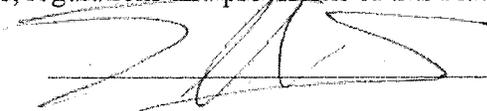


**Temporary Assistance and Supplemental Nutrition Assistance Program Employment Plan
January 1, 2014 – December 31, 2015**

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 (HRA) submits this Temporary Assistance and Supplemental Nutrition Assistance Program 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 Supplemental Nutrition Assistance Program (SNAP) applicants and recipients for the period January 1, 2014 through December 31, 2015. As Commissioner of the New York City 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: December 4, 2014

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

As described below, HRA is reforming its employment programs and this Employment Plan reflects this transition in that it describes policies and procedures that have been in place prior to and after January 1, 2014 as well as changes that are being phased in during the period covered by this Plan. As the reforms are phased in, they will be evaluated for efficacy and impact, and they will be modified accordingly. The overall reforms that are being phased in are described in supplemental summary materials that will be posted on the HRA website after this Plan is approved.

Section 2.2 TA and SNAP E&T Provider Agencies

Table 1 lists the local contracts or agreements with agencies to provide employment services to TA and SNAP 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.

These contracts will be subject to a new bidding process during the period covered by the Employment Plan.

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., WIA programs, SED funded services, OTDA Wage Subsidy providers).

See Tables 1 and 2 set forth in Appendix B.

TABLE 1 - Contracts Associated with TA and SNAP 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)

Services		Target Groups	
Assessment/Employment Plan	_____	Applicants	_____
Supervised Job Search	_____	FA & SN with children	_____
Job Readiness Training	_____	SN without Children	_____
Job Club	_____	SNAP	_____
Job Placement Services	_____	200% of Poverty	_____
Grant Diversion	_____		
Job Development (employer outreach)	_____		
WOTC pre-certifications	_____		

Other Services Requested

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

OTDA Jobs Program Staffing and Location

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

1. _____
2. _____
3. _____

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

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 as 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, and 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.

Note that about two-thirds (2/3) of adult TA recipients are, because of age, illness, disability or other employability issue, not subject to work requirements under federal and State law. Of 350,000 New Yorkers on Cash Assistance in any given month and of 500,000 unduplicated New Yorkers who receive recurring Cash Assistance during the year, about half are children below age 18. Of 170,000 households receiving recurring assistance each month, about 91,000 are permanently or temporarily exempt because they are child-only cases or have an adult who is unemployable and/or exempt due to disability, illness or age, etc., based on the criteria of federal and state law as applied under prior Administrations. About 23,000 households have a working adult satisfying their work requirements through paid employment, but have income low enough to qualify for Cash Assistance. As a consequence, only 56,000 households have adult Cash Assistance recipients required to participate in work-related activities in order to receive assistance. About 20,000 of them are in sanction status or the sanction process at any given time. HRA's prior policies have not always allowed them to participate in HRA's work-related activities.

Section 3.2 Orientation (Reference 18 NYCRR 385.5)

Check one of the following:

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

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

- 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 an individualized approach to assisting clients with finding paid employment that matches their skills and needs as the ultimate goal;
- Instructions on the individual's rights and responsibilities and the requirements for full participation;
- 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;

- During the phasing in of the reforms, additional information about education and training opportunities, including four-year college programs;
- Information about social services programs, including transitional supportive services;
- Information about what to do in case of an emergency; and
- 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 for all applicants and recipients of Temporary Assistance (e.g., done in a group setting or individually or a combination of both), including the orientation procedure for exempt individuals and non-exempt individuals, if different.

HRA completes the required orientation in group settings. 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, disability or domestic violence;
- Personal/family background (e.g., length of stay on public assistance);
- The client's preferences for employment activities, including education and training.
- HRA also intends to implement voluntary mental health screening as well as questions regarding the potential need for reasonable accommodation needs in order to better serve clients with barriers to participation and/or employment.

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. During the phasing in of the reforms, these tools will include education/training evaluations for two- and four-year college programs and certificate and licensure programs.

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

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Current Employment Assessment / Employability Plan Process

The Employability Plan (EP) is the roadmap for the completion of the Employment Assessment (EA), 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 current employment program vendors. The EP is initiated by the JOS/Worker and completed by the out-stationed workers and the vendors. Under current practice, completion of the EP must happen within certain timeframes in order for the vendors to claim a milestone payment. The EP is used to gather information on personal and family background, educational background and interests, 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, disability, medical/mental health issues, domestic violence issues, LEP, needed at home claimed, other personal issues, and felony convictions. If barriers or challenges 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. Individuals who claim physical or mental health barriers to employment are referred to WeCARE and assessed for physical and mental health issues as described in Section 3.8. 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, since the inability to read, write or speak a primary language may affect the client's ability to learn English.

Questions posed in the EA/EP process identify individuals who have not attained a high school diploma (or the equivalent) and inquire of their interest in participating in educational activities to improve literacy or prepare them to attain a high school diploma or equivalent. The training assessment questionnaire records all grades completed, all educational and training programs completed, diplomas and degrees attained, along with the identified educational/training interests/preferences and employment goals. As HRA's reforms are phased in, HRA will put in place a pop-up in the EA/EP that prompts employment program vendors to discuss literacy options for clients when the system shows that the client response is that s/he does not have a HS diploma or equivalent. The pop-up will include a question that vendors have to answer as to whether the client is interested in literacy options. The client's responses will be captured with a code that is posted in NYCWAY. 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 the individual's work experience and preferences, as well as his/her education/training history and interests to match engagement activities with the individual's skills levels, experience, interests, preferences and goals.

HRA helps to ensure that participants have the EP completed within 90 days of case opening by including it as part of the application process. Individuals who apply for cash assistance

have an EP developed as part of their initial application interview. HRA will continue to assess various requirements during the application process and may modify these requirements in the future. Following completion of the EP, individuals are referred to appropriate employment/education/training activities or to activities designed to address barriers to participation which they have raised.

Improve Client Assessment to Develop Individualized Service Approaches and Move Away from a "One-Size-Fits-All" Model

Based on internal workgroup reviews, agency-wide employee surveys to obtain feedback on reforms that yielded more than 6,000 responses, and over 40 focus groups and meetings with existing and former clients, various stakeholders, advocacy groups, service providers, community-based organizations—including those serving Limited English Proficiency (LEP) clients—the legal services community, vendors, HRA staff, and other City agency partners, workgroups of HRA staff met regularly to consider feedback and propose concrete reforms, recognizing that some reforms can be implemented quickly and that others will be longer-term efforts. HRA plans to move toward more thorough and customized assessments to develop individualized service approaches, move away from a "one-size-fits-all" model and ensure clients are matched with appropriate work activities more suitable to their needs and that enhance the prospect of attaching them to appropriate and lasting employment. Moreover, during the public comment period for this Employment Plan at which time the Plan was made available on the HRA Intranet/Internet, HRA conducted an additional survey of HRA clients and held a public hearing and a staff forum to ensure all interested parties had the chance to comment.

HRA is committed to matching clients, especially those who may be vulnerable or have special needs, to appropriate and tailored services. HRA plans to implement a thorough and comprehensive approach to employment services that more fully recognizes the needs of individual clients in order to more effectively help each of them enter or return to work on an ongoing basis. Over time, HRA proposes to improve the current process for assessing clients' education, training, and employment goals and to provide counseling and support to clients in meeting these goals.

