

Creating a Meaningful Work Experience Program



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Clark

Hamilton

Mahoning

Stark

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Section I. Work Experience Program Development

QUESTIONS TO CONSIDER WHEN DEVELOPING A WEP PROGRAM

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How is WEP Defined in State Law?

The Work Experience Program (WEP) is described in the Ohio Revised Code, R.C. §5107.54 (B), as follows:

“County departments of job and family services shall develop work projects to which participants of Ohio works first are assigned under the work experience program. Work projects may include assignments with private and government entities. Examples of work projects a county department may develop include unpaid internships, refurbishing publicly assisted housing, and having a participant volunteer to work at the head start agency in which the participant's minor child is enrolled. Each county department shall make a list of the work projects available to the public.”

Ohio’s TANF State Plan defines WEP as:

“Work Experience Program (WEP) - a program in which individuals work without pay at a job site in a public, private-non-profit or private-for-profit organization in order to gain work experience and training. It may include activities ensuring that participants become familiar with workplace expectations and exhibit work behavior and attitudes necessary to compete successfully in the labor market. WEP may include specific hands-on-training. WEP may include child care service activities in which a participant provides child care for another participant's child who is a member of another assistance group. WEP may include Community Service activities including a program under which a participant of OWF who is responsible for a minor child enrolled in grade twelve or lower is involved in the minor child's education on a regular basis. An individual who is assigned to be involved with the minor child's education is required to attend academic home enrichment classes that provide instruction for parents in creating a home environment that prepares and enables children to learn at school and must participate in a work assignment at the school that the child attends. Various types of structured programs such as remedial education classes may be included as a subsidiary component of WEP as long as the structured activity is integrated with WEP, relates to employment and does not encompass the majority of the activity. ”

What is WEP?

The goal of the Work Experience Program in Ohio is to enable each participant to develop work skills (both behavior and job skills) that will enable that individual to obtain and retain employment and work toward a better job. To reach that goal, the CDJFS must have a variety of WEP projects available to meet the range of employment goals of their participants and the range of skill development needed.

What Does an Acceptable WEP Assignment Look Like?

A valid WEP assignment would have the following:

- A planned, structured activity with defined goals

- Time limited participation
- Meaningful tasks that help the person gain good work habits and job skills for employment and/or advancement to a better job.
- A corresponding larger plan for the person to obtain employment and reach self-sufficiency, i.e., a self-sufficiency plan. The WEP assignment is one or more steps in that plan. All steps of the plan, duration of each step, and dates for review are to be documented in the self-sufficiency plan. Progress in the activity is to be documented in the case record.
- Adequate supervision
- Actual work as main part of the activity. The work must produce an output. Work experience may be combined with classroom instruction relating to the work experience position, or relating to basic skills and abilities to successfully compete in the labor market. Other activities such as job search and classroom training are a subsidiary activity to actual work.
- Hours of participation that are monitored and tracked by supervisor
- Periodic evaluation of progress in gaining good work habits and skills on a regular basis
- Periodic evaluation of progress leading toward employment on a regular basis

What are Some Examples of a WEP Assignment?

- Internship as part of a training program
- Volunteer work
- Placement at a public, private, or non-profit organization where the individual gains work experience and training
- Involvement in a child's education in conjunction with academic home enrichment classes and work assignment at the child's school
- Short term job preparation and career decision making activities such as:
 - ✓ Computer based interactive software programs
 - ✓ Labor Market Research
 - ✓ Work Tutorials
 - ✓ Job Shadowing
- Hands on training in a specific occupational skill

What is the WEP Site Required To Offer?

□ *Behavior Skills (Soft Skills)*

All WEP sites must address behavior skills (soft skills) with their assigned participants. The WEP assignment will allow individuals to practice those skills.

Examples of behavior skills:

- Show up to work on time each day
- Dress appropriately
- Act appropriately
- Communicate effectively
- Follow directions

□ *Job Skills*

The site must help individuals develop and practice job skills. Job skills will be unique to the site. It will be useful for the CDJFS to develop (with input from the employer) a job description for each type of job at the site that lists the type of skills that will be developed and practiced.

□ *Supervision and Tracking*

The WEP site must supervise individuals placed at the site, provide instruction and feedback, track the hours of participation, and report participation back to the CDJFS. The WEP site must be willing to provide the extra support and direction that a WEP participant may need while the participant adjusts to working at the site and learning a new job task.

