



RECEIVED MAR 26 2008

David A. Paterson  
Governor

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

David A. Hansell  
Commissioner

March 20, 2008 **Revised**

Mr. Paul J. Brady  
Commissioner  
Schoharie County Department of Social Services  
P.O. Box 687  
Schoharie, New York 12157

Dear Commissioner Brady:

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  
Barbara Schaffer  
Michele Wilk

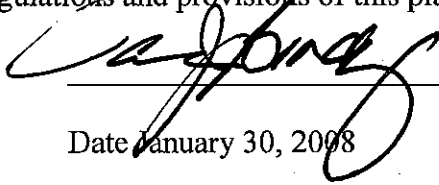
*"providing temporary assistance for permanent change"*

bcc: S. Antos  
D. Bloodstein

**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 Schoharie County 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 Schoharie 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.



\_\_\_\_\_, Social Services Commissioner

Date January 30, 2008

**Section 2 Administration**

**Section 2.1 Administrative Structure**

This agency's organizational chart is attached. 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 Employment Unit of the Schoharie County Department of Social Services operates the WTW program at the DSS offices in Schoharie, and at the DSS space in the Workforce Solutions Center (WIA one stop center) in Cobleskill. The unit consists of three district employees: an Employment Coordinator, an Employment Caseworker and an Employment Representative. The district's TA examiners also assign work activities, participate in Pathways, monitor compliance and conference regularly with the Employment Unit.

The district contracts with the Fulton Montgomery Schoharie Private Industry Council (FMS PIC) for two workers that work with the employment unit in both DSS locations offices under the direction of the Employment Coordinator and Head Social Welfare Examiner. The Schoharie County Community Action Program (SCCAP) provides Food Stamp Employment and Training services under contract with DSS. FSET services are provided at the SCCAP offices, located in the same building in Cobleskill as the Workforce Solutions Center. The Jobs program representative is located at the Workforce Solutions Center. Additionally, the district rents space from SCCAP which is used to

**RECEIVED**  
WELFARE DIVISION

FEB 01 2008

conduct the Skills to Success (Job skills) Program. The Skills class is team taught by PIC and SCCAP workers with DSS and Jobs staff providing back-up as needed. The Action for Personal Choice job readiness program is also conducted in this space three times per year.

All district and contract staff meet regularly to coordinate services and activities. The Head Social Welfare Examiner, under the direction of the Commissioner of Social Services, oversees all contracts for WTW services.

### 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
Fulton, Montgomery, Schoharie Private Industry Council (PIC)	\$82,949	FFFS, SNAP	FA, SNA, MOE 200% TANF	Employment counseling, case mgmt. Transitional services, Job skills training
Schoharie County Community Action Program (SCCAP)	\$71,150 \$7,080	Employment Administration FSET, FFFS	FA, SNA, MOE, 200% TANF, FS	Job Skills Training, Food Stamp Employment and Training, Room for Action for Personal Choice class
C & S Galle	\$32,195	FFFS SNAP	FA, SNA, MOE 200% TANF	Action for Personal Choice --job readiness/life skills
Coby Taxi	\$33,000	CST SNAP	FA, SNA, MOE, 200% TANF	Transportation to employment and employment activities

Dr. Steven Silverman	\$1,000	FFFS SNAP	FA, SNA,MOE, 200% TANF	Intellectual testing, evaluations
Catholic Charities of Schoharie County	\$500	FFFS SNAP	F A, SNA,MOE, 200% TANF	Counseling to address specific employment barriers, i.e. domestic violence, abuse, etc.
FMS Workforce Investment Board	\$6,506	FFFS SNAP	FA, SNA,MOE, 200% TANF	Desk at Workforce Solutions Center
FMS PIC	\$20,000	YES and FFFS	FA, SNA/MOE and foster care youth	Youth Enterprise Program - work experience, job readiness and tutoring for youth
	\$9,962 \$11,969	OTDA ICS	FA and SNA MOE	Intensive Case Services for non-compliant families
Total	\$276,311			

