The Manpower and Related Agencies of Omaha: A Pilot Study of Their Functions and Interconnections

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THE MANPOWER AND RELATED AGENCIES OF OMAHA:
A PILOT STUDY OF THEIR FUNCTIONS AND INTERCONNECTIONS
by Barbara L. Brilhart
with assistance of Judith Kessler

* * *

Urban Studies Center
Wayne Wheeler, Director
University of Nebraska at Omaha
December 1968
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INTRODUCTION

In the past few years the University of Nebraska at Omaha has become increasingly committed to the study and alleviation of urban problems. Involvement of faculty, administration, and students in the life of the community and the demand for courses in urban affairs have stimulated an awareness of the need for an organized and rapid method of information retrieval in relation to the Omaha metropolitan area.

In 1967, Elton S. Carter, Dean of the Graduate College, serving as Chairman of the Area V Committee of the Cooperative Area Manpower Planning Systems (CAMPS), recognized the specific problem of retrieval of up-to-date information on agencies concerned with Omaha's social and economic problems. He conceived of the ultimate possibility of a computerized data bank which would store and up-date pertinent information on how each agency functions and interfunctions with other agencies. For example, an individual having an economic or social problem might be referred by a job counselor or social worker who would utilize the services of the university. The counselor, with the aid of the computer could analyze the components of his problem and determine their relative importance in the total picture. It was further felt that the computer might aid in selecting the specific agencies which could best handle specific problems in the order of need.

In an attempt to begin the task of setting up a data bank, Dean Carter involved the agencies with which he was working on the CAMPS committee. While these agencies were concerned primarily with manpower problems in their relationship to CAMPS, their services included many
other functions as well.\footnote{A list of the CAMPS agency members at the time this study was begun appears in the Appendix, p. 49.} The purpose of the CAMPS committee, as described in its federal guidelines, was to coordinate the efforts of local agencies concerned with manpower problems. Because Dean Carter was serving as the committee's chairman, the university was afforded a unique opportunity for the study of manpower agencies and the beginnings of the data bank.

Accordingly, William Bieck, then a graduate student in sociology, serving in the summer of 1967 as the secretary of CAMPS, devised under the guidance of Dean Carter, an "Area Manpower Inter-Agency Service Schedule." This interview schedule was to have been used by Mr. Bieck to gather data on the various member agencies of CAMPS in the fall of 1967. Mr. Bieck, however, left the university before that time in order to continue his graduate study.

In the fall of 1967, as Assistant Professor of Education, one-half of the writer's time was assigned as Executive Secretary of CAMPS. In addition to other duties, one of her assignments was to complete the project which Mr. Bieck had started. A graduate assistant from the Department of Sociology, Judith Kessler, assisted in this research and other assignments involved in the role of Executive Secretary.

Initially, a good deal of time was spent by Brilhart and Kessler in attempting to understand the problems of manpower and unemployment which were new to them. The CAMPS issuances along with journal and agency publications were studied; in addition, special efforts were made to acquaint themselves through CAMPS meetings with the agency representatives.
and their agency functions. Brilhart's feeling after two months, however, was that although she was able to see some of the problems of agency functioning from a communications viewpoint, she was not sufficiently immersed in manpower problems to adequately map the functioning of agencies.

In a conference between Brilhart and Carter it was decided that ultimately all agencies in Omaha which dealt in any way with manpower-related problems should be surveyed. Accordingly, a list larger than the list of CAMPS agencies was initially included in the sample, having been derived by Kessler from Omaha agency listings. It was decided that interviews should begin with the CAMPS agencies with which Brilhart was familiar.

In October, 1967, the Area V CAMPS committee became deeply involved in problems produced by the impending closing of the Armour packinghouse in Omaha. Committee time was largely devoted to these problems. In addition, many of the agency representatives were also involved in problems being tackled by the Armour Coordinating Team (ACT) formed in December, 1967.

In November, Carter and Brilhart agreed that the report of this project should be completed by June, 1968. Brilhart was to revise Mr. Bieck's interview schedule and proceed with the project as planned.

While revising the schedule, Brilhart came to feel that the specific purposes of the study were not adequately defined. In an attempt to clarify the goals and procedures of the projected research, Brilhart wrote the following in a memo to Dean Carter in November:

---

For this list of Manpower Agencies, see Appendix, p. 50.
Purpose of the Study

The primary purpose of the present study is to gather data on the functioning of manpower and related agencies in Omaha which might eventually be used by graduate students in an Urban Studies program at the University of Nebraska at Omaha.

Procedures

It is anticipated that the following procedures might be used in the following order:

1. The interview schedule prepared by Bill Bieck will be used (questions concerning the schedule are attached.)

2. I will approach the director of each agency in the sample and explain the nature and purpose of the interview schedule, including the following information:
   a. That I am representing CAMPS,
   b. That we need information on how agencies related to manpower problems function,
   c. That they may, if they desire, obtain a written report on the finished study.

3. Two questions will be asked of the director:
   a. If not you, who, in your agency would best be able to answer the questions concerning the functioning of your agency?
   b. Would you recommend that information be obtained on more than one branch of your agency. If so, who would be the appropriate agency representatives to interview?

4. Appropriate agency representatives will be interviewed. At
first, Judy Kessler will accompany me in order to:

a. Help Judy learn procedures involved in interviewing.
b. Assure better uniformity (hence reliability) between the two interviewers.

5. Judy and I will independently interview agency representatives (at their agencies).

6. Data will be collected in the form of flow charts showing procedures used by each agency and through header information which might eventually be put into a form that could be computerized.

Limitations and Assumptions

It is assumed that Dean Carter is the director of the research project and that all decisions and changes of policy concerning procedures for research and reporting are made ultimately by him.

The study is limited only to those agencies stated in the last section. However, it is understood that there are many other agencies indirectly or directly concerned with problems evolving from manpower problems. However, due to limitations of time and personnel, only those agencies believed (by me) to be most directly and most vitally concerned with employment-related problems were selected.

In view of this general understanding of the project goals, the interview schedule was revised.\(^1\)

By January, Brilhart and Kessler had completed interviews on five of the agencies. Due to administrative changes, Brilhart's university

\(^1\)The revised interview schedule appears in the Appendix, p. 51.
assignment was transferred from the position of CAMPS secretary to that of associate in Urban Studies. At this point, Brilhart discussed the status of this project with Dr. Wayne Wheeler, Director of the Urban Studies Center. It was decided at this point that the major values of this pilot project could be achieved with the data already collected and that further expenditure of effort without changes in methodology (explained later in this report) would be wasteful.

It is the purpose of the remainder of this report to describe: (1) the techniques and problems in retrieving information through the "Area Manpower Inter-Agency Service Schedule;" (2) the data retrieved from the interviews; (3) recommendations for future projects involving inter-agency functioning.

PROCEDURAL TECHNIQUES AND PROBLEMS

The "Area Manpower Inter-Agency Service Schedule" is divided into five sections. Section I is designed to elicit a flow chart describing how a case is processed by the agency from start to finish. The respondent was handed one or two illustrative flow charts which he reviewed with the interviewer. When the interviewer felt that the respondent understood what was needed, he was asked to trace on paper from start to finish a typical (though hypothetical) case as it is processed by his agency. The objective of this procedure was to prevent the respondent from presenting a chart showing how the agency is organized or

---

1 See Appendix, p. 51.
2 See Appendix, pp. 53-54.
merely which department is responsible to whom and to focus on how cases are actually handled by the agency.

Section II is designed to elicit "header information" (the descriptive characteristics of the agency) with particular reference to its responsibilities, missions, purposes and goals. Section III is aimed at obtaining information on the actual services performed by the agency. For each service area (administrative, counseling, casework and guidance, educational and training, financial aid and equipment assistance, job development and job placement, referral services), the respondent was handed a card corresponding to the sub-services listed under each. The interviewer circled on the interview schedule those services which the respondent said are performed by his agency. The agency representative was also asked to name other services his agency performs that are not listed on the card. The respondent was then asked to describe the inter-agency linkages that may be associated with each service; this information was recorded on the service sheet. Section IV is designed to elicit information on personnel classifications and staff needs. Section V is designed to elicit miscellaneous information related to requirements for service and relationships with other agencies.

In interviews of the five respondents representing as many agencies, only one was willing to draw the flow chart required in Section I. In another case, the respondent furnished the interviewer with a copy of a flow chart already developed for his agency. In order to obtain an accurate flow chart for each organization, it was found helpful to set up a hypothetical case and for the interviewer to play the role of an applicant with the respondent. For example, "Suppose I want a job and
I come to the front door, what do I do then?" And later, "After the intake person fills out the application, where would I go next?" Emphasis was placed upon who makes the decisions and on what basis. As the interviewer and respondent interacted to get a description of the process which an applicant would go through, notes were taken by the interviewer and later synthesized to form the flow chart for each organization.

