

**WELFARE-TO-WORK
IN STATE EMPLOYMENT**

**Manual for
PROGRAM SERVICE AIDE (PSA)
HIRING PROGRAM**

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PROGRAM SERVICE AIDE (PSA)

HIRING PROGRAM

Overview

The passage of state and federal welfare reform laws place great demands on welfare recipients to move from welfare to work and self-sufficiency in a relatively short period of time. Businesses, non-profit organizations, churches, the legislature, community service agencies and citizens all need to participate in making welfare reform successful. State government also has an important role to play. Governor Knowles' "Blueprint for Welfare Reform" places a strong emphasis on moving people from welfare to work. The Governor is committed to this goal and believes state government should set the example by providing work opportunities for welfare recipients. It makes the case of convincing private sector employers to hire recipients much easier if the State is proactive in recruiting, training, and hiring recipients.

The passage of a sweeping state welfare reform bill in 1996 created the Alaska Temporary Assistance Program and provides a mechanism to help. Senate Bill 98 states:

Departments in the executive branch shall cooperate in fulfilling the purposes of this chapter, including, subject to appropriations, the establishment of temporary positions that will provide job opportunities for families participating in the Alaska temporary assistance program. Temporary positions established for this purpose are in the **exempt service** under AS 39.25.110 but are not subject to AS 39.25.195. An individual participating in the Alaska temporary assistance program who holds a temporary position established for purposes of this subsection is not a public employee for purposes of AS 23.40.070 - 23.40.260.

The welfare reform laws cap both state and federal welfare to a lifetime total of 60 months of benefits, with few exceptions. Both state and federal laws require that non-exempt recipients must be in a work activity. A work activity may include subsidized or unsubsidized employment, on the job training, participation in educational or vocational training programs, attending school or studying for GED, or similar activity.

To increase employment opportunities for welfare clients, the Department of Health and Social Services piloted a Welfare-to-Work training program for state government. As a result of this 1997 pilot, each department has at their disposal an approved and tested model for the use of Program Service Aide positions. These positions provide Temporary Assistance recipients an opportunity to gain valuable work experience and training which will help them compete for and secure paid employment in both the public and private sector.

Goals

The goal is for state agencies to participate in preparing welfare recipients to enter the work force. The Department of Health and Social Services was charged with creating and implementing a pilot project to demonstrate how agencies can effectively accomplish this.

Departmental Implementation

A simple process has been designed to make it easy for departments to create and hire PSAs. Listed below are the steps to follow and all the required forms are attached at the back of this manual.

1. The Department that agrees to hire a Temporary Assistance recipient creates a Program Service Aide position. This is a Range 5, part-time exempt position. This is not covered by collective bargaining and the location is optional. Weekly hours cannot be less than

20 nor exceed 29.

2. The Departmental personnel office is responsible for keeping track of the exempt positions. When a hiring manager decides to utilize a PSA, they submit a request to their Department's personnel office for an exempt Program Service Aide position. The personnel office contacts a Job Developer at the local Public Assistance office to place the job order.
3. Positions are filled through hiring referrals made by a Job Developer at the local Public Assistance Office. (see ADDENDUM)
4. After a selection is made from the referrals provided by the Public Assistance Office, the hiring supervisor/mentor collaborates with the Temporary Assistance case manager to develop a training plan. The plan includes a performance evaluation checklist completed by the supervisor at the end of each month.
5. Temporary Assistance recipients who successfully complete their training should have learned skills and acquired work experience that will help them qualify for positions in classified state service or placement in the private sector.

Hiring Agency's Responsibilities

The hiring agency is responsible for insuring that the training positions give Temporary Assistance recipients the best possible chance of success when entering the competitive job market. This is accomplished by setting up Program Service Aide positions, developing comprehensive training plans, processing monthly evaluations, and working with the recipient and their case manager. To help both the client and the state agency, the PSA positions must contain a training plan that gives participants the skills, knowledge, and abilities required to compete in today's job market. After completion of the training program, participants will be better prepared to compete for jobs in both the private and

public sector.

The training positions must meet the following conditions:

- **Positions MUST be for the purpose of providing training and job experience to meet specific training and/or employment qualification goals;**
- Jobs are entry level training positions;
- No state workers can be displaced by the training positions;
- Training period is temporary — a typical PSA lasts 90 to 120 days;
- Placement in training positions is provided by the Division of Public Assistance;
- Targeted for Temporary Assistance recipients with an approved training plan developed collaboratively by the hiring manager and Temporary Assistance case manager.

Hiring Manager's and Supervisor's Responsibilities

The hiring managers and supervisors provide the recipients with the best possible chance for success. This is accomplished by establishing solid training plans, honestly evaluating job skills, and providing feedback for the recipient.

The supervisor/mentor (hiring manager, supervisor, or departmental trainer) is not alone in working toward a successful experience in training a participant in this program. The supervisor/mentor will be part of a team made up of the supervisor/mentor, the participant, and his/her Temporary Assistance case manager.

Job Developer's Responsibilities

Job Developers provide many employment services to job seekers and employers. They

conduct extensive employer outreach, promote employer tax credit programs, negotiate on-the-job training placement agreements, conduct targeted job development, screen and refer clients to job openings, and assist DPA staff and service providers to place Temporary Assistance clients in paid employment.

In working with the PSA program, the job developer is responsible for facilitating the recruitment and referral process. DPA job developers are the primary contact for employers to answer questions about requesting or recruiting a PSA position. Job Developers take job order information from the requesting department and distribute the job openings along with referral instructions to case managers. If hiring managers have any questions or concerns during the PSA recruitment, they contact the job developer.

