td>62</td>
</tr>
<tr>
<td>John Hay</td>
<td>304</td>
<td>150</td>
<td>49</td>
<td>113</td>
<td>755</td>
<td>6.7</td>
<td>66</td>
<td>58</td>
</tr>
<tr>
<td>Thomas Edison</td>
<td>49</td>
<td>47</td>
<td>96</td>
<td>42</td>
<td>201</td>
<td>4.8</td>
<td>28</td>
<td>67</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1555</td>
<td>740</td>
<td>48</td>
<td>600</td>
<td>6005431</td>
<td>5.7</td>
<td>405</td>
<td>68</td>
</tr>
</tbody>
</table>

- 12 -
Summary of Participation:

Spring Job Center
(April-May 1972)

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Seniors in Center</th>
<th>Total Number of Interviews</th>
<th>Number Considered For Second Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Tech</td>
<td>120</td>
<td>454</td>
<td>163</td>
</tr>
<tr>
<td>East High</td>
<td>110</td>
<td>408</td>
<td>197</td>
</tr>
<tr>
<td>Glenville</td>
<td>209</td>
<td>597</td>
<td>276</td>
</tr>
<tr>
<td>John Hay</td>
<td>174</td>
<td>477</td>
<td>211</td>
</tr>
<tr>
<td>Thomas Edison</td>
<td>50</td>
<td>112</td>
<td>51</td>
</tr>
<tr>
<td>TOTAL</td>
<td>663</td>
<td>2,048</td>
<td>898</td>
</tr>
</tbody>
</table>

PARTICIPATING COMPANIES (31)

American Telephone and Telegraph
Addressograph Multigraph
Bamberger Reinthal
Bobbie Brooks, Inc.
Cleveland Electric Illuminating Co.
Cleveland Metropolitan General Hospital
Cleveland Trust Company
Diamond Shamrock
East Ohio Gas Co.
Euclid, Inc.
Federal Civil Service
Federal Reserve Bank
Ford Motor Company
Glidden-Durkee
Hoag-Wiszar & Henderson
Jones & Laughlin Steel

May Company
National City Bank
Ohio Bell Telephone Co.
Picker Corporation
Progressive Insurance Co.
Republic Steel Corp.
Richman Brothers
Saga Foods
Sherwin-Williams Co.
Society National Bank
Sohio
Travelers Insurance
TRW, Inc. (Valve Division)
University Hospitals
Western Electric Company
Appendix D

Job Development Service

Student Interview Performance: A Rating

By Employment Representatives

April/May 1972 Job Center

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many well mannered?</td>
<td>97.4</td>
</tr>
<tr>
<td>How many appropriately dressed?</td>
<td>92.2</td>
</tr>
<tr>
<td>How many prepared for a good interview?</td>
<td>81.1</td>
</tr>
<tr>
<td>How many able to communicate well?</td>
<td>79.6</td>
</tr>
<tr>
<td>How many have the math necessary to qualify for your jobs?</td>
<td>65.5*</td>
</tr>
</tbody>
</table>

Twenty-eight percent of interview records indicated an unwillingness to estimate (17%--not sure; 11%--no response).
# Appendix E

