



RECEIVED MAR 14 2008

Eliot Spitzer  
Governor

NEW YORK STATE  
OFFICE OF TEMPORARY AND DISABILITY ASSISTANCE  
40 NORTH PEARL STREET  
ALBANY, NEW YORK 12243-0001

David A. Hansell  
Commissioner

March 12, 2008

Mr. David Sutkowy  
Commissioner  
Onondaga County Department of Social Services  
Civic Center  
421 Montgomery Street  
Syracuse, New York 13202

Dear Commissioner Sutkowy:

I am pleased to inform you that your Temporary Assistance and Food Stamp Employment Plan for the period January 1, 2008 through December 31, 2009 is approved by the Office of Temporary and Disability Assistance (OTDA). A copy of your final plan is enclosed.

The plan will be made available to our Office of Administrative Hearings for use by administrative law judges when conducting employment-related fair hearings. Any amendments necessary to reflect changes to your district's policies or procedures that are covered by the plan must be submitted to your OTDA Employment Technical Advisor for approval.

We look forward to continuing our work over the next few years as we work to continually enhance employment services provided to low-income individuals so they are prepared to retain employment and access the array of work supports available in New York. As always, feel free to contact me or Barbara Guinn at (518) 486-6106 for any assistance to support your efforts.

Sincerely,

Russell Sykes  
Deputy Commissioner  
Center for Employment and Economic Supports

Enclosure

cc: Barbara Guinn  
Janice Mayne  
Krista Etters

*"providing temporary assistance for permanent change"*

bcc: S. Antos  
D. Bloodstein



February 14, 2008

Ms. Barbara C. Guinn  
Director, Employment and Advancement Services  
NYS Office of Temporary and Disability Assistance  
40 North Pearl Street, 11<sup>th</sup> Floor  
Albany, NY 12243

Dear Barbara,

Enclosed please find the signed version of our 2008-2009 Temporary Assistance and Food Stamps Employment Plan. I have incorporated revisions as recently requested.

Sincerely,

A handwritten signature in cursive script that reads "Janice".

Janice Mayne  
Director

Encl.

**Temporary Assistance and Food Stamps Employment Plan  
January 1, 2008 – December 31, 2009**

**Section 1 Assurances/Signature**

As a condition of the receipt of federal and State funds the Onondaga Department of Social Services submits this Temporary Assistance and Food Stamp Employment Plan (Plan) to the New York State Office of Temporary and Disability Assistance. The Plan outlines the administration of the employment services for Temporary Assistance (TA) and Food Stamp (FS) applicants and recipients program for the period January 1, 2008 through December 31, 2009. As Commissioner of Onondaga County Department of Social Services, I hereby affirm that employment services programs will be administered in accordance with all applicable federal and State policies, laws, regulations and provisions of this plan.

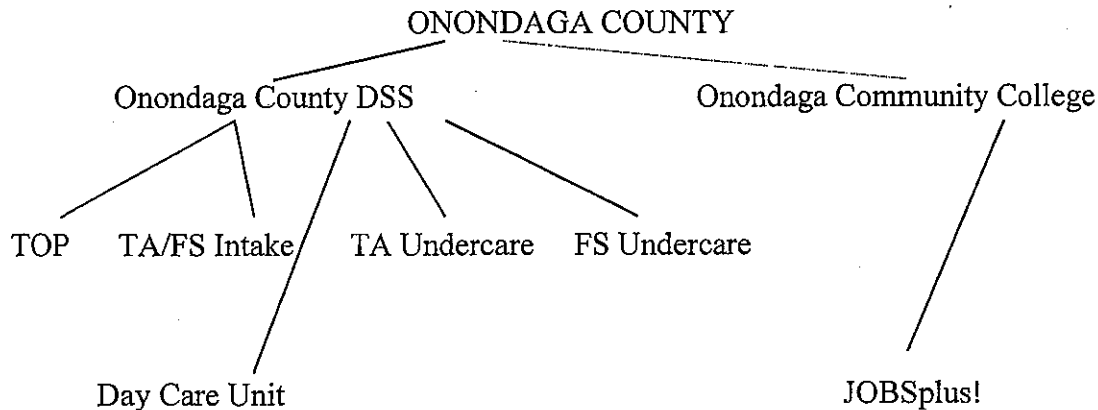
David Kelly, Social Services Commissioner

Date: February 11, 2008

**Section 2 Administration**

**Section 2.1 Administrative Structure**

This agency's organizational chart is below. It identifies the units and staff within the agency that are involved in the operation of the district's employment program.



Following is a description of the office(s) in and/or outside of the Department of Social Services that are involved in the operation of the district's employment program. The responsibilities of each office are described below.

The JOBSplus! program, operating under a contract between Onondaga County and Onondaga Community College, coordinates and/or operates the WTW Program. JOBSplus! is responsible for orientation, assessment, employability planning, assignment to work activity, monitoring of participation, developing and monitoring treatment plans for exempt individuals engaged in treatment or rehabilitation, employability and disability determinations, dispute resolution.

conciliation, sanction, and coordination and provision of supportive services for applicants and recipients. The provision of childcare is coordinated among TA/FS Intake, TA Undercare, the Day Care Unit, TOP, and JOBSplus! according to a plan that was developed among those offices. TOP provides ongoing case management after the case closes for employment and coordinates with the Day Care Unit on the provision of childcare for those cases.

### Section 2.2 TA and FSET Provider Agencies

Table 1 lists the local contracts or agreements with agencies to provide employment services to TA and FS clients. These activities and services may include, but are not necessarily limited to, employability determinations, development of assessments and employment plans, conciliation and grievance activities, provision of work activities, monitoring and support for compliance with treatment plans for exempt individuals with the potential for restoration to self-sufficiency, job development, job placement and retention services, and other employment related activities.

Each contract listed in Table 1 contains an assurance that the activities are not otherwise available from that provider on a non-reimbursable basis and, if not a performance-based contract, a statement regarding use of a cost allocation methodology that satisfies Generally Accepted Accounting Principles, as well as the requirements of U.S. Office of Management and Budget Circulars A-122 for nonprofit organizations, A-21 for educational institutions, or A-87 for State and local governments.

Agencies/providers that offer services to participants but which have no direct financial agreement with the district are included in Table 2 (e.g., Bridge, EDGE, OTDA Wage Subsidy, etc.).

**TABLE 1 - Contracts Associated with Employment Programs and Services**

Provider	Total Contract Cost (per yr.)	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided
JOBSplus!	\$8,853,892	Federal (42%), State (29%), and Local (29%) employment funds	FA SN NTA FS	All employment-related functions
Spanish Action League	\$30,870	Federal (50%), State (25%), and Local (25%) employment funds	FA	Job Search
Rescue Mission	\$54,340	State (50%) and Local (50%) employment funds	SN	Work experience, job placement
Partners in Learning	\$15,000	FFFS	FA and SN Families	Work experience, ESOL, job placement
Rehabilitation Nurse	\$88,000	\$38,000 FFFS \$35,000 State (50% and Local (50%) \$15,000 EEI	FA and SN Families SN Individuals	Liaison with medical providers, tracking medical progress and compliance with treatment plan
Dr. Norman Lesswing	\$3000	FFFS	FA and SN Families	Psychological evaluations and intelligence testing
JOBSplus! – Purchased Supplies for Jobseekers	\$8,400	FFFS	FA and SN Families	Jobseeking supplies for jobseekers who successfully complete job club or secure employment.
Eduardo Rodriguez	\$34,775	EEI and ICS	FA and SN Families	Home visits for sanctioned clients
Accurate Background Investigations	\$26,438	EEI and ICS	FA and SN Families	Home visits for sanctioned clients
Onondaga Community College	\$10,500	ICS	FA and SN Families	Bridges Out of Poverty Workshops for sanctioned clients
Onondaga Community College	\$51,247	EEI	FA and SN Families	Customer Service Vocational Training
Onondaga Community College	\$41,095	EEI	FA and SN Families	Computer Vocational Training
CNY Outsourcing	\$40,000	ICS	FA and SN Families	Guaranteed offers of employment for sanctioned clients
PEACE, Inc.	\$26,845	EEI	FA and SN Families	Supervision of work experience for hard-to-serve clients

JOBSplus!	\$81,000	WFW	FA and SN Families, 200%	Administration of Wheels for Work program
JOBSplus!	\$17,000	FFFS	FA and SN Families, 200%	Camp scholarships for eligible children
JOBSplus!	\$55,417	ICS	FA and SN Families	Job coaching and job development for sanctioned clients
Consumer Credit Counseling	\$2,448	WFW	FA and SN Families, 200%	Credit counseling for Wheels for Work applicants
Onondaga County Health Department	\$110,250	ICS	FA and SN Families	Nurse Family Partnership and Visiting Nurses for sanctioned and at-risk-of sanction clients
Total	\$9,550,517			

**TABLE 2 – Other Service Providers**

Provider	Funding Source(s) (if known)	Categories of Clients Served	Programs, Services or Activities Provided
OCM BOCES	EDGE/EPE	FA and SN Families	Workplace Education; job placement
Syracuse City School District	EDGE/EPE	FA, SN, SN Families	Job Skills Training
Onondaga County Child Care Council		FA and SN Families, FS	Child care referral
Syracuse Educational Opportunity Center	Bridge	FA and SN Families	Work experience, job skills training, placement, retention
Partners in Learning	ELI	FA and SN Families	VESOL
Women's Opportunity Center	DHP/TANF	FA and SN Families	Office Clerical Vocational Training
CNY Services and VESID	VESID LIVES	FA and SN Families	Case management and job placement services for clients with medical/psychiatric limitations
Centro	CST	FA and SN Families, 200%	Mobility Management/Rides for Work

Section 2.3 – Jobs Agreement

**Jobs Program Services – Target Groups**

("X" signifies those that apply in this district)

<b>Services</b>	<b>Target Groups</b>
Assessment/Employability Plan	Applicants <u>    X    </u>
Supervised Job Search <u>    X    </u>	TANF (inc. SN fam.) <u>    X    </u>
Job Readiness Training <u>          </u>	Safety Net Singles <u>    X    </u>
Job Club <u>                  </u>	Food Stamps <u>          </u>
Job Placement Services <u>    X    </u>	200% of Poverty <u>          </u>
Grant Diversion <u>          </u>	
Job Development (employer field visits) <u>          </u>	

**Other Services Requested**

Described below are additional services/duties which will be requested of Jobs staff (i.e., WTWCMS data entry, case conferencing, job fairs etc.)

