

**TANF Work Prep Program
Planning Guide
FY 2022**



**Oklahoma Department of Human Services
and
Oklahoma Department of
Career and Technology Education**



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TEMPORARY ASSISTANCE FOR NEEDY FAMILIES

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) (Pub. L. 104-193) created the Temporary Assistance for Needy Families (TANF) block grant that fundamentally transformed welfare from a cash benefits program to a program focused on work and temporary assistance. Under TANF, adults receiving assistance are expected to engage in work activities and develop the capability to support themselves before their time-limited assistance (maximum of five years) runs out. States are required to assist recipients in making the transition to employment. They are also expected to meet work participation rates and other critical program requirements in order to maintain their full Federal funding and avoid penalties.

TANF Statutes list the set of activities that count toward federal participation rates as follows:

- (1) Unsubsidized employment;
- (2) Subsidized private sector employment;
 - a. Subsidized public sector employment;
- (3) Work experience (including work associated with the refurbishing of publicly assisted housing) if sufficient private sector employment is not available
- (4) On-the-job training;
- (5) Job search and job readiness assistance;
- (6) Community service programs;
- (7) Vocational educational training (not to exceed 12 months with respect to any individual);
- (8) Job skills training directly related to employment;
- (9) Education directly related to employment, in the case of a recipient who has not received a high school diploma or a certificate of high school equivalency;
- (10) Satisfactory attendance at secondary school or in a course of study leading to a certificate of general equivalence, in the case of a recipient who has not completed secondary school or received such a certificate; and
- (11) The provision of childcare services to an individual who is participating in a community service program.

TANF regulations did not provide a federal definition of each of the work activities that the statute listed as “countable” toward the work participation rates, and states were able to use their own reasonable definitions of the activities.

President George W. Bush signed the Deficit Reduction Act (DRA) of 2005 on Feb. 8, 2006 (P.L. 109-171). The law reauthorizes the Personal Responsibility and Work Opportunity Reconciliation Act as found under Title VII, Subtitle A.

The law maintains the same 50 percent work participation requirement for states as before. Prior to reauthorization, a caseload reduction credit allowed states to reduce their work requirement by their caseload decline since 1995. Oklahoma, as most states, experienced dramatic caseload declines. Thus, the caseload reduction credit virtually eliminated the work participation requirements for states.

The reauthorization changes the base year for calculating the caseload reduction credit to 2005 and closes a loophole to include separate state programs in the work calculation. These changes effectively re-implement the state work participation rate requirement.

The minimum work participation rate of 30 hours per week remains in the reauthorized law. But the Secretary of Health and Human Services (HHS) was required to issue regulations no later than June 30, 2006 that address the following:

- I. Determining whether an activity a recipient is engaged in may be treated as a work activity;
- II. Uniform methods for reporting hours of work by a recipient of assistance;
- III. The type of documentation needed to verify reported hours of work by a recipient of assistance;
and
- IV. The circumstances under which a parent who resides with a child who is a recipient of assistance should be included in the work rates.

Furthermore, HHS had the authority to define the work activities previously listed in the law.

Since 1996, the state of Oklahoma has funded TANF Vocational Training Programs through a contract between the Oklahoma Department of Career and Technology Education (ODCTE) and DHS. Through this contract, funded technology centers have been able to offer training to TANF recipients. The TANF program design offered vocational training along with employability skills, job readiness, basic academic preparation (including remediation), work-based learning (internships, job shadowing, worksite training, clinicals, etc.), employment assistance, and other activities related to employment and work activities.

In order to have a TANF program, county DHS offices and technology centers developed partnerships with other community based organizations / agencies in order to design programs and services that effectively meet the job demands of the community or region as well as the needs of TANF participants. This was done cooperatively through planning and continuous communication.

Reauthorization continues to impact the way TANF Programs currently report the TANF students' progress, work activity component(s), hours of work, etc. It also changes the way DHS has counted TANF recipients' work activities. For these reasons, funded programs must be flexible and accommodating as the ODCTE and DHS negotiate and implement programmatic changes in instructional content, instructional delivery, and reporting requirements to meet the changes. The most recent extension was part of the [Continuing Appropriations Act for fiscal year 2013](#), and extends TANF through the end of September 2013.

Much is at stake since most TANF recipients will lose assistance after five years. The goal of the collaborative effort is to ensure that families have an opportunity to earn a living wage before they lose federal government support.

ASSURANCES

Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq.*, which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance.

Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.

Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in any program or activity receiving Federal financial assistance.

Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. 12131, which prohibits discrimination on the basis of disability by public entities.

The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in any program or activity receiving Federal financial assistance.

All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

If applicable, the applicant shall comply with the Boy Scouts of America Equal Access Act of 2001, 20 U.S.C. 7905, which requires equal access for the Boy Scouts of America and other designated youth groups to meet at public schools. This law applies to any public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or limited public forum and that receives funds made available through the Department.

The applicant shall officially designate a person(s) to coordinate compliance activities under Title IX, Section 504, and ADA.

Prior to the beginning of each school year, the applicant shall publish an annual notification advising students, parents, employees, and the general public that career and technology education opportunities are available without regard to race, color, national origin, sex, or disability. Announcement of this policy of non-discrimination may be made in local newspapers or recipient publications that reach the general public, minorities (including national origin minorities with limited English language skills), and individuals with disabilities. The annual notification shall include a brief summary of career and technology education program offerings and admission criteria; also, the name or title, address, and phone number of person(s) designated to coordinate compliance activity under Title IX, Section 504, and ADA.

The applicant shall make continuing notice of its policy of nondiscrimination with regard to race, color, national origin, sex, and disability on the home page of its website and in publications and other materials distributed students, applicants, and employees such as announcements, bulletins, catalogs, application forms, enrollment forms, and recruitment and promotional materials. The continuing notice shall include the name or title, address, and phone number of person(s) designated to coordinate compliance activity under Title IX, Section 504, and ADA.

The applicant shall adopt and disseminate grievance procedures for the prompt and equitable resolution of student or employee complaints alleging actions prohibited by regulations effectuating Title IX, Section 504, and ADA.

The project shall be operated in compliance with all applicable state and federal laws and with regulations and other policies and administrative issuances by the Oklahoma State Board of Career and Technology Education, including submission of such reports as may be required.

It is understood that federal funds received by the applicant shall be used to supplement, not supplant, state and local funds.

Each recipient of federal TANF funds will be subject to review(s) and evaluation(s) of services, or activities using criteria established by the Oklahoma Department of Career and Technology Education and the Oklahoma Department of Human Services.

FINANCIAL MANAGEMENT AND DEVELOPMENT

The 1996 Personal Responsibility and Work Opportunity Reconciliation Act continued the appropriation of federal dollars to state welfare agencies. The Oklahoma Department of Human Services has subcontracted a portion of funds under Title I – TANF to be administered by the Oklahoma Department of Career and Technology Education to provide up to twelve months of vocational and technical training to eligible TANF participants. Extensions beyond 12 months of vocational training are allowable under the guidelines.

ODCTE and DHS Contract

A state contract was developed that stipulates the purpose, financial commitment, assurances, state level DHS responsibilities, and ODCTE responsibilities, effective date, and termination and modification requirements agreed to by both parties in order for the ODCTE and DHS to jointly grant funds. The funding process changed after FY1999. Historically, programs were funded primarily through a cost reimbursement process whereby technology centers submitted quarterly claims with documentation of expenditures. Technology centers were reimbursed 80 percent. The 20 percent not reimbursed documented the technology center's required 20 percent match that was supplemented by state appropriations disbursed through the technology centers' monthly formula.

From FY2000 through FY2001, the state contract required two methods of quarterly payments to fund technology centers. They were a cost-reimbursement payment and a performance-based payment. The FY2002 contract was strictly cost reimbursement. However, performance payments for sixth month placements continued to be paid for students employed during FY2001 in order to honor the previous year's contractual commitment. Further details are found in the Budget section. In addition, technology centers that did not expend all of their performance-based payments may carry the funds over to the next fiscal year. All performance-based payments earned must be expended by TANF programs for TANF students' vocational training and/or preparatory services. After FY2001, the state contract reverted to a cost-reimbursement process with allocation based on number served and performance as outlined under the **Budgets** section.

State reductions have caused the TANF appropriation to fall below the 20% required federal match. Therefore, the current contract has incorporated a previous contract amendment that allows technology centers to contribute local funds in order to meet the match requirement.

TANF students may combine training with other approved work activities to meet the 32 hours per week minimum requirement. TANF students who have been identified by DHS to have special needs (i.e., mental health or substance abuse treatment or life skills training) may include the time for treatment or life skills training within the 32 hours per week requirement only with written approval by the TANF worker as these activities meet the definition of Job Search and Job Readiness Assistance which is only allowed for 12 weeks in a year (subject to change pending Needy State Status) with a limitation of 4 consecutive weeks. It is recommended that all job readiness activities be provided before entrance into the program, or as a part of the program upon completion of vocational training. It is also recommended that concentrated Job Search activities be a part of the program upon completion of vocational training in order to conserve the limited number of weeks allowable by federal guidelines.

An approved work activity must be **scheduled, structured, and supervised**. Homework or a take home project does not meet all three of the aforementioned criteria for an approved work activity.

Program participants can make up time for absences including but not limited to, illness, child's illness, appointments, tardiness, court, etc. within the month the absence occur. Such time can be made up during lunch hours or before or after the normal 32-hour program participant hours (i.e., during the additional hours of the 40-

hour week of staff members). Note: Technology Center's policies for reporting absences must have been followed for makeup time to be allowed.

Application and Program Design

All funds allocated for vocational training were distributed to technology centers through the request for proposal process or competitive process. Requests for proposals (RFPs) were announced in the *Oklahoma Register*. After proposals were submitted to the ODCTE, a review team consisting of representatives from the ODCTE and DHS selected recipients based on local demographics, local support, community structure, description of operations, projected participation, participant outcomes, and budgets. The primary factor determining priorities for funding was based on population demographics.

A funded program may continue through a continuation application process, unless a program review determines that the TANF recipient is not being prepared for work or until the funding source is not available. Locations of TANF funded programs are found at okcareertech.org under the "Federal Legislation Divisions/Work Prep" heading.

After the ODCTE and DHS agree to the terms of the forthcoming year's contract, a continuation packet is sent to the administrators of funded technology centers. It includes the Application for Continuation of TANF Programs (see Appendix), the Formula and Base Allocation Memo (see Appendix), Financial Information, the OCAS Codes Information and Clarification (see Appendix), and In-kind Worksheet (see Appendix).

The Application for Continuation of TANF Programs allows a program to make adjustments in the program design with the stipulation that the technology center collaborated with community partners in the development of the application. In addition, a signature page must be submitted with the renewal application signed by the tech center's superintendent. **A list of DHS county directors, business and community partners, and other partnerships (WIOA) within the institutions service area must be submitted with the renewal application. No signatures are required.**

Budgets

All funded technology centers receive a federal base allocation and the state formula amount (state appropriations to the ODCTE for TANF students), which are budgeted for the current fiscal year. Each program will designate a minimum 10% of the federal award amount toward student services. Most technology centers provide in-kind contributions to meet the total nonfederal 20% match requirement (see Appendix). Technology centers receive the federal base allocation through a cost-reimbursement process using the TANF Quarterly Claim.

All programs must develop a budget narrative as previously stated. A budget narrative required by the application for continuation explains the purpose of each budget line item.

Once Applications for Continuation of TANF Programs are jointly reviewed and approved by the ODCTE and DHS, funding agreements and assurances are signed by technology center and ODCTE officials (see Appendix)

When funds are available, all TANF funded technology center training programs will have opportunities to receive budget supplements. Programs must identify where additional funds are needed per line item. Revised funding agreements must be signed by technology center and ODCTE officials. The ODCTE will update the reimbursement claim forms to reflect the additional supplemental funds.

Reimbursement of the federal base allocation is determined by actual cost incurred and must be supported by documentation. Requests for reimbursements of program expenses should be submitted on a quarterly basis no later than 25 days after the end of the quarter.

All funded technology centers must submit two separate expenditure detail reports per quarterly reimbursement when tangible materials are purchased. One will detail expenditures from State funds (project code 463) and one will detail expenditures for Federal funds (project code 452).

It will not be necessary to maintain inventory for all tangible materials expended from the State funds, whereas it will be necessary to inventory all tangible materials expended from the Federal funds. State funds should be more than adequate to cover all tangible expenditures.

Should State funds not be adequate programs may use federal TANF funds for the purchase of tangibles which are immediately distributed to and become the property of the TANF student. The number of tangibles purchased must not exceed the number of TANF students on the roster.

Out of state travel may also be coded to project code 463 as long as the trip is related to the position job duties or leadership responsibilities.

The following are tangible materials (supplies and equipment):

610 Supplies & Books
650 Tech-Related Items & Supplies
730 Equipment & Capital Expenditure

Therefore, the above object codes should be budgeted and expended with State funds until the State funds are expended. Afterward the Federal funds may be used to purchase items from these object codes as long as they are inventoried. State funds may be used for other object code line item expenditures, after there is no longer any need for expenditures from object code line items 610, 650, and 730.

Claims

The following are the claim due dates:

Quarters:

October 20, 2021

January 20, 2022

April 20, 2022

July 20, 2022

One-time Supplemental:

August 3, 2022

Supporting documentation must specifically identify the TANF program and activities. Such documentation should include but not be limited to OCAS printouts, copies of paid invoices, payroll records, time and effort reports, and approved methods for application of indirect costs.

The TANF Quarterly Claim Form includes the federal base allocation expenditures, the state formula expenditures, and local in-kind expenditures, when required. The state allocation portion received for each quarter

will be deducted before local expenditures are reimbursed to the program to assure that all the State Allocation is expended by the program.

Addendums (new line items) to the budget should be submitted the first quarter of the fiscal year. Line item changes may be submitted throughout the year. However, programs should **submit the last request for line item changes by 06/01/2022** in order for the technology centers' business managers to have a reasonable amount of time to obligate funds, create purchase orders, and gain invoices prior to final claims submission deadlines.

Line item change request should include justification for the movement of funds (this should also be included in the request in CTIMS). Every amount moved must show exactly which function/object code it is being moved from and to which function/object code(s) it is being moved. See example below:

Justification: The program will have a surplus of funds in 2113/320 because we did not need to contract for a substitute as originally planned. We would like to move a portion of the funds into supplies for instruction and student assistance line items.	
From:	To:
2113/320 Social Work Services/ Professional Services - \$500.00	1500/610 Occupational Training Expenses +\$500.00
2113/320 Social Work Services/ Professional Services - \$250.00	2113/880 Social Work Services/Student Assistance +\$250.00

No more than 15 percent of the total budget may be used for administration. Operational staff members (program coordinator, job developer, secretary, etc.) are not considered administration. Administration includes school officials who have responsibilities for the administration and operation of the technology center and who spend a significant amount of time supervising or managing the grant (i.e., superintendent, campus director, student service coordinator, business manager, etc.).

Federal grant funds may not be used for out-of-state travel expenses without permission of ODCTE and DHS. Out-of-state speakers or consultants may not enter into a contract with local TANF programs without the approval of ODCTE and DHS. Requests for such expenditures should be made in writing and directed to the TANF coordinator of the ODCTE.

Indirect cost is a rate established by an educational institution that is created by intensive calculations based on the standardized cost of facilities, administration, etc. When indirect cost is used by educational institutions, they do not have to complete time and effort sheets for administrators who are responsible for overseeing grants received by the institution. The indirect cost line (limited to 10 percent) is included as one of the line item options of the budget line item headings provided by the ODCTE. Mid-Del Technology Center is the only funded program that has established an approved rate of indirect cost.

Budget line item changes that exceed 10 percent can be made only with written permission from the ODCTE.

10% Rule

Budget line item changes that result in a deviation of more than ten percent (10%) can only be made with written permission from ODCTE.

However, the Work Prep/TANF Coordinator for ODCTE must have written notification of all changes in order to reconcile reimbursement requests.

The 10% allowable amount is based on the approved budget line items submitted with the continuation application. This is a one-time action, which means such changes can only be done one time per line item.

Historically, ODCTE has made these allowable adjustments on behalf of the technology centers in order to maximize reimbursement amounts. ODCTE will continue to do so when technology centers exceed their budget line item.

Business managers should always be consulted when requesting any changes, whether it is within the 10% allowable or not.