TABLE 2 – Other Service Providers

Provider	Funding Source(s) (if known)	Categories of Clients Served	Programs, Services or Activities Provided
VESID	SED	All	Vocational Rehabilitation
	OTDA/SED	TANF, 200%	VESID Coordinator Services
FMS Private Industry Council	OTDA	FA and 200% TANF	Wage Subsidy Program
Workforce Solutions Center (WIA One-Stop)	WIA	All who meet WIA criteria	All WIA services
ACCESS Center/BOCES		All	TABE testing, GED program referral
Capital District BOCES	OTDA	FA, 200%	Educational Resources Program
	SED	All	TABE testing, GED program, Vocational Education
SUNY Cobleskill	Perkins grant	All	Vocational training
Rehabilitation Support Services/Catered Affairs		All – with a mental health diagnosis	Supported housing Supported work
Schoharie County ARC		All if meet ARC criteria	Supported work
Experience Works		Over 55	Subsidized employment
Schoharie County Mental Health Clinic	Medicaid	All	Mental Health Services
Schoharie County Chemical Dependency Clinic	Medicaid	All	Substance Abuse Treatment
Schoharie County Community Action Program	DOL	All – if meet criteria for DHP	Displaced Homemakers Program
	OCFS	All	Child Care Resource and Referral- assistance in finding or becoming a child care provider
Cornell Cooperative Extension		FS eligible	Eat Smart New York
		All	Financial Management
Literacy Volunteers		All	Basic Reading and writing skills



### 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.

[Click here and type the additional items included]

#### 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.

Temporary Assistance orientation, which is part of the eligibility process, and includes information about the Pathways System of case management, including the requirement to attend and benefits of participation; information regarding time limits; resources that are available to expand the client's income (e.g. Earned Income Credit, VITA site at DSS, child support, WIC, etc.); TA budgeting including deductions and exemptions; and transitional benefits available and how to access them. Childcare in lieu of TA is explained.

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.

Applicant Orientation is combined with TA orientation in a group setting conducted by the Employment Unit with backup from the Temporary Assistance Unit. Occasionally it is given individually as circumstances warrant. At recertification it is conducted individually by the employment worker as part of the plan update process. Occasionally the TA examiner may do the orientation at recertification as a backup for the employment worker.

#### Section 3.3 Assessment and Employability Planning

Temporary 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.

[ x ] 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:

- TABE test for English and Math competency
- ESL assessment (if needed)
- Mental health evaluation (if indicated)
- Screening for learning disabilities
- Evaluation of intellectual abilities/disabilities (if indicated)
- Drug/alcohol assessment (if indicated)
- Domestic violence (if disclosed)
- Physical/medical assessment as needed
- Veterans status
- Criminal Offender status
- Aptitude/Vocational Interests and Situational assessment (as needed through VESID)
- For SNAs – Screening for 200% TANF eligibility as non-custodial parent

b. A copy of the assessment tool used by the district is NOT attached because we use WTCMS. Additional assessment tool(s) used by the district is (are):

- Assessment tool on WTCMS is used. If system is down we use a paper copy.
- TABE test (English and Math)
- Learning Disabilities Screening Tool
- Customer Registration Form (OSOS form)
- WAIS-III, WRAT3, MMPI-2 (if referred to psychologist)
- Other tools as appropriate

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))

- Social Welfare Examiners, Caseworkers, Employment Coordinator and trained contractual employment staff do in-house assessment activities
- Educational testing done at Educational centers or by qualified educators
- Intellectual testing done by Ph.D. in Psychology
- Medical assessments by MD

DSS employment staff, supervisors and contractors attend the WTW core training program and FSET training.

DSS staff and contractors attend seminars, teleconferences and in-service training whenever possible within fiscal and time constraints. Topics may include but are not limited to case management, working with difficult clients, handling confrontation, veterans' benefits, working with disabled populations, motivation, Pathways training and other topics as available.

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

- DSS employment and temporary assistance units
- Capital Region BOCES
- FMS Private Industry Council
- Psychologist and physician under contract with DSS
- Schoharie County Community Action Program

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:

- Employment history and skills
- Military experience
- Education and training
- Household composition and special needs
- Transportation situation
- Participants' goals
- Barriers to employment
- Supportive services needed and referrals made

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

a. A copy of the district's employability plan is NOT attached because we use WTWCMS 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.

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

Identification of the participant's therapy, counseling and/or rehabilitation needs and incorporation of them into the plan for self-sufficiency.

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

[Click [here](#) and type **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):

[Click [here](#) and type **ONLY if different** from 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

Assessments are done during the application period to facilitate timely assignment to countable activities at case opening. Nonexempt applicants are engaged immediately at application when the TA examiner assigns them to job search and job skills training. They are also assigned to see the Jobs worker and to be assessed during the application period. If the case opens they are assigned to a countable activity as close to the case opening date as possible. If a recipient becomes non-exempt the examiner makes a referral to the employment unit and the client is brought in for reassessment and assignment usually within two weeks.