After the first interview, it was apparent that a tape recorder would be beneficial in getting an accurate account of the interview. This was done for later interviews except one in which the respondent did not wish to have the information on tape. A typist then made a written transcript of the interview.

In using Section II of the Interview Schedule, the Header information was relatively easy to obtain except for the distinction between purpose and goal for each program and some confusion in ascertaining true linkages or interconnections among agencies. The interviewer defined the purpose as the "mission" (the terminology used by the CAMPS agencies) or "overall reason for existence of the agency," and the goal as "the expected outcomes (long-range or short-range) of the work of the agency." It appeared, however, to be difficult for respondents to make the distinction when applying these terms to the agency operations; goals were often included in descriptions of agency purposes.

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1 Both Brilhart and Kessler were present and took notes when interviewing the Nebraska Division of Employment, the Omaha Urban League, and the Bureau of Apprenticeship and Training.

2 A typist in the Graduate College was assigned to the project by Dean Carter. Her typed transcripts are on file with the Urban Studies Center.
The term "linkage" was assumed, perhaps erroneously, to have been understood by CAMPS agency members since the term had been used extensively at CAMPS meetings. The term was interpreted by the interviewer as meaning "the operating connections between any two agencies," for purposes of this project. In discussing linkages, it was often necessary for the interviewer to ask the respondent whether the linkage was official (i.e., whether officially established channels existed for one agency to contribute to the operations of another) or whether the linkage was an informal one dependent upon associations of agency workers. In some cases, the respondent was not sure whether an official linkage had been established. Sometimes he was reminded by the interviewer of a linkage with an agency mentioned earlier in the interview and inserted it in his response. The feeling of both interviewers was that the discussion of linkages, although vital to the understanding of inter-agency functioning, was not always complete and at best produced questionable results.

Section II dealing with agency services produced data efficiently and with seeming accuracy from the respondent through the use of the cards. The latter visual aid appeared to help the respondent recall and describe his agency functioning. Here, it appeared to be easier to describe linkages because each service category was broken down into components and linkages appeared easier to identify (although responses were necessarily redundant). This section appeared to be a natural place for the respondent to want to bring in his agency's system of referrals. For example, under sub-section C #1, "provide adult basic education," the respondent for the Division of Employment answered, "We make referrals to the school system, but do not provide it ourselves," to show a linkage
in the area of adult basic education. Examples of referrals came up repeatedly in Section III and in further study a clearer distinction should be made between an unofficial referral system and a linkage involving inter-functioning of two agencies.

Section IV on Personnel Breakdown was for the most part an adequate means of gathering data with special notes such as the one for the Division of Employment indicating that the staff was increased with part-time help during the winter months. The addition of a section on "board members" or "special committees" would have been useful especially in the cases of the Urban League and the Bureau of Apprenticeship and Training.

Section V with the exception of questions 1 and 2 dealing with eligibility requirements and fees did not yield too much data that was new. Question #3 was answered with a rough guess by each of the respondents and questions #4 and #5 had for the most part been answered by data given in response to previous sections.

FINDINGS

Section I of the Interview Schedule: Flow Chart Data

Nebraska Division of Employment. The interview with the Nebraska Division of Employment (NDE) took two trips due to the need of the interviewers to understand the complexity and number of operations performed by the agency. Interview time totaled approximately five hours. During the first interview, the respondent voluntarily explained the historical and organizational bases for the Division of Labor. This information provided the interviewers with a valuable orientation which they would
not have otherwise obtained.

Although the interviewers took notes on the processes of the agency, at the end of the first interview the respondent supplied a formal flow chart indicating the processing of applicants in addition to the one prepared from interview information. Thus, two flow-chart versions appear for NDE on the processing of employees: the agency’s prepared version (la) and the interviewer’s diagram (lb) which includes more details and has a different organization.¹

Flow Charts la and lb: General Functioning of the Nebraska Division of Employment (Employee Aspect): As seen in the two charts, pp. 12-13, when a client enters at the 18th and St. Mary’s Streets Intake, he is sent by a clerk to one of the placement units (Service, Manufacturing, Non-manufacturing, Youth, Clerical and Professional) or occasionally to Human Resources Development (HRD). If the placement counselor, upon interviewing the prospective employee, is dissatisfied with his preparation for employment, he sends him to HRD for testing, counseling and training. If he is satisfied, he matches skills and other qualifications with job needs and places the interviewee in a job. If the individual is not competitively ready for the labor market, personnel at HRD may keep him for training for as long as one year. When he is ready at HRD, he is sent back to the employment division to one of the placement units for further job analysis and placement. If an individual enters the intake office at 105 Farm Credit Building which houses the

¹The flow-charts and descriptions of agency functioning which appear below cover the major operations of the agency. It was not deemed necessary to include names of personnel, procedures undertaken in rare cases or colors and types of information forms used.
FLOW CHART # 1a

GENERAL FUNCTIONING OF THE NEBRASKA DIVISION OF EMPLOYMENT (EMPLOYEE ASPECT)

TRAINING AND COLLATERAL SERVICES

HRD INTAKE

YOUTH COUNSELING

ADULT COUNSELING

PERMANENT PLACEMENT OFFICES

18th & ST MARY INTAKE

MANUFACTURING PLACEMENT

SERVICE PLACEMENT

MANUFACTURING PLACEMENT

NON-MANUFACTURING PLACEMENT

YOUTH PLACEMENT

CLERICAL & PROFESSIONAL

PLACE-MENT

PLACE-MENT

PLACE-MENT

HRD

VER

VER

VER

HRD

18th & ST MARY INTAKE

MANUFACTURING PLACEMENT

SERVICE PLACEMENT

MANUFACTURING PLACEMENT

NON-MANUFACTURING PLACEMENT

YOUTH PLACEMENT

CLERICAL & PROFESSIONAL

PLACE-MENT

PLACE-MENT

PLACE-MENT

HRD

VER

VER

VER

HRD

KEY-
HRD = HUMAN RESOURCES DEVELOPMENT
VER = VETERANS EMPLOYMENT REPRESENTATIVE
Clerical and Professional Unit, he may be placed in a job or referred to another unit at the main office. If an individual enters the Labor Intake Office on South 13th Street, he is usually placed immediately in temporary employment but he may be referred to HRD.

In addition, there is a Veteran's Employment Representative (VER) who represents handicapped veterans (those 10% or more physically incapacitated by the military service). The VER deals with supervisors of placement units to see that they are obeying federal rulings concerning training for veterans; he also explains to men who will be discharged their employment rights as they enter civilian life. In addition, there is a representative for the handicapped who makes referrals to HRD or permanent placement units.

Flow Chart #2: General Functioning of the Nebraska Division of Employment (Employer Aspect): An aspect of the NDE services for which the agency does not have a prepared flow chart is that of handling employers' orders for applicants. The interviewers' representation of these operations which appears on page 15 attempts to coordinate servicing of orders through the switchboard and through the NDE representative in the field.

As an order comes in through the switchboard operator, she determines what the occupation would be and routes the order to the unit that would handle this category of occupation. At the service unit, three copies of the order are made. The second copy is routed to the Youth Unit, where the applicant file is checked for possible people to be called on this order. If there is a youth applicant, information about him is recorded and the copy is returned to the parent unit from which it originated.
FLOW CHART #2

GENERAL FUNCTIONING OF THE NEBRASKA DIVISION OF EMPLOYMENT

1. CHECK APPLICANTS LOCALLY

2. CHECK APPLICANTS 200 MILE RADIUS

3. 6 STATE CLEARANCE SYSTEM

4. NATIONAL CLEARING COUNCIL

STATE CLEARANCE OFFICER

INFORMATION

ORDER INTAKE

SWITCHBOARD 18th & ST. MARY'S

ORDER COPIES MADE

YOUTH UNIT (copy 2)

EMPLOYMENT SERVICE REPRESENTATIVE

KEY:

D = DECISION
The service unit has access to all of the orders in all of the units. The service unit coordinates information on possible applicants for each order.

In addition to the phone method of taking orders, the employment service representative is in the field each day calling on employers in an attempt to "sell" NDE's services. He describes the agency services in addition to finding out about job openings that employers may have. For example, "The employers' service representative for a particular service unit might be calling on a hospital. He not only sells the services of the Division for the occupations that they handle, but also "sells" the applicants who might be professional, clerical or sales people. He also picks up the orders for that unit as well as those for nurses aides. They (the representatives) sell a complete service, telling the employers about the applicants available, youth as well as adults, selling our testing services and all facets of the employment service."1

Another means of filling orders would be through the National Clearing Council--which is comprised of clearance officers from the fifty states. If there is an order for applicants which cannot be filled locally, the Division of Employment informs the employer and gets his approval to clear his order through other states which might have a surplus of applicants in a particular category. An immediate clearance area is checked (200-mile radius); if there are not enough applicants in this area, the Division of Employment goes through the state clearance officer who will clear in the region consisting of six states. Each

1From transcript of interview with Mrs. Lois Miyeno who was the respondent for this part of the interview. She is an NDE supervisor.
region fans out into the National Clearing Council. Information coming in from other states for applicants would go directly to the service unit. If for example, an order for a bricklayer is received, it would go directly to the Non-Manufacturing unit.