After a PSA position has been filled, the recipient's case manager is the contact person for the hiring manager or supervisor/mentor. If the supervisor/mentor does not know the name of the case manager, they should call the job developer who can provide contact information and coordinate information between the employer, case manager, and PSA employee. See ADDENDUM for job developers' contact numbers.

Case Manager's Responsibilities

The participant's case manager works closely with the supervisor/mentor in developing the training plan and tailoring it to the needs of the individual hired. The case manager helps the supervisor/mentor and participant identify potential challenges to the participant's success in the workplace, determines any appropriate supportive services or supplemental training needed, and takes other steps to enhance the participant's opportunity for success. The case manager will also assist the supervisor/mentor in evaluating the progress of the participant and determine necessary adjustments to the training plan. The case manager uses the supervisor/mentor's evaluation and input to help the participant continue to plan and search for unsupported paid employment.

Alaska Temporary Assistance Program
Program Service Aide
July 2006

FOR HIRING MANAGERS & SUPERVISORS: GETTING STARTED

When hiring managers and supervisors review their offices for potential PSA training positions, keep in mind the restrictions and the benefits of having an additional position. Look for duties and/or processes that are best performed by an entry-level trainee support-staff. These duties and processes are exactly what this program is designed to address. By identifying training opportunities in your work place, in addition to helping the recipient, you assist your community by helping someone move from welfare to self-sufficiency.

What you need to know

The positions are established as exempt part-time Program Service Aide, salary range 5. The position is paid \$8.16 an hour. This job class is intended to provide the incumbent with training in basic work skills while working in support of state agencies or programs. Consistent with the intent of this job class, the hiring division is expected to develop and implement a specific training plan for developing the necessary work skills in the incumbent. The case manager works closely with the hiring supervisor in developing the training plan, assessing training progress and in providing associated case management services.

It is important as you perform your office analysis to keep in mind the limitations of this program.

- **Always remember this is a training program.**
- We cannot displace current state employees. These positions will be to assist current employees and allow better use of your current staff's time and work flow.
- These positions are temporary and exempt.
- The jobs are entry level and in a training capacity.

- The duration of employment depends on the participant's ability to complete specific training goals tailored to their particular needs. (NOTE: Participants may not complete the PSA if they are able to obtain permanent full-time employment in the meantime.)
- DPA Job Developers assist with referring potential trainees for consideration in filling vacant training positions. This is an additional benefit to the hiring managers because it allows quick response time and eliminates the need to work an eligible list.
- Candidates are Temporary Assistance recipients with an approved training outline developed by the hiring manager and the case manager. The case manager helps assure that hiring managers and supervisor/mentors receive qualified candidates.

Step-by-Step Procedures

1. **Identify the Training Opportunity.** Consider the work you want the participant to perform, what expectations and/or objectives you have for the recipient. Consider the Temporary Assistance program's special emphasis on training the recipient, which is distinguished from just getting work done, and assign experiences as meaningful and varied as you can arrange. Consider how basic orientation, training, and monitoring will be provided, and how both the recipient and supervisor/mentor will be evaluating progress throughout the training plan.
2. **Identify Funding Source.** Although positions have been authorized for this project, funding has not. Hiring agencies need to determine how they cover the cost of the salary for their trainee(s). PSA positions may be budgeted and planned for the same as nonpermanent positions. Personnel service savings available from unexpected vacancies are a common funding source.
3. **Requesting a Position.** Positions are requested through the hiring department's Personnel office. Appropriate approval for a position is delegated by division directors to fill vacant positions. A Welfare-to-Work request form has been created to help accomplish this task (see ADDENDUM).

4. **Approval to Fill Position.** The request is reviewed by Personnel, and if it meets the requirements, a PCN is assigned to you. You receive a PCN, an evaluation shell, and handouts outlining what the position entitlements are and how to proceed. Upon approval your servicing Personnel Payroll Office also notifies a Job Developer at the local Public Assistance Office to start actively recruiting and referring qualified candidates to you. See ADDENDUM for Welfare-to-Work Hiring Program Contact Information.

5. **Interview and Selection.** Once approval has been received and a PCN is assigned, you have authority to appoint. After you notify a Job Developer at the local Public Assistance office, you will start receiving referrals. Every effort should be made to have several applicants from whom to choose. Applicants are not hired through Workplace Alaska. However, selection should be guided by the same general principles, i.e. competition for the opportunity, selection from among the most qualified candidates, and consistency. Your actions should be consistent with Administrative Order No. 75, which states there shall be no unlawful discriminatory treatment concerning any individual or group because of race, religion, color or national origin, age, physical handicap, sex, marital status, changes in marital status, pregnancy, or parenthood.
 - **Appointment.** When appointing a Temporary Assistance recipient, a Personnel Action Request Form, requesting appointment of the recipient to the Alaska Payroll System must be submitted to the appointing Personnel Office showing the appointment meets the requirements for the program.