Appropriate documentation of expenditures must be maintained and made available during on-site reviews and upon request. Technology centers will be responsible for reimbursing DHS for any federal funds expenditures disallowed. All products or information developed with grant funds become property for use by ODCTE and DHS.

Allowable Expenditures

- The grant may be used to provide retention services to TANF students during the first six months of employment.
- Gas vouchers may be purchased during one fiscal year and used the following. Gas vouchers are considered a supply and must be inventoried and monitored. These inventories will be checked at the annual review. There is no carryover, so average the gas usage by month and allot for June, July, and August.
- Grant funds may be used for incentive items for the student if they are work related i.e., day timers, calculators, and portfolios.
- All equipment or other tangible materials directly and/or specifically procured that are purchased with Federal funds will be inventoried and remain the property of the ODCTE. Upon the termination or cancellations of the contract, for any reason, the ODCTE may demand delivery/return of such property back to the agency.
- The ODCTE and DHS require all federally purchased equipment and supply above \$250.00 be reported on the TANF program inventory and kept within the TANF program for which it was purchased for the life of the item. Federal and State purchases over \$250.00.00 listed in General Supplies, Durable Supplies, Books, and Periodicals need to have receipts attached when invoicing. To maintain fiscal responsibility, prior to making purchases in Durable Supplies, quotes should be acquired from at least three vendors. An expenditure report should then be sent to both DHS and ODCTE for approval.
- The technology center may opt to lease equipment as allowed through the grant.
- DHS will only pay grantee staff members' travel expenses (including Per Diem) up to the maximum amount allowed by the Oklahoma State Travel Reimbursement Act (see Appendix). DHS will not reimburse travel expenses in excess of the rate established by the Act. The grantee shall be responsible for all travel arrangements and provide supporting documentation when submitting claims for reimbursement.
- Overnight trips are only allowed when the mileage exceeds 60 miles and the travel time exceeds the time it would have taken to travel to the destination within official work hours.
- Dental work for a participant may be paid from the grant. Caution should be exercised to ensure that the work is necessary for health and/or employment. (Example: Braces for minor cosmetic reasons is not a

good use of these funds.) Collaboration is required with DHS caseworkers to determine other sources of funds that may partially or fully pay for dental work. A request for expenditure will require that three referrals be sent for review. *

- Required lab work and shots for program training or employment may be paid from the grant when not covered by the medical card.
- Students' tools, books, and fees may be paid from the grant.
- Fees for tests in order to obtain licenses or appropriate professional credentials may be paid from the grant.
- Uniforms and shoes may be purchased from the grant. However, DHS can pay for uniforms and should be the first source of funds.
- Clothing that aligns with the school's dress code, this may include nice jeans (no holes, tatters, frayed at bottom, etc.).
- Nice t-shirts may be worn. The following t-shirts would not be allowed – cut-off, frayed or tattered, tank tops, and spaghetti straps.
- Not appropriate would include any clothes that are too revealing, clothes that don't fit properly, tops worn alone that look like lingerie; shirts/tops that show midriff area, pajama pants, sweats or running pants, no short-shorts (in summer knee length permitted w/ appropriate top), shower type flip-flops or beach type shoes.
- Programs may purchase undergarments to ensure an appropriate fit.
- Drug testing fees may be paid from the grant only if required by a potential employer and/or a technology center adult class pre-enrollment policy.
- All expenditure requests of a legal nature (reinstatement of driver's license, legal fees etc.) must be sent for approval no matter the dollar amount.
- The transportation line item may be used to pay for small repairs, including parts, of TANF recipients' motor vehicles. Caution should be used in determining local limits of repair services that can be provided as this line item amount is low in comparison to the need of the many TANF recipients who own cars that have major repair needs. TANF participant co-payment is an approved method to assist the TANF student whose car repair exceeds the local TANF program's established student repair cost limit. One way to equitably distribute repair funds is to divide the line item amount by the number of TANF students and require co-payment. However, every expenditure decision should be based on the individual's need rather than an unrealistic and/or inflexible criterion. **Program coordinators must verify participants' ownership of vehicle before payment can be authorized.**
- Other transportation costs such as taxi service and school vehicles reimbursements may be paid from the grant when emergencies arise and/or there is not a DHS transportation contract in place.
- Interview clothing may be purchased. Whenever possible, donated clothing should be used. The grant may be used to provide clothing for hard-to-fit individuals. *

- Career and Technology Student Organizations (CTSOs) are an integral part of the vocational and technical education training programs. Therefore, a TANF grant may pay CTSO dues for TANF students. Following is a list of CTSOs.
 - Agriculture (FFA)
 - Business Professionals of America (BPA)
 - Future Business Leaders of America (FBLA)
 - Family, Career, and Community Leaders of America (FCCLA)
 - Health Occupations Students of America (HOSA)
 - Marketing Education (DECA)
 - Skills USA/VICA
- The grant may be used to pay for students' trips by CTSOs in- and out-of- state with prior permission from ODCTE and DHS. Students should be either contestants or officers.
- Graduation caps and gowns' rentals or purchases may be paid from the grant.
- The grant may pay for student assistance related to employment for six months. *
- Participants' car insurance may be paid from the grant with joint approval from DHS and ODCTE. *
- Utilities may be paid from the grant with joint approval from DHS and ODCTE. * A copy of the lease or bill needs to be submitted with the request for expenditure. **Program coordinators must verify participants' name on lease, rental agreement, or mortgage before payment can be authorized.**

* It is imperative that DHS caseworkers and other agencies that assist TANF populations are consulted prior to the obligation of funds to students to ensure that all agency partners' funds are expended in collaboration. Such collaboration will reduce duplication of services and maximize resources.

Non-Allowable Expenditures

- Payment of students' enrollment and fees in lieu of utilizing Pell Grants or Scholarships. (E.g. Student expects Pell Grant and funds are delayed, program cannot pay enrollment and fees so student can utilize the Pell Grant in other ways.)
- Food may not be purchased from the grant unless staff members are in travel status to attend approved school-related events and activities in accordance with state travel policy.
- At no time may food, beverages or serving products (paper/plastic ware), and non-employment related field trips be paid with grant funds.
- Promotional or marketing materials may not be paid for with grant funds.
- Any expenditures in regard to daycare need to be sent as a request to both DHS and ODCTE and will be looked at on an individual basis.
- Grant funds should not be used for items purchased from self-employed consultants.

- Items should not be purchased from boutiques or specialty shops except in instances where there is no viable alternative, i.e., size is a constraint.

Student Assistance Expenditure Request Form

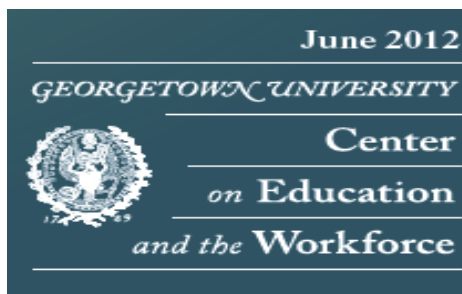
In order to create a more transparent and efficient student assistance process, TANF state staff is instituting a new process for the request to expend TANF funds. This form and the following requirements will need to be completed for expenditures over a certain dollar amount within certain categories. All expenses related to students' health, dental, cars & car repairs, legal fees or fines, school debts, misc. personal items, and housing must follow these guidelines. Expenditures will be broken up into three groups with three different requirements. The groups are as follows:

- Under \$100: No notification or action is necessary. Please document in house.
- \$100 – Under \$250: Send email notification of expenditure to OKDHS and ODCTE state staff and include completed form below. No approval is needed.
- \$250+: Email OKDHS and ODCTE state staff for approval and include completed form below. **Please allow up to 5 business days for a response from state staff.**

(See Appendix for form)

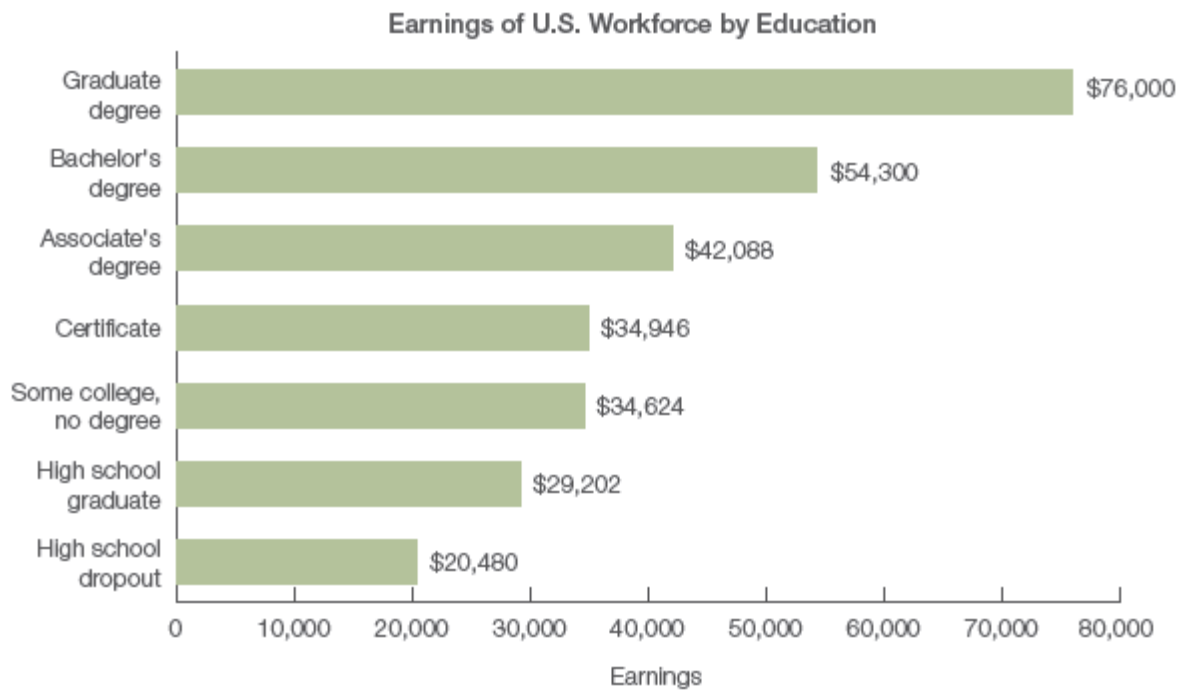
Alliances

Students who earn an Associate degree can expect a higher weekly earnings and better job stability than those with just a High-school diploma, or less. See research below:



Anthony P. Carnevale
Stephen J. Rose
Andrew R. Hanson

Figure 12. On average, certificate holders earn roughly the same as workers with some college, but no degree.



Source: Survey of Income and Program Participation (SIPP)

18. Almost all of the earnings comparisons in Part 2 are based on the SIPP because the NLSY only tracks earnings until age 27 and lacks information on field of study.
19. In Appendix B, regression analysis is used and adjusts for age and other demographic information. The resulting certificate premium over high school graduate earnings is 19 percent.

It is important to note that student who complete CTE courses that qualify them to enter apprenticeships will advance their earnings equal to or greater than the above associate degree wage.

In the future the Alliance will be dissolved, and a new process will be implemented. At that time the program should follow the new processes and procedures to assist with students' college aspirations.

Participation Requirement

The TANF program must offer a minimum of 32 hours of approved work activities of which 20 must be “core” activities [See Appendix - Work Prep (TANF) Program Flow Chart]. This means that, with the exception of the DHS-approved holidays (federal and state) each TANF program is responsible for coordinating a minimum of 32 hours of vocational training for each student, or a combination of vocational training and other approved work activities that may include actual skills training, remediation, job readiness, job search, work-based training, and structured career exploration of a chosen field of study. Temporary jobs may qualify as part of the work-based learning component of the TANF program as long as they are documented in Career Pathway Plans and contain all of the necessary elements of a work-based learning component. It is imperative that all activities are scheduled to meet work participation rates and other critical program requirements of the DRA.

Although there is no contractual requirement for a program to provide more than 32 hours of work activities, a program may choose to offer more hours provided that the technology center's administration and the DHS county office's administration are in agreement.

Program Operations

- After completing or during a vocational skills training program, TANF students may enter an employability skills component, a work-based learning component, or a combination of core and non-core activities. See Appendix - Work Prep (TANF) Program Flow Chart.
- TANF students can work part time and participate in a TANF program as long as both activities add up to at least 32 hours per week. Part-time work is not recorded in the follow-up portions of the student accounting information required by ODCTE. Half-time vocational training time is counted the same as full-time vocational training. Thus, students enrolled in a half-time program will have exhausted most of their 12 months before they can complete the program.
- It will be necessary to collect required placement information (i.e., wages, full-time employment of at least 30 hours per week) in order to verify placement. Programs' follow-up records will be monitored to assure that incomplete records are the exception and not the rule. The Web-based student accounting system will not allow incomplete records.
- Programs are responsible for reporting employment follow-up information to DHS. This will alleviate the need for DHS to also confirm employment. An employment information form that does not identify the student as a TANF recipient should be created in collaboration with the program's DHS partners.
- The programs can have a probationary period of two weeks to determine whether the client should be accepted into the program. During the probationary period it would be appropriate to do some career exploration using OK Career Guide to ensure that the client is going into a training component that matches with their interest and abilities and has a likelihood of a job within the community upon completion. Such activity shall be considered job readiness.
- If a substance abuse problem is suspected the program participant's caseworker should be notified so appropriate action (most likely a UA) can be taken.
- Program participant files must be kept five years before being destroyed. However, institutional policies should also be considered.

Education/Training

The programs should review information (i.e. assessment results, previous training, educational records) pertaining to each referral to determine an appropriate Career Pathway Plan and Supportive Services Plan, which may include basic academic education as it relates to work, work-site learning and job readiness/job search training. This typically is done during the two-week probation period using appropriate guidance tools. All activities must meet DRA requirements.

Each student enrolled in full-time vocational training that offers college credit should complete a plan of study minimally through an associate degree level. Online courses should be related to chosen career majors and reported as vocational training.

In order to make training programs eligible for Pell grants, training may include work-site learning and job skills training directly related to employment that total 600 hours. Training programs seeking Pell eligibility must apply by submitting an ODCTE Form 2 to the appropriate field service coordinator of the Financial Aid Section of the Oklahoma Department of Career and Technology Education.

If a student is unable to start a class right away or has too few educational hours remaining, then they may work towards a Technical Skills Certificate (TSC) - Refers to the Universal Classes or a combination of credit hour and universal courses.

REQUIREMENTS FOR THE TSC

- Universal Class: “Customer Service One-on-One”, with a pass rate of 75%
- Microsoft Office
- Basic Writing
- Elective of Choice (Financial Literacy can be taken for the elective)

Please remember that we typically limit this to 6-8 weeks to save educational training months for a full-time program.

Financial Aid

Program participants must apply for Pell if enrolling for courses/training that would warrant Pell eligibility. Program participants are encouraged NOT to apply for student loans. Should there be an instance where it is unknown at the time of enrollment whether the student is eligible for Pell, the program will pay the tuition and fees. Once it is determined that the student is Pell eligible the institution will reimburse the program for tuition and fees expended on behalf of the student. When the Pell award is received the portion of Pell to cover tuition and fees will be applied toward the student’s balance and any remainder will be disbursed to the student. Should the student be determined ineligible for Pell and the institution previously reimbursed the program for said tuition and fees, the program will then reimburse the institution upon notice of Pell ineligibility.

Interruptions

The vocational training clock of 12 months may be started and stopped (with the approval of the DHS case manager) for participants whose training is interrupted due to personal reasons and technology center summer schedules. A TW-3 Page 2 should be completed and returned to the caseworker upon approval. This does not mean that TANF programs are not responsible for serving TANF students in the summer. During the summer or extended breaks when vocational training is not available, students may participate in work site education (See Appendix) Work Prep (TANF) Program Flow Chart.

To place students in job readiness or job search components during any breaks will cause the depletion of available time for this core activity (i.e. 12-week limit per year).

Below are possible interruptions that a student may experience:

- A TANF student who has a baby may be exempted for up to three months
- Positive drug test, which would require extensive drug treatment.

- Documented illness of a dependent.
- Documented illness of a TANF student.

Student should be staffed by program and DHS before re-entry into program.

STATISTICAL REPORTS

To facilitate program evaluation and federal reporting, it is necessary to collect data related to TANF program participants. This data primarily includes enrollment and follow-up information. TANF participant information must be kept up to date. Electronic student accounting records maintained by local TANF programs may be accessed by the ODCTE at any time in order to prepare performance reports. ODCTE and DHS have legal privilege to this information and will not disclose any confidential information about individual records without the permission of the individual. No individual file or information may be released to any individual or entity other than those who have a legal right to the information (see Appendix). Only directory information may be provided to the public. It is recommended that a student sign a confidential information waiver before information is shared (see Appendix).