## JOB DEVELOPMENT SERVICE

1971-72

## FIELD TRIP SUMMARY

<table>
<thead>
<tr>
<th>Month</th>
<th>School</th>
<th>Number of Students</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>East High</td>
<td>10</td>
<td>Western Electric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>Addressograph-Multigraph</td>
</tr>
<tr>
<td></td>
<td>Glenville</td>
<td>9</td>
<td>Sun Electric Co.</td>
</tr>
<tr>
<td>November</td>
<td>John Hay</td>
<td>20</td>
<td>Shell Dealer Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>Addressograph-Multigraph</td>
</tr>
<tr>
<td></td>
<td>East</td>
<td>10</td>
<td>Addressograph-Multigraph</td>
</tr>
<tr>
<td>December</td>
<td>Glenville</td>
<td>30</td>
<td>General Electric Service Shop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>Metropolitan General Hospital</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>Red Guard Grill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>Shaker Medical Center</td>
</tr>
<tr>
<td></td>
<td>John Hay</td>
<td>30</td>
<td>Pepsi Cola Bottling Co.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>Union Commerce Bank</td>
</tr>
<tr>
<td>February</td>
<td>Glenville</td>
<td>15</td>
<td>Warner-Swasey Co.</td>
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<tr>
<td></td>
<td></td>
<td>30</td>
<td>Federal Bureau of Investigation</td>
</tr>
<tr>
<td></td>
<td>John Hay</td>
<td>27</td>
<td>Chevrolet (Motor Division)</td>
</tr>
<tr>
<td>March</td>
<td>John Hay</td>
<td>35</td>
<td>Federal Reserve Bank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>St. Luke's Hospital</td>
</tr>
<tr>
<td></td>
<td>Glenville</td>
<td>6</td>
<td>Penton Publishing Co.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>Fisher Body (GM)</td>
</tr>
<tr>
<td>April</td>
<td>Glenville</td>
<td>45</td>
<td>Hammermill Paper Co.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Erie, Pennsylvania)</td>
</tr>
</tbody>
</table>
Appendix F

MANPOWER INFORMATION SERVICE

May 10, 1972
THE BUREAU OF NATIONAL AFFAIRS, INC. Volume 3, Number 17

HIGHLIGHTS OF CURRENT REPORT

The income tax break for hiring WIN registrants gets underway, and the Labor Department announces a special 45-day test of the new tax credit in Hartford and Louisville. The so-called Job Development Tax Credit will allow employers to deduct from their income tax an amount equaling 20 percent of the wages paid to new hires coming from the WIN program. Labor Department officials say it will slash welfare rolls. Under the new Tal- madge amendments, there will be about three times as many registrants for jobs there are now. The Labor Department publish guidelines for procedures for hiring from WIN registrants, based on pilot trials programs in New York and Cleveland. High schools have found jobs for 94 percent of their recent job-bound graduates under a model program to aid inner-city youth. "With the cooperation of the local business community, the program represents a commitment on the part of the Cleveland Board of Education to prepare students for employment. MIS visits the Cleveland schools for this Case Study and reports that the program, now in its sixth year, has combined an employer interview day with job preparation classes and frequent counseling to aid inner-city students in entering the world of work."

(Case Study 

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A division of The Bureau of National Affairs, Inc., Washington, D.C.
Case Study
Public Schools

CLEVELAND SCHOOLS DEVELOP JOBS, PLACE WORK-BOUND INNER-CITY YOUTH

Job development is a year-round activity
Cooperation of business community is key
Model for OEO project in four other cities

The persistently high unemployment rate among 16- to 19-year olds (17.3 percent in April) presents a serious challenge to the nation's education system. Educators, parents, manpower planners and administrators, and young people themselves frequently raise this important question: In addition to traditional academic and vocational programs, can and should schools do more for their job-bound students? The Board of Education of the public school system in Cleveland, Ohio, answers this question with a strong affirmative, as demonstrated by the city's highly successful Job Development Service for inner-city high school students. Now in its sixth year of operation, the job development program represents a firm commitment by the Cleveland school system to better prepare its students for the world of work.

The Job Development Service, established in 1966 by the Cleveland Board of Education with federal funding under Title I of the Elementary and Secondary Education Act and now financed by the Ohio State Department of Education, provides a variety of services to assist inner-city high school students in finding gainful, full-time employment after graduation. Going beyond the traditional functions of the high school, the program offers job development and placement services, vocational counseling, interviews with area businesses, orientation to the world of work, and referral to educational and training opportunities.

