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| LOCAL COMMISSIONERS MEMORANDUM |
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Transmittal No: 90 LCM-151

Date: September 19, 1990

Division: Income Maintenance

TO: Local District Commissioners

SUBJECT: Enhanced Education and Training Services Funds Under the Job Opportunities and Basic Skills Training (JOBS) Program

ATTACHMENTS: Attachment A - Application Instructions for Enhanced Education and Training Services Funds - available on-line.
Attachment B - Project Budget and Instructions - available on-line.
Attachment C - Case Management Services - Model Description - available on-line.
Attachment D - Final Report - available on-line.

The Department is pleased to announce the availability of competitive award funding under the Job Opportunities and Basic Skills Training (JOBS) Program for Enhanced Education and Training Services. Local social services districts (SSD's) may submit a request for funding under two separate models:

1. Case Management Services (Replication of Project Prepare); and/or
2. Employability Services for Hard-to-Serve Clients.

SSDs wishing to be considered for funding for either model must complete an application package as described in Attachment A and submit it to the Department no later than October 1, 1990.

The approximately \$450,000 for these program models will be made available to local districts at an enhanced reimbursement rate of 75% of the non-federal share.

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Proposals will be reviewed and rated by the Department and award announcements will be made by October 30, 1990. Approved applications will become part of the local district JOBS plan.

Questions concerning the attached guidelines or the completion of the application package should be directed to Elaine Inman at 1-800-342-4100, extension 4-9101 in the Bureau of Employment Programs.

Oscar R. Best, Jr.
Deputy Commissioner
Division of Income Maintenance

Applications Instructions for Enhanced Education
and Training Services Funds Under the
Job Opportunities and Basic Skills Training (JOBS) Program

Table Of Contents

Attachment A

- I. Case Management - Program Model
- II. Employability Services for the Hard to Serve
Clients - Program Model
- III. Application Requirements
- IV. Funding and Fiscal Claiming
- V. Reporting
- VI. Projects Currently Funded Under the Comprehensive
Employment Program for Enhanced Education and
Training Services (CEP Enhanced Projects)

Attachment B - Project Budget and Instructions

Attachment C - Case Management Description

Attachment D - Final Report

I. CASE MANAGEMENT - PROGRAM MODEL

Today's workplace increasingly requires cognitive and communication skills beyond the traditional reading, writing and arithmetic skills. The lack of higher level skills keeps large numbers of people in low-paying jobs with few or no benefits while employers are unable to fill positions requiring these skills. To help alleviate this situation, enhanced funding will be made available for the development and operation of projects which consolidate adult literacy, life skills and occupational training under a case management approach.

These projects should replicate select features of NYC's Project Prepare, which provides AFDC recipients with individualized programs of basic education (literacy, high school equivalency, English as a Second Language), assessment, counseling and life skills instruction, as well as support services (child care, transportation). Services must include case management, basic education, counseling, life skills, employability skills instruction and the provision of child care and transportation. In addition, projects may include occupational training (e.g., welding, office skills), work experience, consumer education (money management, budgeting, consumer rights, etc.), pre-vocational training (e.g., computer literacy, keyboard skills) and job clubs. The goal of the projects is to provide public assistance recipients with skills which will enable them to successfully participate in job training opportunities leading to employment and self-sufficiency.

II. EMPLOYABILITY SERVICES FOR "HARD TO SERVE" CLIENTS - PROGRAM MODEL

The problem of "hard to serve" public assistance clients (those having multiple barriers to employment) also requires attention. To help these individuals, it is necessary to develop different, more specialized interventions than those available through, the Job Training Partnership Act (JTPA) or the Welfare Education Program (WEP). To be considered for funding, projects must contain a package of services and methods of delivery tailored to the "hard to serve" population.

Projects will serve individuals between the ages of 18 and 40 who have multiple barriers to employment. Potential participants should have little or no work experience and low educational attainment (usually lacking a high school diploma). These barriers may be compounded by problems of homelessness or physical/mental disorders (including drug/alcohol abuse) which are not so severe as to limit the individual's ability to participate in the project.

Those projects which will be approved for funding must have a number of inter-related goals:

1. to increase the cognitive and communications skills of participants by means of educational services, thereby enhancing both their employability and their general functional levels;

2. to provide participants with the skills needed to retain employment by means of pre-employment services (counseling, employment-related training, life skills training, drug/alcohol abuse treatment and rehabilitation); and
3. to provide participants with transition mechanisms to enable them to move from the above activities to job placement services with reasonable prospects of success.

III. APPLICATION REQUIREMENTS

A key purpose for providing funding for both types of models is to establish or reinforce strong working relationships between local districts and local education agencies. Each proposal, therefore, should specifically describe the process for planning and implementing the project in cooperation with school districts receiving funding under WEP and agencies operating adult literacy or occupational education programs. Where WEP does not exist, local districts should be coordinating services with their local BOCES or the post-secondary institution that offers continuing education programs.