WTWCMS case notes

**Jobs Program Staffing and Location (Address)**

**Number of Jobs staff** **1**

**Locations**

- 1. JOBSplus! 677 S. Salina St., Syracuse, NY
- 2. 

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- 3. 

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**Jobs Program LDSS Staff Contact (Name & Phone Number)**

Janice Mayne, JOBSplus! 315-442-3242, x1305

### **Section 3 Engagement and Work Preparation**

#### **Section 3.1 Federal "Engaged in Work" Requirement** (Reference 18 NYCRR 385.2 (f))

For purposes of satisfying the federal requirement which states that parents or caretakers must be engaged in work as soon the district determines they are ready, but no later than within 24 months of receiving federally funded assistance, the district's definition of "Engaged in Work" is:

Compliance with assessment, employment planning, any activity included in the individual's Employment/Self-Sufficiency plan, or any of the work activities listed in Section 3.4. Also included is pursuit of other forms of income such as SSI and SSD.

In addition, the definition of "engaged in work" includes being in the process of conciliation or sanction for failure to comply with work requirements; or, providing care for an incapacitated household member.

#### **Section 3.2 Orientation** (Reference 18 NYCRR 385.5)

Check one of the following:

The district provides orientation in accordance with Dept. Reg. 385.5 and no additional information is provided at orientation.

In addition to the requirements outlined in Section 385.5 of the regulations, the district's orientation provides the following.

- An emphasis on employment
- Participant responsibilities to engage in work, rehabilitation, and any other activities designed to restore employability
- School attendance requirements for teens
- Participant responsibility for locating child care, including the availability of regulated care and subsidies for care
- The availability of child care in lieu of TA

Described below is the manner in which the district completes the required orientation, e.g. done in a group setting or individually or a combination of both.

Initial orientation is conducted in a group setting. These orientations are conducted by JOBSplus! or Temporary Assistance staff. Orientation at recertification is also conducted in groups unless a client cannot participate as scheduled, in which case an individual meeting is arranged. Temporary Assistance staff conducts these orientations.

Section 3.3 Assessment and Employability PlanningTemporary Assistance Assessment (Reference 18 NYCRR 385.6 and 385.7)

a. Check one of the following:

The district conducts assessments in accordance with 18 NYCRR 385.6(a) and 385.7(a) with no additional requirements.

In addition to the requirements outlined in 18 NYCRR 385.6(a) and 385.7(a), the district's assessment also includes the following elements:

the types of jobs the recipient is seeking and employers who offer those types of jobs.

b. A copy of the assessment tool used by the district is attached. Additional assessment tool(s) used by the district is (are):

Test of Adult Basic Education survey and NYSPLACE for ESOL jobseekers.

c. The qualifications of the employees administering the assessment tool(s) are at minimum: (Refer to requirements listed in 18 NYCRR 385.6(c) and 385.7(c))

Employees who provide assessment are professional-level (Job Coaches) who possess, at minimum, a baccalaureate degree or equivalent experience and one year professional level experience providing direct service to educationally and/or economically disadvantaged people in at least two of the following areas: intake, assessment, case management, job readiness/job search preparation, and post-employment follow-up services.

d. The district administrative unit or contractor responsible for conducting assessments is:

JOBSplus!

e. Applicants in households with dependent children are required to participate:

Yes       No

Applicants in households without dependent children are required to participate:

Yes       No

Food Stamps Assessment

A district may require a food stamp work registrant to participate in an assessment.

a. The district  does  does not require work registrants to participate in a formal employment assessment.

b. If assessment is required, the assessment includes the following elements: NA

Temporary Assistance Employability Plans (Reference 18 NYCRR 385.6(b) and 385.7(b))

a. A copy of the district's employability plan is attached and:

[ ] The district completes employment plans in accordance with 18 NYCRR 385.6(b) and 385.7(b) and no additional information is contained in the plan.

[ X ] In addition to the requirements outlined in 18 NYCRR 385.6(b) and 385.7(b), the employability plan includes:

the types of jobs (and local employers who have them) that the participant will apply for.

b. The district administrative unit or contractor that develops employability plans is (list only if different from those performing assessments):

c. The qualifications of the employees developing employability plans are (list only if different from the requirements for those performing assessments):

Section 3.4 –Participation Rates and Work Activities (Reference 18 NYCRR 385.8 and 385.9)

a. Described below is how the district plans to meet federal and State Temporary Assistance participation rate requirements. Included is the typical time period it takes for nonexempt individuals to be engaged in activities for both newly opened cases and individuals whose status changes from exempt to nonexempt. Information regarding engaging exempt individuals is entered in Section 3.6

1. Everyone, to the extent each is medically able, will be enrolled in 35 hours of activity/week, including, whenever possible, at minimum, the requisite number of hours of countable activity as defined under federal and state legislation. Anyone who is employed less than 35 hours/week will be required to participate in additional activity to total 35 hours/week. Those with children under the age of six may be required to participate in less than 35 hours/week, but always, when possible, in a sufficient number of hours to be countable. The weekly standard of 35 hours is used as it follows the local county's workweek. A recipient who provides unlicensed child care and who receives less than the hourly minimum wage in payment will be required to participate in 35 hours of activity each week, not including the hours of provision of child care. However, two weeks will be allowed to the recipient to give notice to the parents of the child(ren) receiving the care.

2. 100% attendance is required in all activities, including work experience, job readiness training, community service, vocational training, and all other assigned activity. Absences may be excused if they are documented as being due to emergency medical, dental, or psychiatric/social work appointments; illness; pre-approved non-emergency medical, dental, psychiatric/social work, or lawyer appointments; court appearances; temporary assistance recertifications or fair hearings; short-term childcare interruptions; death in family; serious illness in family; short-term transportation problems; job interview; temporary site closings;

- other pre-approved absences for mandatory appointments with Section 8, Children's Division, HEAP, WIC, Probation, etc.; adverse weather conditions.
3. Recipients without dependents who are aged 19 and older and who are in high school or other educational training will also be assigned to work experience (which will not conflict with school hours) unless engaged in 10 or more hours of paid employment.
  4. Recipients with dependent children who are aged 20 or older and who are in high school or other educational training will also be assigned to work experience (which will not conflict with school hours) unless engaged in 10 or more hours of paid employment.
  5. Recipients who are on an employment sanction will not be authorized to provide informal childcare to other recipients who are engaged in work activities.
  6. All Safety Net recipients must participate in maximum work experience hours as determined by dividing the temporary assistance grant plus food stamp grant by the higher of federal or state minimum wage (unless medically limited). All Safety Net recipients must also participate in other activities, including job search, job readiness training, or secondary school for a total of 35 hours/week. Additionally, vocational training will be approved if it has not previously been disapproved, and if the participant has incurred financial liability for the training. Vocational training will then be approved only until such time as there is no financial liability (e.g., the end of a semester). However, individuals in single-parent families in receipt of Safety Net Assistance due to having received 60 months of cash assistance, may participate in the same work activities, subject to district approval and district participation rate needs, as single-parent TANF families.
  7. All two-parent family adults (whether in receipt of TANF or Safety Net Assistance) must participate in work experience up to the maximum number of hours as determined by dividing the temporary assistance grant plus food stamp grant by the higher of federal or state minimum wage. All two-parent family adults must also participate in job search and job readiness training. The total number of hours of required activity will be 35 hours/week for each non-exempt adult, unless subject to medical limitations.
  8. Participation in VISTA/Americorps is not approved for SNA clients, whether already enrolled or not. For TANF/MOE clients, the first year of participation in a VISTA/Americorps program may be approved for those clients who are high school graduates and age 19 or younger. The first year for all TANF/MOE clients will be approved if the client is already enrolled in the program at the time of application and/or assessment. The second year of participation in a VISTA/Americorps program will not be approved for any TANF/MOE client, regardless of whether the client is already enrolled or the age of the client.
  9. Applicants may be assigned to any of the activities enumerated in the chart following.
  10. Whenever possible, all nonexempt FA, SN, and SN Family individuals are engaged in activity on the day of case opening. Those individuals whose status changes to nonexempt are engaged within one month whenever possible.





11. The district's participation rate is monitored in the following ways: CMS/WRTS data is downloaded via COGNOS into an Access database and combined with information from an internal database to yield a variety of reports, including: entered employments by team, case type, and staff person; average wage at placement, top placement sites, and number of new vs. repeat placements; for each case type, number of persons assigned each employability code, number of persons not counting and for how long; a breakdown of both the numerator and denominator, including the reasons persons did not count for participation rate and how long they have not counted; changes in the caseload, including openings and closings over time. Our internal data is compared to the COGNOS reports issued by the State to verify and correct programming errors. Reporting is the primary responsibility of the Information Systems Team, composed of three staff.

b. The allowable work activities that are available in the social services district are listed and defined as follows. An "X" in the appropriate column indicates the activity is available for individuals receiving FA, SNF (indicating SN households with children or Safety Net Families), SNA, (SN households without children), and/or FS (indicating NTA Food Stamp).