The employment coordinator monitors engagement and participation rate through direct supervision of workers and case records and use of the monthly reports, including COGNOS reports. The standard requirement for FA cases is a minimum of 30 hours, or up to 40 when possible. In cases with a child under 6 we still attempt to assign 30 or more hours unless it is not feasible due to case circumstances. SNA nonexempts are assigned to the number of work experience hours dictated by their budgets plus other activities up to 40 when appropriate. If not enrolled in work experience SNA recipients are assigned to 35 or more hours when possible.









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>
---	---	---	---	----------------------------------	--

				<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>
				<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>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>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>

■	■	■	■	<p>Job Skills Training</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>
■	■	■	■	<p>Education Training</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>

				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.
				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.
				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.
				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.
				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.

The temporary assistance examiner assigns non-exempt applicants to job search at the eligibility interview. Applicants are required to complete a minimum of 10 job contacts per week and list the time spent on them in their job search log. They are expected to participate in at least 25 hours of job search activities per week. Participants must report weekly to the Jobs Specialist for monitoring and job search assistance, including direct job referrals and general orientation to the job search process. Activities include but are not limited to time spent identifying potential employers, preparing and submitting applications, resumes and cover letters, follow-up with employers, mock interviews, job fairs and any related activities performed at the Workforce Solutions Center. Completed logs must be submitted weekly to the Jobs Specialist or DSS employment unit. The logs will be reviewed by the Jobs Specialist or Employment Coordinator for reasonable hours of participation. When reporting to the Jobs Specialist participants record their time in and time out at the Workforce Solutions Center reception desk. Additionally, the Jobs Specialist enters details of activities completed and time spent in the case notes section of WTWCMS. The Employment Coordinator enters the actual attendance in WTWCMS as appropriate. In addition to job search, non-exempt applicants are required to participate in job skills training and may be assigned to Food Stamp work experience. All applicants are assigned to TA orientation and employment assessment.

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.

Non-exempt TA recipients are required to continue their job search at a minimum of 10 contacts per week and continue to report to the Jobs Specialist weekly for monitoring and review of job search logs. Hours of participation will vary by individual depending on the activities assigned. For example, an individual who is performing work experience concurrently with job search may spend 10 hours on job search while a participant who is assigned only to intensive job search may spend 40 hours per week on job search activities. Activities include but are not limited to time spent identifying potential employers, preparing and submitting applications, resumes and cover letters, follow up with employers, mock interviews, job fairs and any related activities performed at the Workforce Solutions Center. The monitoring process is the same as for applicants.



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:

The Employment Coordinator and Employment Representative both contact employers regularly by telephone, in writing or in person to solicit job openings for DSS clients. They have ongoing relationships with local employers. They match job openings to client qualifications and set up job interviews for the clients. Employers also call our employment unit when they have openings. A representative of the unit attends the Fulton Montgomery Schoharie Business Service Consortium.

- 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.

The entire employment unit – contractors and DSS staff – shares information on job openings and appropriate matches of clients to employers. PIC staff compiles a weekly list of local job openings from newspapers, America's Job Exchange, WD Suite, Workforce Solutions and word of mouth and shares it with the unit.

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

Jobs Program Staff will contact employers for job leads, attend job fairs, assist in the creation of employer panels, and visit employers.

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:

In this small county the providers are well known to the district. The district identifies appropriate providers by their successes with the individuals we have referred to them. In addition, the district belongs to the Schoharie County Adult Education Coalition and

the Human Services Advisory Council. Both groups are sources of information on providers and programs offered in the county.

All TA applicants/recipients complete a TABE test as part of their assessment. Depending on their scores and whether they have a high school diploma or GED, they may then be assigned to ABE or GED through the Educational Resources Program or to Literacy Volunteers. Other activity assignments are taken into consideration when choosing a program. For example, a non-exempt participant must be assigned to a 20 hour core activity first, and then GED class if it can fit into their schedule. A participant with a high enough TABE score may be eligible for GED home study (GRASP program). The BOCES and ACCESS Center work with us to identify programs appropriate to the individual, including English language assessment and instruction if needed.

