

The Balancing Act

MODULE 5A

LIFE SKILLS SUPPORT GROUP

THE BALANCING ACT

SETTING PRIORITIES

GOAL: This module will focus upon the daily tasks and activities that need to be completed in order to achieve life goals. Participants will develop an activity list of goals and objectives to be done on a daily basis. They will learn to plan each day in advance.

OBJECTIVES: Participants will be able to:

- create a simple set of priorities each day
- develop three goals each day
- set priorities about what they want to complete
- focus upon keeping the “big picture in mind”

MATERIALS: Handouts: Setting Priorities, My Daily Schedule, Thing That Must Be Done



What do I
cook tonight?

When is
there
time for

We don't
want to go
to school!

SETTING PRIORITIES

Gone are the days when we could take out time and make a few important decisions and feel confident that things are being taken care of. In today's world, we not only drive faster, eat our food by drive-by, and obtain vast amounts of information via the computer; we have many more decisions to make. Our minds can quickly become overloaded with things to do, places to go, and issues to be addressed.

The stress level of today's society can be overwhelming. Worse yet, is to forget something very important like paying taxes, or paying a traffic ticket before it goes into a warrant, or getting that water bill in before the water is shut off. There are doctor visits and school appointments for our children, and countless other obligations that sweep quickly by. We are amazed that things get done at all! What's more curious is that we get to do many of these things over and over again; bills are to be paid every month and shopping has to be done on a regular basis etc.

In this morass of confusion, one might ask, "How Do I Balance All of This Stuff?" One way to get started is to organize, organize, and organize! The best way to organize is to set priorities. While there may be three big things competing for your attention, there is usually one of the three that has an early deadline. That's the one that gets the attention first. It is as simple as that. As you sit down and list the obligations that you have, we make priorities based upon (1) importance, (2) consequences, (3) resources and (4) self and family needs.

What is important to each person may differ because of our uniqueness, but we can all agree that monthly responsibilities such as bills, grocery shopping and making important appointments are a must. Indeed, if these things go unmet we suffer consequences, some of which are very devastating, such as a loss of housing and care of our children. Resources can determine our ability to meet many of our obligations. For example, if we don't pay our car registration when due, we very well may pay more when we are ticketed. If the citation is not taken care of in a timely manner, it goes into a warrant and oh my! how the trouble has escalated! We need to take the time to think about what is important to us, list the duties that we have, and prioritize when they should be addressed.

MY DAILY SCHEDULE

Write in your daily schedule

6AM

8AM

10AM

12AM

2PM

3PM

4PM

6PM

8PM

10PM

THINGS THAT MUST BE DONE

(A): From **My Daily Schedule** Check off the most important things that must be done.

(B): **List 3 things that are a priority.** There may be special bills to be paid, there may be important doctor's appointments, school visits, employment interviews, upcoming exams, help for a relative etc.

1.

2.

3.

(C): List 3 things that you could put off for another day if necessary.

1.

2.

3.

MODULE 5B

LIFE SKILLS SUPPORT GROUP

THE BALANCING ACT

HOME/WORK/SCHOOL

GOAL: This module is designed to help participants sort out the often times overwhelming task of balancing the needs of the family with employment or educational commitments.

OBJECTIVES: Participants will be able to:

- discuss concerns around the topic of employment or school
- label barriers such as time, childcare, and support
- list responsibilities such as cooking, cleaning, childcare, transportation, and coordinating family schedules
- learn to delegate, organize and learn the value of staying flexible

MATERIALS: Handouts: Balancing Home, Work, and School, Organization and School, Organization and work, Helpful Tips For Home, Work and School

BALANCING HOME WORK AND SCHOOL

Mary is divorced with an eighteen-month-old toddler and two grade school children. She was excited to find a part time job at the college that she attended. She wants to get a certificate in medical billing. She has a very hectic schedule but manages to get by with the help of a sitter who takes care of the toddler. The most stressful time for Mary is her mornings. She feeds and prepares the children for school, and herself for work, and school. Her evenings are a close second, because she has to prepare meals, help with homework, and get them all bathed down and ready for the bed. Even though Mary feels exhausted from her busy day, she takes the quiet time in the evening to pay bills and study for her school assignment. She hopes to get enough sleep so that she won't be too tired to get up and get everyone off and on time.

If this sounds like Mary could use some help. You are right! Will she get it? That's another story. She feels fortunate to have a reliable baby sitter and that she lives close to her children's school. They have to ride the bus. She has also applied for housing assistance and is looking forward to a bigger place.

Mary copes with her hectic schedule, but feels overwhelmed when the unexpected hits her tight schedule. For example, she receives a call from her fourth grader's teacher, saying her son is being disruptive in class and there needs to be a teacher-parent meeting. In that same week she has two exams that she cannot afford to miss, and her toddler has not been sleeping well. She has been fighting off a sore throat. Balancing the needs of home, work, and school can certainly be challenging! It is an on-going process, and without help and support, it may mean that everything cannot be done and a reassessment may have to be done. In Mary's case, she rescheduled her meeting with the school, after her mother agreed to go see the teacher in her place. She took her exams because she was near the end of the semester, and she made a doctor's appointment to find out why she was feeling sick. She needed some help with chores and the children in the evening, and she was able to get a friend to come over twice a week to help her. It is not easy balancing such competing demands, the miracle is that so many parents continue to do it, and many are successful.

ORGANIZATION AND SCHOOL

Answering these questions will help you decide if you have developed good habits:

1. Do you have a set time for daily study?
2. Do you have a set place where you study?
3. Do you make regular deadlines?
4. Do you plan ahead without procrastination?
5. Do you write a daily list of things to do?
6. Do you record when assignments are due?
7. Does your work interfere with your study?
8. Are you easily distracted?
9. Do you let others know that you need quiet time?
10. Do you reward/praise yourself for completing your assignments?

ORGANIZATION AND WORK

- Write it down—make a list—don't rely upon memory
- Remember that not all listed tasks have to be done at the same time
- Look at your To Do List and prioritize the task that are high priority. Tasks that don't have to be completed immediately, remove from your list
- Decide what day you want to complete the tasks that are important but are not urgent
- Divide up your tasks into segments and work on each piece of the larger tasks until completed
- Make sure that your focused upon completing tasks that are necessary and that lead directly to your goal completion

HELPFUL TIPS FOR HOME WORK AND SCHOOL

Below are some helpful suggestions in efforts to balance needs of home, work, or school:

- Obtain trustworthy childcare
- Have a can-do spirit to look for creative solutions
- Seek help
- Delegate responsibilities
- Have a good emergency system in place where you can be reached
- Develop a good work relationship with at least one other person whom you trust
- Be open with bosses or teachers when your are getting overwhelmed. They may be able to make helpful suggestions
- Stay flexible. You may have to wait to finish a class, or you may have to take time off to see to the needs of children
- Things you cannot change, you have to let go. There is always tomorrow

MODULE 5C

LIFE SKILLS SUPPORT GROUP

THE BALANCING ACT

FAMILY/FRIENDS/MYSELF

GOAL: This module is designed to assist participants in making time for the important people in their lives, including themselves.

OBJECTIVES: Participants will be able to:

- discuss the importance of having some family time together in making good memories
- learn to put time on the schedule to be with adult company for entertainment and enjoyment
- build in self- pleasures by making a list of things enjoyed, like reading, sewing, taking a luxury bath etc.

MATERIALS: Handouts: Family, Self And Friends, Things I Like To Do With My Family, With My Friends, Things I Like To Do By Myself

FAMILY SELF AND FRIENDS

When we stop to think about the balance we would like to create between our families, and friends, we can get discouraged and take the easy road of just dealing with our children and spouses. This kind of isolation from others may be at times comforting, but on a regular basis may not be best for our children or us. There are times when family demands are there and must be attended to because they are high on our priority list. Yet, there are times when we need adult company and intellectual stimulation. Since we only have a certain amount of time in a day, we have to be careful to plan both quality time and quantity time with those we care about, including ourselves. A useful concept that could help organize for quality and quantity is the idea of making good memories.

If you stop to think about it, we seldom do things with our family and loved ones in order to make good memories. We interact and travel together, and do many things without stopping to think about the memories that we are creating. To deliberately set out to plan something significant and fun for our families takes some forethought and imagination. There are some suggestions for building good family relations such as having family conferences, eating dinner together, sharing the trials and triumphs of the day, and asking for help and changes to be made. Projects can be planned together. Even small children can participate in things like putting a picture book together of old family photos. The key to the planning is making it memorable.