If a column is blank it indicates that the activity is not available for that household/case type.

FA	SNF	SNA	FS	Activity	Definition
X	X	X	X	Unsubsidized Employment	Full time or part time employment in the public or private sector that is not subsidized by TANF or any other public program (excluding employer tax credits). Unsubsidized employment includes self employment and/or paid internships.
X	X	X	X	Subsidized Private Sector Employment	Employment in the private sector for which the employer receives a subsidy from TANF or other public funds (excluding tax credits) to offset some or all of the wages and costs of employing and training a recipient in accordance with New York State Social Services Law 336-e. Subsidized private sector employment will include positions subsidized through grant diversion, supported employment programs, and paid college work study programs at private institutions. Individuals participating in subsidized private sector employment are paid wages and receive the same benefits as unsubsidized employees who perform similar work. An employment situation will be subsidized for up to the full amount of wages/benefits provided to the program participant and will be subsidized for the length of time as determined appropriate by the State or social services district.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Subsidized Public Sector Employment</p>	<p>Employment in the public sector for which the employer receives a subsidy from TANF or other public funds (excluding tax credits) to offset some or all of the wages and costs of employing and training a recipient. Subsidized public sector employment will include positions subsidized through grant diversion, supported employment programs, and paid college work study programs at public institutions. Individuals participating in subsidized public sector employment, and work study unless otherwise permitted under a federal work study program, are paid wages and receive the same benefits as unsubsidized employees who perform similar work. An employment situation will be subsidized for up to the full amount of wages/benefits provided to the program participant and will be subsidized for the length of time as determined appropriate by the State or social services district.</p>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Work Experience</p>	<p>Unpaid work performed at a public or not for profit organization to enable participants who cannot find unsubsidized employment to improve his or her employability. Work experience provides participants with an opportunity to acquire the general skills, training, knowledge and work habits necessary to obtain and retain employment. Participation in work experience includes training required for the participant to complete the work experience assignment. For example, an individual who is expected to provide clerical support in a government agency may be provided training to develop or refine filing and data entry skills as needed to perform the tasks required as part of the work activity assignment.</p> <p>In addition to those components noted above, work experience will include unpaid internships that are part of any non-graduate student's education curriculum. (Note: Paid internships will be reported as employment.)</p>

				<p>On-the-Job Training (OJT)</p>	<p>Training in a public or private sector employment setting during which the participant receives work-essential paid training while he or she is engaged in productive work that provides the knowledge and skills essential to attain full and adequate performance of the job.</p> <p>OJT will be unsubsidized (for which the employer does not receive a subsidy) or subsidized using TANF funds or other funds to offset the cost of the training provided to the participant. A subsidized OJT will be subsidized for up to the full cost of providing such training and wages/benefits provided to the program participant. Positions will be subsidized for the length of time determined appropriate by the State or social services district. OJT is distinct from subsidized employment due to the fact that the individual must participate in workplace training to attain full and adequate job performance and the subsidy provided is intended to offset the cost of such training.</p>
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Community Service</p>	<p>A structured program in which participants perform work for the direct benefit of the community under the auspices of public or nonprofit organizations. Community service placements must be projects that serve a useful community purpose in fields such as health, social services, environmental protection, education, urban and rural redevelopment, welfare, public recreation, public facilities, public safety, and childcare. Community Service programs are designed to improve the employability of participants not otherwise able to obtain unsubsidized employment. Participation in community service may include training that is directly required for the participant to complete the community service assignment. For example, an individual who is expected to provide clerical support to a food pantry may be provided training to develop or refine filing and data entry skills.</p> <p>Community service assignments will primarily be voluntary in nature including participation in VISTA, Americorps, and unpaid volunteer activities at a school, Head Start programs, religious or faith-based institutions, community organizations or a nonprofit or public agency but will also include such mandated participation when court ordered. Participation in activities to support these organizations is deemed to provide a service to the community. In those instances where the participation could meet the federal definition of work experience or community service and the district or program provider would like to have another recipient provide childcare for the community service individual, such hours of work may be reported as participation in community service.</p>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Job Search</p>	<p>The act of seeking or obtaining employment or preparing to seek or obtain employment and will include looking for suitable job openings in a group or individual setting, making contact with potential employers, learning appropriate workplace expectations and behaviors in preparation for submitting job applications and interviewing, preparing to or applying for and/or interviewing for jobs and related activities.</p>

<p>☒</p>	<p>☒</p>	<p>☒</p>	<p>☒</p>	<p>Job Readiness Training (JRT)</p>	<p>Participation in programs that include seeking and preparing for work. Traditional JRT activities will include: resume preparation, training in interview skills, instruction in workplace expectations, training in effective job seeking, life skills essential to workplace success, time management, goal setting, budgeting, basic math and literacy skills, household management, interpersonal skills, decision making skills, anger management, parenting skills when it has been determined that such training could help reduce unplanned work leave or apprehension toward entering employment.</p>
<p>☒</p>	<p>☒</p>	<p>☒</p>	<p>☒</p>	<p>Vocational Education</p>	<p>Vocational education is defined as an organized educational program that directly relates to the preparation of individuals for current or emerging occupations that require training other than a baccalaureate or advanced degree. Vocational education does not generally include basic or remedial education or ESL but may include work focused general education and language instruction that is a regular or integral part of a vocational education program. Social services districts are responsible for ensuring that any such remedial education or ESL is a regular part of the program for participants with similar skill sets as the TANF/SN MOE client, is determined necessary by the program provider, and is limited in hours to less than one-half of program participation. Vocational education programs include the completion of activities that provide individuals the knowledge and skills to perform a specific trade, occupation or vocation. Vocational education must be provided by an education or training organization.</p>

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Job Skills Training</b></p>	<p>Training or education in job skills to improve a participant's employability, to ensure clients have the basic skills competencies required by employers to support job entry and/or to advance or adapt to the changing demands of the workplace. Where identified as needed such training may include the development of basic workplace skills including professional workplace behaviors and decision making skills. Job skills training may include customized or technical training designed to provide participants with additional workplace skills, post secondary education courses leading to a bachelor's or other advanced degree or other training included under the definition of vocational education training. Job skills training may include literacy instruction, English language instruction or other basic education for an individual who has already obtained a high school diploma or equivalency when determined from a client's assessment that such instruction is needed to improve the participant's employability.</p>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Education Training</b></p>	<p>Education directly related to employment for a recipient who has not received a high school diploma or equivalency must be related to a specific occupation, job or job offer or otherwise determined based on a client assessment as necessary to improve the participant's employability to support job entry, retention or advancement. Education directly related to employment may include courses designed to provide the knowledge and skills for general or specific occupations or work settings to ensure clients have the basic skills competencies required by employers and may also include adult basic education, English language instruction and education leading to a GED or HS equivalency diploma as determined as necessary to improve the participant's job opportunities in potential occupations. Where identified as needed such training may include the development of basic workplace skills including professional workplace behaviors and decision making skills.</p>

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Secondary School	Regular attendance in accordance with the requirements of the secondary school or a course of study at a secondary school leading to a general equivalence diploma (GED), in the case of a recipient who has not completed secondary school or received a certificate of general equivalence. Secondary school participation may include general adult basic education or ESL if it is linked to attending secondary school or leading to a GED as determined necessary by the educational institution. Secondary School or GED programs that routinely include ESL, career training, alternative school, tutoring, dropout prevention, teen pregnancy or parenting programs as a requirement of program participation as determined by the educational institution will also be permitted.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Provision of Childcare for Individual Participating in Community Service	Providing unpaid child care to enable another Temporary Assistance (TANF/MOE funded) recipient to participate in a community service program.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Treatment Plan for Substance Abuse	Substance Abuse treatment will include medical, behavioral and other treatment necessary for individuals suffering from substance abuse (current and former users) with such required treatment ranging from detoxification services to after care/abstinence maintenance. For FA families with dependant children this activity will be deemed to be Job Readiness Training within participation rate reporting. For SN households without children this activity will be deemed to be community service.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Treatment Plan Other than Substance Abuse	Physical health treatment and rehabilitation services including attending necessary physical therapy, mental health treatment, or rehabilitation activities in which a qualified medical or mental health professional has certified that such treatment is necessary. For FA families with dependant children this activity will be deemed to be Job Readiness Training within participation rate reporting. For SN households without children this activity will be deemed to be community service.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Other	Any work activity that does not meet the criteria of any of the above countable activities constitutes participation that is not countable toward federal and state participation rates.

Local District Job Search Procedures:

The district assigns Temporary Assistance applicants to Job Search.  Yes  No

If yes, please describe the local district procedure for TA Applicant Job Search, including the generally required number of job search contacts and hours per week assigned. Also include a description of how often applicants are generally required to report job search outcomes and if activities other than job search are routinely expected of TA applicants during the application period.

Nonexempt TANF/MOE applicants are required to report to JOBSplus! within one week of application. They are assigned to up to four weeks of job search at that time. They may also be assigned to a job readiness training/assessment activity. In that case, each week they will attend 15 hours of JRT and engage in job search for the remaining 20 hours/week, and generally required to make 10 employer contacts/week. They will report to the JRT/assessment workshop each day with the job searches they completed the previous day. If not assigned to a concurrent JRT/assessment activity, they will report on a weekly basis with their job search contacts for review, and will generally be required to make 18 employer contacts/week for a full-time (35-hour) job search. Employed applicants may also be assigned to job search if needed to increase hours of employment or wage rate. The number of hours of job search will depend on the employment hours. The number of employer contacts generally required in this case will depend on the time available to engage in job search. In all job search assignments, the district will adhere to HHS and State requirements in documenting that the number and type of contacts is reasonable for the amount of time assigned. Travel time will be included in this determination.

