



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

David A. Paterson
Governor

David A. Hansell
Commissioner

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March 27, 2008

Ms. Patricia Carey
Commissioner
Tompkins County Department of Social Services
320 West State Street
Ithaca, New York 14850

Dear Commissioner Carey:

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,

A handwritten signature in black ink, appearing to read 'RS', written over a horizontal line.

Russell Sykes
Deputy Commissioner
Center for Employment and Economic Supports

Enclosure

cc: Barbara Guinn
Gerard Veninsky
Bart Sebastian

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 **Tompkins 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 **Tompkins 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.


Patricia Carey (607-274-5252), Social Services Commissioner

Date: 2/29/08

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.

- **Challenge Industries** - Provides a comprehensive Employment Placement Program called STEPS (Support Training and Education for Placement Success). Program components include:
 - Employment assessment
 - Job seeking skills training
 - Job development assistance
 - Job placement assistance
 - Developing appropriate work habits and attitudes
 - Follow-up supports after placement
 - Job retention skills training.
- **Women's Opportunity Center**
 - Retail store training program
 - Computer skills training

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- **Bridges Program: provides case management to women with dependent children (custodial parent) to address barriers to employment**
- **Displaced Homemaker Program: Safety Net Women**
- **Work Experience Interns**

- **American Red Cross**
 - **Re-housing case management for Safety Net Clients with disabilities**
 - **Referrals to job training and potential employment for SN clients with disabilities**
 - **Post-employment support services for SN clients with disabilities**

- **Tompkins Cortland Community College - Provides a Public Assistance Comprehensive Employment (PACE) Program for Family Assistance recipients. Program components include:**
 - **Screening and assessment of college readiness**
 - **Enrollment activities**
 - **Remedial courses**
 - **Academic assistance**
 - **Academic programs**
 - **Job development counseling and case management**
 - **Employment placement**
 - **Retention activities.**

- **The Board of Cooperative Educational Services (BOCES) - Provides an Education for Gainful Employment (EDGE) program. Program components include:**
 - **Assessment, work based education**
 - **Work based training, job readiness training**
 - **Community work experience**
 - **Case management**
 - **Employment placement services for TANF recipients and those that meet the 200% of poverty level standard.**

- **Tompkins Workforce Development Center - This program provides the following:**
 - **Required Services to a Universal Population (job seekers)**
 - **Outreach, Intake**
 - **Orientation**
 - **Initial Assessment**
 - **Job Search & Placement**
 - **Career Counseling**
 - **Labor market Information**
 - **Referrals to other programs**
 - **Resource Room Usage, including "how to" workshops**
 - **Job Referrals**

- **Tompkins County Transportation Programs : Community Solutions Transportation (CST) and Jobs Access Reverse Commute (JARC) - The target group includes Family Assistance and Safety Net Assistance recipients and people eligible for TANF services.**

Components of the program include:

- **Weekend Redi-Ride: public transit service on weekends to rural townships**
- **Outreach/Travel Broker: provides information and outreach to customers, trip brokerage, plan individual travel solutions.**
- **TCAT Pass Program (to restart in Spring 2008): provides transit passes for employed program participants (150% TANF eligible).**
- **Subscription Van Program (to begin in Spring 2008): flexible transportation to work activities and employment includes rural community transportation**
- **Public Transportation "Feeder" Service (to begin in Spring 2008): provide transportation to eligible families in rural areas to public transportation sites**
- **RIDE-WISE Program (to begin in Spring 2008): community agency based education and information about mobility options for low-income clients as well as education and outreach to employers to actively support transportation services as a recruitment and retention strategy.**

Wheels for Work – Administered through Alternatives Credit Union and Cornell cooperative Credit Union. This program is offered to Family Assistance recipients who are employed or have a bona fide job offer and employed persons who received FA in the twelve months prior to the month of application for WfW and who remain 200% TANF eligible. Eligible participants for this program may apply for interest free, 32 month loans. The loans are guaranteed by Tompkins County DSS for up to \$4,000 each at a local lending institution. Loans can be made for the following:

- **Purchasing used vehicles.**
- **Securing required insurance.**
- **Paying licensing fees.**

Tompkins County Department of Social Services (TCDSS) has approximately 170 employees. TCDSS Employment Unit Staff is staffed and the functions of the Unit are as follows:

- **Division Coordinator – responsible for general oversight of Employment Unit as well as the CAP/TOP Unit**
- **One Senior Social Welfare Examiner – responsible for direct supervision of Employment Unit staff.**
- **Three Social Welfare Examiners – responsible for participation compliance including activity assignment, monitoring, and WTWCMS entry**
- **One Senior Social Welfare Examiner – responsible for Temporary Assistance Case Management of non- exempt Safety Net cases and related participation compliance requirements as well as maintaining a case load consisting individuals classified as having**

a dependence on substances. This person also manages the Department's Fair Hearing process.