Last but not least is oneself. We have to learn to put self first in terms of our mental, physical, and spiritual health. We don't think about self until there is a breakdown in our system and we become debilitated in our ability to function and do the things that we typically take for granted. When for example, our health becomes affected we immediately notice that we can't do things the way we have always done them. We may experience depression. It is only when there is an interruption in the things that we take for granted, do we stop and think about self. Putting oneself on a schedule may be a smart way to ensure that personal needs are taken care of.

THINGS I LIKE TO DO

WITH MY FAMILY

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

THINGS I LIKE TO DO

WITH MY FRIENDS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

THINGS I LIKE TO DO
BY MYSELF

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Time to Act/Stop Procrastinating

MODULE 6A

LIFE SKILLS SUPPORT GROUP

TIME TO ACT STOP PROCRASTINATING

MY PERSONAL PLAN

GOAL: This module is designed to help participants design their own plan of action. They will prioritize their life goals and objectives. The plan of action will include educational and vocational goals along with needed social/emotional support systems

OBJECTIVES: Participants will be able to:

- write down their educational goals
- write down their occupational goals
- identify plan of action, including which site they will visit for additional information

MATERIALS: Handouts: Plan of Action, Plan of Action Resources, Employment Resources, Where Am I Going To Network, Employment, Search Log



Boy! Is It Nice To Have a Plan!

PLAN OF ACTION

Goals and dreams are one thing, but to see them come to fruition, we need a well thought out practical plan of action. This is especially true in the area of employment where there are so many options and requirements. In order to achieve your plan, begin to think of the steps involved. Ask a lot of questions of yourself and others. Is this plan practical? Will you be able to finance it? How long will it take to prepare for the job or the career? Will it involve returning to school for a certificate, or a degree? Do you have help or support to make this goal a reality, or are you basically on your own? What are some of the things that will hinder you and possibly interfere with your success? Is there a shorter way to get what you want? How much are you willing to compromise? What are the advantages and disadvantages to your family? Can you live with the consequence of your decision if it does not work out?

People that go from day dreams to actually accomplishing their desires are able to answer these questions. The first step is to ask the right questions, seek information and advice, and listen to your own sense of reason in how much you will be able to do. Perhaps your dream can be captured in a longer period of time than you initially thought. With additional information, you may even find that there is an even better idea than the one you had.

If you have to scrap the dream once you have investigated it, don't feel that all is lost. You have saved you and your family a lot of hard work, money and precious time on an endeavor that could not be completed at this time. Remember, the future holds a lot of surprises and only informed risk takers reach out to grab a hold of their dreams. Make sure you step out loaded with questions and answers. Good luck!

PLAN OF ACTION RESOURCES

Places I need to go for additional information:

For Example:

- Speak to coordinator of CalWORKs program at a local community college
- Stop by the One-Stop Center for employment information
- Interview a friend's contact to ask questions about the requirements of a particular job
-
-
-
-

EMPLOYMENT RESOURCES

To increase the likelihood of finding employment, pursue all employment sources. Below are some of those sources along with some helpful hints.

PERSONNEL AGENCIES

- Call in advance to schedule an appointment.
- Take photo identification, Social Security card, resume, and application.
- Plan to be there two to three hours in order to complete an application and other forms. You may have to take a spelling, math, typing or other specialized test, as well as watch a video on company rules and safety procedures.
- Most agencies will require you to take a physical examination, especially if you are applying for occupations requiring heavy lifting, repetitive bending and stooping.
- Some agencies will require you to take a drug test.
- Once registered, call agencies two to three times per week.

EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD)

- It is best to call in advance for an appointment.
- Take photo identification, Social Security card and resume.
- You will complete an EDD application and possibly enter your data into a computer.
- Call EDD representative every day for job leads until you have a job.

CLASSIFIED ADS

- Thoroughly review the Sunday and midweek classifieds from A-Z to identify jobs which interest you.
- Circle or highlight the leads you plan to call, then cut out the ads before you get ready to call them or fax them your resume.
- Have pencil/pen and paper available to write notes.
- Prepare questions to ask about the advertised job and ask for an interview.

COLD CALLING USING THE TELEPHONE DIRECTORY

- The night before you do your cold calling, identify and make a list of the employers you plan to call. Set a goal of calling five employers within 15 minutes without interruptions.
- Before making your calls, have pens/pencils and "Job Lead" forms handy.
- Place a mirror in front of you and be sure to maintain a smile while you speak.
- Be courteous, friendly and professional.
- When calling large companies ask for their personnel department. When calling smaller companies ask to speak to the office manager.
- Have your script ready to share with the employer (see Telemarketing/Cold Calling Script).

NETWORKING

Networking is a way in which an individual reaches out to friends, resources, family, etc., for job leads and referrals. The more people and resources that are pulled in, the greater the number of job leads, interviews, and offers of employment.

- On your networking worksheet, write down the names and telephone numbers of friends, family, neighbors, etc., you plan to call.
- Set a goal of calling at least five of these personal contacts each day until you have reached everyone.
- Set a goal of approaching at least two non-personal contacts, i.e. check cashing center, beauty salon/barber, etc.

OTHER SOURCES

Nonprofit Organizations like the Salvation Army, Goodwill Industries, Veterans Administration, etc. provide placement services. Contact as many as possible to learn about the services they provide.

The Library can be a great source for job leads. Obtain a library card and ask the librarian to help you locate information on employment sources including the local Chamber of Commerce, Fortune magazine's list of the country's top 500 companies, etc. Take a note pad and pencil to write down the telephone numbers which you can include in your list of daily cold calls.

Colleges, Vocational Schools, Occupational and Skills Centers have placement departments and they are particularly helpful if you have taken classes at their school. They also have job bulletin boards with current job postings.

Job Fairs are a great way to meet employers who are recruiting personnel. Even though it is a fair, it is important to dress professionally, introduce yourself to each employer you would be interested in working for and ask questions about the company and the positions they have available. Take as many copies of your resume as possible and two black pens, as you may have to complete employment applications. Obtain the employer's business card and follow up on your application.

The Internet, if you have access to it, is a great source of job leads from job banks and even the Employment Development Department.

Trade Publications can also be a source of job leads for a specific field (i.e., Popular Mechanics, Trucker, Variety, etc.)

Bulletin Boards announcing job openings can be found in government agencies including City Halls, federal, county and city buildings.

WHERE AM I GOING TO NETWORK?

Where I Live and Go

House Painter
Mail Carrier
Service Station
Restaurant
Shopkeepers
Church Members

Housekeeper
Housesitter
Delicatessen
Convenience Store
Salespeople
Check Cashing Service

Neighbor
Complex Manager
Supermarket
Post Office
Florist

Health, Beauty, Nutrition, Financial

Medical Doctor
Beauty Salon/Barber
Orthodontist
Bank Teller

Tailor
Optometrist
Insurance Personnel

Medical Specialist
Dentist
Bank Officer

Community Agencies

Salvation Army
Food Banks

Veterans Administration
Chamber of Commerce

Goodwill Industries
Shelters

Family, Spouse, Children

Mother
Mother-in-Law
Father-in-Law
Sister-in-Law
Son
Grandfather
Cousin

Nephew
Coaches
Scout Leader
Daughter
Grandmother
Uncle

Father
Sister
Brother
Brother-in-Law
Aunt
Teachers

Name

Phone Number

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____
16.	_____	_____
17.	_____	_____
18.	_____	_____
19.	_____	_____
20.	_____	_____
21.	_____	_____
22.	_____	_____
23.	_____	_____

EMPLOYMENT

Company	Position Applied for	Contact Person	Application and Resume mailed or submitted in person
Name <i>Mom's Pies</i> Address <i>5151 Glenhurst Av.</i> <i>Los Angeles, CA 90039</i>	<i>Baker</i>	Name <i>Maria Galvan</i> Phone # <i>(213) 555-0101</i>	Date <i>5/6/___</i> <i>submitted</i> <i>resume</i>
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date

Employment Search

SEARCH LOG

Job Interview	Planned Follow-up	Parking Info / Comments
Date 5/15/___ Time 9:00 AM Name Maria Galvan	Date 5/15/___ Send thank you note Date 5/18/___ Call Ms. Galvan	Parking is available in rear Bring resume and letter of recommendation
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	

**Employment
Search**

MODULE 6B:

LIFE SKILLS SUPPORT GROUP

TIME TO ACT STOP PROCRASTINATING

DESIGN A RESUME

GOAL: This module helps the participant design his or her own personal resume. The participant will be assisted in designing their own unique script even if they have no employment history. They will learn how to use creative and alternative ways to share information about their skills and interest.