Nonexempt SNA applicants are required to participate in job search during the application phase. Each job search contact is considered equal to two hours of job search. The typical minimum number of contacts is ten per week, subject to work restrictions.

The district assigns TA recipients to Job Search  Yes  No

If yes, please describe the local district procedures for TA Job Search, including the required number of job search contacts and hours per week assigned. Also include a description of how often recipients are generally required to report job search outcomes.

The required number of job search contacts and hours per week assigned for TANF/MOE recipients will vary by the circumstances. In most cases, the goal is a total of 35 hours of activity. The minimum number of hours assigned is typically ten, with five contacts required in that case. If the recipient is enrolled in another activity, that will reduce the number of hours of job search the jobseeker is assigned to, as well as the number of generally required employer contacts. If the jobseeker is assigned to job search in the middle of the week, the number of hours will be adjusted to a reasonable level depending on how many days are left in the week. If the jobseeker is assigned only to job search and for an entire week, the assignment will be for up to 35 hours of job search each week, and the minimum number of employer contacts would be 17. Jobseekers will report on a weekly basis with their job search contacts for review. In all job search assignments, the district will adhere to HHS and State requirements in documenting that

the number and type of contacts is reasonable for the amount of time assigned. Travel time will be included in this determination.

Nonexempt SNA recipients may be required to participate in job search. Each job search contact is considered equal to two hours of job search. The typical minimum number of contacts is ten per week, subject to work restrictions and other assigned activities.

### Section 3.5 Job Development

Yes       No The district conducts or receives job development activities to expand job opportunities for TA and FS clients, either directly or by contract or agreement.

If yes, the district participates in job development activities in the following manner:

District staff contact employers to solicit jobs for Temporary Assistance participants. Below is the description of how this is done, including number of staff, frequency of contacts, etc:

Approximately 3.0 FTE staff are assigned to the job development function. They are in daily contact with employers and host two to four on-site employer visits monthly.

District contracts or has an agreement with another agency to contact employers and solicit jobs for Temporary Assistance participants. Below is the description of how this is done, including number of staff, frequency of contacts, etc.

Jobs Program staff are charged with job development as indicated in Section 2.3. Additional information, if any, is described below:

### Section 3.6 Training Approval & Activity Enrollment Policy (Reference 18 NYCRR 385.9)

- a. Describe how the district identifies/provides appropriate education (Adult Basic Education, GED preparation), and English language instruction, program services that are available to clients whose assessment indicates such services would be an appropriate work activity assignment:

The district is in close communication with educational providers in the community and ensures it has information about available resources. If the client requests this type of education, and the district is in agreement that it will increase the client's employability, the client will be assigned to the activity. The district supports educational agencies' applications for State funding for additional programs as appropriate.

- b. Describe how the district identifies/provides appropriate Vocational Education and Job Skills programs that are available to clients whose assessment indicates such services would be an appropriate work activity assignment:

The district is in close communication with educational and training providers in the community and ensures it has information about available resources. EDGE, Bridge, and ELI contractors provide the bulk of this type of training. When funds are available, the district may also contract for training programs that meet the needs of its clients. Currently, the district contracts with Onondaga Community College for two vocational training programs and supports the use of DHP/TANF funds for vocational training through the Women's Opportunity Center. If a client requests this type of training, and the district is in agreement that it will increase the client's employability, the client will be assigned to the activity.

- c. OTDA is requesting each district to increase the number of vocational training or job skills enrollments by at least 20 percent by January 2009 (generally as compared to September 2007) as one method to increase the skill development of recipients to support improved job entries.

Describe what steps the district will take to increase the number of participants engaged in vocational education and job skills training programs. Such steps may include increased use of contracted services through local training providers, including WIA funded services, or use of OTDA funded Bridge or EDGE training programs. Districts should consider additional blending of activities such as work experience or employment with job skills training in fields that would improve participants' ability to obtain employment or increase wages or hours of employment.

Our plan will be to coordinate with the local WIA agency, CNY Works, to identify new training opportunities that will lead to increased enrollments. As an example, expansion of Carousel Centre and the Syracuse City School District's massive renovation plan may lead to new training programs in the construction, building maintenance, or retail trades.

- d. Education and training providers are evaluated by the following standards:

1. History of providing education/training services, or being part of a larger organization which has done so. The WIA One-Stop list of approved providers and programs will be utilized;
2. Training provides skills that are in demand for specific occupations locally (as determined by local DOL economic analysts);
3. There is a written standard of satisfactory progress for each training course, including qualitative measures of progress (grades, competencies) and quantitative measures of progress (established amount of time to complete training);
4. Employment placement statistics from each program must be tracked and submitted to LDSS, and must exceed 80% for those participants approved for the training by LDSS;
5. Education/training program must be provided in such a way that training can be completed within one calendar year of the start date;

6. Courses for which tuition is charged will not be approved if similar, free, programs are available.

e. The district procedure for advising participants of the approved training providers is:

Training options are discussed at the time of assessment if appropriate or requested. Should a jobseeker request a training provider that has not previously been considered for approval, the agency will contact the provider to determine if approval can be given.

f. Participants must meet the following requirements in order to be assigned to education/training activities:

1. No approval of training will be given for any recipient who has received training in the past, whether through Social Services programs or otherwise, unless the training is now obsolete or the recipient's physical limitations prevent employment in the occupational area.
2. No approval of training for an individual will be given for a program of training which is not approved as per the standards for education and training providers described in this section.
3. No approval of training will be given for individuals enrolled in two-year or four-year post-secondary degree programs, regardless of the length of time remaining to complete the program.
4. Should the jobseeker enroll in a high school equivalency program, he or she may be approved for vocational training for up to one calendar year, provided all other provisions in this section are met and the high school equivalency program was completed in six months or less and the equivalency diploma was awarded.
5. If a jobseeker is already enrolled in, and attending, an approved training program as described in this section, prior to being assessed, the training will be approved only if all of the following conditions are met:
  - a. the jobseeker has incurred a financial liability for the training
  - b. the jobseeker is not on academic probation
  - c. the jobseeker has secured sufficient funding to complete the program
  - d. the training is an approved training program as per this section
  - e. the training will be completed within the length of time described in the program's catalogue or brochure
  - f. training was not previously disapproved for the jobseeker

Jobseekers who are already enrolled in, and attending, any training which was not previously disapproved for the jobseeker, will be allowed to complete the current semester or quarter regardless of whether further training will be approved. However, the jobseeker may be required to participate in other work activities as assigned.

6. Jobseekers must be in satisfactory standing with all assigned activities immediately prior to training. This means the jobseeker is not currently pending conciliation, and that the jobseeker has attended the majority of scheduled activity hours, and has provided acceptable verification of all absences. He or she will then have the opportunity to submit a completed training application packet in addition to two letters of reference, a child care plan, and a child care back-up plan.

All jobseekers requesting vocational training approval complete a "Request for Approval of Vocational Training" form, attached. The job coach and team leader review the request using the "Vocational Training Approval Guide", attached, to make the decision as to whether or not to approve training.

*Additional requirements for recipients enrolled in approved training:*

- Recipient must participate in continuing work experience or paid employment if training is less than 35 hours/week.
- Recipient must participate in continuing job search while in training, as assigned.
- If there is a tuition charge for the training program, funding must be secured prior to final approval. LDSS will not pay tuition.
- If enrolled in educational training such as a GED program, the recipient must participate in 35 hours of total activity, comprised of 20 hours of work experience and 15 hours of classroom activity.

*Additional requirements for recipients enrolled in any work activity:*

- High school or education leading to an equivalency will be required of all teenagers aged 16 through 18 if without dependents, and ages 16 through 19 if a pregnant or parenting teen, unless subject to the provisions of Part 1300.9 (c)(3) of Article 14 of Title 12.

7. Vocational training will be approved for SN Non-MOE if it has not previously been disapproved, and if the participant has incurred financial liability for the training. Vocational training will then be approved only until such time as there is no financial liability (e.g., the end of a semester).

- g. The district procedure for notifying participants of approval for training or enrollment in a work activity is:

All recipients receive written notice of their approved and assigned activity or activities. Recipients also receive written notice of disapproval of vocational training.

- h. In accordance with 18 NYCRR 385.9 (b), regardless of whether the college program is approved for the participant as an employment work activity, the district will approve as a work activity a work-study, internship, externship or other work placement that is part of a non-graduate student's curriculum unless one or more of the following conditions applies as check below:

It has been determined that the student voluntarily quit a job or reduced earnings to qualify for initial or increased Public Assistance.

A job or on-the-job training position that is comparable to the work-study, internship, externship or other work placement cannot reasonably be expected to exist in the private, public or not-for-profit sector

The student is not maintaining a cumulative C average (or the equivalent). The district may disregard this provision if the student documents an undue hardship.

Failure of the institution or student to monitor and report information regarding the student's attendance and performance as required.

Failure of the student to progress toward the completion of a course of study without good cause, as determined by the district.

The student has previously enrolled in a work-study, internship, or other work placement and failed to complete the work placement without good cause as determined by the district.

Additional reasons as stated below:

- i. In order to verify continued exempt status, the local district will monitor the high school attendance of 16-18 year old students in the following manner:

The client will be contacted to provide verification of exemption due to being enrolled in high school. This verification will be requested on an annual basis.

- j. The district's procedure for ensuring that an individual's health-related limitations are accommodated when assigning the individual to a work activity is:

All individuals are assessed to determine if there are limitations on work hours or work activity due to medical or psychiatric issues. Individuals are assigned only to the number of hours of activity per week that is allowed per the client's physician or the agency's independent medical examiner. Any limitations that impact on the ability to take part in the activity – usually, work experience is the activity most affected by limitations – are shared, in writing, with the activity supervisor with a release of information from the jobseeker. All assignments are discussed with the jobseeker in order to address any expressed concerns.