□ *Support*

The site needs to understand the types of problems that participants face, such as instability with housing, transportation, and child care. The site should also understand the types of disabilities that frequently occur and recognize the indicators of those disabilities. If the site suspects the participant has a barrier or disability that is affecting their performance, the site must report that information back to the CDJFS timely.

What are the Local Labor Needs?

Because the goal of the program is to enable a participant to develop behavior and job skills for employment, worksites should be developed to prepare individuals for occupations that are in demand. The local labor needs of the community can be examined to determine what jobs are in demand.

CDJFS agencies can utilize their partnership with their local One Stop Workforce Development agency and use Labor Market Information (LMI) data to assist in identifying the area's current employment needs as well as the outlook for future jobs. The LMI data can also help the CDJFS identify skills associated with specific jobs. This information can help the CDJFS and employer when developing job descriptions for WEP sites.

Examples of Employment Categories and Job Description Skill Development Based on Local Employment Needs:

Clerical / Computer Support - Skills to be Developed

- Typing
- Computer skills
- Language skills
- Communication skills
- Information management/distribution
- Managing time and multiple projects/tasks
- Phone etiquette
- Machine operation: copier/fax/printers/phones

Medical Fields - Skills to be Developed

- Good communication skills (listening and relaying information accurately; verbal and written)
- Machine operation specific to the job
- Training specific to the position: hygiene/legal issues/knowledge of terms, etc.

Service Industry - Food Service: Skills to be Developed

- Hygiene & training on contamination
- Communication/customer service etiquette
- Time management
- Knowledge of products
- Associated machine operation – cash register, calculator, computer
- Basic math

Service Industry – Retail: Skills to be Developed

- Customer service skills
- Cash register/calculators/computers
- Management expectations/goals
- Hygiene

Service Industry – Hotels: Skills to be Developed

- Front desk: customer service/clerical/computer skills/phone etiquette
- Cleaning: Use of chemicals/cleaners/time management/organizational skills

Warehouse/Labor: Skills to be Developed

- Motor Skills/hand eye coordination
- Machine operation
- Language/math skills
- Safety measures
- Time management

Self-Employment

- Job shadowing in the field
- Accounting practices
- Work related training specific to field
- Communication

Once the types of jobs in demand have been determined and associated skill sets and training opportunities identified, the CDJFS can survey existing providers for appropriate slots. In addition to surveying existing providers, the CDJFS can look to the community for other options to develop sites.

What Strategies are Used to Recruit Providers?

After determining the types of jobs that are in demand, the county can assemble a list of current sites and determine the type of jobs and skill sets available at those sites. If the county has a lot of work sites in job areas that are not in demand, and there are not enough sites for those jobs that are in demand, the CDJFS should concentrate on developing sites in the demand area. It is best to develop a mixture of public, private non-profit, and private for profit sites to ensure a mix of appropriate placements.

For example, a county has plenty of sites available where the job is basic labor, but the employment opportunities for general laborers are few. The critical labor shortage in the county is in the medical field. The general labor sites will still provide valuable behavior skills but the CDJFS plans to concentrate on developing new sites that can assist customers in developing skills that are needed in the medical field.

At times participants can assist in site development. They may already be volunteering for an agency or organization that would be interested in becoming a WEP provider. This is likely to occur when the participant's child is receiving services from an agency, e.g., Head Start, MRDD sheltered workshops.

Consider the director of the CDJFS as a resource. CDJFS directors often serve on multiple community boards and have contacts with private and public agencies and employers. The CDJFS may want to host a meeting, or reception, as a way of bringing these groups together to explain the need for work experience programs, or "unpaid internships" that will provide work and training for those in need of first or better employment.

Community organizations, churches, or gatherings where agency staff can join or ask to be on the agenda and make a presentation can be helpful, e.g., Chamber of Commerce.

Another option is to contact possible sites directly and make appointments to discuss the program.

Advocacy groups are good sources to contact as they are often interested in the success of moving participants into jobs and reducing poverty.

A product that can be presented to employers is linking the Subsidized Employment Program (SEP) with WEP to create a “ladder” of unpaid internship - to paid internship - to unsubsidized employment with the employer. This combination helps to defray training costs to employers and is a good marketing tool for participants who qualify. See the **Stark County Model** in the examples section.

How Does the WEP Provider Know What is Expected?

It is important to be prepared before talking to an employer or provider about being a work site. The CDJFS needs to have their plan, process, forms, etc., in place before meeting with an employer or provider. If potential sites see that the information is well defined, well organized, and the requirements and paperwork are manageable for them, they are more likely to want to get involved. Letters from successful WEP providers who are pleased with the program are helpful to use as references.