OBJECTIVES: Participants will be able to:

- be creative in describing experiences and interests
- include coursework and certificates
- identify skills gained during volunteer work
- list positive personal characteristics
- include both paid and unpaid experience

MATERIALS: Handouts: Writing Your First Resume, A Fresh Review of Your Talents, Action Verbs, Chronological Worksheet, Chronological Resume, Functional Resume Worksheet, Functional Resume, Hybrid Resume Worksheet, Hybrid Resume, Cover Letter

WRITING YOUR FIRST RESUME JITTERS!

There are those of us who would hear about a good job prospect but immediately get cold feet when we learn that a resume is required. After all, a resume is a listing of all of our jobs, right? Well, yes and no! Of course if you have jobs and some of respectful duration, by all means include them in your resume. But, what about the person who does not have work experience and or may have only a short amount of time on several jobs? How about the person with big gaps in employment, where they have not worked at all? One can certainly get cold feet, when you think about exposing what seems to be glaring weaknesses to a prospective employer.

Given the anxious task of putting a resume together that displays our strengths and not our weaknesses can be a challenging and exciting task. Yes, with the proper tools and knowledge about what you want to display and how you want to highlight your talents and interests, you too can be competitive when it comes to designing your personal resume.

One way to view this process is to think about your own work history in a different light. Perhaps you have been a volunteer at your child's school. You did not think about this activity as work because it did not pay a salary. But, this experience can be emphasized to show your experience and talents in a creative way. Let's dissect all of the skills required for this position: one has to be prompt, dependable, cooperative, knowledgeable of school rules and discipline procedures. You would also be required to be patient, yet able to set limits and create activities that can be engaged in with a particular goal in mind. You are required to work well with supervisors, peers and parents. And oh yes! You should be able to relate well with young, energetic children. I think you get the picture!

Designing a resume may be surprisingly revealing of your life experiences. When you view it from this perspective, you may be a bit more excited about exploring this venture.

A FRESH REVIEW OF YOUR TALENTS

We learn skills in everything we do in life. Whether legal, illegal, or low paying, we gain talents and experiences that can be applied later in life. Sometimes we don't realize just how many skills we have and so we often speak from a point of 'less than'. Refer to your Data Base Worksheets. *List at least 10 duties or responsibilities for each job and other life experience that you listed.*

Title or Life Experience: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now you have a list of your skills and talents. Refer to your 'Career Interest Survey'. *Write below, the three duties from above that are most likely to be of interest to someone looking to hire someone in your career choice. Use words from your 'Action Verbs' handout.*

1. _____
2. _____
3. _____

ACTION VERBS

Short, direct statements are used to emphasize the skills that you used in your work experience. Also, each statement begins with an action verb. An action verb is a part of speech that states that some type of action is taking place. Use this list to relate your life experiences to work-related experiences and later to describe your work experiences on your resume.

accomplished	demonstrated	inspected	provided
achieved	designed	instructed	purchased
administered	determined	lead	ran
adjusted	developed	located	reduced
advised	diagnosed	maintained	reported
allocated	directed	managed	researched
analyzed	established	measured	responded
arranged	evaluated	mediated	reviewed
assigned	examined	modified	saved
attended	expanded	monitored	searched
bought	explained	moved	scheduled
budgeted	finalized	negotiated	sent
built	found	obtained	solved
changed	gathered	operated	supervised
circulated	generated	organized	supported
collected	guided	originated	supplied
communicated	handled	performed	trained
compared	helped	planned	transferred
completed	hired	prepared	updated
conducted	implemented	presented	used
constructed	improved	processed	utilized
controlled	increased	produced	validated
coordinated	initiated	programmed	worked
created	innovated	promoted	wrote

CHRONOLOGICAL WORKSHEET

First Name, Middle Initial, Last Name (**bold face type**)

Street Address, Apartment Number,

City, State, ZIP

(Area Code) Telephone Number

JOB OBJECTIVE

SKILLS AND ABILITIES

List all the skills you have acquired in your lifetime through training, experience, volunteer work, or vocational education.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

WORK EXPERIENCE

List your permanent employment or volunteer experience for the past ten years, including your job title.

Company Name: _____ Address (city & state only): _____
Dates of employment: _____ Job Title: _____
Description of duties: _____

Company Name: _____ Address (city & state only): _____
Dates of employment: _____ Job Title: _____
Description of duties: _____

Company Name: _____ Address (city & state only): _____
Dates of employment: _____ Job Title: _____
Description of duties: _____

ACCOMPLISHMENTS

List any accomplishments, such as awards for good attendance, recognition, community work, etc.

- _____
- _____
- _____

EDUCATION

High School, City, Year Graduated, Vocational Schools or College Courses you have completed.

- _____
- _____

CHRONOLOGICAL RESUME

ANITA DAVIS

11651 Highwood Drive
San Diego, CA 90021
(619) 555-5617

JOB OBJECTIVE

Seeking a position as a salesperson. Excellent skills in counting cash, operating cash register and customer relations. Dedicated and hardworking.

SKILLS & ABILITIES

- operate cash register
- handle cash
- translate for customers
- balance cash drawer
- open and close out register
- price merchandise
- stock shelves
- follow instructions
- work well alone and with others
- fluent in Cambodian

WORK EXPERIENCE

Self-employed,
June 2005 - present

San Diego, CA
In-Home Provider

Accounting, budgeting, child care, cleaning, marketing and nursing, planning and other responsibilities associated with family.

Big Lots
May 2001 - May 2004

San Diego, CA
Salesperson/Cashier

Cashiering, customer service, merchandising and problem solving.

A & A Lamps,
July 1999 - January 2001

West Covina, CA
Packer

Packing merchandise, loading and unloading, lifting inventory, inspecting products for quality control, and stocking shelves.

ACCOMPLISHMENTS

Los Angeles County Office of Education, Certificate of Completion,
March 2006

EDUCATION

Patrick Javier High School, San Diego, CA

FUNCTIONAL RESUME WORKSHEET

First Name, Middle Initial, Last Name (**bold face type**)

Street Address, Apartment Number

City, State, ZIP

(Area Code) Telephone Number

JOB OBJECTIVE

WORK EXPERIENCE (Skills and Abilities, refer to skill assessment page 26)

Section Heading _____
• _____
• _____
• _____

Section Heading _____
• _____
• _____

Section Heading _____
• _____
• _____
• _____

EMPLOYMENT HISTORY

_____ M/Yr	to	_____ M/Yr	_____ Job Title, Company Name, City and State
_____ M/Yr	to	_____ M/Yr	_____ Job Title, Company Name, City and State
_____ M/Yr	to	_____ M/Yr	_____ Job Title, Company Name, City and State

EDUCATION AND/OR TRAINING

Name of School, Subject Studied/Degree or Certificate Received, Date

Name of School, Subject Studied/Degree or Certificate Received, Date

Resume

FUNCTIONAL RESUME

M. Alexander Uribe
1202 Wilson Avenue
Lancaster, CA 91754
(805) 555-5768

JOB OBJECTIVE

Offering excellent numerical, clerical, and courteous public contact skills. Seek to apply these skills as a bank teller.

WORK EXPERIENCE

Business

- Knowledge of general office systems, filing, and 10-key
- Ability to quickly assist customers with transactions such as deposits, check cashing, and loan payments
- Development of part-time typing business; accurately type 50 wpm, 30 letters/day

Planning and Organizing

- Assisted in developing program to train part-time clerks in food service
- Restocked merchandise, handled customer inquiries and transactions, operate cash register, and cleaned up work area
- Gained valuable experience working unsupervised and delegating responsibilities

Communication

- Greeted over 200 customers on a typical day
- Practiced effective listening skills
- Fluent in Spanish

EDUCATION AND TRAINING

San Gabriel High School - Diploma
Sun Valley Adult School - Data Entry, Word Processing, 2004

WORK EXPERIENCE

State Credit Union - Assistant Bank Teller, September 2004 to February 2006
San Gabriel High School - Clerk, May 1998 to September 2004
McDonald's Restaurant - Counter Clerk, June 1997 to May 1998

REFERENCES - Available upon request

HYBRID RESUME WORKSHEET

First Name, Middle Initial, Last Name (**bold face type**)

Street Address, Apartment Number,

City, State, ZIP

(Area Code) Telephone Number

JOB OBJECTIVE

QUALIFICATIONS

- _____
- _____
- _____
- _____

STRENGTHS and/or SKILLS AND ABILITIES

- _____
- _____
- _____
- _____

WORK EXPERIENCE

- _____
- _____
- _____
- _____
- _____

EMPLOYMENT HISTORY

M/Yr to M/Yr

Job Title, Company Name, City, State

M/Yr to M/Yr

Job Title, Company Name, City, State

EDUCATION and/or TRAINING

Name of School,

Subject Studied/Degree or Certificate Received,

Date

HYBRID RESUME

GRANT MCCULLEN SCHUMAKER

263 West Domingo
Long Beach, CA 90876
(562) 555-0932

Offering excellent skills in tending to the needs of children. Seeking a head teacher position.