### Section 3.7 Work Verification

Consistent with Work Verification Plan (WVP) requirements established by the United States Department of Health and Human Services, districts must develop a quality assurance plan for addressing the work participation rate it reports. The plan must include the district's procedure for monitoring attendance in paid employment and work activities and the controls in place to ensure that federal exclusions from work participation rate requirements are accurately made, work eligible individuals are correctly identified, hours of attendance reported by providers is accurate and documented, data entry is accurate and that the district and its providers adhere to approved district and State policy for work activity definitions and the determination of excused absences and holiday reporting. Districts must describe how it will determine that system entries

agree with documentation in case files. The district must also explain how it will sample cases, the sample size, and how frequently cases will be reviewed.

After the reviews are completed, the district should provide a summary of findings for management and State review, including errors identified. In addition, the district must include the corrective action it will take when monitoring reveals substantial problems.

The Quality Assurance plan must explain how staff will:

- Assure that documentation of wages and actual hours of employment are verified and accurately projected/reported and present in the case file;
- Assure that the documentation for actual hours, supervision/attendance, excused absences and holidays in other activities is present in the case file;
- Assess whether participation in the work activities reported for work eligible individuals meet the federal definition for the activity;
- Assess that the data entered into either WTCMS, NYCWAY or other automated system used for reporting work activities is accurate, including actual hours, excused absences and holidays; and is based on documentation in the case record; and,
- Make sure that documentation necessary to exempt an individual due to being the caretaker of a disabled household member (Employability Code 38) is present in the case file and that individuals meet the exempt status based on the required documentation.

Please describe the process the district will use to review district worker collected documentation and data entry of the above listed elements (include a description of how a case sample for review will be selected, sample size and frequency of reviews):

The district has charged JOBSplus! to do the following:

Onondaga will perform a random sample of 7 cases per quarter for paid work activities. Both the temporary assistance and employment case files will be reviewed. Hours of employment will be verified through receipt of pay stubs, employer verification forms, and direct phone contact with the employer documented in case notes. The review will ensure the hours of employment on the ABEL budget are consistent with the hours reported on WTCMS and documentation is in the file to support hours reported on WTCMS and that the scheduled hours on WTCMS is consistent with the documentation.

Onondaga will perform a random sample of 15 cases per quarter for participation in unpaid work activities. The employment case files will be reviewed. Actual hours of attendance will be documented by attendance sheets showing actual hours of attendance, any excused absences during the month, any unexcused absences during the month, and holiday time. The review will ensure the actual hours of attendance reported on the monthly attendance sheets has been

correctly reported on WTWCMS, excused absences and holiday time are documented in the case file and correctly reported on WTWCMS in accordance with federal limitations, and that documentation of actual hours of attendance is accurate and matches the hours of participation reported on WTWCMS by district or provider staff. The district will assess and verify that participation in the work activities reported meets the State approved definition for the activity as part of the review of sampled cases.

Onondaga will perform a random sample of 5 cases per quarter in which a case member is reported as an employability code 38-needed in the home fulltime to care for a disabled household member. The temporary assistance and employment case files will be reviewed to ensure there is presence of medical documentation to support the exemption and that the documentation has a timeframe for the exemption and that the individual is the appropriate caretaker.

Onondaga will perform a random sample of 5 cases per quarter in which a case member is reported as an employability code 31-caretaker of a child under the age of 12 months. The temporary assistance and employment case files will be reviewed to ensure there is a birth certificate present to verify the child under the age of one.

Onondaga will perform a random sample of 10 cases per quarter in which a case member is reported to be incapacitated to determine if s/he remains incapacitated or is now a work eligible person. The temporary assistance and employment case files will be reviewed to ensure there is presence of medical documentation to support the exemption and that the documentation has a timeframe for the exemption

A summary report will be prepared following each review period and a copy of the report forwarded to Kathy Nagy at OTDA, using the A&QI outline.

Please describe the process the district will use to review provider collected documentation and data entry of the above listed elements (include a description of how a case sample for review will be selected, sample size and frequency of reviews):

All documentation is collected and data entry done by JOBSplus! staff.

Section 3.8 Requirements for Exempt Temporary Assistance Participants (Reference 18 NYCRR 385.2 (e))

An exempt individual who has the potential to be restored to self-sufficiency through rehabilitation may be required to accept medical care to assist the individual in recovering from a mental or physical impairment, accept referral to and enrollment in a program of vocational rehabilitation, training, and/or other essential rehabilitation, and provide requested evidence that he/she is participating in the assigned program.

- a. Following is the district's procedure for determining if a disabled individual has the potential to be restored to self-sufficiency. This determination is different from the determination of the individual's disability exemption as covered in Section 6 of this plan. Included here is

who (e.g. physician, employment worker, Temporary Assistance worker, local review team, etc.) makes or assists in this determination that an individual can restore or improve employability through treatment or other rehabilitative activities. Also included is the source and type of information used to make the determination (e.g. information from individual's physician, district contracted provider, specialist evaluation obtained as result of district referral, etc.):

Cases determined to have a disability lasting more than three months are assigned to one unit of employment workers who have been trained in basic medical case-management practices as well as SSI requirements. Medical evidence from the jobseeker's physician is requested and reviewed. Additional evidence from the district's contracted medical provider may be requested. The case file is reviewed to collect additional historical information, and the jobseeker is interviewed. The coach may assign the jobseeker to continue with prescribed treatment and rehabilitation as indicated by the physician, and monitor progress to determine if rehabilitation efforts are proving successful. Rehabilitation nurse case managers are on contract with the district to case-manage referrals, serving as intermediaries between all involved medical providers and the job coach. These case managers can evaluate rehabilitation/treatment progress and make recommendations about the potential to be restored to self-sufficiency. The employment workers request approval from their team leader for all code changes, which are made by the employment unit (JOBSplus!). Sometimes the TA Worker is also consulted, and input from all of the above-mentioned practitioners is considered in determining the potential for employability.

Cases with disabilities lasting less than three months are handled by generic caseload employment workers, but the procedures described in the preceding paragraph are followed in the same manner.

- b. Following is the district's procedure for developing a treatment plan and for referring the participant to appropriate treatment, etc.:

As stated above, all relevant medical information is collected. The physician, with appropriate release of information, may be contacted to facilitate the appropriate treatment plan, or a rehabilitation nurse may be asked to case manage and determine appropriate treatment. Jobseekers meet with coaches who make referrals to appropriate treatment and explain how this treatment is to be documented.

- c. Following is the district's procedure for tracking the participant's compliance with the treatment plan. Include if monthly attendance at rehabilitation is received, etc.:

Participants must submit verification of scheduled treatment. Rehabilitation nurses may accompany jobseekers to medical appointments and/or treatment and may obtain information about compliance with treatment as needed, with appropriate releases of information. Reporting of monthly attendance at rehabilitation is required.

### Section 3.9 Strategies/Procedures for Increasing Program Attendance

Describe district policies and/or procedures in place to reduce the amount of time participants fail to participate in work activities, including absences that are with good cause.

As mentioned above, a system of visits to work experience sites has been implemented. One of the purposes of this is to encourage sites to be clear on attendance requirements with jobseekers, and also to encourage making up time when a jobseeker is absent, as well as providing instruction to supervisors on documenting attendance and absences. New activity programs have been developed in the hope jobseekers will have better attendance if they have a broader range of choice of activities. Work experience assignments for jobseekers with children under the age of six may consist of up to four full days of work experience, instead of requiring five full days of activity. Alternate hours (e.g. evenings and weekends) are available at many established sites. Attendance from work experience and other activity sites is received weekly, allowing coaches to respond in a timely manner to attendance issues. All jobseekers are required to have a childcare backup plan.

### Section 3.10 Strategies/Procedures for Engaging Sanctioned Temporary Assistance Participants

District has no specific strategies to engage sanctioned participants.

District attempts to engage sanctioned participants as soon as they are sanctioned using the following strategies:

District attempts to engage sanctioned participants when the durational period of the sanction is completed using the following strategies:

District attempts to engage sanctioned participants during different times in the sanction period using the following strategies:

District calls these participants in for eligibility group meetings and individual interviews to explain why compliance is beneficial and what it involves. Interviewers attempt to gain an understanding of why the participants continue to remain sanctioned and offer services as indicated. District also contracts for home visits and a guaranteed employment project, as well as a Bridges Out of Poverty project, visiting nurses, and workshops targeted to young sanctioned individuals in need of life skills programming. Job development assistance is also offered.

### Section 3.11 Diversion Strategies

District has no specific diversion strategies.

District's diversion strategies are described below:

Intake employment staff offer diversion services, such as assistance with applying for subsidized childcare, and childcare in lieu of TA, for all employed applicants. Those with a documented promise of employment are also offered diversion services.

SN and SN Family individuals are required to participate in job search for the duration of the application phase. FA individuals are required to participate in a JRT/assessment workshop for the duration of the application phase. FA individuals employed less than full-time are also required to conduct a job search to secure full-time employment.

**Section 4 Support Services** (Reference 18 NYCRR 385.4)

**Section 4.1 For Temporary Assistance Applicants and Recipients in Work Activities**

- a. The social services district will provide childcare in accordance with the childcare section of the district's Child and Family County Services Plan. The district will also provide to participants the following expenses which the district deems necessary for the individual to participate in orientation, assessment, employment planning, work activities and activities to restore self-sufficiency: The social services district will provide childcare in accordance with the childcare section of the district's Consolidated Services Plan. The district will also provide to participants the following expenses which the district deems necessary for the individual to participate in orientation, assessment, employment planning, work activities and activities to restore self-sufficiency:

The agency will provide supportive services payments for any expenses required for participation in approved training, other assigned activity, or employment for applicants or recipients, including but not limited to:

- ◆ clothing: uniforms, work clothing, specialty items
- ◆ equipment: specialty tools or equipment
- ◆ licensing: licensing or testing fees

All requests are evaluated on a case-by-case basis as to the relevance to obtaining or retaining employment. Evaluation criteria include: alternative sources of funding or service; whether other resources are exhausted; obtaining estimates from one or more providers of service or material; whether the requested item/service is required or optional; and whether the amount of the request is commensurate with the need.