Student Accounting Clarifications

- Students have a two-week probation period prior to the program entering their enrollment information into the TANF student accounting system. This provides the opportunity for the student to determine whether or not the program meets his or her training needs and/or it provides the technology center the opportunity to determine if the student is appropriate for the technology center TANF program.
- Students may be reported for a maximum of two years. This allows a maximum of one year for vocational training (unless extended in accordance with the Career Pathway Plan and Supportive Service Plan and jointly approved by DHS), up to six months for an employment placement, and six months for follow-up.
- Even after training is completed, TANF students must be continued in the student accounting records until the follow-up requirement has lapsed.
- The electronic student accounting records must be continuously updated with all previous month's data due the first of the new month.
- Employability skills and jobs search training count as Job Search and Job Readiness Assistance. Structured job search is also a part Job Search and Job Readiness Assistance. The DRA limits this activity to 6 weeks in a year, 12 weeks in any year that Oklahoma is determined to be a Needy State by the federal government, with no more than 4 consecutive weeks.
- Should a TANF student's case close, the student may continue in the program as long as paid services have not been exhausted (e.g., tuition).
- Previous students who return for assistance after the time limit has lapsed may not be counted in the student accounting records. This does not prevent the program staff from assisting past students with their job search.

- Students who enroll in full-time, short-term, work based, and/or individualized training programs should be recorded in the electronic TANF student accounting report using appropriate CIP codes. To document quality work-based training (i.e., worksite, clinicals, and internships) use or adapt the work based training forms found in Appendix.
- Students who find employment should continue to be recorded in the student accounting records in order to provide retention services, and to collect the six-month follow-up information.

Electronic Student Records

All students should have an electronic record provided. These files provide documentation necessary for ODCTE reports and on-site reports.

EVALUATION

ODCTE staff, DHS state staff, and other agencies' staff members (when designated as team members) will conduct a review or an evaluation of each funded program. Reviews will be conducted for the purpose of monitoring programs to assure adherence to approved program goals, objectives, purpose, and fiscal expenditures. Evaluations will be conducted in accordance with ODCTE's accreditation schedule and used to determine if the program meets quality standards. All monitoring inquiries found in the review instrument are incorporated in the evaluation instrument. The evaluation provides an in-depth critique of the program to determine quality and adherence to contractual requirements. The program's student accounting records, student files, and program expenditures will be reviewed during each review and evaluation. The TANF Program Review Report form (see Appendix, page 58) and Evaluation form will be completed, and a copy of the comment section will be provided to all of the program representatives and core partners in attendance.

The following standards will be evaluated:

INTAKE

Each technology center that is a TANF grant recipient will provide all TANF participants with the information on career options and advise them on appropriate educational paths to meet career goals.

VOCATIONAL EDUCATIONAL TRAINING

Each technology center that is a TANF grant recipient will provide skills training in high demand occupations that will provide a wage that will allow all TANF participants to become economically self-sufficient.

RETENTION

Each technology center that is a TANF grant recipient will provide all TANF participants the necessary support for success in their career programs.

COMPLETION

The minimum standard for completion rate of those who enter career and technology training programs is 80 percent.

BASIC ACADEMIC SKILLS ESSENTIAL TO TRAINING AND JOB SUCCESS

TANF participants may receive the basic academic instruction necessary for the completion of a specific career and technology training program and essential for their work if the basic academic instruction is embedded within the vocational training.

PLACEMENT ASSISTANCE – JOB PLACEMENT/DEVELOPMENT

Each TANF program will provide activities that lead to positive placement with emphasis in placement in occupations related to each participant's training. The minimum standard for related placement is 75 percent.

OPERATIONS

Each technology center that is a TANF grant recipient will provide all the necessary personnel, equipment, facilities, and office supplies and be responsible for the performance of the TANF program staff.

The technology center is responsible for the performance of staff employed to operate the TANF program. Personnel who work less than 100 percent in the TANF program will need to keep time and effort records (see Appendix) to document salary expenditures. All other TANF personnel working 100 percent of the time in a TANF program will need to complete time sheets.

Daily time sheets for staff employed 100 percent of the time in the operation of the TANF program must be maintained locally. Time sheets should indicate hours worked per day and have a place for the supervisor and employee signatures (see Appendix).

The technology center will provide bimonthly attendance and progress reports as required by DHS (TW-13, also known as the 08TW013E). Copies of completed TW-13 forms signed by the W-13, also known as the 08TW013E). Copies of completed TW-13 forms signed by the coordinator will be kept on file by the TANF program. The original TW-13 should be sent to DHS (see Appendix).

Written notification of any modification in participant training status must be provided to the local DHS office by means of TW-3 page 2. Updated TW-2 should be gained from DHS (see Appendix).

REFERRAL PROCESS FOR TANF RECIPIENTS

Each DHS county office (as the state contract requires) will identify a liaison to develop and maintain a relationship with the TANF area technology center staff and administration. Each DHS county office is responsible for identifying and referring eligible TANF participants to the program.

Potential program participants will be referred by county DHS staff through the development of the TANF Work/Personal Responsibility Agreement, Form TW-2 (08TW002E). DHS, in coordination with the local technology center, will determine appropriate referrals by means of the Interagency Joint Staffing.

The following items and processes constitute a complete referral:

1. TW-2 (08TW002E) - TANF Work/Personal Responsibility Agreement. (Coordinator files the copy). (See Appendix).
2. TW-3 (08TW003E) - Interagency Information and Referral Form. (Responses to DHS are made on TW-3. The original copy of the response is kept in student's program file and a copy that includes the response is sent to the county DHS office.) (See Appendix). Student records must contain this completed form for audit purposes.

3. Carl Albert State College Assessment results including the CASAS, and [OKCareerGuide](#). (See Assessment Section)

The TW-3 (referral and information form), signed by the participant and the referring worker, with attached copy of a complete TW-2, signed by the worker and participant, should be sent to the technology center for those participants most likely to benefit from career and technology education.

Incomplete forms must be routed back to the TANF worker and be completed as soon as possible. Each time a student changes, begins, or completes a different work activity a TW- 3 page 2 should be completed and sent to the appropriate worker indicating the work activity, the number of hours of scheduled participation, and dates and times of said activities, or date of program completion or termination.

Process

1. Recipient's interview and assessment are scheduled.
2. Recipient and community partners have determined it will be necessary to obtain or upgrade skills necessary for employment.
3. Recipient is referred to the appropriate training facility based on training needs and employment opportunities within the community.
4. Typically, the TW-2 only states that the student is in the technology center's program. Upon the completion of the 2-week probation period, the TW-3 needs to be completed that details the vocational training plan. As the plan has the potential to change, it is important to joint staff the student again in order to modify a TW-2.

Vocational Education Extension Guidelines

DHS has implemented a policy whereby vocational education can be extended beyond 12 months. This means that there is the potential for TANF recipients to earn a college degree and/or complete a two-year vocational training program at a technology center. However, the following must be taken into consideration prior to allowing enrollment into any extended educational program.

- Any extension of vocational education/job skills training must be part of the participant's Employability Plan (TW-2). If the TW-2 and 3 are not specific as to the extended vocational education, you need to ask for an updated TW-2.
- The degree/program must lead to immediate employment upon completion (some examples would include: accounting, child development, registered nurse, radiography and other health related degrees, business, almost any of the applied science degrees; examples that would not be appropriate – philosophy, history, general studies, psychology; etc.).
- Assessment scores must indicate the client has the ability to succeed in college coursework and/or extended vocational training.
- The client must have enough time left on their case to complete the degree or required clock hours for program completion.

- 12 months of the degree/program would be considered vocational education and considered a core activity. Obviously additional core activities must be in place to ensure the 20-hour requirement is met. Study time through the program may be allowable as a core activity depending on the instructor's course outline and other DHS policy.
- Subsequent vocational education coursework beyond 12 months will be a non-core activity – namely, job skills training directly related to employment. Therefore, 20 hours of a core activity must be in place. This can be Work Study and/or work-based education (i.e., internship, worksite training). Study time would NOT be allowable as a core activity in this case since the coursework is a non-core activity.
- Clients must apply for Pell and should be encouraged NOT to take out student loans. If a client is not Pell eligible and student assistance funds are available, they may be used, however, the program should work with the client to help them set up a small payment plan to get out of default.
- The program staff should act as the “advisor” for the client to ensure the client does not enroll in more hours than they can be successful. The first semester at a college site should be limited to 9 or possibly 12 hours.
- Students may be taking credit courses through a cooperative alliance agreement in which case the first 12 months of coursework taken at either the technology center or college would count as a “core activity” and subsequent coursework taken at either the technology center or college* would be a “non-core” activity.

* If the client completes the first year of the degree/program at the college or technology center and will transfer to the college or technology center to complete the degree/program a referral from DHS (TW-2 & TW-3) will be needed.

ASSESSMENT PROCESS GUIDELINES

- The Department of Human Services (DHS) has contracted with Carl Albert State College (CASC) for administration of a specific battery of tests to all TANF clients unless exempt or granted good cause. An exception may also be made for those already in training. This battery includes but is not limited to vision screening, the Washington State Learning Disabilities Screening Instrument, the Comprehensive Adult Student Assessment Systems (CASAS) Reading and Math pre-tests, and the OKCareerGuide interests, skills, and values tests. Results of all pretests will be provided for purposes of staffing and service provision.
- Prior to the battery of assessments, a vision screening will be administered to all clients. If the client does not pass the vision screening, they will not be able to participate in the assessment process until they have had an eye exam from a licensed professional. If glasses are necessary, the client will need to wait until the prescription is filled prior to returning for assessments. A client must have his/her case certified before flex funds will be available to pay for their glasses. The process should be completed as quickly as possible.
- If the potential of a learning disability is indicated by the Washington State Learning Disabilities Screening, DHS should make appropriate referral for administration of the current Woodcock-Johnson through CASC. If results of the Woodcock-Johnson indicate a learning disability, a CASC advocate will be offered. They may be referred for the full battery of assessments to be administered with appropriate

accommodations. If a learning disability is **not** indicated, the client will be referred for full battery assessment without accommodations unless such testing has been previously completed.

- CASC testing specialists are responsible for initial as well as all subsequent assessments for TANF participants in all DHS county offices to measure gains. CASC is responsible for assessment retest validity by maintaining accepted timelines for retesting.
- DHS makes the referral for all initial assessment.
- If it is determined through the full staffing process that a client will be enrolling at a technology center, school staff will be responsible for Ability-to-Benefit testing if needed.
- When assessment results have been compiled, a joint staffing will be convened to include the client, DHS, and core partners such as technology centers and college representatives, OESC, assessment specialist and HSE/GED/Literacy, and other optional entities when appropriate (WIA liaison, community based organizations, mental health services, substance abuse treatment and others). It is essential that the **client** is included in the meeting and **participates in the decision-making process**. The purpose of this meeting is to develop a career plan including services to be provided and the sequence in which they are to occur.
- A technology center or two-year college TANF program may accept students with a career plan that includes technical or vocational training even though the individuals may need basic academic support services prior to enrollment for such training. If the attainment of a HSE/GED is part of the employment plan, the participant should be referred to a contracted HSE/GED class if available prior to a referral to the Technology Center or two-year college. The HSE/GED class may also provide basic academic support.
- For TANF assessments listed previously, a copy of the assessment records will be placed in the client's DHS file and a copy provided to the referral agency. The referrals, staffing sheets, and assessment information are maintained by CASC assessment administration.

It is anticipated that the students will be receiving multiple services, therefore, indicate all codes that are applicable.

SUGGESTED COORDINATOR AND STAFF GUIDELINES

Professional Staff Members

It is expected that all Professional Staff (coordinators, job skill specialist and instructor) will have, at a minimum, a bachelor's degree.

Any program staff members working with the program who are paid other than from 100% grant funds must keep time and effort reports. These reports should be submitted quarterly and be available at the program review.

TANF program staff members will not have the same "work" schedule as the other technology center staff members. TANF programs must be offered twelve-months, a minimum of 32 hours per week. More than thirty hours a week may be offered by the program if requested by local DHS partners and local technology center administration agrees. The programs **will not be "closed"** during regular technology center breaks.

If a campus is closed and program staff and clients are not allowed to be on campus, the program staff must find alternative scheduled, structured, and supervised work activities (i.e., private and public worksite training) for the students. Additionally, a program staff member must check, on a daily basis, to ensure the student is participating at the designated alternative location. Notification of any student that is not at the designated site should be given to the appropriate DHS liaison daily. (**Note: Job Search is not considered an allowable alternative during these periods of time.**)

When sending out e-mail correspondence, signatures along with contact information should be in the e-mail. This makes it easier for recipients to be able to contact you. If you are out for a duration, then out of office messages should be created for both e-mails, as well as phone calls.

TANF Coordinator

The coordinators of the programs should possess excellent oral and written communications skills, be creative and innovative, have strong leadership skills, be self-directive, be able to manager others, and have skills and experiences that will lend themselves to understanding the needs of the participants.

Below are the responsibilities of a TANF Coordinator:

- Establish a working relationship with DHS staff and local county core partners to ensure appropriate placement of participants in the program.
- Design and implement training programs within one year to meet local labor market demands for occupations that pay above \$8 per hour.
- Identify and contact community organizations to establish a network of referrals.
- Establish a joint staffing process to develop Career Pathway and Supportive Services Plans for participants.
- Coordinate the counseling, assessment, career exploration, work-based learning, mentoring, career decision-making, job placement, and other related processes.
- Develop and implement monitored study sessions, if necessary.
- Incorporate activities that will improve the self-esteem of participants.
- Create and implement a life skill component.
- Create and implement a job search component.
- Maintain job placement information to assist participants.
- Monitor the progress of participants in training.
- Conduct participant follow-up.
- Maintain accurate records of expenditures and participants.
- Supervise and evaluate the performance of program staff.
- Maintain statistical information required by DHS and ODCTE.
- Promote the program throughout the community to agency partners and community-based organizations.
- Attend in-services, workshops, and conferences for program improvement.
- Coordinate training components that integrate work-based training into the curriculum and that are not affiliated with full-time training programs.

Employment Specialist

The Employment Specialist position is optional; however, this position can play a vital role in ensuring employment beyond the TANF work prep program. The employment specialist should have experience in job placement and job development, as well as strong verbal communication skills. This individual will be working in the business and industry community; therefore, a good understanding of jobs in industry is essential.

Below are the responsibilities of an Employment Specialist:

- Assist participants with job placement by locating job openings.
- Teach a Job Skills Training Directly Related to Employment curriculum.
- Contact business and industry to determine job demands and assist the program coordinator in arranging training programs to meet these needs.
- Develop and monitor work-based learning sites.
- Contact employers to determine their needs in employees, available openings, and specialized skills necessary for hard to fill jobs.
- Develop and monitor a mentoring program where appropriate.
- Collaborate with instructors.
- Coordinate participant interviews with potential employers.
- Monitor participants' progress.
- Conduct employment follow-up.
- Conduct employer satisfaction surveys.
- Participate in staff meetings, seminars, conferences, and professional development activities.

Miscellaneous

The ideal program should:

- Provide a classroom or designated area for session activities.
- Provide support materials in the form of a small lending library.
- Provide a community resource file for participant needs.
- Provide the access to a private, outside phone line.
- Provide program operation for 12 months a year with only approved holidays.
- Provide appropriate resources for the program.

Advisory Committee

Establishing an advisory committee will ensure community support for persons enrolled in vocational education. Committee members may provide social service referrals, identify potential students, and help evaluate the program's services. An active advisory committee can promote linkage with the private and public sector as well as provide access to community job placement.

Members should be representative of the major agencies and organizations in the community in order to facilitate a referral network. Advisory committee members should include representatives of DHS and other social service agencies, vocational rehabilitation, business owners, attorneys, current or former program participants, and employment services.

NETWORK BUILDING

- Building a network simply means developing support systems in the wider world.
- Networks are not necessarily highly structured and formal but are more often informal groupings present in everyday lives.