The CDJFS should have a written document that is short, clear, and concise that explains the minimum requirements for operating a site. While the county does not want to overwhelm the site with requirements, forms, and deadlines, there are minimum expectations for operating a site.

When first meeting with the site, the CDJFS should educate the site about the extra support and direction that a WEP participant may need while adjusting to working at the site and learning a new job task. The CDJFS should also educate the site about the types of problems that participants face, such as instability with housing, transportation, and child care, and discuss the strategies that a supervisor may use to deal with those issues and the process for reporting those issues back to the CDJFS. The site should also be aware of the types of disabilities that frequently occur and understand the indicators of disabilities and the process for reporting that information back to the CDJFS.

Working individually with each site, making frequent contact, and being flexible are all important in maintaining the relationship with the site.

What Procedures are in Place for Intervention and Case Management?

The work site supervisor has to know who to call when there is a problem at the work site and the CDJFS must have procedures in place to provide intervention. If the participant is not working out at the site due to an inability to learn the job, the CDJFS case manager can reappraise and reassign the individual to another site. If the participant is having problems at the site related to supervision and getting along with coworkers, the case manager can intervene in disputes or provide some job coaching. If there are problems which are related to substance abuse, mental health issues, domestic violence, etc., the case manager can direct the client to the appropriate service provider for assistance.

Also, the participant has to know who to call when they have a problem at the work site and the CDJFS must have procedures in place to resolve participant complaints. The participant may have issues with the type of work they are required to perform, or have difficulty getting along with their supervisor or co-workers, or have any number of questions or concerns.

What Measures are Used To Determine Success?

CDJFS agencies want to know what works and what does not work in a variety of areas and WEP placements are no different. The CDJFS will want to establish measures to determine which sites provide good supervision, direction, skill development, and work habits that contribute to a successful outcome. Up front, the CDJFS needs to establish outcomes for each site that are clear, measurable, and in writing. Examples of outcomes would be the number of individuals hired at the site and the number of individuals who obtain a job with another employer. Specific outcomes can be tailored to each site.

Sites also have to be monitored to ensure they are consistently reporting necessary information back to the county agency and to ensure they are in compliance with applicable laws. Designated staff within the CDJFS or a provider under contract with the CDJFS can do the monitoring.

The participant should be learning something at the site. Periodic feedback from participants can assist the CDJFS in evaluating sites. A survey or focus groups are useful tools to obtain this feedback.

How Often are Sites Evaluated?

A site visit at periodic intervals (at least quarterly) is recommended so that the CDJFS knows what is happening at the site. Activities at the site can be evaluated, and support offered if intervention with a customer is needed. For example, the CDJFS worksite coordinator may want to visit the site monthly or quarterly to discuss any issues that the site might have and to evaluate the progress of participants assigned to the site.

What Services are Provided the Participant Prior to Placement?

Placement in WEP is part of a larger set of services used to help a person in obtaining and retaining employment. Prior to assigning an individual to a work activity, a thorough appraisal/assessment of the individual's education, skills, training, strengths, barriers, and support system is necessary to determine the individual's employment goals and the steps that are needed for the individual to reach their goals. A realistic first employment goal is established based on the interests and abilities of the individual. The first employment goal may be the first step toward a future career desired by the individual.

The CDJFS will need a variety of assessment tools available to assist in identifying an individual's goals, career path, transferable skills, training needs, strengths, barriers, etc.

The appraisal/assessment is critical to making a successful assignment to a work activity. During the appraisal/assessment, the case manager gathers information that is used to make a meaningful and appropriate assignment.

If it is determined as a result of the appraisal/assessment that an assignment to WEP is appropriate, information from the appraisal/assessment will be used to match the person to a work site. Once a realistic employment goal is agreed upon with the participant, then the case manager can match the individual with a site that will help them develop and practice the skills necessary for future employment in that area. Information from the job description at the site will help the worker determine an appropriate match because it lists specific skills that will be developed or enhanced in that assignment.

The case manager will use information from the appraisal/assessment to determine what other activities are needed. An individual may need education and training, job readiness activities, job search, or any number of activities prior to, or in conjunction with, WEP placement.

The case manager will review past work history as part of the appraisal/assessment. If a person has been able to obtain employment in the past but has been unable to retain it, the reasons behind the lack of success on the job can be evaluated at the work site. A WEP employer can provide useful feedback to the case manager who can then deliver targeted counseling or training.