Written documentation from the work site or employer of the need for the required items must be submitted. Payment will be based on the lowest cost estimate. Payment may be issued directly to the jobseeker, who must sign a promise of repayment, which requires that proof of purchase be submitted by a specific date: if the jobseeker fails to provide this proof, the payment may be recouped from future benefit payments. Alternatively, payment may be pre-arranged with and go directly to a vendor.

The agency will provide any other appropriate materials that will enable parents to attend approved training or activities after normal business hours.

b. The district will use the following approach to assist those participants who need transportation to and from a work activity site (including any applicable mileage reimbursement rate and the method used by the district to arrive at that reimbursement rate):

The district will provide transportation assistance as necessary for applicants or in order to participate in assigned work activities.

1. During application stage, and until the first structured program assignment, transportation is provided as necessary to apply for specific job openings or attend interviews.

2. Once a jobseeker is enrolled in structured activity, s/he will be given a bus pass so long as s/he does not live within one mile or 10 blocks of the assigned activity. Jobseekers in approved activity may also be approved for driver's education training (including classroom and on-the-road training), subject to availability of funding through Wheels for Work.

3. In the event that a jobseeker is unable to use available bus service, the agency will provide reimbursement for carpooling or driving of a vehicle which has been reported as a resource to the temporary assistance worker (along with proof of ownership, registration, insurance, and driver's license) at a rate consistent with bus fares. Approval for this arrangement is made on a case-by-case basis. Reimbursement for use of a private vehicle is based on the rate paid for bus transportation. Onondaga County has five zones of bus transportation, which cover most of the County. The jobseeker is paid the same rate as for the zone in which s/he lives. In those rare instances where jobseekers do not live in a bus transportation zone, the jobseeker is paid the maximum zone rate, and alternate transportation means are sought. The maximum zone rate is \$2.50 one-way. Should a jobseeker document that the cost of transportation exceeds the maximum zone rate, the jobseeker may be reimbursed at the rate of 21 cents per mile. This rate represents the cost of gas, but does not include the cost of any repairs or insurance, which may be reimbursed separately, on an as-needed basis. It is the same as the training mileage rate paid by NYS.

4. Transportation assistance will be provided for applicants or recipients who begin paid employment until the first paycheck is received, or 30 days from the date of employment, whichever comes first. This assistance may be extended on a case-by-case basis depending on demonstrated need. Employed applicants and recipients may also be considered for assistance with the cost of car repairs, insurance, and driver's license fees (but not fines), subject to the other provisions of this section.

5. If a documented medical need is present, such that a jobseeker cannot walk 10 blocks or one mile, a pass for bus transportation will be issued.

6. Transportation assistance to Safety Net families will be provided. If the individual is employed, transportation will be provided using TANF funds. If the individual is not employed, other non-TANF funds, such as Safety Net and/or Food Stamps, will be used.

- c. The district will use the following approach for those individuals who reside in an area where public transportation is not available. In those instances where the district would require a participant to walk to a work activity assignment, please identify the maximum distance the client would be expected to walk, along with a rationale for the maximum distance:

The agency will support the use of carpooling or a self-owned vehicle (as described above) in the event that remote sites that are not located on bus lines are to be used for work activities. The agency will assist the individual in identifying resources that may be available to him or her (e.g., friends, neighbors, and relatives) in providing transportation. The assistance of community agencies will be enlisted in meeting additional transportation needs.

- Onondaga County currently has an abundance of work sites (over 200) in areas that are served by public transportation.
- In addition, sites have been developed in more remote areas at town and village offices, local historical societies, school districts, Head Start programs, and area churches.
- In the event a site is not currently established in a remote area, the agency's site coordinator will canvass the area in order to develop a site in that area.
- Diligent efforts will be made to assign the recipient to the closest possible work site to his/her home.
- The district will use the following work sites, which are in close proximity to the homes of individuals who lack transportation, either public or private:

Baldwinsville Head Start/Grace Episcopal Church, Baldwinsville, NY  
 Carpenters Brook Fish Hatchery, Elbridge, NY  
 Food Bank of CNY, East Syracuse, NY  
 Onondaga County Parks/Beaver Lake Nature Center, Baldwinsville, NY  
 Onondaga County Parks/Highland Forest, Fabius, NY  
 Onondaga County Parks/Jamesville Beach, Jamesville, NY  
 Onondaga County Parks/Oneida Shores, Brewerton, NY  
 Onondaga County Parks/Pratts Falls, Pompey, NY  
 P.E.A.C.E./Cicero Head Start, Cicero, NY  
 P.E.A.C.E./Family Resource Center, Baldwinsville, NY  
 P.E.A.C.E./Family Resource Center, Tully, NY  
 P.E.A.C.E./Jordan-Elbridge Head Start, Jordan, NY  
 P.E.A.C.E./Lafayette Head Start, Lafayette, NY  
 Sacred Heart Church, Cicero, NY  
 St. Vincent DePaul Clothing Store, Mattydale, NY  
 Thrifty Shopper, Baldwinsville, NY  
 Thrifty Shopper, Cicero, NY

Thrifty Shopper, Liverpool, NY  
 Thrifty Shopper, Manlius, NY  
 Thrifty Shopper, North Syracuse, NY  
 Tully Central School District, Tully, NY  
 Tully Historical Society, Tully, NY

The maximum distance jobseekers are expected to walk is one mile, or 10 blocks. This expectation is based on the same rules used by local school districts in determining whether a child will be bused.

- d. The district will provide the following services to assist individuals at risk of needing public assistance to improve their opportunities for employment or to maintain their employment:

Services to assist individuals at risk of needing public assistance to improve their opportunities for employment or to maintain their employment are available on an as-needed, case-by-case basis. Such services may include: referral to child care subsidies; work-related expenses such as tools, uniforms, licensing fees, and INS fees for green cards; transportation expenses such as car repairs, bus passes, and gas money (as needed until next paycheck is expected); and emergency day care (if provider is contracted and child care subsidy application has been filed). If an applicant for such services owes the district money under a previous recoupment, these services may be denied.

- e. Following is a description of how the district accommodates the needs of non-English speaking participants in accessing employment activities and services (or see below):

The predominant second language in the area is Spanish. There are native-Spanish-speaking staff at TA Intake and at JOBSplus!, and they provide or broker all services to non-English-speaking Spanish speakers.

There are some Vietnamese and Russian/Ukrainian jobseekers as well. If they cannot communicate in English, they are assigned to native-Vietnamese or Ukrainian-speaking staff at JOBSplus!

Newer refugee populations, such as the Burundi and Burmese, are served with the aid of translators. The district pays for translation if the jobseeker does not have a friend or family member who can assist.

There are two community-based organizations that work primarily with Spanish-speaking clients. The district or State has contracts with each to provide activities, which can include applicant job search, work experience, ESOL, vocational training, and other activities as appropriate. One of these agencies also provides these services to speakers of other languages as well, and serves as an activity site for some refugees.

The Refugee Assistance Program (RAP) provides acclimation activities for newly arrived refugees. By agreement with the RAP, these refugees are assigned to work with the program for the first two months of their stay in the United States, as their work activity. Attendance is submitted for each individual to document their participation. After the first two months, the refugees are referred to JOBSplus! and new activities are assigned as appropriate. The RAP or other refugee resettlement agencies may provide translation or additional resettlement services

for several months, but, as described above, the district will pay for translation that is not otherwise available on a no-cost basis.

The district has an account with the ATT Language Line, which provides immediate translation over the telephone. This line is used whenever a client's translation needs cannot be met in one of the ways described above.

[ ] This is not generally applicable in our area (never or rarely have occasion to serve such individuals).

#### Section 4.2 Transitional Supportive Services

The district will provide the following supports and strategies to support job retention:

Transportation assistance will be provided, as needed, up to 30 days after the day employment begins, or until receipt of first paycheck, whichever is first, provided the individual lives more than one mile or 10 blocks from the place of employment. This assistance may be extended on a case-by-case basis depending on demonstrated need. Transitional transportation assistance will be subject to all other provisions in Section 4.1.b. service or material; whether the requested item/service is required or optional; and whether the amount of the request is commensurate with the need.

A TOP case will be monitored for up to six months after it is determined ineligible for TA based on earned income and support. During that period, the TOP worker will take all necessary steps for the recipient to apply for and/or receive Food Stamps, Transitional Medical Assistance, and Transitional Child Care.

The district will provide the following supportive services, for up to 90 days after case closing, to individuals whose Temporary Assistance cases have closed due to employment.

1. Assistance with the cost of car repairs and/or insurance will be provided upon request, subject to the restrictions stated in Section 4.1.b.
2. Training and work-related expenses will be provided for any expenses required for employment, including but not limited to:

- ◆ clothing: uniforms, work clothing, specialty items
- ◆ equipment: specialty tools or equipment
- ◆ licensing: licensing or testing fees

All requests are evaluated on a case-by-case basis as to the relevance to retaining employment. Evaluation criteria include: alternative sources of funding or service; whether other resources are exhausted; obtaining estimates from one or more providers of service or material; whether the requested item/service is required or optional; and whether the amount of the request is commensurate with the need.