Omaha Urban League. Flow Chart #3 represents the general functioning of the Omaha Urban League (OUL). The interview was completed in two and one-half hours. The transcript of the tape contains much more detailed information concerning future programs and details of the current programs than is herein reported.

As seen in Flow Chart #3, the client sees the receptionist who decides the category into which his problem falls. If the problem pertains to jobs, he is referred to the job development and placement director who would interview the person. The person is then turned over to the job developer who knows the jobs that are available through the agency job referral system. The person is given aptitude and clerical tests by the agency testers and is then sent to NDE for further testing on aptitudes. Clients are then matched to available jobs by the job development staff. (There is an average of 126 job orders per month.) The job developer obtains information concerning the person's skills, wage expectations, experience, etc., before the tests are administered.

The director of housing has the combined job of health and welfare and housing. If a client comes in with a housing problem, the receptionist refers him to the assistant director who is also a housing placement specialist. She furnishes him with house listings for an area of town into which he wishes to move. Thirty-two realtors send her listings each month; for every house in the ghetto, they must send one outside the
FLOW CHART #3: GENERAL FUNCTIONING OF OMAHA URBAN LEAGUE

DIRECTOR, JOB DEVELOPMENT AND PLACEMENT

RECEPTIONIST

CLIENT INTAKE

AT THE TIME OF THE INTERVIEW THE EXECUTIVE DIRECTOR WAS SERVING THIS FUNCTION.
ghetto. The director and assistant director of housing inspect the housing and make judgments concerning its adequacy. The assistant director then puts the houses in categories relevant to financial outlay, facilities, etc. If the client so desires, she will accompany him to see the landlord or owner.

If the client accepts the house and he is a welfare recipient or otherwise financially unable to move, the housing director will seek help for the person; he can do this most easily since he is also director of health and welfare services.

If the problem is initially one of health and welfare, the receptionist will refer the problem to the director of health and welfare who then refers him to the Douglas County Assistance Bureau or to the Salvation Army. A combination of resources are often needed to provide rent, clothing, food, and carfare for the needs of larger families. Follow-up continues daily to insure that the individual received what he needed from the agencies to which he was referred.

At present, the Executive Director handles problems of education and youth incentives until an education director can be employed. Rarely does an individual come directly to the Urban League to receive the benefits of this service. Scholarships, for example the Osborne scholarship for needy Negro students, are administered under this service. Other services include sending letters to high school students explaining that they need to do well on College Board Examinations, counseling minority group children who are potential college students, retrieval of scholarship information from colleges and universities in the Middle West, and the annual Career Day Fair which has been presented at the University of
Nebraska at Omaha. Other projects include the Urban League Youth Community which undertakes an annual community project and a proposal for Project Career which is designed to result in educational or employment relocation for the culturally and socially deprived.

**Bureau of Apprenticeship and Training.** Unlike the other agencies studied, the Bureau of Apprenticeship and Training (BAT) does not process clients. Its function is to work directly with management and labor to develop apprenticeship programs. Three methods of operation were described by the respondent: (1) the group-joint program in which management and labor are represented by a six-man committee which performs a consultant role for BAT; (2) group non-joint program in which individual employers are approached to participate in apprenticeship programs; (3) a program of "selling" employers or associations on apprenticeship programs.

Potential apprentices are recruited through career days in high schools, employment services and social agencies. However, while the respondent indicated that direct placement of a student through the BAT office is rare, he added that people do call the office for apprenticeship information. Since the nature of BAT is such that its primary function is consultation and development of new programs, a Flow Chart does not appear for this agency.

**Douglas County Assistance Bureau.** The operations of the Douglas County Assistance Bureau (DCAB) are represented in Flow Chart #4. At the intake department which is staffed by about twelve people, clients are helped to fill out applications and eligibility forms; they are then assigned to regular caseworkers by geographical areas (according to the 1960 census tracts) or to caseworkers for special service needs. Intake
FLOW CHART #4 GENERAL FUNCTIONING OF THE DOUGLAS COUNTY ASSISTANCE BUREAU

KEY:
D= DECISION
ADC= AID TO DEPENDENT CHILDREN
AABD = AID TO THE AGED, BLIND DISABLED

INTAKE MAIN OFFICE

INTAKE CHILD WELFARE

Crippled Children Ser.

Child Welfare

Intake Protective Services

Medical (only) Caseworker

State Hospital Caseworker

Regular Caseworker

Nursing Home Caseworkers

Intake Child Welfare

Caseworker Already Serving Another Member of Same Family

CARTER WELFARE

Client

Medical (only) Caseworker

JCB Training

Referral

Social Services

Financial Assistance

Testing

Educational & Voc. Test

Physical Examination

Psychological Tests

General Assistance

Medical Assistance

ADC

AABD
at the Child Welfare Service division determines referral to the crippled children's services or to day care services. Intake at the Division of Protective Services handles cases of child abuse or dependency and processes them through the regular caseworker for that geographical area. Other aspects of functioning not shown in the flow chart are the general assistance program paid out of county funds, the process of supervision over every six or seven caseworkers where caseworker reports are reviewed every so often, and the process of having state readers review sample cases to see that state regulations are followed and a parallel review occurring for federally financed programs.

Division of Rehabilitation Services (Omaha District Office). The operations of this agency are presented in Flow Chart #5. An applicant usually comes to the Division of Rehabilitation Services (DRS) through referrals by other agencies. He is then sent by the receptionist to one of the four counselors for the geographical area in which he lives. The counselor sets up a general medical examination, preferably with the family doctor, and an appointment for psychological testing and evaluation. Results of the examinations are reviewed by the DRS medical and psychological consultants who determine the extent of disability. Consultant reports are sent to the counselor who decides the extent to which the disability creates a vocational handicap and the possibility that he is employable. If the client meets the criteria for eligibility, the counselor certifies that eligibility and accepts him as a client. The counselor then determines with the client the client's needs and refers him to physical restoration services or job training. After job training, the counselor assists in job placement and later follows up to evaluate
FUNCTIONING OF THE DIVISION OF REHABILITATION SERVICES

REFERRAL AGENCIES:
1. Douglas Co. assistance Bureau
2. Girls Town
3. Psychiatric Caseload in Douglas County
4. Work Experience Program in Public Schools

D = DECISION

(a.) this flow chart was prepared by Kessler
how the client is doing at the job. As indicated on the flow chart, counselors are also situated (for the Douglas County Area) at the Douglas County Assistance Bureau, Girls' Town and the Work Experience Program in the public schools.

Section II of the Interview Schedule: Header Information

One of the primary purposes of the Area Manpower Inter-Agency Service Schedule was to locate the inter-functioning of linkages among agencies in the Omaha area. When data on the schedules were collected and studied, Brilhart recognized a need for a method of reporting linkages which might be useful in connection with a data bank at the Urban Studies Center of the University. Accordingly, every response from the five respondents in this study (describing agency linkages) was listed. After organizing and reorganizing the components of the list, first according to agency structure and finally into a combination of structure and function, five general agency categories resulted: (1) manpower agencies, (2) business and industry, (3) health, welfare and social agencies and programs, (4) non-manpower government agencies and programs and (5) educational agencies. Responses on the list were categorized under each heading, care being taken to avoid overlap, i.e., the placement of an agency or function under two different headings. Numbers were assigned to each category listing; the result was a "taxonomy" of agencies and agency functions. This taxonomy has been utilized in Tables 2 through 8 of this report to indicate agency linkages by number. The linkage number appearing in the table may be located in the "Taxonomy for Inter-Agency Linkages" appearing on pp. 25-27.
TAXONOMY FOR INTER-AGENCY LINKAGES

1.0 Manpower Agencies
1.1 Employment Agencies
1.10 Nebraska Division of Employment
1.2 Training Agencies
1.20 On the Job training sponsored by industry
1.21 Vocational Education (Omaha Public Schools)
1.22 Vocational Rehabilitation
1.220 State office
1.221 Local office (DRS)
1.23 Goodwill Industries
1.24 Special Programs and Agencies--federally sponsored
1.240 Manpower Development Training Act
1.241 Opportunities Industrialization Center
1.242 Youth Development Programs
1.2420 Job Corps
1.2421 Neighborhood Youth Corps
1.2422 Youth Employment Service
1.2423 Project Pride
1.2424 Project Careers