7. CREATING THE TRAINING PLAN

- a) **Put the training plan in writing.** A written plan must be developed, but need not be long or detailed. See ADDENDUM for template training plan. The training plan is worked out between the supervisor/mentor, participant and the case manager, however,

the supervisor/mentor is the owner of the plan. Your plan should include the overall goals of the PSA, training and work objectives, and significant indicators of progress. The training plan should be updated if there are significant changes to work duties or training. Modifications must be approved and signed by the case manager and recipient

- b) **Plan the duration of the position.** Be realistic on the time frame you need for the position. Take care not to let the position shift from a training emphasis into an “ordinary job,” which is more likely to occur if the duration lasts over a long period of time. A typical PSA position lasts from 90 to 120 days. A PSA position may be extended up to 180 days when the hiring manager, case manger, and recipient agree that it is necessary to adequately complete the recipient’s training plan and develop knowledge, skills, and abilities necessary to pursue employment. A PSA position cannot extend beyond 180 days.
 - c) **Plan the recipient’s time commitment.** This is especially important when child care or similar situations are being worked out by the recipient or their case manager. Weekly hours must fall between twenty (20) to twenty-nine (29) hours and may not fall below or exceed these thresholds.
 - d) **Educational coordination.** Some participants may be continuing their education. You should take this in consideration with the case manager when setting hours and work schedule for your position.
8. **Implementation.** Once your participant has been hired, proceed with the training program you have set out. Remember, this to be a learning experience and on-the-job training, not just another way to get work done. Monitor the participant’s progress regularly and work closely with the case manager. Periodically assess the participant’s work against the goal, objectives, and measurements you established in your training plan. Determine what, if any, action is necessary as a result of your assessment. Give the participant regular feedback on his or her progress, both positive and negative, and do the same with the case manager.

9. **Evaluation.** Formal evaluations of performance will be conducted in addition to the ongoing assessment of the participant's progress in meeting the expectations of the training plan. At a minimum, the participant will receive a formal evaluation half-way through the training period and finally at the end of the placement. The participant will be evaluated following the procedures commonly employed by the hiring agency. Evaluations should be provided to the case manager. In some cases the case manager may participate in the discussion of the evaluation with the recipient. The evaluation should include both what the participant has accomplished and where they still need work. Coordinate additional training needs, office needs, conflict/resolution, etc., with the case manager.

10. **Conclusion.** Training is brought to a conclusion when training goals have been achieved or when the supervisor/mentor and case manager determine the plan is no longer appropriate. The supervisor/mentor completes a Personnel Action Request Form (PERF) and submits it to the Personnel/Payroll office to remove the participant from the payroll system.

FOR CASE MANAGERS:

The Program Service Aide program is an opportunity for Temporary Assistance recipients to learn or update skills, develop a work history, and establish positive references while performing entry-level tasks for the State of Alaska. When a client is successful in a PSA position, they are better prepared for unsubsidized paid employment with the State of Alaska or in the private sector. Ideally, clients will move directly from a Program Service Aide position into unsubsidized full-time employment.

It is important for case managers to note that because Program Service Aide positions are staffed 20 to 29 hours per week, clients must perform additional work activities to meet Temporary Assistance work participation requirements. Clients have time to pursue additional training, search for work, or address challenges to employment through appropriate activities while they are employed as a Program Service Aide.

Case manager responsibilities

The case manager acts as the point of contact for the supervisor/mentor and hiring office, and as a support to both the client and supervisor/mentor in identifying client needs, evaluating client skills and progress, and providing supports to help the client succeed. It is the case manager's job to help the client plan for their next employment opportunity, and search for permanent paid employment, even as they are still working as a Program Service Aide.

Step-by-Step Procedures

- 1. Notification of recruitment.** When a State of Alaska office in your area is accepting applicants for a Program Service Aide position, the Public Assistance

Office will notify you and ask for appropriate referrals. See ADDENDUM for a contact list.

- 2. Identifying potential applicants.** Applicants should be work-ready clients who are interested in pursuing employment, which requires the skills they may develop in a Program Service Aide position. This entry-level training opportunity has been developed for those individuals who are not otherwise able to find employment in the field. Those individuals who may be able to find comparable work in an unsupported environment should pursue those opportunities before being considered as a potential applicant for the PSA program.

Applicants should:

- currently lack the skills, references, work history, or minimum qualifications to become employed with the State of Alaska in any other position;
- be available to start employment within a reasonable amount of time (or the start date indicated by the hiring manager);
- be available to work for the entire duration of the Program Service Aide position they are referred to, however, applicants are encouraged to accept offers of full-time, unsubsidized employment during the training period.

Explain the work expectations, duration, pay, and location of the PSA position to potential applicants to ensure they completely understand that this is a temporary, part-time, on-the-job training opportunity before referring them to the position.

They should also be made aware that they are still required to meet work participation requirements, and may be assigned additional work activities to meet this requirement should they be selected.

- 3. Referral to the position.** To refer an applicant, follow the instructions given to you by the Job Developer or person that took the PSA job opening information. Provide the client with the Public Assistance Office contact name and phone number in case

they have additional questions or concerns.

Most hiring managers ask that applicants provide a hard copy of a current Workplace Alaska profile. (This position is not hired through Workplace Alaska.)

- 4. Establishing a relationship with the supervisor/mentor.** The case manager meets with the hiring manager or supervisor/mentor and the client in person or by phone within two weeks of the initial hire. The case manager is the Temporary Assistance point-of-contact for the supervisor/mentor, hiring manager, and work site staff. Ensure that supervisor/mentor knows that you are there to support the client and hiring office, and is aware of the supportive services and additional training that may be available to the client.
- 5. Developing a work plan.** The case manager collaborates with the hiring manager and recipient to develop the training plan, however, the hiring manager is the person ultimately responsible for the plan. You must discuss the plan with supervisor/mentor and client to confirm that both understand and agree on the terms. The client's understanding of their responsibilities, and expectations for their performance, is vital to the client's success. The plan should be developed and signed within two weeks of the client's first day of work. Keep a copy of the plan in the client's file. The work plan should be discussed in person or via telephone with supervisor/mentor, client and case manager.
- 6. Assessment of client need.** When a client is hired, you should assess the client's need for supports in light of the PSA position. The supervisor/mentor may have insight into client needs both before, and particularly a few weeks into, the PSA position. They may be able to identify client's needs such as additional training, or work clothing and other services.
- 7. Providing supports.** As with a client in any new position, supports should be tailored to help the client succeed in their new work environment. Potential areas of

need to consider are child care, transportation, work clothes or tools, additional training, remedial medical, and referral for services that may help the client develop skills and maintain their employment.