To the best extent possible, it helps to have multiple work sites and slots available so that an interview can take place between the supervisor at the work site and the participant prior to placement. Not only is this good practice for real job interviewing, but it implies choice, control, and better matching of the client and site. The interview steps required of the customer have to be clearly outlined on their self-sufficiency plan.

How is the Participant's Performance Evaluated?

The work site supervisor must be willing to set aside a specific time to instruct the participant with specific work expectations and rules. The site supervisor should evaluate the participant frequently in the beginning of the assignment to make sure the participant remembers all the duties they are to perform and to make sure they are performed as expected. After an initial adjustment period, ongoing evaluation can take place and additional tasks given to build on knowledge.

The CDJFS should have an evaluation form that the work site supervisor completes for each participant at specified intervals. The CDJFS will then use the information obtained from the work site supervisor to provide specialized intervention and services when needed.

As part of a participant's WEP assignment, the CDJFS may want to include a weekly or monthly seminar where individuals assigned to work sites can meet and discuss on-the-job issues and share problem-solving experiences. The group dynamic will provide support and encouragement. Site supervisors can let the county agency know if someone is doing very well and a "star employee" designation could be awarded in the seminar group. Site supervisors can also let the county agency know if someone is struggling and needs extra help. Resumes can be updated with the new experience and skills learned at the site. A participant may discover an interest in a particular job and be motivated to receive information about additional training which will enable him/her to better obtain the job they want.

Sometimes people think "no news is good news" when it comes to WEP placements. However, it would be more helpful to the participant and the site if the case manager would check in periodically to see how things are going, discuss what has been learned, and discuss any other issues that may arise

How is the Agency Organized to Manage Sites and Information?

It is important for a CDJFS to set aside time to monitor and recruit work sites, track attendance, and monitor an individual's participation and progress for three reasons: 1) successful outcomes are dependent on having a sufficient number and variety of worksites where individuals can learn and practice behavior and job skills that relate to their employment goals; 2) research has shown that monitoring an individual's participation and progress in a work assignment is highly correlated with an individual's success, and 3) a state is subject to a substantial financial penalty from the federal Department of Health and Human Services if the state does not accurately report work participation data.

In a small county with few customers and sites, all of the CDJFS work activity workers may act as contact people who will make the assignment, track attendance, and provide intervention services. This may or may not work well depending on the workers' other duties. In medium size counties, one worker may be designated to develop and monitor work sites, track attendance, and monitor progress. In large counties, with numerous providers and participants, it

may be best to establish a specialized unit or contract with an outside agency to manage sites and collect attendance.

What is Required for Attendance Reporting?

In CDJFS's with many sites and participants, it is critical that the collection of attendance information be well-organized. Having an organized system is important or turnaround documents or other information will get lost and the agency worker will not have the information needed to provide intervention services, propose a sanction, or update work activity participation information in CRIS-E.

A system should be set up for a work site to call the CDJFS at the point the person fails to show up or otherwise fails to participate. This results in faster intervention and has the potential for quick resolution of problems before they have a chance to escalate.

To document attendance, CRIS-E schedules or CDJFS generated schedules can be sent to the site with instructions to return by a certain date. A stamp can be developed for sites to use when they have many participants for whom they must report. At a minimum, the stamp should include:

Number of hours completed: _____
Site Supervisor signature: _____
Date signed: _____

The work site can mail or fax the completed attendance sheets to the CDJFS. Faxing provides attendance information faster than by mail. An e-mail or electronic system can be even faster if that is an option.

Attendance information may also be gathered by phone. If verification is based on phone or personal contact with worksite, the date of the contact with worksite, contact name and title must be documented in the running record comments in CRIS-E or the case record.

The CDJFS needs to establish procedures to identify attendance sheets that have not been returned timely. Once the CDJFS receives the attendance documents, procedures must be in place so that the attendance information is quickly distributed to the appropriate staff person; with priority given to those documents indicating that the person did not participate. It is important that the CDJFS receive attendance information timely so that the CDJFS can provide intervention services, determine good cause and impose sanctions timely, and ensure that failed hours are entered into the CRIS-E system before the final work activity participation report is run.