- Networks make it possible to gather information, gain support from peers, and tap into more of the concrete resources of society.
- Networking is not “using” others. It is an exchange for mutual benefit, an exchange of information, ideas, and favors.
- Many networks already exist although they are not used to the fullest.
- Many networks already exist such as trade organizations; professional organizations; caucuses, or divisions within organizations for women; women’s student organizations; and commissions on the status of women at the local, state, and national levels.
- Networks can be formed where they do not exist. For example, a notice can be posted on a bulletin board where women meet (Please come to Friday’s meeting if you are interested in the topic, “Time Management”.)
- How do networks help TANF participants? They provide information of many types and forms from outside resources. They provide access to resources in concrete power.
- Networks, once established, must be maintained and nurtured through social contacts, telephone calls, mailing, letters, and so on. A card file or an alphabetical listing in a notebook could provide a systematic record of the network.
- Lay leadership should be sought.

Community Organizations

- Local governments
- Chambers of Commerce
- Social service providers
- Civic clubs
- Non-profit organizations
- Child care providers
- Business and industry libraries
- Volunteers
- Child support providers

Health, Food, Shelter, and Clothing and Emergency Services

- American Red Cross
- Churches
- City health department clinics
- Community development block grants
- Homes (group such as realtors)
- Habitat for Humanity
- Local Housing Authority
- Medical providers
- Planned Parenthood
- Rape Crisis Center

- Salvation Army
- Suicide Prevention Center
- Tenants' rights organizations
- Tribes
- United Way
- Voluntary action/Community Action
- Young Women's Christian Association (YWCA)

Transportation

- Volunteer car repair shops or individuals
- Church buses
- Local transportation
- Commuting (shared rides)

Support Groups

- Alcoholics Anonymous
- Narcotics Anonymous
- Cocaine Anonymous
- Compassionate Friends
- Divorce Support Group
- Family Counseling Services
- National Association for the Advancement of Colored People (NAACP)
- Parents without Partners

Others

- Board of Probation and Parole
- Kiwanis Club
- Legal Aid
- Lions Club
- Rotary Club
- Altrusa

MATERIAL DEVELOPMENT

DHS Logo

Programs that have a TANF program website shall include the DHS Logo on their website and on all printed materials (promotional brochures/flyers) to indicate services are provided in coordination with DHS. Please contact your DHS liaison should you need the new logos in digital form.



Programs are not authorized to modify the DHS Logo or to use in any inappropriate fashion.

Brochure Content

A brochure is another form of promoting the program to community partners and TANF recipients. Brochures should include basic information such as a description of the program, the name, address, and telephone number of the program, and eligibility requirements. Education and training programs offered by the technology center may also be listed.

Available services of the program may be listed, such as:

- Career counseling
- Vocational aptitude and interest testing
- Career decision-making
- Financial aid assistance
- Assistance in job placement and follow-up
- Vocational educational training
- Support service referral
- Job-seeking skills upon completion of training

Pleasing color, photographs of students, and illustrations of clients on the job can enhance the success of a brochure. Be sure that representatives pictured are multicultural and include both genders. A nondiscrimination statement is required by law. Example: This program (or technology center) does not discriminate on the basis of race color, national origin, religion, disability, or gender. Also, a DHS logo is mandatory in all program brochures. This will guarantee that prospective students know that these programs are a joint effort between Career Tech and DHS. Finally, anytime a brochure is changed or updated, please email a proof to ODCTE and DHS state staff to approve prior to printing.

Client Consent

Clients must sign the DHS consent form that gives their permission to be featured in promotional publications and/or activities in accordance to DHS policy.

DEFINITIONS

Academically Disadvantaged

Individuals are identified as academically disadvantaged if they meet one or more of the following criteria:

- score at or below the 25th percentile on a standardized achievement or aptitude test;
- secondary school grades are below 2.0 on a 4.0 scale where the grade “A” equals 4.0; or
- fail to attain minimal academic competencies in career and technology education program(s).

Completers

Completers are clients or students who have gained all competencies within their career and technology training program's curriculum.

Economically Disadvantaged

The term "economically disadvantaged family or individual" means such families or individuals who are determined to be low income according to the latest available data from the Department of Commerce.

New Hire Wage

The average wage of all the newly hired reported by the county.

Life Skills

Areas taught under life skills may include, but not be limited to, building self-esteem, interpersonal relationships, time management, money management, balancing work with family responsibilities, drug and alcohol prevention, mentoring, and domestic violence intervention.

Job Search Techniques

Job search instruction may cover application completion, interviewing, resume writing, work ethics, job shadowing, and internships.

Placement

Placement is determined by full-time employment in a job that provides a sustainable wage.

Nontraditional Student

An individual enrolled in a training program in which 75 percent of the enrollment consists of the opposite gender is considered a nontraditional student.

Partial Completers

Partial completers received sufficient competencies in their career and technology education training programs to be proficient in one or more occupations within the career cluster of their training programs.

Targeted Population

Targeted population is the number of registered TANF recipients who could benefit from training programs within the service area.

Work-Based Learning

Work-based learning is applied learning activities and observations that connect career and technology education to work such as, clinicals and work-site training. Students observe and experience the world of work at business and industry sites.

Work Experience Program

The Oklahoma Department of Human Services is responsible for implementing the Work Experience Program (WEP) with employers. TANF recipients gain valuable experience by working. WEP sites should not be used as work sites of a technology center's TANF program. Employers of WEP sites are not responsible for any formalized instruction or required educational outcomes.

Work Experience Activities created by Work Prep Programs must conform to the definition and limitations described in the flow chart. (See Appendix -Work Prep (TANF) Program Flow Chart and the vocational training key).

Work Experience Activities coordinated by Work Prep Programs require the employers to be responsible for formalized instruction and educational outcomes.

Work Site Training

A work site created by a Work Prep (TANF) Program should be initiated by a staff member of the technology center. A work site created by a TANF program requires the work site employer to provide instruction that would lead to skill competencies that are an integral part of the vocational educational training program outlined within the career pathway plan.

High School Equivalency

Oklahoma has two tests that allow someone to get a High School Equivalency (HSE) diploma. The two tests that allow an individual to test and obtain their HSE diploma are the [GED](#) and [HiSET](#) tests. The tests have different prices, different amounts of test questions, and different scoring standards.

ASSOCIATIONS' LINKS

The Association of American Universities (AAU)

1200 New York Ave, NW, Suite 550

Washington, DC 20005

Phone: (202)408-7500 | Fax: (202)408-8184

<http://www.aau.edu>

National Alliance for Partnership in Equity (NAPE)

91 Newport Pike, Suite 302

Gap, PA 17527

Phone: 717.407.5118 | Fax: 717.407.5166

<http://www.napequity.org>

Association for Career and Technical Education (ACTE)

1410 King Street

Alexandria, VA 22314

P: 800-826-9972

F: 703-683-7424

<https://acteonline.org>

Oklahoma Association for Career and Technical Education (OkACTE)

2801 N Lincoln Blvd Ste. 130

Oklahoma City, OK 73105

405.525.8906

Fax 405.525.8973

<http://okacte.org>

Career and Technical Education Equity Council (CTEEC)

<http://www.cteec.org>

Oklahoma Association of Career and Employment Professionals (OACEP)

<http://oacep.org>

Appendix



OKLAHOMA DEPARTMENT OF CAREER
AND TECHNOLOGY EDUCATION

May 1, 2021

MEMORANDUM

TO: Technology Center Superintendents with TANF Work Prep Programs

FROM: KayTee Niquette, M.A., and M.S.
TANF Coordinator

SUBJECT: **Application for Continuation of TANF Work Prep Programs for FY 2022**

Attached are the documents you will need to complete the Application for Continuation of TANF Work Prep Programs for FY 2022. They may be opened using WORD and EXCEL.

Specific allocations are not provided at this time due to the current budget situation in the State but will be provided as soon as possible. All local in-kind contributions must be reflected in the **Budget Template and In-kind Contribution Worksheet**. As a reminder, technology centers may use a rental lease calculation which includes facility and equipment lease in the support of the TANF Work Prep Programs. Supporting documentation in regards to facility, utilities, and equipment lease should be submitted with the continuation application (i.e., methodology to formulate the annual square foot facility amounts). This information should be reflected on the **In-kind Contribution Worksheet**.

This packet contains the following:

- **Assurances:** This document must be reviewed and signed by the Superintendent.
- **Memorandum of Understanding:** This document provides information on the operation, finance, and reporting responsibilities of TANF Work Prep programs.
- **Application for Continuation of Work Prep Programs:** This document must be completed and signed by county director of the local human services center(s) and the technology center superintendent.
- **Federal Budget Template:** The federal budget template uses the OCAS codes approved by the ODCTE Finance Division. The federal budget is intended to be used for line items other than supplies and equipment (i.e., salaries, benefits, tuition, student assistance, fees, registration)
- **State and In-kind Budget Template:** The state and in-kind budget template uses the OCAS codes approved by the ODCTE Finance Division. The state budget is intended to be used for line items such as supplies and equipment.
- **OCAS Codes Information and Clarification:** We ask your cooperation in using the OCAS codes for TANF Work Prep programs.

- **In-kind Contribution Worksheet:** This worksheet provides the supporting documentation of in-kind contributions.

Please submit two (2) paper copies of the signed and completed application no later than **June 16, 2021** to KayTee Niquette, ODCTE, 1500 West Seventh Avenue, Stillwater, OK 74074-4364.

If you have questions or need assistance, please contact at KayTee.Niquette@careertech.ok.gov or at 405-714-9531.

CONTINUATION OF TANF WORK PREP PROGRAMS APPLICATION FY 2022

FISCAL AGENT

Technology Center Name:

I. PURPOSE

This application is a request for continuation of the TANF Work Prep program to the Oklahoma Department of Career and Technology Education (ODCTE). The purpose of the Work Prep program is to set forth a process designed to provide vocational education skills and other necessary skills needed to gain employment for eligible recipients of the Department of Human Services (DHS). Programs will provide the necessary training and support services to meet local employment needs.

The following will allow individual technology center applicants to design a program most appropriate for their community. This application should be completed in collaboration with local Human Services Center Partners.

II. PROGRAM OVERVIEW

It is expected that all clients accepted into the program will have been jointly staffed with, at a minimum, their DHS worker (or designee), a Carl Albert State College assessment specialist, and a program staff member, based on the county staffing schedule. Additionally, the necessary referral paperwork (completed TW-2 and TW-3) should be furnished at the time of referral.

Please include program operations information on the following:

A. How many hours a week is your program? Normal program hours:

B. Probationary Period (**short** description – include how long and attendance policy).

C. When are Job Readiness activities done?

(1) End of program? Yes for (#) weeks. No

Or

(2). Incorporated throughout training? Yes No

Please describe job readiness content.

D. Job Search (explain how activities are scheduled, structured and supervised).

Note: If overall program structure has changed since last renewal application, please explain changes.

III. VOCATIONAL SKILLS

Describe career pathways/occupational skills/vocational training components including documentation of measures of competencies and credentials. Please indicate materials used in teaching Financial Literacy. Two copies of current course catalogs may be attached to describe full-time and short-term training.

Check type(s) of training: Clinical Worksite Learning
Full-Time Training Short –Term Training

IV. WORKSITE LEARNING

Describe the worksite training component including (1) how measures of competencies are developed; (2) how competency attainments are documented; and (3) how individual instructional plans for students are created. Also, include (4) how worksite partnerships are developed; and (5) how partnership responsibilities are agreed upon and documented.

V. BASIC ACADEMIC SKILLS

Is there a TANF funded ABE/GED/HSE program in your area? Yes No

If yes, please provide name(s) of program below.

Are there non-TANF funded ABE/GED/HSE programs area that participants can attend?

Yes No

If yes, please provide name(s) of program below.

If yes, how many hours a week are provided by said program?

How do you help prepare participants for obtaining a GED/HSE diploma or provide academic remediation (Academic Centers, Skills Tutor, etc.)?

VI. FOLLOW-UP

Describe how employment follow-up and retention services will be provided.

VII. SPECIAL SUPPORTED SERVICES

Since July 1, 2020 and through April 1, 2021, please indicate how much money (and for what) has been spent for supportive services (i.e., tuition, clothes, utilities, dental assistance, car repair, etc.)

VIII. HOLIDAYS AND BREAKS

Program participants do not have to attend the program on the following holidays with noted exceptions in parentheses:

- Independence Day
- Labor Day
- Thanksgiving
- Day of Thanksgiving
- Christmas Eve
- Christmas Day
- New Year's Day
- Martin Luther King Day (only if campus is closed)
- Presidents Day (only if campus is closed)
- Memorial Day

During extended campus breaks (Spring break, Summer break, Thanksgiving break, Winter break) if the technology center is closed, it is required that program participants will be placed in a Workbased education activity or another approved work activity off-site with daily attendance monitored by program staff and reported to DHS workers.

Please provide a list of dates where other activities will need to be provided due to school closure.

IX. DETAILED BUDGET AND BUDGET NARRATIVE:

Complete and attach detailed budget using the ODCTE TANF Budget Template (Standardized OCAS Codes) and a budget narrative. Budgets and narratives will be reviewed to ensure that there are sufficient funds to pay for tuition and educational fees budgeted.

X. JOB DESCRIPTIONS/RESUMES

Attach job descriptions for each funded position and updated resumes of program staff. Transcripts need to be included for new hires in the positions of Office of Coordinator, Directors (if applicable), and instructors.

XI. PROGRAM STAFF MEMBERS DESIGN:

There is a variety of program service delivery designs (big and small). Please complete the following table and be as concise as possible so that a clear understanding of personnel devoted to the program can be attained:

Position	Major Duties	% Time	Weekly Schedule	# of Campuses
Coordinator				
Employment Specialist				
Coordinator/ Employment Specialist				
Coordinator/ Employment Specialist / Instructor				
Secretary				
Retention Specialist				
Administrator(s)				
Other-				

* If there is an employee who is partially paid with TANF funds, please provide the time and effort documentation that you will use for FY22.

XII. PARTNERSHIP COLLABORATION

Did you have a partnership collaboration meeting? Yes No

If yes, provide the location(s) and the date(s) and time(s) of the meetings below and attach sign-in sheets:

The following is an example of the sign-in sheet(s). Please ask the DHS employee to note if he or she is acting as the County Directors official designee.

Meeting Purpose:

Location:

Date:

Signature

Position

Entity

Counties/Area

If there were no meetings, describe how you collaborated with partners and provide a list of those with whom you collaborated.

SIGNATURES OF COUNTY DIRECTORS OR DIRECTORS' DESIGNEES WHO WISH TO UTILIZE THE EDUCATION AND SERVICES OF THIS PROGRAM

<u>Name</u>	<u>Date</u>	<u>Human Service Center Location</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

XIII. FISCAL AGENT SIGNATURE

Please present the completed application to your school superintendent for final approval and signature.

Technology Center Superintendent: _____ Date: _____

DEFINITIONS

Assessment: Tools that indicate aptitude, career interest, learning styles, achievement level, substance abuse, mental health issues, and/or other predictors.

Basic Academic Education: Reading, math, writing, language, workplace literacy.

Career Pathway: A sequence of courses, certifications, certificates, training, degrees that prepares a learner for a career.

Employability Skills: World-of-work awareness, job search techniques, use of community resources, resumes, application forms, interview techniques.

Follow-up: Supportive activities necessary to maintain program completers' employment (i.e. documents, employment status, etc.).

HSE: High School Equivalency diploma. HSE is an umbrella term referring to the credential that is received when one passes a GED or HiSET.

Joint Staffing: Conference during which a recipient's assessment is reviewed (with the recipient) by all and other appropriate community partners to develop the individual career plan and service strategy and determine the eligibility of the recipient to receive services.

Life Skills: Budgeting (personal), balancing home and work, parenting, nutrition and hygiene, time management, decision-making skills, self-esteem, and other skills needed to balance home and work.

Occupational Skills: Technical skills and information necessary to perform a specific job.

Placement: Full-time employment in a job that provides a sustainable wage.

Preparatory Services: Services, programs, and/or activities, designed to assist individuals who are not enrolled in vocational education programs in the selection of, preparation for, or participation in an appropriate training program. For example: career and personal counseling; vocational assessment and testing; life skills; employability skills; and academic basic education.

Structured Job Search: Documented services rendered that guide program completers to employment and to maintain their employment status.

Special Supportive Services: Services that are ancillary aids and services, such as pertinent vocational information, supportive personnel, instructional aids and devices, curriculum modification, equipment modification, and classroom modification, uniform, consumable supplies, health assistance (dental and visual), which are essential for Work Prep students to enroll and successfully participate in vocational programs.

Vocational Education: Occupational, specific-skill training.