Clients who are vulnerable or have special needs, such as: survivors of Domestic Violence (DV), young adults, persons with disabilities or mental or physical barriers, immigrants, homeless individuals and households, persons with substance abuse issues, people who are LEP, those lacking necessary literacy skills, individuals with criminal records, those age 50 and over facing challenges returning to the workforce such as mastering new technology skills, entrepreneurs whose businesses suffered during the recession and are seeking to rebuild their business, and lesbian, gay, bisexual, transgender and gender non-conforming New Yorkers are of central concern and focus. HRA plans to improve its assessments to address each client's actual strengths and needs to improve client outcomes. More in-depth and comprehensive assessments will enable HRA to detect latent barriers which may prevent clients from successfully participating in HRA's services and programs to achieve self-sufficiency. Moreover, better tailored assessments will keep clients more engaged in more appropriate work activities as their preferences and goals will be better incorporated.

- 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))

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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. Meetings with these vendors and with clients in selected focus groups have indicated that the better and more thorough an assessment is to enable HRA to better match clients with jobs, the more likely it is that clients will maintain employment.

- 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

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 EP 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 EP specifies the reasons why they cannot be accommodated. As the reforms are phased in, a more in-depth assessment and greater use of internships/externships, community service and subsidized employment should allow HRA to strengthen its ability to accommodate client preferences. The EP takes into account barriers to employment which 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, disability). In addition, the EP 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):

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[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]

Mental Health Screening and Assessment

a. The district is administering a screening tool for Temporary Assistance participants to help assess when a mental health condition may exist that warrants treatment? (This section is asking about screening in addition to screening for a disability that occurs as part of the application process or based on other instances of participant statements of work limitations/ inability to work or based on observed behavior.)

[] Yes [X] No

Although HRA is not presently administering a mental health screening tool, as the reforms are phased in, HRA plans to implement such a screening tool with supporting procedures/policies for reasonable accommodation needs and mental health issues. HRA seeks to improve services for New Yorkers with work limitations. HRA will develop a standardized screening tool to identify Cash Assistance recipients who require reasonable accommodations, such as travel accommodations, workplace accommodations, and/or program participation accommodations. In addition, feedback from HRA staff recommended that HRA needs to better identify and serve people with mental health needs.

b. If the district is administering a mental health screening tool, please identify the screening tool used.

HRA intends to use the Modified Mini Screen (MMS) that has been validated for Public Assistance populations by the State of New York Office of Mental Health.

c. If the district is administering a mental health screening tool, describe the district's policy for determining when a program participant is offered a mental health screen.

Screening will be used on a voluntary basis for clients to identify mental health issues that may go undiagnosed or unnoticed. The policy will be drafted prior to implementation and will be consistent with OTDA policy and requirements when distributed. These screening tools will help ensure that clients with barriers to participation receive the accommodations they need, as well as ensure that those who can benefit from additional services are properly referred.

d. If the district is administering a mental health screening tool, describe the district procedure for referring a participant for a mental health evaluation, when warranted by the screening result.

Clients who screen positive on the MMS will be referred to HRA's WeCARE program for further evaluation. Additionally, HRA will draft procedures regarding the provision of services for those clients who are identified in crisis through the MMS screen.

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 weekly hours standard participation requirement for individuals in the different case and household types, along with the typical time period it takes for nonexempt individuals to be engaged in activities for both newly opened cases and individuals whose status changed 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 appropriate activity and maintain his/her participation continuously until he/she gains full-time employment. Many of HRA's Cash Assistance recipients lack the basic education needed to realize the positive economic returns of an Associate's Degree or even a high school diploma or equivalent. Among HRA's employable clients, 60% lack a high school diploma or equivalent and 30% of those without a diploma or equivalent are below 9th grade proficiency on math and reading. Without the education and skills needed in today's labor markets, Cash Assistance recipients will continue to face substantial barriers to obtaining sufficient wages and quality jobs to move out of poverty. The challenge is to avoid training programs that do not prepare clients for the current job market and instead focus on degrees, certifications and targeted training programs that have proven value. Maximizing education, training, and employment services will open job opportunities and create the basis for building career pathways out of poverty. All activities are focused on moving individuals towards employment. For those who cannot work, HRA will enhance efforts to assist them in receiving federal Supplemental Security Income (SSI) disability benefits. HRA will utilize a balanced approach that generally seeks ways to combine "core" work activities with education and training in an integrated program that provides the targeted services people need to achieve self-sufficiency.

HRA has concluded that a "one-size-fits-all" approach to employment programs is counterproductive, resulting in the fact, for example, that one out of every four clients who reported to have received employment assistance return to HRA seeking recurring Cash Assistance again within 12 months or less of leaving.

Accordingly, although the "core" activities mentioned above presently include work experience, HRA is committed to the eventual replacement of unpaid Work Experience Program (WEP) in its current form with other more individually-tailored work activities and programs which will benefit both clients and the entity employing the client. It should be noted, in this regard, that HRA already does not utilize WEP for certain clients, such as those assigned to the Parks Opportunities Program (a subsidized jobs/grant diversion program). It should also be noted that WEP assignments declined in the prior Administration for a number of reasons and the current number of assignments is approximately half of what it was 18 months ago. For those agencies which have utilized the program, HRA will work with them to ensure gaps in City services are not created as the program is phased out and replaced.

Phase Out Current Work Experience Program (WEP) Model and Replace with More Individually-Tailored Work Programs

HRA intends to phase out its Work Experience Program (WEP) in its current form and replace it with other more individually-tailored work programs based on the individual's background and strengths. Expanding the types of work activities and programs and better meeting the needs of clients was a common theme among the HRA staff focus groups and survey participants. For some HRA clients, spending more time doing job

search activities or other work programs that better meet their assessed needs may be more beneficial than the one-size-fits-all approach of the current WEP model. In response, over time HRA is proposing to replace the current WEP model with other work programs that are better suited to improving the employment prospects of Cash Assistance recipients.

The phasing out of WEP will be done, in the short term, by first addressing WEP placements for such groups as the part-time employed, recipients with recent work histories, recipients with advanced degrees, recent graduates, and those recipients presently in school full or part-time, and replacing them with additional job search, work study or internship activities. Those who have work history within the past three (3) months and those with college degrees would likely benefit more from full-time job search and job readiness beyond what is currently allowed. If they are unsuccessful in job search, HRA intends to work toward developing other meaningful work activities for these groups, such as internships or apprenticeships which can lead to permanent employment. Therefore, HRA proposes to replace the WEP requirement for these two groups of participants with job search, internships, and apprenticeships. Additionally, in the short and medium term and in partnership with CUNY, HRA proposes to replace the current WEP assignments for these students with internships, community service, and/or work study assignments that are tailored to the individual needs of each college student. For other groups in the medium and longer term, HRA plans to leverage referrals to existing OTDA wage subsidy programs and the Work Progress Program and develop additional private sector subsidized jobs through Business Link.

HRA will over time replace the current WEP assignments and expand its capacity to develop and support internship opportunities, including enhanced programs in City agencies; part-time subsidized employment (similar to HRA's current Parks Opportunities Program) to the extent funding is available; and community service opportunities for all Cash Assistance recipients who require a core work activity. Additionally, HRA will seek to expand the capacity of the JobsPlus program that offers employment opportunities for New York City Housing Authority (NYCHA) residents who are Cash Assistance recipients. As noted above, as these reforms are phased in they will be evaluated for effectiveness and feasibility and modified accordingly.

In the medium and longer term, HRA will expand its capacity to develop and support internship opportunities for recent graduates, offer internship opportunities during non-school periods (summer) for recipients in school full-time and, for other groups, develop part-time subsidized jobs programs, utilize self-selected community service and develop HRA capacity in quality training and experience in subsidized positions.