The final work participation report is generated the month following the attendance month. Because of this, the CDJFS must have a tracking system in place so **that failed hours are entered into the CRIS-E system by the end of the month following the attendance month.**

Ohio has a system in place to review a sample of OWF cases each month. As part of this review, the auditors will look to see whether work participation that has been reported through the CRIS-E system is supported by documentation in the case record. **If the CDJFS reports that a person participated in a work activity, the CDJFS must have documentation in the case record (either hard copy or electronic verification or documentation of contact with the work site) that verifies that the person actually participated.**

Ohio has a responsibility to report to the federal government work activity participation data and must document that participation that has been reported to the federal government has actually occurred. States are subject to stiff financial penalties for inaccurate federal reporting.

What is Charitable Choice?

Federal law contains specific provisions regarding services and benefits provided by religious organizations, with such provisions known as “Charitable Choice”. There are two requirements that the CDJFS must follow when considering the use of religious organization to provide assistance or services under OWF. The first requirement relates to the governmental agency’s relationship with the religious organization. The second requirement relates to the relationship between the religious organization and the OWF participant. Please refer to Legal Brief 04-01 for more information about these requirements.

How Does County Resolve Complaints of Worker Displacement?

The CDJFS is required to have in place grievance procedures to resolve complaints of worker displacement. Please refer to Legal Brief 99-05 which reviews this requirement.

Single Parent with Child under Age Six

Single parent OWF assistance groups which contain a child under the age of 6 years can be assigned to WEP for 20 hours per week and meet the federal participation rate. To meet the state rate requirement of 30 hours per week, additional hours can be met with a developmental assignment. This is an opportunity to address other family and social issues through counseling, or classes in parenting, time management, budgeting, relationships, etc. By utilizing these components, the CDJFS can assist the single parent in ways that will provide additional life skills to support future employment success.

Section II.
Provider Recruitment – Sample Forms

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Example County Program Description

WORK EXPERIENCE PROGRAM

Goal of Program: County A has identified workforce development to be an important objective of the community and the CDJFS. To further this goal, County A strives to place customers for a specified number of hours per week in an actual job environment so that they may obtain work experience and learn specific job skills. As a result, they will be better prepared to compete in the current labor market.

Local Labor Needs: County A has identified that there is a need in the following occupations:

Medical Field: Nursing (RN, LPN, Certified Nurse Aides), Lab technology, Medical records.
Service Field: Food Service, Retail, Hotel
Office / Clerical

Advantages to Site:

County A can place one or more individuals with an employer to perform job duties for a specified number of hours per week without pay. In return, the employer is asked to supervise the assigned employees and help them learn specific job skills. After the employer teaches them to perform the work to the employer's satisfaction, the employer may want to hire them when a job opening develops.

General Requirements of Site:

Attendance: The employer will be required to track attendance. Attendance information is vital in evaluating the individual's performance. Assigned employee must show up as scheduled and work a specified number of hours each month. If the employee is unable to come in, he/she must call the employer and make arrangements to make up the hours, if possible. The employer is asked to contact County A when a person does not show up or call. County A will send a schedule to the employer with days and times and the total number of hours in that month that the individual is expected to work. The employer will be asked to report back to County A the number of hours that the individual actually worked.

Proper Work Attire and Behavior: County A asks that the employer provide information to newly assigned employees as to proper dress and the basic work rules of the site.

Site Supervision: County A asks that the assigned employee's supervisor at the work site provide direction and training on how assigned tasks are to be done, make necessary corrections, and monitor work closely until task is mastered as required.

Evaluation: Periodically, County A will ask for information regarding the progress of the employee at the work site, ask for suggestions regarding future training that the assigned employee might need, and ask for suggestions of possible employment.

Site Monitoring: County A staff will visit the site to provide support and observe progress of assigned employees on a schedule to be agreed upon by the work site supervisor and the county agency.

Work Experience Site Survey

Thank you for considering the opportunity to become a work site for the CDJFS Work Experience Program. We look forward to working cooperatively with you to make meaningful placements for our customers. In an effort to serve both their needs and yours more efficiently, please take a few minutes to complete the attached survey.

Once you have supplied us with the information regarding your needs, we will develop individual job descriptions for your available slots and evaluate potential placements from our pool of qualified participants.

You may choose to interview the individuals, or, if you supply our agency with enough detail, we can make a selection on your behalf. We want the placement to be a successful experience for you and for the participant.

Again, thank you for joining with us to strengthen our community's workforce and economy.

