

JOBS UPDATES

Job Opportunities and Basic Skills Program

WORK VERIFICATION POINTS UPDATES

MARCH 2018

Changes to JOBS Activity Definitions

Effective 4/1/2018 there are changes to the Definitions of Terms, Components, and Activities for the JOBS program (OAR 461-001-0025). With the upcoming release of the JOBS Activity Guidelines (JAG), definitions of JOBS activities have been changed accordingly. Some JOBS activities were previously not defined in the rule, other activities have definition changes. The Self-Initiated Training (SI) and Vocational Training (VT) activities are going through a major overhaul. Changes to forms, staff tools, and the FSM, are in process and will be released by 7/1/2018.

Old Definitions for VT and SI:

Vocational training – an activity and component of the JOBS program that provides JOBS participants with up to 12 months access to specific “vocational training” that will lead to a career with an appropriate wage level and opportunity for employment.

Self-initiated training – a JOBS program component that is training needed to be competitive in the job market. Participation in this component is limited to six months. The component may be used to extend an approved *vocational training activity*.

New Definitions for VT and SI:

Vocational training – an activity that provides participants with up to 18 months access to specific vocational training that will lead to a career with an appropriate wage level and opportunity for employment.

Self-initiated training – an activity in which participants are enrolled in a two or four-year program, earning credit toward a college degree.

Best Practices for VT and SI:

- The completion of the 7786 VT Packet and the VT staffing appointment are still required for participants to be approved for a VT step. Please disregard any mention to a 12-month limit in the 7786, until updates can be made. A new version will be released by 7/1/2018.

- The VT step starts only after the participant is approved and starts classes. A Job Search (JO) step can capture hours the participant spends completing the VT packet.
- The participant must provide verification of their enrollment by providing a copy of the class schedule for their 2 or 4-year degree in order to start the SI step.
- Both VT and SI need to have quarterly reviews of the participant's progress and the Family Coach will have contact with the participant at least monthly.
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- If a participant is in school full time (as determined by their school) they can have SI or VT as a stand-alone activity. If the participant has a VT or SI step and wants to add other activities to their PDP, they can do so as appropriate.

Case Study Examples:

Example 1:

Wallace is interested in the agriculture industry, he would specifically like to get a certificate in Plant Health Management so he can find a job doing pest control for a farm or nursery. The Family Coach provides him with the VT packet and they schedule an appointment for his VT staffing. Wallace is currently attending a Job Search and Job Readiness workshop put on by the JOBS contractor and has a JO step on his Personal Development Plan (PDP), his Family Coach explains that he can use time in the workshop to work on the VT packet, or can work on it on his own. The Family Coach records the hours he spent on his VT packet with his other JO hours.

Wallace meets his Family Coach and the VT staffing committee to review his packet. He is approved. Wallace enrolls in classes to start his Plant Health Management certificate in the next quarter. The Family Coach reviews the 7861 Education or Training Attendance Report with him and goes over the process for submitting his attendance and how to document homework hours. The Family puts a VT step on his PDP for 24 hours per week (12 hours in class based on Wallace's schedule plus 12 hours for homework time) and closes the JO step as appropriate.

In the last quarter of Wallace's certificate program, he reports that he is ready to start updating his resume and applying for jobs. He tells his Family Coach that he would like to attend the Job Search and Job Readiness workshop again and the discuss the appropriate number of hours that Wallace can spend for JO on top of his class work. He decides that he would like to start with 5 hours per week. The Family Coach assures him that they can revisit the number of hours later if it is too much or too little. Wallace's PDP is updated to have a VT step for 24 hours and a JO step for 5 hours per week.

Example 2:

During a JOBS appointment Valarie shares good news with her Family Coach. She has been accepted into a 2-year Associates in Nursing program at the local community college. The next time Valarie met her Family Coach she provided a copy of her class schedule she will be taking 16 credit hours. The Family Coach reviews the 7861 Education or Training Attendance Report with Valarie and they discuss how to count homework hours. The Family Coach puts an SI step for 32 hours (16 hours in class plus 16 hours for homework) on Valarie's PDP.