As HRA moves to re-envision and replace WEP, in the long term, HRA plans to include new programs in the next generation of employment program contracts and to support the transition to new engagement options with a new comprehensive assessment structure and new case management services.

In the next generation of employment program contracts, HRA plans to include new programs that more effectively meet the individual needs of clients. To support this effort, a comprehensive assessment structure will be developed to better place clients on a service track that meets their needs and identifies those who can benefit from case

management services. The goal is to increase participant engagement by providing effective activities for clients that lead to employment.

HRA seeks to provide appropriate activities for individuals with significant barriers to employment. 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 must have a "core" engagement component of at least 20 hours weekly, unless, for work experience, the Temporary Assistance grant plus SNAP benefits does not support this number of hours or the person is limited in the ability to do this many hours. This "core" component may include, to the extent permitted by federal and State law, full-time job search, subsidized or unsubsidized employment, internships/externships/work study programs, approved vocational education/training, certain rehabilitative activities, self-selected community service, such as Neighborhood Watch in NYCHA houses, and work experience (see above for HRA's plans regarding the current Work Experience Program model). 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 generally requires all non-exempt recipients to engage in work activities that comprise a simulated workweek.

Customize Hours of Requirement Engagement in Work-Related Activities to Each Individual

HRA will customize hours of required work-related activities so participants succeed and move off of the Cash Assistance caseload. A one-size-fits-all approach of 35 hours of required work activities for all employable Cash Assistance applicants and recipients does not recognize the different circumstances of each individual and family. This is evidenced by the fact that most Cash Assistance recipients assigned to 35 hours of work activity fail to achieve 35 hours based on the prior City Administration's analysis. While full-time employment remains the overarching goal, HRA recognizes that engagement policies should be tailored to each individual family. HRA is proposing to customize the number of hours of required engagement to provide more flexibility and eliminate the one-size-fits-all approach. Therefore, HRA will maintain the engagement requirement at 35 hours per week for families with children, except in response to continuing challenges where the lower limit permitted by law will avoid unnecessary sanctions. HRA will allow an adjustment to 30 hours, as permitted by federal and state law, when families face necessary ongoing obligations, such as housing search for those in shelters, attending mandated Administration for Children's Services (ACS) parenting classes, caring for a child with disabilities attending school for whom after school care is difficult or impossible to find, or taking a parent who does not live with the family for regular dialysis or other continuing medical treatment.

HRA will, over the short term, also reduce the engagement requirement from 35 hours to 25 hours per week for families with children under the age of four (4) as allowed by federal law. Elsewhere in New York State, the requirement has been reduced to 25 hours per week for families with children under the age of 6 (rather than the 20 allowed by federal law). New York City is proposing the same reduction to 25 hours, but only for the parents of children under the age of 4 or younger. Childcare for very young children is often more difficult to find and more expensive. The reduced requirement, which with

travel time can still amount to seven hours a day, will assist parents of young children, who have often unforeseen child-related demands on their time, to remain engaged and avoid unnecessary sanctions which affect the financial stability of the family. This will enable more clients to satisfy their required work hours to prevent sanctions and provide them with more time for other family responsibilities. A parent with a child under the age of 4 who can secure child care to work longer hours will be encouraged to do so.

As to families with children aged four and five, thanks to the City and State initiative that has resulted in the new Universal Pre-Kindergarten (UPK) program, they will have access to full-day care in either a school setting or a not-for-profit that includes wraparound childcare after 3PM. Their families will still have the ability to use the lower 30-hour limit provided by federal and state law in special circumstances as provided above.

For clients with special needs, HRA will 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, including customized employment strategies, designed to move clients with special needs towards greater self-sufficiency by providing adequate and appropriate support. This group includes chronic chemical users, who are referred to treatment centers suited to their needs; survivors of domestic violence, who are assisted in finding safety when unable to remain in their homes and communities due to threat of further violence; individuals with temporary and permanent mental and physical disabilities, who will receive reasonable accommodations when necessary, appropriate medical care and rehabilitative services and will be trained for work when appropriate; and ex-offenders, who will receive specialized services that include: coordination with Department of Corrections and Parole and workshops and counseling on such topics as how to understand and correct errors on their New York State Record of Arrests and Prosecutions (RAP) sheet and how to demonstrate rehabilitation and readiness for work by securing a Certificate of Relief from Disabilities or a Certificate of Good Conduct. As the reforms are phased in, HRA plans to enhance the ability to partner with community-based organizations or vendors to offer English language instruction to immigrants to overcome language barriers to employment. HRA seeks to ensure that transgender, transsexual and gender nonconforming individuals are provided special assistance to prevent the creation of a discriminatory or unwelcoming environment, and seeks to ensure they are referred to employers who do not discriminate against this population and are welcoming and inclusive. HRA's vision is to meet clients where they are, in accordance with their needs.

HRA engages people as soon as they apply for Temporary Assistance. If barriers exist, those barriers will be addressed as described above and, after they are addressed, the person will be immediately referred.

The City generally utilizes contracted vendors with particular expertise – e.g., current Back to Work (B2W) vendors (job search and placement), whose contracts provide for higher payment points for ex-offenders and those who have been on TA for more than five years, and WeCARE vendors (assessment and rehabilitation of exempt and potentially non-exempt participants)—for the provision of services/activities to participants. These employment program contracts will be reevaluated and rebid as part of HRA's reform process.

Increase Education, Training, and Employment-Related Services

After a close review of the literature and receiving extensive feedback from HRA staff and clients which indicated the need to improve access to education and training for Cash Assistance clients consistent with federal and State law, HRA proposes to expand access to education and training in order to improve the employment prospects of Cash Assistance recipients.

Allow Recipients up to age 24 to Participate in Full-Time Basic Education

For youth under 20 with no high school diploma or equivalent, HRA will encourage and facilitate full-time high school engagement. Youth under age 20 who do not have a high school diploma or its equivalent and who are enrolled full-time and regularly attend high school, a High School Equivalency (HSE) program, vocational or technical school, English as a Second Language (ESL), and basic or remedial education will be excused from additional work activities. HRA will also allow recipients aged 20 to 24 to participate in full-time basic education as long as they meet established goals and make sufficient progress toward obtaining a credential. If sufficient progress in either an HSE, ESL or post-secondary program is not attained, HRA will reevaluate the appropriateness of the client's training or educational program. It is important to provide people the education to start building a career as early as possible. In the medium term, HRA will establish a deeper partnership with the New York City Department of Education (DOE) to keep youth in high school and establish a partnership with the New York City Department of Youth and Community Development (DYCD) to leverage their In-School Youth employment/career/college track programming.