1.3 Coordination Agencies
1.30 Office of Economic Opportunity
1.31 Cooperative Area Manpower Planning Systems
1.32 Equal Opportunity Commission
1.33 Joint Merit System
1.34 Bureau of Apprenticeship and Training
1.35 State Technical Assistance Agency

1.4 Information Agencies
1.40 Research and Statistics Department of NDE (Lincoln)

1.5 Testing Agencies

2.0 Business and Industry
2.1 Associations
2.10 Small Business Administration
2.11 Organized Labor
2.12 Chamber of Commerce

2.2 Participants
2.20 Employers
2.21 Employees
2.22 Skill trades
2.23 Job Applicants

3.0 Health, Welfare, Social Agencies and Programs
3.1 Coordination Agencies
3.10 Department of Health, Education and Welfare
3.11 County Welfare Board
3.12 United Community Services
3.13 Veteran's Administration
3.14 Douglas County Assistance Bureau
3.15 Omaha Urban League

3.2 Supportive Programs
3.20 Salvation Army
3.21 Food Stamp Plan
3.22 Unemployment Insurance
3.23 Social Security
  3.230 Old Age
  3.231 Disability
3.24 Railroad Retirement Board
3.25 Legal Aid Society

3.3 Medical and Psychological
3.30 Hospitals and Treatment Centers
  3.300 University of Nebraska Hospital
  3.301 Nebraska Psychiatric Institute
  3.302 Richard Young Hospital
  3.303 Douglas County Hospital
  3.304 Alcoholic Treatment Center
  3.305 St. Joseph's Hospital
  3.306 Veteran's Administration Hospital
3.31 Associations
  3.310 State Crippled Children's Association
  3.311 Mental Illness Association
  3.312 Retardation Association
3.32 Private Agencies
  3.320 Churches
    3.3201 Catholic Charities
  3.321 Physicians
  3.322 Psychologists

3.4 Family and Child Care Services
3.40 Family and Child Service
  3.41 Day Care
  3.42 Aid to Families of Dependent Children
  3.43 Project Enable
  3.44 Youth Center
  3.45 Neighborhood Houses
  3.46 Caseworker

4.0 Government Agencies and Programs (primarily non-manpower)
4.1 Local Agencies
  4.10 City Hall
    4.101 Omaha Housing Authority
  4.11 Juvenile Court
  4.12 Community Councils
4.2 Locally administered through federal funding
  4.20 Greater Omaha Community Action
  4.21 Douglas County Title V
  4.22 Title 19 of the Social Security Act
  4.23 Volunteers in Service to America
4.3 State Agencies
  4.30 Nebraska Department of Agriculture
4.4 Federal Agencies and Programs
  4.40 Civil Service
  4.41 State Department
  4.42 Immigration and Naturalization
  4.43 Offutt Air Base
5.0 Educational Agencies

5.1 Universities
   5.10 University of Nebraska at Omaha
   5.11 University of Nebraska at Lincoln
   5.12 Creighton University

5.2 Omaha Public Schools
   5.21 Basic Education Program

5.3 Special Programs
   5.30 Nebraska County Extension Bureau
   5.31 State Armed Forces Academies
   5.32 Private Schools
Sections A-E of Section II of the interview schedule resulted in diverse responses from agencies; thus, no summary is possible.

Sections F and G, indicating sponsorship and geographical area served are summarized in Table 1, below. It can be seen that four of the agencies have all or some federal support, while one is sponsored by the United Community Services. Two receive some state support. Two of the agencies serve Douglas County only; one serves the state and three serve Douglas and other counties as well.

### Table 1

Data from Section II F, G Indicating Sponsorship and Geographical Area Served

<table>
<thead>
<tr>
<th>Agency</th>
<th>Sponsor</th>
<th>Geographical Area Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAT&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Federal Act</td>
<td>Nebraska, Pottawatomie Co., Iowa</td>
</tr>
<tr>
<td>DRS&lt;sup&gt;b&lt;/sup&gt;</td>
<td>State, Federal</td>
<td>Saunders, Sarpy, Cass, Douglas, Washington, Dodge Counties</td>
</tr>
<tr>
<td>DCAB&lt;sup&gt;c&lt;/sup&gt;</td>
<td>Federal, State, County</td>
<td>Douglas County</td>
</tr>
<tr>
<td>NDEB&lt;sup&gt;d&lt;/sup&gt;</td>
<td>Federal Acts</td>
<td>Douglas and Sarpy Counties</td>
</tr>
<tr>
<td>OUL&lt;sup&gt;e&lt;/sup&gt;</td>
<td>United Community Services</td>
<td>Douglas County</td>
</tr>
</tbody>
</table>

<sup>a</sup>Bureau of Apprenticeship and Training  
<sup>b</sup>Division of Rehabilitation Services  
<sup>c</sup>Douglas County Assistance Bureau  
<sup>d</sup>Nebraska Division of Employment  
<sup>e</sup>Omaha Urban League

It will be seen in Table 2 that all of the agencies are responsible for administering federal and state programs and all but one is responsible for administering city-county programs. On the Federal level most of the programs fall into Category 3 (Health and Welfare) while category 1 (Manpower) and Category 4 (Non-Manpower government programs) are also represented. Linkages at the federal level occur in categories 1, 3, and 4 with most occurring in category 1. At the state level, three of the agencies are responsible for programs in Category 1; linkages at this level
Table 2

Data from Section II H of Interview Schedule Indicating Governmental Level of Program Responsibilities and Linkages

<table>
<thead>
<tr>
<th>Agency</th>
<th>Federal</th>
<th>Linkages</th>
<th>State</th>
<th>Linkages</th>
<th>City-County</th>
<th>Linkages</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAT</td>
<td>Promotion and consultation for all trade skills</td>
<td>3.10</td>
<td>Contract Administration</td>
<td>1.10</td>
<td>1.22</td>
<td>2.11</td>
</tr>
<tr>
<td>DRS</td>
<td>3.230</td>
<td>---</td>
<td>1.22</td>
<td>1.10</td>
<td>1.20</td>
<td>3.13</td>
</tr>
<tr>
<td>DCAB</td>
<td>3.230</td>
<td>3.22</td>
<td>3.32</td>
<td>4.21</td>
<td>some state supervised programs</td>
<td>---</td>
</tr>
<tr>
<td>NDE</td>
<td>3.22</td>
<td>3.24</td>
<td>4.20</td>
<td>1.33</td>
<td>4.3</td>
<td>1.2422</td>
</tr>
<tr>
<td>OUL</td>
<td>1.20 (contract pending)</td>
<td>1.10</td>
<td>1.21</td>
<td>1.240</td>
<td>1.2424</td>
<td>1.30</td>
</tr>
</tbody>
</table>

\(^a\)See footnote, Table 1, for explanations of abbreviations of agency names.

\(^b\)See "Taxonomy", pp. 25-27 , for explanations of number categories.
occur in Categories 1, 2, 3 and 4, with bulk falling into Category 3. At
the city-county level, one of the agencies is responsible for programs
in Category 3, another in Category 1 and a third in Categories 1 and 3.
All agencies but one report linkages at the city-county level with the
most being reported by the Urban League which reported linkages in all
Categories but 2 (Business and Industry) with the bulk falling into the
manpower category. On the whole, Table 2 represents linkages for each
of the agencies at each of three governmental levels with exceptions at
the federal and city levels for DRS and at the state level for DCAB. A
conspicuous absence of linkages appears for Category 2, business and
industry, and Category 5 (education), the only linkages for Category 2
appearing for BAT and for 5 appearing for OUL.

Section III of the Interview Schedule: Agency Services

A separate table appears for each of the sections (A-F) representing
an agency function in Section III of the interview schedule.