Section 4.3 Extended Supportive Services

As long as funding is available (through FFFS, etc.), the district will provide the following supportive services for individuals who are eligible under the TANF Services 200% of poverty eligibility guidelines.

Reduced fare bus passes: Family Assistance and Safety Net Families recipients may purchase half-price bus passes for up to one year after case closing if employed and until available funding (WFW) expires.

Wheels for Work: Health care facility workers who are 200% eligible may apply for a Wheels for Work vehicle.

Clothing: Jobseekers may request clothing from the supply of donated business wear as needed.

Section 4.4 Supportive Services for Food Stamp Employment & Training (FSET) Participants:  
(Reference 18 NYCRR 385.4(b))

The district provides necessary childcare in accordance with the childcare section of the Child and Family County Services Plan.

a. Following is the district’s policy for providing transportation services for FSET participants:

The district will provide or reimburse as appropriate the costs of transportation for individuals participating in FSET programs. The rate of payment or reimbursement for transportation shall not exceed the cost of a monthly unlimited-ride bus pass per month per individual. Transportation assistance is provided to enable jobseekers to perform job search, and will usually be in the form of a bus pass. The maximum unlimited ride bus pass rate is \$60.00.

b. The district will provide the following supportive services in addition to transportation:

FSET participants may receive donated business clothing as needed.

**Section 5 – Temporary Assistance Conciliation and Dispute Resolution Procedures; Food Stamp “Good Cause” Determination Procedures** (Reference 18 NYCRR 385.11 and 385.12)

Section 5.1 Conciliation

The district’s conciliation process is in accordance with 18 NYCRR 385.11(a).  
Conciliations are conducted (check all that apply.):

- in person
- by phone

- by mail, etc.  
 other as described below:

Conciliation will be provided in-person to jobseekers under the age of 25 under an Intensive Case Services grant project. The intent is to increase compliance through the opportunity for personal contact.

The good cause/willfulness determination is made by:

- client's employment worker  
 a supervisor  
 separate entity (please describe below)  
 other (please describe below)

An employment worker with no direct responsibility for the case, under the direction and supervision of a team leader.

#### Section 5.2 Sanction

The district's procedure for determining compliance for those individuals who wish to end their employment sanction (18NYCRR 385.11(b), 385.12) is:

The individual is assigned to a 10-day, seven hours per day, activity. If s/he completes the activity satisfactorily, with no unexcused absences, the sanction will be ended.

A sanction may also be ended once it has reached its duration if the individual can demonstrate incapacity or if the individual obtains employment.

#### Section 5.3 Dispute Resolution

The district's procedure for individuals who wish to dispute their work activity assignments, including individuals who dispute the district's response to their request for health-related accommodations is conducted in accordance with 18 NYCRR 385.11(b).

The grievance is mediated by:

- an agreement with an independent entity  
 supervisory staff who are trained in mediation and who have no direct responsibility for the individual's case  
 designated supervisory staff who have no direct responsibility for the individual's case but who are not trained in mediation

#### Section 5.4 Food Stamps Good Cause Determination

The district's procedure for determining if good cause exists for applicants and recipients who fail to comply with Food Stamp Program employment requirements is in accordance with 18NYCRR 385.12(c) and is conducted:

- conciliation is offered in the same manner as described in Section 5.1 of this plan;

- by the Employment worker using available information, including that provided by the participant if any, to determine if there was a good cause reason.
- Other (described below)

**Section 6 -- Disability Determinations** (Reference 18 NYCRR 385.2(d))

The district's process for determining an individual's disabilities and/or work limitations is in accordance with 18 NYCRR 385.2(d). Check all that apply:

- District participates in the OTDA managed contract for independent medical evaluations.
- District contracts directly with a physician to provide independent medical evaluations.
- District accepts physician's statement provided by participant.
- District accepts physician's statement provided by participant but refers for an independent evaluation when deemed necessary
- Other process, described below.

The local process for reviewing the medical documentation to determine if the individual is exempt, nonexempt, or work-limited is as follows.

- District directs the contracted physician or individual's physician to determine status.
- District review team reviews and determines status (described below)
- Specialized disability/medical staff or unit reviews and determines status (described below).
- Other, described below:

The employment worker, in conjunction with his or her team leader and agency administrator, reviews the documentation submitted by the client. Additional information may be requested from the client and/or the client may be referred for an independent evaluation. A rehabilitation nurse may be assigned to assist the client in gathering information and/or to confer with the treating provider to elicit clarification of the client's status. Upon receipt of all available information, a decision is made by the worker, team leader, and administrator regarding the individual's claim of disability.

JOBS56

SS# \_\_\_\_\_

PA Case # \_\_\_\_\_



# EMPLOYMENT PLAN FOR \_\_\_\_\_

*Over 20,000 people have found jobs through JOBSplus! You can, too.  
All it takes is planning and perseverance. This is your first step. Good luck!*

**Jobs I will look for:**

_____	_____
_____	_____
_____	_____
_____	_____

**Employers who have these jobs:**

_____	_____
_____	_____
_____	_____

**Steps I will take to get these jobs:**

**Start and End Dates**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Services I will need to get and keep these jobs:**

**Test                      Date                      Score**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

If applicable, the availability of grants and scholarships and my liability for student loans have been discussed. Y \_\_\_ N \_\_\_ NA \_\_\_

**If my preferences cannot be accommodated in this employment plan, this is why:**

\_\_\_\_\_

**SHORT TERM GOAL: Employment**

**LONG TERM GOAL: Self-Sufficiency!**

*I understand that if I follow this plan, I CAN get a job. I also understand that everyone at JOBSplus! is here to help me find and keep that job.*

Jobseeker \_\_\_\_\_ Job Coach \_\_\_\_\_ Date \_\_\_\_\_

JOBS 56N (01/05)

Date: \_\_\_\_\_

Soc. Sec.#: \_\_\_\_\_ Name \_\_\_\_\_

## VOCATIONAL TRAINING APPROVAL GUIDE

This guide should be completed by the coach prior to the meeting with the Team Leader. Using the factors outlined in this guide should help with consistency in decisions.

### **The following issues could result in automatic disapproval of training.**

**Check the Time Limit Tracking Tab on CMS. What is the number of vocational months used? (jobseekers have a 12-month *lifetime* limit)**

- If the count indicates 12 months used, no further training can be approved. Supportive services can not be paid even if the client is self initiated.
- If the count indicates less than 12 months used the training can be approved *as long as* the training fits under the months remaining in the 12-month lifetime limit.

**Is the length of the program more than 1 year?**

- YES.** The jobseeker's request for training must be denied. Supportive services can not be paid even if the client is self initiated.
- NO.** Continue with approval process.

**Is the client a SN-IND?**

- YES.** Training can not be approved even if the client is self initiated.
- NO.** Continue with approval process.

**Is the client an Applicant who has had previous training?**

- Yes.** Further training may not be approved.
- No.** Continue with approval process.

### **The following issues should be addressed during the approval process but they do NOT result in automatic denial of training.**

**Is the application packet complete?**

*All questions have been answered in the packet, all blanks filled in. The packet includes a child care plan and a back up child care plan. The client has submitted two letters of reference.*

- YES.** Continue with the approval process.
- NO.** Send the jobseeker JOBS-188 requesting additional information.

**Is the jobseeker enrolled in self-initiated training? (i.e. already enrolled in *and* started the training program?)**

- NO.** Continue on with approval process
- YES.** See Vocational Training Approval process for further information regarding self initiated Training.

**Additional question for self initiated clients:**

- Has the jobseeker incurred a financial liability for the training?**

- Yes: Approval may be given until the next break in training. If the training will not be approved on an ongoing basis, give the Training Disapproval letter to the job seeker . Only pay supportive services if the training will count.
- No. If the training is not approved, you may assign the client to additional activities and ask that they withdraw from training.
- Is the job seeker on academic probation?**
  - Yes. Training may not be approved if the client is not making satisfactory progress.
  - No. Continue with approval process
- Is the client an applicant who has had previous training?**
  - Yes. Further training can not be approved
  - No. Training may be approved if other criteria are approved..

**Is the program found on the 'Approved Programs' list?**

- YES.** Continue with approval process.
- NO.** Double check with Sue Branagan-Phame for the most updated information regarding approved programs. If the training your jobseeker is requesting isn't on the approved list please do not automatically deny the client. Review the situation with Sue Branagan and your Team Leader.

**Has the jobseeker had previous training? (Note: APPLICANTS who have had previous training will not be approved for additional training in the applicant phase)**

- YES.**
  - What was the outcome of the training? Did they complete the training? Did they earn a certificate?
  - How long ago was the training?
  - Did they ever work in the field related to the training?
  - Is there a need for updating skills?
  - Is the jobseeker physically able to work in the field in which they were originally trained?
  - Are there other extenuating circumstances?
- NO.** Continue with approval process.

**Has the jobseeker been in satisfactory standing with all assigned activities immediately prior to this request for training?**

*(A jobseeker who is in satisfactory standing is not pending conciliation, and has provided verification of acceptable absences)*

- YES.** Continue with approval process..
- NO.** Training may not be approved for this jobseeker, *unless* there are mitigating circumstances which can be verified and documented.

**Is the job seeker currently employed?**

- Yes**
- No**

**Has the jobseeker had satisfactory attendance at previously assigned activities?**

- Yes**
- No**

**What is the client's sanction history?**

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**Has the client had paid employment within the past six months?**

Yes                       No

**Does the client have a GED or HS diploma?**

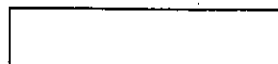
GED                       High School Diploma                       No

**Did the jobseeker submit at least one letter of reference from a professional?**

Yes                       No

**Has the jobseeker submitted requests for approval in the past and been denied?**

Yes                       No



The following will give you some basic information that you should consider before applying for vocational training approval.