- 8. Monitoring.** After the work plan is signed, client needs have been assessed, and supports provided, the case manager should have regular contact with the supervisor/mentor and client. You should receive and review copies of the client's monthly evaluation. If the client experiences any life changes or stressors, it may be useful to check in with supervisor/mentor more frequently to address any performance issues or additional needs in a timely manner.
- 9. Extension.** If the goals set in the training plan are not met by the scheduled end of the PSA training period, the PSA position may be extended beyond 120 days. If this is the case, you should reassess the client's need for supportive services and additional supplementary training to support their continued skill development. If the hiring manager and client would like to extend the PSA to continue development of skills, knowledge, and abilities beyond the scope of the original training plan, review the training plan with the hiring manager and client. The training plan should be modified to ensure continued skill development is provided for, be signed by you, the hiring manager, and client, and placed in the client's file. The PSA position must not extend beyond 180 days.
- 10. Pursuit of unsupported employment.** The case manager ensures that the client (continues to) pursue unsupported employment. Goals and steps should be addressed and noted on the recipient's updated and signed Family Self-Sufficiency Plan. Based on the client's new skills, references, and interests, as well as supervisor/mentor evaluation and input, a plan for pursuing employment should be developed and implemented before the end of the PSA position. The plan should provide for work search during at least the last scheduled month of the position, and include the number of positions applied to or hours spent on work search per week, to ensure a smooth and timely transition to paid employment.

11. Conclusion. Once the training period is complete, the case manager should receive a copy of the client's final performance evaluation. You may want to contact the supervisor/mentor regarding any final comments they may have. If the client has been successful in their PSA position, they will be better prepared for finding and retaining full-time employment.

PROGRAM SERVICE AIDE (PSA) HIRING PROGRAM

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WELFARE-TO-WORK HIRING PROGRAM Contact Information

(Job Developer/ESS)			(07/06)
<u>Anchorage</u>	Telephone Number	Fax Number	Email
Michelle Camak	269-6429	269-6442	Michelle_camak@health.state.ak.us
Toll Free	1-888-838-5627		
Coastal			
<i>Vacant— please call toll-free</i>	1-888-838-5627		
Juneau			
Carol Hughes	465-2987	465-5238	Carol_hughes@health.state.ak.us
Kenai			
Susan Lacey	283-2919	283-3544	Suan_lacey@health.state.ak.us
Ketchikan			
Bob Hale	225-3238	247-2135	Robert_hale@health.state.ak.us
Fairbanks			
Amber Courtney	451-3175	451-2923	Amber_courtney@health.state.ak.us
MatSu			
Sharon Ingraham	352-2539	373-1136	Sharon_ingraham@health.state.ak.us



State of Alaska

Welfare-to-Work Position Request Form

Please assign a Welfare-to-Work Position Control Number and initiate referrals for the following:

Department:		Section:	
Division:		Location:	
Job Class Title:	Program Service Aide	Name of Mentor:	
Rate of Pay:		Desired Number of referrals:	
Contact Phone Number:			

Examples of Training Opportunities and Job Duties

Check all that apply. If part, but not all applies, cross out the portions which do not apply.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Making copies of documents using a copier; collates, staples, folds, hole punches and prepares documents for distribution; labels, stuffs and stamps envelopes. | <input type="checkbox"/> Conducting basic review of applications, forms, documents to ensure they are complete, properly signed, etc.; may perform routine mathematical computations or similar action on information contained in the document. |
| <input type="checkbox"/> Filing using one or more filing system. | <input type="checkbox"/> Routine typing assignments using computers and typewriters. |
| <input type="checkbox"/> Delivers and picks up mail; opens, date stamps, sorts or routes mail; sends faxes, e-mail messages and the like. | <input type="checkbox"/> Routine data entry using uncomplicated software. Learns basic computer operations and software. |
| <input type="checkbox"/> Greets visitors and answers phones; directs calls or provides routine basic information. | <input type="checkbox"/> Assist with routine daily patient or resident care and activities. Observes and reports on patient/resident status. |
| <input type="checkbox"/> Provide peer counseling, simple health care procedures (such as take height, weight, blood pressure), or similar paraprofessional services in support of the professional worker. | <input type="checkbox"/> Assist in routine housekeeping, laundry or maintenance duties. Assist with food preparation and food service. |
| <input type="checkbox"/> Other: _____ | |

ROUTE THROUGH DIVISIONAL APPROVAL AUTHORITY TO SERVICING PERSONNEL PAYROLL OFFICE. IF APPROVED P&PS WILL FORWARD TO APPROPRIATE DEPARTMENT OF HEALTH AND SOCIAL SERVICES, DIVISION OF PUBLIC ASSISTANCE OFFICE.

Division Approval

Signature of Approving Authority	Date	Funding Source
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Personnel/Payroll Office PCN Assignment

Position Control Number	Date
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Upon completion of training program this PCN returns to the servicing Personnel/Payroll Office.