Table 3 summarizes data from Section IIIA indicating agency adminis-
trative services and linkages. As seen in Table 3, three of the agencies
(DRS, NDE, and OUL) perform all of the administrative functions listed
and have linkages with other agencies for all of those functions primarily those in Category 1 (Manpower) but also in each of the other cate-
gories. BAT reported few administrative functions in comparison with the
other four agencies. Two of the agencies (NDE and OUL) had many more
linkages than the other agencies for administrative services. Two of
the agencies (DCAB and OUL) reported administering programs which did
not fit the seven administrative categories listed. By far the greatest
number of linkages occurred with agencies and programs in the manpower
<table>
<thead>
<tr>
<th>Administrative Function</th>
<th>BAT(^b)</th>
<th>DRS</th>
<th>DCAB</th>
<th>NDE</th>
<th>OUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administer contracts</td>
<td>1.1(^c)</td>
<td>3.10 (state)</td>
<td>3.11</td>
<td>-----</td>
<td>1.21</td>
</tr>
<tr>
<td>2. Coordinate activities</td>
<td>-----</td>
<td>1.10</td>
<td>-----</td>
<td>1.20</td>
<td>2.0</td>
</tr>
<tr>
<td>3. Prescribe work and/or training programs</td>
<td>-----</td>
<td>1.20</td>
<td>-----</td>
<td>1.20</td>
<td>1.20</td>
</tr>
<tr>
<td>4. Provide administrative, supervisory, technical or planning, Assistance</td>
<td>-----</td>
<td>1.10</td>
<td>-----</td>
<td>1.30</td>
<td>4.10</td>
</tr>
<tr>
<td>5. Provide job, labor and/or market information</td>
<td>-----</td>
<td>1.10</td>
<td>2.20</td>
<td>1.40</td>
<td>1.10</td>
</tr>
<tr>
<td>6. Serve as employment agent</td>
<td>-----</td>
<td>1.10</td>
<td>2.00</td>
<td>1.20</td>
<td>2.20</td>
</tr>
<tr>
<td>7. Serve as consultant</td>
<td>1.1</td>
<td>3.310</td>
<td>3.311</td>
<td>-----</td>
<td>1.241</td>
</tr>
<tr>
<td>8. Other</td>
<td>-----</td>
<td>-----</td>
<td>3.303(^d)</td>
<td>3.304</td>
<td>3.341</td>
</tr>
</tbody>
</table>

\(^a\)Where no number appears to indicate a linkage, the representative did not report that function as being performed by his agency.

\(^b\)See footnotes, Table 1, for explanations of abbreviations of agency names.

\(^c\)See "Taxonomy," pp. 25-27, for explanations of number categories.

\(^d\)These numbers do not represent specific linkages, but services performed which did not fit into the seven categories of this table.
category (a total of 32) and the fewest number in the education category (a total of 5).

Table 4 summarizes data from Section III B of the interview schedule indicating agency counseling, casework and guidance services and linkages in these areas. All of the agencies with the exception of BAT perform services and maintain linkages in this area of functioning. Of the total of 34 linkages reported, the greatest number (16) were in Category 3 (Health and Welfare) with none in Category 5 (Education).

Table 5 summarizes data from Section III C indicating agency educational and training services and linkages in these areas. All of the agencies reported performing some service in the area of education or training, but most of the services were provided through linkages with other agencies. Of the total of 34 linkages reported, most fell into Category 1 (Manpower) with a large number (11) in Category 5 (Education) and the fewest in Category 3 (Health and Welfare). Few services in this area were reported by BAT and OUL, although the latter reported many programs for youth incentives during responses to Section I.

Table 6 summarizes data from Section III D indicating agency financial aid and equipment assistance services and linkages in these areas. It is obvious that compared with other services, the five agencies perform relatively few in this area; two of the agencies (OUL and BAT) supply no regular services in these areas. DRS provides more than the other agencies, its most frequent linkage occurring in the area of Health and Welfare.

Table 7 summarizes the data from Section III E of the interview schedule indicating agency job development and job placement services and linkages in these areas. All of the agencies except BAT perform some
Table 4

Section IIIB of Interview Schedule Indicating Agency Counseling, Casework and Guidance Services and Linkages

<table>
<thead>
<tr>
<th>Service</th>
<th>BAT&lt;sup&gt;d&lt;/sup&gt;</th>
<th>DPS</th>
<th>DCAB</th>
<th>NDE</th>
<th>OUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Counseling and Diagnostic</td>
<td>---</td>
<td>1.10&lt;sup&gt;a&lt;/sup&gt;e</td>
<td>1.10&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1.240&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1.10&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>3.321</td>
<td>3.46&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1.240&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1.2420</td>
<td>3.14</td>
</tr>
<tr>
<td></td>
<td>3.322</td>
<td>4.21</td>
<td>2.201</td>
<td>4.21</td>
<td></td>
</tr>
<tr>
<td>2. Social Casework</td>
<td>---</td>
<td>1.23</td>
<td>3.32&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1.240&lt;sup&gt;b&lt;/sup&gt;</td>
<td>3.14&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>3.14&lt;sup&gt;a&lt;/sup&gt;</td>
<td>3.3201</td>
<td>3.201</td>
<td>2.201</td>
<td>4.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.40</td>
<td>4.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Testing Services</td>
<td>---</td>
<td>1.10</td>
<td>3.305</td>
<td>2.11&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1.10&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>3.321</td>
<td>3.44&lt;sup&gt;a&lt;/sup&gt;</td>
<td>2.11&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1.22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.322</td>
<td>4.11&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1.10&lt;sup&gt;a&lt;/sup&gt;</td>
<td>3.302</td>
<td></td>
</tr>
<tr>
<td>4. Other</td>
<td></td>
<td>psychiatric&lt;sup&gt;c&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.43&lt;sup&gt;e&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup>Indicates that the agency provides this service itself in addition to providing it through a linkage where one is indicated by number.

<sup>b</sup>Does not provide casework service, but does provide personal history.

<sup>c</sup>Indicates a program run by the agency and not a linkage.

<sup>d</sup>See footnotes, Table 1, for explanations of abbreviations of agency names.

<sup>e</sup>See "Taxonomy", pp. 25-27, for explanations of number categories.
### Table 5

Section IIIC of Interview Schedule Indicating Agency Educational and Training Services and Linkages

<table>
<thead>
<tr>
<th>Service</th>
<th>BAT&lt;sup&gt;c&lt;/sup&gt;</th>
<th>DRS</th>
<th>DCAB</th>
<th>NDE</th>
<th>OUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adult Basic Education</td>
<td>5.2&lt;sup&gt;d&lt;/sup&gt;</td>
<td>5.2</td>
<td>4.21 5.2</td>
<td>5.2</td>
<td>----</td>
</tr>
<tr>
<td>2. Apprenticeship Training</td>
<td>1.20</td>
<td>2.11</td>
<td>----</td>
<td>1.33</td>
<td>2.11</td>
</tr>
<tr>
<td>3. Consumer Education</td>
<td>occasionally&lt;sup&gt;a&lt;/sup&gt;</td>
<td>indirectly&lt;sup&gt;a&lt;/sup&gt;</td>
<td>3.46&lt;sup&gt;a&lt;/sup&gt;</td>
<td>----</td>
<td>4.30 5.30&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>4. Out work experience and skill training</td>
<td>1.20</td>
<td>2.20</td>
<td>4.21</td>
<td>1.33</td>
<td>----</td>
</tr>
<tr>
<td>5. Prevocational Training</td>
<td>----</td>
<td>5.2</td>
<td>1.2421 5.2</td>
<td>1.0</td>
<td>----</td>
</tr>
<tr>
<td>6. Vocational Training</td>
<td>----</td>
<td>1.10</td>
<td>1.2</td>
<td>1.221</td>
<td>1.0</td>
</tr>
<tr>
<td>7. Vocational Rehabilitative Training</td>
<td>----</td>
<td>1.221</td>
<td>counsell ing only&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1.221</td>
<td>----</td>
</tr>
<tr>
<td>8. Other</td>
<td>college training 5.10</td>
<td>stipend programs for grad students&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td>Career Day&lt;sup&gt;a&lt;/sup&gt;</td>
<td>5.2</td>
</tr>
</tbody>
</table>

<sup>a</sup>Indicates that the agency provides this service itself in addition to providing it through a linkage if one is indicated by number.

<sup>b</sup>Indicates a program run by the agency and not a linkage.

<sup>c</sup>See footnotes, Table 1, for explanations of abbreviations of agency names.

<sup>d</sup>See "Taxonomy", pp. 25-27, for explanations of number categories.
Table 6

Section IID of Interview Schedule Indicating Agency Financial Aid and Equipment Assistance Services and Linkages

<table>
<thead>
<tr>
<th>Service</th>
<th>BAT&lt;sup&gt;b&lt;/sup&gt;</th>
<th>DRS</th>
<th>DCAB</th>
<th>NDE</th>
<th>OUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide individual and/or family subsistence allowance (see interview schedules for breakdowns)</td>
<td>----</td>
<td>a</td>
<td>a</td>
<td>1,240</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>a, c</td>
<td></td>
</tr>
<tr>
<td>2. Provide orthopedic equipment</td>
<td>----</td>
<td>3.22</td>
<td>3.30</td>
<td>3.310</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.321</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Provide work tools and/or equipment</td>
<td>occasionally on a personal basis</td>
<td>1.2</td>
<td>2.10</td>
<td>4.21</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Other</td>
<td>----</td>
<td>----</td>
<td>------</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> Indicates that the agency provides this service itself in addition to providing it through a linkage if one is indicated by number.

<sup>b</sup> See footnotes, Table 1, for explanations of abbreviations of agency names.