SKILLS AND ABILITIES

- Excellent management/organizational skills
- Enthusiastic, self-motivated, and patient
- Specializing in creative activity planning
- Excellent conflict resolution manager
- Flexible in a variety of teaching situations

WORK EXPERIENCE

Day Care Management

- Assistant director of a family day care center
- Responsible for the daily supervision of 10 children
- Responsible for bookkeeping, hiring, training, coordinating, and scheduling
- Maintained formal and informal communications with parents
- Assisted in the management of a Little League program for 200 children and 15 staff

Teaching

- Developed daily social activities such as reading, music instruction, and arts and crafts
- Planned age-appropriate curriculum
- Researched range of subjects to teach students
- Coordinated scheduling and transportation/distribution of materials

EMPLOYMENT

Director, Suzie's Day Care, Long Beach, CA
Teacher, Kiddie World, Carson, CA
Teacher, Community Day Care, Long Beach, CA

June 2005 to present
March 2003 to May 2005
April 2002 to February 2003

EDUCATION

Long Beach Community College, Child Development-12 units, January 2002

COVER LETTER

When sending your resume to an employer through the mail, always include a cover letter. Your cover letter should be written to express interest in working with a specific employer.

- Target your letter to a specific employer and address a specific person by name (if possible).

Paragraph One

- Explain why you are contacting the employer, including the position for which you are applying.

Paragraph Two

- Express interest in the job as well as the company. You may mention how you learned about the position.
- Mention skills or qualifications that you possess that would be of particular interest to the company.

Paragraph Three

- Explain what you want to have happen.
- Ask for a response or mention how you will follow up.

Additional

- Your letter should be typed, well-organized, and grammatically correct. Have someone proofread it.
- Use the same color paper that you used for your resume.

Sample Cover Letter

August 18, 20____

Mrs. Frances Miller, Owner
Royal Industries
1345 Princess Ann Drive
Vallejo, CA 95064

Dear Mrs. Miller:

It is with interest and enthusiasm that I am applying for a position as an assistant sales representative.

I have acquired excellent retail and merchandising skills in a class I recently completed offered by the Los Angeles County Regional Occupational Program (ROP). I believe the hands-on experience I received will be of particular interest to you. I have enclosed my resume and a copy of my ROP certificate for your review.

I am impressed with the Royal Industries fashion line and hope that you can use someone with my particular background, skills, and abilities. I will telephone your secretary next week and, if possible, arrange a personal interview.

Thank you for your consideration.

Sincerely,

Amy Marcella

Amy Marcella
16436 Queenway
Monrovia, CA 91939
(818) 555-9291

Enclosure: Resume
 ROP Certificate

MODULE 6C

LIFE SKILLS SUPPORT GROUP

TIME TO ACT STOP PROCRASTINATING

BRING IN THE GUEST SPEAKERS

GOALS: This module will be informative in that various guest speakers will be present to talk about what their agency offers and answer questions from participants.

OBJECTIVES: Participants will be able to:

- hear guest speakers from different sites:
- talk to community college representatives
- get information on obtaining a GED
- attend a one-source center for orientation

MATERIALS: Handouts: City of L.A. WorkSource Centers by Region, City of L.A. WorkSource Centers, L.A. County One-Stop Delivery Career Centers, One-Stop Locations & General Information

City of LA WorkSource Centers by Region



SAN FERNANDO VALLEY & NORTH LOS ANGELES

Arborea Park-West Hills WorkSource Center
 for Education & Training
 110 Vanowen Street
 Arborea Park, CA 91303
Web Address: www.arboret.com

Atsforth-Northridge WorkSource Center
 for Rehabilitation Industries
 500 Nordhoff Street
 Atsforth, CA 91311
Web Address: www.buildonestop.com

Goodwill North WorkSource Center
 Goodwill Industries of Southern California
 2 San Fernando Road
 Los Angeles, CA 90031
Web Address: www.goodwillsocal.org

Van Nuys-North Sherman Oaks WorkSource
 Arbor Education & Training
 15400 Sherman Way, #140
 Van Nuys, CA 91406
Web Address: www.worksourcecalifornia.com

Sun Valley WorkSource Center
 El Proyecto Del Barrio
 9024 Laurel Canyon Boulevard
 Sun Valley, CA 91352
Web Address: www.wscalnework.org



CENTRAL & EAST LOS ANGELES



Downtown WorkSource Center
 Chicana Service Action Center
 315 West 9th Street, #101
 Los Angeles, CA 90014
Web Address: www.worksourcecalifornia.com

Hollywood North WorkSource Center
 Managed Career Solutions, Inc.
 PATHMALL
 340 North Madison Ave.
 Los Angeles, CA 90038

Additional Services available at:
 MCS Corporate Office
 3333 Wilshire Blvd., Suite 209
 Los Angeles, CA 90010
Web Address: www.hollywoodworksource.com

Northeast LA WorkSource Center
 Arbor Educ. & Trng.
 3825 N Mission Rd
 Los Angeles, CA 90031
Web Address: www.arboret.com

Westlake WorkSource Center
 Pacific Asian Consortium in Employment
 1055 Wilshire Boulevard, #900-A
 Los Angeles, CA 90017
Web Address: www.westlake-worksource.org

Wilshire Metro WorkSource Center
 Community Career Development
 3550 Wilshire Blvd., #500
 Los Angeles, CA 90010
Web Address: www.communitycareer.org

Chinatown WorkSource Center
 Chinatown Services Center
 767 N. Hill Street, #400
 Los Angeles, CA 90012
Web Address: www.cscia.org

Housing Authority WorkSource Portals
 Jordan Downs WorkSource Portal
 2101 E. 101st Street
 Los Angeles, CA 90002

Nickerson Gardens WorkSource Portal
 1495 E. 114th Street, Unit #1106
 Los Angeles, CA 90059

Imperial Courts WorkSource Portal
 11534-36 Croesus Avenue #413
 Los Angeles, CA 90059

WEST, SOUTH LOS ANGELES & HARBOR

Arborea WorkSource Center
 Arborea, Lomita, Torrance WIN
 851 N. Gaffey Street, #F
 San Pedro, CA 90731
Web Address: www.careerzonetormet.com

Marina Del Rey-Mar Vista WorkSource Center
 Career Planning Center
 2160 Mindanao Way, #240
 Marina Del Rey, CA 90292
Web Address: www.careerplanningcenter.com

Goodwill LA WorkSource Center
 Community Centers, Inc.
 522 S. Vermont Avenue
 Los Angeles, CA 90044
Web Address: www.cciworksource.org

Southeast LA-Crenshaw WorkSource Center
 UAW-Labor Employment & Training Corp.
 3965 S. Vermont Ave.
 Los Angeles, CA 90037
Web Address: www.letc.com

Southeast LA-Watts WorkSource Center
 Watts Labor Community Action Committee
 10950 S. Central Avenue
 Los Angeles, CA 90059
Web Address: www.wicac.org

West Adams-Baldwin Hills WorkSource Center
 Los Angeles Urban League
 2900 S. Crenshaw Blvd.
 Los Angeles, CA 90008