Responsibility for Job-Bound

While high schools have long accepted as their responsibility the counseling and placement of those students who are headed for college after graduation, too often the schools have neglected the job-bound students," Charles A. McBride, the project manager of the Cleveland Job Development Service told MIS. McBride estimates that before the Job Development Service program began, only 15 percent of the city's public high school students who wanted to work upon graduation were able to find jobs. The Cleveland schools found that many students, faced with such poor prospects for employment, began to question the value of finishing high school. "For the potential dropout, for the student who is not continuing his formal education after high school, the key to his graduating is a good chance for a job," McBride feels. Through the Job Development Service, the Cleveland public schools actively and positively accept responsibility for providing training and employment opportunities for their job-bound, disadvantaged students.

On a recent visit to Glenville High School in Cleveland, MIS observed the culmination of this school year's job development program—a Job Center Day. Since September, school guidance counselors and job advisers have been counseling and coaching students, canvassing businesses for job openings, and recruiting employers to participate in Job Center Day. During the three Job Center Days held in April and May at Glenville and at four other high schools, personnel representatives from some 35 Cleveland businesses interview as many as 23 students a day for full-time employment after graduation from high school. The schools that participate in the Job Development Service program are those inner-city high schools with the largest percentage of children from welfare families.

The placement program involves a wide range of businesses and industries—banking, retailing, manufacturing, construction, insurance, hospitals, electronics, and the federal civil service. In advance of Job Center Day the participating employers prepare a brief description of their businesses, the possible job openings, qualifications, and conditions of employment. Each school compiles these descriptions into a handbook for students to use in making job interview choices. Each student may schedule interviews with at least three different companies during Job Center Day. The program's counselors caution students not to expect a job offer from this first round of interviewing as on-the-spot hiring is rare. Most companies require further interviews and aptitude tests for prospective employees.

The Job Center Day handbook for Glenville High School contains descriptions of some 20 different job categories and possible employment openings with 24 Cleveland-area companies. Jobs for clerks, typists, machine operators, secretaries, and technicians appear most frequently in the handbook. Other positions include sales person, bookkeeper, nurses' aide, repairman, equipment installer, messenger, mechanic's helper, and building maintenance man. Starting wages range from $1.70 to $3.30 an hour.

Job Preparation

Project manager McBride views Job Center Day as a preliminary step toward opening up job opportunities and as a valuable learning experience in job seeking for the students. Holding the interview at the high schools, on the students' home grounds, removes tension and fear and makes it easier for the students to
school plans. This information, plus frequent consulta-
tion employers on their own, McBride commented. While Job Center Days take place in the spring prior
to graduation and in August for summer school gradu-
ates, "job preparation" begins in September. At the
beginning of the school year, seniors fill out an informa-
tion form stating their interests, employment history, high school courses and grades, and their post-high
school plans. This information, plus frequent consulta-
tions with students, enables counselors to identify job-
bound students. Students interested in employment after
graduation may enroll in "job preparation" classes
which are designed to inform students about job seeking
techniques and practices. In the classes, students prac-
tice taking employment tests and filling out application
forms, and conduct mock interviews for jobs.

A handbook prepared by the Cleveland Board of
Education serves as a curriculum guide for the job
preparation classes. Recognizing that many inner-city
youths miss out on job opportunities because of nega-
tive work attitudes and because they lack information
about employment, the handbook covers all aspects of
job seeking—filling out application forms; proper dress
and conduct for interviews; and documents for employ-
ment such as work permits, Social Security card, birth
certificate, and health records. The handbook also dis-

What opportunities will be available to them.

Emphasizing exposure to the world of work, the job
development program arranges tours of local companies
and invites business representatives to speak to classes
to acquaint students with the business world and the
nature of various jobs. During the current school year,
with the assistance of the Cleveland Growth Board of
the Chamber of Commerce, the program provided tours
of almost 100 businesses for inner-city junior high stu-
dents. McBride feels that it is important for job prep-
utation placed in a job. According to a report of the board,
the cost factor of the program compared to the earnings
of the graduates has amounted to .6 percent. "This does
not, of course, take into account the plus factor of
making them self-supporting," the report states. "Perhaps the biggest
factor is giving them (the graduates) self-respect."