<sup>c</sup> See "Taxonomy", pp. 25-27, for explanations of number categories.
Table 7
Section IIIE of Interview Schedule Indicating Agency Job Development and Job Placement Services and Linkages

<table>
<thead>
<tr>
<th>Services</th>
<th>BAT(^b)</th>
<th>DRS</th>
<th>DCAB</th>
<th>NDE</th>
<th>OUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job follow-up</td>
<td>----</td>
<td>2.0(^a)</td>
<td>----</td>
<td>2.20</td>
<td>1.240(^a)</td>
</tr>
<tr>
<td>2. Job matching</td>
<td>----</td>
<td>1.5</td>
<td>1.10</td>
<td>2.20</td>
<td>1.10(^a)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.0(^a)</td>
<td></td>
<td>2.23</td>
<td></td>
</tr>
<tr>
<td>3. Job placement</td>
<td>----</td>
<td>1.0(^a)</td>
<td>4.21</td>
<td>3.24</td>
<td>1.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.0</td>
<td></td>
<td>4.40</td>
<td>1.2421(^a)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.42</td>
<td>1.2422</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.12</td>
<td></td>
</tr>
<tr>
<td>4. License to work</td>
<td>----</td>
<td>d</td>
<td>----</td>
<td>e</td>
<td>----</td>
</tr>
<tr>
<td>5. Outreach-recruitment</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>2.20</td>
<td>5.10(^a)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.0</td>
<td>5.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.45</td>
<td>5.31</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.10</td>
<td></td>
</tr>
<tr>
<td>6. Other</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>Nationwide clearance system(^a)</td>
<td>4.42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.41</td>
<td></td>
</tr>
</tbody>
</table>

\(^a\)Indicates that the agency provides this service itself in addition to providing it through a linkage if one is indicated by number.

\(^b\)See footnotes, Table 1, for explanations of abbreviations of agency names.

\(^c\)See "Taxonomy", pp. 25-27, for explanations of number categories.

\(^d\)Does not issue license, but pays for it when necessary.

\(^e\)Linkage with licensing authority.
Table 8
Section IIIIF of Interview Schedule Indicating Agency
Referral Services and Linkages

<table>
<thead>
<tr>
<th>Services</th>
<th>BAT(^b)</th>
<th>DRS</th>
<th>DCAB</th>
<th>NDE</th>
<th>OUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral to manpower Training</td>
<td>✓ (^a)</td>
<td>1.241</td>
<td>✓ (^1.240)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>✓ 2.11</td>
<td>1.241</td>
<td>1.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral to Work Programs</td>
<td>✓ (^1.10)</td>
<td>✓ (^1.2420)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>✓ (^1.2421)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral to Supportive</td>
<td>✓ 3.0</td>
<td>✓ 1.10</td>
<td>3.20</td>
<td>✓</td>
<td>3.14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.25</td>
<td>3.25</td>
<td></td>
<td>3.305</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.11</td>
<td>4.11</td>
<td></td>
<td>5.10</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>5.12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>JFK Center</td>
</tr>
</tbody>
</table>

\(^a\)[✓] indicates that the agency performs this referral service. In cases where numbers appear, respondent named specific agencies.

\(^b\)See footnotes, Table 1, for explanations of abbreviations of agency names.

\(^c\)See "Taxonomy," pp. 25-27, for explanations of number categories.
Table 9
Section IV of Interview Schedule Indicating Personnel Breakdown

<table>
<thead>
<tr>
<th></th>
<th>BAT</th>
<th>DRS</th>
<th>DCAEB</th>
<th>MDE</th>
<th>OUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Administrative</td>
<td>20</td>
<td>15</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Professional</td>
<td>97</td>
<td>52</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Clerical</td>
<td>75</td>
<td>17</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer Help</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Staff Adequate</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

\(a\) Joint Committee working with the agency consists of 250 volunteers.

\(b\) At the Day Care Center.

\(c\) In winter months, approximately 20 interviewers are hired part-time.

\(d\) Five of these are not employed by OUL, but are doctors on the board. Two of these are also administrators.

\(e\) Usually 25, all part-time.
Table 10

Section V of Interview Schedule Indicating
Miscellaneous Information

<table>
<thead>
<tr>
<th></th>
<th>BAT</th>
<th>DRS</th>
<th>DCAB</th>
<th>NDE</th>
<th>OUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission of Eligibility</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rates or Fees</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Percent of Clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referrals</td>
<td>does not apply</td>
<td>all</td>
<td>most</td>
<td>5%</td>
<td>50%</td>
</tr>
<tr>
<td>Service Agencies you</td>
<td>1.10</td>
<td>1.2</td>
<td>1.23</td>
<td>none</td>
<td>1.22</td>
</tr>
<tr>
<td>depend on</td>
<td>1.21</td>
<td>1.2</td>
<td>3.13</td>
<td>3.20</td>
<td>3.14</td>
</tr>
<tr>
<td>Service Agencies that</td>
<td>2.0</td>
<td>2.0</td>
<td>3.20</td>
<td>3.20</td>
<td>4.102</td>
</tr>
<tr>
<td>depend on you</td>
<td></td>
<td>3.30</td>
<td>3.4</td>
<td>3.24</td>
<td>4.102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.30</td>
<td>3.4</td>
<td>3.24</td>
<td>4.20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.30</td>
<td>3.4</td>
<td>3.24</td>
<td>5.21</td>
</tr>
</tbody>
</table>
services in this area with NDE performing the bulk of the services and DCAB performing very few. Linkages are scattered throughout the five categories.

Table 8 summarizes the data from Section IIIF indicating agency referral services and linkages. In reporting this data, respondents gave as linkages those agencies to which they made the referrals. Therefore, some of the data in this section are repetitive of data collected in other sections of the interview schedule. It may be seen in Table 8 that the five agencies make referrals in all of the categories mentioned and that the fewest number of specific referrals were named for categories 2 and 4 (Business and Industry and Non-Manpower Government Agencies respectively), with the greatest number in Category 1 (Manpower).

Summarizing the data from Section III of the interview schedule, some findings emerge fairly clearly: (1) The services of BAT are very different from those of the other four agencies; many of the questions on the interview schedule were not relevant to this agency; (2) the most frequently mentioned linkages for a given agency service occurred with agencies in the manpower or health and welfare categories, while the most infrequently mentioned linkages occurred in the categories of business and industry and education.

Section IV of the Interview Schedule: Personnel Breakdown

Table 9, p. 38, summarizes the data from Section IV of the interview schedule indicating the personnel breakdown for each of the agencies. The diverse nature of the agencies studied may be seen in the differences among personnel categories. The range for the administrative staff is 1 (DRS) to 20 (DCAB). The range for the professional staffs is 0 (BAT)
to 97 (DCAB). The range for the clerical staff is 2 (BAT) to 75 (DCAB). Three of the agencies use volunteer help (BAT, DCAB, OUL), while two do not (DRS, NDE). A striking similarity among the agencies is that all of them reported their staffs to be inadequate. Further explanations of agency staff needs appear in the individual interview schedule reports.¹

Section V of the Interview Schedule: Miscellaneous Information

Table 10, p. 39, summarizes the data from Section V of the Interview Schedule indicating miscellaneous information. All five agencies have some sort of admission or eligibility requirement for at least a part of their services; none of them charges rates or fees. The percentage of referrals varies among agencies and in one case (BAT) does not apply since the agency does not process clients. One of the agencies (NDE) reported no service agencies upon which it was dependent. The other four reported dependency upon manpower agencies (Category 1); one was dependent upon business and industry; two were dependent upon health and welfare agencies and one upon other government agencies. For one of the agencies (BAT) the question concerning service agencies that depended upon it, did not apply; three of the others reported that manpower agencies depended upon them; three reported that health and welfare agencies depended upon them; two reported that non-manpower government agencies depended upon them; one reported that an education agency depended upon his agency.

¹These reports are on file in the Urban Studies Center
The primary purpose of this pilot study was to gather data which might eventually be utilized for university graduate programs in Urban Studies. On this basis, the information on individual agencies in this study should be useful. The flow chart data along with the responses on the interview schedule plus more accurately recorded transcripts than those used, could together provide a comprehensive, in-depth understanding of the inner workings of any individual agency. Indeed the interviewers felt after two to four hours of interviewing each agency representative and another two to three hours of sifting through notes and transcripts to reconstruct flow charts, that they could in fact give a detailed description of the way in which the agency functioned.

If however, the purpose was to study comparatively the methods and procedures by which agencies function, then a design different from the one used in this study is required. It was virtually impossible, for example, for the interviewers to create a method for drawing flow chart data by which to compare agencies with such varied purposes as the Douglas County Assistance Bureau and the Nebraska Division of Employment. The resulting flow charts provided no basis for comparison among agencies. What might be needed is to define a service such as "employment" or "financial assistance" and pose questions such as: How do agencies function in order to provide employment for citizens in Omaha? How do agencies function in order to provide financial assistance for citizens in Omaha? Only the portion of the agency which provided that service would be diagrammed on a flow chart for such a study. Functioning among
agencies for that service could then be compared. After all services
of interest were studied separately, flow charts could be classified and
combined as needed for research or training purposes.