Sincerely,

Sample Survey for Potential Work Sites

Work Experience Site Survey

What is the name of your business/agency? _____

How many business locations do you have and where are they located? _____

Please list the types of positions you have that would be available for placement. Please use a separate sheet for each type of job:

Position _____ Number of slots _____ Location of Position: _____

Duties _____

Skills Required for the Job _____

Special Equipment/tools/uniforms required? (Y/N) _____

Explain: _____

Skills That will be Taught by Site: _____

Other comments about the placement: _____

Your Name (or name of contact person) _____

Phone Number _____ Best time to call? _____

Section III.

Worksite Development – Sample Forms

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WEP Site Information Packet

Suggested List of Information to Give to WEP Site

- ✓ Description of county WEP program

- ✓ Sample copy of Work Schedule with fields highlighted that the site has to complete to verify attendance. (Possibly pre-addressed envelopes or pre printed labels for easy mailing of schedules if not being faxed).

- ✓ County Contact Information in large font for placement near phone.

- ✓ Placement Verification Form or letter given to participant to take to site.

- ✓ Site Job Descriptions

- ✓ Signed WEP agreement.

Sample Contact Information for WEP Site to Place Near Phone

Work Experience Participants Contact Information

Schedules need to be completed with number of hours worked for the month. (You may note it daily, weekly, or for the entire month as long as there is a total for the month)

Sign and date the schedule.

Fax to xxx-xxx-xxxx or mail to address below by 5th of month.

If participant fails to show up without calling or if a problem arises please contact agency worker/case manager xxx-xxx-xxxx right away.

Sample WEP Work Site Agreement

**COUNTY DEPARTMENT OF JOB AND FAMILY SERVICES
WORK EXPERIENCE PROGRAM AGREEMENT**

The purpose of the Work Experience Program is to provide experience and training for recipients of OWF and Food Stamp benefits in order to move them to self-sufficiency through employment. *CDJFS and the Sponsor agree that as a condition of this agreement, there shall be no discrimination against any Work Activity participant on the basis of race, color, national origin, sex, or handicap or any other factor as specified by federal and state laws regarding discrimination.*

STATEMENT OF RESPONSIBILITY:

CDJFS

SCREEN AND REFER Work Activity participants based on the Sponsor and participants' needs.

INVESTIGATE complaints from Work Activity participants and Sponsors.

WORK with the Sponsors in training the Work Activity participants in efficient performance of assignment.

PROVIDE Worker=s Compensation coverage to Work Activity Participants.

NOTIFY the Sponsor of Work Activity participants who will be absent. In addition, CDJFS will notify Sponsor of program changes that directly affect the sponsor and the participants at the site.

MONITOR and evaluate Work Activity participant's performance at agreed upon intervals.

RENEW cooperative agreement as needed.

DISREGARD THIS AREA IF NOT CHECKED:

- _ Complete BCII checks on participants assigned to Sponsor
- _ Provide Sponsor with a copy of each BCII check

WORK with Sponsor in recruiting participants for employment.

SPONSOR

ASSUME responsibility for providing the Work Activity participants with work rules, health, and safety standards, and training vital to efficient performance of the work assignment.

PROVIDE adequate tools, equipment, and supplies.

MONITOR, inspect, and evaluate their employer sites annually.

PREPARE and submit to the CDJFS location and descriptions of the duties for each position. Job descriptions will include work site location, skills required and work activities. Assignment will occur once the site receives approval from CDJFS.

REVIEW position descriptions to ensure that the Work Activity participants are working within the scope of the descriptions.

NOTIFY CDJFS of any changes in assignment.

MAINTAIN accurate written records of time and attendance of Work Activity participants.

SUBMIT written records and/or schedule to the CDJFS on or before the fifth working day of each month. (Report non-participation immediately if more than two days are missed without contact from participant.)

PROVIDE qualified supervision and training to the Work Activity participants with an emphasis on building job skills, understanding the job duties and responsibilities, completing work assignments, being punctual, and maintaining acceptable work habits.

ALLOW Work Activity participants to observe those holidays observed by the Sponsor.

ENSURE that Work Activity participants are knowledgeable of the work standards they must meet. This includes lunch times, designated break areas, restroom facilities, and location of fire exits.

POST applicable federal and state health and safety standard and provide reasonable work condition.

POST CDJFS' grievance procedure.

ENSURE that the establishment of the WEP site displaces no employees and that no Work Activity participants are used during a strike, lockout, or labor dispute.

ENSURE that employee labor unions receive notification of the intent to become a WEP Program sponsor.

ENSURE that Work Activity participants are not required to perform political or religious activities.