Cooperation from Business

Project manager McBride feels that the Cleveland
business community has been very receptive to the Job
development program. This interest has been dem-
strated by business contributions to the program such
as instructional materials and tours of businesses and
industries, and by the employers' participation in Job
Center Days. "This is not a make-work project," com-
mented McBride; "the key to the project's success is
real jobs." Even though a number of employers told MIS that they had no jobs to offer on Job Center Day
(Reasons cited were hiring freezes and cutbacks and
general economic conditions), they expressed an inter-

Despite the impressively high placement record of
95 percent, Cleveland's job development program for
inner-city youths faces some difficulties. The relocation
of many businesses away from the area has meant a
loss of jobs. Until this year, limited funds have pre-
vented any follow-up services for graduates placed in
jobs. In a current pilot project at one school, job advisors and counselors are maintaining contacts with graduates placed in jobs and with their employers. Employers have been asked to make periodic evaluations of their new workers. Through these follow-up activities the program staffers can provide continued job counseling for the newly employed graduates and can gain insights into how to improve the placement program. "A good sign of the program's usefulness," McBride points out, "is that many graduates, who are once again in the job market, are returning for advice and help in finding another job."

Model for OEO Project

The Cleveland Job Development Service has received many inquiries from school systems and community groups about setting up a job development program. One inquiry, from the Office of Economic Opportunity (OEO), has led to the replication of the Cleveland program in four other cities—Atlanta, Pittsburgh, Minneapolis, and Washington, D.C. Under an OEO demonstration grant to the National Urban League, the league and the school boards of the four cities have established a "Schools-to-Industry Placement Program" for inner-city high school students which is modeled after the Cleveland program. William Batt of OEO's Manpower Branch of the Office of Program Development in Washington, D.C., reports that after the expiration of the OEO contract in September the four demonstration cities are adopting the schools-to-industry project as an on-going part of their educational and vocational programs. Batt feels that "the cooperation of the business community and the inner-city schools in order to open up job opportunities for disadvantaged youth is enormously essential and possible." He noted that funding is available under Title I of the Elementary and Secondary Education Act and under the Vocational Education Act.

As shown by the Cleveland job development program and by the OEO demonstration programs in four other cities there appears to be convincing evidence that school systems, working with employers, can better serve their job-bound students.

### Five Year Summary of Placements for Cleveland Job Development Service

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>Number Graduating</th>
<th>Number Requiring Full-time Jobs</th>
<th>Percent Interested in Jobs</th>
<th>Number Accepting Jobs</th>
<th>Percent of Students Requiring Jobs Who Accepted Jobs</th>
<th>Placed to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1967</td>
<td>664</td>
<td>432</td>
<td>100%</td>
<td>404</td>
<td>93%</td>
<td>93</td>
</tr>
<tr>
<td>June 1967</td>
<td>1403</td>
<td>847</td>
<td>89</td>
<td>811</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td>January 1968</td>
<td>773</td>
<td>494</td>
<td>88</td>
<td>436</td>
<td>88</td>
<td>94</td>
</tr>
<tr>
<td>June 1968</td>
<td>1361</td>
<td>763</td>
<td>83</td>
<td>727</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>January 1969</td>
<td>616</td>
<td>359</td>
<td>88</td>
<td>345</td>
<td>96</td>
<td>94</td>
</tr>
<tr>
<td>June 1969</td>
<td>1136</td>
<td>590</td>
<td>86</td>
<td>587</td>
<td>99</td>
<td>95</td>
</tr>
<tr>
<td>January 1970</td>
<td>547</td>
<td>328</td>
<td>87</td>
<td>321</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>June 1970</td>
<td>1076</td>
<td>488</td>
<td>82</td>
<td>469</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td>January 1971</td>
<td>511</td>
<td>290</td>
<td>86</td>
<td>257</td>
<td>89</td>
<td>95</td>
</tr>
<tr>
<td>June 1971</td>
<td>1415</td>
<td>551</td>
<td>80</td>
<td>489</td>
<td>89</td>
<td>94</td>
</tr>
<tr>
<td>Totals</td>
<td>5142</td>
<td>4846</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix G