If the purpose was to study linkages among agencies, it could pro-
bably be best accomplished, as indicated, in the context of studying
services. In reporting linkages, respondents were not always clear on
whether their relationships with other agencies were true linkages or
occasional referrals. In addition, it was often difficult to remember
linkages in the ad hoc context of the interview. Also, some questions
in the schedule which asked for linkages were not properly phrased. For
example, it was not clear in Section IIIF whether referral service link-
ages meant that the agency had a linkage when it referred a person to an
agency or that this agency and another one made a decision on a referral.

It was the feeling of the interviewers that many man hours could
have been saved and a valuable orientation given by first reading avail-
able literature on the agencies to be interviewed. In addition, it was
felt that a written questionnaire would have been more effective in cer-
tain respects than an interview, since the respondent would have had
"time to think" and to locate information more accurately.

It was also felt that a productive systems analysis of agencies
would require repeated study by the participant observation method and
"mapping" of the system by which services are administered by clients.
The systems analyst would need to follow clients repeatedly through the
agency process in order to locate problems, linkages, and other aspects
of inter-agency functioning.

The interviewers observed also that although agency representatives
knew through their affiliation with CAMPS that the present study was being conducted and that interviews would be undertaken, there was some insecurity and mistrust, as indicated by statements of wanting to check this report before release or not wanting a tape recorder at the interview. Sometimes there was also extensive explanation or justification of an agency function that seemed irrelevant to the interviewer's question. A positive aspect of the interviews, however, was that no "backbiting" among respondents or any overt "tearing down" of one agency by another was revealed. Rather a spirit of cooperativeness and friendliness was perceived as being the relationships among the agencies. However, a different spirit might have been observed had agencies comparable in primary service functions been studied.

In view of the foregoing observations, it is suggested that the university might serve the community as well as its faculty and students by considering the following steps in relation to the study of community agencies:

1. Through the sponsorship of the Urban Studies Center, hold a meeting at the University of representatives from key agencies throughout the city to determine the research needs of people working in service agencies. The key question might be: What kinds of information do we need about our own agency and other agencies in order to operate more effectively?

2. Distinguish carefully between the needs of the university and the needs of agencies; undertake research which meets the mutual and complementary needs of both. Only when an agency need for research fits the interests and qualifications of current faculty and/or graduate students
at the university or harmonizes with long-range ongoing projects should such a study be undertaken.

3. The design of the study should be executed with consultation from the agencies being studied. Unless there is some reason for a hidden purpose built into the design of the study, better trust and rapport with respondents will be established if the purpose and methodology are designed with the advice of the agencies involved. Frequent meetings for purposes of communication before, during, and after data collection should be held.

4. If agency functioning is studied, members from the academic areas of at a minimum sociology, industrial psychology, interpersonal communication, economics and business administration should be involved in the design. From the foregoing areas or others, it would be highly desirable to have on the project planning committee a faculty member cognizant with systems analysis, another competent in computer programming, and another in questionnaire and interview schedule techniques.

5. If the requirements of the University and the community can be served by gathering data on inter-agency functioning and linkages, the following is recommended:

a. It is assumed that numbers 1-5, above, would be part of the procedures, thereby insuring that agency representatives would clearly understand the purpose of the study and would not feel threatened by any responses they gave.

b. A written questionnaire should be sent to each agency representative to establish agency history, percentages, vital statistics, and linkages. For the latter, each respondent
could be sent a check list of services and be asked to add others. Next to each service listed, would be a place for him to mark from a separate code the number of the agency with which his agency had a linkage for that particular service. (The code could be similar to the "Taxonomy" included in this report or could be devised in some way to be utilized in computer processing.) Next to the coded number, he would be asked to indicate briefly whether the linkage was an official or unofficial one. In cases of official linkage, the representative would be asked to indicate, where (in what document) or how the linkage was established or is specified. After data are collected, if two agencies indicate a linkage with each other, then the linkage would be accepted as a legitimate one; if, however, only one specified the linkage, the researcher would check further to discover whether the linkage is actually a functioning one.

c. When the agency had been studied and understood "on paper," the analyst could visit the agency and observe its functioning during a typical day (or days). From the observations, flow charts of the agency could be drawn up for each service under study and comparisons among agencies made if this becomes the intent of the project.

6. One of the findings in this preliminary study is that there are not as many linkages with business and industry and education for the specific services rendered by the agencies as there are with manpower and health and welfare agencies. A worthwhile project for the University
might involve further study to discover whether this finding applies on a widespread basis to agencies in Omaha. If so, it should be helpful to know whether agencies can operate their services more efficiently with more and better linkages involving business and industry and education agencies.

In summary, it is felt that the time invested in this exploratory gathering of data was worth the effort. It produced some results which can be useful to those wishing to understand the services of five agencies involved in aspects of poverty and employment problems. But more important, it led to some potentially valuable methods for categorizing and organizing data and to insights which can lead to research of further value to the community.
APPENDIX A

Area V CAMPS Agencies as of December 1967

Bureau of Apprenticeship and Training
Bureau of Employment Security
Central Labor Union
Chamber of Commerce
City of Omaha
Douglas County Assistance Bureau
Douglas County Title V
Greater Omaha Community Action (includes Job Corps)
Housing and Urban Development
Omaha Opportunities Industrialization Center, Inc.
Omaha Public Schools
Omaha Urban League
United Community Services
Vocational Rehabilitation
APPENDIX B

Omaha Agencies Related Directly or Indirectly to Manpower Problems

Alcoholics Anonymous
American Legion
American Red Cross
Booth Memorial Hospital
Boys Clubs of Omaha
Broken Heart Society
Catholic Charities
Child Savings Institute
Christ Child Society
Consumer Credit Counseling Service
Douglas County Veteran's Service Office
Family and Child Service
Goodwill Industries
Kellom Community Council
Legal Aid Society
Lutheran Family Service
Nebraska Services for the Visually Handicapped
Neighborhood Development Association (East Omaha)
Omaha Association for the Blind
Open Door Mission
Salvation Army
  1. Men's Social Center
  2. Welfare Department
Visiting Nurse Association
Vocational Work-Study Program (Omaha Public Schools)
Young Men's Christian Association
Young Women's Christian Association
Youth Opportunity Center (Nebraska State Employment Service)

These agencies were thought after preliminary survey to be relevant to the original purpose of this project.
AREA MANPOWER INTER-AGENCY SERVICE SCHEDULE

INTRODUCTION

To be effective, the job counselor must be informed about the various agencies concerned with manpower and related problems. He must have access to accurate and up-to-date information about the services, programs, goals, referral procedures, eligibility requirements, etc, of these agencies. THE PURPOSE OF THIS SCHEDULE IS TO OBTAIN RELEVANT AND PERTINENT INFORMATION ABOUT EMPLOYMENT AND RELATED AGENTS THAT MIGHT HELP A JOB COUNSELOR BETTER MEET THE NEEDS OF HIS CLIENTS.

Underlying the focus of this investigation is the belief that unemployment and underemployment are isolated aspects of a more general problem condition. Hence, this schedule, although designed primarily to aid job placement, also seeks to disclose those kinds of information that might help solve health and medical, familial, educational, financial and legal problems. Hopefully, these kinds of information may someday complement an approach designed to attack simultaneously personal and interpersonal, unemployment and related problems.

INTERVIEW INSTRUCTIONS

This schedule is subdivided into five sections. SECTION I, presents a flow chart designed to delineate the "typical" decision network found within service agencies. Hand the respondent the ILLUSTRATIVE flow chart, #2, which is intended to aid the interviewer in tracing decision flow, and ask him to trace, from start to finish, a "typical" (hypothetical) case as it is processed by his agency. When completed, repeat the operation with another analogy.

NOTE: The interviewer is cautioned against accepting, at face value, table of organization (TO) charts or other similar diagrams. In tracing communication channels, the interviewer should keep in mind the question, "How are cases actually handled in this agency?"

Move on to SECTION II, only when you are satisfied that you have recorded and understand the internal decision network of THE AGENCY.

SECTION II, calls for header information (the descriptive characteristics) of service agencies. Although more structured than SECTION I, allow maximum flexibility in listing the agency's mission, programs, goals, etc.

SECTION III, is aimed at obtaining the actual services performed by the agency. It is of utmost importance that such things as eligibility requirements, rates and fees, inter-agency linkages and referral procedures be described per service when applicable (meaningful).
SECTION IV., is aimed at obtaining information on personnel.