HRA data show that most 18-20 year olds receive Cash Assistance on their parents' case and lack a high school diploma or equivalent. According to HRA data, while 70% of 18-year-olds were exempt from Cash Assistance work requirements because they were full-time high school students, only 30% of 19-year-olds and 5% of 20-year-olds were enrolled in high school. In addition, a very small percentage of young adults age 18-24 receiving Cash Assistance have a high school diploma or equivalent. For example, data show that as much as 69% (with "education unknown" included) of 21-year-olds lack this credential and as much as 60% of 24-year-olds lack this credential. A high school education or equivalent is crucial to obtaining sufficient wages to move off of the public assistance caseload and young adults in particular should focus on achieving a basic education as a path toward economic security. HRA plans to partner with the DOE to encourage all 18- and 19-year-old Cash Assistance recipients who can remain in full-time high school to do so. For young adult Cash Assistance recipients up to age 20-24 with no high school diploma or equivalent (HSE), HRA will, in the short term, allow full-time high school enrollment or encourage full-time preparation to obtain a high school equivalency credential (if in accordance with the client's Employment Assessment) as long as they meet established goals and sufficient progress is made toward obtaining a credential. This prepares these youth and young adult clients for work assignments or to move off of the caseload. As part of HRA's strategy to ensure youth have access to education and opportunity, HRA will allow full-time engagement in vocationally-related post-secondary education and training programs up to the current 12-month limit. HRA will allow engagement in such post-secondary programs beyond the 12-month limit when combined with no less than 20 hours of participation, averaged weekly, in paid employment, other core work activities or community service, when paid employment is not available. HRA will also permit full-time high school, sector-based contextualized literacy training for those with low literacy levels, and Test Assessing Secondary

Completion (TASC, formerly GED) preparation for those at the appropriate skill level. Participation in all such programs will be permitted only so long as semi-annual goals are met and there is sufficient progress toward obtaining a credential, with an exception for actual high school attendance. This will involve partnering with the Department of Education (DOE), the Department of Youth and Community Development (DYCD), and other community-based organizations to utilize their services to ensure young adults receiving Cash Assistance complete their high school education or equivalent or obtain a further credential, to access basic education classes for this population, and develop a more robust basic education program within the services provided by HRA's employment program. Additionally, HRA will in the short-term, identify additional external partners for HSE and increase HSE enrollment through the employment program vendors. In the medium term, HRA will formalize partnerships and referral mechanisms for external partners, including options with the employment program vendors, and establish a partnership with DYCD to leverage their Out-of-School Youth employment/career/college track programming.

Allow Participation in 4-Year College

For recipients aged 18-24 with a high school diploma or the equivalent, HRA will, in the short term, allow full-time post-secondary training and/or education consistent with federal and State law, including attendance at four-year colleges, for up to the participant's 12-month lifetime limit, if applicable and if in accordance with the client's Employment Assessment. Students will be allowed to have full-time education count towards work participation for 12 months. Moreover, based on the new State law, HRA will count a student's liberal arts degree programs toward work requirements as long as those educational programs are linked to employment. In accordance with the new State law, for this population beyond the 12-month lifetime limit, so long as the participant maintains satisfactory academic progress, meaning a cumulative C average, or its equivalent, as determined by the educational program to increase the chances of success, HRA will develop work study programs and internships to meet the 20 hours of core work requirement that are located at or near the college and that are, as much as possible, related to the course of study.

Increase Supports for Cash Assistance Recipients Enrolled in College

For Cash Assistance recipients enrolled in college, HRA will expand and/or replicate CUNY ASAP to provide comprehensive advisement, job development and tutoring support, to the extent funding permits. Under this program, students are scheduled into convenient block classes to allow them to balance work and school and to form a community with their fellow classmates. An evaluation of CUNY ASAP found that it leads to better retention, credit accrual, and degree attainment. In addition, HRA will develop a partnership with CUNY to provide work study and internships to Cash Assistance recipients enrolled in college that are tailored to their field of study and satisfy their state and federal work requirements. Moreover, in accordance with federal and State law, for Cash Assistance recipients attending two- and four-year college programs, HRA will include, in addition to actual hours of participation (including supervised homework), up to one hour of unsupervised homework/study time for each hour of class time, provided that the total number of hours of homework/study time does not exceed the documented hours expected by the educational program. HRA will count the hours a student spends on supervised and unsupervised homework and/or study time as part of the student's vocational education and/or job skills training to satisfy his/her employment

requirement. In the medium term, HRA will establish a partnership with CUNY to support those who are enrolled.

Create New Employment Strategy for Youth

HRA intends to implement customized employment strategies for youth, i.e., those recipients 16 to 24 years of age. About 24,000 young adults up to age 24 receive Cash Assistance from HRA, which includes approximately 11,900 young adults ages 18-20 and 12,100 young adults ages 21-24. An analysis of administrative data for these young adults shows that the 18-20 year olds are very different from 21-24 year olds (as well as older adults) in terms of their case composition, history of Cash Assistance receipt, and the program activities in which they engage. This suggests that a customized approach for young adults receiving Cash Assistance is needed. The overwhelming majority lack the high school degree necessary for access to the job market. For all youth, these strategies will entail, in the short term, the creation of a youth coordinator position to manage youth services and develop and maintain partnerships and relationships with community providers. HRA recognizes that young adults receiving Cash Assistance have certain strengths and face different challenges than their older counterparts. As such, a comprehensive approach to young adult programming is needed. As a short-term measure, HRA will create a youth coordinator position to manage the new employment strategy for youth.

In the short term for young Cash Assistance recipients ages 20-24 with no high school diploma or a High School Equivalence (HSE) diploma, HRA will encourage full-time preparation to obtain an HSE credential.

In the medium term, HRA will create, under the guidance of the youth coordinator, an in-person processing unit for matching youth to engagement options. For the long term, HRA will support education and training services through a new comprehensive assessment structure and new case management services.

Finally, for youth aging out of foster care, HRA will, in the short term, establish a relationship and devise a multi-year strategy with Administration for Children's Services to coordinate employment services for these youth aging. In the long term, HRA will engage with ACS to develop a strategy for youth aging out of foster care and target HRA programs and services to benefit them.

Customized Employment Strategy for Shelter Residents

HRA also plans to create customized employment strategies for shelter residents, as about 13,700 Cash Assistance recipients reside in a Department of Homeless Services homeless shelter. Homelessness makes obtaining a job substantially more difficult. Of all the children and adults who filed applications for shelter with the Department of Homeless Services during the first six months of 2013, almost one quarter, were part of a Cash Assistance case that HRA closed or sanctioned because of alleged non-compliance in the previous 12 months. Since shelter residents include many client groups covered in other areas (youth, education/training, family engagement requirements, etc.), these strategies will entail, in the short term, the assurance that those options/provisions are appropriately implemented for these shelter residents, including instituting shelter-based employment programs based on successful program models currently operated by shelter providers. In the medium term, HRA will establish new strategic milestones for employment vendors serving homeless clients to ensure that services provided are

appropriately tailored to the needs of shelter clients. In the medium term, HRA will establish new payment milestones for specific services tailored to meet shelter clients' needs.

HRA will support education and training services by implementing a comprehensive assessment, case management services, and a JobsPlus-like model for shelter clients. HRA will implement a comprehensive assessment that will evaluate the specific needs of homeless shelter clients and link the assessments to intensive case management for those who need it. In addition, HRA will seek to develop a JobsPlus-like model—a proven employment program that offers services to residents in targeted public housing developments, helping residents build skills and connect to the labor market so they can increase their incomes and financial security—to meet the specific employment and training needs of shelter residents.

More specifically, for clients in DHS-operated shelters, HRA will, in the short term, pilot placing employment program contractors in the DHS shelters to provide services and help clients resolve issues, and for clients in shelter with existing employment programs, HRA will establish relationships with these providers and offer clients the option of enrolling with them. In the medium term, HRA will develop capacity to partner with existing shelter providers so that shelter residents can receive seamless services.

Allow Recipients with Limited English Proficiency (LEP) to Participate in Full-Time English as a Second Language (ESL) Coursework

For Cash Assistance recipients with limited English proficiency, HRA will allow them, in the short-term, to participate in full-time English as a Second Language (ESL) coursework, and test them for literacy in their own language. As of October 1, 2013, there were 28,000 LEP Cash Assistance adult clients, of whom 56% (or 15,680) were over age 60 and exempt from HRA employment requirements due to age. The remaining 18-59 year-olds (44% or 12,320) were mostly Spanish-speaking (87%) and only 33% were required to participate in HRA work activities either because they were not already exempt due to disability or other reasons or because they were not already working full-time. This means that only 4,065 LEP Cash Assistance adults could access HRA's employment services. HRA proposes a customized employment strategy for this small but important component of the employable caseload.