**JOB DEVELOPMENT CENTER**  
**1971-72**

**SUMMARY OF VISITING REPRESENTATIVES**

<table>
<thead>
<tr>
<th>Month</th>
<th>Job Development Center</th>
<th>Employer Represented</th>
</tr>
</thead>
</table>
| November | East High              | Ohio Bell Telephone Co.  
St. Vincent Charity Hospital  
U.S. Civil Service Commission  
Armed Services                             |
| February | East High              | International Business Machines  
Ohio Bell Telephone Co.                   |
|          | Glenville              | Ohio Bell Telephone Co.                                      |
|          | East Technical         | Ohio Bell Telephone Co.                                      |
|          | John Hay               | Joint Apprenticeship  
U.S. Civil Service Commission       |
| March    | East High              | Central National Bank  
Polytech Consulting  
U.S. Civil Service Commission  
Ohio Bell Telephone Co.  
East Ohio Gas Co.  
Union Commerce Bank  
Eaton Corp.               |
|          | John Hay               | TRW, Inc.  
Ohio Bell Telephone Co.  
U.S. Civil Service Commission          |
|          | Glenville              | Addressograph-Multigraph  
Ohio Bell Telephone Co.  
U.S. Civil Service Commission         |
Appendix H

JOB DEVELOPMENT SERVICE
1971-72

GUEST SPEAKERS

<table>
<thead>
<tr>
<th>Month</th>
<th>Job Development Center</th>
<th>Employer Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>John Hay</td>
<td>Glidden-Durkee Co.</td>
</tr>
<tr>
<td>February</td>
<td>Glenville</td>
<td>Stouffer Foods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forest City Hospital</td>
</tr>
<tr>
<td></td>
<td></td>
<td>United Airlines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The May Company</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Glenville Auto Parts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electronics Engineering Institute</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TRW, Inc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fisher Body Corp.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cleveland Trust Co.</td>
</tr>
</tbody>
</table>
Appendix I

JOB DEVELOPMENT SERVICE

FILMSTRIPS

1. World of Work w/Records
2. Work Habits & Attitudes w/Records
3. Failure-A Step Toward Growth - 60 FX
4. Your Future Through Technical Education - 14 YX
5. Getting and Keeping Your First Job - 33 GX
6. Dropping Out - Road to Nowhere - 17 DX
7. Telling Your Story on An Employment Application (Kit) - 4VX
   Your Job Interview (These two FS cannot be seperated)
8. Health Careers - 35 HX
10. Job Attitudes

FILMS

1. Job Interview: Whom Would you Hire? Three Young Men
2. Your Job and Your Boss
3. New Horizons in Vocations - They Beat the Odds
4. Morning for Jimmy
5. Not with Empty Hands
6. Portrait of a Disadvantaged Child
7. Portrait of An Inner-City School
   A Place to Learn
The Job Development Service of the Cleveland Board of Education is concentrated on the five inner-city high schools: East High, East Tech, Glenville, John Hay and Thomas A. Edison. Its purpose is to find full time permanent employment for the graduates of these schools who are not going on to college. To be eligible for the program, the senior must have graduated.

The five years the program has been in operation, of 5,139 graduates requiring full time employment, 4,861 obtained full time employment or 95%. This has done three things. It has given an objective to not becoming a drop out--it has taken hundreds of families off relief with millions of dollars of earned income, and it has cleared the inner-city streets of 4,800 potentially frustrated youth.