City Of L.A. WorkSource Centers

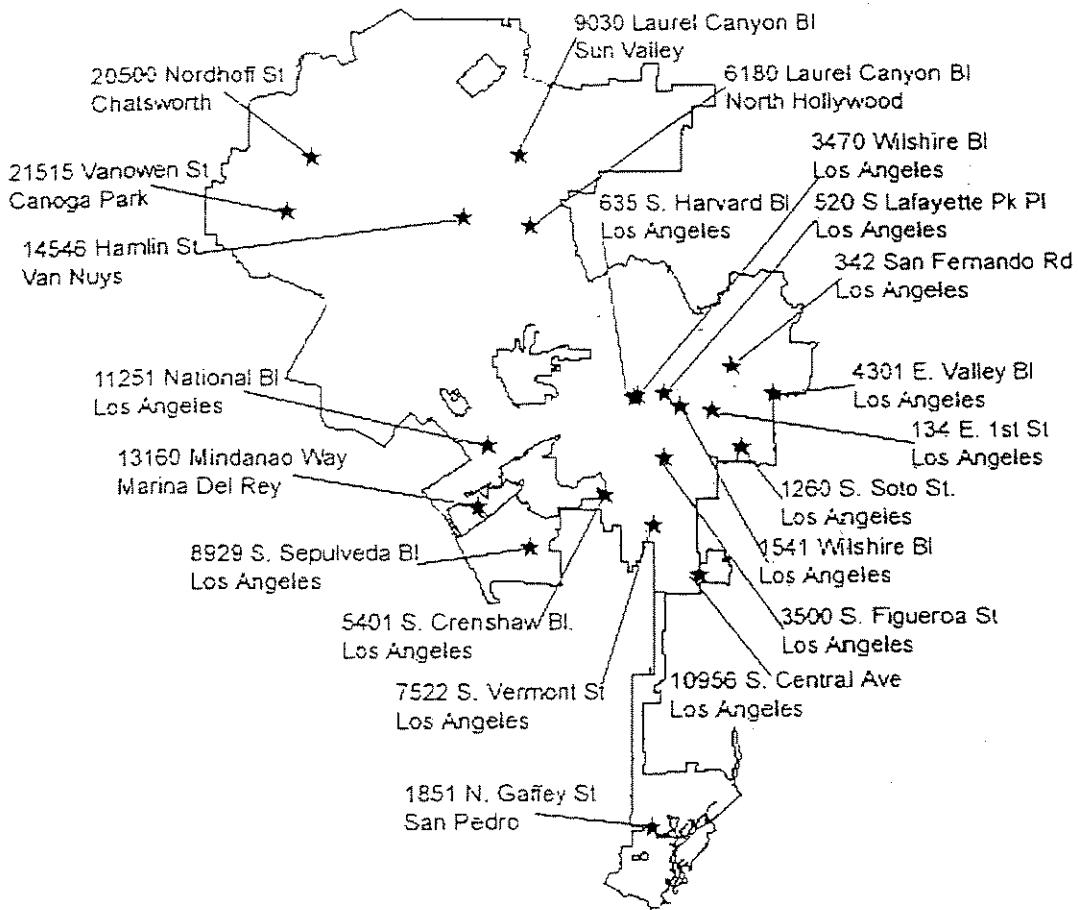
<http://www.worksourcecalifornia.com/locations.html>

	WORKSOURCE CENTERS	DISABILITY COORDINATOR	PHONE NUMBER	FAX NUMBER	EMAIL
1	Canoga Park West Hills WSC 21010 Vanowen Street Canoga Park, CA 91303	Manuel Delgado	(818) 596-4115	(818) 596-4140	mandelgado@arboret.com
2	Downtown WSC 315 W. 9 th Street Suite 101 Los Angeles, CA 90015	Erle Spencer	(213) 629-5800	(213) 430-0658	Erle_spencer@lacsac.com
3	Chatsworth/Northridge WSC 20500 L. orloff Street Chatsworth, CA 91311	Jorge Mier	(818) 701-9800 x122	(818) 701-9801	jmier@buildonestop.com
4	Chinatown Service Center WSC 767 North Hill Street, Suite 400 Los Angeles, CA 90012	Mayra Ornelas	(213) 808-1756	(213) 680-0787	mornelas@cscla.org
5	Harbor WSC 1851 N. Gaffey Street Suite F San Pedro, CA 90731		(310) 518-8242	(310) 518-8213	
6	Hollywood WSC 340 N. Madison Ave. Los Angeles, CA 90004	Margo Scoble	(323) 960-1300 x234	(323) 960-1388	mscoble@mcsrehab.com
7	Jordan Downs WSC Satellite 2101 E. 101st Street Los Angeles, CA 90002	Melanie Larbie	(323) 249-7751	(323) 249-7751	mlarbie@hacia.org
8	Marina del Rey WSC 13160 Mindanao Way, Suite 240 Marina Del Rey, CA 90292	Lisa Aradeon	(310) 309-6000 x218	(310) 309-6032	laradeon@cpcla.com
9	Metro North WSC 342 North San Fernando Rd. Los Angeles, CA 90031	Cesar Perez	(323) 539-2089	(323) 539-2022	cperez@goodwillsocial.org

**City of Los Angeles
OneSource Centers**

	Name	Agency	Phone	Fax	Email
1		Boyle Heights-YOM Center 1505 E. 1 st Street Los Angeles, CA 90033	(323) 971-7648	(323) 569-5404	
2	Garner, Monisha	YOM: Watts- Center 1501 103 rd Street Los Angeles, CA 90002	(323) 971-7648	(323) 569-5404	Monisha.garner@lacity.org
3	Fekadu, Tirsit	Mariott Foundation Bridges 3200 Wilshire Blvd-S. Tower, Suite 1207 Los Angeles, CA 90010	(213) 381-1220 x22	(213) 381-3907	tirsitfekadu@mariott.com
4	Kazaryan, Gayane	El Proyecto del Barrio-North Valley 9030 Laurel Canyon Blvd. Sun Valley, CA 91352	(818) 771-0184 x509	(818) 504-0357	qkazaryan@wscalnetwork.org
5	Miller, Mona	Archdiocesan Youth Employment Services 3250 Wilshire Blvd., Suite 1010 Los Angeles, CA 90010	(213) 736-5456 x229	(213) 736.5654	mona@ave-la.org
6	Morehead, Cloria	WLCAC Youth Program 958 E. 108 th Street Los Angeles, CA 90059	(323) 357-0804	(323) 566-7211	cmorehead@wlcac.org
7	Brown-Schock, Brandi	Para Los Niños 845 East 6 th Street Los Angeles, CA 90021	(213) 623-8446 x574	(213) 572-0627	bbrown@paralosninos.org
8	Penniman, Kimberly	AYE South - Youth Center 3965 S. Vermont Avenue Los Angeles, CA 90037	(323) 731-8596	(323) 731-2905	kimberly@ave-la.org alt. iose@ave-la.org or Mona Miller
9	Rodriguez, Laura	UCLA Comm. Base Learning Program 405 Hilgard Ave., 70 Powell-Box 951635 Los Angeles, CA 90095-1635	(213) 202-5308	(310) 206-1455	lrodriguez@oid.ucla.edu
10	Shishmanyan, Sima	El Proyecto del Barrio-South Valley 20800 Sherman Way Winnetka, CA 91306	(818) 710-5239	(818) 587-4806	simashishmanyan@yahoo.com
11	Sommers, Adriane	Harbor OneSource (LAUSD) 1921 N. Gaffey Street, Suite J San Pedro, CA 90731	310-519-0801		agsommers@juno.com Joel.okada@lausd.net alt. site contact

To Locate the ONE-STOP Center nearest you
 Click on the map or the table below.
 Or call 1-800-FOR-A-JOB
<http://laonestop.org/agencies>



S.F. Valley	West L.A.	Los Angeles	East L.A.	South L.A.	Harbor
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LOS ANGELES COUNTY ONE-STOP DELIVERY CAREER CENTERS

<http://wib.co.la.ca.us>

Antelope Valley One Stop Center
1420 West Avenue I
Lancaster, CA 93534
Phone: (661) 726-4128 Fax: (661) 945-5767
Pete Eskis

**Career Partners
One-Stop Career Center**
3505 North Hart Avenue
Rosemead, CA 91770
Phone: (626) 572-7272 Fax: (626) 572-9100
Raymond L. Gibbs

**CARSON-LOMITA TORRANCE
WORKFORCE DEVELOPMENT BOARD
One-Stop Career Center**
Serving the Residents of Palos Verdes & South Bay Area
One Civic Plaza, Suite 500
Carson, CA 90745
Phone: (310) 518-8200 FAX (310) 518-8215
Jim Olds

**CHICANA SERVICES ACTION LEAGUE
One-Stop Career Center**
315 West 9th Street
Los Angeles, CA 90015
Phone: (213) 629-5800 Fax: (213) 430-0658
Sophia Esparza

**CITY OF POMONA- LA URBAN LEAGUE
One- Stop Career Center**
264 East Monterey Avenue
Pomona, CA 91767
Phone: (909) 623-9741 Fax: (909) 622-4125
Babara Dent-Jiles

**COMPTON CAREERLINK
One-Stop Career Center**
700 North Bullis Road
Compton, CA 90221
Phone: (310) 605-3050 Fax: (310) 605-3067
Arlene Williams

**EAST LOS ANGELES ONE-STOP CENTER
One-Stop Career Center**
15 West Pomona Blvd., Suite 300
Monterey Park, CA 91754
Phone: (323) 887-7122 FAX (323) 887-8236
Manny Cons