State of Alaska

Welfare-to-Work Hiring Program

POSITION INFORMATION

**Positions are established as exempt part-time Program Services Aide, 8.00
an hour.**

CONDITIONS OF TRAINING POSITIONS

- MUST PROVIDE TRAINING
- FORMAL TRAINING PLAN TAILORED TO PARTICIPANT'S NEEDS
 - CANNOT DISPLACE STATE WORKERS
 - ARE TEMPORARY, ENTRY LEVEL.
- FILLED BY REFERRAL FROM PUBLIC ASSISTANCE OFFICE
- CONCLUDE WITH THE SUCCESSFUL COMPLETION OF TRAINING

Attached

- Program Service Aide job class specifications
- Standardized Position Description Questionnaire (PDQ)

STATE OF ALASKA
Class Specification

Program Service Aide

X0250-01

DEFINITION:

Under immediate supervision and following a specific individually tailored training plan, incumbents of these exempt positions receive training in basic work skills while working in support of a state agency or program.

DISTINGUISHING CHARACTERISTICS:

This class is distinguished by its focus on providing job training and work experience opportunity for participants of programs directed at assisting unemployed or under-employed individuals to gain the necessary basic job skills, experience, and qualifications to transition to permanent employment. Incumbents complete training as outlined in a specific individualized training plan developed jointly by the case manager and hiring supervisor. Successful completion of the training will qualify the incumbent for possible appointment into the classified State service or placement in the private sector, although promotion or placement is not guaranteed. These positions are not intended to provide long-term employment, and failure to successfully complete the training plan will lead to a reassessment of job readiness by the case manager and consideration of other potential remedial training or experience better suited to the needs of the individual.

EXAMPLES OF DUTIES:

Learns and adheres to work rules such as punctuality, attendance, dress and expected office or worksite behavior and conforms to organizational rules.

Learns the purpose and mission of the organization and about the responsibilities of coworkers. Learns and adheres to policies and standard operating procedures of the work.

Learns and performs a variety of duties as part of an ongoing training program prescribed by the employing agency or program. Duties may include, but are not limited to, such tasks as:

- Makes copies of documents using a copier; collates, staples, folds, hole punches and prepares documents for distribution; labels, stuffs and stamps envelopes; performs basic equipment maintenance.
- Files using one or more filing systems.
- Delivers and picks up mail; opens, date stamps, sorts or routes mail; sends faxes, e-mail messages and the like.
- Performs routine typing assignments using computers and typewriters.
- Performs routine data entry using uncomplicated software. Learns basic computer operations and software.
- Greets visitors and answers phones; directs calls or provides routine basic information.

- Assists with routine daily patient or resident care and activities. Observes and reports on patient/resident status.
- Provide peer counseling, simple health care procedures (such as take height, weight, blood pressure), or similar paraprofessional services in support of the professional worker.
- Assists with food preparation and food service.
- Assists with routine housekeeping, laundry or maintenance duties.
- Conducts basic review of applications, forms, documents to ensure they are complete, properly signed, etc.; may perform routine mathematical computations or similar actions on the information contained in the documents.

May participate in classes, conferences, meetings, seminars, committees or field trips as directed.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to acquire the general knowledge, skills and abilities required by the work training plan.

Ability to follow oral and written instructions.

A moderate degree of ability to communicate and interact with others including co-workers, job coach, and case manager.

MINIMUM QUALIFICATIONS:

Demonstrated desire, ability and aptitude to participate satisfactorily in the training program prescribed by the employing agency.

Required to speak, read, and write English with moderate success.

May be required to speak the indigenous language where employed.



STATE OF ALASKA POSITION DESCRIPTION

**POSITION CONTROL
NUMBER (PCN)**

06-_____
(Six Digits)

To the Employee/Supervisor:

This form provides a complete and accurate description of functions assigned to this position. It is primarily used to classify the position and as a basis for establishing selection criteria for refilling the position. Extra sheets of paper may be attached if more space is needed.

Please use black ink or type.

1. Name (last first middle) Vacant	2. Current Job Class Title Program Services Aide
3. Department Health & Social Services	4. Division
5. Region/Section/Unit	6. Work Phone Fax: E-mail Address:
7. Work Address (Street/City)	8. Name/Title of Supervisor PCN: Work Phone:

9. Position Status Code: Full Time=FACL Part Time=PAFL Seasonal=SACL X

10. Requested Action:

Updated PDQ X New Position Flexible Staffing

Reclassification to: _____

Other _____

Reason for Request: The Department of Health & Social Services is establishing several exempt positions for use in a pilot project in support of the Governor's goal to provide work training opportunities to job training program participants seeking to achieve self-sufficiency.

11. Organization Code: _____

Delegated

Nondelegated

**FOR PERSONNEL USE ONLY
Final Classification Action**

Class Title	Code	Range	FLS	BU	Position	Loc.
Approved by	Review Date		Effective Date		Input Date	

DUTIES AND RESPONSIBILITIES

List all duties of the position in the format described below:

Poor Statement	Examples of Good and Poor Duty Statements	Good Statement
<ul style="list-style-type: none"> ' Assist in handling correspondence. ' I administer all nutritional programs in the district. 	<p>Should be written as:</p> <p>Should be written as:</p>	<ul style="list-style-type: none"> ' Receive, open, time stamp, and route incoming mail. ' I plan and schedule field visits for nutritionists within the district; review individual nutrition plans for adequacy and for conformance with program guidelines; maintain activity and statistical records; meet with other health administrators within the district to help coordinate services.