We are in trouble with our June, 1972 class. While we have many companies, both large and small who regularly employ our graduates, they cannot absorb the entire class. We cannot afford to let these graduates roam the streets--we must put their skills and education to work. We are asking your help. We know business is bad, but somewhere in your organization one or two entry-level openings will occur in the next month or two. When it does, give one of these graduates a chance. These graduates have had training in everything from typing to welding. They are not asking for charity or a make-work project, but for an opportunity to become a member of your concern.

Call us at 229-9383, and give us your requirements.

Sincerely yours,

Kenneth Dukes
Job Advisor
Job Development Service

KD
pr
**JOB ORDER**

**DATE**

**COMPANY**

**ADDRESS**

**PHONE**

**CONTACT**

**JOB TITLE**

**STARTING RATE**

**HOURS**

**EDUCATIONAL REQUIREMENTS:**

**SPECIAL PHYSICAL REQUIREMENTS:**

**CO. BENEFITS:**
- Tuition Refund: Yes/No
- Blue Cross: Yes/No
- Blue Shield: Yes/No
- Pension Plan: Yes/No
- Retirement Plan: Yes/No
- Health Insurance: Yes/No

**VACATION POLICY**

**CO. LITERATURE**

**TAX EXEMPTION**

**JOB ORDER FILE CARD**

1971-72

Job Development Service

Appendix K
Appendix L

JOB DEVELOPMENT SERVICE

EMPLOYER

WEDNESDAY APRIL 19

THURSDAY APRIL 20

WEDNESDAY APRIL 26

THURSDAY APRIL 27

TUESDAY MAY 2

WEDNESDAY MAY 3

THURSDAY MAY 4

FRIDAY MAY 5

WEDNESDAY MAY 10

THURSDAY MAY 11

FRIDAY MAY 12

EAST TECHNICAL

2470 East 55th St.

Interviews in Library

on second floor

15 minute interviews

starting at 8:45 a.m.

Luncheon Period

12:00 to 1:00

Lunch in school tea-

room.

Host, Mr.

Smith, Principal.

Last interview

3:15 to 3:30

PARKING:

Reserved

parking at north end

of building at traffic

light.

Entrance will

be blocked.

Identify

yourself.

EAST HIGH

1380 East 82nd St.

Interviews in the

Library

15 minute inter-

views starting at

8:45 a.m.

Luncheon Period

12:00 to 1:00

Lunch in teachers'

lunchroom as guest

of Mr. Pryor,

Principal.

Last interview 3:15

to 3:30

PARKING:

Enter park-

ing area at south end

of school building

off Decker Avenue.

Decker is now one way.

Approach it from East

81st Street.

Approach it from East

81st Street.

Approach it from East

81st Street.

Approach it from East

81st Street.

GLENVILLE

650 East 113th Street

Interviews in Room 102

103A

15 minute interviews

starting at 8:45 a.m.

Luncheon Period

12:00 to 1:00

Lunch in tearoom with Mr.

Clayton, Principal

Last interview 3:45 to

4:00

PARKING:

Reserved park-

ing area at north end of

building.

THOMAS A. EDISON

7101 Hough Ave.

Interviews in

the Library

15 minute inter-

views starting

at 9:00 a.m.

Last interview

11:30 to 11:45

PARKING:

Enter
driveway on 71st

Street side of

the school. Turn

left at top of

drive and park

next to the

greenhouse.

JOHN HAY

2(175 Fast 107th St.

Interviews in the

Library

15 minute inter-

views starting at

8:45 a.m.

Lunch in tearoom as guest

of Mr. Seldon, Principal

Last interview 3:15

to 3:30

PARKING:

Go south

on 107t

from Ches-

ter or Euclid.

Turn left on Deer-

ing, first street

past Euclid.

Go in

driveway immediately

acute of school.

TRAVEL:

Bus 2064 Sterns

Road

ADULT ED.

(Observation

2064 Sterns

Road

Interviews i

the Library

15 minute in-

terviews

starting at

8:45 a.m.

PARKING:

Enter parking

area from

East 109th

Street in

back of John

Hay school.