Work-site Training: A worksite created by a Work Prep program requires the work-site employer to provide instruction that would lead to skill competencies that are an integral part of their career plan.

OCAS CODING FOR CTIMS

In CTIMS, use the following Function, Object, and Program Codes.

Function Codes

The **FUNCTION** codes available to be used for Work Prep projects are listed below. Please use **ONLY** these codes.

- Function 1500 Occupational Training Expenses – Job-Specific, Non-ABE (Adult Basic Education)
- Function 2100 Support Services- Students. Activities designed to assess and improve the well-being of students and to supplement the teaching process.
 - *Function 2113 is not available in CTIMS at the present time, therefore use 2100 in CTIMS for this function code.*
 - Function 2120 Guidance Services is available in CTIMS.
- Function 2192 Academic Centers, Educational Enhancement Centers, and/or Remediation
- Function 2240 Testing and Assessment Services
- Function 2490 Supervision/Administrative Costs – for charging or prorating administrative costs to the Work Prep program
- Function 2430 Office of the Coordinator

Object Codes

The **OBJECT** codes available to be used in CTIMS for Work Pre projects are listed below. We highly encourage you to use the Series codes ending in two zeros when doing your agreements and invoicing in CTIMS. Your expenditure reports can use the more specific codes.

Object 100- Personnel Services- Salaries
Object 200- Personnel Services- Employee Benefits
Object 300- Contracted Services
Object 400- Purchased Property Services
Object 500- Other Purchased Services
Object 600- Supplies
Object 700- Property
Object 800- Other Objects

Program Codes

Program dimension is required to be used with Function Codes.

The following program codes are currently available for coding with TANF:

Program Code 500- (Continuing Education Programs)

Program Code 590- (Short-term Adult Education)

In the future, the following Program codes will be available:

- Program Code 530- Occupational Education
- Program Code 540- Upgrading in Current Occupation
- Program Code 550- Retraining for New Occupation
- Program Code 560- Special Interest
- Program Code 570- Life Enrichment
- Program Code 580- Full-time Adult Education

Project Codes

The following Project Codes will be used for TANF, based on whether the funds are federal or state.

- **Project Code 452-** Temporary Assistance for Needy Families (TANF). Funds received from *federal* sources to provide basic education, distributed to school districts through the State Department of Career and Technology Education.
- **Project Code 463-** Temporary Assistance for Needy Families (TANF). Funds received from *state* sources to provide basic education distributed, to school districts through the State Department of Career and Technology Education.

TANF In-Kind Contribution Worksheet

TANF - In-Kind BUDGET WORKSHEET Quarter							<input type="checkbox"/> 1st Qtr <input type="checkbox"/> 2nd Qtr <input type="checkbox"/> 3rd Qtr <input type="checkbox"/> 4th Qtr			
Indicate the type of budget (separate budgets required for each project):							FY: 2022			
<input type="checkbox"/> Local In-Kind Fiscal Agent Name: _____ LEA Contact Person: _____ Finance Contact Person: _____							Allocation must match Funding Agreements			
		State	Federal	Total State and Federal	In-Kind (Room and Building)	In-Kind (All other)	Total In-Kind			
				\$0.00			\$0.00			
Total State Federal and In-Kind							\$0.00			
FUNCTION	Instructional/Guidance				Administrative Costs			BUDGET TOTAL		
	Occupational/Training Expenses	Support Services- Students	Academic Centers, Ed. Enhancement	Testing and Assessment	Supervision/Administrative Costs	Office of the Coordinator	Enter "In-Kind" or Other Code below		Enter "In-Kind" or Other Code below	Enter "In-Kind" or Other Code below
	1500	2100	2192	2240	2490	2430				
OBJECT										
100 Salaries									\$0.00	
200 Benefits									\$0.00	
300 Contracted Services									\$0.00	
400 Purchased Property Services									\$0.00	
500 Other Purchased Services									\$0.00	
600 Supplies									\$0.00	
700 Property									\$0.00	
800 Other Objects									\$0.00	
Other Object Code									\$0.00	
Other Object Code									\$0.00	
TOTAL FUNDS PER FUNCTION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
Instructional Total:				\$0.00	Administrative Cost Total:			\$0.00	\$0.00	
							Administrative Cost Rate: #DIV/0!			

Director/Superintendent Signature: _____

Date: _____

Upload completed, signed, and dated form to CTims State 463 invoice.

BUDGET DETAIL NARRATIVE PROGRAM 2021-2022

Program, operational, staff and student expenses are paid from the Functions/Objects as follows:

Total: _____ (Federal: _____; State: _____) (In-Kind: _____)

NOTE: There are no increases or decreases in the budget amounts for FY22.

Function 1500 - OCCUPATIONAL TRAINING SERVICES **Object Code**

336 - Medical and/or Dental Service: \$ _____ (Federal)

- Immunization shots or titers required or recommended for occupational training
- Physical exams and other medical fees as prerequisites to occupational training
- Related expenses not paid via DHS flex funds, Medicaid benefits, or any other resources available

510 - Student Transportation: \$ _____ (Federal)

- Transportation service in lieu of reliable transportation
 - Gas vouchers
 - Transit tickets
 - Cab vouchers

NOTE: One of these transportation services is available for training related activities (drug testing, job interview, clinical hours, personal counseling, job training and job search) if transit is not available. Transit runs on a strict schedule that may not always be conducive to the students' needs.

561 - Tuition: \$ _____ (Federal)

- Tuition for full time students in default and/or not eligible for sufficient Pell assistance
- Tuition for short-term classes that do not qualify for Pell assistance
- Cost for online occupational training such as Ed2Go

NOTE: Tuition will not be paid for any contractual training paid out of program funds.

610 - General Supplies: \$ _____ (State); \$ _____ (Federal)

- School supplies with a cost of under \$2,500 and used with a short period of time related to and/or necessary for successful full time or short-term occupational training
- Items will be stocked in a supply closet and inventory of traditional and customary school supplies will be maintained for students
- Supplies will be checked out to the students as deemed necessary for successful career plan outcomes

640 - Books and Periodicals: \$ _____ (State)

- Books for students when other funding is unavailable, the program does not qualify for other funding, or when the other funding does not cover all of the cost
- Includes books, textbooks, reference books, and periodicals prescribed and available for general use
- Includes cost of electronic books, workbooks, textbook binding, or repairs
- All cost in this category are for books, periodicals, and other reference material above that are related to occupational training services

650 - Durable Supplies: \$ _____ (State); \$ _____ (Federal)

- Computers and other durable equipment or supplies, including technology-related supplies, with a cost of less than \$2,500.00 and have a life span of greater than one year
- Software for the purpose of conducting and maintaining the *Program Name* and related group and/or individualized occupational training
- Maintenance costs for the continued use of software programs for the purpose of successful occupational training

810 - Dues and/or Fees – (Student Only): \$ _____ (Federal)

- Dues and or fees as required by the student’s training program directly related to occupational training
- Other fees as required by the student’s training program directly related to occupational training

880 - Student Assistance: \$ _____ (State); \$ _____ (Federal)

- Student assistance during training not covered under other categories that are directly associated with occupational training to include things such as uniforms, interview clothes, tools, and car repair when that vehicle is required for occupational training

885 – Student Certification and License Testing: \$ _____ (Federal)

- Certification testing for vocational licensure directly related to occupational training including NCLEX testing
- Any other testing or assessment fees necessary for completion of or certification of occupational training

.....
Function 2113 - SOCIAL WORK SERVICES

Object Code

100 - Salaries: \$ _____ (Federal)

- Salary for payment for janitorial services necessary to continue the general operations of program name during break or holiday periods observed by program name
- Salary for payment for substitute instructors as needed

200 - Benefits: \$ _____ (Federal)

- Payroll taxes for payment for janitorial services necessary to continue the general operations of program name during break or holiday periods observed by Program Name

330 - Medical and/or Dental Services: \$ _____ (Federal)

- Student dental or medical care necessary to eliminate barriers for continued participation in training
- Student dental or medical care to eliminate barriers to employability

NOTE: DHS flex funds, Medicaid benefits, SWODA benefits, and other social service programs are utilized if available before services are paid out of this fund.

440 - Rentals or Lease Services: \$ _____ (Federal); \$ _____ (In-kind)

- Allocation of costs of facilities
 - Storage and classrooms used year round by the program
 - Leased space used to provide students on-site services both for POWER Program operations and services from partnering agencies

<u>Program Name</u> Classroom (110A) - furnished:	
510 square feet @\$13.00 sq. ft. =	\$6,630.00
Less In-Kind Contribution 510 square feet @\$13.00 sq. ft.	<u>-6,630.00</u>

Total Lease Amount due from Program Name \$ 0.00

- Cost of leaseback agreement for equipment obtained by Program Name or for the direct lease of equipment from a supplier for the exclusive use of the Program Name
- Software subscriptions – does not include software that are both “downloaded” and “off the shelf”.

510 - Student Transportation: \$ _____ (Federal)

- Transportation service in lieu of reliable transportation
 - Gas vouchers
 - Transit tickets
 - Cab vouchers

NOTE: One of these transportation services is available for training and/or related activities (drug testing, job interview, clinical hours, personal counseling, job training and job search) if transit is not available. Transit runs on a strict schedule that may not always be conducive to the students' needs.

610 – General Supplies: \$ _____ (State); \$ _____ (Federal)

- Supplies for Program Name students' use in Program training and activities with a cost of under \$2,500 and used with a short period of time
- Resources for classroom curriculum (i.e. textbooks and study guides for computer training, approved life skills, basic academic skill), and career exploration (i.e. newspaper subscriptions), and job search planning or activity
- School related supplies may be used as reward for good attendance and successful progress in training

650 – Durable Supplies: \$ _____ (State); \$ _____ (Federal)

- Computers and other durable equipment or supplies, including technology-related supplies, with a cost of less than \$2,500.00 and a life span of greater than one year
- Software for the purpose of conducting and maintaining the Program Name and related group and/or individualized social occupational training, both “downloaded” and “off the shelf”
- Maintenance costs for the continued use of software programs for the purpose of successful social occupational training
- Costs for educational viewing material provided in the Educational Enhancement Center for the purpose of GED preparation, remediation, and/or occupational training purposes

880 - Student Assistance: \$ _____ (State)

- Student assistance with cost for the following, but not limited to, in order to aid in the removal of a barrier to occupational training and/or employment success
 - Personal hygiene care such as hair cut or color correction
 - Clothing required or recommended for new employment
 - Clothing for the purpose of professional dress during training
 - Other personal care necessary to enhance student retention in the Program Name and/or employability
 - Other personal needs necessary to stabilize student's home, enhance student's ability to become employable, or provide a means to retain the student in the program (i.e. - unusual or unforeseeable emergency rent assistance, utility assistance, car repairs, picture ID, Driver License, birth certificate)

NOTE: This fund will not be utilized to pay fines for a student without the prior approval of KayTee Niquette and Lisa French. DHS flex funds, Medicaid benefits, SWODA benefits will be utilized if available before services are paid out of this fund.

**Function 2126 - PLACEMENT AND/OR JOB DEVELOPMENT SERVICES:
Object Code**

(Note: Object Codes 530, 540, 580, 610, 650,730, and 880 are listed at the end of this narrative.)**

100 - Salaries: \$ _____ (Federal)

- Salary for Employment Services Advisor, aka Job Coach/Employment Specialist, as agreed per Southwest Technology Center payroll contract
- Salary for Part Time Administrative Assistant for 15 hours a week

200 - Benefits: \$ _____ (Federal)

- Benefits and payroll taxes for the Employment Services Advisor as agreed per Southwest Technology Center payroll contract
- Benefits and payroll taxes for Part Time Administrative Assistant

440 - Rentals or Lease Services: \$ _____ (Federal); \$ _____ (In-kind)

- Allocation of costs of facilities
 - Leased space for the Office of the Employment Services Advisor used year round
One (1) furnished office (Room 110A)

330 square feet @13.00 sq. ft. \$4,290.00
Less In-Kind Contribution 330 square feet @\$13.00 sq. ft. -4,290.00

- Leaseback agreement for Standley Systems Copier/Printer/Scanner 2,000.00
60% of estimated copier agreement
Used exclusively for student files and other program operation

Total lease amount due from Program Name \$2,000.00

- Cost of any leaseback agreement for equipment obtained by Program Name or for the direct lease of equipment from a supplier for the exclusive use of the Program Name

Function 2192 - EDUCATIONAL ENHANCEMENT CENTER:

Object Code

(** Note: Object Codes 530, 540, 580, 610, 650,730, and 880 are listed at the end of this narrative.)

100 - Salaries: \$ _____ (Federal)

- Salary for shared employee of Academic Skills Coordinator as agreed per _____ Technology Center
- 88% of the Academic Skills Advisor's annual salary will be paid by Program Name for the specified days - Monday, Wednesday, Friday and most of the summer hours when regular classes are not in session
- 12% of the Academic Skills Advisor's annual salary will be paid by _____ Technology Center for specified days – Tuesday/Thursday and as needed during summer hours when regular classes are not in session
- Program Name students may be in the EEC on the designated Name of Tech (Abbr.) days as tech center students
- Time and Effort Report will be required on this shared employee

200 - Benefits: \$ _____ (Federal)

- 80% of the Academic Skills Coordinator's benefits and payroll taxes as agreed per _____ Technology Center payroll contract

440 - Rentals or Lease Services: \$ _____ (Federal)

- Allocation of costs of facilities
 - Leased space for the Educational Enhancement Center used year-round at no cost.
16 student workstations, one (1) teacher workstation and a computer network system – Noted on In-Kind Worksheet.
- Leaseback agreement for Standley Systems Copier/Printer/Scanner 2,000.00
(40% of estimated copier agreement)

Total Educational Enhancement Center Expense \$2,000.00

- Cost of leaseback agreement for equipment obtained by Abbr.Tech or for the direct lease of equipment from a supplier for the exclusive use of the Program Name.

Function 2430 - OFFICE OF COORDINATOR:

Object Code

(** Note: Object Codes 530, 540, 580, 610, 650,730, and 880 are listed at the end of this narrative.)