Define Essential and Marginal Duties

Supervisors must determine essential and marginal functions/duties of the position. Essential functions are the fundamental duties of the position. Marginal functions are those duties that could reasonably be assigned to another position. A duty may be considered an essential function for several reasons, including but not limited to:

- ⌚ the function may be essential because it is the reason the position exists;

- ⌚ the function may be essential because of the limited number of employees available who could perform the function; and/or

- ⌚ the function may be essential because it is highly specialized and requires specific expertise or ability.

For example, an essential function of a Mail Clerk Carrier is mail delivery which typically requires lifting/carrying heavy containers. The Mail Clerk Carrier is also assigned to cover office telephones during the noon hour. The telephone reception task is a marginal function as it can be assigned to another position.

The supervisor must mark each duty/function as essential (E) or marginal (M).

Rate the importance of each duty:	Rating of Importance
	1 = Most Important
	2 = Very Important
	3 = Moderately Important
	4 = Somewhat Important
	5 = Least Important

Not all duties should be rated as "most important."

Calculate Percentage of Time for Each Duty

Determine the percentage of time spent on each duty by thinking of the job in a time block of a week. Estimate how much time is spent performing each duty. For example, if you spend one day each week processing applications, divide the time spent on the duty by the time block: 1 day divided by 5 days equals 20 percent. Similarly, 5 hours/week divided by 37.5=13 percent. The total time spent on duties must equal 100 percent. If the work changes seasonally, prepare two sections of #13, e.g., one for the summer season and one for winter.

12. In one or two sentences, state the main purpose of the position.

To receive on-the-job training in basic work skills in order to gain qualifying experience in office or other working environments. Work assignments are tailored to the particular requirements and duties of the work/training opportunity and the training needs of the incumbent.

13. List all duties of the position. Begin with the most important duty. List duties in a decreasing order of importance with the least important duty last. Describe each task in detail (see previous page). List the **percentage of time** spent at each duty and rate the **importance** of each duty (see previous page).

***The supervisor must define each duty/function as essential (E) or marginal (M).**

Essential = E		Marginal = M		Importance = IMP	Percent of Time = %/T
*E/ M E	IM P	%/ T	DUTIES/FUNCTIONS/TASKS		
E	1	10	Learn and adhere to work rules such as punctuality, attendance, dress and expected office or worksite behavior and conform to organizational rules. Receive and respond to mentor and case manager feedback on work habits and job performance in order to successfully complete the training program.		
E	1	70	<p>Learn and perform a variety of duties as part of a training program prescribed by the employing agency or program. Duties are in line with a specific training plan developed in conjunction with the case manager, work site mentor, and incumbent, and reflect the particular work experience opportunity and training/experience needs of the incumbent. Assignments may include, but are not necessarily limited to:</p> <ul style="list-style-type: none"> • Make copies of documents using a copier; collate, staple, fold, hole punch and prepare documents for distribution; label, stuff and stamp envelopes; perform basic equipment maintenance. • File using one or more filing systems. • Deliver and pick up mail; open, date stamp, sort or route mail; send faxes, e-mail messages and the like. • Perform routine typing assignments using computers and typewriters. • Perform routine data entry using uncomplicated software. Learn basic computer operations and software. • Greet visitors and answer phones; direct calls or provides routine basic information. • Assist with routine daily patient or resident care and activities. Observe and report on patient/resident status. • Provide peer counseling, simple health care procedures (such as take height, weight, blood pressure), or similar paraprofessional services in support of the professional worker. • Assist with food preparation and food service. • Assist with routine housekeeping, laundry or maintenance duties. • Conduct basic review of applications, forms, documents to ensure they are complete, properly signed, etc.; may perform routine mathematical computations or similar actions on the information contained in the documents. 		
E	2	5	Learn the purpose and mission of the organization and about the responsibilities of coworkers.		
E	2	10			
M	3	5	Learn and adhere to policies and standard operating procedures of the work.		
			May participate in classes, conferences, meetings, seminars, committees or field trips as directed.		

PHYSICAL REQUIREMENTS AND POTENTIAL HAZARDS

14. The following identifies the physical demands and potential hazards typically encountered by this position. The information is necessary in part to ensure compliance with the Americans with Disabilities Act and the OSHA Bloodborne Pathogens Standards. Your responses should reflect physical demands or exposure to hazards which can be *reasonably anticipated and an expectation of the job*.

Mark the box with the rating that best matches the requirement of this position according to the following scale:

NA: Not applicable, not required of this position.

NE: Requirement is present, but is *not* essential to the position. (For example, a receptionist encounters aggressive/angry people, but this is not an essential assignment.)

O: Occasional up to 33 percent of the time *and* essential to the position. (For example, a lifeguard swims only occasionally, but it is essential that a lifeguard be able to swim; or a correctional officer must deal with aggressive/angry people.)

F: Frequent over 33 percent of the time.

	N	NE	O	F
Sitting				X
Walking			X	
Standing			X	
Running	X			
Bending or twisting		X		
Squatting or kneeling		X		
Reaching above shoulder level		X		
Climbing (e.g., ladders)	X			
Driving cars, light duty trucks	X			
Driving heavy duty vehicles	X			
Using foot controls to operate equipment (e.g., not driving a car)	X			
Repetitive motion of hands/fingers			X	
Grasping with hand, gripping	X			
Lifting/carrying 10-25 pounds		X		
Lifting/carrying 26-50 pounds	X			
Lifting/carrying more than 50 pounds	X			
Pushing/Pulling		X		
Work in/exposure to inclement weather	X			
Work in/exposure to cold water	X			