- **One Job Search Specialist** -- responsible for the administration of a (recipient only) Supervised Job Search program. Participants are required to meet with this person on a weekly basis and provide evidence of their efforts to seek employment
- **One Substance Abuse Evaluator (CASAC)** -- responsible for Back-to-Work Assessments, referrals to substance abuse treatment and follow-up on client progress.
- **One Caseworker** -- responsible for Intensive Case Management Services with sanctioned clients.
- **One Mobility Specialist**-- responsible for information and outreach, and travel brokerage for welfare-to-work transportation programs (CST and JARC)
- **One Support Staff** -- responsible for monitoring exempt status individuals to assist the SWE's in engaging the recipients in a countable activity at the earliest possible time. Duties also include general support for the Unit
- **One Support staff** -- responsible for WTWCMS maintenance, assisting with Substance Abuse caseload and overall staff support.
- **In addition, there are Two Case Managers in the CAP/TOP Unit who work closely with Employment Unit staff in an effort to move their customers toward self-sufficiency.**

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) (if known)	Categories of Clients Served	Programs, Services or Activities Provided
Alcohol and Drug Council of Tompkins County	\$9,000	FFFS, NYS (LAF), Local	FA SNA	Drug & Alcohol Employability Assessments
Cayuga Addition Recovery Services	\$9,000	FFFS, NYS (LAF), Local	FA SNA	Drug & Alcohol Employability Assessments
T.B.D.	\$10,000	FFFS, NYS (LAF), Local	FA SNA	Supervision of in-house CASAC acting as Substance Abuse Evaluator
Challenge Industries	\$21,000	FFFS, NYS (LAF), Local	FA SNA	Employment Placement Program
TC Probation Department	\$31,000	Federal (FFFS), NYS (LAF), Local	FA SNA	Work crew supervision (for hard-to-place non-exempt clients)
Cornell Fingerlakes Credit Union / Alternatives Federal Credit Union	\$76,000	Federal (Wheels for Work)	FA	Subsidized loans for car purchase and/or repair
American Red Cross of Tompkins County	\$35,000	NYS (SNAP)	SNA	Re-Housing and Post-Employment Services
Total	\$191,000			

TABLE 2 – Other Service Providers

Provider	Funding Source(s) (if known)	Categories of Clients Served	Programs, Services or Activities Provided
Women's Opportunity Center		FA, SN	Retail store training program, computer skills training
Women's Opportunity Center		FA	BRIDGES
Women's Opportunity Center		SN	Displaced Homemaker Program (case management)
Challenge Industries		FA, SN	LIVES
Workforce Development		FA, SN	Job search and placement, career counseling, work readiness workshops, job referrals

Section 2.3 – Jobs Agreement

Jobs Program Services – Target Groups

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

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

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.)

Jobs staff are specifically assigned to the TANF/SafetyNet intake population as an upfront diversion process.

Jobs Program Staffing and Location (Address)

Number of Jobs staff **2**

Locations

1. Rebeca Norris	LDSS
2. Karen Harvey	LDSS
3.	

Jobs Program LDSS Staff Contact (Name & Phone Number)

Gerry Veninsky, Division Coordinator 607-274-5239

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.

- **Unsubsidized Employment**
- **Subsidized Employment**
- **Community Work Experience**
- **Community Service**
- **Work Related Training/Education**
- **Vocational Educational Training**
- **Application for appropriate disability payments**
- **Participation in appropriate medical/psychiatric treatment programs**

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 explanation of the application/recertification process**
- **Domestic Violence Screening**
- **Alcohol/Substance Abuse Screening**
- **An explanation of Child Assistance Program (CAP)**
- **An explanation of the Transitional Opportunities Program (TOP)**
- **An explanation of the earned income budgeting incentives**
- **Review of Transitional Services**
- **An explanation of Child Care in lieu of temporary assistance**
- **An explanation of Job Search requirements and appointment date to meet with the agency's Job Search Specialist.**

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.

Tompkins County DSS Pre-Intake Unit Social Welfare Examiners or the Intake Unit Social Welfare Examiners provide orientation with clients on an individual basis during interviews. This includes during pre-intake interviews, intake appointments, and recertification appointments.

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.

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:

An assessment of special needs and physical limitations is included in the assessment process. In addition during the intake an assessment includes a review of military history, review of offender status, determine if the individual is in receipt of child support, and what other services are being received from other agencies.

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

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)

Department staff who administer the Assessment tool are Senior Social Welfare Examiners with multiple years of experience in eligibility and assessment interviewing.

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

The Employment/CAP/TOP Division within TCDSS and/or agency providers, if included in their contract

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.

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

- **An alcohol/substance abuse treatment plan where necessary.**
- **In the case of an individual in the household with dependent children, the plan will be explained to the individual.**
- **Any changes to the plan will be discussed with the individual**
- **Any changes in the plan will be documented in writing.**

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

NA

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

NA

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

TCDSS will assess and verify that participants in the work activities reported for work eligible individuals meets the State approved definitions for the activity.