100 - Series Salaries: \$0.00

- Salary for Program Name Coordinator is paid by Name of Tech Center

200 - Series Benefits: \$0.00

- Benefits for Program Name Coordinator are paid by Name of Tech Center

440 - Rental or Lease Services: \$ _____ (Federal); _____ (In-kind)

- Allocation of costs of facilities
 - Leased space for the Office of the Coordinator used year round
 - Lease of one (1) furnished office (Room 110B)
180 square feet @13.00 sq. ft. \$2,340.00
 - Less In-Kind Contribution 180 square feet @\$13.00 sq. ft. -2,340.00
 - Total lease amount for Office of the Coordinator \$ 0.00
 - Cost of leaseback agreement for equipment obtained by Abbr. Tech. or for the direct lease of equipment from a supplier for the exclusive use of the Program Name

**** Function 2126, 2192, and 2430 – OTHER COST ASSOCIATED WITH THESE FUNCTIONS:
Object Code**

530 - Communication Services: \$ _____ (Federal)

- Direct phone line and fax expenses
 - (2126 - \$ _____; 2192 - \$ _____; 2430 - \$ _____)
- Postage (2126 - \$ _____; 2430 - \$ _____)

540 - Printing: \$0.00

(2126 only)

- Brochures, publications, business cards to promote the program
- Cost of advertisement for employee vacancies

580 - Staff Travel: \$ _____ (Federal)

(2126 - \$ _____; 2192 - \$ _____; 2430 - \$ _____)

- Staff travel for training seminars, workshops, and other continuing education events Program Name
- Staff travel to attend community meetings where there is opportunity to promote
- Staff travel for home visits as needed to identify student needs
- Staff travel to follow up with students after they leave the program
- Staff travel for on-sight employer visits to identify job specific training needs and placement opportunities
- Staff travel deemed appropriate to meet the goals and objectives of the program

610 – General Supplies: \$ _____ (State)

(2126 - \$ _____; 2192 - \$ _____; 2430 - \$ _____)

- Supplies necessary for the operation of the Program Name
- Supplies necessary for staff to conduct their assigned job duties

640 – Books and Periodicals: \$ _____ (State)

(2192)

- Books or periodicals related to job development, job placement, or job readiness
- Books or periodicals related to educational enhancement and/or those practices that may assist students in job development, placement, and readiness

650 - Durable Supplies: \$ _____ (State); \$ _____ (Federal)

(2126 - \$ _____; 2192 - \$ _____; 2430 - \$ _____); (2126 - \$ _____; 2192 - \$ _____; 2430 - \$ _____)

- Software and other technology related items and supplies to assist staff members in the maintenance of the operations of the Program Name
- Computers and other durable equipment or supplies with a cost of less than \$2,500.00

730 - Equipment and Capital Expenditures: \$0.00

- Equipment to operate and maintain the Program Name with a cost of \$2,500.00 or more

860 - Staff Registration and Tuition: \$0.00

- Staff registration and tuition recommended and/or required for continued education and training via seminars, conferences, workshops, and other means which enhance and develop skills to meet the goals and objectives of the Program Name

Function 2490 - SUPERVISION/ADMINISTRATIVE COST

Object Code

100 - Salaries: \$_____ (Federal)

- Charges paid to _____ Technology Center for shared employee administering the Program Name payroll services, financial and bookkeeping services.
- Salary for shared Administrative Assistant, IT personnel, and janitorial personnel at _____ Technology Center – Services exclusive to Program Name
- Time and effort report will be required on shared employees

200 - Benefits: \$_____ (Federal)

- Payroll taxes for shared employee administering the Program Name payroll services, financial and bookkeeping services.
- Payroll taxes for shared Administrative Assistant IT personnel, and janitorial personnel at _____ Technology Center – Services exclusive to Program Name

TANF In-Kind Space Worksheet FY22

Work Prep In-Kind for Space Only FY-22										
LEA Name:					Date:					
		(2)	(3)	(4)	(5)					
		Square Footage applicable to Work Prep	Dollar Amount Per Square Foot (FMV)	Total In-Kind Lease Work Prep	Lease Total Reflects:					
					Space & Utilities		Space, Utilities, & Equip		Equip only	
Space designated for Work Prep Program (1)					Yes	No	Yes	No	Yes	No
Room Name and/or Number:				\$ -			X			
Building Name and/or Number:				\$ -			X			
Total In-Kind Lease applicable to Work Prep Program				\$ -						
Notes relevant to square footage calculation:										
Signature of Superintendent or Designee										
Instructions: (Shaded areas must be completed)										
(1) - Enter room name or number in space designated. Can be classroom or office space specifically designated for the Work Prep program. - Enter name of building in which this room is located. If an entire building is designated for the Work Prep program, this may also be entered in this space.										
(2) - Enter only the square footage applicable to the Work Prep Program										
(3) - Enter the fair market value dollar amount per square foot.										
(4) - The "Total In-Kind Lease-Work Prep" column is a formula.										
(5) - Indicate with an "X" the correct response as to what the lease total includes for your school.										
Enter notes relevant to square footage calculation in space provided. Information can include % of space applicable; basis for calculation; etc.										
- Above information is subject to audit by ODCTE and/or the Department of Human Services.										

Work Prep FY2022 Federal Request for Reimbursement (452)

1. District or Consortium Name 2. Mailing Address & Zip Code 3. LEA Contact Person / Phone 4. Finance Contact Person / Phone 5. School FAX Number	6. E-Mail Address LEA Contact 7. E-Mail Address Finance Contact 8. Allocation 9. Period Covered-FY 2018 From: _____ To: _____
Submit reports to: Kaytee.niquette@careertech.ok.gov or KayTee Niquette 1500 West 7th Avenue Stillwater, OK 74074-4364	

FUNCTION	OCCUPATIONAL TRAINING SERVICES	SOCIAL WORK SERVICES	ADMINISTRATIVE COST & SUPERVISION	GUIDANCE & COUNSELING	TESTING & ASSESSMENT	JOB DEVELOPMENT & PLACEMENT/ EMPLOYMENT SPECIALIST & JOB READINESS	EE/LEARNING LABS/ACADEMIC CENTERS	OFFICE OF COORDINATOR	TOTAL
OBJECT	1500	2113	2490	2120	2240	2126	2192	2430	TOTAL
100 Salaries									\$ -
200 Benefits									\$ -
320 Professional Services									\$ -
336 Medical/Dental Services									\$ -
430 Repair & Maintenance									\$ -
440 Rentals or Lease Services									\$ -
510 Student Transportation									\$ -
530 Communications Services									\$ -
540 Advertising/Printing									\$ -
561 Tuition									\$ -
569 Assessment Fees									\$ -
580 Travel									\$ -
610 General Supplies									\$ -
640 Books and Periodicals									\$ -
650 Durable Supplies									\$ -
730 Equipment & Capital Expend.									\$ -
810 Dues/ Fees (Students Only)									\$ -
860 Staff Registration/Tuition									\$ -
880 Student Assistance									\$ -
885 Student Certification and License									\$ -
TOTAL DIRECT COST	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
900 Indirect Cost									\$ -
Name of Superintendent or Designee								Total	\$ -
Signature of Superintendent or Designee									Date

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812
 2 CFR 200.415(a) (CFR 2015 ed.)

Work Prep FY2022 State & Inkind Request for Reimbursement (463)

1. District or Consortium Name 2. Mailing Address & Zip Code 3. LEA Contact Person / Phone 4. Finance Contact Person / Phone 5. School FAX Number	6. E-Mail Address LEA Contact E-Mail Address Finance Contact 7. Allocation 8. Period Covered - FY2018
---	--

Submit reports to: Kaytee.niquette@careertech.ok.gov
 or
 KayTee Niquette
 1500 West 7th Avenue
 Stillwater, OK 74074-4364

OBJECT	FUNCTION	1500	2113	2490	2120	2240	2126	2192	2430	STATE	INKIND FUNCTION CODE	INKIND OBJECT CODE	INKIND LINE ITEM AMOUNT
										TOTAL	Code #	Code #	\$
100 Salaries										\$ -			
200 Benefits										\$ -			
320 Professional Services										\$ -			
336 Medical/Dental Services										\$ -			
430 Repair & Maintenance										\$ -			
440 Rentals or Lease Services										\$ -			
510 Student Transportation										\$ -			
530 Communications Services										\$ -			
540 Advertising/Printing										\$ -			
561 Tuition										\$ -			
580 Travel										\$ -			
610 General Supplies										\$ -			
640 Books and Periodicals										\$ -			
650 Durable Supplies										\$ -			
730 Equipment & Capital Expend.										\$ -			
810 Dues/ Fees (Students Only)										\$ -			
860 Staff Registration/Tuition										\$ -			
880 Student Assistance										\$ -			
885 Student Certification and License										\$ -			
TOTAL DIRECT COST		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		Total	\$ -
900 Indirect Cost										\$ -			
Total										\$ -		Total Inkind & Federal	\$ -

Name of Superintendent or Designee _____

Signature of Superintendent or Designee _____ Date _____

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise.

U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812
 2 CFR 200.415(a) (CFR 2015 ed.)

SUBAWARD FUNDING AGREEMENT

New Revised #: _____
 (If revised provide revision#)

Federal Project Code:
452
State Project Code:
463

CHECK APPROPRIATE SECTION(S):			
<input checked="" type="checkbox"/> State Funds	<input type="checkbox"/> Revolving Funds	<input checked="" type="checkbox"/> Federal Funds	
Federal Program:	Temporary Assistance for Needy Families	Federal Grantor:	Dept. of Health & Human Services
CFDA#:	93.5580000	Research & Dvlpmnt:	N/A
IDC Rate:	Federal negotiated rate required	Federal Admin. Cap:	0%

For Career and Technology Education Activities, Services, and Programs

This funding agreement is between the Oklahoma Department of Career and Technology Education (ODCTE) DUNS# 9331 80924 and the following institution or agency.

INSTITUTION OR AGENCY Technology Center	DUNS #	SUPERINTENDENT/DIRECTOR
ADDRESS OF INSTITUTION OR AGENCY	CONGRESSIONAL DIST.	PHONE
PROGRAM OR PROJECT TITLE Temporary Assistance for Needy Families		
Local Project Director	PERFORMANCE PERIOD DATES Starting Date: 7/1/2021 Ending Date: 6/30/2022	

BUDGET:				
Local Share Required	Federal Award Information	Federal Amount	State Amount	Total Awarded by ODCTE in Period
	Fiscal Year 2021/22 Award -FAIN: 15020KTAHF			

If revised, provide reason for revision:

Career and technology education funds are requested to provide financial support for the career/technology education activities as described in this agreement. This project shall meet state of Oklahoma and federal legal requirements, where applicable. Signature indicates compliance with the Terms and Conditions herein.

_____	_____
Date	Signature of Superintendent

TRANSMITTAL (ODCTE Use Only)

This is to acknowledge the receipt of the proposed funding agreement for career and technology education activities, services, and programs, and transmittal of same.

_____	_____
Date	Signature of ODCTE Project Officer
_____	_____
Date	Signature of ODCTE Finance Director
_____	_____
Date	Signature of ODCTE Assistant State Director

APPROVAL

State and/or federal career and technology education funds are obligated in the amount of \$94,100.00 for terms approved in the estimated budget. Adjustments and/or modifications are subject to written approval by both parties of this funding agreement. Total program amount is \$105,154.64 with 61.81% provided from federal funds.

OKLAHOMA STATE BOARD OF CAREER AND TECHNOLOGY EDUCATION ASSURANCES OF COMPLIANCE FOR SCHOOL YEAR 2021-2022

The undersigned applicant agrees to provide the following assurances:

The applicant shall comply with:

Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq.*, which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance.

Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.

Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in any program or activity receiving Federal financial assistance.

Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. 12131, which prohibits discrimination on the basis of disability by public entities.

The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in any program or activity receiving Federal financial assistance.

All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

If applicable, the applicant shall comply with the Boy Scouts of America Equal Access Act of 2001, 20 U.S.C. 7905, which requires equal access for the Boy Scouts of America and other designated youth groups to meet at public schools. This law applies to any public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or limited public forum and that receives funds made available through the Department.

The applicant shall officially designate a person(s) to coordinate compliance activities under Title IX, Section 504, and ADA.

Prior to the beginning of each school year, the applicant shall publish an annual notification advising students, parents, employees, and the general public that career and technology education opportunities are available without regard to race, color, national origin, sex, or disability. Announcement of this policy of non-discrimination may be made in local newspapers or recipient publications that reach the general public, minorities (including national origin minorities with limited English language skills), and individuals with disabilities. The annual notification shall include a brief summary of career and technology education program offerings and admission criteria; also the name or title, address, and phone number of person(s) designated to coordinate compliance activity under Title IX, Section 504, and ADA.

The applicant shall make continuing notice of its policy of nondiscrimination with regard to race, color, national origin, sex, and disability on the home page of its website and in publications and other materials distributed students, applicants, and employees such as announcements, bulletins, catalogs, application forms, enrollment forms, and recruitment and promotional materials. The continuing notice shall include the name or title, address, and phone number of person(s) designated to coordinate compliance activity under Title IX, Section 504, and ADA.

The applicant shall adopt and disseminate grievance procedures for the prompt and equitable resolution of student or employee complaints alleging actions prohibited by regulations effectuating Title IX, Section 504, and ADA.

The project shall be operated in compliance with all applicable state and federal laws and with regulations and other policies and administrative issuances by the Oklahoma State Board of Career and Technology Education, including submission of such reports as may be required.

It is understood that federal funds received by the applicant shall be used to supplement state and local funds.

I, the undersigned, have been authorized by the Board of Education to submit this application for career and technology education program(s) and, upon approval, to request reimbursement on an annual basis.

By: _____
Superintendent
Print Name of School District
Date

Please return this form by **June 28, 2021** to KayTee Niquette, Oklahoma Department of Career and Technology Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Retain a copy for school files.

TANF Work Prep Program 2021-2022 Memorandum of Understanding

Program Description The purpose of the Work Prep program is to set forth a process designed to provide vocational education skills and other necessary skills needed to gain employment for eligible recipients of the Department of Human Services (DHS). Programs will provide the necessary training and support services to meet local employment needs.

The Oklahoma Department of Career and Technology Education and

(Technology Center), commit jointly to implement Work Prep/TANF Program. In order to reach this goal, the parties agree to the following requirements and the DHS and ODCTE State Guidelines.

Operation:

- Develop, design, and coordinate with Human Services Centers (HSC) individualized/specialized vocational education training that best meets employment opportunities within the community or region.
- Provide services which include, but are not limited to, the following:
 - Basic Academic Education
 - Worksite Training in both private and public sectors
 - Job Readiness Training
 - Job Search that is supervised, structured, and scheduled
 - Financial Literacy
 - Vocational Skills Training (nontraditional, high tech, high wage, and new and emerging training strongly encouraged)
 - Employment retention services.
- Forward relevant information and documentation that may affect the eligibility of the recipient to HSC liaisons (TW-3, page 2).
- Offer program activities to TANF recipients at least 32 hours per week (or a combination of training and work), not to exceed a maximum of twelve months unless special permission is granted from HSC. TANF Recipients who have been identified by DHS to have special needs (i.e. mental health, substance abuse, and/or domestic violence) may include the time for treatment within the 32 hours requirement if it is indicated on the employability plan (TW-2).
- Provide supervised scheduled and structured education and training a minimum of thirty-two hours per week, except for DHS approved holidays and breaks, for TANF students. During technology center breaks, if the tech center is closed, it is expected that program participants will be placed in work sites with daily attendance monitored by program staff and reported to HSC workers.
- Participate in the joint staffing, to meet with the student applicant, HSC representative(s), and other appropriate representatives from agencies and community-based organization(s) to interpret assessment results, identify appropriate work activities for the recipient to develop the employability plan (TW-2).

- Upon completion of career exploration and when the student is formally admitted into the program, develop an Individual Career Pathway and Strategic Service Plan (ICPSSP) with the student and caseworker that includes the following:
 - Career Plan (i.e. plan of study, career pathway)
 - Support Service Plan
 - Basic Academic Education Plan/Academic Transition Plan
 - Life Skills Plan
 - Employment Skills Plan
- Out of state travel using TANF funds must be approved by Oklahoma Department of Career and Technology Education (ODCTE) and contract partner.
- Each travel expense (i.e., gas, lodging, per diem) must be reimbursed at a less than or equivalent rate as the State allows for State Employees.
- Records are maintained for a period of six years after the Department has made final payment and all pending matters are closed.
- TANF funds or recipients cannot be used for promotional or programmatic publications, either in written, oral, pictures, or video form by technology centers without prior knowledge and permission of ODCTE and DHS.
- Review all program new hires in the role of Director and/or Coordinator, with ODCTE State office staff, prior to offer of employment.

Performance Goals:

- INTAKE-Each technology center that is a Work Prep grant recipient will provide all participants with the information on career options and advise them on appropriate educational paths to meet career goals.
- CAREER AND TECHNOLOGY EDUCATION TRAINING-Each technology center that is a grant recipient will provide skills training in high demand occupations that will provide a wage that will allow all participants to become economically self-sufficient.
- RETENTION-Each technology center that is a grant recipient will provide all participants the necessary support for success in their career programs. The minimum standard for retention is 75 percent.
- COMPLETION-The minimum standard for completion rate of those who enter career and technology training programs is 80 percent.
- BASIC SKILLS ESSENTIAL TO TRAINING AND JOB SUCCESS (remediation, life skills, and employability skills)-All participants will receive remediation training necessary for the completion of a career and technology training program and essential for their work.

- PLACEMENT ASSISTANCE – JOB PLACEMENT/DEVELOPMENT-Each Work Prep program will provide activities that lead to positive placement with emphasis in placement in occupations related to each participant’s training. The minimum standard for training-related placement is 75 percent.
- OPERATIONS-Each technology center that is a Work Prep grant recipient will provide all the necessary personnel, equipment, facilities, and office supplies and be responsible for the performance of the Work Prep program staff.

Finance:

- ODCTE will provide a designated federal base allocation to each approved Work Prep program for a portion of operational expense.
- Documentation of expenditures is required. Reimbursement may be claimed using the approved OCAS Codes.
- The Work Prep program total budget must include the DHS Base Federal Allocation as well as the state appropriated allocation. Each program will designate a minimum 10% of the federal award amount toward student services. All program expenditures must be documented **including in-kind lease**.
- Lease in-kind contribution as described in the Continuation Application submitted and approved must be dedicated to this program through the duration of this fiscal year. Documentation of this contribution must be shown on the program quarterly expenditure claim submitted to the ODCTE and included in the accompanying OCAS Expenditure Report.
- ODCTE will deduct State Appropriations and in-kind contributions from the Reimbursement Claims and reimburse Technology Centers for the balance of the expenditures.
- **All equipment and supplies from the grant are highly encouraged to be paid from the state appropriations (Project Code 463).**
- Billing of expenses can be done on a quarterly basis and shouldn’t be later than 30 days after the end of the quarter. All expenditures must be documented. Supporting documentation for assessment expenditures must identify the applicant, technology center where administered, and cost.
- Federal expenditures from the grant must be identified by Project Code 452.
- State expenditures from the grant must be identified by Project Code 463.
- Line item change requests must be made in writing to ODCTE.
- If a contract provides funds for salaries, then 100% of that person’s time must be dedicated to the administration and/or operation of the contract. If dedicated staff is required to do activities outside the scope of the contract, then time and effort must be documented. Activities outside the scope of the contract **cannot** be reimbursed from contract funds. This includes salaries, travel, per diem, lodging etc.