As part of HRA's strategy to more positively engage LEP immigrants and clients and ensure their future success, Cash Assistance recipients in need of ESL classes will be allowed full-time engagement in these activities. In addition, HRA will test LEP recipients to determine their literacy in their own language, since that may affect their ability to learn English, and find an appropriate ESL class for them. This testing will be done via the TABE for English, the SABE for Spanish, and the use of interpreters and interpreter services for any other required languages. Limited English skills along with low basic education suggest that these clients face particular challenges to finding employment at sufficient wages to move off of the Temporary Assistance caseload. In response, HRA proposes to allow them the opportunity to participate in ESL coursework full-time (5 days a week), as long as sufficient progress is being made. HRA intends to work with community partners to offer full-time options, as well as, in the longer-term, to modify the employment program contracts to allow this option.

Provide Better Support for Domestic Violence Survivors

For Domestic Violence (DV) survivors, HRA will provide more client-centered and effective support. Many DV survivors seek assistance but do not report their status and thus miss out on receiving assistance that could be vital in helping them rebuild their lives and be safe. HRA will be improving its ability to determine who is eligible for DV-related services. HRA will also be offering survivors an opportunity to enroll in effective programs like the Sanctuary for Families Economic Empowerment Program (EEP) to develop the survivor's skills to work and become self-sufficient. HRA will identify these programs and offer survivors an opportunity to participate in them. Additionally, HRA will extend the DV waiver period to six (6) months from the current four (4) month waiver and thereby reduce unnecessary administrative appointments for DV survivors to renew the waiver every four months. Moreover, to enhance the safety and security for survivors, HRA will modify its partial waiver program. All DV survivors determined to be at risk will receive a full waiver to help ensure safety and achieve stability. However, DV survivors who want to participate in employment programs will be permitted to do so.

HRA will continue to meet with all stakeholders, including clients, agency staff, employment vendors and advocacy groups to refine and further develop its employment policies and practices with the aim of assisting our clients reach self-sufficiency and permanently abate their need for public assistance.

- b. Described below is a description of how the district uses work participation management reports available through Cognos or other reports and activities to monitor district progress toward meeting work participation requirements and ensuring full engagement by adults in work or work preparation activities.

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 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. VendorStat weekly meetings review the vendors' performance on indicators such as EP rates, placement and retention. Vendors are ranked according to their performance on these indicators, promoting competition among contractors. In addition, technical assistance is given when a vendor is not performing in certain areas. If a vendor is not meeting goals in placements, then a corrective action is requested which, if not corrected, can allow the vendor to be terminated as needed.

JobStat is also a computer database that generates a comprehensive list of performance indicators covering the major areas of concern for program managers, e.g., 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.

- c. Describe the extent to which the district requires Non-Temporary Assistance Supplemental Nutrition Assistance Program (NTA SNAP) applicants and recipients to participate in SNAP E&T work activities. If the district is not mandating SNAP E&T work activity assignments, please describe how NTA SNAP work registrants are informed of the services available, upon request, for assistance with job search activities. Please note: At a minimum, districts are required to make available job search as an SNAP E&T activity to SNAP applicants and recipients.

Currently we are not mandating NTA SNAP recipients to participate in SNAP E&T work activities. However, all NTA SNAP recipients are informed, through a notice and a directory, of the availability, upon request, of employment-focused education and training services, including job placement services, through the SNAP E&T Venture Program.

- d. 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 Supplemental Nutrition Assistance Program (SNAP) benefits.

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

FA	SNF	SNA	SNAP	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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Subsidized Private Sector Employment	Employment in the private sector for which the employer receives a subsidy from TANF or other public funds (excluding tax credits) to offset some or all of the wages and costs of employing and training a recipient in accordance with New York State Social Services Law 336-e. Subsidized private sector employment will include positions subsidized through grant diversion/Transitional Employment Advancement Program (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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Subsidized Public Sector Employment	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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Work Experience	<p>Unpaid work performed at a public or not-for-profit organization to enable a participant who cannot find unsubsidized employment to improve his or her employability. Work experience provides participants with an opportunity to acquire, training, knowledge, work habits, and work references 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>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	On-the-Job Training (OJT)	<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>

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Community Service	<p>A structured program in which participants perform work for the direct benefit of the community under the auspices of public or nonprofit organizations. Community service placements must be projects that serve a useful community purpose in fields such as health, social services, environmental protection, education, urban and rural redevelopment, welfare, public recreation, public facilities, public safety, and childcare. Community Service programs are designed to improve the employability of participants not otherwise able to obtain unsubsidized employment. Participation in community service may include training that is directly required for the participant to complete the community service assignment. For example, an individual who is expected to provide clerical support to a food pantry may be provided training to develop or refine filing and data entry skills.</p> <p>Community service assignments will primarily be voluntary in nature including participation in VISTA, Americorps, and unpaid volunteer activities at a school, Head Start programs, religious or faith-based institutions, community organizations or a nonprofit or public agency but will also include such mandated participation when court ordered. Participation in activities to support these organizations is deemed to provide a service to the community. In those instances where the participation could meet the federal definition of work experience or community service and the district or program provider would like to have another recipient provide childcare for the community service individual, such hours of work may be reported as participation in community service.</p>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Job Search	<p>The act of seeking or obtaining employment or preparing to seek or obtain employment and will include looking for suitable job openings in a group or individual setting, making contact with potential employers, learning appropriate workplace expectations and behaviors in preparation for submitting job applications and interviewing, preparing to or applying for and/or interviewing for jobs and related activities.</p>

X	X	X	X	<p>Job Readiness Training (JRT) 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 WTWCMS 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"> • 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. • 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.
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Vocational Education	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 English as a Second Language (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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Job Skills Training	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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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, ESL instruction and education leading to a high school 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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Secondary School	Regular attendance in accordance with the requirements of the secondary school or a course of study at a secondary school or other State accredited institution leading to a high school equivalence (HSE) diploma, 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 HSE diploma as determined necessary by the educational institution. Secondary School or HSE programs that routinely include ESL, career training, alternative school, tutoring, dropout prevention, teen pregnancy or parenting programs as a requirement of program participation as determined by the educational institution will also be permitted.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Provision of Childcare for Individual Participating in Community Service	Providing unpaid childcare to enable another Temporary Assistance (TANF/SNA MOE funded) recipient to participate in a community service program.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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.

The current process is as follows: HRA generally assigns TA applicants to employment program 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 B2W vendor. Applicants are expected to participate fully for any hours to which they are assigned.

Applicants who are required to participate in the employment program are generally required to attend 35 hours of activities with the employment program 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 currently paid on a performance basis for the completion of the EPs and for job placement and job retention milestones. They are required to complete each assigned applicant's/participant's EP 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.