**EL PROYECTO DEL BARRIO/SFV ONE
STOP CENTER** ★
One-Stop Career Center
Sun Valley One-Stop Workforce Industry Center
9024 Laurel Canyon Blvd
San Valley, CA 91352
Phone: (818) 540-0334 Fax (818) 504-2625
Magdalena Duran

**FOOTHILL
One-Stop Career Center**
Serving the Residents of Altadena
1207 East Green Street
Pasadena, CA 91106
Phone: (626) 796-5627 FAX (626) 304-7902
Dianne Russell

**HUB CITIES
One-Stop Career**
2677 Zoe Avenue, 2nd Floor
Huntington Park, CA 90255
Phone: (323) 586-4700 FAX (323) 588-4702

**JVS/WEST HOLLYWOOD
One-Stop Career Center**
8300 Santa Monica Blvd., 2nd Floor
Hollywood, CA 90069
Phone: (323) 761-8888 ext.8772 Fax: (323) 761-8575

Angie Cooper
~~L.A. WORKS~~
~~One-Stop Career Center~~
5200 Irwindale Avenue
Irwindale, CA 91706
Phone: (626) 960-3964 FAX (626) 960-6777
Sal Velasquez

MID-SAN GABRIEL VALLEY

One-Stop Career Center
10503 East Valley Boulevard
El Monte, CA 91731
Phone: (626) 258-0365 FAX (626) 258-0429

NORTHEAST SAN FERNANDO VALLEY

One-Stop Career Center
11623 Glenoaks Blvd
Pacoima, Ca 91331
Phone: (818) 899-2281; FAX (818) 899-5829
Gayle Brosseau

SASSFA

One-Stop Career Center
9825 Painter Avenue
Whittier, CA 90605
Phone: (562) 946-2237 Fax: (562)
Kirk Kain

**SOUTH BAY WORKFORCE
DEVELOPMENT BOARD**

One-Stop Career Center
Serving the Residents of Lennox
11539 Hawthorne Blvd., Suite 500
Hawthorne, CA 90250
Phone: (310) 970-7700 FAX (310) 970-7711
Jan Vogel

SOUTH CENTRAL-LA URBAN LEAGUE

One-Stop Career Center
2930 West Imperial Hwy., Suite 515
Inglewood, CA 90303
Phone: (323) 779-2199 FAX (323) 779-2856
Munzel Johnson

SANTA CLARITA

One-Stop Career Center
21515 Soledad Canyon Road, #121
~~Santa Clarita, CA 91350~~
Phone: (661) 255-1031 FAX (661) 255-9142
Erin Moore-Lay

WEST LOS ANGELES

One-Stop Career Center
13160 Mindanao Way, Suite 240
Marina Del Rey, CA 90292
Phone: (310) 309-6000 FAX (310) 309-6032
Eleanor Hoskins

SAN FERNANDO VALLEY

Name: Chatsworth - Porter Ranch One-Stop
Main Agency: Build Rehabilitation Inc.
Address: 20500 Nordhoff St.
Chatsworth, CA 91311

Phone: (818) 701-9800
Fax: (818) 701-9801
Hours: Monday - Friday 7:30AM To 5:30PM
Orientation Monday 9AM

Name: Sun Valley One-Stop
Main Agency: El Proyecto Del Barrio
Address: 8902 Woodman Ave.
Arleta, CA 91331
Moving Soon To: 9030 Laurel Canyon Bl.
Sun Valley, CA 91352

Phone: (818) 830-7080
Fax: (818) 830-7190
Hours: Monday - Friday 8AM To 5PM
Orientation Monday 1PM

WEST LOS ANGELES

Name: Palms - Mar Vista One-Stop
Main Agency: Casa de Hermandad
Address: 11821 W Pico Bl
Los Angeles, CA 90064
Moving Soon To: 11251 National Bl.
Los Angeles, CA 90064

Phone: (310) 477-8272
Fax: (310) 473-9591
Hours: ~~Monday - Friday 8AM To 5PM~~
Orientation Tuesday 2PM
Thursday 10AM

Name: Marina Del Rey - Mar Vista One-Stop
Main Agency: Career Planning Center
Address: 13160 Mindanao Way
Los Angeles, CA 90292

Phone: (310) 309-6000
Fax: (310) 309-6032
Hours: Monday - Friday 8AM - 5PM
Orientation: Monday 9AM

Name: **Westchester - Playa Del Rey Satellite**
Main Agency: South Bay Private Industry Council
Address: 8929 S. Sepulveda Bl. Suite 400
Los Angeles, CA 90045

Phone: (310) 665-0540
Fax: (310) 665-0565
Hours: Monday - Friday 8:30AM To 4PM
Orientation: Alternate Mondays

LOS ANGELES

Name: **Central City One-Stop**
Main Agency: Chicana Service Action Center
Address: 134 East First St.
Los Angeles, CA 90012

Phone: (213) 253-5959
Fax: (213) 617-2214
Hours: Monday - Friday, 8AM to 5PM
Orientation: Tuesday 3PM - English
Wednesday 3PM - Spanish

Name: **Central City North Satellite**
Main Agency: Chinatown Service
Address: 767 N Hill St. Suite 400
Los Angeles, CA 90012

Phone: (213) 253-0880
~~Fax: (213) 680-0787~~
Hours: Monday - Friday 8AM To 5:30PM
Saturday 8:30AM To 12:30PM
Orientation: Tuesday 9:30AM

Name: **Wilshire-Koreatown One-Stop**
Main Agency: Advanced Computing Institute
Address: 3470 Wilshire Bl. Suite 1100
Los Angeles, CA 90010

Phone: (213) 383-8999
Fax: (213) 383-5765
Hours: Monday - Friday 8AM to 5PM
Orientation Tuesday & Thursday 10AM
Name: **Wilshire MetroCenter One-Stop**
Main Agency: Community Career Development
Address: 635 S. Harvard Blvd.
Los Angeles, CA 90005

Phone: (213) 365-9829
Fax: (213) 365-9839
Hours: Monday - Friday 8AM To 5PM
Orientation Tuesday & Thursday 9AM To 12Noon
Name: **Westlake One-Stop**
Main Agency: Pacific Asian Consortium In Employment (PACE)
Address: 1541 Wilshire Blvd. Suite 400
Los Angeles, CA 90017

Phone: (213) 353-1677
Fax: (213) 353-1686
Hours: Monday - Friday 8AM To 5PM
Orientation Monday 9AM - 11:30AM
Main Agency: Housing Authority of the City of Los Angeles
Address: 520 S. Lafayette Park Pl.
Los Angeles, CA 90057

Phone: (213) 252-2755
Fax: (213) 252-5474
Hours: Monday - Friday 8AM To 4:30PM

Name: **Hollywood Satellite**
Main Agency: MCS Rehabilitation
Address: 6381 Hollywood Bl. Suite 430
Los Angeles, CA 90028

Phone: (213) 960-1300
Fax: (213) 960-1388
Hours: Monday - Friday 9AM To 5PM
Orientation Wednesday 9AM

Name: **Glendale Satellite**
Main Agency: Verdugo Jobs Centers
Address: 228 N. Orange St.
Glendale, CA 91203

Moving Soon To: 1255 S. Central Ave.
Glendale, CA 91204

Phone: (818) 409-0477
Fax: (818) 409-0459
Hours: Monday - Thursday 7:30AM To 5:30PM
Alternate Fridays 8AM To 5PM
Orientation Daily 8AM - With Appointment

EAST LOS ANGELES

Name: Northeast L.A. One-Stop
Main Agency: CHARO Community Development Corporation
Address: 4301 E. Valley Blvd.
Los Angeles, CA 90032

Phone: (213) 269-0751
Fax: (213) 266-4326
Hours: Monday - Friday 8AM To 6PM
Orientation Monday 8:30AM
Wednesday 8:30AM

Name: Northeast L.A. Satellite
Main Agency: Goodwill Industries
Address: 342 San Fernando Rd.
Los Angeles, CA 90031
Fax: (213) 343-9927
Hours: Monday - Friday 7:30AM To 4:15PM
Orientation Monday 9AM To 11AM
Wednesday 2PM To 4PM

Name: Boyle Heights Satellite
Main Agency: United Community Resources Agency
~~Address: 1260 S. Soto St. #10~~
Los Angeles, CA 90023

Phone: (213) 265-2278
Fax: (213) 265-3132
Hours: Monday - Friday 8AM To 5PM
Orientation Tuesday 1PM To 4PM
Thursday 1PM To 4PM

SOUTH LOS ANGELES

Name: South Central L.A. One-Stop
Main Agency: Community Centers Inc.
Address: 7522 S. Vermont St
Los Angeles, CA 90044