The Family Coach continues to meet with Valarie on a monthly basis to check in about how school is going and if there are other things DHS can be supporting Valarie and her family with. Valarie turns in her attendance and the Family Coach updates TRACS. Each quarter, Valarie provides her Family Coach with a copy of her next quarter's course schedule.

After completing one year of courses, Valarie reports that she has started looking for an internship. Valarie later secures an internship at the local hospital where she will be completing 10 hours per week. The Family Coach and Valarie discuss having her internship counted as a Work Experience (WE). Once the WE contract is completed and Valarie is ready to start her internship at the hospital the Family Coach also updates Valarie's PDP to include a WE step for 10 hours per week. Valarie will take 12 credit hours while she does her internship. The Family Coach also adjusts the SI hours to 24 per week (12 hours for class time plus 12 hours for homework).

In Valarie's last quarter of the nursing program she reports that she is ready to start looking for work for when she completes her program. Valarie is now taking 8 credit hours (SI step for 16 hours – 8 hours in class plus 8 hours for homework) and is doing 10 hours as an intern (WE step) at the hospital. Valarie states that she has Fridays free and is hoping to spend about 5 hours per week doing independent job search. The Family Coach adds a Job Search (JO) step for 5 hours to Valarie's PDP and adjusts her SI hours appropriately.

Example 3:

Rachel is new to the TANF program. During a meeting with her Family Coach she shares that she has a bachelor's degree and was accepted to a 2-year master's degree program in social work. Rachel states that she is hoping to help homeless families in the future. Rachel recently lost work and during her Family Assessment (7823C) she identified several areas that she is hoping to stabilize before school starts in a couple of months, specifically housing and child care. Rachel and her Family Coach work to address a housing issue and secure stable child care before school starts. Rachel's first

PDP consists of a Child Activities (CH) step to find child care, and a Stabilized Living Situation (SL) step.

Two months later, Rachel has secure housing and found a child care provider. She meets with her Family Coach prior to school starting. They review the 7861 Education or Training Attendance Report. Rachel also provides her Family Coach with a copy of her class schedule. Rachel is enrolled in 14 credit hours, so the Family Coach sets up an SI step for 28 hours (14 hours of class time plus 14 hours of homework time).

The Family Coach continues to meet with Rachel monthly by phone or in person. Rachel submits her attendance and the Family Coach keeps her attendance updated in TRACS. Rachel is making progress on her course work and remains on schedule to graduate on time.

Before Rachel starts her second year in the master's program, her Family Coach meets with her to discuss her plans for this year and for after graduation. Rachel states that she needs to find a volunteer position at a local non-profit to meet some course requirements. She is required to complete 50 hours of volunteer work over the 10-week quarter (5 hours per week) throughout the end of her program. The Family Coach explains that Rachel's volunteer work can be added to her PDP and child care can be covered during those hours.

The following month Rachel reports that she has secured a volunteer position at the local homeless shelter 5 hours per week. The Family Coach adds a Community Service Program (CP) step for 5 hours per week. They discuss how to keep and submit attendance.

Months later, Rachel calls her Family Coach to share some good news. She reports that she interviewed for a full-time position at the homeless shelter where she has been volunteering and was offered the job. They are willing to wait for her to start until she finishes her finals week. Rachel states that she is excited about the opportunity.

Example 4:

During a meeting with his Family Coach, Joe states that he is interested in enrolling in classes at the local community college. He states he wants to get his associates degree in Accounting. He later enrolls in classes and decides to start out with one class which is 4 credit hours. The Family Coach adds an SI step for 8 hours (4 hours in class plus 4 hours for homework) and discusses with Joe how he and his family are doing. Joe states that his daughter has a lot of health issues and he takes her to physical therapy appointments three times per week for 1 hour each. He scheduled his class at the community college around his daughter's physical therapy and said he did not want to sign up for more classes until he is sure he will have enough time. The Family Coach

explains that this can be part of his PDP and that the JOBS program requires that part time students cannot focus their PDP solely on their studies.