- 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 identifies appropriate providers of vocational education and job skills programs depending on the topics offered, the topics relevance to job opportunities in the area and the ability and success of individuals to complete the education and training.

All non-exempt TA applicants and recipients are assigned to our Skills to Success Program which teaches basic job skills. Some of the topics covered are cash register operation and counting back change, food safety, customer service, keyboarding, basic MS Word and Excel and e-mail.

Capital District BOCES provides our clients with TABE testing and educational planning services, which includes access to the vocational education courses available at the BOCES Career and Technical Schools. The Workforce Solutions Center in Cobleskill provides assessment and funding to individuals eligible for WIA funded classroom training that prepares them for jobs in demand occupations. VESID also provides funding for education for those clients eligible for vocational rehabilitation services.

All programs and individuals must meet the criteria in sections d through g below in order for vocational education to be approved as part of the individual's employment plan.

- 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. Districts that have at least

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.

We will continue to enroll all non-exempt TA applicants/recipients in our Skills to Success Program which provides job skills as described above and continue to consider vocational education enrollment for appropriate individuals. Continuing this practice will allow us to maintain an enrollment of at least 20% of our activity enrollments in job skills or vocational education.

[Click here and type the description]

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

Past experience, familiarity with the population, state recognized if education provider, professional level commensurate with program provided, curriculum that meets the standard for job specifications. The local job market conditions should indicate the likelihood of placement in unsubsidized employment for graduates of the program. Local WIA demand occupations list is used as needed.

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

Appropriate training options are discussed through the Assessment interview, Employment Development Plan, Orientation and the normal case management process

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

Must meet basic functional requirement for training to which assigned. The criteria will be applied consistently to each person's circumstance. The factors to be considered are:

Current abilities -The individual's ability to compete for existing jobs, which would eliminate or reduce dependency, without training or educational improvement. Work history and skill level in trades or occupations will be evaluated.

Training record -The amount and type of prior training the individual has had and her performance. Past training is an indicator of: (a) whether the individual will pursue future training opportunities seriously; and (b) whether there has been sufficient prior training to qualify the individual for existing local job opportunities.

Educational level -The individual must possess the skills needed for participation in the program, or receive approval to obtain such necessary skills through remedial education as part of an overall plan for self-support.

Aptitude -The individual's aptitude and ability to benefit from the program will be considered in the approval process. Clients who are determined to possess a marketable skill already may not be approved for further training.

Clients who, after receiving DSS approval, terminated a program of training/education without completing it, may or may not be approved for further training/education.

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

The individual is noticed both verbally and in writing of time and date of appropriate and necessary assignments. Reminder phone calls are made and transportation provided if deemed necessary

- 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 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:

The student fails without good cause to cooperate in providing the district with sufficient information about the work placement to allow the district to make a reasonable determination of approval or denial.

- 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:

Proof of enrollment and attendance will be required at each recertification as well as whenever the district has reason to believe the 16 – 18 year old is not attending.

- 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 limitations are considered by the employment worker before assignment. Any functional limitations are communicated in writing to the provider of the work activity by the employment worker making the assignment.

### 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 will conduct a quarterly random review of the cases described below. The sample will be randomly chosen without prejudice and will not be selected by the employment workers responsible for the cases. 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. The average denominator for the district is 10.

Paid employment: The district will review one randomly selected case per quarter, which would be approximately 10% of our caseload. We usually have two or three participants engaged in paid employment. 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.

Unpaid work activities: The district will review one case per quarter, which would be approximately 10% of our caseload. 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 WTCMS, excused absences and holiday time are documented in the case file and correctly reported on WTCMS in accordance with federal limitations, and that documentation of actual hours of attendance is accurate and matches the hours of participation reported on WTCMS by district or provider staff.

Cases in which a case member is reported as an employability code 38-needed in the home fulltime to care for a disabled household member: One temporary assistance case file will be reviewed quarterly 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. We usually have one or two cases with an individual coded 38.

Cases per quarter in which a case member is reported as employability code 31-caretaker of a child under the age of 12 months: One temporary assistance case file will be reviewed to ensure

there is a birth certificate present to verify the child under the age of one. We usually have one or two cases with an individual coded 31.

Cases in which a case member is reported to be incapacitated: One case will be reviewed each quarter, which would be 10% of the caseload. We usually have two or three incapacitated individuals. These cases will be reviewed to determine if s/he remains incapacitated or is now a work eligible person. The temporary assistance case file 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 will be forwarded to Kathy Nagy @ [Kathleen.Nagy@otda.state.ny.us](mailto:Kathleen.Nagy@otda.state.ny.us).