	N	N	O	F
Exposure to dust, chemicals or fumes	X			
Work/live in remote field site				
Use of hazardous equipment (e.g., guns, chainsaws, explosives)	X			
Swimming, scuba diving	X			
Work at heights (e.g., towers, poles)	X			
Exposure to infection, germs, or contagious diseases	X			
Exposure to blood, body fluid, or materials potentially contaminated by blood or body	X			
Exposure to needles or sharp implements	X			
Use of hot equipment (e.g., kitchen ovens and lab equipment)	X			
Exposure to electrical current (not outlets)	X			
Seeing objects at a distance	X			
Seeing objects peripherally	X			
Seeing close work (e.g., typed print)			X	
Distinguishing colors		X		
Hearing conversations or sounds			X	
Hearing via radio or telephone			X	
Communicating through speech			X	
Communicating by writing/reading			X	
Distinguishing odors by smell	X			
Distinguishing tastes	X			
Exposure to wild/dangerous animals	X			
Exposure to insect bites or stings	X			
Work/travel in boat/small aircraft	X			
Exposure to aggressive/angry people (e.g., correctional institutions, law enforcement)	X			
Restraining/grappling with people (e.g., correctional institutions, law enforcement)	X			
Other:				
Other:				

Items checked above must be consistent with tasks listed in #13. Provide further explanation if needed.

Are there any other physical or mental requirements of this position that have not been addressed above?

None

15. List machinery, tools, equipment, instruments, vehicles, computer hardware/software, etc., **used** in performing this job.

Depending on training program, may learn and/or operate typewriter, computer, copier, folding machine, label maker, 3-hole punch, electric staplers, electric date stamp machine, telephone, or a variety of kitchen, housekeeping, or maintenance equipment.

16. List the laws, rules, regulations, standards, codes, or other regulatory guides you regularly **use** in performing your work. Examples are statutes, federal regulations, professional standards, building codes, trade practices, and procedure manuals:

Department of Health & Social Services Standard Operation Procedure Manual.

Applicable desk manuals and training guides.

17. List **actions** you take or **decisions** you make on a regular basis without higher level approval:

As training progresses routine daily activities may be performed independently or with only sporadic review and/or oversight.

18. List other critical requirements of the job (e.g., skills in writing, negotiating, communications, etc.):

Must have the desire, ability and aptitude to participate satisfactorily in the training program prescribed by the employing agency.

Must be able to speak, read and write English with moderate success.

May be required to speak the indigenous language in area where employed.

19. Employee's comments--Note any other aspects of the job not covered:

20. **Employee Certification**--I certify that the above statements are accurate and complete to the best of my knowledge.

Signed _____ Date _____

THE FOLLOWING SECTIONS MUST BE COMPLETED BY THE SUPERVISOR AND/OR THE DIVISION DIRECTOR OR DESIGNEE.

21. Review Sections 1-19 for accuracy and completeness. Note any additions or exceptions below:

SUPERVISORY RESPONSES SHOULD BE CONSISTENT WITH THE ORGANIZATION CHART AND INFORMATION PROVIDED IN SECTIONS 12, 13, AND 17.

22. **SUPERVISORY RESPONSIBILITIES**--Complete this section if the position is responsible for supervising other positions.

Level Definition of Authority

- 1 = Employee effectively takes action.
- 2 = Employee discusses decision with me and then takes action.
- 3 = Employee presents recommendations to me, I make decision and direct employee to take action.
- 4 = No authority.

Rate position's level of authority according to the above definitions.

List Positions Directly Supervised	Rate Level of Authority					
	Appoint	Promote	Transfer	Take Disciplinary Action	Discharge	Settle Grievances
PCNs						

23. List the most important purpose, service, or product expected of this position.

Dedicated effort at accomplishing the goals outlined in the training plan in order to gain skills necessary for successful transition to the competitive labor market and permanent employment.

24. List specific or specialized training, education, experience and/or skills needed to perform the duties of this position.

The incumbent needs a willingness to learn and must be willing to take direction from a office mentor.

25. List licenses, certifications, registrations, physical or other standards required by state or federal law or regulation. Please cite the specific law or regulation.

None

26. List other positions you supervise that perform work similar to this position.

PCN	JOB CLASS TITLE

27. **Attach a current dated organization chart** for the unit/section that shows the PCNs, job class titles, and locations of positions.

28. **Supervisor Certification**--I certify that the above statements are accurate and complete to the best of my knowledge.

Signed _____ Date _____

29. **Division Director (or designee) Certification**--I certify that the above statements are accurate and complete to the best of my knowledge.

Signed _____ Date _____

30. **Human Resources Manager or Department Certification:**

Signed _____ Date _____



State of Alaska

Alaska Payroll Information for Program Service Aide Positions

SETTING UP POSITION CONTROL SCREENS

Status: NP - New Position
 Type: TEMP - Temporary Exempt
 The rest of the set up is the same as setting up nonpermanent positions
 Job Class **MUST** be X0250 Program Service Aide, this is for tracking and reporting.