Phone: (213) 752-2115
Fax: (213) 752-1799
Hours: Monday - Friday 8:30AM To 5:30PM
Orientation: Thursday 10AM
Notes: Immigration services only, Saturday 9AM To 1PM

Name: West Adams - Baldwin Hills One-Stop
Main Agency: Los Angeles Urban League
Address: 3450 Mt. Vernon Dr
Los Angeles, CA 90008

Phone: (213) 299-9660
Fax: (213) 299-0618
Hours: Monday - Friday 8:30AM To 5PM
Orientation: Monday, Tuesday, Wednesday, Thursday 9:30AM

Name: Southeast L.A. - Crenshaw One-Stop
Main Agency: UAW Labor And Employment Training Corporation
Address: 3500 S. Figueroa St. Suite 201
Los Angeles, CA 90007

Phone: (213) 743-3950
Fax: (213) 743-3975
Hours: Monday - Friday 8AM To 5PM
Orientation: Monday 9:45AM
Wednesday 9:45AM

Name: Southeast L.A. - Watts One-Stop
Main Agency: Watts Labor Community Action Committee
Address: 10950 S. Central Ave.
Los Angeles, CA 90059

Phone: (213) 563-4702
Fax: (213) 563-5636
Hours: Monday - Friday 7:30AM To 6PM
Saturday 8AM To 12Noon
Orientation: Every Other Monday 8:45AM

WEST LOS ANGELES

Name: Palms - Mar Vista One-Stop
Main Agency: Casa de Hermandad
Address: 11821 W Pico Bl
Los Angeles, CA 90064
Moving Soon To: 11251 National Bl.
Los Angeles, CA 90064
Phone: (310) 477-8272
Fax: (310) 473-9591
Hours: Monday - Friday 8AM To 5PM
Orientation: Tuesday 2PM
Thursday 10AM

Name: Marina Del Rey - Mar Vista One-Stop
Main Agency: Career Planning Center
Address: 13160 Mindanao Way
Los Angeles, CA 90292
Phone: (310) 309-6000
Fax: (310) 309-6032
Hours: Monday - Friday 8AM - 5PM
Orientation: Monday 9AM

Name: Westchester - Playa Del Rey Satellite
Main Agency: South Bay Private Industry Council
Address: 8929 S. Sepulveda Bl. Suite 400
Los Angeles, CA 90045
Phone: (310) 665-0540
Fax: (310) 665-0565
Hours: Monday - Friday 8:30AM To 4PM
Orientation: Alternate Mondays

HARBOR-

Name: Harbor One-Stop
Main Agency: Workforce Investment Network
Address: 1931 N. Gaffey St.
San Pedro, CA 90732
Moving Soon To: 1851 N. Gaffey St.
San Pedro, CA 90732
Phone: (310) 732-5700

Fax: (310) 752-5730
Hours: Monday - Friday 7:30AM To 5:30PM
Closed Alternate Friday's
Orientation Wednesday 9AM To 12Noon

SAN FERNANDO VALLEY

Name: Chatsworth - Porter Ranch One-Stop
Main Agency: Build Rehabilitation Inc.
Address: 20500 Nordhoff St.
Chatsworth, CA 91311

Phone: (818) 701-9800
Fax: (818) 701-9801
Hours: Monday - Friday 7:30AM To 5:30PM
Orientation Monday 9AM

Name: Sun Valley One-Stop
Main Agency: El Proyecto Del Barrio
Address: 8902 Woodman Ave.
Arleta, CA 91331
Moving Soon To: 9030 Laurel Canyon Bl.
Sun Valley, CA 91352

Phone: (818) 830-7080
Fax: (818) 830-7190
Hours: Monday - Friday 8AM To 5PM
Orientation Monday 1PM

Name: Canoga Park - West Hills One-Stop
Main Agency: The Training Institute
Address: 21515 Vanowen St. Suite 116
Canoga Park, CA 91303
Phone: (818) 884-2422
Fax: (818) 593-4736
Hours: Monday - Friday 8AM To 5PM
Orientation Tuesday & Thursday 2PM

Name: Van Nuys - North Sherman Oaks One-Stop
Main Agency: The Training Institute
Address: 14546 Hamlin St. Suite 305
Van Nuys, CA 91411

Phone: (818) 781-2522
Fax: (818) 781-3810
Hours: Monday 9AM To 5PM
Tuesday - Friday 8AM To 5PM
Orientation Title II Tuesday & Thursday 8:30AM To 10AM
Title III Wednesday 8:30AM To 10AM

Name: North Hollywood Satellite

Main Agency: Career Encores
Address: 6180 Laurel Canyon Blvd. Suite 165
North Hollywood, CA 91606

Phone: (818) 763-1600
Fax: (818) 763-1661
Hours: Monday - Friday 8AM To 4:30PM
Orientation Friday 9:30AM To 12Noon

Appendix

LIFE SKILLS SUPPORT GROUP CURRICULUM

INSTRUCTOR'S GUIDE

Modules 1A
Modules 1B
Modules 1C

Modules 2A
Modules 2B
Modules 2C

Modules 3A
Modules 3B
Modules 3C

Modules 4A
Modules 4B
Modules 4C

Modules 5A
Modules 5B
Modules 5C

Modules 6A
Modules 6B
Modules 6C

INSTRUCTORS GUIDE

MODULE

THE RIGHT FRAME OF MIND

ATTITUDE

TOOLS: Copy handouts for the group: Attitude Is Key, Examples of Negative Thoughts...

ACTION PLAN: The first hour read and discusses the ideas and issue in the article entitled, Attitude Is Key. Talk about how negative thinking can affect the way we feel and determine behavior. Give examples of how different people can have the same experience but experience different feelings and engage in different behaviors. This is evidence that people process things in ways that are helpful or destructive.

HOMEWORK: Write down negative thoughts and come up with an alternative view that will be more helpful for you.

This module selection (attitude) requires an LPHA provider

INSTRUCTOR'S GUIDE

MODULE

THE RIGHT FRAME OF MIND

MOTIVATION

TOOLS: Copy handouts for the group: Things That Interfere with My Goals, My Life Has Meaning When..., Things I Really Enjoy Doing

ACTION PLAN: Read and discuss the article, "Motivation." Ask them if they know what or who makes them want to improve, and strive for goals. Have them read over The Things That Interfere With My goals. Ask them if they can identify with any items, and discuss. Have them complete the worksheets on My Life Has Meaning When, and Things I really Enjoy Doing. They can share in teams or with the group at large.

HOMWORK: Encourage participants to engage in motivating behavior and practice self rewards.

INSTRUCTOR'S GUIDE

MODULE

THE RIGHT FRAME OF MIND

RESPONSIBILITY

TOOLS: Copy handouts for the group: Barriers In My Past, and Making Better Choices

ACTION PLAN: The first hour read and discuss the article, "Responsibility." Talk about how we at times try to avoid it and how we at times feel overwhelmed with it. Emphasize the payoffs involved in taking more responsibility for our lives.

Have participants complete each exercise and discuss in pairs, or small groups.

HOMEWORK: Pay attention to tendency to avoid talking responsibility. Put the ideas in this module into practice.

INSTRUCTOR'S GUIDE

MODULE

HOW TO HANDLE THE TOUGH STUFF

CONFLICT RESOLUTION

TOOLS: Copy handouts for the group: Techniques For Managing Negative Behavior, Making “I” Statements, My Personal Strategy For Dealing With Difficult People.

ACTION PLAN: Spend the first hour reading and discussing the handouts. The second hour involves getting the group to pair up to practice making “I” statements. On an individual basis they can complete the Personal Strategy for Dealing with Difficult People. If some have trouble with reading and writing, the group leader should help them through.

HOMEWORK: Practice making “I” statements when working to resolve conflicts

INSTRUCTOR'S GUIDE

MODULE

HOW TO HANDLE THE TOUGH STUFF

DEALING WITH ANGER

- TOOLS:** Copies of handouts for the group: Article on Anger, and Make A List Of Times When Anger. . . , What Makes You angry, Things I Can Do Or Change. . .
- ACTION PLAN:** The first 15 or 20 minutes read and discuss the article entitled Anger. Give enough time for participants to complete the three exercises and discuss in large or small groups.
- HOMEWORK:** Encourage participants to practice what they have learned in today's module.