COMPLETE a written evaluation at the end of _____ days. Provide WEP Program with a copy of the evaluation.

REFER qualified Work Activity participants for employment openings, with the understanding that a stable pattern of work will support the objectives of Work Activity program and the family.

NOTIFY CDJFS of changes in supervision, administration, and/or participant duties when they happen.

INTERVIEW qualified Work Activity participants for appropriate job openings.

AGREE to safeguard the Work Activity participant's right to privacy. Understand CDJFS prohibits the use or disclosure by any party of information concerning eligible individuals for purposes not directly related with Administration of CDJFS or the Sponsor's responsibilities with respect to employment and training.

PROHIBIT Work Activity participants to operate any vehicle owned or operated by the sponsor without written approval from the WEP Program supervisor.

ASSIGN Work Activity participants a minimum number of hours per week, as agreed upon, but not more than FORTY hours per week.

STATEMENT OF TERMS:

The Sponsor agrees that should violation(s) with the terms of this agreement or any other applicable federal, state or local regulations exist, Work Activity participants will not be assigned to the Sponsor until the violation(s) is corrected. If not corrected to the satisfaction of CDJFS, the agreement will be invalid. Amendments to this agreement are possible only with written notification, signed by both parties and submitted to CDJFS. This agreement shall terminate upon written notification from either party.

AGREEMENT PERIOD:

This agreement shall become effective on _____ and will expire on _____

Representative of CDJFS

Date

CEO/Executive Director

Date

Supervisor

Date

Federal Tax ID

Work Experience Participant Evaluation

Work Exp. Participant:

Site Name:

Reviewer:

Date:

	Excellent	Good	Fair	Poor
Attendance				
Attitude				
Communication Skills				
Cooperation				
Dependability				
Enthusiasm				
Honesty				
Initiative				
Productivity				
Punctuality				
Work Quality				
Work Consistency				
Working Relations				
Other:				

List Skills Participant has Learned:

Improvement Needed:

Other Comments:

Sample Site Evaluation Form

Work Experience Site Evaluation

Name: _____

Case Number: _____

SSN: _____

Case Manager: _____

Are you currently receiving : _____ OWF? _____ Food Stamps?

WEP Site Name: _____

Months at current WEP Site: _____

How would you rate your performance at this site?

Excellent _____ Good _____ Fair _____ Poor _____

How would you rate the training you have received at this site?

Excellent _____ Good _____ Fair _____ Poor _____

How would you rate the supervision you have received at this site?

Excellent _____ Good _____ Fair _____ Poor _____

Any other comments you would like to share about this assignment?

Please list the job skills or job experience you have gained while participating in

this WEP Site. _____

Signature: _____ Date: _____

WEP Monitor: _____

Sample Site Visit Monitoring Form

SITE VISIT

Employer ID # _____ Site ID # _____

Employer Name: _____ Site Name: _____

Date of Contact: _____ WEP Monitor _____

Name and Title of person interviewed at site: _____

PURPOSE

*Review agreement provisions

*Verify site information

*Review attendance tracking and reporting

* Review services

ITEMS TO VERIFY

_____ Basic Information; Indicate any changes.

_____ Does the site provide direct supervision of participants? If not, explain on back of this form how the participants' performance is monitored?

_____ Does the site have the ability to provide a meaningful work experience and accommodate the assigned hours? If not, explain on the back of the form.

_____ What skills do participants learn at this site? _____

Attendance: _____ # Assigned _____ # Showing

_____ How many WEP participants have been hired in the last 12 months?

_____ Are there any plans to hire WEP participants in the future? How many? _____

_____ Can this site recommend any potential WEP site? Where? _____

_____ What can we do to improve our process as it relates to the WEP site?

Sample Job Description

WORK EXPERIENCE PROGRAM

Clerical Placement Job Description

Site:

Site Location:

Job:

Job Duties: _____

Skills to be Developed:

- ? Listen and take direction
- ? Read and understanding basic information
- ? Organize tasks and manage time to meet deadlines
- ? Communicate clearly and respectfully with supervisor and other workers
- ? File written information
- ? Operate basic computer programs
- ? Operate copy machine, fax machine, phone
- ? Other _____
- ? Other _____

List equipment to be used: _____

Special clothing/uniform requirements? If yes, explain: _____

County training needed/available to supplement? (Explain) _____

Work Hours: _____

Days: _____

Site Contact (Name/Phone): _____

CDJFS Contact _____

Section IV.
County Examples

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Clark County Department of Job and Family Services

Clark County had a WEP site with Catholic Social Services (CSS) for many years. CSS did such a good job working with the participants and reporting attendance, that the JFS decided to contract with that agency to handle all the WEP sites.