- Jobsplus does not pay tuition or for the cost of training. Supportive services such as child care and transportation may be paid if your training is approved.
- Public Assistance is temporary; therefore, your first priority is to find a job. JOBSplus! staff is available to help you do this. Your Job Coach or one of our representatives would be happy to talk with you about ways in which your own work history/experience can assist you in finding employment and use the skills that you already have.

**However, if you wish to attend training, it is important that you understand that to be approved for training:**

- ✓ the training must be less than one year in duration
- ✓ you must be in satisfactory standing with JOBSplus! and Temporary Assistance
- ✓ the training must be an approved training based on specific guidelines
- If your request for training approval is denied, you may not receive supportive services for childcare, transportation, etc., and you will be required to participate in other assigned activities.

Please submit the attached paperwork, including two letters of recommendation as soon as possible **before** the start of your training program. If you have any questions or concerns, please contact your job coach. The main number is, 442-3242.

***Thank you!***

**REQUEST FOR APPROVAL OF VOCATIONAL TRAINING**

**Section 1- Application and Training Information**

Name: \_\_\_\_\_ SS#: \_\_\_\_\_ Date: \_\_\_\_\_

**What agency is offering the training?**

\_\_\_\_\_

**What is the name of the program you want to take?**

\_\_\_\_\_

**Scheduled Hours: (attach a schedule from the school if you have one)**

	Start Time	End Time
<input type="checkbox"/> Monday	_____	_____
<input type="checkbox"/> Tuesday	_____	_____
<input type="checkbox"/> Wednesday	_____	_____
<input type="checkbox"/> Thursday	_____	_____
<input type="checkbox"/> Friday	_____	_____
<input type="checkbox"/> Saturday	_____	_____

**How long will it take you to finish the program?** \_\_\_\_\_ months/weeks

**When will you start?** Date: \_\_\_\_\_ **When will you complete the program?**

Date: \_\_\_\_\_

**How are you paying for the training?**

\_\_\_\_\_  
\_\_\_\_\_

Will you have enough financial aid to pay for tuition, books and fees until you finish the program?

Yes       No

Does this program include a practicum or internship?     Yes       No

Please describe: \_\_\_\_\_  
\_\_\_\_\_

Do you have a High School Diploma or GED?     Yes       No

If no, but you have taken the GED predictor test, please give us the following information:

Date: \_\_\_\_\_ Place: \_\_\_\_\_ Result: \_\_\_\_\_

Have you had previous vocational training?     Yes       No

If yes, list name of school, course or curriculum, and date of completion.

School	Course/Curriculum	Dates attended	Completed
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No

Please list the jobs RELATED TO THE TRAINING ABOVE that you worked in after completing the program:

\_\_\_\_\_  
\_\_\_\_\_

### Section II - Employment Information

What types of jobs can you get when you finish this training? ? (List three (3) job titles):

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Please tell us three local employers who hire people in these job titles and list the salary and benefits paid by them.**

1. Company: \_\_\_\_\_ Date: \_\_\_\_\_

Address/Phone: \_\_\_\_\_

Type of Business: \_\_\_\_\_ Person you spoke to: \_\_\_\_\_

Typical Salary Range: \_\_\_\_\_ Typical Benefits: \_\_\_\_\_

2. Company: \_\_\_\_\_ Date: \_\_\_\_\_

Address/Phone: \_\_\_\_\_

Type of Business: \_\_\_\_\_ Person you spoke to: \_\_\_\_\_

Typical Salary Range: \_\_\_\_\_ Typical Benefits: \_\_\_\_\_

3. Company: \_\_\_\_\_ Date: \_\_\_\_\_

Address/Phone: \_\_\_\_\_

Type of Business: \_\_\_\_\_ Person you spoke to: \_\_\_\_\_

Typical Salary Range: \_\_\_\_\_ Typical Benefits: \_\_\_\_\_

Describe the working conditions/environment for these job titles. Include information on hours of work, if the job is indoors/outdoors, whether you work alone or as part of team/with others, whether or not you must deal with the public, physical work involved (lifting, carrying, etc.) etc:

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Why do you want this type of work? \_\_\_\_\_

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***Remember: You must also submit two letters of reference along with your application!***



Job Title:	From: / /	To: / /
Company Name: (City & State):		
Job duties:		
Reason for Leaving:		

Job Title:	From: / /	To: / /
Company Name: (City & State):		
Job duties:		
Reason for Leaving:		

Job Title:	From: / /	To: / /
Company Name: (City & State):		
Job duties:		
Reason for Leaving:		

**EDUCATION**

School/College (City, State):	
Certificate/Program/Degree	Date Attended/completed: / /

School/College (City, State):	
Certificate/Program/Degree	Date Attended/completed: / /

**ADDITIONAL INFORMATION:** (Groups, clubs, leadership roles, awards, honors, military service.)


**PROFESSIONAL REFERENCES:**

Name:	Address:	Phone #: ( )
Name:	Address:	Phone #: ( )
Name:	Address:	Phone #: ( )

<b>TABE (See CMS)</b>
-----------------------

# JOBSplus! Employment Profile - Part B - Additional Information

SS#

Clients Name	Today's Date: / /	# Adults	# Children:	Today's Date: / /	# Adults	# Children:
1. Number in household?						
2. Do you have a current driver's license?	<input type="checkbox"/> No	<input type="checkbox"/> Yes:	<input type="checkbox"/> No	<input type="checkbox"/> Yes:	<input type="checkbox"/> No	<input type="checkbox"/> Yes:
3. Do you ride the bus or do you own your own car?	<input type="checkbox"/> Bus	<input type="checkbox"/> Car	<input type="checkbox"/> Other	<input type="checkbox"/> Bus	<input type="checkbox"/> Car	<input type="checkbox"/> Other
	<input type="checkbox"/> No	<input type="checkbox"/> Yes:	<input type="checkbox"/> No	<input type="checkbox"/> Yes:	<input type="checkbox"/> No	<input type="checkbox"/> Yes:
4. Do your children have special needs? (i.e.: difficulty learning to walk, read, write or do math?)	Explain:					
5. Are you working with other agencies to help with your children (Parent aide, CPS, PPS)	Agencies:					
6. Do you have any regularly scheduled appointments for your children? (ex. counseling, Medicaid, school related, therapy)	<input type="checkbox"/> No	<input type="checkbox"/> Yes:	If Yes, what type & when:		<input type="checkbox"/> No	<input type="checkbox"/> Yes:
	If Yes, what type & when:					
7. Is childcare needed to work and/or participate in required activities?	<input type="checkbox"/> No	<input type="checkbox"/> Yes:	If Yes, what type & when:		<input type="checkbox"/> No	<input type="checkbox"/> Yes:
	If Yes, what type & when:					
8. Are you currently enrolled in, or participating in a training program?	<input type="checkbox"/> No	<input type="checkbox"/> Yes:	If Yes, what type & when:		<input type="checkbox"/> No	<input type="checkbox"/> Yes:
	If Yes, what type & when:					

Today's Date: / /		Today's Date: / /		Today's Date: / /	
9. Are you in any treatment program which may interfere with your ability to work?	<input type="checkbox"/> No <input type="checkbox"/> Yes:	If Yes, Explain:	<input type="checkbox"/> No <input type="checkbox"/> Yes:	If Yes, Explain:	<input type="checkbox"/> No <input type="checkbox"/> Yes: If Yes, Explain:
10. Are you currently involved in probation/parole/ drug court?	<input type="checkbox"/> No <input type="checkbox"/> Yes:	If Yes, Explain:	<input type="checkbox"/> No <input type="checkbox"/> Yes:	If Yes, Explain:	<input type="checkbox"/> No <input type="checkbox"/> Yes: If Yes, Explain:
11. Have you ever been convicted of a crime?	<input type="checkbox"/> No <input type="checkbox"/> Yes:	If Yes, Explain:	<input type="checkbox"/> No <input type="checkbox"/> Yes:	If Yes, Explain:	<input type="checkbox"/> No <input type="checkbox"/> Yes: If Yes, Explain:
12. Would you like information about other problems? (For example: alcohol, drug abuse, family violence, etc.)	<input type="checkbox"/> No <input type="checkbox"/> Yes:	If Yes, Explain:	<input type="checkbox"/> No <input type="checkbox"/> Yes:	If Yes, Explain:	<input type="checkbox"/> No <input type="checkbox"/> Yes: If Yes, Explain:
13. Are you under a doctor's care at this time?	<input type="checkbox"/> No <input type="checkbox"/> Yes:	If Yes, Explain:	<input type="checkbox"/> No <input type="checkbox"/> Yes:	If Yes, Explain:	<input type="checkbox"/> No <input type="checkbox"/> Yes: If Yes, Explain:
Staff signature					
Jobseeker signature					





SS# \_\_\_\_\_

PA# \_\_\_\_\_

**Medical Rehabilitation Plan For \_\_\_\_\_**

*Thousands of people have become self-sufficient through JOBSplus!  
It takes planning and hard work. This is your first step. Good Luck!*

**My primary disability is:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I will meet with my ERA Job Coach on the following dates & times to review my progress toward my rehabilitation.**

	Date	Time
1.	_____	_____
2.	_____	_____
3.	_____	_____

**Steps I will take to overcome my disability:**

**Start & End Dates**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Services I will need to complete my rehabilitation:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**MY GOAL: REHABILITATION  
MY ULTIMATE GOAL: SELF-SUFFICIENCY**

**I understand that if I follow this plan, I can become healthier. I also understand that the ERA team at JOBSplus! is here to help me reach my medical goals.**

Jobseeker: \_\_\_\_\_  
ERA Coach: \_\_\_\_\_

Date: \_\_\_\_\_  
Date: \_\_\_\_\_