SECTION V., is aimed at obtaining miscellaneous information not included in the other sections.
ILLUSTRATIVE FLOW CHART

KEY:
D = DECISION
OJT = ON THE JOB TRAINING

CLIENT

CLERK

JOBCOUNSELOR

IN SERVICE TRAINING

OJT

EMPLOYER

JOB FOLLOW UP

D

supportive services

D

REFERRAL

D

D
SECTION I. ILLUSTRATIVE FLOW CHART # 2

KEY
D=Decision
OJT=on-the-job training

AUXILIARY SERVICES
VOC. TRAIN.
PRE-VOC.
BASIC ED.

SUPPORTIVE SERVICES
HEALTH
WELFARE
EDUCATION

FOLLOW-UP JOB
EMPLOYER

OJT

JOBS
COUNSELOR

CLERICAL

- CLIENT
SECTION II. Header Information

A. NAME OF AGENCY: ____________________________

B. ADDRESS: __________________________________

C. TELEPHONE NUMBER: ________________________

D. DIRECTOR: _________________________________

E. WHAT IS YOUR AGENCY'S MISSION (OVERALL OBJECTIVE)?

F. BY WHOM ARE YOU SPONSORED (Authorized, Licensed, Funded, Supported)?:

G. WHAT GEOGRAPHICAL AREA(S) DO YOU SERVE? ____________________________

H. WHAT PROGRAMS ARE YOU RESPONSIBLE FOR ADMINISTERING?

1. Federal: _______________________________________
   a. Purpose (s): _____________________________________
   b. Goal (s): ________________________________________
   c. Linkage(s), if any, with other agencies: _______________

2. State: _________________________________________
   a. Purpose(s): _____________________________________
b. Goal(s): ____________________________________________

__________________________________________

__________________________________________

c. Linkage(s), if any, with other agencies:

__________________________________________

__________________________________________

3. City -- County (specify whether different):

__________________________________________

__________________________________________

a. Purpose(s):

__________________________________________

b. Goal(s):

__________________________________________

c. Linkage(s), if any, with other agencies:

__________________________________________

__________________________________________

4. Other (Contracts):

__________________________________________

__________________________________________

a. Purpose(s):

__________________________________________

b. Goal(s):

__________________________________________

c. Linkage(s), if any, with other agencies:

__________________________________________

__________________________________________
SECTION III. AGENCY SERVICES

NOTE: SPECIAL INSTRUCTIONS

Beginning with CARD "A," Administrative Services, hand the respondent a card (one at a time) and ask him to tell you which of the services listed are performed by his agency. On the service sheet, circle the services he names (either by number or letter).

Next, ask the respondent to name other services his agency performs that are NOT listed on the card. Record this information in the space provided on the service sheet.

Having completed this phase of the operation, ask the respondent to describe the inter-agency linkages that may be associated with each service. This information should also be recorded in the space provided on the service sheet.
A. ADMINISTRATIVE SERVICES

1. Administer contracts (OJT, etc.)
   a. prime contracts
   b. sub-contracts

   LINKAGES: __________________________________________________

2. Coordinate activities of other agencies (job development etc.)

   LINKAGES: __________________________________________________

3. Prescribe work and/or training programs

   LINKAGES: __________________________________________________

4. Provide administrative, supervisory, technical and/or planning assistance

   LINKAGES: __________________________________________________

5. Provide job, labor and/or market information

   LINKAGES: __________________________________________________

6. Serve as an employment agent

   LINKAGES: __________________________________________________

7. Serve as a consultant

   LINKAGES: __________________________________________________

WHAT OTHER ADMINISTRATIVE SERVICES DOES YOUR AGENCY PERFORM?

a. _____________________________________________________________

   LINKAGES: __________________________________________________

b. _____________________________________________________________

   LINKAGES: __________________________________________________
1. Provide job counseling (work experience, comprehensive employability evaluation) and diagnostic service

LINKAGES: ______________________________________________________

2. Provide social casework service (personal and/or familial case history)

LINKAGES: ______________________________________________________

3. Provide testing services
   a. Intelligence
   b. Interest Inventories
   c. Literacy and general educational level (academic achievement)
   d. Personality Inventories
   e. Vocational work skills aptitude

LINKAGES: ______________________________________________________

WHAT OTHER COUNSELING, CASEWORK AND/OR GUIDANCE SERVICES DOES YOUR AGENCY PERFORM?

a. _________________________________________________________________

LINKAGES: ______________________________________________________

b. _________________________________________________________________

LINKAGES: ______________________________________________________

C. EDUCATIONAL & TRAINING SERVICES

1. Provide adult basic education

LINKAGES: ______________________________________________________

2. Provide apprenticeship training

LINKAGES: ______________________________________________________

3. Provide consumer education (includes money management)

LINKAGES: ______________________________________________________

4. Provide OJT (on-the-job) work experience and skill training

LINKAGES: ______________________________________________________
5. Provide prevocational training

LINKAGES: ____________________________________________

6. Provide vocational training

LINKAGES: ____________________________________________

7. Provide vocational rehabilitative training

LINKAGES: ____________________________________________

WHAT OTHER EDUCATIONAL & TRAINING SERVICES DOES YOUR AGENCY PERFORM?

a. __________________________________________________

LINKAGES: __________________________________________

b. __________________________________________________

LINKAGES: __________________________________________

D. FINANCIAL AID AND EQUIPMENT ASSISTANCE SERVICES

1. Provide individual and/or family subsistence allowance(s) for:
   a. Aid to dependent children
   b. Child, foster and/or maternity care (including day care)
   c. Clothing
   d. Convalescence care
   e. Educational and/or job training
   f. Food
   g. Furniture
   h. Housing, shelter or lodging (includes house maintenance)
   i. Medical care and maintenance payments (includes sanitary facilities)
   j. Transportation

LINKAGES: ____________________________________________

2. Provide orthopedic equipment (prosthetic devices for physical restoration)

LINKAGES: ____________________________________________

3. Provide work tools and/or equipment (includes work materials)

LINKAGES: ____________________________________________
WHAT OTHER FINANCIAL AID AND EQUIPMENT ASSISTANCE SERVICES DOES YOUR AGENCY PERFORM?

a. ____________________________________________________________
   LINKAGES: __________________________________________________

b. ____________________________________________________________
   LINKAGES: __________________________________________________

E. JOB DEVELOPMENT AND JOB PLACEMENT SERVICES

1. Provide job follow-up (work evaluation and/or work adjustment)
   LINKAGES: __________________________________________________

2. Provide job matching (individual skills and position)
   LINKAGES: __________________________________________________

3. Provide job placement (full, part-time and/or summer employment for youths and/or adults)
   LINKAGES: __________________________________________________

4. Provide license to work
   LINKAGES: __________________________________________________

5. Provide outreach-recruitment (includes channeling graduates from other programs to job)
   LINKAGES: __________________________________________________

WHAT OTHER JOB DEVELOPMENT AND JOB PLACEMENT SERVICES DOES YOUR AGENCY PERFORM?

a. ____________________________________________________________
   LINKAGES: __________________________________________________

b. ____________________________________________________________
   LINKAGES: __________________________________________________
F. REFERRAL SERVICES

1. Referral to manpower training (BAT, MDTA, OIC, etc.)
   LINKAGES:______________________________________________________

2. Referral to work programs (NYC, Job Corps, etc.)
   LINKAGES:______________________________________________________

3. Referral to supportive (health and medical, welfare, legal, recreational, educational, etc.) services
   LINKAGES:______________________________________________________
## PERSONNEL BREAKDOWN

1. Administrative Number
   a. Executives
   b. Supervisors
   c. Assistants
   d.
   e.
   Total Administrative

2. Professional Number
   a. Case workers
   b. Consultants
   c. Counselors
   d. Instructors
   e.
   f.
   Total Professional

3. Clerical Number
   Total Clerical
   TOTAL EMPLOYEES

4. Do you use volunteer help in your agency?
   YES: __________    NO: __________
   If YES, what percent of your employees are volunteer? __________

5. As it now stands, is your staff adequate in size?
   YES: __________    NO: __________
   If NO, explain: __________________________________________
   __________________________________________
   __________________________________________
6. As it now stands, is your staff adequate in training and qualifications?

YES: __________  NO: __________

If NO, explain: __________________________________________________________

__________________________________________________________

__________________________________________________________
SECTION V. MISCELLANEOUS INFORMATION

1. What are the admission or eligibility requirements that must be met by clients seeking your assistance (age limits, etc.)?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Are there any rates or fees that must be paid by the client before service is rendered?

YES: ___________  NO: ___________

If yes, what are your rates and fees (per service)?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Approximately what percent of the clients you service are referrals?

________________________________________________________________________

4. What other service agencies in the community are you most dependent on for supportive services, assistance, etc.?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. What other service agencies in the community do you think are most dependent on your agency?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________