INSTRUCTOR'S GUIDE

MODULE

HOW TO HANDLE THE TOUGH STUFF

STRESS REDUCTION

TOOLS: Copy handouts: Stress Reduction, Relaxation, Exercise, Eating Right, Eating Right Reduces Stress, Reduces Stress, Things To Put In My Stress-Quake Bag

ACTION PLAN: Read article on Stress Reduction and discuss. Make a decision about what material to share and have the group complete the form entitled, "Things That I Put In My Stress-Quake Bag." If you select the relaxation exercise, you may want to play soft music.

HOMEWORK: Participants should be encouraged to make changes in the way they respond to stress by using the knowledge gained in this module. They should prepare their stress-quake bag at home and have ready for use.

INSTRUCTOR'S GUIDE

MODULE

HOW TO PUT YOUR BEST FOOT FORWARD

COMMUNICATION NON-VERBAL

TOOLS: Copy handouts for the group: The interview cartoon, Non-Verbal's—You Are Seen Before Heard, A Non-Verbal Sizing Up, and Role Play Exercise, "Body Language Speaks."

ACTION PLAN: Group leader reads article, "You Are Seen Before Heard, and discuss issues with the group for the first half hour. The remainder of time should be used completing selected exercises. A Non-Verbal Sizing Up can be done individually and discussed in small groups. Body Language Speaks, is a fun exercise to have participants do in front of the group.

HOMEWORK: Pay attention to the body language of those you communicate with. Turn the volume down on the TV set and read the non-verbal's.

INSTRUCTOR'S GUIDE

MODULE

HOW TO PUT YOUR BEST FOOT FORWARD

COMMUNICATION VERBAL

TOOLS: Copy handouts for the group: Verbal Communication, Making "I" Statements, Communication Skills

ACTON PLAN: Spend the first hour discussing the handouts. The second hour will be a group exercise using the handout entitled, "Communication Skills-Possible Topics For Discussion." Have two people role play selected portions on the list.

HOMEWORK: Practice conversation starters in their circle of friends; let the participant decide what they would like to do on the list for homework.

INSTRUCTOR'S GUIDE

MODULE

HOW TO PUT YOUR BEST FOOT FORWARD

COMMUNICATION INTERVIEWING

TOOLS: Copy handouts for the group: The interview cartoon, The Job Interview, Interview Tips, and The Mock Interview

ACTION PLAN: Use the first 15 minutes of group to go over the article entitled, The Job Interview. Read and discuss the article, Interview Tips. Use the rest of the group time to select pairs of interviewers and interviewee's to role play an actual job interview. Listen to participants' experience in the role plays, and discuss the experience.

HOMEWORK: Participants can go over list of stock interview questions and answers in preparation of a job interview.

INSTRUCTOR'S GUIDE

MODULE

THE NUTS AND BOLTS

MONEY MANAGEMENT

- TOOLS:** Copy handouts for the group: Cartoon, Money Management, Cash Flow, Savings, Creative Ways to Stretch Income
- ACTION PLAN:** Read and discuss the article entitled, Money Management. Give participants enough time to complete the cash flow, and savings exercises. End by sharing the list of Creative Ways To Increase Income.
- HOMEWORK:** Put what they learned today in action by developing a budget and looking for additional money sources.

INSTRUCTOR'S GUIDE

MODULE

THE NUTS AND BOLTS

TIME MANAGEMENT

TOOLS: Copy handouts for the group: Your Time Is Important, Daily Planner, Tools to Start, Time Management.

ACTION PLAN: Read and discuss the article entitled, "Your Time is Important. Have participants complete the "Daily Planner" and discuss "Tools to Start," in pairs. Save time to read and discuss the article, "Time Management," and discuss in the big group.

HOMEWORK: Put at least two things learned today into practice.

INSTRUCTORS GUIDE

MODULE

THE NUTS AND BOLTS

DECISION MAKING

TOOLS: Copy handouts: Preparing for a Decision, After the Decision Has Been Made, Decision Making Strategies, and Decision Exercise

ACTION PLAN: Read and discuss the articles, Preparing for a Decision, After the Decision Has Been Made, and Decision Making Strategies. The last half hour put participants in pairs or small groups to discuss their own experiences around these issues.

HOMEWORK: Put into practice something learned from this exercise for their next big decision.

INSTRUCTOR'S GUIDE

MODULE

THE BALANCING ACT

SETTING PRIORITIES

TOOLS: Copy handouts for the group on Setting Priorities, My Daily Schedule, and Things That Must Be Done

ACTION PLAN: Read and discuss the article on Setting Priorities with group. Have them write out their daily schedule. They are to note the busiest times of the day, and the times when things are not so hectic. Next, participants should begin the process of prioritizing their time by completing the worksheet, Things That Must Be Done.

HOMEWORK Participants should begin to make plans around their daily time schedule, keeping in mind what can and cannot be changed.

INSTRUCTOR'S GUIDE

MODULE

THE BALANCING ACT

HOME/WORK/SCHOOL

- TOOLS:** Copy handouts for the group: Cartoon, Balancing Home, Work and School, Organization and School, Organization and Work, Helpful Tips For Home, Work and School.
- ACTION PLAN:** Spend the first hour reading the material and discussing it. Last hour, participants should answer the questions on the article entitled, School and Homework Organization. Even if they are not in school they can answer most of the questions. Discuss answers in the group.
- HOMEWORK:** Participants should use the suggestions in the Helpful Tips For Home, Work and School

Module 5C

INSTRUCTOR'S GUIDE

MODULE

FAMILY FRIENDS AND SELF

- TOOLS:** Copy handouts for the group: Family, Self And Friends, Things I Like To Do With My Family, With My Friends, and Things I Like To Do By Myself
- ACTION PLAN:** Spend the first hour reading and discussing the issues in the article. Have them complete the exercises on family, friends and self. Discuss the results in large group.
- HOMEWORK:** Encourage participants to put into practice the things they would like to do in each category.

INSTRUCTOR'S GUIDE

MODULE

TIME TO ACT STOP PROCRASTINATING

MY PERSONAL PLAN

- TOOLS:** Copy handouts for the group:
Cartoon, Plan of Action, Plan Of Action Resources, Employment Resources, Where Am I Going To Network? Employment, Search Log. If the material is too much to copy, make one copy for the group in a notebook that can be shared.
- ACTION PLAN:** Group leader reads the article on Plan Of Action to the group and discuss the issues in the topic. Leave time for participants to complete the Plan Of Action Form, and complete the exercise entitled, Plan Of Action Resources.
- HOMEWORK:** Visit some of the sites, begin to network, collect information.

INSTRUCTOR'S GUIDE

MODULE

TIME TO ACT STOP THE PROCRASTINATION

DESIGN A RESUME

TOOLS: Copy handouts for participants: Writing Your First Resume, A Fresh Review of Your Talents, Action Verbs, Chronological Worksheet, Chronological Resume, Functional Worksheet, Functional Resume, Hybrid Resume Worksheet, Hybrid Resume, Cover Letter

ACTION PLAN: Group leader reads article, "Writing Your First Resume Jitters!" Discuss with the group briefly the typical experience of anxiety around resume preparation. Spend most of the time letting the participants complete the worksheets dealing with the type of resume they want to write. They should come up with a rough outline of how their resume should look. The group leader should help each participant.

HOMEWORK: Complete, or polish up the design of their resume and try it out by sending it or leaving it with prospective employers.

INSTRUCTOR'S GUIDE

MODULE

TIME TO ACT STOP PROCRASTINATING

BRING N THE SPEAKERS

TOOLS: Provide information regarding the various vendors in the field of employment. Make a booklet containing the handouts entitled, "City of L.A. WorkSource Centers, L.A. County One-Stop Delivery Career Centers, and One-Stop Locations & General Information. Be creative, you may have a local community college representative for CalWORKs attend. Make sure that your guest speakers will show up! A two hour group can have more than one speaker. Make sure it is a person or organization that your participants are interested in.

ACTION PLAN: If the worse happens, and your guest speakers don't show up. Go over each vendor in your packet. Some of your participants have visited these places and can add to the discussion. They could also go and visit the vendors.

HOMEWORK: Encourage participants to visit vendors and other sites on their own to find out more information.

Suggested Readings

SUGGESTED READINGS

Bourne, Edmund J. Progressive Muscle Relaxation Technique. The Anxiety & Phobia Workbook. Oakland, California: New Harbinger . Publications, 1996.

Ellis, A., and Harper, R. A Guide to Rational Living. North Hollywood, California: Wilshire Books, 1961.

Los Angeles County Office of Education. Job Preparation Guide. Downey, California: L.A. County Office of Education, 1997.

The California Institute for Mental Health. Improving Mental Health Outcomes for CalWORKs Participants In Los Angeles County. Los Angeles, California: California Institute for Mental Health, 2007.