The contract with CSS covers OWF, ABAWDS and FSET participants. As part of the contract, Catholic Social Services evaluates each participant in order to match the participant with an appropriate site.

After placement, CSS monitors the participant's attendance and progress at the site and offers intervention services when needed. A social worker is available in the early morning to take phone calls from customers. The social worker attempts to avoid the customer from missing an entire day by assisting with problem-solving the crisis that is preventing the customer from coming to work.

CSS also recruits new work sites. If a site is needed, the agency explores potential providers and makes contact or networks through their director with other agencies or boards.

Hamilton County Department of Job and Family Services

Hamilton County Model: EARN (WEP) Work + Training

Hamilton County administers the OWF Work Activity program through a contract with Community Link, which is a consortium of agencies.

Recognizing the importance of completing a high school education in future employment success, Hamilton establishes work sites which include GED/ABLE Classes. It is well known that the more locations a participant is required to travel to, the more likely he or she will be to miss hours. By combining components at one site, the assignment lessens the transportation problems and also makes tracking attendance easier. Furthermore, combining work and education or training is recognized as the most successful path to employment than either component alone. By expanding this model into a specialized setting, the expertise of counselors as supervisors can address issues that otherwise might be referred as yet another assigned task.

Specialized Sites:

Cincinnati Public Schools:

Hours: 20 hours per week of work at the site + 10 hours GED instruction.

Tasks: Cleaning, helping with supplies, office work, caring for children of other students who are in class

YWCA: (For women with domestic violence or other difficult relationship/emotional issues)

Hours: 20 hours per week of work at the site + 10 hours GED instruction (+counseling)

Tasks: Cleaning, helping with supplies, office work, caring for children of other students who are in class

Stark County

STARK COUNTY DEPARTMENT OF JOB AND FAMILY SERVICES JOBS WORK PROGRAM

Linking Employers and Recipients Needs Program (LEARN) Subsidized Employment Program (SEP)

LEARN is an unpaid internship placement with the promise of a job at the end of the internship period. LEARN participants must work at least 30 hours per week at the LEARN site. The internship period can last up to 6 months, although most LEARN internships average 45 to 90 days. During the LEARN internship period, the employer:

- Pays no wages
- Pays no benefits
- Pays no Worker's Compensation

During the LEARN placement, JOBS participants receive support and mentoring from their JOBS Counselor.

Many times at the end of the LEARN internship, the employer may hire the participant under the Subsidized Employment Program (SEP), saving the employer up to an additional \$2100.00 in training costs. SCDJFS incorporated SEP into their county PRC Plan. OWF recipients working at least 30 hours per week making at least the federal minimum wage may qualify for SEP. The employer agrees to retain the SEP employee in regular unsubsidized employment at the end of the SEP placement period, which can last up to six months.

Area hospitals, nursing homes, home health agencies, food service establishments, sales and marketing firms, industrial and residential cleaning companies, offices, and child care centers are some examples of the types of businesses who have worked with our LEARN and SEP Programs. Our agency can prescreen, complete BCI checks, and refer appropriate candidates for employers seeking to utilize LEARN and/or SEP.

SECTION V.

Resources

ORC 5107.54 Work Experience Program (OWF)

OAC 5101:4-3-34 Work Experience Program (FSET)

OWF/PRC GL # 53: “OWF Work Activity Definitions Revised”
<http://jfs.ohio.gov/owf/prc/Guidance/prc53.pdf>

Legal Brief # 98-01 “Application of the Fair Labor Standards Act
to TANF Work Programs
<http://innerweb/Ols/briefs/index.shtml>

Legal Brief #99-05, “Grievance Procedures to Resolve Complaints of
Worker Displacement”
<http://innerweb/Ols/briefs/index.shtml>

OFS Letter # 22 “Charitable Choice”
<http://innerweb/Ofam/OFamLetter22.pdf>

Legal Brief #04-01, “Charitable Choice and Faith-Based
Initiatives”
<http://innerweb/Ols/briefs/index.shtml>

Center on Budget and Policy Priorities Article, “Checklist for
Identifying Quality work Sites for Public Job Creation Programs”
December 23, 1999, by Clifford M. Johnson
<http://www.cbpp.org>

(Click on Areas of Research, All Reports By Date)