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 provider collected documentation, including attendance records, is submitted to the district, reviewed by the employment coordinator and then placed in the case file. Data entry of attendance is done by employment unit staff based on written documentation. The data entry is verified by the employment coordinator and compared to written documentation from the provider. The only exception to this procedure is that the Jobs Specialist is allowed to enter attendance for clients enrolled in Job placement/development only. She then submits weekly reports and attendance records to the employment coordinator.

While reviewing work eligible cases for district worker collected documentation as per the review described above, the district will also review all provider collected documentation and data entry. All cases selected for the review above will also be reviewed for provider documentation and data entry. The providers will be requested to provide their documentation for each case reviewed.

The provider agency or work experience supervisor must maintain a daily attendance sheet recording the day the client appeared at the assigned activity, and the specific times the client worked or the total number of hours participated for each day. The attendance documentation must have daily number of hours attended. The site supervisor must sign the attendance sheets attesting to the accuracy and correctness of the attendance sheets submitted. These attendance forms will be forwarded to the Department monthly, by the 5<sup>th</sup> of the following month.

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.):

All TA recipients are assessed by the employment unit and the disability process outlined in Section 6 is followed. If, based on documentation submitted by the client or obtained through a district initiated evaluation, the client has the potential to be restored to self-sufficiency the appropriate rehabilitative activities are included in the client's self-sufficiency/employment plan.

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

Based on information gathered through the disability process the employment worker develops a self-sufficiency plan with the client. The plan encompasses treatment, rehabilitation, training if appropriate, and referral to additional resources such as VESID.

- 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.:

The employment worker monitors compliance at least monthly by having the participant provide evidence of compliance or by obtaining the information directly from the provider. If non-compliance is found the worker sends a letter to the client inquiring into the reason for non-compliance. The client is given a chance to provide a good cause explanation for his or her non-compliance.

### 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.

All participants are notified at orientation and upon beginning an activity that any missed hours must be made up within the month. Participants either stay late each day until the hours are made up or attend on an additional day when feasible. This acts as a deterrent to absences and assists in meeting the hours required for the participation rate.

If a participant fails to appear at an activity we attempt to make contact with him or her immediately via telephone or in person. If unsuccessful, conciliation notices are sent out in a timely manner.

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:

[Click here and type the procedure]

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

[Click here and type the procedure]

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

If not already assigned to a Pathways group this is done as soon as possible. Clients are then required under eligibility rules to participate in a monthly meeting. At this meeting we attempt to reengage the client and have him or her agree to comply as soon as the durational period is up. If the client is inappropriate for a group setting or is otherwise unable to attend (perhaps working part-time) then individual monthly Pathways sessions are set up or the client is simply called in under eligibility rules to report on his or her case status and any changes that may have occurred. We use this meeting to attempt to reengage the client.

Also, we have contracted with the FMS Private Industry Council to provide Intensive Case Services to sanctioned participants. PIC staff will attempt to reengage the clients using various techniques. Methods of contact will include home visits, telephone contacts and meeting with clients in the office. Home visitation, in particular, will allow workers to do intensive assessments of the families' circumstances, identify strengths and barriers to participation and attempt to engage them through individualized planning and explanation of program opportunities.

Once families are engaged, case managers will work with the families to address barriers to full participation with the goal of achieving sufficient countable hours and eventual case closure due to employment. Transitional services will be emphasized and access to them facilitated. We will use the Family Development case management approach among other strategies.

Section 3.11 Diversion Strategies

District has no specific diversion strategies.

District's diversion strategies are described below:

Applicants are assigned to appropriate activities at their initial eligibility interview. All applicants are required to attend TA eligibility orientation which includes a discussion of supportive services (including child care in lieu of TA) and other resources available to those who choose not to pursue ongoing TA or who are ineligible due to excess income. One-time emergency payments are utilized to meet immediate needs and avoid ongoing assistance when appropriate.

Non-exempt applicants are also assigned to specific job referrals, job search, job skills training, the Jobs Program, and job development. They often find employment before the TA case opens.