Pilot Program that Allows Self-Directed Job Search for Job-Ready Cash Assistance Applicants

Additionally, HRA intends to implement a pilot project to permit self-directed job search as a permissible work activity for job-ready Cash Assistance applicants. Currently, all applicants for Cash Assistance that are determined to be employable and not already enrolled in school are referred to the employment program for full-time job search and job readiness training. HRA plans to implement a pilot project that identifies applicants who are job ready (with "job ready" defined as applicants who meet all three of the following criteria: (1) employed within the past three (3) months *and/or* highly educated; (2) ready to find and accept employment, based on self-report; and (3) have a high level of job searching self-efficacy, based on a short questionnaire) and allows them to do self-directed job search with a weekly check-in at an employment program provider. The weekly check-in will provide an opportunity for the applicant to obtain Metrocards and to attest to job search activities. This contrasts with the current model that requires daily attendance at the employment program vendor for job search related activities. The pilot will involve a subset of job-ready clients in order to evaluate the impact of self-directed job search on job placements and receipt of Cash Assistance. HRA will review the efficacy of this pilot by comparing the outcomes of clients in self-directed job search with those of clients required to report to the employment program vendor daily.

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.

As indicated above in several places, HRA intends to customize the number of hours of participation when needed, and revisit application process requirements.

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 and who in the agency is responsible for monitoring the job search.

Once applicants have been determined to be TA eligible, they are generally assigned to a "core" activity for 20 hours a week. (If that "core" activity is the current Work Experience Program (WEP), the number of hours is limited to the number of hours determined by their monthly TA and SNAP grants divided by the higher of the federal or State minimum wage.) The balance of their weekly hours are job search activities performed at the employment program vendor. Recipients are expected to participate fully for any hours to which they are assigned.

Job search is generally a required component for 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 (for the time being), training or education, unsubsidized or subsidized employment, self-selected community service and work study/externships/internships. The hours of job search will vary depending on the individual's progress in meeting his/her assessment and training goals. HRA's employment program 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. These ITAs are issued under the Workforce Investment Act (WIA) and are governed by WIA rules.

All job search activities are supervised by contracted vendors who maintain records of the specific activities and employer contacts. As the reforms are phased in, as a result of focus group discussions, HRA intends to utilize peer-modeling as a technique vendors will use to encourage clients to look for a job and keep it.

Vendors are currently paid on a performance basis for:

- Employment placement and retention milestones paid per job seeker,
- Aggregate assessment and engagement rates,
- Aggregate performance milestones,
- Services for upgraded jobs for clients employed part-time, and
- Completion of certificate/licensure or degree programs.

Section 3.5 Job Development

Yes No The district conducts or accesses job development services to expand job opportunities for TA and SNAP clients.

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:

Business Link is HRA's in-house employment service for public assistance recipients and other clients.

HRA's Business Link Job and Account Developers develop job opportunities by building relationships with NYC employers through cold calling, street canvassing and networking (e.g., attending job fairs and industry events). Business Link develops positions in a variety of industries that have high-growth potential.

For job candidates, NYC Business Link provides free job placement to TA and SNAP recipients, as well as those with housing needs and others who receive financial assistance in New York City. When a job opportunity is identified, Business Link recruits qualified candidates by mail, email and phone by advertising positions in various industries that candidates can select. Business Link also invites candidates to come to the Business Link office to review current job opportunities, which is a voluntary process. Candidates can then attend pre-screening orientation sessions. Qualified candidates are screened for the position and referred to the employer for an interview. Interviews can occur at the employer's place of business or at HRA facilities.

For employers, Business Link offers wage-subsidy reimbursement to all employers interested in hiring TA recipients. Business Link provides a full complement of services to businesses, including on-site opportunities with employers in facilitating pre-screening, interviewing, customized recruitment and testing.

HRA conducts job fairs throughout the year to connect qualified candidates to available positions throughout the five boroughs of New York City. HRA staff and vendors play a major role in recruiting employers with available positions and screening applicants prior to the event. HRA has focused Job Fairs that are sector specific, for example, health care, security and retail.

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

HRA contracts with several specialized employment and training organizations that serve Temporary Assistance participants at over 50 training sites across the City through B2W. 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 has been a central part of HRA's existing 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, as appropriate, and provide a variety

of post-employment services. These contracts will be reevaluated and rebid as part of HRA's reform process.

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

Section 3.6 Training Approval and Activity Enrollment Policies (Reference 18 NYCRR 385.9)

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

The employment program vendors currently provide services for Cash Assistance participants with low literacy or who lack a high school diploma or the equivalent. An employment-focused, contextualized literacy services program is offered, in lieu of other CA program models. "Low literacy" is defined as scoring below 9th grade on the Test of Adult Basic Education (TABE).

The TABE test is currently given to all non-exempt recipients.

Typically, for 14 hours per week, those participants who are interested in enrolling in educational activities attend literacy classes with a contextualized/co-teaching component that teaches English as a Second Language, literacy, and numeracy in short-term modules based on employer and industry needs. Instructional content is based on job market and employer-defined critical thinking and problem-solving skills that participants need to successfully transition into employment.

Literacy classes are offered in modules that last up to three months. Participants are re-assessed after each three-month course to determine if a subsequent three-month course is needed. In addition, literacy participants engage in a "core" engagement assignment for 21 hours per week, typically.

In limited circumstances, such as if the recipient is already enrolled in an HSE program or it has been determined that the recipient will be able to achieve a high school equivalency in a reasonably short period of time, TA participants eligible for literacy services are offered stand-alone HSE classes for up to 35 hours per week by an employment program contractor or subcontractor, if such classes clearly fit into the participant's Employability Plan. These classes are offered in modules that last up to three months. Participants will be re-assessed after each three-month course to determine if a subsequent three-month course is needed.

Any non-exempt recipient who possesses less than a 9th grade literacy level is encouraged to enroll in educational activities, such as a basic literacy program or high school equivalency. Non-exempt recipients who have not attained a high school diploma or the equivalent are offered the opportunity to enroll in educational programs designed to improve literacy and/or prepare them to attain a high school diploma or its equivalent.

In New York City, workers with a high school diploma or equivalent earn 1.5 times what workers without these credentials earn, and workers with an Associate's Degree earn 2 times more. However, HRA TA recipients lack the basic education needed to realize these positive economic returns. Among HRA clients who are determined to be employable, 60% lack a high school diploma or equivalent and 30% of those with a diploma or equivalent are below 9th grade proficiency in math and reading. Among the 40% with a high school diploma or equivalent, only 4% have an Associate's Degree.

Accordingly, as part of its reform efforts, HRA intends to increase access to education and training opportunities for all recipients. See Section 3.4(a). For example, in the short term, for those recipients in high school or a HSE program, HRA will allow full-time HSE engagement for all adults, identify external partners (e.g., NY SERV, DOE, DYCD and others), and increase HSE enrollment. In the medium term, HRA will formalize partnerships with existing agencies and create a track with DOE to keep youth in school. For those under age 24, HRA will allow full-time attendance at high school, a High School Equivalency (HSE) program, English as a Second Language (ESL) program, and basic or remedial education without additional work activities. In addition, HRA will also allow this population to attend vocationally-related post-secondary education as a core activity for up to the 12-month lifetime limit; and allow attendance beyond the 12-month lifetime limit with 20 hours of core work activities, such as Federal Work Study (FWS) programs, internships and externships, and community service, when paid employment is unavailable.

HRA data suggest that as much as 72% of recipients with limited English proficiency (if including those with education unknown) lack a high school diploma or equivalent. Accordingly, for those recipients who have limited English proficiency or require ESL instruction, HRA will, in the short term, allow full-time literacy engagement, and, in the medium term, will work with the ESL provider community to increase full-time offerings.