- DHS and ODCTE may not have adequate block grant funding available for salary increases or incentives. Funding for any increase or incentive may become the responsibility of the Institution where the grant funded employee is employed.

Reports:

- Visitation Report Instruments provided by the ODCTE will be completed by the program three days prior to the date of scheduled visit.
- Evaluation Reports Instruments provided by the ODCTE will be completed by the program three day prior to the date of the scheduled visit.
- Work Prep Student Accounting Reports will be completed monthly by the first Friday of the month following the month reported upon.

AGREEMENT

The undersigned have reviewed the Memorandum of Understanding and accept it as the basis for the period of July 1, 2021 to June 30, 2022 for working together toward a common purpose through the Work Prep Program. The state and/or the technology center can dissolve its participation by notifying the parties in writing.

Technology Center Superintendent/CEO

Date

ODCTE Grant Manager

Date

STATE TRAVEL POLICY

Per Diem Allowance In Oklahoma

City	Rate	Allowance in Lieu
Oklahoma County	\$61.00	\$71.00
Garfield County	\$55.00	\$65.00
All other Cities in Oklahoma	\$55.00	\$65.00

Lodging Allowance In Oklahoma

City	Rate
Oklahoma City	\$104.00/night
Garfield County	\$96.00/night
All other Cities in Oklahoma	\$96.00/night

Out-Of-State Travel

Out of State: Standard federal rate of \$96.00* per night plus tax or the published federal rate for the area in which you are traveling.

Each state's per diem and lodging rate vary. Please refer to the [U.S. General Services Administration](#) to determine lodging and per diem rates:

Mileage

Current rate is \$0.56 cents per mile

Per Diem

1. If lodging or miles in lieu takes an employee within 60 miles of his/her home or office, the 60-mile rule applies and the employee's per diem = 0.
2. Meals are deducted from per diem when included in the registration fee (one quarter per meal provided).

CLIENT CONFIDENTIALITY (340:2-13-14.10)

(21) Client confidentiality.

The provider assures compliance with DHS' requirements pertaining to protection use and release of personal information. Provider will hold confidential all personal information regarding individuals, including lists of names, addresses, photographs, records of evaluation, and all other records of the client. This information may not be disclosed, directly or indirectly, without written consent.

Family Educational Rights and Privacy Act Regulations

Please refer to the [Family Educational Rights and Privacy Act](#) for more information on federal regulations.

These regulations include information on the following:

Subpart A – General

Subpart B – What are the rights of inspection and review of education records?

Subpart C – What are the procedures for amending educating records?

Subpart D – May an educational agency or an institution disclose personally identifiable information from education records?

Subpart E – What are the enforcement procedures?

CONFIDENTIAL INFORMATION WAIVER

Date _____

I agree to allow _____ Technology Center's _____ Program to disclose the fact that I am a Temporary Assistance for Needy Families (TANF) recipient to potential work-based learning site officials and/or employers in order to facilitate my placement.

Student Signature

Witness Signature

WORK-BASED PARTNERSHIP AGREEMENT

Work-based Participant's Name _____ Program _____

Work-base Site _____ Contact/Title: _____

Dates of Internship: Begin _____ End _____

I. Student/Work-based participant agrees that the student work-based participant will:

- A. Observe company rules and other requirements identified by the company sponsor, complete assigned work tasks and furnish necessary information, reports and time sheets. Demonstrate safe work habits, honesty, a cooperative attitude, appropriate grooming and dress, and a willingness to learn. Interns may be terminated for the same reasons as regular employees.
- B. Participate in regular progress and program reviews. Discuss with the mentor and internship coordinator or instructor any problems affecting the work-based participant's job site performance.
- C. Provide or have reliable transportation to and from the work site.

II. The work site owner/manager agrees to:

- A. Provide a worksite learning experience which includes the following:
 1. Orientation to the worksite, including company rules, and safety practices
 2. Orientation to quality customer service and/or technical skills necessary for the work site
 3. Orientation to expected quality work production
 4. Provide a broad variety of work site learning assignments
 5. Provide opportunities for student to participate in school activities directly related to training.
- B. Designate a work site mentor/supervisor to provide instruction, supervision and evaluation of the student intern.
- C. Inform instructor or internship coordinator about student work-based participant work site learning progress. In case of accident or injury involving the intern, follow company procedures in providing emergency care, and then notify the school official/sponsoring agency (**appropriate contact person/office should be included here**) immediately.

III. _____ Technology Center/Program and its representatives agree to:

- A. Provide technical instruction needed by the student work-based participant to succeed in the work site, including safety training specific to the industry (see II, A. 1).
- B. Provide an internship coordinator/instructor to develop and coordinate an effective work site learning experience, which includes:
 1. Match the **student/work-based participant** with an appropriate work site.
 2. Develop and monitor the **student/work-based participant's** work site training.
 3. Coordinate the evaluation of the student intern.
 4. Explain the program requirements to instructors, businesses, students, parents, and other interested parties
 5. Provide assistance to student interns, mentors and manager/owners as needed
 6. Remove the **student/work-based participant** from the work site if needed
 7. Coordinate meetings

IV. In addition, the signatories to this memorandum agree to the following understandings and assurances:

- A. No company will use a student/work-based participant to displace any currently employed worker.
- B. Student/work-based participants will be provided a safe and healthy workplace in conformity with health and safety standards of federal and state law, including but not limited to Child Labor Laws and the Federal Fair Labor Standards Act (FSLA).
- C. No student/work-based participant shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment on the basis of race, color, religion, sex, national origin, age, handicap, political affiliation or belief, or sexual orientation.
- D. Parties will ensure that appropriate accommodations and transitional services have been provided to individuals with disabilities.
- E. Select the employment relationship option required:

The student work-based participant will be the employee of the work site. The employer agrees to pay the wage rate agreed to by the school and agrees to provide workers compensation insurance coverage.

The student work-based participant will be a non-paid work-based participant of the work site. The student and parent are encouraged to provide their own medical insurance coverage. (If TANF program use: The work-based participant is covered through a medical insurance carrier.)

- F. The student work-based participant agrees to the following work schedule. Any changes will be cleared through the worksite mentor/supervisor. The work-based participant will inform the instructor/internship coordinator of any changes.

Days	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hours						

Student/Work-based participant Signature: _____ **Date:** _____

Parent/Guardian Signature (If applicable): _____ **Date:** _____

School Official (If applicable or Agency Official): _____ **Date:** _____

Work Site Owner/Manager: _____ **Date:** _____

Mentor/Supervisor: _____ **Date:** _____

WORKSITE PARTNERSHIP AGREEMENT

(Place School Logo Here)

Student Name _____ Date _____

Worksite _____ Contact/Title _____

Address _____ Phone _____

Scheduled Days/Hours _____

Start Date _____ End Date _____

Student

- Attend as assigned.
- Observe company rules and other requirements, complete assigned work tasks and furnish necessary information and time sheets. Demonstrate safe work habits, honesty, a cooperative attitude, appropriate grooming and dress, and a willingness to learn. Participate in regular progress and performance reviews. Discuss any job site issues or concerns with the site supervisor and school's internship coordinator.
- At the time of this agreement, the student has verified coverage through a medical insurance carrier.
- Intern may be terminated for the same reasons as regular employees.

Worksite Manager/ Supervisor

- Provide a worksite learning experience which includes the following:
 - Orientation to the worksite, including company rules, and safety practices
 - Orientation to skills necessary for the worksite
 - Review of expectations and performance standards
 - Provide a broad variety of worksite learning opportunities
- Designate a worksite mentor/supervisor to provide instruction, supervision and evaluation of the student intern.
- Inform internship coordinator about student progress and performance via evaluation forms and personal contact, as needed.
- In case of accident or injury involving the intern, follow company procedures in providing emergency care, and then notify the school official/sponsoring agency immediately. (School contact information provided below)

School/ Training Program

- Prepare the student for the worksite experience by providing necessary information, tools or supplies, and strategies for success.
- Develop and coordinate an effective worksite learning experience, which includes:
 - Match the student with an appropriate worksite
 - Provide the site with a point of contact for internship coordination
 - Develop and monitor the student's worksite experience and provide site with evaluation forms monthly
 - Provide assistance to student, mentors, and manager/owners, as needed
 - Remove the student from the worksite, if needed

No company will use a student/worksite participant to displace any currently employed worker. Students will be provided a safe and healthy workplace in conformity with health and safety standards of federal and state law, including but not limited to the Federal Fair Labor Standards Act (FSLA). No student shall be excluded from participation in, denied the benefits of, subjected to discrimination on the basis of race, color, religion, sex, national origin, age, handicap, political affiliation or belief, or sexual orientation. Parties will ensure that appropriate accommodations and transitional services have been provided to individuals with disabilities.

Company Representative _____ Date _____

Student Signature _____ Date _____

HIRE Representative _____ Date _____

WORK-BASED LEARNING PLAN

Student Name: _____ Worksite: _____

Worksite Mentor: _____ Date: _____

Occupation:

Example: Customer Service Representative

Job Duties:

Example: Duty A--Demonstrate Professional Work Skills

Specific Job Tasks:

	<u>Frequency/Critical</u>	
A.01. Develop & Practice personal behaviors which reflect company image	3	2
A.02 Demonstrate desirable personal qualities	3	2
A.03. Develop and practice good work habits	2	2

Work Schedule:

Monday: _____ Tuesday: _____ Wednesday: _____ Thursday: _____ Friday: _____

Employer Expectations:

Student/Work-based Participant Expectations:

Assessment Plan:

WORKSITE TRAINING ATTENDANCE

(Please Print)

Participant Name _____ Date _____

Business/Worksite _____ Supervisor _____

Performance Period _____ 16th, _____ through _____ 31st, _____

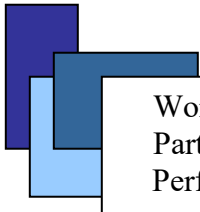
Date	Hours	Time In	Lunch Out	Lunch In	Time Out	Participant Initials	Attendance Codes
16							AU - Absence Unexcused
17							AE - Absence Excused
18							W -Weekend
19							H - Holiday
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							

I certify the above record of my hours is true and correct. Work-based Training Supervisor Approval:

Participant Signature _____ Date _____ Work-Based Training Supervisor Signature & Title _____ Date _____

Telephone Number _____ Telephone Number _____

	Excellent	Satisfactory	Needs Counseling
Punctuality Attendance			
Work Attitude			
Quality of Work			
Progress			
Willingness to Learn			
Follows Instructions			
Shows Initiative			
Accepts Correction			
Relation with Others			
Personal Appearance			



Work-Based
Participant's
Performance

WORK-BASED PARTICIPANT'S PERFORMANCE

Name: _____

Date: _____

Business or Industry/Worksite: _____

Job/Position: _____

Beginning Date: _____

Last Evaluation Date: _____

This performance/evaluation form is an instrument to assist you in evaluating the job performance of a work-based participant. Appraising any employee is a serious responsibility, as the employee's future is greatly influenced by your appraisal. Appraisal of your student is equally important. **PLEASE GIVE IT YOUR CAREFUL AND THOUGHTFUL CONSIDERATION.**

Instruction: Listed below are skills and characteristics that are important for review of a student employee. Make specific comments to support your ratings, especially on categories where you have rated the student/apprentice "Very Low" or "Very High".

1. QUALITY OF WORK:

Consider neatness, accuracy, and general efficiency.

LOW

HIGH

Makes too many errors in performing routine tasks. Quality of work is unacceptable.

Accuracy of work is at the below average level. Not very accurate.

Is average with respect to accuracy in performing routine tasks.

Seldom makes an error. Accuracy is constantly above average.

Practically never makes an error. Is extremely accurate in clerical tasks.

COMMENTS:

2. QUANTITY OF WORK:

Quantity of work turned out and promptness with which it is completed.

LOW

HIGH

Is too slow. Productivity is low. Tasks are below minimum standards.

Produces at minimally acceptable level.

Performs routine tasks with average output.

Performs routine tasks with good output.

Exceptional output in performing routine tasks.

COMMENTS:

3. ATTENDANCE:

Consider absenteeism and tardiness.

LOW				HIGH
Frequently absent and/or frequently late for work.	Below average attendance and promptness.	Usually reports for work on time.	Very prompt and regular in reporting for work.	Extremely prompt and regular in reporting for work.

COMMENTS:

4. BASIC UNDERSTANDING OF BUSINESS AND INDUSTRY/WORKSITE PRINCIPLES:

A. Displays low/high level of comprehension of this firm's/worksite operations. _____

B. Does career worksite participant take initiative to inquire about jobs or duties he/she has been assigned? _____

C. Has worksite participant student developed a good rapport with fellow employees? Members? _____

D. Does attitude/actions of worksite participant indicate weak/strong interest in the occupation? _____

E. Does the work-based participant dress appropriately?

ADDITIONAL COMMENTS:

Evaluation by: _____

Date: _____
(Work-Site Mentor/Supervisor)

This evaluation has been discussed with me: _____

Date: _____
(Student/ Worksite Participant)

Reviewed by School-Site Coordinator: _____
(School-Site/Work-based Coordinator)

Date: _____

WORKSITE EVALUATION

(Please Print)

Participant Name: _____ Date: _____

Business/Worksite Supervisor: _____

Were you able to complete tasks that are required on the job? Yes _____ No _____

Did you get an opportunity to perform various job duties? Yes _____ No _____

Did your supervisor talk to you about your job performance? Yes _____ No _____

Was the workplace a safe environment and free from harassment/discrimination (Racial, sexual, disability, gender, act.)? Yes _____ No _____

Did the experience help you develop and improve work skills? Yes _____ No _____

Was your training compatible to your worksite experience? Yes _____ No _____

Were you given the opportunity to interact with other employees? Yes _____ No _____

Would you recommend this job site for other students? Yes _____ No _____

What did you like best about the work experience?

What did you like least about the work experience?

Any additional comments (Challenges, opportunities, problems in the internship, etc.)

Blank blank & blank (name of business)
**SUPERVISOR/MENTOR'S SURVEY
OF WORK-BASED PROGRAM**

Student/Work-Based Participant: _____ Date: _____

Supervisor: _____

Did we prepare you well to mentor/supervise the student/work-based participant? Please explain.

For a successful mentoring/worksite learning experience in the future, we might consider:

What skills or qualities would you like to see in future student/work-based participants? Please explain.

Other Comments or Suggestions:

TIME AND EFFORT REPORT

NAME _____

WEEK OF _____

DAY	Destination	Nature of Service	Hours Worked
M O N			
T U E S			
W E D			
T H U R			
F R I			
S A T			
S U N			
TOTAL			

I certify that the above is a true report of my time and effort.

Name



Date: _____
Case name: _____
Case number: _____
County number: _____
Supervisor/worker number: __ / __

Temporary Assistance for Needy Families (TANF)
TANF Work/Personal Responsibility Agreement

Participant's name

This document is an agreement between the participant and the Oklahoma Department of Human Services (OKDHS). It contains terms and conditions that must be followed in order for the participant to receive or continue to receive cash assistance under the TANF Program.

After discussion with your worker:

- Do you understand you are required to participate in the TANF Work activities as agreed? Yes No
- Participation is voluntary if you have a child in the home under the age of four months? Do you wish to volunteer? Yes No

Your responsibilities are to:

1. help complete this form;
2. keep all appointments as scheduled;
3. participate in assigned work activities **100%** of the time, unless excused for a good-cause reason;
4. tell your worker, instructor, or training supervisor ahead of time of the reason you must miss any scheduled hours or days of participation;
5. complete Form 08TW013E (TW-13), Time and Progress Report, indicating the number of hours each day of the month you have attended your assigned work activity(s);
6. make sure your worker receives Form 08TW013E, pages 1 and 2, no later than the 20th of the current month and pages 3 and 4, no later than the 5th of the next month;
7. participate in assessments to determine your level of job readiness;
8. seek, accept, report, and keep a job;
9. understand failure to attend and complete the assigned work activity(s) or accept a job offer may result in the closure of your cash assistance benefit;
10. cooperate with Oklahoma Child Support Services (OCSS) to establish child support, unless good cause is requested; and

- turn in any child support you receive to OCSS after you begin receiving cash assistance.