**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: Assessed on a case-by-case basis as indicated by need, client resources, and agency resources, the agency will address the need for the following services:

1. Bus tokens, mileage reimbursement at \$.28 per mile, or taxi rides as resources permit.
2. Driver's license and car registration fees, start up insurance costs, car repairs for those with valid job offers, jobs, or who are assigned to work activities when other transportation opportunities are non-existent
3. Fees for licenses required for specific jobs, (eg. Hairdresser, truck driver, etc.).
4. Case management services when necessary and available; including TASA case management for pregnant, parenting and at-risk teens and job placement and retention services
5. Necessary clothing for work when not available through the "Job Closet" (e.g. uniforms, shoes, etc.)

- a.
- 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): We attempt to assign participants to work activities that are accessible to them. We assist participants with transportation by issuing tokens for the public bus, reimbursing mileage at \$.28 per mile for those who have automobiles and providing taxi or van pool rides through the Community Solutions for Transportation (CST) Program. Families at or below 200% of poverty may also be eligible for CST, as resources permit. The mileage reimbursement rate is set at a level that makes the most efficient use of limited resources.
- 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:

We attempt to find work activities that are within walking distance when possible. A maximum of three miles is a reasonable distance for a physically fit individual to walk. If no activities are available within that distance or the person is not physically able to walk we will pay mileage if they can access transportation, or arrange a taxi ride as a last resort.

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: Diversion strategies outlined in section 3.11 and supportive services in listed in 4.1 if eligible.

d.

- 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):

We have one bi-lingual staff person and subscribe to a telephone translation service

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:

- Transitional child care and information and referral for child care.
- Transitional Medicaid, if eligible.
- Transitional benefit alternative food stamps if eligible
- Transportation assistance on an individual, as needed basis, if grant funding is available or other reasonable arrangements can be made.
- Rent on an emergency, one time only basis to forestall eviction.
- Job retention services as needed and available.
- Crises intervention when transportation, child care or other home problems threaten the ability to maintain self-sufficiency

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.

- Transitional child care and information and referral for child care.
- Transitional Medicaid, if eligible.
- Transitional benefit alternative food stamps if eligible
- Transportation assistance on an individual, as needed basis, if grant funding is available or other reasonable arrangements can be made.
- Rent on an emergency, one time only basis to forestall eviction.
- Job retention services as needed and available.
- Crises intervention when transportation, child care or other home problems threaten the ability to maintain self-sufficiency

#### 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.

Post employment services designed to assist in retention of employment, such as crisis intervention, transportation if funding available under grant guidelines, and referral assistance for childcare, budgeting, emergency assistance, etc., provided by employment worker or BILT transitional worker as resources permit.

#### 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:

Bus tokens are issued if on the bus line. Participants who must drive to activities receive \$.28 per mile after submission of mileage reimbursement form and verifiable job search contacts or attendance at assigned activities. The mileage reimbursement rate is set at a level that makes the most efficient use of limited resources.

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

On a case-by-case basis, reasonable costs required for the participant to obtain or maintain employment.

**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:

~~[Click here and type the procedure]~~

The good cause/willfulness determination is made by:

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

~~[Click here and type the process]~~

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:

Client must sign an agreement to comply and demonstrate compliance by participating in the activity they were assigned to or, if the activity is no longer available, participating in an alternative activity acceptable to the district.

### 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)

[Click here and type the procedure]

### 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.

~~Click here and type the process~~

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 initial determination of disability is made by the TA examiner based on documentation submitted by the client and a 4005/4005a form is issued. If additional information is gathered through the employment unit, including second opinions, that worker may request a change in determination. Difficult cases are referred up the supervisory chain.

# The Challenges We're Hearing

## Operational Effectiveness

**“How can we provide services to citizens and businesses in a more cost effective way?”**

All governments need to ensure technology impact in three dimensions – increasing customer service, increasing operational efficiency and building political capital by addressing policy priorities.

Gartner, Key Issues for Government, :

## eGovernment Initiatives

**“How can we integrate programs and systems across departments and levels of government?”**

In contrast to past systems development, which often focused on individual programs and often were siloed applications, the next generation of case management systems will cross divisional and program boundaries.

Gartner, Forecast S&L Govt, NA, 2005-

## Fiscal Management

**“How can my government maximize revenue collections without increasing taxes?”**

The four maxims of cost containment, cost avoidance, revenue maximization and revenue generation have played an important role in shaping operational plans and prioritizing new technology projects.

Gartner, Forecast S&L Government, North America, 2005-