For those recipients currently in education and training programs, HRA will, in the short term, allow full-time vocationally-related education/training engagement for up to 12 months, as permitted by federal and state law, and, in the medium term, expand and deepen financial/debt counseling for in-school students and expand access to federal work study programs. According to CUNY's Office of Institutional Research and Analysis, only 20% of first time freshmen enrollees earn an Associate's degree within six years. The increased availability of education and training as well as four year college programs for TA recipients, will help address the low completion rate for these programs. Therefore, consistent with federal and state law, HRA will allow participation in four-year college as a core activity up to the 12-month lifetime limit, and thereafter as a secondary activity for recipients who participate in core work activities for 20 hours per week and are able to maintain a cumulative C average or its equivalent as determined by the academic institution. In accordance with federal and State law, for Cash Assistance recipients attending two- and four-year college programs, HRA will include, in addition to actual hours of participation (including supervised homework), up to one hour of unsupervised homework/study time for each hour of class time, provided that the total number of hours of homework/study time does not exceed the documented hours expected by the educational provider. HRA will count the hours a student spends on supervised and unsupervised homework and/or study time as part of the student's vocational education and/or job skills training to satisfy his/her employment requirement.

Additionally, HRA will increase supports for Cash Assistance recipients enrolled in college.

Increase Access to Short-Term, Sector-Based Training Opportunities and Utilize Available Career Pathway Programs

For those recipients who are interested in and have been assessed as needing education and training, HRA will, in the short term, provide Individual Training Account (ITA) vouchers to enhance the availability of short-term, sector-based training for Cash Assistance recipients that centers around building strong employer partnerships. In the medium term, HRA plans to restructure ITAs and will include employer-based training tied to specific jobs, include literacy services into employment program contracts and proactively facilitate education and training partners to work with employment program contractors. In addition, HRA will increase access to targeted short-term, sector-based training opportunities in high-growth industries, and to link Cash Assistance recipients with Career Pathways programs, similar to the State programs. Training vouchers will be used for programs such as Career Pathways programs tied to careers in high-growth industries, and will proactively facilitate Career Pathway partners to work with its employment program vendors. For the long term, HRA intends to support education and training services through a new comprehensive assessment structure and new case management services.

- b. Describe how the district identifies appropriate 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:

Vocational Education/Job Skills Training Programs: HRA maintains a list of eligible training providers from which clients can choose. Assignments to vocational education programs are generally subject to a 12-month lifetime maximum for full-time training. However, after exhausting this lifetime limit, participants over 24 years of age may be permitted, consistent with the individual's assessment, to continue with jobs skills training directly related to employment and education directly related to employment, generally in combination with employment or other approved "core" work activities, under circumstances prescribed by HRA, for periods prescribed in HRA enrollment policies applicable to those participants. See subsection 3.6(a) 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 and guideline workers follow to ensure that individuals who have not attained a basic literacy level and/or have not attained a high school diploma are offered the opportunity to participate in an educational activity:

The training assessment questionnaire in the EA/EP records all grades completed, all educational and training program completed, diplomas and degrees attained, along with the identified educational/training interest/preferences and employment goals. The automated EP instructs workers to refer clients to employment program vendors at which they have literacy options. The vendors administer the TABE test to all non-exempt clients to identify those who have not attained basic literacy. The vendors provide services for Cash Assistance participants with low literacy and/or who lack a high school diploma or the equivalent. An employment-focused, contextualized literacy services

program is offered, in lieu of other CA program models, and participants with low literacy are encouraged to accept the assignment. See Section 3.6(a).

Participants who lack a high diploma or the equivalent who want to receive high school equivalency (HSE) instruction are referred to an HRA approved program.

Those clients who possess less than a 9th grade literacy level are encouraged to enroll in educational activities, such as a basic literacy program or high school equivalency. Clients who have not attained a high school diploma or the equivalent are offered the opportunity to enroll in an educational program designed to improve literacy and/or prepare them to attain a high school diploma or its equivalent.

- d. Describe the district's process and policy, including the guideline workers follow, when 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. Include in this section instances when the agency would deny participation in education activities:

HRA would deny participation in educational activities when an individual does not possess the minimum qualifications to succeed in his/her preferred educational activity, as well as when, based upon an individual assessment and employability plan, a determination is made that educational and vocational educational activities are not appropriate or if such individual has failed to make satisfactory progress in educational activities. For example, an individual who does not have a high school degree or the equivalent and has a 9th grade literacy level would not be a candidate to choose to enroll in a four-year college.

- e. Education and training providers are evaluated by the following standards:
- a. Compliance with federal and State temporary assistance law and regulations, and this Plan;
 - b. Licensing or approval by the NYS Education Department or other public agency;
 - c. Achievement of satisfactory employment placement and retention rates;
 - d. Regular and timely submission of documentation of enrollment, attendance and satisfactory progress of participants, in a form satisfactory to FIA;
 - e. Standards set forth in the terms of their respective contracts.
- f. 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 an interest in, or a preference for, participation in education/training, so long as an assignment to education/training is consistent with the individual's assessment, are given access to a searchable Master List and are 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 is 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.

- g. 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 EP. Except as provided below, education/training activities must generally be concurrent with at least 20 hours weekly of a "core" engagement activity, including unsubsidized and subsidized employment or, currently pending the reform process, work experience (assuming, for work experience, that the participant's TA grant plus SNAP grant supports 20 hours of work). Unless a specific barrier or work limitation exists, participants are expected to engage in approved education/training and employment/work experience activities that comprise a simulated work week of 35 hours for families with children aged four and older (with an adjustment to 30 hours under special circumstances), 35 hours for households without children, and 25 hours for families with children under the age of 4.

A participant enrolled in an education or training program is assigned or reassigned to a work activity only after an assessment or reassessment is conducted and an EP is developed or updated. Participants are assigned to HRA-approved education and training programs in accordance with the individual's interests and 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.

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 accommodates the class hours of that participant by making reasonable efforts to schedule any work activities consistent with the requirements of SSL Secs. 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, is 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.

In accordance with this Section 3.6, HRA is not required 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 or prior to the assignment being approved by HRA. 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 HSE 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 State statutory and regulatory requirements

and HRA enrollment policies. See subsection 3.6(a). 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).

- Education/Training Programs (other than Basic Education): Enrollment in vocational education/training programs (other than basic education) is generally subject to a 12-month lifetime maximum for full time training. 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 a "core" engagement activity, such as work experience (under the current model) and unsubsidized and subsidized employment, under circumstances prescribed by HRA, 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. ITA vouchers can be used only with providers on the New York State Eligible List of Training providers and at those courses and prices in the NYC Training Guide. See Section 3.6(a).

B. Continuing Requirements: After assignment to an education/training program, consistent with federal and State law, 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 academic progress, meaning a cumulative C average, or its equivalent, as determined by the educational program, 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.

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

Participants are notified of enrollment in a work activity by the FIA worker, TAG or the 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 is not approved for the participant without the presentation of verification of enrollment in a form required by HRA. Such verification is required at least annually.

- i. 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 approves 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]

- j. 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. Individuals under the age of 20 who maintain satisfactory attendance in secondary, vocational or technical school or a HSE 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.

- k. 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, and the worksite supervisor is notified in writing of an individual's limitations.

For HRA's plans regarding education and training as the reforms are phased in, see Section 3.6(a).

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 maintain the documentation to verify what is being reported to NYS OTDA.

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 WTCMS, NYCWAY or other automated systems 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), and/or parent or caretaker relative of a child in the household under 12 months of age, (Employability Code 31), 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 will receive a selected sample from State OTDA each quarter and based on that sample will do as follows:

HRA will review 75 cases semi-annually for paid work activities. Both the temporary assistance and employment case records 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 are consistent with the hours reported on NYCWAY; the documentation is in the file to support hours reported to HRA; and that the scheduled hours on NYCWAY are consistent with the documentation.