OKDHS agrees to:

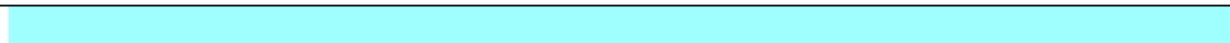
- help you develop a plan to get a job by reviewing your work experience, training, skills, education, and child care needs;
- help you look for a job;
- help you find and pay for child care when you participate in the assigned work activities outlined in this form or agreement;
- help you enter training programs to improve your skills;
- provide a participant allowance when you are eligible;
- provide a work activity payment up to \$40 when you are eligible;
- provide flexible funds for specified items when you are eligible;
- provide other work support services;
- make appropriate referrals to other agencies for necessary services; and
- conduct a fair hearing when needed to resolve complaints.

I understand my rights and responsibilities and agree to cooperate and participate in the agreed upon TANF Work activities.

Participant signature Date Worker signature Date

Section 1. Work history

[1] Last employer	Start date	End date
Job classification	Wages	Reason for leaving
Job duties		



[2] Next-to-last employer	Start date	End date
Job classification	Wages	Reason for leaving
Job duties		

Section 2. Education/training information

Check all activities you are participating in:

- | | |
|--|--|
| <input type="checkbox"/> General Educational Development (GED) | <input type="checkbox"/> College |
| <input type="checkbox"/> Reading skills class | <input type="checkbox"/> Vocational training |
| <input type="checkbox"/> High school | <input type="checkbox"/> Other |

What type of training have you received?

How long did you attend?

Did you complete the course? Yes No

The highest grade you completed in school is:

- 8th or lower 9th 10th 11th 12th GED

College level: _____ Number of hours: _____ Degree: _____

Section 3. Employment interest

What was the best job you ever had and why?

If you had only a year or less to prepare for a job, what would the job be?

Could you support your family with this job? Yes No

Is this type of work available in your area? Yes No

What skills do you have to help you get this job?

Section 4. Child care plans

You have the following plan for child care for your child(ren) 12 years of age and younger:

- care in a licensed child care home or center;
- self-care; or
- care by a friend or relative

On days this plan does not work, your backup plan is:

Age(s) of child(ren) needing child care:

Do you have a child(ren) with disabilities that requires more specialized care than a typical child of the same age? Yes No

If yes, describe the child's care needs.

Section 5. Transportation

Do you have the use of reliable transportation? Yes No
If yes, please explain.

Do you have current automobile insurance? Yes No

Do you have a valid driver license? Yes No

Will you need assistance with transportation? Yes No

If yes, please describe:

Section 6. Support services

Helping your family help themselves is part of the OKDHS purpose.

Do you need information on family planning? Yes No

A felony conviction may prevent you from working in some jobs. Do you have a felony conviction? Yes No

If yes, type and date of conviction?

Have you ever been a victim of domestic violence? Yes No

Do you or a household member have a substance abuse problem that would interfere with seeking employment? Yes No

Do you have a reading problem that would interfere with training or employment? Yes No

Do you or any member of your family have any **other** problems or circumstances that would prevent you from participating in TANF Work? Yes No If yes, explain:

Section 7. Employability plan

I agree to participate in the following activities in order to become self-sufficient. By signing this employability plan, I acknowledge I have reviewed, understand, and agree to follow this plan and have received a copy of it. If there is a change in my circumstances that makes me unable to participate in these activities, I will contact my worker immediately to help resolve the problem. I understand if I stop participating in these activities without good cause, my TANF benefits may close.

I have received and agreed to read a copy of the TANF pamphlet *The Future is Yours*.

Yes No

My assignment is _____

at _____ for _____ hours per week.

Address: _____

Beginning: _____ from _____ to _____.
Date Hour Hour

Estimated date of completion: _____.

This agreement entered into this _____ day of _____, _____.

By: _____
Participant signature Date

By: _____
Worker signature Date

My assignment is _____

at _____ for _____ hours per week.

Address: _____

Beginning: _____ from _____ to _____.
Date Hour Hour

Estimated date of completion: _____.

This agreement entered into this _____ day of _____, _____.

By: _____
Participant signature Date

By: _____
Worker signature Date

My assignment is _____

at _____ for _____ hours per week.

Address: _____

Beginning: _____ from _____ to _____.
Date Hour Hour

Estimated date of completion: _____.

This agreement entered into this _____ day of _____, _____.

By: _____
Participant signature Date

By: _____
Worker signature Date

Section 8. Participation Compliance Agreement

I understand my TANF benefits have been or will be closed for failure to cooperate with my agreed upon TANF Work activity assignment without good cause. I agree to comply with the TANF Work activity described below in order for my benefits to remain open or be recertified after I comply. I acknowledge by my signature that I reviewed, understand, and agree to follow this compliance agreement. I understand that if I fail to participate as agreed, my TANF benefits will be closed or remain closed.

My assignment is _____	
at _____	for _____ hours per week.
Address: _____	
Beginning: _____	from _____ a.m. to _____ p.m.
Date	Hour Hour
Estimated date of completion: _____	
This agreement entered into this _____ day of _____, _____	
By: _____	_____
Participant signature	Date
By: _____	_____
Worker signature	Date

I understand if I complete _____ days or _____ weeks of this TANF Work activity from _____ through _____ according to the days and hours above, **without missing any part** of the assigned activity, unless I have good cause for missing, my case will be recertified effective _____. I understand if I miss any part of the assigned activity and do not have good cause, my case will close or remain closed.

Upon completion of this Participation Compliance Agreement, I will continue to participate in my required TANF work activity in order for my case to remain open.

Participant signature Date	Worker signature Date
---	--



[Redacted]

[Redacted]

Date [Redacted]
 Case name [Redacted]
 Case # [Redacted]
 County # [Redacted]
 Supervisor # [Redacted] Worker # [Redacted]

Interagency Referral and Information

Identifying Information

Individual referred [Redacted] Phone number [Redacted]
 Date of birth [Redacted] Number in household [Redacted]
 Street address [Redacted] City [Redacted] State [Redacted] ZIP code [Redacted]

- structured job search. Hours per week [Redacted] beginning [Redacted] through [Redacted]
- job readiness. Hours per week [Redacted] beginning [Redacted] through [Redacted]
- vocational training. Hours per week [Redacted] beginning [Redacted] through [Redacted]
- internship/work site training. place/assignment [Redacted]

Referral Information

Check all services for which the above-named individual is being referred.

<input type="checkbox"/> Education/skills assessment	<input type="checkbox"/> Literacy/Adult Basic Education (ABE)/
<input type="checkbox"/> Job placement services/On the-job training (OJT)	<input type="checkbox"/> General Educational Development (GED) classes
<input type="checkbox"/> Job readiness activities	<input type="checkbox"/> Employment retention services
<input type="checkbox"/> Behavioral health evaluation	<input type="checkbox"/> Other [Redacted]
<input type="checkbox"/> Skills training	

Check all boxes that apply to the individual.

<input type="checkbox"/> Temporary Assistance for Needy Families (TANF) applicant	<input type="checkbox"/> Child Welfare Services recipient (voluntary participation)
<input type="checkbox"/> TANF recipient	<input type="checkbox"/> SoonerCare (Medicaid) recipient with a minor child(ren)
<input type="checkbox"/> Sanctioned individual	<input type="checkbox"/> Food benefit recipient with a minor child(ren)
<input type="checkbox"/> Non-custodial parent of a minor child(ren)	
<input type="checkbox"/> Child Care Subsidy recipient	

Referring OKDHS staff member's name [Redacted] Date [Redacted] Phone number [Redacted]

From: Date:
 To: Case name:
 Case number:

Referral Actions

Check all items that describe actions regarding the referred individual. Only include activities your program or entity provides in this section. Include additional pertinent information in the Comments section.

- did not appear for an interview scheduled on
- was interviewed on
- has been assigned to/placed in the following activities. Check all that apply and provide all pertinent information:
 - structured job search. Hours per week beginning through
 - job readiness. Hours per week beginning through
 - vocational training. Hours per week beginning through
 - internship/work site training. place/assignment

Hours per week beginning through

- literacy. Hours per week beginning through
- adult basic education. Hours per week beginning through
- general educational development (GED) certificate. Hours per week beginning through
- substance abuse or mental health treatment. Hours per week beginning through
- employment (provide detailed information regarding how employment was verified in comments section). Employer's name: , begin date , rate of pay \$, hours per week , and how often paid
- other:

- refused to participate. Explain in comments.
- has applied for services. Complete side one and return this form.
- is scheduled for a second interview on [redacted].
- non-TANF client not accepted. Explain in comments.

Comments and additional information

Provide comments or additional information regarding activities checked in the Referral Action Section or activities provided by another agency or entity:

Name and title of person providing information	Date	Phone number

Routing

When the individual is a TANF applicant or recipient, the worker mails the original to the referral agency, gives a copy to the individual, and images a copy for the case record.

When the individual is not a TANF applicant or recipient, the worker gives the individual two separate referral forms; one addressed to the training facility and marked for skills training; and one addressed to the assessment provider and marked for education/skills assessment. The worker instructs the individual to take the referral forms to the local college or career technical center. The worker images the referrals in the case record and sends an email regarding the referrals to the Adult and Family Services TANF Section.

The service or contracted agency completes the Referral Actions and Comments sections of the form and returns it to the local OKDHS office when the individual is placed in an active component or is working, completes assessment testing and no further action is being taken, fails or refuses to cooperate, or when services are terminated.



Date: _____
 Case name: _____
 Case number: _____
 County number: _____
 Supervisor/worker number: ___ / ___

Time and Progress Report

Facility name		Date
Participant's name		
Scheduled hours per week	Performance month	Activity

Part I: Attendance. ALL actual hours of participation must be recorded. Participant makes appropriate daily entries, which document actual hours in attendance. Do not include lunch hours and travel time. For persons in Job Search, travel between job interviews and job applications are part of the activity and can be counted. Participant initials daily entries in appropriate block(s).

OKDHS use only: This plan of study is approved for _____ homework or study hours. ¹

Codes: A = Absent; H = Holiday; W = Weekend/regular day off

Date	Time in	Time out	Time in	Time out	Time in	Time out	Total hours	Partici- pant's initials
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

I certify the record of my hours is true and correct.

Signature of participant	Phone number	Date
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¹ Statement from instructor, professor, advisor, or class syllabus **MUST BE DOCUMENTED** in case notes to allow homework or study hours. Worker enters number of allowed homework or study hours for the plan of study.

Note: Submit pages 1 and 2 to the local human services center no later than the 20th of the current month. Participant allowances will not be paid in excess of \$13.00 per day.

Part II. Progress report. Completed by facility supervisor, instructor, or OKDHS worker.

Facility supervisor, instructor, or OKDHS worker checks the appropriate column to describe the participant's performance.

	Excellent	Satisfactory	Needs counseling
Attendance			
Punctuality			
Work attitude			
Quality of work			
Progress			
Willingness to learn			
Follows instructions			
Shows initiative			
Accepts correction			
Relationship with others			
Personal appearance			

Part III. Facility signature. The appropriate individual signs and dates the form to indicate approval of the total report.

 Signature Title Phone number Date

Facility name		Date
Participant's name		Case number
Scheduled hours per week	Performance month	Activity

Part IV: Attendance. All actual hours of participation must be recorded. Participant makes appropriate daily entries, which document actual hours in attendance. Do not include lunch hours and travel time. For persons in Job Search, travel between job interviews and job applications is part of the activity and can be counted. Participant initials daily entries in appropriate block(s).

OKDHS use only: This plan of study is approved for _____ homework or study hours. ²

Codes: **AE** = Absent; **H** = Holiday; **W** = Weekend/regular day off

Date	Time in	Time out	Time in	Time out	Time in	Time out	Total hours	Participant initials
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								
31								

I certify the record of my hours is true and correct.

Signature of participant Phone number Date

Note: Submit pages 3 and 4 to the local human services center no later than the fifth of the next month. Participant allowances will not be paid in excess of \$13.00 per day.

² Statement from instructor, professor, advisor, or class syllabus **MUST BE DOCUMENTED** in case notes to allow homework or study hours. Worker enters number of allowed homework or study hours for the plan of study.

Part V. Progress report. Completed by facility supervisor, instructor, or OKDHS worker. Facility supervisor, instructor, or OKDHS worker checks the appropriate column to describe the participant's performance.

	Excellent	Satisfactory	Needs counseling
Attendance			
Punctuality			
Work attitude			
Quality of work			
Progress			
Willingness to learn			
Follows instructions			
Shows initiative			
Accepts correction			
Relationship with others			
Personal appearance			

Part VI. Facility signature. The appropriate individual signs and dates the form to indicate approval of the total report.

Signature	Title	Phone number	Date
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Purpose of form

Form 08TW013E is used to document participation and attendance for unpaid Temporary Assistance for Needy Families (TANF) activities.

Routing

Original or faxed copy of the completed form is sent to OKDHS worker. A copy is retained by facility. OKDHS worker processes the data on the computer and then files original or faxed copy in the case record.

TW-10 (Employer Contact List)



Date: _____
 Case name: _____
 Case number: _____
 County number: _____
 Supervisor/worker number: ___ / ___

EMPLOYER CONTACT LIST

Who to contact:

Enter the name of the potential employer's business; the contact person (department head or person who does the hiring); the telephone number of the business; and the address of the business.

1. Name of business			
Contact person		Phone number	
Street address		City	State Zip

Contact dates	Type of Contact	Action	Results
	<input type="checkbox"/> face-to-face <input type="checkbox"/> phone <input type="checkbox"/> online <input type="checkbox"/> other _____	<input type="checkbox"/> submitted application <input type="checkbox"/> submitted resume <input type="checkbox"/> interview scheduled <input type="checkbox"/> follow-up <input type="checkbox"/> other	<input type="checkbox"/> interview completed <input type="checkbox"/> no job openings <input type="checkbox"/> call back later <input type="checkbox"/> referred to employment office for application <input type="checkbox"/> other

2. Name of business			
Contact person		Phone number	
Street address		City	State Zip

Contact dates	Type of Contact	Action	Results
	<input type="checkbox"/> face to face <input type="checkbox"/> phone <input type="checkbox"/> online <input type="checkbox"/> other _____	<input type="checkbox"/> submitted application <input type="checkbox"/> submitted resume <input type="checkbox"/> interview scheduled <input type="checkbox"/> follow-up <input type="checkbox"/> other	<input type="checkbox"/> interview completed <input type="checkbox"/> no job openings <input type="checkbox"/> call back later <input type="checkbox"/> referred to employment office for application <input type="checkbox"/> other

Form 08TW010E (TW-10) revised 4-1-2011 may continue on next page, page 1 of 4

TANF Work Components

Employment – (All Core Hours)

Employment – Part time = WP

Employment – Full time = WF

Subsidized Employment – Private Sector = TZ

Subsidized Employment – Public Sector = WR

On the Job Training = TT

Work Experience = TW

Training

Community Partnership = CP (Core)

Vocational Training = TV (Core)

College (12 month limit) = TV (Core)

College (beyond 12 month limit) = TV (Core only if doing 20 hours of other Core Activity otherwise Non-Core)

Education – (All Non-Core Hours except EH)

Adult Basic Education = EA

Literacy Classes = EL

English as a Second Language = ES

GED for adults age 20 and over = EG

High School or GED for minor single parent (under 20) = EH (Core)

Job Readiness/Job Search – (All Core Hours – **Time limited to 4 weeks consecutive**)(Maximum of 12 weeks a year)

Orientation/Job Readiness Skills Training = TO

Assessments = WT

Job Search = WE

Mental Health = MH

Substance Abuse = SA

Employment Counseling = WU

Short Term Job Training = SP

Key Train (Remediation) = ET

Others

Good Cause = GC

Hardship Extensions

Hardship Extension – Substance Abuse = XA

Hardship Extension – Chronically Under-Employed = XC

Hardship Extension – Disabled Individual = XD

Hardship Extension – Mental Illness = XM

Hardship Extension – Pending SSI/SSA Disability = XS

Hardship Extension – Training/Education = XT

Hardship Extension – Under Employment = XU