Following the employment assessment, all non-exempt recipients are assigned work activities (usually within 15 days) designed to both further their progress towards self-sufficiency and meet participation rate requirements. Example: A newly opened recipient's assessment reveals a particular vocational desire for the construction trades -- he/she may be placed in a Work Experience site administered by the Probation Department. This site focuses on repair and/or construction of community properties.

Exempt recipient's employable status is closely monitored by employment staff for changes that may allow assignment to appropriate countable activities e.g. a recipient who has not been able to perform any physical activities, now (through medical verification) has limited capabilities. He/she (within 30 days) is re-assessed and an appropriated activity is assigned.

Temporary Assistance (newly opened cases) are referred (within 15 days of case opening) directly for assessment to determine suitability for activity enrollment. Cases with individuals whose employability status changes from Exempt to Non-exempt have their Employment Plans updated to reflect their ability to participate at the assigned level.

Single Parent Families with a child under the age of 6 years are assigned to participate a minimum of 20 hours per week.

Single Parent Families with child older than 6 years are assigned to participate a minimum of 30 hours per week.

Two Parent Families in which one parent is disabled are assigned to participate a minimum of 30 hours per week.

Two parent Families (no limitations) are assigned to participate a minimum of 35 hours/wk for one parent or a total of 55 hours minimum per week for both.

Nonexempt Individual SN non-MOE's are required to participate a minimum of 35 hours per week.

Exempt individual's employability is closely monitored by staff to ensure up-to-date information is available to evaluate the current status and make appropriate assignments to programs designed to achieve self-sufficiency. These may include application for SSI and or referral to OVESID for rehabilitative training.

All participation is monitored and documented on WTWCMS by the Employment Unit Worker (SWE). Monitoring of participation is accomplished weekly through direct contact with activity providers. Regular review of WINR 9465 and the Cognos Upfront reports assist in monitoring participation rate compliance.

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.
				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.

			<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>
			<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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				<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 style="text-align: center;">X</p>	<p style="text-align: center;">X</p>	<p style="text-align: center;">X</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 style="text-align: center;">X</p>	<p style="text-align: center;">X</p>	<p style="text-align: center;">X</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>

<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"/>	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"/>	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"/>	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"/>	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 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.

TA recipients are assigned to report to the Agency's Job Search Specialist upon case opening. Upon reporting the recipient is assigned a Job Search Hand Book to record a minimum of three contacts (five hours per week) per week. The recipient is required to report back to the Agency on a weekly basis. When the Job Search Log designed by the state is available this will be used by the Job Search Specialist in work with clients. Hours and contacts assigned might fluctuate depending on case circumstances including concurrent work 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:

One Job Search Specialist is assigned to perform Job Development activities. Employer contacts are made on an as needed basis.

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:

Following the Employment Assessment /Employability Development Plan, recipients are notified in writing of any appropriate assignment. Sec. 2.2 identifies the agency(s) assigned and/or contracted to provide the appropriate service(s) – also see (b.)

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:

Contracted agencies such as Challenge Industries, who perform Employability Assessments for DSS, are in continuous communication to ensure continued availability of programs and services for recipients identified as in need of ABE, GED preparation, ESL instruction, Vocational Education and Job Skills training.

- 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.

TCDSS plan to take the following steps to increase enrollment and participation in available training programs:

1) TCDSS is currently in the process of developing a Request for Proposals for release to local agencies in January for a new design and implementation plan for new job readiness and skills training program. The goal of this RFP is identify a new program that will improve client engagement in job readiness and skills training. As part of this RFP, TCDSS will be looking for programs that can provide more individualized training to clients and addressing their specific needs with regard to literacy and computer skills needed obtaining and retaining employment. Once the contract is awarded TCDSS will meet with the provider regularly and discuss the level of client engagement looking for creative solutions to continue to increase the number of clients engaged in the program.

2) The Women's Opportunity Center (WOC) has developed a new retail training program. This program began in June 2007. TCDSS will continue to work with WOC to increase the number of referrals and utilize this training program effectively. TCDSS meets periodically with WOC to review referral and coordination; we will continue to identify ways of increasing referrals and client engagement in WOC programs.

3) TCDSS will work with the PACE Vocational Educational Program at Tompkins-Cortland Community College to review current program participation and develop a plan for increasing engagement in the program.

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

- Activities must be "countable" for participation purposes.
- Projected outcomes must assist participants in overcoming barriers to employment, job retention, and self-sufficiency.

- **Activities must not duplicate other activities being offered in the community.**
- **The number of entries to employment must meet requirements as per provider's contract with DSS.**
- **The retention rate of persons obtaining employment must meet outcome measure outlined in provider's contract with DSS.**
- **The cost per participant must not exceed costs as outline in provider's contract with DSS.**
- **Provider must offer employer support available as outlined in provider contract with DSS.**
- **Provider must demonstrate a strong collaboration/cooperation exists with other service providers.**

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

Participants are given written notification of program approval.

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

- **The individual's ability to meet criteria (i.e. possession of a H.S. diploma or G.E.D.) to participate in post secondary education.**
- **The activity must focus on enhancing the individual's ability to obtain employment**
- **The activity must address employment retention.**

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

Participants are given written notification of approval or enrollment.

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:

Verification of satisfactory school attendance is required at Intake and subsequent Re-certifications.

- 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:

Providers are notified in writing of any work related restrictions prior to placement.

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):

TCDSS will perform a random sample each quarter of 3 cases 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.

TCDSS will perform a random sample each quarter of 3 cases 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 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.

TCDSS will perform a random sample each quarter of 3 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. 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 and that the individual is the appropriate caretaker.

TCDSS will perform a random sample each quarter of 3 cases 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 case file will be reviewed to ensure there is a birth certificate present to verify the child under the age of one.

TCDSS will perform a random sample each quarter of 3 cases 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 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

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):

TCDSS will perform a review of 3 case files of contracted providers twice a year. The case file will be reviewed to ensure the presence of documentation for work activity participation etc. corresponds to that submitted to TCDSS

A summary report will be prepared by TCDSS following each review period and forwarded to Kathleen.Nagy@otda.state.ny.us.

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.):

- **Medical statements are reviewed and interpreted by an Employment Unit Sr. Social Welfare Examiner to determine potential for restoring to self-sufficiency. Cases may also be referred to the Register Nurse working in the SSI Unit for further assessment. If potential is affirmed, the recipient notified of his/her responsibility to participate in an appropriate program. Participation is closely monitored by an Employment Assistant in the Employment Unit depending on the vocational or rehabilitative schedule.**

- **In addition, staff in the Resource Unit assigns long term disability claims for review by the Department's SSI Unit's Registered nurse and Administrative Assistant to determine appropriateness of eligibility i.e. SSI, SSD etc.**
 - **TCDSS is reviewing the options of utilizing an Independent Medical Examiner (IME) to review disability cases.**
- b. Following is the district's procedure for developing a treatment plan and for referring the participant to appropriate treatment, etc.:
- **Treatment for disabilities and/or limitations to employment is guided by documentation from professional medical practitioners. If a practitioner identifies a disability and/or limitation, the recipient is required to seek the appropriate treatment or service within a reasonable amount of time given the circumstances of the case.**
- 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.:
- **Tracking of participant's compliance is accomplished through the use of quarterly progress reports and efforts to collect monthly attendance documentation to report actual hours on WTWCMS and through a regularly scheduled documentation requirement i.e. current medical statements listing any limitations and prognosis.**

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.

TCDSS is currently preparing to implement a number of transportation options funded through state CST and federal JARC funds in Spring 2008. These will likely significantly increase program attendance as unreliable transportation is often a reason for clients' inability to attend work activities. This program will provide low-income individuals with more flexible access to transportation for employment.

- **Subscription Van Program (to begin in Spring 2008): flexible transportation to work activities and employment includes rural community transportation**
- **Public Transportation "Feeder" Service (to begin in Spring 2008): provide transportation to eligible families in rural areas to public transportation sites**
- **RIDE-WISE Program (to begin in Spring 2008): community agency based education and information about mobility options for low-income clients as well as**

education and outreach to employers to actively support transportation services as a recruitment and retention strategy.

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:

TCDSS has developed and implemented a program for Intensive Case Management with sanctioned families. This program utilizes comprehensive assessment and case planning to move families towards engaging in employment and self-sufficiency. This program includes the following strategies and procedures in work with sanctioned families:

- **Identify target families who are "Active Adults in Sanction Status"**
- **Gather Initial Case Information from Employment workers and WTWCMS**
- **Contact the PA and/or employment worker with any questions.**
- **Contact with client: initially by phone then through home visits and other contacts. If ICM is unable to initially reach the client by phone attempt a home visit.**
- **Case Management including:**
 - **Complete comprehensive strength-based assessment**
 - **Develop plan goals, objectives and action steps with client to move toward engagement in work activities and/or self-sufficiency.**
 - **Make appropriate referrals and service linkages to remove barriers and support re-engagement in work activities.**
 - **Provide support to clients in making and attending appointments.**
 - **Monitor client follow through on action plan.**
 - **Make connections with community services and employment related programs**
 - **Record keeping: includes case notes on WTWCMS, recording client contact/engagement activities on ICM data base (Access) and case notes in client's paper file.**
 - **Continuous (several times/week) informal case planning with PA and employment workers.**
- **Case Closings: identify reasons for case closing such as moving out of county, engaged in employment, stabilized work requirements or end of sanction.**

Section 3.11 Diversion Strategies

- District has no specific diversion strategies.
- District's diversion strategies are described below:

- **Currently Tompkins County has instituted a Diversion strategy that would allow payment for transportation related expenses for employed Non-TA Food Stamp recipients using a TA diversion payment code type – D9. This allows for expedited service that reduces the prospect of job loss and the subsequent potential need for TA.**
- **Clients are referred to JOBS staff before their case is opened for assistance with Job Search activities.**
- **TCDSS utilizes a Front End Unit which works with clients to access emergency services and helps clients identify other community services and supports they can access rather than apply for TA.**

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: **Transportation related expenses, uniforms, safety equipment, etc., educational materials.**
- 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): **Participants are afforded bus passes and mileage reimbursement (rate determined by the current AAA standard). In addition, as stated in Section 3.9, TCDSS is developing flexible transportation services that will provide direct transportation for clients to work experience and employment sites.**
- 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:

Individuals are encouraged to seek housing in areas accessible to public transportation through the use of housing lists and contact with the Agency's Special Services Unit. Walking to work activities is not encouraged for distances exceeding (.5 miles due to the unpredictability of local weather conditions.).

The flexible transportation services being developed by TCDSS will provide transportation to clients who currently do not reside near public transportation. In particular, "feeder services" will transport clients from their residence to site where there is public transportation service.

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: **Assistance with securing auto repairs, auto insurance, licenses, fees, etc., necessary to maintain employment.**

Wheels for Work -- Administered through Alternatives Credit Union and Cornell cooperative Credit Union. This program is offered to Family Assistance recipients who are employed or have a bona fide job offer and employed persons who received FA in the twelve months prior to the month of application for WfW and who remain 150% TANF eligible. Eligible participants for this program may apply for interest free, 32 month loans. The loans are guaranteed by Tompkins County DSS for up to \$4,000 each at a local lending institution. Loans can be made for the following:

- **Purchasing used vehicles.**
- **Securing required insurance.**
- **Paying licensing fees.**

- d. 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): **Non-English speaking participants are offered interpreters from contracted agencies. Individual attention is given as an alternative to group orientations, recertification, etc.**

[] 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:

- **Assistance with transportation needs i.e. auto repairs, auto insurance payments, license fees, etc. To be determined on a case by case basis.**
- **Transitional Medicaid (if eligible)**
- **Transitional Childcare (if eligible)**
- **In addition, the agency operates a Child Assistance Program (CAP) and a Transitional Opportunities Program (TOP) both of which use a combination of wages, child support, and intensive Case Management in a non-traditional**

atmosphere that promotes respect, dignity, and support for those making an important transition in their lives.

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.

Same as above

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.

- **Wheels for Work - A program designed to assist current and former Family Assistance recipients obtain an interest free auto loan for the purposes of maintaining employment.**
- **Transitional Opportunities Program (TOP) follows the closed recipient case for up to one year assisting the family with all available transitional programs.**
- **Post Employment Support Services program is designed to work with TANF adults and TANF 200% population. Services provided include: Case Management, Family Counseling, Personal Management Skills, Adult Peer Support, along with coordination/monitoring.**

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 rate of transportation expense reimbursement is \$25 per month and an additional \$.25 per mile as needed. The \$.25 per mile rate is based on the established AAA rate for fuel consumption.**
- **JARC flexible transportation services described in Section 3.9 will provide transportation for clients up to the 200% poverty level.**

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

- **Through the use of CCBG funding, the agency provides or reimburses for the appropriate costs of dependent care related to participation.**

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:

The participant is notified in writing of the non-compliance and a request is made for him/her to contact the Agency within ten days for a Family Assistance recipient and seven days for a Safety Net Assistance recipient. Upon contact, the reason for the non-compliance is discussed with the individual and based on the merits a decision is made to accept or reject good cause. After reviewing all available information a sanction is imposed (notification in writing) if good cause is not determined or there is no contact

The good cause/willfulness determination is made by:

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

See above

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 Agency mails to the non-compliant a notice informing him/her of the process for ending the existing sanction. This includes the date the sanction will end and the action the client needs to take to re-apply for assistance including a contact person.

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)
- **Participants are notified in writing of the non-compliance and requested to contact the Agency.**
 - **If there is no good cause determined based on all available information or there is no contact from the participant, a timely notice of disqualification is issued within ten days of the determination.**

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.
- **Individuals claiming physical/mental limitations from employment are required to submit documentation supporting these limitations within ten days.**
 - **LDSS – 4526 is required to be fully completed to determine the extent of the disability. This information will be review before any work activity is assigned.**
 - **The LDSS-4005 is used to notify recipients of any determination regarding employment status.**

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:

Employment Unit staff reviews and determines status. TCDSS is reviewing the options of utilizing an Independent Medical Examiner (IME) to review disability cases.

EMPLOYMENT ASSESSMENT

Name _____ CIN Number _____ Case Number _____
 Mailing Address _____ Zip Code _____
 Street Address _____ Telephone _____
 DOB _____ Social Security Number _____ Message Telephone _____
 Employability Code Case Category Family Assistance Safety Net Marital Status _____

CHILD CARE CODES Referred for child care [01] In receipt of child care [47] Child care unavailable [53] Child care not required [49]
 [Status Codes]

EMPLOYMENT (Beginning with the most recent)

Employer Name and Address Supervisor/Type of Business	From Start Wage / End Wage	To End Wage	Job Title Description of Work Duties	Reason for Leaving

MILITARY

Are you a veteran? Yes No
 Vietnam Era? Yes No
 Branch _____ From _____ To _____
 Type of Discharge _____

 Training Received _____

 Duties _____

TRANSPORTATION

Is public transportation needed to get to a job? Yes No
 Is public transportation available? Yes No
 Do you have your own transportation? Yes No
 Make _____ Year _____ Reliable? Yes No
 Valid NYS Driver's License? Yes No
 Class _____ Expiration Date _____
 Do you have health problems which could interfere with your driving or using public transportation? Yes No
 If yes, describe _____

SUBSTANCE ABUSER

Alcohol: Yes No Drugs: Yes No Combination: Yes No

Have you received treatment in the past? Yes No If yes, describe source of treatment: _____

D & A Screening? Yes No D & A Assessment? Yes No

Do you have a treatment plan? Yes No N/A If yes, please describe treatment plan: _____

Are you currently in treatment? Yes No N/A

OFFENDER STATUS

Have you ever been convicted of a felony or misdemeanor? Yes No Type _____

Are you currently on probation? Yes No Duration of probation? _____ Probation Officer _____

Are you currently on parole? Yes No Duration of parole? _____ Parole Officer _____

Do you have a Certificate of Relief? Yes No Do you have a Certificate of Good Conduct? Yes No

EDUCATION

Are you currently in school? Yes No

If yes, where: _____

Date of enrollment: _____

Anticipated completion date: _____

If no, will you be returning to school? Yes No

If yes, when _____

If yes, where _____

Are you currently in default on a student loan? Yes No

Describe any skill or other job-related training you have had: _____

Highest grade completed: _____

Major course of study: _____

Diploma/Degrees earned: _____

Certificates/Licenses (expiration dates):

Is your native language English? Yes No

Language (s) in which you are fluent? _____

What type of work do you like to do? What kind of job would you want to do? _____

What are kind of interests or hobbies do you have? _____

TEST RESULTS

	Instruments Used	Results	Date
Reading	_____	_____	_____
Math	_____	_____	_____
Other	_____	_____	_____

Literacy Level - Math _____ Reading _____ English Proficiency Yes No

HEALTH

Do you have a disability (physical, mental or medical) which would interfere with your ability to work? Yes No

If yes, explain _____

Do you need any special accommodations?

Wheel Chair Hearing Aid Cane/Walker TTY Attendant Interpreter

FAMILY COMPOSITION

Number in Household on case _____ Number of Adults _____ Number of Children _____

Other household members (names & relationship): _____

For each child list:

Name	Age	DOB	School/Grade	Child Support		
				<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
				<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
				<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
				<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
				<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

CHILD CARE NEEDS

(This section **must** be completed even if the case has been coded 49, Child Care Not Required)

Do you currently have care arranged for your child(ren)? Yes No

If yes, describe the arrangement and any problems you have experienced with it: _____

If you do not have care or have serious problems with your current child care arrangements, do you need assistance in locating and arranging care? Yes No

(INDICATE THE SUPPORTIVE SERVICES NEEDS ON THE EMPLOYABILITY PLAN.)

List below the names of children who need child care and the hours for which care is needed.

Name	Hours (ex. 7:30a.m. to 4:30p.m.)	Specify weekdays child care is needed
1. _____		
2. _____		
3. _____		
4. _____		

Does the child(ren) have any health problems or special needs which may influence the choice of care i.e. walking, talking, reading, writing or doing math? Yes No If yes, please explain: _____

If you need help locating and arranging care, would you prefer to have your child(ren): (NOTE: The parent may prefer a different option for each child. If so, write the child's name on the line in front of the choice for that child.)

- _____ with a friend or relative outside my home
- _____ with a caregiver in my own home
- _____ in a child care center
- _____ in a family child care home
- _____ in a school aged child care program

(INDICATE THE SUPPORTIVE SERVICES NEEDS ON THE EMPLOYABILITY PLAN.)

SPECIAL SERVICE NEEDS OF CHILDREN

Do you have a child who is experiencing problems in developing or learning (i.e., difficulty learning to walk, talk clearly, read, write, or doing math?) Yes No If yes, what is the problems _____

If yes, describe services and for whom: _____

If no, do you need assistance in finding medical or educational help for your child(ren)? Yes No
(INDICATE THE SUPPORTIVE SERVICES NEEDS ON THE EMPLOYABILITY PLAN.)

SPECIAL SERVICE NEEDS OF ADULTS

Is there an adult in the home (other than yourself) with a disability or with special needs? Yes No

If yes, please describe needs and for whom _____

(INDICATE THE SUPPORTIVE SERVICES NEEDS ON THE EMPLOYABILITY PLAN.)

SUMMARY OF PERSONAL AND FAMILY CIRCUMSTANCES IMPACTING UPON EMPLOYMENT

- Health Problems
- Child Care Needs
- Transportation
- Client Disabilities
- Housing
- Substance Abuser
- Substance Abusing Minor
- Special Needs of Children
- Services Case
- Grooming
- Disabled Adult in Home
- Special Needs of Adults
- Social
- Psychological
- Other _____
- Other _____

(INDICATE FOLLOW-UP REQUIRED ON THE SUPPORTIVE SERVICES PLAN.)

COMMENTS: _____

SUMMARY OF RECEIPT OF SERVICES FROM OTHER AGENCIES

- Criminal Justice
- Drug and Substance Abuse
- Counseling Services
- Probation
- Alcohol Treatment
- Mental Health Clinic
- VESID
- Worker's Comp.
- CBVH
- OMRDD
- TASA
- Training Program
- Other _____
- Other _____
- Other _____
- Other _____

COMMENTS: _____

EMPLOYABILITY PLAN

Name _____ Case Number _____ CIN Number _____

Client Employment Preferences _____

DOT Title _____ DOT Code _____ Years of Experience _____

SHORT TERM GOAL _____

LONG TERM GOAL _____

EMPLOYMENT AND TRAINING PLAN

(Including job skills training, education, job readiness training, work experience, post-secondary education, OJT, TEAP, job search, vocational rehabilitation, job development/placement.)

LDSS Responsibilities _____

Client Responsibilities _____

As a condition of eligibility for Public Assistance and/or Food Stamps, you may be notified by the Tompkins County Department of Social Services Employment Unit of an assignment to participate in Community Work Experience, Supervised Job Search, or other work related activities. Failure to participate satisfactorily in an assigned activity may jeopardize your continued eligibility for Public Assistance and/or Food Stamps.

Plan does not reflect participant's preferences Explain reasons why _____

SUPPORTIVE SERVICES PLAN

(Including day care for child(ren), clothing, tuition, day care for adults, transportation, license and other fees, liability insurance, jobrelated safety equipment, counseling, and services for family members.)

LDSS Responsibilities (Guaranteed Child Care: If the client needs help in finding child care, the LDSS must be able to offer regulated child day care slots available from two or more providers.)

Clients Responsibilities _____

Referred To and Date _____

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I certify that I have received a true and exact copy of this form. I have been involved in the development of the above plan and I understand that it is my responsibility to follow through with the activities to the best of my ability.

Participant _____

Date _____

Staff _____

Date _____

EMPLOYMENT ASSESSMENT

Name _____ CIN Number _____ Case Number _____
 Mailing Address _____ Zip Code _____
 Street Address _____ Telephone _____
 DOB _____ Social Security Number _____ Message Telephone _____
 Employability Code Case Category Family Assistance Safety Net Marital Status _____

CHILD CARE CODES [Status Codes]	<input type="checkbox"/> Referred for child care [01]	<input type="checkbox"/> In receipt of child care [47]	<input type="checkbox"/> Child care unavailable [53]	<input type="checkbox"/> Child care not required [49]
---	---	--	--	---

EMPLOYMENT (Beginning with the most recent)

Employer Name and Address Supervisor/Type of Business	From Start Wage / End Wage	To End Wage	Job Title Description of Work Duties	Reason for Leaving

MILITARY

Are you a veteran? Yes No
 Vietnam Era? Yes No
 Branch _____ From _____ To _____
 Type of Discharge _____

 Training Received _____

 Duties _____

TRANSPORTATION

Is public transportation needed to get to a job? Yes No
 Is public transportation available? Yes No
 Do you have your own transportation? Yes No
 Make _____ Year _____ Reliable? Yes No
 Valid NYS Driver's License? Yes No
 Class _____ Expiration Date _____
 Do you have health problems which could interfere with your driving or using public transportation? Yes No
 If yes, describe _____

SUBSTANCE ABUSER

Alcohol: Yes No Drugs: Yes No Combination: Yes No
 Have you received treatment in the past? Yes No If yes, describe source of treatment: _____

D & A Screening? Yes No D & A Assessment? Yes No
 Do you have a treatment plan? Yes No N/A If yes, please describe treatment plan: _____

Are you currently in treatment? Yes No N/A

OFFENDER STATUS

Have you ever been convicted of a felony or misdemeanor? Yes No Type _____
 Are you currently on probation? Yes No Duration of probation? _____ Probation Officer _____
 Are you currently on parole? Yes No Duration of parole? _____ Parole Officer _____
 Do you have a Certificate of Relief? Yes No Do you have a Certificate of Good Conduct? Yes No

EDUCATION

Are you currently in school? Yes No Highest grade completed: _____
 If yes, where: _____ Major course of study: _____
 Date of enrollment: _____ Diploma/Degrees earned: _____
 Anticipated completion date: _____ Certificates/Licenses (expiration dates): _____
 If no, will you be returning to school? Yes No _____
 If yes, when _____ _____
 If yes, where _____ Is your native language English? Yes No
 Are you currently in default on a student loan? Yes No Language (s) in which you are fluent? _____
 Describe any skill or other job-related training you have had: _____

What type of work do you like to do? What kind of job would you want to do? _____

What are kind of interests or hobbies do you have? _____

TEST RESULTS

	Instruments Used	Results	Date
Reading			
Math			
Other			

Literacy Level - Math _____ Reading _____ English Proficiency Yes No

HEALTH

Do you have a disability (physical, mental or medical) which would interfere with your ability to work? Yes No

If yes, explain _____

Do you need any special accommodations?

Wheel Chair Hearing Aid Cane/Walker TTY Attendant Interpreter

FAMILY COMPOSITION

Number in Household on case _____ Number of Adults _____ Number of Children _____

Other household members (names & relationship): _____

For each child list:

Name	Age	DOB	School/Grade	Child Support		
				<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
				<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
				<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
				<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
				<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

CHILD CARE NEEDS

(This section **must** be completed even if the case has been coded 49, Child Care Not Required)

Do you currently have care arranged for your child(ren)? Yes No

If yes, describe the arrangement and any problems you have experienced with it: _____

If you do not have care or have serious problems with your current child care arrangements, do you need assistance in locating and arranging care? Yes No

(INDICATE THE SUPPORTIVE SERVICES NEEDS ON THE EMPLOYABILITY PLAN.)

List below the names of children who need child care and the hours for which care is needed.

Name	Hours (ex. 7:30a.m. to 4:30p.m.)	Specify weekdays child care is needed
1. _____		
2. _____		
3. _____		
4. _____		

Does the child(ren) have any health problems or special needs which may influence the choice of care i.e. walking, talking, reading, writing or doing math? Yes No If yes, please explain: _____

If you need help locating and arranging care, would you prefer to have your child(ren): (NOTE: The parent may prefer a different option for each child. If so, write the child's name on the line in front of the choice for that child.)

- _____ with a friend or relative outside my home
- _____ with a caregiver in my own home
- _____ in a child care center
- _____ in a family child care home
- _____ in a school aged child care program

(INDICATE THE SUPPORTIVE SERVICES NEEDS ON THE EMPLOYABILITY PLAN.)

SPECIAL SERVICE NEEDS OF CHILDREN

Do you have a child who is experiencing problems in developing or learning (i.e., difficulty learning to walk, talk clearly, read, write, or doing math?) Yes No If yes, what is the problems _____

If yes, describe services and for whom: _____

If no, do you need assistance in finding medical or educational help for your child(ren)? Yes No
(INDICATE THE SUPPORTIVE SERVICES NEEDS ON THE EMPLOYABILITY PLAN.)

SPECIAL SERVICE NEEDS OF ADULTS

Is there an adult in the home (other than yourself) with a disability or with special needs? Yes No

If yes, please describe needs and for whom _____

(INDICATE THE SUPPORTIVE SERVICES NEEDS ON THE EMPLOYABILITY PLAN.)

SUMMARY OF PERSONAL AND FAMILY CIRCUMSTANCES IMPACTING UPON EMPLOYMENT

- Health Problems
- Child Care Needs
- Transportation
- Client Disabilities
- Housing
- Substance Abuser
- Substance Abusing Minor
- Special Needs of Children
- Services Case
- Grooming
- Disabled Adult in Home
- Special Needs of Adults
- Social
- Psychological
- Other _____
- Other _____

(INDICATE FOLLOW-UP REQUIRED ON THE SUPPORTIVE SERVICES PLAN.)

COMMENTS: _____

SUMMARY OF RECEIPT OF SERVICES FROM OTHER AGENCIES

- Criminal Justice
- Drug and Substance Abuse
- Counseling Services
- Probation
- Alcohol Treatment
- Mental Health Clinic
- VESID
- Worker's Comp.
- CBVH
- OMRDD
- TASA
- Training Program
- Other _____
- Other _____
- Other _____
- Other _____

COMMENTS: _____

EMPLOYABILITY PLAN

Name _____ Case Number _____ CIN Number _____

Client Employment Preferences _____

DOT Title _____ DOT Code _____ Years of Experience _____

SHORT TERM GOAL _____

LONG TERM GOAL _____

EMPLOYMENT AND TRAINING PLAN

(Including job skills training, education, job readiness training, work experience, post-secondary education, OJT, TEAP, job search, vocational rehabilitation, job development/placement.)

LDSS Responsibilities _____

Client Responsibilities _____

As a condition of eligibility for Public Assistance and/or Food Stamps, you may be notified by the Tompkins County Department of Social Services Employment Unit of an assignment to participate in Community Work Experience, Supervised Job Search, or other work related activities. Failure to participate satisfactorily in an assigned activity may jeopardize your continued eligibility for Public Assistance and/or Food Stamps.

Plan does not reflect participant's preferences Explain reasons why _____

SUPPORTIVE SERVICES PLAN

(Including day care for child(ren), clothing, tuition, day care for adults, transportation, license and other fees, liability insurance, job-related safety equipment, counseling, and services for family members.)

LDSS Responsibilities (Guaranteed Child Care: If the client needs help in finding child care, the LDSS must be able to offer regulated child day care slots available from two or more providers.)

Clients Responsibilities _____

Referred To and Date _____

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Participant _____

Date _____

Staff _____

Date _____

Tompkins County Department of Social Services

December 7, 2007