A letter of support from the relevant educational institution(s) specifying the terms of the cooperative activity must accompany each application. Linkages with other agencies to expand resources and to obtain access to additional support services will be viewed favorably. Letters of commitment from these educational agencies to participate in the project should be included in the application.

Each application should include:

1. a clear description of the target population including the criteria for identifying the hard-to-serve, an estimate of their incidence in the public assistance population, and a description of how this project will meet the needs of this population in your area;
2. the activities to be provided (including support services), and the sequence in which they will be provided, as well as the methods of service delivery;
3. numerical goals for enrollments, completion of project components, use of support services and job placements by category of assistance (i.e. the number of HR's and ADC's in each);
4. a description of the interagency coordination, as discussed above, together with letters of support;
5. a budget, in the format shown in Attachment B, showing a breakdown and a total of proposed project expenditures; and
6. a statement of the sources and amounts of any funds that will be available to augment the grant funds.

Applications must be submitted typewritten, double-spaced, on unruled 8 1/2" x 11" white paper, no later than October 1, 1990. They should be mailed, or hand-delivered, to:

Elaine Inman
Bureau of Employment Programs
New York State Department of Social Services
40 North Pearl Street, 7B
Albany, New York 12243

Local districts can apply for the Enhanced Education and Training funding only through this application. Funding awards for proposals for each type of project will be announced by October 30, 1990.

IV. FUNDING AND FISCAL CLAIMING

1. Projects will be funded for one year.
2. For planning purposes, local districts are instructed to use their current claiming percentage as indicated in the instructions on Attachment B, Project Budget. This claiming percentage will be subject to change when the revised claiming procedures to be implemented under the JOBS Program, are finalized and issued to local districts.
3. Funds under this program will be provided to local districts at an enhanced reimbursement rate of 75% of the non-federal share of total project costs.
4. Approved projects may request funding advances for up to the total sum awarded. Districts must be aware that, since funds for this project have been appropriated on a State fiscal year basis, claims for expenditures incurred by this project must be received no later than July 31, 1991.

V. REPORTING

All program activities must be entered on the Employment Subsystem. A manual report which summarizes the project outcomes will also be required, and is included as Attachment D.

VI. PROJECTS CURRENTLY FUNDED UNDER THE COMPREHENSIVE EMPLOYMENT PROGRAM FOR ENHANCED EDUCATION AND TRAINING SERVICES (CEP ENHANCED PROJECTS)

Projects currently operating under CEP enhanced education may submit proposals for continued funding.

Instructions for Project Budget

Costs Covered by Project Award - Identify the costs which will be funded by the project.

Costs Covered by Other Sources - Identify those costs which will be funded through other sources. Also, specify the source of these funds, e.g., WEP, VEA, etc.

Identify Service Provider - Identify the agency who will be providing the services indicated, e.g., SSD, LEA.

Totals: 1a) This is the total project cost to be eligible for enhanced reimbursement.

1b) This is the total cost of those services which contribute to the project but which will be funded by other sources.

1 Case management must be included as a program cost. It may be identified as a SSD, LEA or SDA cost.

2 Funds identified for supportive services through Project Award can only be used to expand local capacity and may not be used to provide clients with funds to defray supportive services costs. Client training related expenses must be provided through IV-A funds.

3
$$\frac{\text{Amount in total column on line 7 of Schedule D-1}}{\text{Amount in total column on line 5 of Schedule D-1}} = \text{_____}\%$$

Case Management Services - Model Description

Case management is an approach to service delivery designed to ensure that clients with complex, multiple problems and disabilities receive all necessary services in a timely and appropriate fashion. It is an approach which cuts across the boundaries of numerous programs in that it links the client to each of, and only, the direct service providers he/she needs. Case managers are expected to assume ultimate responsibility for seeing that the service delivery system is responsive to the total needs of each client.

Four basic functions--assessment, planning, linking and monitoring--appear in every description of case management. In order to implement a case management approach, benchmarks must be developed for each of the four functions mentioned above.

Case managers must maintain and document the number of contacts they hold with their clients. These regular contacts allow the case managers to observe changes in client capabilities and needs. These include face to face, telephone and written contacts.

Case managers must develop an overall case plan for each client, which should contain: services the client might need, the progression of services to be provided, the duration of services, and the anticipated completion date.

Case managers must link clients to services and entitlements that are available to meet their needs. This includes:

1. Verifying that required services are available (including informal support networks) and referring clients to them;
2. helping clients overcome barriers to using required services by assisting clients to meet eligibility requirements or overcome restrictive regulations and policies;
3. acting as case advocates for their clients;
4. establishing and maintaining contact with service providers and maintaining formal and informal relationships with administrative personnel who can facilitate the provision of services.

FINAL REPORT

COUNTY: _____ PROJECT NAME: _____

Description of Service Provider (identify provider agency in order of significance - program services).

How many clients have been served, entered employment or are currently in training? (Please specify the numbers in each category, HR and ADC)

Which of the services provided are available through other funding sources? Please identify other funding sources.

Identify any issues which have impacted the effectiveness of the program.

Comments concerning program effectiveness: