

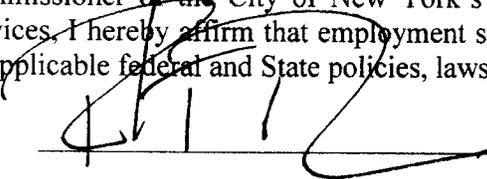
The 2010-2011 Biennial Temporary Assistance and Food Stamp Employment Plan for the City of New York for the period January 1, 2010, through December 31, 2011, mandated by Social Services Law Sec. 333 and 18 N.Y.C.R.R. Sec. 385.10 is available for review and comment until the close of business on January 21, 2010. A hard copy of the plan can be obtained by writing to the New York City Human Resources Administration, 180 Water Street, Room 2017, New York, New York 10038, Attn: Andrew Mandell, Assistant Deputy Commissioner, Office of Policy, Procedures and Training, Family Independence Administration, or by emailing Mr. Mandell at [mandella@hra.nyc.gov](mailto:mandella@hra.nyc.gov).

Persons wishing to comment on the 2010-2011 Biennial Temporary Assistance and Food Stamp Employment Plan should do so in writing to Mr. Mandell at the above address, either by mail or email.

**Temporary Assistance and Food Stamps Employment Plan  
January 1, 2010 – December 31, 2011**

**Section 1 Assurances/Signature**

As a condition of the receipt of federal and State funds the City of New York's Human Resources Administration/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 employment services for Temporary Assistance (TA) and Food Stamps (FS) applicants and recipients for the period January 1, 2010 through December 31, 2011. As Commissioner of the City of New York's Human Resources Administration/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 [Click here and type the date signed]

12/11/09

**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.

See Family Independence Administration (FIA) organization chart attached as Appendix A.

**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 such as job readiness training, education and job skills training, 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.

Table 2 includes agencies/providers that offer services to participants and to which the district expects to refer participants but which have no direct financial agreement with the district (e.g., Bridge, OTDA Educational Resources providers, OTDA Wage Subsidy providers).

See Tables 1 and 2 set forth in Appendix B.

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

Provider	Total Contract Cost (per yr.)	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
Total	\$			

**TABLE 2 – Other Service Providers**

Provider	Funding Source(s) (if known)	Categories of Clients Served	Programs, Services or Activities Provided

Section 2.3 OTDA Jobs Staff Agreement

**OTDA Jobs Program Services – Target Groups**

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

<b>Services</b>		<b>Target Groups</b>	
Assessment/Employment Plan	<u>  X  </u>	Applicants	<u>      </u>
Supervised Job Search	<u>  X  </u>	TANF (inc. SNF)	<u>  X  </u>
Job Readiness Training	<u>      </u>	SNA non-MOE Singles	<u>  X  </u>
Job Club	<u>      </u>	Food Stamps	<u>      </u>
Job Placement Services	<u>  X  </u>	200% of Poverty	<u>      </u>
Grant Diversion	<u>      </u>		
Job Development (employer field visits)	<u>      </u>		

**Other Services Requested**

Described below are additional services/duties which will be requested of Jobs staff (e.g., WTCMS data entry, case conferencing, WOTC pre-certifications, job fairs)

WOTC pre-certifications - Help to represent Business Link - HRA job fairs, Business Link data entry and NYCWAY data entry.

**OTDA Jobs Program Staffing and Location**

**Please list staff location address and indicate # of staff at that location.**

1. 5 – Business Link Central Office	348 West 34 <sup>th</sup> Street, New York, NY 10001
2.	
3.	

**District Staff Contact for OTDA Jobs Program (Name & Phone Number)**

Raymond Singleton (212) 331-5691

### **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, all activities included in the individual’s Employment/Self-Sufficiency plan including any need to attend treatment/rehabilitation programs, 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.

[ X ] In addition to the requirements outlined in Section 385.5 of the regulations, the district’s orientation provides the following.

- Instructions on the individual’s rights and responsibilities and the consequences of non-compliance;
- A statement of the benefits of working over receiving Temporary Assistance, the implications of TANF-funded Temporary Assistance time limits, a description of the assistance provided by the district on how to find employment, with a focus on the individual’s finding paid employment as the first option and the ultimate goal;
- An exploration with the individual of any available alternatives to Temporary Assistance. If feasible, the district will work cooperatively with the individual to develop a strategy that utilizes available programs, including Child Care In Lieu of Public Assistance, and community resources to avoid the need for ongoing Temporary Assistance benefits;
- Information about social services programs, including transitional supportive services;
- Information about what to do in case of an emergency;
- An explanation of the ways in which the district accommodates applicants and recipients with mental or physical impairments.

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).

The district completes the required orientation individually. The responsibilities are divided among FIA workers and contracted vendors at different locations.

### Section 3.3 Assessment and Employment 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 initial screening and referral for assessment, when warranted, for barriers to employment, such as an alcohol/substance abuse problem or domestic violence;
- Personal/family background (e.g., length of stay on public assistance);
- The client's preferences for employment activities, including education or training.

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

See test sample of a computerized assessment/employability plan attached as Appendix C. The district also uses Form W-538, Physician's Functional Assessment Form. Assessment tools also include an interview with the participant about his/her work history, educational background and employment goals, and/or the administration of standardized tests of reading, math and English language levels. Contracted vendors, including WeCARE vendors (See Section 3.8), also use other assessment tools.

c. Describe the local district procedure for the completion of an employment assessment:

The Employability Plan (EP) is the road map for the completion of the employment assessment, which is updated periodically, at least annually. The EP is accessed through NYCWAY by JOS/Workers and through the WEB-based NYCWAY by out-stationed workers and vendors. The EP is initiated by the JOS/Worker and completed by the out-stationed workers and the vendors. The EP is used to gather information on personal and family background, educational background, job experience, job skills and job preferences, and to make further referrals.

There are other factors involved in the employment assessment process and in the selection of vendors, work and training activities. Families with multiple barriers are given an assessment that is more comprehensive. In addressing the needs of families with multiple barriers, primary questionnaires are used to identify potential barriers to employment, such as special assessment issues, alcohol/drug issues, medical/mental health issues, needed at home claimed, other personal issues, and felony convictions. If barriers to participation issues are claimed, referrals are made to a specialized unit that assesses the impact of the alleged barrier and any implications it may have for the applicant/participant's ability to be engaged. If a domestic violence issue exists, referral is made to the Domestic Violence Liaison. Finally, a language proficiency assessment is used to record the individual's self-described ability to read, write and speak in his/her primary and secondary languages.

To ensure that the employment assessment process fully incorporates the requirements to offer educational opportunities for individuals without basic literacy and/or a high school diploma, the

training assessment questionnaire records all grades completed, all educational and training programs completed, diplomas and degrees attained, along with the identified employment goals. Information on any children associated with the case is used to evaluate whether or not child care services are needed.

Information on personal circumstances, such as the individual's veteran status, employment history and licenses/certificates is also used in the assessment. The EP captures work experience and work preferences of individuals to match work activities with the individual's skills levels, experience, preferences and goals.

HRA ensures that participants have the EP completed within 90 days by including it as part of the application process. All individuals, with certain exceptions noted below, who apply for cash assistance have an EP developed as part of their initial application interview. During the application period following completion of the EP, individuals are referred to appropriate employment activities or to activities designed to address barriers to participation which they have raised. Initiation of the EP for all applying adults and subsequent completion of the EP is a jobstat performance management indicator which is closely monitored.

Adult individuals who are not work rules required, for example, HASA clients, individuals over 60 and the homebound, are not required to have an EP initiated. However, if an exempt individual wants to participate in voluntary assignments, an EP is completed for him/her.

- d. 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))

Assessments are performed by FIA workers or contracted vendors with experience in employment services, including the assessment process, and with medical expertise, if appropriate. FIA workers performing assessments have college degrees and/or appropriate qualifying experience. Contracted vendor staff persons are qualified in accordance with HRA contractual requirements.

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

See subsection "d" above. An HRA training assessment group is responsible for reviewing most full-time training/education requests.

- f. 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

Districts have the authority to require a food stamp work registrant to participate in an assessment.

- a. The district  does  does not require work registrants to participate in an employment assessment. The food stamp program does not require an assessment prior to an activity assignment.
- b. If assessment is required, the assessment includes the following elements:
- possible barriers to employment, such as medical limitation, substance abuse problems, and domestic violence;
  - educational background;
  - job experience and skills;
  - job preferences.

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

- a. A copy of the district's employment 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 employment plan includes:

See test sample of a computerized assessment/employability plan attached as Appendix C. The employability plan takes into account recommendations made in the participant's assessment. To the extent possible, the employability plan reflects the preferences of the participant for a work activity, including training or education, in a manner that is consistent with the results of the assessment and the need of the social services district to meet federal and State work activity participation requirements, and, if such preferences cannot be accommodated, the employability plan specifies the reasons why they cannot be accommodated. The employability plan takes into account significant barriers to employment that have been identified by the assessment. HRA has a number of employment programs designed to target services to participants with high barriers to employment (e.g., work limitations, substance abuse, homelessness, ex-offender status, language and cultural barriers, disability). In addition, the employability plan is designed to meet the district's obligation to ensure that all TANF funded Family Assistance adult recipients will be engaged in work within 24 months of receiving federally funded assistance.

- b. The district administrative unit or contractor that develops employment 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 employment 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.

New York City seeks to place each eligible recipient in an activity as soon as he/she applies for assistance and maintain his/her participation continuously until he/she gains full-time employment. All activities are focused on moving individuals towards employment. HRA is committed to a balanced approach that generally seeks ways to combine work experience with education and training in an integrated program that provides the targeted services people need to achieve self-sufficiency.

HRA seeks to provide appropriate activities for individuals of all abilities. In some cases, HRA assigns an individual to a rehabilitative activity in combination with a traditional employment activity. In other cases, the most appropriate assignment is a rehabilitative activity and progress towards participation in traditional employment activities and self-sufficiency is expected.

In general, all activities, with the exception of full-time short-term job search, approved education and training programs, internships, externships, and work-study, and certain approved rehabilitative activities, must have a paid employment or work experience component of at least 20 hours weekly, assuming that the Temporary Assistance grant plus Food Stamp benefits supports this number of hours or the person is not otherwise limited in the ability to do this many hours. In general, in furtherance of the goal of enabling recipients to achieve full-time employment and independence and to ensure the meeting of federal and State participation rate requirements, the district requires all non-exempt recipients to engage in work activities that comprise a simulated 35-hour work week.

HRA realizes that employment is sometimes not an immediate option for clients with special needs. We closely review each case, monitor each assessor and assessment, and identify the best and most appropriate services for each and every client and family. HRA provides a core of services designed to move clients with special needs towards greater self-sufficiency by providing adequate and appropriate support. This group includes chronic chemical abusers, who are referred to treatment centers suited to their needs; victims of domestic violence, who are assisted in finding safety when unable to remain in their homes and communities due to threat of further violence; temporarily and permanently mentally and physically disabled individuals, who receive appropriate medical care and rehabilitative services and are trained for work when appropriate; and immigrants, who receive English language instruction when cultural and language barriers keep them languishing on the rolls, unable to access services. Our vision is to meet clients where they are, in accordance with their needs.

We engage people as soon as they apply for assistance. If barriers exist, those barriers are addressed as described above and, after they are addressed, the person is immediately referred.

The City generally utilizes contracted vendors with particular expertise – e.g., Back to Work vendors (job search and placement), BEGIN Managed Programs (provision of

basic education, vocational work/study programs, etc.), WeCARE vendors (assessment and rehabilitation of exempt and potentially non-exempt participants) - for the provision of services/activities to participants.

Using the New York City monthly engagement report, participation rates are computed for the categories of TANF, Safety Net (other than Safety Net Converted) and Safety Net Converted cases. The TANF rate is only an estimate, as the formal rate is determined by a monthly sample of cases drawn by the State and completed by the City. The City uses these monthly reports to monitor activities, to ensure that all clients are participating in the required number of hours required by their case type, and to target resources appropriately.

HRA also uses the VendorStat and JobStat meetings to improve client engagement. VendorStat is a computer database that generates performance evaluation reports for employment vendors (BTW and vendors that serve special populations). VendorStat weekly meetings review the vendors' performance on indicators such as activity attendance, placement and retention. Vendors are ranked according to their performance on these indicators, promoting competition among contractors.

JobStat is also a computer database that generates a comprehensive list of performance indicators covering the major areas of concern for program managers, i.e., employment, administration and self-sufficiency progress. JobStat meetings afford the opportunity for in-depth discussions regarding Job Center performance and support the exchange of ideas concerning effective strategies that can be replicated among Job Centers to help attain HRA's goals of moving dependent individuals to self-sufficiency.

- 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 Family Assistance (FA), Safety Net Assistance for households with children (SNF), Safety Net Assistance for households without children (SNA), and/or Food Stamp (FS) benefits. Please note: At a minimum, districts are required to make available job search as an FSET activity to food stamp applicants and recipients.

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	<p>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/TEAP, 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>
X	X	X	X	Subsidized Public Sector Employment	<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/TEAP, 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>
X	X	X	X	Work Experience	<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 are to be reported as employment.)</p>

<div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: black;"></div> </div>	<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>
<div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: black;"></div> </div>	<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>

■	■	■	■	Job Search	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.
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				<p>Job Readiness Training Activities</p>	<p>Participation in programs that include seeking and preparing for work. JRT includes two types of activities: (1) traditional activities of resume preparation, training in interviewing skills, and instruction in workplace expectations, training in effective job seeking, including life skills training; and (2) activities that improve an individual's employability, such as substance abuse treatment, mental health treatment, or rehabilitation activities in which a qualified medical or mental health professional has certified that such treatment is necessary.</p> <p>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>For TANF and SNA MOE families, JRT also includes substance abuse and other treatment and rehabilitative services that are required for individuals who are unable to work or individuals whose employability and employment retention requires such services. Such services, which should be reported on WTCMS as such, will be deemed within WRTS participation rate logic to be JRT for recipients of TANF and SNA MOE but will be deemed to be Community Service for recipients of SNA non-MOE, include:</p> <ul style="list-style-type: none"> <li>• Physical health treatment and rehabilitation services including attending necessary physical therapy, and doctor appointments. Such 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.</li> <li>• Mental health services including therapy, counseling, and other services to address mental or emotional disorders that can interfere with an individual's daily life functions, ability to work, looking for work or the ability to retain employment.</li> </ul>
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				<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/SNA 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>

■	■	■	■	Education Training	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 as a Second Language (ESL) 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.
■	■	■	■	Secondary School	Regular attendance in accordance with the requirements of the secondary school or a course of study at a secondary school or other State accredited institution 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 childcare to enable another Temporary Assistance (TANF/SNA MOE funded) recipient to participate in a community service program.
■	■	■	■	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 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.

HRA assigns non-exempt TA applicants to Back-to-Work (BTW) vendors prior to eligibility determination, during which time (approximately four to six weeks) the applicant is required to perform job search activities as determined by and assigned by the BTW vendor. Applicants are expected to participate fully for any hours to which they are assigned.

Applicants who are required to participate in Back-to-Work are required to attend 35 hours of activities with the Back-to-Work vendor. The focus of the activity is moving the individual quickly to employment. The job search includes such activities as workshops on resume writing, interviewing techniques and job search strategies. In addition, the vendor may run short term training programs designed to prepare the individual for employment in a specific field. Actual applicant assignments may vary due to work limitations or case circumstances.

All job search activities are supervised by contracted vendors who maintain records of the specific activities and employer contacts. Vendors are paid on a performance basis for the completion of the Employment Plans but full payment is heavily weighted to job placement and job retention milestones. They are required to complete each assigned applicant's/participant's Employment Plan by conducting a TABE test, reviewing his/her work history, his/her current work preferences and recording if that person has achieved any professional licenses or certificates.

In addition to job search, applicants are assessed for their job readiness, job preferences, job history and educational background, and their employability plans are updated accordingly.

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.

Once applicants have been determined to be TA eligible, they are assigned to an appropriate employment activity. For many, the most appropriate activity is the Work Experience Program (WEP) for the number of hours supported by their monthly PA and FS grants. The balance of their weekly hours are job search activities performed at the BTW vendor. Recipients are expected to participate fully for any hours to which they are assigned.

Job search is a required component for all non-exempt recipients assigned to work activities. Job search activities are provided by a contracted vendor who works with the recipient to find a job. In some cases the individual may be involved in full time job search. In others the vendor may be working with individuals who are engaged in other activities, either with that vendor or with another provider, to find a job. Examples of these additional activities include work experience, training or education. The hours of job search will vary depending on the individual's specific

program and his/her progress in meeting his/her assessment and training goals. HRA's Back-to-Work vendors are also eligible to utilize Individual Training Accounts to provide training within high demand occupations which directly lead to transferable skill certificates and employment.

All job search activities are supervised by contracted vendors who maintain records of the specific activities and employer contacts. Vendors are paid on a performance basis for Employment Plan completions, job placements which last for at least 30 days, 90 job retentions and 180 day job retentions.

### 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:

HRA's Employer Incentives Plus develops job orders from private employers and recruits qualified candidates from the pool of Temporary Assistance applicants and recipients. Employer Incentives Plus posts flyers on immediate job openings at locations across New York City and invites interested candidates to pre-screening sessions. Qualified candidates are referred to the employer for an interview. Employer Incentives Plus also schedules group screening sessions and invites individuals to come to its office to review current job openings. The services offered by Employer Incentives Plus are voluntary and participants select the jobs in which they are interested. Employer Incentives Plus offers employers Grant Diversion in many instances and is authorized to pre-certify federal and State tax credits. Employers are assigned to Employer Incentives Plus Account Managers, currently four, and New York State Jobs Program staff.

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.

HRA contracts with several well-known specialized employment and training organizations that serve Temporary Assistance participants at over 50 training sites across the City. These organizations offer participants a variety of services; however, their primary responsibility is to contact employers and solicit jobs for Temporary Assistance participants. The utilization of contract vendors to solicit jobs from employers and assist Temporary Assistance participants with job placements is a critical part of HRA's employment plan and engagement process. In addition to matching participants with job openings, the contractors conduct skills assessments, prepare employment plans, engage participants between 14-35 hours per week and provide a variety of post-employment services.

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

NYS Jobs Program staff work in collaboration with HRA Employer Incentives Plus to develop job orders and match participants to job openings and with a center for employed participants to help them upgrade their employment.

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

- a. Describe how the district identifies appropriate education program providers for program services of Adult Basic Education, GED preparation, and English Language Instruction, that are available to clients whose assessment indicates such services would be an appropriate work activity assignment:

Adult basic education is largely provided through HRA's BEGIN Managed Programs. BEGIN (Begin Education Gain Independence Now) Managed Programs (BMP), a collaborative effort among New York City's Human Resources Administration and contracted adult education provider partners, offers a coordinated program of services to support the efforts of temporary assistance recipients making the transition from welfare to work. BEGIN's mission is to address the combined literacy and employment preparation needs of temporary assistance recipients with barriers to employment.

BEGIN works with contracted vendors and community-based organizations, in addition to HRA/BEGIN directly operated sites. BEGIN programs are offered in four boroughs. Through BEGIN, HRA's scope of educational services include literacy and GED instruction through BEGIN Work Study (BWS), English as a Second Language (BLWS) for clients needing to learn or build their English language skills, certified vocational skills training through VoWS (Vocational Work Study), BEGIN Internship for those possessing high school diplomas or GEDs, and a post employment program called Employment Plus for clients in paid employment seeking to continue their education or improve their skills for career advancement.

BEGIN serves approximately 5,000 participants per year through programs offered through partnership with CUNY's Bronx Community College and community partners such as FECS, HANAC and Goodwill.

Clients are referred to BEGIN programs through Job Centers or out-stationed HRA workers at HRA's BTW vendors who identify clients needing education or skills training in order to be marketable for job placement. Undercare clients identified as needing English language skills or lacking adequate reading or writing skills are referred to one of the seven BEGIN program sites located in one of the four boroughs. Upon reporting to the program, clients are given an orientation and are assessed for educational level, work history and skills.

All BEGIN program sites, where HRA caseworker and supervisory staff are co-located at contracted vendor sites, offer comprehensive services. Therefore, in addition to the education, training and job-readiness classes, any benefit or social service issue is addressed immediately on site. BEGIN also provides crisis management and life skills, problem-solving/critical thinking skills development through its counseling services component, as offered by credentialed, certified mental health professionals and supported peer-counseling models. In addition, working in collaboration with vendor staff, HRA caseworkers make assignments to work sites based on clients' expressed career goals, and the contract vendor appoints a work site teacher to monitor and visit

clients in their work experience assignment. The same structure exists at BEGIN-operated program sites.

HRA also provides the opportunity for clients to independently identify and enroll in education programs outside of BEGIN's network, e.g., the Department of Education, through its Training Approval Group (TAG). TAG is responsible for screening and approving clients' participation in the State's and City's approved training programs.

In addition, through BEGIN, clients have access to certified vocational skills training through HRA's Stimulus Wage Subsidy initiative and BEGIN's Employment Plus program – Direct Care Worker, Commercial Drivers License, Licensed Child Care Provider, NYS Work Readiness Credential and NRF Customer Services training and certification. In addition, through BEGIN's Employment Plus program, employed cash assistance recipients – those working part-time but mandated for additional hours or those who work full-time but participate voluntarily, as well as former cash assistance recipients converted to 200% of poverty – have the opportunity to continue their education and vocational skills development. BEGIN Employment Plus, in addition to employment retention and career-improvement support services, provides ABE, GED and ESOL literacy classes, computer-assisted instruction, including training on current market industry software applications and, to meet the needs of a growing population, transitional support services to those pursuing secondary educational goals.

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

Education/Training Programs (other than Basic Education): Assignments to vocational education/training programs (other than basic education) are generally subject to a 12-month lifetime maximum for training during the first 20 hours of the work week. However, after exhausting this lifetime limit, the participant may be permitted, consistent with the individual's assessment, to continue with education and training, including jobs skills training directly related to employment and education directly related to employment, in combination with work experience, employment or other approved work activities, under circumstances prescribed by the Agency, for periods prescribed in HRA enrollment policies applicable to those participants. See the last paragraph of subsection 3.6(a) above and subsection 3.6(e) regarding how such education and training programs are provided and subsection 3.6(h) for the district's policy for approving, as a work activity, certain work study, internship, externship, or other work placements that are part of a non-graduate student's curriculum.

- c. Describe the process for making education activities available to nonexempt recipients who have not attained a basic literacy level and/or have not attained a high school diploma:

HRA has begun implementation of these requirements by placing the insert to the State booklet (LDSS-4148A, (What You Should Know About Your Rights and Responsibilities) in our application kits. If an applicant/recipient expresses an interest in participating in an educational activity, the worker will assign him/her to the BEGIN program, if appropriate.

Currently, the automated EP process is being refined to instruct workers to look at reading level and high school diploma completion. If the participant has not achieved a 9<sup>th</sup> grade reading level or has not attained a high school diploma, the system will prompt the worker to refer him/her to BEGIN. If the participant refuses the offer, the refusal will be recorded. Testing for reading level is currently done by our Back to Work vendors and the last grade attained by the participant is included as part of the EP.

- d. Describe the district's process and policy for determining whether participation in educational activities is approved for individuals who have not attained a high school diploma who are interested in participating in an educational activity:

See above.

- e. Describe what steps the district will take to increase or maintain high levels of engagement by participants in vocational education and job skills training programs. Such steps may include increased use of such contracted services through local training providers, including WIA funded services, or use of OTDA funded Bridge or Educational Resources 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.

Cash assistance recipients have a high level of participation in education, job training and job search. Almost all receive education, training, job search or rehabilitative services, either full time or as part of an employment program that includes these activities with others. To maintain this high level the Agency structures its work programs to include multiple activities. Programs such as BEGIN, WeCARE, or the subsidized jobs program at the Parks Department have training coordinated by the same entity that provides other services. In other cases, workers assign individuals to multiple activities.

We intend to build on these efforts by:

1) Increasing the utilization of employer linked training. We are developing an initiative to make available, through Individual Training Accounts, short term training programs linked to specific employers;

2) Participants in OTDA-sponsored subsidized jobs program will receive one day per week of paid training as part of their subsidized job; and

3) We will be contacting non-participants as part of our effort to implement the subsidized jobs program. Those who are hired in a subsidized job will enroll in work and receive one day of training a week.

4) To better support participation in two year college programs by cash assistance recipients, HRA has a contract with the City University of New York. This contract, known as COPE, provides academic advisement, tutoring and job search services to college students receiving cash assistance. COPE counselors are located on City University campuses and work closely with cash assistance recipients to ensure they are making progress in college and that they are aware of the rules governing compliance

with HRA's employment programs. COPE staff also identifies job opportunities for full or part time jobs and works with college students to refer them to appropriate opportunities. HRA also supports two year college students by contracting with a private organization, the Jewish Community Council of Greater Coney Island, to provide customized work experience assignments to those college students required to participate in work experience. These assignments are located on or near college campuses and allow cash assistance recipients enrolled in college to also comply with their work experience requirement.

- f. Education and training providers are evaluated by the following standards:
1. Compliance with federal and State temporary assistance law and regulations, and this Plan;
  2. Licensing or approval by the NYS Education Department or other public agency;
  3. Achievement of satisfactory employment placement and retention rates;
  4. Regular and timely submission of documentation of enrollment, attendance and satisfactory progress of participants, in a form satisfactory to the FIA Attendance Verification Unit (AVU);
  5. Standards set forth in the terms of their respective contracts;
  6. VendorStat reports and meetings. HRA has developed and now utilizes VendorStat, a computer database that generates performance evaluation reports for employment vendors (BTW and Special Population vendors). VendorStat weekly meetings review the vendors' performance on indicators such as activity attendance, placement and retention. Vendors are ranked according to their performance on these indicators, promoting competition among contractors. To hold the contractor accountable for individual customers, as well as over-all performance, the VendorStat meetings conclude with a review of specific customer circumstances.

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

Approved education/training programs are listed on the HRA Master List of Approved Training Programs. This list is available to FIA workers and employment vendors whose responsibilities include conducting employability assessments and developing employability plans, and is also posted on HRA's web page. At the time of assessment or prior to assignment, participants expressing a preference for participation in education/training, so long as an assignment to education/training is consistent with the individual's assessment, will be given access to a searchable Master List and will be provided with assistance, if necessary, in using the list to locate an approved education/training program. If a preferred provider is not on the Master List, the participant will be given information as to how education/training programs are approved by HRA and contact information for an education/training provider, not on the Master List, on how to apply to be an approved program. ITA vouchers can be used only with providers on the New York State Eligible List of Training Providers.

- h. Describe the district's process and policy for determining whether or not a participant is approved/assigned to participate in job skills or vocational education activities:

A. Initial Eligibility: In general, education/training activities must be consistent with the assessment for the participant and set forth in the participant's employability plan. Except as provided below, education/training activities must generally be concurrent with at least 20 hours weekly of actual employment or work experience, assuming the participant's grant for Temporary Assistance plus Food Stamps grant supports 20 hours of work. Unless a specific barrier or work limitation exists, participants will be expected to engage in approved education/training and employment/work experience activities that comprise a simulated 35-hour work week.

A participant enrolled in an education or training program will be assigned or reassigned to a work activity only after an assessment or reassessment is conducted and an employability plan is developed or updated. Participants are assigned to HRA-approved education and training programs in accordance with the individual's preferences to the extent possible consistent with the individual's assessment, the need of the district to meet federal and State work activity participation requirements, and program availability. The participant must meet the entrance requirements for the chosen program. A participant who HRA determines is required to participate in less than 35 hours per week of work activity may participate in approved education and training that is consistent with the individual's assessment in accordance with HRA enrollment policies.

For a participant attending any form of non-graduate education or training, including but not limited to vocational educational training, basic education, non-vocational two and four year college degree programs, and vocational rehabilitation programs, HRA will accommodate the class hours of that participant, even though the activity itself may not be an allowable work activity, by making reasonable efforts to schedule any work activities consistent with the requirements of SSL Sections 335-b(2) and 336-c(4) and the provisions of this Plan. Provided the participant otherwise meets the requirements for participation in an education or training program, a participant seeking to enroll in an approved education or training program that is consistent with his/her assessment and that operates on a semester system, will be permitted to participate at the start of a semester, pursuant to the policies stated in this Plan, subject to reassessment at the beginning of the next semester to determine that the program is still consistent with his/her assessment.

Nothing in this Section 3.6 requires HRA to approve participation or to provide supportive services for any education or training that the participant seeks to participate in during the time that he or she is under sanction for non-compliance with work activity requirements. References in this Section 3.6 to education/training include basic education unless otherwise noted.

- Basic Education Programs: In general, recipients are assigned to an appropriate basic education, literacy, ESL program or GED program if they lack basic literacy/language skills (including immersion programs for limited periods of time in appropriate cases subject to availability) in accordance with HRA enrollment policies. Basic education is largely provided through HRA's BEGIN Managed Programs. (See subsection 3.6(a) above.) HRA encourages those who are employed who do not have a high school diploma to get one concurrently with work. District policy regarding teen attendance in school is set forth in Section 3.6(i) below.

- Education/Training Programs (other than Basic Education): Assignments to vocational education/training programs (other than basic education) are generally subject to a 12-month lifetime maximum for training during the first 20 hours of the work week. However, after exhausting this lifetime limit, the participant may be permitted, consistent with the individual's assessment, to continue with education and training, in combination with work experience, employment or other approved work activities, under circumstances prescribed by the Agency, for periods prescribed in HRA enrollment policies applicable to those participants. See section 3.6(e) for the district's policy for approving as a work activity certain work study, internship, externship, or other work placements that are part of a non-graduate student's curriculum.

The Training Assessment Group (TAG) is responsible for ensuring that education/training programs requested by participants are consistent with the participant's employability plan and that the participant meets the entrance requirements for the chosen program. TAG approves or denies training and hardship schedule requests, and ensures that approved training programs are on the HRA Master List and that all assessed participants are engaged in appropriate activities for the required number of hours. WeCARE vendors make these determinations for WeCARE participants.

- Individual Training Account (ITA) Vouchers: In accordance with a participant's employment plan and subject to available funding, employment vendors may provide some participants with ITA vouchers that may be used to access training services from New York State eligible providers, including services that may be available during hours after the participant has fulfilled his or her work activity obligations.

B. Continuing Requirements: After assignment to an education/training program, the participant must comply with all work activity obligations under his or her employability plan, adhere to general FIA requirements, and maintain satisfactory attendance and progress in the education/training program, as determined in accordance with HRA enrollment policies.

C. Other Education/Training: In addition to the formal education/training assignments described above, HRA employment programs that focus on job search and job placement generally provide education/training in furtherance of that objective and HRA programs that provide rehabilitative services or that respond to special needs of clients generally provide education/training in support of the program's objectives and goals.

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

Participants are notified of approval for enrollment in a work activity by the FIA worker, TAG or employment vendor to which the participant may have been assigned. Participants receive a specific notice of approval or denial of a request to participate in education/training made at the time of assessment, in accordance with HRA enrollment procedures. Participants are also notified of approval or denial of supportive services, including but not limited to childcare, transportation, and other necessary supportive services, requested by a participant, and of the discontinuance of any such supportive services. A training program will not be approved for the participant without the presentation of verification in a form required by the agency.

- j. 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.

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

The student fails 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:

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

- k. 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:

For public school students, the district does an enrollment match with the NYC Department of Education. For students in private school, an attendance verification letter is requested from the school. Teens between the ages of 16 and 18 may be excused from school attendance requirements if the decision not to require school attendance is based upon an individual assessment that indicates that further attendance is unlikely to result in attainment of a high school diploma or its equivalent and that the individual participates in another educational activity or in job skills training appropriate to and designed for youths. The district makes referrals to the Teenage Services Act Program (TASA) for the provision of needed social services to teenage parents or pregnant teenagers. Individuals under the age of 20 who maintain satisfactory attendance in secondary, vocational or technical school or a GED program at a public, private, parochial, vocational or technical institution, in a course of study leading to a high school diploma or its equivalent and whose curriculum has been approved by the New York State Education Department, will be exempt from other work activities.

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

Reference is made to the procedures described in Section 3.8 for referral to Wellness, Comprehensive Assessment, Rehabilitation and Employment (WeCARE) vendors. In addition, any client not referred to WeCARE who has work limitations that have been

identified is assigned to a work site/activity that addresses or accommodates those limitations

### Section 3.7 Work Verification

Consistent with New York State's approved Work Verification Plan (WVP), and in accordance with the requirements established by the United States Department of Health and Human Services, districts must develop a quality assurance plan to ensure that the data reported, from which their work participation rates are derived, are accurate. The plan must include the district's procedure for monitoring reported scheduled and actual attendance in paid employment and unpaid work activities and the controls in place to ensure that reported exemption statuses resulting in federal exclusions from the work participation rate calculation are accurately made, work eligible individuals are correctly identified, hours of attendance reported are accurate and documented, data entry is accurate and that the district and its providers adhere to the approved work activity definitions and the determination of countable excused absences and holiday reporting within federal limits.

Each district must describe how it will conduct periodic self audits to determine that system entries are consistent with documentation in case files. The district must also explain how it will choose the sample size, select sample cases and establish the review period (no less frequently than semi-annually). The plan must indicate the district will maintain documentation on all pertinent findings produced through its self audit process and that case records for all reviewed cases will be available for State and other auditors in their review of the local work verification system for the standard 6 year period associated with such reviews.

After each self-audit is completed, the district must submit a summary of findings for State review including specific information on each of the errors identified. In addition, when monitoring reveals substantial problems, the district must describe the corrective action it will take.

The Quality Assurance plan must explain how staff will:

- Ensure that documentation of wages and actual hours of employment is verified and accurately projected/reported and present in the case file, is actual and is projected correctly;
- Ensure 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 meets the approved federal definition for the activity;
- Assess that the data entered into either WTWCM, 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
- Ensure that documentation necessary to determine an individual to be exempt due to being the caretaker of a disabled household member (Employability Code 38 or 48) 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):

See next section.

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):

HRA/DSS will perform a random sample of 100 cases per quarter for paid work activities. Both the temporary assistance and employment case files will be reviewed. Hours of employment will be verified through receipt of pay stubs or employer verification forms, and, if appropriate, 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 NYCWAY and documentation is in the file to support hours reported on NYCWAY and that the scheduled hours on NYCWAY is consistent with the documentation.

HRA/DSS will perform a random sample of 50 cases per quarter for participation in unpaid work activities. The employment case files will be reviewed. Actual hours of attendance will be documented by systems or attendance sheets, as appropriate, 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 systems and the monthly attendance sheets have been correctly reported on NYCWAY, excused absences and holiday time are documented in the case file and correctly reported on NYCWAY in accordance with federal limitations, and that documentation of actual hours of attendance is accurate and matches the hours of participation reported on WTWCMS by district or provider staff.

HRA/DSS will perform a random sample of 25 cases per quarter in which a case member is reported as an employability code 38-needed in the home fulltime to care for a disabled household member. The temporary assistance 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.

HRA/DSS will perform a random sample of 25 cases per quarter in which a case member is reported as an employability code 31-caretaker of a child under the age of 12 months. The temporary assistance case file will be reviewed to ensure there is a birth certificate present to verify the child under the age of one.

HRA will assess and verify that participation in the work activities reported meets the State approved definition for the activity as part of the review process of sampled cases.

A summary/management report will be prepared after each review is completed and forwarded to [Kathleen.Nagy@otda.state.ny.us](mailto:Kathleen.Nagy@otda.state.ny.us) (518-474-9736).

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

Amendment Effective Date \_\_\_\_\_

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.):

If an applicant/participant claims to be unable to participate in work activities due to medical and/or mental health barriers, the FIA worker at the Job Center administers an Applicant/Participant's Task List. The worker will use the responses from the Applicant/Participant's Task List to find an appropriate assignment. If an assignment within the applicant's expressed limitations cannot be found, the worker will refer the client to the Wellness, Comprehensive Assessment, Rehabilitation and Employment (WeCARE) program for an assessment.

The WeCARE vendors are contracted to provide medical and psychosocial assessment, comprehensive service planning and individualized services depending on the applicant's/participant's level of functioning which is determined as follows:

- A Biopsychosocial (BPS) assessment on each referred individual that identifies medical and mental health conditions and social and community strengths and barriers that affect a person's health and employability.
  - A Functional Capacity (FC) outcome. Possible FC outcomes include:
    - no limitations to employment;
    - unstable medical and/or mental health conditions that require a wellness plan before a FC determining employability can be made;
    - medical limitations to employment that require minimal accommodations;
    - medical limitations to employment that require vocational rehabilitation, and/or specialized supports; or
    - substantial functional limitations to employment due to medical conditions that will last for at least 12 months and make the person unable to work. The applicant/participant will be assisted with the application process for federal disability benefits.
- b. Following is the district's procedure for developing a treatment plan and for referring the participant to appropriate treatment or services, etc.:

A Comprehensive Service Plan (CSP) for all referred individuals will be developed following the initial medical assessment. The CSP may include any of the following actions:

- Fully Employable - Referral back to the Job Center for assignment and services;
  - Unemployable Due to Unstable Medical or Mental Health Condition – Creation of a Wellness/Rehabilitation Plan for persons with medical and/or psychiatric conditions that are untreated or unstable. The Plan requires, as a condition of eligibility, that the person keeps all clinical appointments, fully participates in his/her treatment and follows his/her own doctor’s recommendations. If the person does not have a doctor, the WeCARE vendor will help the person identify one. The timeframe of the Plan is determined by the person’s condition(s). The initial Plan may require that the person attend and comply with treatment for up to three months in order to resolve or improve his/her condition. The Plan can be extended if more time is required to stabilize the condition.
  - Employable with Limitations – Referral for a Diagnostic Vocational Evaluation (DVE) is made for persons who are employable with minimal accommodations or limitations that may require vocational rehabilitation services. The WeCARE vendor develops an Individual Plan for Employment (IPE) that is based on the results of the DVE. The IPE is a comprehensive vocational plan encompassing a person’s work activity preferences, as appropriate, and specifying the person’s employment goal, the services and supports that will be provided and specific timeframes to achieve the plan. The Employability Plan (EP) will be updated by the vendor upon completion of the IPE.
- c. Following is the district’s procedure for tracking the participant’s compliance with the treatment plan. Include elements such as monthly confirmation of attendance at rehabilitation or other factors to judge participation and progress.

The WeCARE vendor is responsible for monitoring the applicant’s/participant’s compliance with treatment and for reporting noncompliance to the agency, as follows:

At the initial Wellness Plan appointment, the WeCARE case manager a) reviews the results of the client’s BPS assessment and b) explains the Wellness Plan as well as the client’s and vendor’s roles and responsibilities in completing the plan. Clients leave the initial Wellness Plan appointment with a confirmed appointment with a medical provider. If a client does not have a medical provider, the case manager gives the client a choice of three providers. The vendor facilitates a timely treatment appointment. Clients report to the vendor at minimum once a month to confirm compliance with their treatment in the community. Case managers also contact the client’s medical provider(s) to verify client attendance at treatment appointments. Case managers have more frequent contact with the client and their medical provider(s) and or their Medicaid Managed Care plan when problems occur, e.g., difficulty accessing medical specialists.

Immediately after the initial Wellness Plan appointment, the vendors send the treating provider a copy of the Treating Physician’s Wellness Plan Report in addition to materials explaining WeCARE and the Wellness Plan. WeCARE vendors ask community physicians to complete this report at the end of the wellness period to assess client’s treatment progress and provide their assessment of the client’s employability before WeCARE makes a new employability assessment.

If a client does not comply with his Wellness Plan and attend required appointments at the vendor or at the treatment provider, the vendor provides escalating outreach to facilitate compliance before reporting noncompliance to the Agency.

### 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:

HRA policies and procedures for reducing the amount of time participants fail to participate in work activities, are as follows:

- HRA makes referrals to work activities very rapidly. Individuals used to be assigned to activities on twice weekly cycles. This meant there was often a gap between when participants were assigned and when they began their work activities. Applicant activities now start daily and, while some recipient activities start bi-weekly, others are weekly. This more rapid engagement should increase participation.
- HRA BTW vendors are stationed in the Job Centers. This presence means, in many cases, that, as soon as individuals are ready to participate, they can see the vendor the same day. Because participants now see the vendor quickly and without needing an additional visit to another location, vendors have an opportunity to outline their services, explain why participation is critical and describe the consequences of not participating.
- HRA provides a milestone payment to its Back to Work vendors based on client participation with the vendor. This payment gives the vendor an incentive to ensure that individuals are fully attending. To help achieve this goal, many vendors contact their participants by phone and mail when they do not participate.
- HRA devotes a portion of its Intensive Services Grant money to the WeCARE vendors. The vendors use these funds to perform additional outreach to those not attending.
- Back to Work vendors and Job Centers are paired. This encourages a close working relationship between the two entities. This linking allows the vendor and the Job Center to discuss referrals. In addition, since individuals from a particular center, who are eligible to be engaged with Back to Work vendors, all go to the same vendor, vendors and the centers they serve have an incentive to resolve issues.

Section 3.10 Strategies/Procedures for Engaging Sanctioned Temporary Assistance Participants

District has no specific strategies to engage sanctioned participants.

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

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

Individuals who are sanctioned for the first time are called into their Job Center for an eligibility review. Center staff seek to determine the reason for the sanction and to engage the individual in an appropriate work activity.

The Agency established the Intensive Services Center (ISC), which serves Cash Assistance recipients, citywide, who are on multi-person cases and have been sanctioned for failure to comply with the work rules, by attempting to re-engage them in employment activities. ISC staff

explain the sanction policy and process to sanctioned clients, afford them an opportunity to demonstrate their compliance, and make referrals for education/training, as well as health/mental health/substance abuse assessments. Multi-person cases with at least one adult serving either an employment-related durational sanction that has expired/will expire within 30 days, or an employment-related non-durational sanction for at least 60 days are transferred to the Center.

The ISC worker discusses compliance with the individual at every contact, and inquires whether s/he is willing to comply.

Individuals who remain non-complaint are called in every 30 days for an eligibility review to determine how they are financially managing on a reduced budget. In so doing, some individuals are referred to on-site Bureau of Eligibility Verification (BEV) staff, who review questionable/unverified information/documentation.

HRA has implemented the Intensive Case Services Grant (ICSG) program at the ISC for those individuals who fail to report to an eligibility call-in, by affording them outreach and intensive case management. These outreach services are progressive, in that they begin with written notification, followed by at least three telephone contacts, and, if unsuccessful, a home visit. Additionally, caseworkers consult with on-site social workers to resolve barriers to compliance.

At the ISC:

Individuals willing to comply and employed 30 hours or less per week have their sanction lifted, their Employability Plan (EP) updated, and are referred to an appropriate work activity.

Individuals willing to comply and currently engaged in an education/training program have their sanction lifted, their Employability Plan (EP) updated, and are referred to the Training Assessment Group (TAG), to have their training assessed and approved.

Individuals expressing an interest but not currently engaged in education/training must complete a 10-day demonstrated compliance period, prior to having their sanction lifted, their EP updated, and being referred to TAG.

Individuals expressing a willingness to comply and not currently attending an approved school/training program and not employed, are assessed for barriers to employment. If no barriers exist, the worker initiates the 10-day demonstrated compliance process, during which the individual is afforded the opportunity to demonstrate a willingness to comply with employment requirements, through job search and work experience activities. If the individual fails to comply, s/he remains in sanction status. Individuals who comply have their sanction lifted, their EP updated, and are engaged in employment activities.

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

See above.

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

See above.

Section 3.11 Diversion Strategies:

District has no specific diversion strategies.

District's diversion strategies are described below:

Diversion services are intended to provide short term assistance to enable applicant to avoid having to become a recipient of ongoing Temporary Assistance. With the objective of promoting independence and self-sufficiency, the district explores, with persons seeking Temporary Assistance, available alternatives, mostly by looking at the person's access to available programs and community resources. The emphasis on job search during the application process is intended to enable the applicant to avoid the necessity of ongoing Temporary Assistance. The district also provides, in accordance with applicable law and regulations, emergency assistance, including "one-shot deals," to meet a nonrecurring need that may make ongoing Temporary Assistance unnecessary. For example, the district may issue grants to pay rental or utility arrears. The district will continue to look to the development of other diversion strategies and services designed to foster and promote the independence and self-sufficiency of individuals and families.

**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:

Participants in approved work activities may receive an allowance for the cost of necessary public transportation. The district will not provide transportation if it is otherwise available from an alternative source.

Provision is made for clothing for those participants in job search activities under certain circumstances, such as homelessness, a recent fire in the client's apartment, or for persons who are residing in a shelter and lack appropriate clothing.

WEP agencies and/or contractors are responsible for providing necessary safety equipment or job-related clothing for all participants.

Training or education-related licensing and uniform or durable goods fees will be provided for, within approved limits.

In addition, the district may provide other supportive services, in accordance with applicable laws and regulations and subject to available funding, that it deems appropriate and necessary to enable a client to obtain or retain employment.

Expenses are authorized based on FIA policy guidelines.

- 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:

Individuals required to participate in mandated activities that require the use of transportation are given a Metrocard (which covers all relevant fares on public transportation) together with directions to the activity, and, if documented as necessary, an adequate allowance or reimbursement for alternative transportation. All work sites are accessible by public transportation.

- c. The district will use the following approach for those individuals who reside in an area where public transportation is not available. OTDA policy establishes a distance not to exceed 2 miles as the maximum distance that the district can require a participant to walk to a work activity assignment. Please identify the maximum distance the participant would be expected to walk, if applicable:

Not applicable.

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

In order to prevent individuals and families (especially children and youth) from going on Temporary Assistance in the first place and to enable individuals and families on Temporary Assistance to achieve a successful transition from welfare to work and to retain and upgrade their skills and employment, the district may make available (and, in appropriate cases, assign as part of the employment plan), to the extent resources permit, services and activities that may include, but shall not be limited to:

- Services and assistance including, most importantly, job search, job placement and employment services, intended to enable the applicant to avoid having to become a recipient of ongoing Temporary Assistance;
- Services and activities designed to help employed participants on Temporary Assistance and/or those who have left Temporary Assistance, retain employment, increase their job skills, and advance in their careers;
- Child support services for custodial parents to allow them to collect the child support they are owed.
- Employment and training services and activities for eligible non-custodial parents who are or are in the process of becoming subject to a child support order for the support of a minor child in receipt of Temporary Assistance or whose custodial parent is in receipt of Temporary Assistance, or who meet other requirements for such services, in order to facilitate the entry by the non-custodial parent into the labor market and increase his or her capacity to make consistent child support payments;

- The provision of or referral to appropriate supportive services including domestic violence services, housing assistance, and legal services;
- Services and activities intended to prevent and reduce the incidence of school dropouts in light of the importance of education to welfare prevention;
- Programs designed to provide or facilitate education/training and employment opportunities for youth (including those who are aging out of the foster care system or leaving the juvenile or criminal justice system);
- Alcohol and other substance abuse services not covered by Medicaid, including evaluation, assessment, detoxification and/or treatment programs, and including programs that incorporate work activities as part of the treatment process;
- Counseling and physical, mental and/or vocational rehabilitation services intended to help the individual and/or the family achieve any of the goals of the TANF program;
- Services and activities related to obtaining shelter or safety in a domestic abuse situation or other activities needed to stabilize a family, including housing subsidies to enable domestic violence victims to avoid having to enter a shelter or to expedite their discharge;
- Services and activities needed to relocate and/or stabilize families who are eligible for homeless services, including rent and mortgage subsidies, financial or other assistance with respect to the purchase of a home or apartment, and case management services;
- Transportation, enhanced nutrition benefits, and housing assistance for eligible clients with AIDS or HIV-related illness;
- Services and activities that incorporate health, nurturing and education as key program elements to address adolescent pregnancy prevention, adolescent parent self-sufficiency, pregnancy counseling and adolescent resource parenting;
- Education, counseling and training programs on the problem of statutory rape so that teenage pregnancy prevention programs may be expanded in scope to include young and adult men;
- Services and activities intended to promote the health, nurturing and education of new or young mothers and their children;
- Programs for hospital-based paternity establishment the purpose of which is to coordinate and consolidate efforts to procure child support from non-custodial parents and to promote co-responsibility for the child;
- Services and activities designed to help individuals who are presently incarcerated and who have substance abuse, mental health and/or other problems participate in

work activities and become self-sufficient when released, and services and activities similarly intended to help individuals on probation or parole become self-sufficient members of the work force;

- Case management services which may include, but not be limited to:
  - Establishing employment goals;
  - Resolving problems pertaining to child care, transportation, cash and non-cash assistance;
  - Assisting participants with mental and physical barriers to self-sufficiency in addressing such barriers, monitoring progress, and, where appropriate, in successfully completing rehabilitation plans;
  - Monitoring participants' progress towards achieving employment goals;
  - Identifying other services participants may require and assisting them in accessing those services as appropriate;
  - Working closely with participants' employment services vendors;
  - Assisting participants experiencing problems with the services provided through their employment services vendors;
  - Coordinating services including joint case management for participants served by other service providers, such as child welfare, domestic violence, probation, parole, etc.;
  - Determining and modifying, as appropriate, participants' need for cash and non-cash benefits;
  - Addressing issues of non-compliance;
  - Assisting adults with applications for SSI or SSDI.

All services and activities are subject to the establishment of district-approved policies, procedures, eligibility criteria, and available funding.

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

The participant population at HRA includes people with a diverse range of native languages. Some of these individuals are unable to communicate in English. In order to ensure that this group of individuals has equal access to services and benefits and to help them understand their rights and responsibilities, a number of accommodations have been made for this population. These include:

- making an effort to assign bilingual workers, where possible;
- establishing a Refugee and Immigrant Job Center;
- providing a language identification card to all Job Center staff;
- translating selected forms into a variety of different languages;
- utilizing community-based organizations to provide translation services; and
- providing a private telephone interpretation service that is available at all Job Centers.

HRA has special programs designed to meet the needs of participants with children who have been assessed as having a language need. For example, such individuals may be referred directly to BEGIN Managed Program services, including BEGIN Language

Work/Study (BLWS) programs for Non-English-speaking participants. For those individuals with English as a second language, these programs are intended to improve participants' English and employability.

[ ] The district does not generally find the need to provide services to individuals who do not speak English (never or rarely have occasion to serve such individuals).

#### Section 4.2 Transitional Support Services

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

Employment vendors provide participants with job retention case management services for a number of months following job placement. Back to Work vendors (BTWs) generally provide such services for a minimum of six months. Many vendors also have the option of providing several months of free transportation (up to six months for BTWs) to improve job retention and to help ease the transition from welfare to work. HRA generally seeks to include in its employment vendor contracts incentives for successful job retention efforts.

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

It is an HRA priority to help those who move off Temporary Assistance on account of employment to continue to succeed by supporting their efforts to stay employed and offering them services to allow them to improve their skills and get better jobs. Job retention and job upgrade services are vital to the success of HRA's efforts to help individuals and families achieve self-sufficiency.

If a Temporary Assistance case is closed due to employment-related reasons, family members will automatically receive 12 months of Medicaid coverage from the time the case is closed provided the family continues to have a dependent child and meets other eligibility requirements. In addition, the district provides a Medicaid Plan of Self Support that enables childless Safety Net Assistance (SNA) participants with special needs, who become ineligible for continued Temporary Assistance because their income from employment is sufficient to meet their needs, to continue ongoing medical, mental health or substance abuse treatment. Medical assistance can continue for up to one year after an SNA special needs case is closed due to employment earnings.

If a TANF-funded Temporary Assistance case or a Safety Net Assistance case with children is closed due to employment-related reasons, the family will automatically continue to receive Food Stamp benefits for up to five months at no less than the Food Stamp benefit amount received prior to case closing (the Transitional Benefit Alternative, or TBA). Non-TBA-eligible families and individuals on Safety Net cases closed due to employment-related reasons will be eligible for Food Stamp benefits in accordance with normal budgeting and eligibility rules.

Employment vendors provide participants with job retention case management services for a number of months following job placement. Back to Work vendors (BTWs) generally provide such services for a minimum of six months. Many vendors also have the option of providing several months of free transportation (up to six months for BTWs) to improve job retention and to help ease the transition from welfare to work. HRA generally seeks to include in its employment vendor contracts incentives for successful job retention efforts. In addition, clients

who transition off cash assistance to Food Stamps may be eligible for training vouchers to upgrade their skills and get better jobs.

If an individual's Temporary Assistance case closes because s/he is employed, the client may be eligible for the payment of child care expenses (transitional child care) within allowable limits for up to twelve months from the date of the case closing. The client is eligible if s/he has been on assistance for the minimum required length of time, meets the income guidelines for family size, and needs child care in order to work. Depending on income, the client will be obligated to pay a portion of the child care expense.

Participants may be eligible for a variety of other benefits that help in the transition from Temporary Assistance to self-sufficiency. Such benefits and services include Child Health Plus, Family Health Plus, Medicaid for Pregnant Women, Infants, Children (PCAP), Home Energy Assistance Program (HEAP), LifeLine Telephone Service, Earned Income Tax Credit (EIC), Child Tax Credit, Child and Dependent Care Credit, and many more.

HRA provides information concerning the availability of transitional services at various times during the Temporary Assistance process including at the time of orientation, upon application or recertification, and when an individual leaves cash assistance.

#### Section 4.3 Extended Support 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.

HRA's employment vendors use TANF and other funding to serve Temporary Assistance participants to ensure a smooth transition from welfare to work, to promote job retention and career advancement, and to enable individuals and families to avoid having to go on public assistance.

Individuals may access services at the City's One-Stop Career Centers, which provide employment and training services to customers seeking employment or to upgrade their skills.

Reference is made to the district's Flexible Fund for Family Services (FFFS) plan for a variety of services designed to promote self-sufficiency and to help participants obtain and retain employment or to upgrade their skills, or to avoid Temporary Assistance entirely. Subject to program requirements and funding, these services are available to families on Temporary Assistance or families eligible for services under the poverty eligibility guidelines established by the State or otherwise eligible.

Reference is also made to the list in Section 4.1(d) of services and activities in which the district may engage in order to prevent individuals and families from going on Temporary Assistance and to enable individuals and families on Temporary Assistance to achieve a successful transition from welfare to work and to retain employment.

#### Section 4.4 Support 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:

Individuals required to participate in FSET activities that require the use of transportation are given a carfare allowance and/or a Metrocard (which covers all relevant fares on public transportation).

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

Food Stamp recipients required to participate in the FSET program will be eligible for supportive services (in addition to child care expenses and transportation costs) provided to Temporary Assistance recipients as listed in Section 4.1(a).

**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 process for resolving infractions related to work requirements is conducted in two phases for non-exempt Safety Net (SN) and Family Assistance (FA) recipients of Temporary Assistance.

The first phase is conciliation. Conciliation offers the individual who is alleged to have infringed, the opportunity to meet an agency representative and provide an explanation. During this meeting, the individual has the opportunity to present all applicable documentation.

A conciliation notice is issued to the individual. This notice gives FA recipients 10 days and SN recipients 7 days to respond. If the issue is resolved, an assignment or an exemption, if applicable, will be given.

All recipients have the opportunity to show good cause or that the noncompliance was not willful to explain and document why they did not comply with the employability rules of the Work Experience Program or other work activity. In determining whether or not good cause exists, the FIA worker considers the facts and circumstances, including information submitted by the individual. Good cause includes circumstances beyond the individual's control, such as, but not limited to, illness of the recipient, illness of another household member requiring the presence of the recipient, a household emergency, a job interview, jury duty, an appointment (e.g., doctor, child's school, court, another social services office) or the lack of adequate child care for children who have reached age 6 but are under age 13. Individuals are required to provide documentation of good cause unless the person presents a valid reason why it is unavailable.

If the issue is not resolved during the conciliation period, the process moves to the second phase. The second phase is implemented when the individual does not show good cause for the infraction. This stage is called the Notice of Intent to discontinue benefits.

The Notice of Intent offers the individual a second chance via the conference process to provide an explanation. If the issue is not settled at conference, and if the individual does not request a fair hearing or if the district's position is upheld at a fair hearing, there will be a sanction of varying duration depending on the category and history of non-compliance. The sanction periods and fair hearing rules are those required by statute and regulation. In most cases, in accordance with fair hearing regulations, a fair hearing request made within a designated time period will toll the imposition of the sanction or case closing pending the result of the fair hearing.

When a dispute is not resolved during conciliation or at conference, and the matter proceeds to a fair hearing, the agency may offer, when considered appropriate, Alternate Dispute Resolution (ADR), as a means of resolving the issue short of the fair hearing. An ADR involves the agency and the individual entering into an agreement, on record with the hearing officer, providing for expedited agency action as an alternative to proceeding with the fair hearing.

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 (18 NYCRR 385.11(b), 385.12) is:

See Section 3.10 above

### 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 18 NYCRR 1300.12(c) 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)

When an applicant or recipient has failed to comply with a Food Stamps Program work registration requirement or assignment to work activities, the district determines whether the noncompliance was without good cause prior to notifying the household of the individual's disqualification. In determining whether good cause exists, the district considers the facts and circumstances, including information submitted by the participant. Good cause means circumstances beyond the individual's control. The participant is responsible for notifying the district of the reasons for the noncompliance and for furnishing evidence to support any claim of good cause.

For Temporary Assistance/Food Stamp applicants and recipients, the Temporary Assistance conciliation process also serves as the Food Stamp procedure for determining good cause. For Non-Temporary Assistance Food Stamp applicants and recipients, a determination is made based upon available evidence.

For Food Stamp applicants who have failed to comply without good cause, the district notifies the household of the individual's disqualification in the notice of the action taken. For Food Stamp recipients, the district issues a timely and adequate notice of adverse action within 10 calendar days of determining that the noncompliance was without good cause. Applicants and recipients have a right to conference and fair hearing to resolve disputes. In accordance with applicable regulations, recipients have a right to "aid continuing" if a fair hearing is timely requested.

**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

See the procedure described in Section 3.8(a) for determining Functional Capacity (FC).

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:

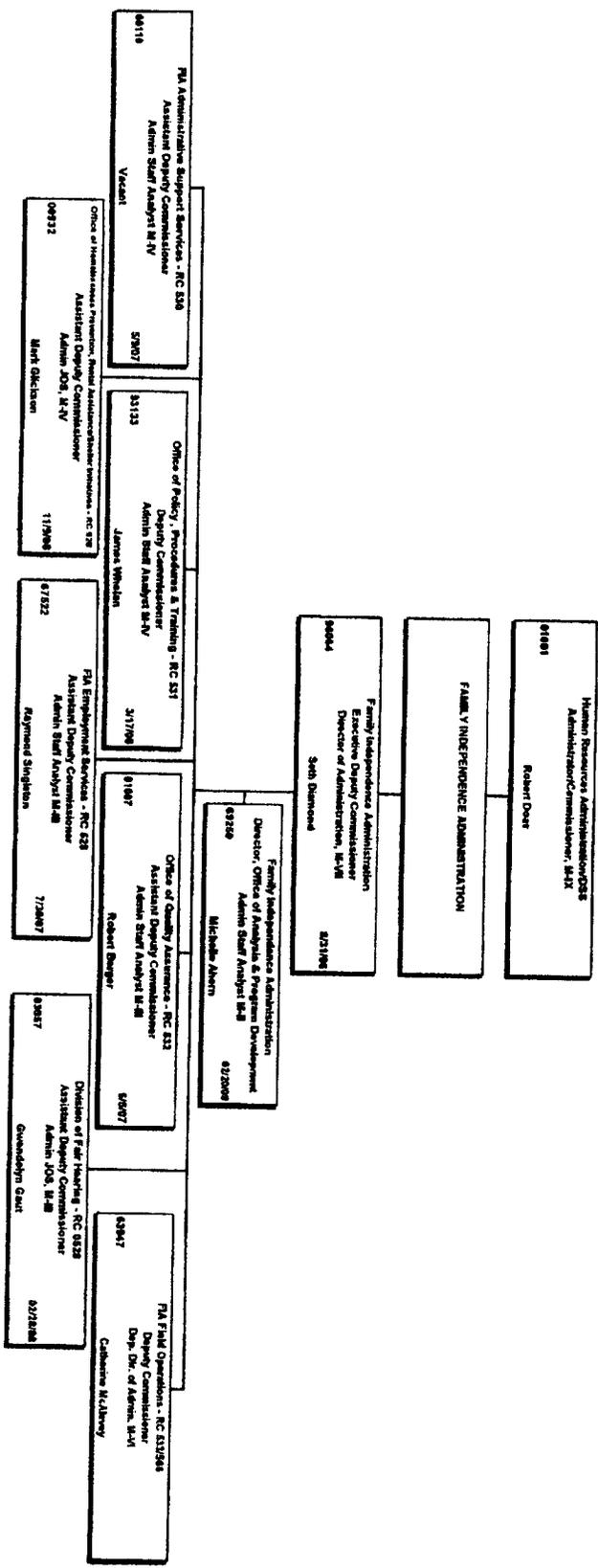
See the procedure described in Section 3.8(a) for determining Functional Capacity (FC). The individual may submit his/her own medical documentation to the WeCARE vendor for consideration as part of the Biopsychosocial (BPS) assessment within time frames prescribed by Department regulations.

**APPENDIX A**

**FAMILY INDEPENDENCE ADMINISTRATION ORGANIZATIONAL CHART**



**FAMILY INDEPENDENCE ADMINISTRATION  
RESPONSIBILITY CENTER (RC) HEADS**



**APPENDIX B**

**SECTION 2.2 TA AND FSET PROVIDER AGENCIES**

**TABLES 1 AND 2**

Table 1 - Contracts Associated with Employment Programs and Services Provided by New York City DSS (HRA)						
Ref #	Provider	Total Contract Cost (per yr.)	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided	
1	Arbor E&T LLC (NYJP)	\$ 11,035,937	Mixed	Mixed	Back to Work	
2	Arbor E&T LLC	\$ 2,270,845	Mixed	Mixed	Back to Work	
3	Wildcat	\$ 2,131,962	Mixed	Mixed	Back to Work	
4	America Works	\$ 6,120,233	Mixed	Mixed	Back to Work	
5	Goodwill Industries	\$ 12,420,977	Mixed	Mixed	Back to Work	
6	Federated Employment	\$ 10,875,900	Mixed	Mixed	Back to Work	
7	Non-Profit Assistance	\$ 6,278,382	Mixed	Mixed	Back to Work	
8	Career & Educational	\$ 5,204,792	Mixed	Mixed	Back to Work	
9	Hellenic American Neighborhood	\$ 792,292	Mixed	Mixed	Back to Work	
10	Hellenic American Neighborhood	\$ 545,041	Mixed	Mixed	BEGIN Programs	
11	Federated Employment	\$ 1,312,083	Mixed	Mixed	BEGIN Programs	
12	Federated Employment	\$ 559,026	Mixed	Mixed	BEGIN Programs	
13	Goodwill Industries	\$ 1,268,281	Mixed	Mixed	BEGIN Programs	
14	Research Foundation	\$ 1,005,387	Mixed	Mixed	BEGIN Programs	
15	Visiting Nurse Services	\$ 7,586,615	Mixed	Mixed	BEGIN Programs	
16	National Association on Drug	\$ 4,716,444	Mixed	Mixed	Clinical Case Management	
17	University Behavioral	\$ 5,806,479	Mixed	Mixed	Comprehensive Substance Abuse Case	
18	Jewish Community	\$ 1,131,600	Mixed	Mixed	Comprehensive Substance Abuse Case	
19	New York City Housing Authority	\$ 3,700,000	Mixed	Mixed	CUNY CARE WEP	
20	Research Foundation	\$ 224,332	Mixed	Mixed	Employment Services	
21	ABC Training Center	\$ 5,000	Mixed	Mixed	ITA Vouchers	
22	Allied Barton Security	\$ 50,000	Mixed	Mixed	ITA Vouchers	
23	Al Sorano's Professional	\$ 9,225	Mixed	Mixed	ITA Vouchers	
24	American Safety Training	\$ 10,000	Mixed	Mixed	ITA Vouchers	
25	City University of New York (Baruch)	\$ 145,000	Mixed	Mixed	ITA Vouchers	
26	Borough of Manhattan Community	\$ 45,000	Mixed	Mixed	ITA Vouchers	
27	Career & Educational Council	\$ 35,000	Mixed	Mixed	ITA Vouchers	
28	Career Quest Ltd	\$ 31,875	Mixed	Mixed	ITA Vouchers	
29	Ferrari Driving School	\$ 20,000	Mixed	Mixed	ITA Vouchers	
30	Kings Borough Community College	\$ 135,000	Mixed	Mixed	ITA Vouchers	
31	City University of New York (LaGuardia)	\$ 189,375	Mixed	Mixed	ITA Vouchers	
32	MicroPower Business	\$ 16,250	Mixed	Mixed	ITA Vouchers	

Table 1 - Contracts Associated with Employment Programs and Services Provided by New York City DSS (HRA)					
33	National Vocational	\$	45,000	Mixed	ITA Vouchers
34	Netcom Information	\$	3,500	Mixed	ITA Vouchers
35	N.Y. Botanical Garden	\$	100,000	Mixed	ITA Vouchers
36	New York Career & E	\$	240,000	Mixed	ITA Vouchers
37	New York College of Technology	\$	21,250	Mixed	ITA Vouchers
38	Roadway Driving School Inc	\$	5,625	Mixed	ITA Vouchers
39	Jose Henriquez	\$	1,500	Mixed	ITA Vouchers
40	Securitas Security Services	\$	51,675	Mixed	ITA Vouchers
41	The New Millennium Tr	\$	35,000	Mixed	ITA Vouchers
42	Research Foundation	\$	224,322	Mixed	ITA Vouchers
43	Wildcat Service Corporation	\$	100,000	Mixed	Neighborhood Improvement project
44	Career Gear	\$	21,667	Mixed	Business Attire
45	National Association on Drug	\$	7,931,981	Mixed	Substance Abuse Screening
46	Federation Employment	\$	37,780,998	Mixed	WeCARE
47	Arbor E&T LLC	\$	32,563,185	Mixed	WeCARE
48	NY County Health Svcs	\$	752,771	Mixed	WeCARE Monitoring
Total		\$	165,556,807		

**Table 2 - Other Service Providers**

Provider	Funding Source(s) (If Known)	Categories of Clients Served	Programs, Services or Activities Provided
1ST SECURITY PREPARATION & PLA	Unknown	Mixed	Job Readiness
AAA DRIVING SCHOOL	Unknown	Mixed	Job Readiness
ABC TRAINING CENTER	Unknown	Mixed	Job Readiness
ABLE TECHNOLOGIES, INC.	Unknown	Mixed	Job Readiness
ACCESS CAREERS TRAINING - BROO	Unknown	Mixed	Job Readiness
ACCESS CAREERS TRAINING - QUEE	Unknown	Mixed	Job Readiness
ACCESS/GED	Unknown	Mixed	Literacy
ACE COMPUTER TRAINING CENTER/M	Unknown	Mixed	Job Readiness
ACE COMPUTER TRAINING CENTER/Q	Unknown	Mixed	Job Readiness
ADELPHI UNIVERSITY	Unknown	Mixed	Job Readiness
AGUDATH ISREAL OF AMERICA COMM	Unknown	Mixed	Job Readiness, Literacy
AIDES AT HOME, INC.	Unknown	Mixed	Job Readiness
AL SORANO PROFESSIONAL TRUCK D	Unknown	Mixed	Job Readiness
ALCOHOLISM COUNCIL OF NEW YORK	Unknown	Mixed	Job Readiness
ALLEN HEALTH CARE SERVICES	Unknown	Mixed	Job Readiness
ALLEN SCHOOL - BROOKLYN	Unknown	Mixed	Job Readiness
ALLEN SCHOOL - QUEENS	Unknown	Mixed	Job Readiness
ALLIANCE COMPUTING SOLUTIONS	Unknown	Mixed	Job Readiness, Literacy
AMERICAN ACADEMY MCALLISTER IN	Unknown	Mixed	Job Readiness
AMERICAN BARBER INSTITUTE	Unknown	Mixed	Job Readiness
AMERICAN BEAUTY SCHOOL, INC.	Unknown	Mixed	Job Readiness
AMERICAN LEAGUE FOR CHILDREN A	Unknown	Mixed	Job Readiness
AMERICAN MEDICAL CAREER TRAINI	Unknown	Mixed	Job Readiness
AMERICAN REAL ESTATE INSTITUTE	Unknown	Mixed	Job Readiness
AMERICAN SAFETY TRAINING & CON	Unknown	Mixed	Job Readiness
AMERICAN TRAINING CENTER INC.	Unknown	Mixed	Job Readiness
ANTHEM INSTITUTE	Unknown	Mixed	Job Readiness
APEX TECHNICAL SCHOOL	Unknown	Mixed	Job Readiness
ARGUS COMMUNITY, INC.	Unknown	Mixed	Job Readiness, Literacy
ART INSTITUTE OF N.Y.C.	Unknown	Mixed	Job Readiness
ASA INSTITUTE OF TECHNOLOGY	Unknown	Mixed	Job Readiness, Literacy
AVEDA INSTITUTE, INC.	Unknown	Mixed	Job Readiness
BARUCH COLLEGE - CUNY	Unknown	Mixed	Job Readiness
BCC/CUNY LANGUAGE IMMERSION PR	Unknown	Mixed	Job Readiness, Literacy
BEACON HEALTHCARE SCHOOL, INC.	Unknown	Mixed	Job Readiness
BEAUTY SALON SCHOOL	Unknown	Mixed	Job Readiness
BERK TRADE & BUSINESS SCHOOL	Unknown	Mixed	Job Readiness
BERKELEY COLLEGE	Unknown	Mixed	Job Readiness
BEST CARE, INC. ALL CITY CARE	Unknown	Mixed	Job Readiness
BEST CHOICE HOME HEALTH CARE I	Unknown	Mixed	Job Readiness
BETA ACADEMY AT MEDGAR EVERS C	Unknown	Mixed	Job Readiness, Literacy
BIG APPLE TRAINING SCHOOL INC.	Unknown	Mixed	Job Readiness
BLUEDATA INTERNATIONAL INC	Unknown	Mixed	Job Readiness
BMCC CONTINUING EDUCATION CLIP	Unknown	Mixed	Job Readiness, Literacy
BMCC/CENTER FOR CONT. ED & WOR	Unknown	Mixed	Literacy training
BORICUA COLLEGE	Unknown	Mixed	Job Readiness and Literacy training
BOROUGH OF MANH COMM COLLEGE -	Unknown	Mixed	Job Readiness
BOROUGH OF MANHATTAN COMMUNITY	Unknown	Mixed	Job Readiness
BRAMSON ORT COLLEGE	Unknown	Mixed	Job Readiness
BRIARCLIFFE COLLEGE	Unknown	Mixed	Job Readiness
BRITTANY BEAUTY SCHOOL - BRONX	Unknown	Mixed	Job Readiness

Provider	Funding Source(s) (If Known)	Categories of Clients Served	Programs, Services or Activities Provided
BRITTANY BEAUTY SCHOOL - HEMPS	Unknown	Mixed	Job Readiness
BRONX ADULT LEARNING CENTER	Unknown	Mixed	Job Readiness, Literacy
BRONX COMMUNITY COLLEGE	Unknown	Mixed	Job Readiness, Literacy
BRONX COMMUNITY COLLEGE - EDGE	Unknown	Mixed	Job Readiness, Literacy
BRONX COMMUNITY COLLEGE/DISPLA	Unknown	Mixed	Job Readiness
BROOKLYN ADULT LEARNING CENTER	Unknown	Mixed	Job Readiness, Literacy
BROOKLYN BUREAU CAREER TRAININ	Unknown	Mixed	Job Readiness
BROOKLYN COLLEGE - CUNY	Unknown	Mixed	Job Readiness, Literacy
BROOKLYN JOB CORPS ACADEMY	Unknown	Mixed	Job Readiness
BROOKLYN PUBLIC LIBRARY LITERA	Unknown	Mixed	Literacy
BROOKLYN WOODS	Unknown	Mixed	Job Readiness
BROOKLYN WORKFORCE INNOVATIONS	Unknown	Mixed	Job Readiness
BULKAN'S HEALTHCARE SERVICES	Unknown	Mixed	Job Readiness
BUS & CAR DRIVER TRAINING SCHO	Unknown	Mixed	Job Readiness
BUSINESS INFORMATICS CENTER	Unknown	Mixed	Job Readiness
BUSTELO INSTITUTE	Unknown	Mixed	Job Readiness
CALIBER TRAINING INSTITUTE	Unknown	Mixed	Job Readiness
CAREER & EDUCATIONAL CONSULTAN	Unknown	Mixed	Job Readiness
CAREER ACADEMY OF NEW YORK	Unknown	Mixed	Job Readiness
CAREER AND EMPLOYMENT SERVICES	Unknown	Mixed	Job Readiness
CAREER CENTER (THE)	Unknown	Mixed	Job Readiness
CAREER INSTITUTE OF HEALTH & T	Unknown	Mixed	Job Readiness
CAREER QUEST LTD.	Unknown	Mixed	Job Readiness
CAREER SCHOOL OF NY, INC.	Unknown	Mixed	Job Readiness
CARSTEN INSTITUTE	Unknown	Mixed	Job Readiness
CENTER FOR EMPLOYMENT OPPORTUN	Unknown	Mixed	Job Readiness
CENTURION PROFESSIONAL TRAININ	Unknown	Mixed	Job Readiness
CHARLES STUART SCHOOL	Unknown	Mixed	Job Readiness
CHINATOWN MANPOWER PROJECT, IN	Unknown	Mixed	Job Readiness, Literacy
CHINESE-AMERICAN PLANNING COUN	Unknown	Mixed	Literacy
CHRISTINE VALMY INTERNATIONAL	Unknown	Mixed	Job Readiness
CHURCH AVENUE MERCHANTS BLOCK	Unknown	Mixed	Job Readiness, Literacy
CITI HEALTH TRAINING CENTER IN	Unknown	Mixed	Job Readiness
CITIZENS ADVICE BUREAU	Unknown	Mixed	Job Readiness, Literacy
CITY COLLEGE OF NEW YORK	Unknown	Mixed	Job Readiness, Literacy
CLAREMONT NEIGHBORHOOD CENTERS	Unknown	Mixed	Job Readiness
CLINTON INSTITUTE	Unknown	Mixed	Job Readiness
COALITION FOR HISPANIC FAMILY	Unknown	Mixed	Job Readiness
COALITION FOR THE HOMELESS	Unknown	Mixed	Job Readiness
COCHRAN SCHOOL OF NURSING	Unknown	Mixed	Job Readiness
COLLEGE OF MT. SAINT VINCENT I	Unknown	Mixed	Job Readiness, Literacy
COLLEGE OF NEW ROCHELLE	Unknown	Mixed	Job Readiness
COLLEGE OF STATEN ISLAND - CUN	Unknown	Mixed	Job Readiness, Literacy
COLLEGE OF STATEN ISLAND - EDG	Unknown	Mixed	Job Readiness, Literacy
COLLEGE PREP	Unknown	Mixed	Literacy
COMMUNITY IMPACT, COLUMBIA UNI	Unknown	Mixed	Job Readiness and Literacy training
COMPU21 CORP	Unknown	Mixed	Job Readiness
COMPUTER PROFESSIONAL LEARNING	Unknown	Mixed	Job Readiness, Literacy
CONSORTIUM FOR WORKER EDUCATIO	Unknown	Mixed	Job Readiness, Literacy
CONTEMPORARY GUIDANCE SERVICES	Unknown	Mixed	Job Readiness, Literacy
COOPERATIVE HOME CARE ASSOCIAT	Unknown	Mixed	Job Readiness
COUNCIL OF JEWISH ORGANIZATION	Unknown	Mixed	Job Readiness, Literacy
COVENANT HOUSE	Unknown	Mixed	Job Readiness, Literacy
CUNY IN THE HEIGHTS-HOSTOS COM	Unknown	Mixed	Job Readiness, Literacy

Provider	Funding Source(s) (If Known)	Categories of Clients Served	Programs, Services or Activities Provided
CUNY LANGUAGE IMMERSION PROGRA	Unknown	Mixed	Literacy
DAISLEY II HOME CARE SERVICES	Unknown	Mixed	Job Readiness
DEVRY INSTITUTE OF TECHNOLOGY	Unknown	Mixed	Job Readiness
DOE- ALTERNATIVE ADULT & CONTI	Unknown	Mixed	Literacy
DOWNTOWN BROOKLYN ACCESS GED	Unknown	Mixed	Literacy
DR. GEORGINA FALU FOUNDATION I	Unknown	Mixed	Job Readiness
EAI CONSULTING & TRAINING	Unknown	Mixed	Job Readiness
EAST HARLEM EMPLOYMENT SERVICE	Unknown	Mixed	Job Readiness, Literacy
EAST NEW YORK LEARNING CENTER,	Unknown	Mixed	Literacy
EAST SIDE HOUSE SETTLEMENT	Unknown	Mixed	Literacy
EASTER SEALS NEW YORK	Unknown	Mixed	Job Readiness
EBANKS SECURITY TRAINING SCHOO	Unknown	Mixed	Job Readiness
EBONY HOUSE ENTERPRISES	Unknown	Mixed	Job Readiness
EDUCATIONAL ALLIANCE	Unknown	Mixed	Literacy
EDUCATIONAL OPPORTUNITY CENTER	Unknown	Mixed	Job Readiness, Literacy
EDUCATIONAL TRAINING INSTITUE,	Unknown	Mixed	Job Readiness
EFFICIENT CARE TRAINING CENTER	Unknown	Mixed	Job Readiness
EL BARRIO'S OPERATION FIGHTBAC	Unknown	Mixed	Job Readiness
ELMCOR YOUTH & ADULT ACTIVITIE	Unknown	Mixed	Job Readiness
EMERGING TECHNOLOGIES INSTITUT	Unknown	Mixed	Job Readiness
EMPIRE BEAUTY SCHOOL-BROOKLYN	Unknown	Mixed	Job Readiness
EMPIRE BEAUTY SCHOOL-MANHATTAN	Unknown	Mixed	Job Readiness
EMPIRE BEAUTY SCHOOL-QUEENS	Unknown	Mixed	Job Readiness
ENGLISH LANGUAGE INSTITUTE AT	Unknown	Mixed	Literacy
FAMILY COLLEGE AT KINGSBOROUGH	Unknown	Mixed	Job Readiness
FASHION INSTITUTE OF TECHNOLOG	Unknown	Mixed	Job Readiness, Literacy
FEDCAP CAREER DESIGN SCHOOL	Unknown	Mixed	Job Readiness
FEDERATION EMPLOYMENT & GUIDAN	Unknown	Mixed	Job Readiness
FERRARI DRIVING SCHOOL, INC.	Unknown	Mixed	Job Readiness
FIFTH AVENUE COMMITTEE - CGNW	Unknown	Mixed	Literacy
FLUSHING YMCA YOUTH BUILD PROG	Unknown	Mixed	Job Readiness
FOB SCHOOL OF HEALTH CAREERS	Unknown	Mixed	Job Readiness
FOCUS CAREER GROUP, INC.	Unknown	Mixed	Job Readiness, Literacy
FORESTDALE INC.	Unknown	Mixed	Job Readiness
FORTUNE SOCIETY	Unknown	Mixed	Job Readiness, Literacy
FRANKLIN CAREER INSTITUTE	Unknown	Mixed	Job Readiness
FRIENDS OF ISLAND ACADEMY	Unknown	Mixed	Job Readiness
FUNDS FOR THE CITY OF NY/CTR F	Unknown	Mixed	Job Readiness
FUSHA DESIGNS INC	Unknown	Mixed	Job Readiness
GAMLA COLLEGE	Unknown	Mixed	Job Readiness
GATEWAYS TO SUCCESS, INC.	Unknown	Mixed	Job Readiness
GED PLUS @ - CENTRAL OFFICE	Unknown	Mixed	Literacy
GED PLUS @ ST. GEORGE HUB	Unknown	Mixed	Literacy
GENY	Unknown	Mixed	Job Readiness
GIRLCEO INCORPORATED	Unknown	Mixed	Job Readiness, Literacy
GLOBAL BUSINESS INSTITUTE (MAN	Unknown	Mixed	Job Readiness
GLOBAL BUSINESS INSTITUTE (QUE	Unknown	Mixed	Job Readiness
GLOBAL HEALTH CARE TRAINING CE	Unknown	Mixed	Job Readiness
GLOBE INSTITUTE OF TECHNOLOGY	Unknown	Mixed	Job Readiness
GOLD & SILVER AGING HOMECARE I	Unknown	Mixed	Job Readiness
GOLD MATERIAL	Unknown	Mixed	Job Readiness
GOODWIN ASSOCIATES-LINK, INC.	Unknown	Mixed	Job Readiness
GRACE INSTITUTE (MANH)	Unknown	Mixed	Job Readiness
GRACE OUTREACH (BRONX)	Unknown	Mixed	Job Readiness, Literacy

Provider	Funding Source(s) (If Known)	Categories of Clients Served	Programs, Services or Activities Provided
HAIR DESIGN INSTITUTE @ 5TH AV	Unknown	Mixed	Job Readiness
HAIR DESIGN INSTITUTE AT FIFTH	Unknown	Mixed	Job Readiness
HANAC	Unknown	Mixed	Job Readiness
HARLEM CENTER FOR EDUCATION/EO	Unknown	Mixed	Literacy
HARLEM COMMONWEALTH COUNCIL, I	Unknown	Mixed	Job Readiness, Literacy
HARLEM CONGREGATION FOR COMMUN	Unknown	Mixed	Job Readiness
HARLEM HOSPITAL	Unknown	Mixed	Job Readiness
HEALTHCARE HIGHWAYS OF JCCGCI	Unknown	Mixed	Job Readiness
HELP SOCIAL SERVICE CORP (BKLY	Unknown	Mixed	Job Readiness
HELP SOCIAL SERVICE CORP (BRON	Unknown	Mixed	Job Readiness
HENRY STREET SETTLEMENT - CCC	Unknown	Mixed	Job Readiness
HERARD CENTER OF TECHNOLOGY	Unknown	Mixed	Job Readiness
HERON CARE AGENCY	Unknown	Mixed	Job Readiness
HHH LICENSED HOME CARE SERVICE	Unknown	Mixed	Job Readiness
HIGHBRIDGE COMMUNITY LIFE CENT	Unknown	Mixed	Job Readiness, Literacy
HOLT COMPUTER TRAINING AND CON	Unknown	Mixed	Job Readiness
HOME ASSISTANCE PERSONNEL, INC	Unknown	Mixed	Job Readiness
HOME HEALTH CONSULTING AGENCY	Unknown	Mixed	Job Readiness
HOMES FOR THE HOMELESS	Unknown	Mixed	Job Readiness
HOPE HOME CARE, INC	Unknown	Mixed	Job Readiness
HOSTOS C.C.-CLIP	Unknown	Mixed	Job Readiness, Literacy
HOSTOS COMMUNITY COLLEGE	Unknown	Mixed	Job Readiness
HOSTOS-CC- ADULT & CONTINUING	Unknown	Mixed	Job Readiness, Literacy
HOPE CHILDREN - HOPE WORKING	Unknown	Mixed	Job Readiness, Literacy
HOWIE THE HARP PEER ADVOCACY C	Unknown	Mixed	Job Readiness
HUNTER COLLEGE	Unknown	Mixed	Job Readiness
ICD-INTERNATIONAL CENTER FOR T	Unknown	Mixed	Job Readiness
INSTITUTE OF ALLIED MEDICAL PR	Unknown	Mixed	Job Readiness
INSTITUTE OF AUDIO RESEARCH	Unknown	Mixed	Job Readiness
INSTITUTE OF CULINARY EDUCATIO	Unknown	Mixed	Job Readiness
INSTITUTE OF DESIGN & CONSTRUC	Unknown	Mixed	Job Readiness
INTERNATIONAL CULINARY CENTER	Unknown	Mixed	Job Readiness
INTERNATIONAL DEVELOPMENT INST	Unknown	Mixed	Job Readiness, Literacy
JEWISH COMMUNITY COUNCIL OF GR	Unknown	Mixed	Job Readiness, Literacy
JOHN JAY COLLEGE OF CRIMINAL J	Unknown	Mixed	Job Readiness
KAREFUL AND KAREFREE TRAINING	Unknown	Mixed	Job Readiness
KATHARINE GIBBS SCHOOL - NEW Y	Unknown	Mixed	Job Readiness
KCC/PROJECT WELCOME	Unknown	Mixed	Job Readiness
KINGSBOROUGH COMM COLLEGE (COL	Unknown	Mixed	Job Readiness
KINGSBOROUGH COMMUNITY COLLEGE	Unknown	Mixed	Job Readiness, Literacy
L&BARNETRUCK,TRAILER DRIVING	Unknown	Mixed	Job Readiness
LA GUARDIA CC/DISPLACED HOME/MA	Unknown	Mixed	Job Readiness
LA GUARDIA COMM COLLEGE ADULT	Unknown	Mixed	Job Readiness, Literacy
LA GUARDIA COMMUNITY COLLEGE -	Unknown	Mixed	Job Readiness, Literacy
LAGUARDIA COMM COLLEGE - (COLL	Unknown	Mixed	Job Readiness
LATIN TECHNOLOGIES, INC	Unknown	Mixed	Job Readiness
LEAGUE FOR THE HARD OF HEARING	Unknown	Mixed	Literacy
LEGAL INFORMATION FOR FAMILIES	Unknown	Mixed	Job Readiness
LEHMAN COLLEGE	Unknown	Mixed	Job Readiness, Literacy
LEHMAN COLLEGE - (COLLEGE TRAN	Unknown	Mixed	Job Readiness
LEHMAN COLLEGE/CONTINUING EDUC	Unknown	Mixed	Job Readiness
LETS GO DRIVING SCHOOL	Unknown	Mixed	Job Readiness
LIA SCHORR INSTITUTE OF COSMET	Unknown	Mixed	Job Readiness
LINCOLN TECHNICAL INSTITUTE	Unknown	Mixed	Job Readiness

Provider	Funding Source(s) (If Known)	Categories of Clients Served	Programs, Services or Activities Provided
LITERACY PARTNERS INC	Unknown	Mixed	Job Readiness, Literacy
LITTLE FOOTSTEPS FAMILY DAYCAR	Unknown	Mixed	Job Readiness
LONG BEACH SCHOOL - ADULT LEAR	Unknown	Mixed	Literacy
LONG ISLAND BEAUTY SCHOOL - HE	Unknown	Mixed	Job Readiness
LONG ISLAND BUSINESS INSTITUTE	Unknown	Mixed	Job Readiness, Literacy
LONG ISLAND COLLEGE HOSPITAL	Unknown	Mixed	Job Readiness
LONG ISLAND UNIVERSITY BROOKLY	Unknown	Mixed	Job Readiness, Literacy
LUTHERAN FAMILY HEALTH CENTERS	Unknown	Mixed	Job Readiness, Literacy
M117 TITO PUENTE EDUCATION COM	Unknown	Mixed	Job Readiness
MACHON BAIS YAAKOV SEMINARY	Unknown	Mixed	Job Readiness
MAGLOIRE TRAINING INSTITUTE (M	Unknown	Mixed	Job Readiness
MANDL SCHOOL FOR MEDICAL & DEN	Unknown	Mixed	Job Readiness
MANHATTAN INSTITUTE	Unknown	Mixed	Job Readiness
MANHATTAN NAIL & ESTHETICS SCH	Unknown	Mixed	Job Readiness
MANHATTAN SCHOOL OF COMPUTER T	Unknown	Mixed	Job Readiness, Literacy
MARKS JEWISH COMMUNITY HOUSE O	Unknown	Mixed	Job Readiness, Literacy
MAURA CLARKE - ITA FORD CENTER	Unknown	Mixed	Job Readiness, Literacy
MEDGAR EVERS COLLEGE -ACCESS	Unknown	Mixed	Job Readiness
MEDGAR EVERS COLLEGE-CUNY	Unknown	Mixed	Job Readiness, Literacy
MERCY COLLEGE	Unknown	Mixed	Job Readiness
MERKAZ BNOS	Unknown	Mixed	Job Readiness
MESIVTA TORAH VODAATH RABBINIC	Unknown	Mixed	Job Readiness
METROPOLITAN COLLEGE OF NEW YO	Unknown	Mixed	Job Readiness
METROPOLITAN LEARNING INSTITUT	Unknown	Mixed	Job Readiness, Literacy
MICROPOWER CAREER INSTITUTE	Unknown	Mixed	Job Readiness
MID-BRONX YOUTH	Unknown	Mixed	Literacy
MID-MANHATTAN ADULT LEARNING C	Unknown	Mixed	Job Readiness, Literacy
MIDWAY PARIS BEAUTY SCHOOL	Unknown	Mixed	Job Readiness
MIRRER YESHIVA CENTRAL INST	Unknown	Mixed	Job Readiness
MOLLOY COLLEGE	Unknown	Mixed	Job Readiness
MONROE COLLEGE	Unknown	Mixed	Job Readiness
MONTEFIORE WIC PROGRAM	Unknown	Mixed	Job Readiness
MOSHOLU MONTEFIERE COMMUNITY C	Unknown	Mixed	Job Readiness, Literacy
MOUNT HOPE HOUSING COMPANY- PR	Unknown	Mixed	Job Readiness, Literacy
MOUNT VERNON CITY SCHOOL DISTR	Unknown	Mixed	Job Readiness, Literacy
MT.SINAI OTOLARYNGOLOGY DEPART	Unknown	Mixed	Job Readiness
N.Y.S.A.R.C., INC., NEW YORK C	Unknown	Mixed	Job Readiness Training
NARCO FREEDOM, INC. FREEDOM I	Unknown	Mixed	Job Readiness Training
NATIONAL PUERTO RICAN FORUM	Unknown	Mixed	Job Readiness Training, Literacy
NATIONAL VOCATIONAL SCHOOL INC	Unknown	Mixed	Job Readiness Training
NEIGHBORHOOD DEFENDER SERVICE	Unknown	Mixed	Job Readiness Training
NEW AGE TRAINING, INC	Unknown	Mixed	Job Readiness Training
NEW HORIZONS COMPUTER LEARNING	Unknown	Mixed	Job Readiness Training
NEW HORIZONS-NUEVOS HORIZONTES	Unknown	Mixed	Job Readiness Training, Literacy
NEW LIFE BUSINESS INSTITUTE	Unknown	Mixed	Job Readiness Training
NEW MILLENNIUM TRAINING ACADEM	Unknown	Mixed	Job Readiness Training
NEW TECHNOLOGIES INFORMATION I	Unknown	Mixed	Job Readiness Training
NEW YORK AUTOMOTIVE & DIESEL I	Unknown	Mixed	Job Readiness Training
NEW YORK BUSINESS INSTITUTE	Unknown	Mixed	Job Readiness Training
NEW YORK CAREER & EMPLOYMENT S	Unknown	Mixed	Job Readiness Training
NEW YORK CAREER INSTITUTE	Unknown	Mixed	Job Readiness Training
NEW YORK CITY COLLEGE OF TECHN	Unknown	Mixed	Job Readiness Training
NEW YORK CITY DEPARTMENT FOR T	Unknown	Mixed	Job Readiness Training
NEW YORK CITY TECH/CLIP	Unknown	Mixed	Job Readiness Training, Literacy

Provider	Funding Source(s) (If Known)	Categories of Clients Served	Programs, Services or Activities Provided
NEW YORK COLLEGE OF HEALTH PRO	Unknown	Mixed	Job Readiness Training
NEW YORK COLLEGE OF PODIATRIC	Unknown	Mixed	Job Readiness Training
NEW YORK CTR FOR MEDICAL ASSIS	Unknown	Mixed	Job Readiness Training
NEW YORK FILM ACADEMY, LTD	Unknown	Mixed	Job Readiness Training
NEW YORK GENERAL CONSULTING	Unknown	Mixed	Job Readiness Training, Literacy
NEW YORK INSTITUTE OF ENGLISH	Unknown	Mixed	Job Readiness Training, Literacy
NEW YORK INSTITUTE OF HEALTHCA	Unknown	Mixed	Job Readiness Training
NEW YORK LANGUAGE CENTER	Unknown	Mixed	Literacy
NEW YORK MEDICAL CAREER TRAINI	Unknown	Mixed	Job Readiness Training
NEW YORK METHODIST HOSPITAL	Unknown	Mixed	Job Readiness Training
NEW YORK METROPOLITAN MARTIN L	Unknown	Mixed	Job Readiness Training, Literacy
NEW YORK PARALEGAL SCHOOL	Unknown	Mixed	Job Readiness Training
NEW YORK REAL ESTATE INSTITUTE	Unknown	Mixed	Job Readiness Training
NEW YORK SCHOOL FOR MEDICAL &	Unknown	Mixed	Job Readiness Training
NEW YORK SCHOOL OF DESIGN	Unknown	Mixed	Job Readiness Training
NEW YORK SCHOOL OF HEALTH & BU	Unknown	Mixed	Job Readiness Training
NEW YORK SERVICE INC.	Unknown	Mixed	Job Readiness Training
NEW YORK WORK ALLIANCE INC	Unknown	Mixed	Job Readiness Training
NON-TRADITIONAL EMPLOYMENT FOR	Unknown	Mixed	Job Readiness Training
NORTH BRONX CAREER CENTER - SU	Unknown	Mixed	Job Readiness Training, Literacy
NORTH VILLAGE COUNSELING & SOC	Unknown	Mixed	Job Readiness Training
NORTHERN MANHATTAN IMPROVEMENT	Unknown	Mixed	Job Readiness Training, Literacy
NORTHERN MANHATTAN PERINATAL P	Unknown	Mixed	Job Readiness Training
NPOWER	Unknown	Mixed	Job Readiness Training
NY METHODIST HOSP SCHOOL OF RA	Unknown	Mixed	Job Readiness Training
NYC COLLEGE OF TECHNOLOGY ADUL	Unknown	Mixed	Literacy
NYC HEALTH AND HOSPITALS CORPO	Unknown	Mixed	Job Readiness Training
NYC HHC KINGS COUNTY HOSPITAL	Unknown	Mixed	Job Readiness Training
NYC TECHNICAL COLLEGE - ACCESS	Unknown	Mixed	Literacy
OAI, INC AT MONTEREY COMMUNITY	Unknown	Mixed	Job Readiness Training
OFFICE OF CONTINUING EDUCATION	Unknown	Mixed	Job Readiness Training, Literacy
OPPORTUNITIES FOR A BETTER TOM	Unknown	Mixed	Job Readiness Training, Literacy
ORION TECHNOLOGY SERVICES INC	Unknown	Mixed	Job Readiness Training
OUR PLANET MANAGEMENT INSTITUT	Unknown	Mixed	Job Readiness Training
OUTREACH PROJECT	Unknown	Mixed	Job Readiness Training
OUTREACH PROJECT/QUEENS CAMPUS	Unknown	Mixed	Job Readiness Training
PACIFIC COLLEGE OF ORIENTAL ME	Unknown	Mixed	Job Readiness Training
PACIFIC HIGH SCHOOL	Unknown	Mixed	Literacy
PARK AVENUE DRIVING SCHOOL, LL	Unknown	Mixed	Job Readiness Training
PARTNERS IN CARE	Unknown	Mixed	Job Readiness Training
PEOPLE CARE INC	Unknown	Mixed	Job Readiness Training
PER SCHOLAS	Unknown	Mixed	Job Readiness Training
PHILLIPS BETH ISRAEL MED CENTE	Unknown	Mixed	Job Readiness Training
PLAZA COLLEGE	Unknown	Mixed	Job Readiness Training, Literacy
POLYTECHNIC UNIVERSITY	Unknown	Mixed	Job Readiness Training
PREMIER HOME CARE SERVICES	Unknown	Mixed	Job Readiness Training
PRIME TIME DRIVING SCHOOL, INC	Unknown	Mixed	Job Readiness Training
PRO DATA, INC.	Unknown	Mixed	Job Readiness Training
PROFESSIONAL BUSINESS COLLEGE	Unknown	Mixed	Job Readiness Training
PROGRESSIVE HOME HEALTH SERVIC	Unknown	Mixed	Job Readiness Training
PROJECT RENEWAL INC	Unknown	Mixed	Job Readiness Training
PROJECT TEEN AID FAMILY SERVIC	Unknown	Mixed	Job Readiness Training, Literacy
PUTNAM NORTHERN WESTCHESTER -	Unknown	Mixed	Job Readiness Training
QBI - THE TRAINING INSTITUTE,	Unknown	Mixed	Job Readiness Training

Provider	Funding Source(s) (If Known)	Categories of Clients Served	Programs, Services or Activities Provided
QUEENS ADULT LEARNING CENTER/S	Unknown	Mixed	Job Readiness Training, Literacy
QUEENS COLLEGE-CUNY	Unknown	Mixed	Job Readiness Training
QUEENS COLLEGE/CUNY WOMEN AND	Unknown	Mixed	Job Readiness Training
QUEENS TRUCKING SCHOOL	Unknown	Mixed	Job Readiness Training
QUEENSBOROUGH COMMUNITY COLLEGE	Unknown	Mixed	Job Readiness Training, Literacy
RABBINICAL COLLEGE OF OHAR SHIM	Unknown	Mixed	Job Readiness Training
RALPH LINCOLN	Unknown	Mixed	Job Readiness Training
RE-START PROGRAM	Unknown	Mixed	Literacy
REACHING ACROSS THE WORLD MINI	Unknown	Mixed	Job Readiness Training
REAL ESTATE EDUCATION CENTER	Unknown	Mixed	Job Readiness Training
RESCUE ONE INC.	Unknown	Mixed	Job Readiness Training
RESEARCH FOUNDATION OF CUNY -	Unknown	Mixed	Job Readiness Training, Literacy
RESEARCH FOUNDATION OF CUNY/BC	Unknown	Mixed	Job Readiness Training
RESTAURANT OPPORTUNITIES CENTER	Unknown	Mixed	Job Readiness Training
RF/BCC/PROJECT H.I.R.E	Unknown	Mixed	Job Readiness Training
RIDGEWOOD BUSHWICK SENIOR CENTER	Unknown	Mixed	Job Readiness Training, Literacy
RIVERSIDE LANGUAGE PROGRAM	Unknown	Mixed	Literacy
ROADWAY DRIVING SCHOOL INC	Unknown	Mixed	Job Readiness Training
ROCKAWAY DEVELOPMENT & REVITAL	Unknown	Mixed	Job Readiness Training, Literacy
ROCKLAND BOCES	Unknown	Mixed	Job Readiness Training
SAINT FRANCIS COLLEGE	Unknown	Mixed	Job Readiness Training
SAINT JOHN'S UNIVERSITY	Unknown	Mixed	Job Readiness Training
SANFORD BROWN INSTITUTE	Unknown	Mixed	Job Readiness Training
SANFORD BROWN INSTITUTE - NYC	Unknown	Mixed	Job Readiness Training
SANFORD-BROWN INSTITUTE	Unknown	Mixed	Job Readiness Training
SANFORD-BROWN INSTITUTE-NJ	Unknown	Mixed	Job Readiness Training
SCAN NY YAIP	Unknown	Mixed	Job Readiness Training
SCHOOL OF COOPERATIVE TECHNICAL	Unknown	Mixed	Job Readiness Training, Literacy
SCHOOL SISTERS OF NOTRE DAME	Unknown	Mixed	Literacy
SECURITY WORKS INC. - A.M.O.R.	Unknown	Mixed	Job Readiness Training
SELFHELP COMMUNITY SERVICES, INC	Unknown	Mixed	Job Readiness Training
SHOREFRONT YM-YWHA OF BRIGHTON	Unknown	Mixed	Literacy
SOUTH BRONX JOB CORPS	Unknown	Mixed	Job Readiness Training, Literacy
SOUTH BRONX OVERALL ECONOMIC DEVELOPMENT	Unknown	Mixed	Job Readiness Training, Literacy
SOUTHEAST BRONX NEIGHBORHOOD CENTER	Unknown	Mixed	Job Readiness Training, Literacy
SOUTHERN NEW YORK ASSOCIATION, INC	Unknown	Mixed	Job Readiness Training
SOUTHERN WESTCHESTER BOCES	Unknown	Mixed	Job Readiness Training
SPANISH AMERICAN INSTITUTE	Unknown	Mixed	Job Readiness Training, Literacy
SPECIAL TOUCH HOME CARE SERVICES	Unknown	Mixed	Job Readiness Training
ST NICHOLAS -WILLIAMSBURG WORK CENTER	Unknown	Mixed	Job Readiness Training
ST. JOHN'S UNIVERSITY	Unknown	Mixed	Job Readiness Training
ST. MARY'S COMMUNITY SERVICES, INC	Unknown	Mixed	Job Readiness Training, Literacy
ST. NICHOLAS NPC -WORKFORCE DEVELOPMENT	Unknown	Mixed	Job Readiness Training, Literacy
ST. PAUL AND ST. ANDREW	Unknown	Mixed	Job Readiness Training
ST. PAUL'S SCHOOL OF NURSING	Unknown	Mixed	Job Readiness Training
STANLEY M. ISAACS NEIGHBORHOOD CENTER	Unknown	Mixed	Job Readiness Training
STARTECH TECHNOLOGY LEARNING CENTER	Unknown	Mixed	Job Readiness Training
STARTFRESH NY LTD	Unknown	Mixed	Job Readiness Training
STAT CARE INC	Unknown	Mixed	Job Readiness Training
STATEN ISLAND EMPLOYMENT EDUCATION	Unknown	Mixed	Job Readiness Training, Literacy
STRIVE/EAST HARLEM EMPLOYMENT CENTER	Unknown	Mixed	Job Readiness Training
STUDIO JEWELERS LTD	Unknown	Mixed	Job Readiness Training
SUBURBAN TECHNICAL SCHOOL	Unknown	Mixed	Job Readiness Training
SUNNYSIDE HOME CARE PROJECT, INC	Unknown	Mixed	Job Readiness Training

Provider	Funding Source(s) (If Known)	Categories of Clients Served	Programs, Services or Activities Provided
SUSTAINABLE SOUTH BRONX	Unknown	Mixed	Job Readiness Training
SWEDISH INSTITUTE SCHOOL OF MA	Unknown	Mixed	Job Readiness Training
TECHNICAL CAREER INSTITUTE - T	Unknown	Mixed	Job Readiness Training, Literacy
THE BOWERY MISSION WOMEN'S CEN	Unknown	Mixed	Job Readiness Training
THE BROOKLYN TABERNACLE/DOWNTOWN	Unknown	Mixed	Literacy
THE CITY UNIVERSITY OF NEW YORK	Unknown	Mixed	Literacy
THE COLLEGE OF WESTCHESTER	Unknown	Mixed	Job Readiness Training
THE HOPE PROGRAM	Unknown	Mixed	Job Readiness Training, Literacy
THE NEW MILLENNIUM TRAINING CENTER	Unknown	Mixed	Job Readiness Training
THE NEW SCHOOL	Unknown	Mixed	Job Readiness Training
THE NEW YORK DIAGNOSTIC CENTER	Unknown	Mixed	Job Readiness Training
THE NYSPCC	Unknown	Mixed	Job Readiness Training
THE REFRIGERATION INSTITUTE	Unknown	Mixed	Job Readiness Training
THE RESOURCE TRAINING CENTER,	Unknown	Mixed	Job Readiness Training
THE SCHOOL FOR FILM & TELEVISION	Unknown	Mixed	Job Readiness Training
TOURO COLLEGE (REGISTRAR)	Unknown	Mixed	Job Readiness Training, Literacy
TRAINING FOR SAFETY DRIVING SCHOOL	Unknown	Mixed	Job Readiness Training
TRUCKER DRIVING SCHOOL	Unknown	Mixed	Job Readiness Training
TURNING POINT	Unknown	Mixed	Literacy
TWI TRAINING INSTITUTE (LLC)	Unknown	Mixed	Job Readiness Training
UAW REGION 9A EDUCATION FUND	Unknown	Mixed	Literacy
UDI CAREER TRAINING INSTITUTE	Unknown	Mixed	Job Readiness Training
UNION SETTLEMENT ASSOCIATION	Unknown	Mixed	Job Readiness Training, Literacy
UNIVERSAL EMERGENCY CARE TRAINING	Unknown	Mixed	Job Readiness Training
URBAN DYNAMICS COMMUNITY SERVICES	Unknown	Mixed	Job Readiness Training
USA BEAUTY SCHOOL INTERNATIONAL	Unknown	Mixed	Job Readiness Training
VANGUARD URBAN IMPROVEMENT ASSOCIATION	Unknown	Mixed	Job Readiness Training, Literacy
VAUGHN COLLEGE OF AERONAUTICS	Unknown	Mixed	Job Readiness Training
VILLAGE CARE PLUS, INC	Unknown	Mixed	Job Readiness Training
VIP HEALTH CARE SERVICES	Unknown	Mixed	Job Readiness Training
VOCATIONAL EDUCATION & EXTENSION	Unknown	Mixed	Job Readiness Training
VOCATIONAL FOUNDATION, INC.	Unknown	Mixed	Job Readiness Training, Literacy
WAGNER COLLEGE	Unknown	Mixed	Job Readiness Training
WEST FARMS TECHNOLOGY & CAREER	Unknown	Mixed	Literacy
WESTCHESTER COMMUNITY COLLEGE	Unknown	Mixed	Job Readiness Training
WESTCHESTER EDUCATIONAL OPPORTUNITIES	Unknown	Mixed	Job Readiness Training, Literacy
WESTCHESTER SCHOOL OF BEAUTY CARE	Unknown	Mixed	Job Readiness Training
WILDCAT SERVICE CORPORATION	Unknown	Mixed	Job Readiness Training
WILLSEY INSTITUTE	Unknown	Mixed	Job Readiness Training
WOMAN OF INTEGRITY SUPPORT CENTER	Unknown	Mixed	Literacy
WOMEN IN NEED	Unknown	Mixed	Job Readiness Training
WOOD TOBE COBURN SCHOOL	Unknown	Mixed	Job Readiness Training
YEAR UP	Unknown	Mixed	Job Readiness Training
YESHIVA UNIVERSITY	Unknown	Mixed	Job Readiness Training
YESHIVAT MIKDASH MELECH	Unknown	Mixed	Job Readiness Training
YORK COLLEGE	Unknown	Mixed	Job Readiness Training
YOUTH ACTION PROGRAMS & HOMES,	Unknown	Mixed	Job Readiness Training, Literacy
YWCA OF QUEENS	Unknown	Mixed	Literacy
YWCA-NYC WOMEN'S EMPLOYMENT PROGRAM	Unknown	Mixed	Job Readiness Training

## **APPENDIX C**

### **TEST SAMPLE OF A COMPUTERIZED ASSESSMENT/EMPLOYABILITY PLAN**

The attached is a test sample of HRA's computerized assessment/employability plan with illustrative data supplied by MIS.



**The City of New York**  
Human Resources Administration  
Family Independence Administration

**Employability Plan**

Plan Status: Completed

Printed on 11/10/2009 at 08.32

**Demographics**

Case Number: 0000000000-00-00      Plan Date: 04/20/2009  
 Client Name: FirstName LastName      Sex: Male      DOB: 01/01/1957  
 SSN: 123-45-6789      Client ID: AB12345C  
 Case Type: Family Assistance      IS/Job Center: 045  
 ES Code: Work Limited  
 Case Status: TRAINING/ED TREYB - WC TRAINING

**1. Language Proficiency Assessment**

Language	Spoken	Read	Write
( *English is the Primary Language. )	Yes	Yes	Yes
English*			
Spanish			
Russian			
French/Creole			
Chinese			
Laotian/Vietnamese			
Hindi/Urdu			
Other: None			

**2. Assessment - Primary Questionnaire**

- A. Special Assessment Issues? No
  - 1. Form M322-D Completed? n/a
- B. Alcohol or Drug Issues? No
  - 1. Screening Form (LDSS-4571) Completed? n/a
  - 2. Do you want to Refer for CSM/CASAC Assessment? n/a
- C. Medical Issues? Yes
  - 1. Task List Inquiry (W-680F) Completed? Yes
  - 2. Physical Limitations Claimed? Yes
  - 3. Mental Health Issues claimed? No
  - 4. Do You Want to Refer for Medical Evaluation? Yes
- D. Needed at Home Issues? No
- E. Other Personal Issues? No
- F. Have you ever been convicted of a Felony? No

Nature of Felony	Date Convicted
n/a	
n/a	
n/a	
n/a	



Refer client to Training Assessment Group (TAG)? n/a

Refer client to Back To Work Vendor (BTW)? n/a

**7. Training Preferences & Experience**

Requesting Enrollment/Currently Enrolled in a Training Program? No  
 How many Education/Training Programs attended in last 3 years? None  
 ...How many of these completed? n/a  
 Name of the last Program completed? n/a  
 Date the last Program was completed? n/a  
 What was the outcome of the last program? n/a  
 Reason for any Program not completed n/a  
 Currently attending program? No  
 Total number of months in Completed & Current Programs? n/a  
 Referred to Current or Latest completed Program by HRA? n/a  
 Enrolled in a Program with a Future Start date? n/a

**Training Assessment Group**

**Currently Enrolled Program Details**

Program Name: None  
 Field of Study: n/a  
 Program Address: n/a  
 HRA Approved Program? n/a  
 Cuny Program? n/a  
 Is Program at Cost to Client? n/a Amount of Cost? n/a  
 Program Start Date? n/a  
 Program End Date? n/a  
 Expected Outcome(s) - Degree n/a  
   - Certificate n/a  
   - License n/a

**Certified Statement**

No TAG Assignment  
 Training Signoff Date: n/a  
 TAG Caseworker: n/a  
 TAG Caseworker Phone Number : n/a

**8. Personal Circumstances**

A. Veteran? No  
 1. Active Duty n/a 3. Disabled Veteran? n/a  
 2. Campaign Veteran? n/a 4. Separated Veteran? n/a

B. Ever Employed? No

Job Title/Type	From	To	Hours	Days	Salary	Frequency	Leave
(n/a)							
(n/a)							
(n/a)							

(n/a)

C. Do you have any Licenses?

No

1. Driver's License

n/a

3. Food Handler Certificate

n/a

2. Licensed Practical Nurse

n/a

4. Other

n/a

D. Undertaken any Education/Training?

No

Number of Courses in last 3 years?

n/a

Number of these completed?

n/a

Number of months spent in Training?

n/a

Name of Last Program?

n/a

Date Last Program Completed?

n/a

Are you in a CUNY Program?

n/a

E. High School Diploma or GED?

No

Highest School Grade Achieved?

Grade 10

F. Employment Goals and Steps?

Employment Goals?

Livery-Taxi

Steps to achieve these Goal(s)

Resume-Work Skills preparation

G. TABE Skill Grades

Reading Skills Grade level

n/a

Maths Skills Grade level

n/a

Date of Test

<EpTABEDt>

9. Experiences and Preferences

<u>Maintenance</u>	<u>Exp.</u>	<u>Pref.</u>	<u>Human Services</u>	<u>Exp.</u>	<u>Pref.</u>	<u>Office &amp; Other</u>	<u>Exp.</u>	<u>Pref.</u>
Janitorial	N	Y	Child Care	N	N	Clerical	N	N
Mechanic	N	N	Health Care	N	N	Computer Technology	N	N
Food Service	N	N	School Aide	N	N	Data Entry	N	N
Domestic	N	N	Hospital Work	N	N	Receptionist	N	N
Building Maintenance	N	N	Home Care	N	N	Word Processing	N	N
Security	N	N	Livery / Taxi	N	Y	Messenger	N	N
Housekeeping	N	N	Beauty Culture	N	N	Sales	N	N
Construction	N	N						
House Painting	N	N						
Other:	N	N	Other:	N	N	Other:	N	N

10. Work Activity Assignments

<u>Assignment Type</u>	<u>Action Code</u>	<u>Create Date</u>	<u>Start Date</u>	<u>Site Details</u>
WC ENROLLED IN VRS	169E	01/13/09	01/13/09	FEGS/WeCARE (Y3F02)

11. Applicant/Participant Certification

I understand that I am expected to attend each activity 100% of the time.

I must complete each step of the Employability Plan unless I am determined medically/physically exempt. Failure to complete any assigned activity may result in the loss of, or reduction in, my Public Assistance and/or Food Stamp benefits.

The Plan is unable to incorporate my preferences to the extent possible, because: Other

\_\_\_\_\_

Applicant/Participant Signature

04/20/2009

Date

\_\_\_\_\_

FIA Worker/Authorized Worker Signature

04/20/2009

Date