APPOINTING EMPLOYEE ONTO AKPAY SYSTEM

```

EMPLOYEE NUM 123456789      EFF DATE 08/16/97  DOC NUM 060359
      NAME LAST,FIRST M
===== S T A T U S =====
ACTION AP APPOINTMNET      STATUS EFF DATE 08/16/97  STAT IND A ACTIVE
STATUS TE TEMPORARY              LOA START 00/00/00  LOA END 00/00/00
SEASONAL PR PART-TIME REGULAR    LAST HIRE 04/21/97  ORIG HIRE 04/21/97
SEP DATE 00/00/00              LEAVE ELIG DATE 05/21/97
COMMENTS NH NEW HIRE
===== C O M P E N S A T I O N =====
ACTION AP APPOINTMENT              COMP EFF DATE 08/16/97
SCHED HOURS 75.00              PAY RATE 8.16  EARNINGS NUM 100
RATE FREQ H HOURLY  RATE OVERRIDE N  MERIT ANN DATE 00/00/1900
===== P O S I T I O N =====
ACTION AP APPOINTMENT              POS EFF DATE 08/16/97  PCN 069110  ACT
BARG UNIT XE  LOC EBA ANCHORAGE  RANGE 05  STEP A
JOB CLASS X0250 PROGRAM SERVICES AIDE  PAY ENT SEMI
DEPT 06  REGION 02  DIV 04  SECT 45 PAYROLL RD 06456 SALARY SCHEDULE AA
      T & A GENERATION H              SCHED PATTERN

PF7-HELP PF8-CHANGE SCREENS PF12-CLEAR SCREEN
TS0010-ENTER NUMBER
  
```

Important to note the status field in the status section is TE for Temporary employee. These employees are statutorily exempt from collective bargaining so their bargaining unit designation is XE.

These employees are not eligible for unemployment insurance so on the A11x screen under the "WORK STATE" field you need to put "XX".

These positions are not eligible for leave or health insurance.

On the A5x screen the only deduction that is necessary is the SBS mandatory (E 500).

On the A7x screen you need to set up the Workers Compensation code and the Employer SBS mandatory (V 800).



State of Alaska

Welfare-to-Work Hiring Program

HIRING REFERRAL

Public Assistance Referral

When the request for position is approved you will receive a PCN, an evaluation shell, and handouts outlining what the position entitlements are and how to proceed. Upon approval your servicing Personnel Payroll Office will also notify the local Public Assistance Office to start actively recruiting for qualified candidates. Hires will be made from a pool of candidates provided to you by your local Public Assistance offices.

Job requests will be faxed by your servicing Personnel Payroll Office to your local Public Assistance Offices. After approval has been received, if you have questions regarding referrals please contact a Department of Health and Social Services Job Developer at your local Division of Public Assistance office at the phone number below.

(Job Developer/ESS)			(07/06)
Anchorage	Telephone Number	Fax Number	Email
Michelle Camak	269-6503	269-6440	Michelle_camak@health.state.ak.us
	269-6550		
Toll Free	1-888-838-5627		
Coastal			
<i>Vacant— please call toll-free</i>	1-888-838-5627		
Juneau			
Carol Hughes	465-2987	465-5238	Carol_hughes@health.state.ak.us
Kenai			
Susan Lacey (temp)	283-2919	283-3544	Suan_lacey@health.state.ak.us
Ketchikan			
Robert Hale	225-3238	247-2135	Robert_hale@health.state.ak.us



State of Alaska

Welfare-to-Work Hiring Program

HIRING REFERRAL

Fairbanks			
Amber_courtney	451-3175	451-2923	Amber_courtney@health.state.ak.us
MatSu			
Sharon_ingraham	352-2539	373-1136	Sharon_ingraham@health.state.ak.us



State of Alaska

Welfare-to-Work Hiring Program

UTILIZING YOUR NEW EMPLOYEE

As with any new position there are some guidelines which will help to facilitate the proper working relationships in our office. These guidelines should be followed and should not interfere with your normal flow of business.

1. A written training plan should be developed and signed by the supervisor/mentor, employee, and case manager. (Template plan attached)
2. New employee orientation should flow as it does now.
3. The hours worked in a work week cannot exceed twenty-nine (29).
4. The hours worked in a work week cannot be less than twenty (20).

The recipient will be evaluated monthly utilizing a specialized evaluation shell for the Welfare-to-Work program (Attached). More frequent evaluations should be done if necessary. These evaluations should be processed in the normal manor in order to keep the employment experience a real-to-life situation



State of Alaska

Department of _____
Division of _____

Training Plan for Program Service Aide Position

Date:

Position Number:

Section:

Start Date:

Location:

End Date:

Supervisor:

Employee Name:

Project Description:

As part of the training plan, provide clerical support to _____

_____.

Training Plan:

Learn the purpose and mission of the department and division, and the basic functioning of the section and office.

Learn the functions and responsibilities of coworkers.

Learn and adhere to work rules such as punctuality, attendance, dress and expected office or work site behavior and conform to organizational rules.

Receive and respond to supervisor's comments and direction on work habits and job performance in order to successfully complete the training program.

Keep records of work time and submit timesheets accurately and in a timely manner.

Learn proper handling of confidential materials and information in compliance with statutory and regulatory language regarding confidentiality.

Learn to perform a variety of duties as part of the training program which include, but are not limited to, the following:

- Learn how to operate various office equipment such as computer, telephone system, and fax machine.
- Make copies of documents using a copier; collates, stapes, folds, hole punches and prepares documents for distribution.
- Learn filing systems in order to properly organize, file, and retrieve documents efficiently.
- General maintenance of office workspace including light dusting, cleaning, and the like.
- Receptionist duties providing customer service, including receiving, screening, and



State of Alaska

Department of _____
Division of _____

Training Plan for Program Service Aide Position

transferring incoming phone calls, as well as greeting and providing information to visitors and walk-in customers.

- Learn procedures for distribution of various types of information and documents to other offices and employees by e-mail and the mail system within the division and within State government.
- Receive and handle incoming and outgoing mail including date stamps, sorting, distributing mail to appropriate staff, and use of postage meter. Routine typing assignments using computers. Learns basic computer operations and software.

Learn other skills and duties including:

Employee's Signature _____

Date: _____

Supervisor's Signature _____

Date: _____

Case Manager's Signature _____

Date: _____