HRA will review 50 cases semi-annually for participation in unpaid work activities. The employment case records will be reviewed. Attendance will be recorded by the Daily Time Keeping System (DTS), 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 have been correctly reported on DTS and excused absences are documented in the case file in accordance with the federal limitations.

HRA will review 25 cases semi-annually in which a case member is reported as an employability code 38-needed in the home fulltime to care for a household member with a disability. The temporary assistance case file will be reviewed to ensure there is presence of medical documentation to support the exemption, that the documentation establishes the anticipated length of the disability and that the individual is the appropriate caretaker.

HRA will review 25 cases semi-annually 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 footprint documentation, documentation from the hospital, or 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.

Over 2014 and 2015, HRA will ensure that a summary/management reports will be prepared following each review and forwarded to Kathy Nagy at Kathleen.Nagy@otda.ny.gov and Kyle Miller at Kyle.Miller@otda.ny.gov.

HRA will maintain the supporting documentation for participation in paid and unpaid work activities and make it readily available for review by OTDA A&QC upon request. In addition, documentation related to the caretaker of a child under 12 months of age or caretaker of a disabled household member will also be retained and made available upon request.

HRA will validate attendance reporting by monitoring visits to providers and viewing attendance records for program participation. Over 2014 and 2015, HRA will visit employment vendors and other providers on a semi-annual basis to assess the accuracy of attendance reporting.

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

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

- a. Following is the district's procedure for determining if an individual who is unable to work due to a mental or physical impairment has the potential through treatment or other rehabilitative activities to improve the ability to work. 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 will refer the client to the Wellness, Comprehensive Assessment, Rehabilitation and Employment (WeCARE) program for an assessment.

Improve Services for those with Limitations to Work

HRA will enhance its efforts to identify clients with work limitations through our existing application and recertification processes. Because some individuals with mental health issues

may not want to self-disclose them or even be aware of them, HRA will implement procedures to encourage self-disclosure of work limitations. HRA will work with its contractors to strengthen assessments in these areas in an effort to better identify and serve these clients based on their individual needs, including any needs for reasonable accommodations.

HRA plans to increase the portals of entry to the WeCARE program from the Job Centers. In the short term, HRA will implement a process where HRA Job Center staff will review a client's case for a history of federal Supplemental Security Income (SSI) applications and/or denial and a history of non-compliance. HRA will conduct a case review of all participants who were previously referred to WeCARE prior to implementing any adverse action. Physical and mental health issues that prevent someone from being successful in the labor market and/or lead to a history of non-compliance can go unnoticed by Job Center staff. To address this problem and make a determination about whether a referral for additional services is required, Job Center staff will review cases for SSI application history and non-compliance history and assess whether there is a previously unidentified physical and/or mental health limitation that may be contributing to non-compliance and whether the client could benefit from a referral for additional services. Additionally, Job Center worker review of Social Security Application/Denial History will also help to identify clients who may be potentially eligible for SSI. There will also be a review of history of non-compliance with HRA appointments to consider unidentified limitation/barriers.

In the medium term, HRA will enhance its efforts regarding the screening of clients for reasonable accommodation needs with respect to travel, participation/engagement and workplace accommodations and implement a functional assessment in vocational services.

In the long term, HRA will implement a mental health screen as described in the Plan instructions regarding such screens in Section 3.3.

The WeCARE vendors are contracted to provide a comprehensive BioPsychoSocial (BPS) assessment, including a medical evaluation by a board certified physician. The individual is encouraged to submit his/her own medical documentation to the WeCARE vendor for consideration as part of the BPS assessment. Clients can be referred to board-certified specialty physicians for further evaluation when clinically indicated. Each WeCARE medical site has on-site psychiatrists. Upon completion of the BPS, a client's Functional Capacity Outcome (FCO) is determined and includes:

- Employable with no limitations to employment: these clients are referred back to their Job Center for engagement in work-activities, or
- Employable with limitations that require vocational rehabilitation services and/or specialized job development and placement activities to ensure required work-place accommodations are provided, or
- Temporarily Unemployable due to unstable medical and/or mental health conditions that require a Wellness Plan, or
- Unable to work for 12 or more months and potentially eligible for federal disability, or
- Unable to work due to unstable medical and/or mental health conditions that require a Wellness Plan and potentially eligible for federal disability.

Additionally, if, within one year of completion of a BPS, a client develops a new or worsened medical and/or mental health condition, the client is referred to WeCARE's Clinical Review Team (CRT) for assessment. The CRT review determines if changes to the client's clinical condition result in a new Functional Capacity Outcome.

Assist Clients with SSI Applications and Appeals

As the reforms are phased in, HRA plans to strengthen the assessments performed by WeCARE vendors by implementing more comprehensive assessments for reasonable accommodation needs, to review cases for a history of SSI applications or denials, and to expand access to programs for clients with work limitations due to disabilities. Based on the results of these screens, vendors will be required to use this information to assess clients' employability and better identify those clients who may be eligible for federal disability benefits. In the short term, this will entail strengthening the assessments for reasonable accommodation needs with respect to travel, participation/engagement by adding questions related to needed reasonable accommodations to the BPS and other assessment process currently conducted in WeCARE. Vendors will continue to identify workplace accommodations and the review of client history of applying for federal disability benefits to better identify clients who may be potentially eligible for SSI. (See above.) HRA will assist clients in filing SSI applications and appeals of denials of SSI applications, including federal court appeals.

In the short term, HRA will also assist clients denied status due to citizenship status. Data indicate that approximately 5,000 clients are pending SSA decisions on disability applications or have been denied disability for citizenship reasons. As HRA data reflect that 84% of all Cash Assistance adults over age 60 with limited English proficiency were non-citizens who had an SSI application denied or were in pending status, it is unlikely their citizenship status will ever change and thus they will never be eligible for SSI benefits. HRA intends to move these clients who have been denied SSI due to citizenship status and who have been determined to be unable to work due to physical and/or mental health limitation that is expected to last six (6) months or more to the currently unused Employment Code 36 (Incapacitated six months or more – Exempt) to prevent unnecessary call-ins and the filing of multiple SSI applications that will only continue to be denied due to citizenship status. Currently, there are several thousand of these cases that appear as SSI pending on engagement reports when in fact these numbers reflect multiple unnecessary applications. HRA also intends to develop a plan, contingent upon OTDA approval, to implement biennial recertification periods and thereby reduce unnecessary appointments for these clients who are exempt from work requirements because of their disabilities.

Additionally, HRA will implement a functional assessment in vocational services. Currently, clients who are determined work-limited participate in a Diagnostic Vocational Evaluation (DVE) that focuses on the vocational strengths of the client. In the medium term, HRA intends to apply aspects of the Social Security Administration's (SSA) sequential evaluation and grid rules to identify those clients who may be "functionally disabled" due to a combination of clinical conditions, age, lack of education and work histories, and work-limitations. HRA will modify the current DVE process to better assess identified subgroups that may qualify for federal disability benefits and use the DVE to focus on their limitations to strengthen a SSI application based on the sequential evaluation and aspects of the grid rules.

HRA intends to strengthen services around obtaining federal disability benefits for those clients for whom it is appropriate while at the same time reducing HRA appointments for this vulnerable population. HRA understands that assisting clients in obtaining SSI improves the quality of the client's life while providing him or her with a better income source. HRA will also explore options for making referrals to community-based providers who will assist clients with federal court appeals of denials of federal disability benefits.

Contingent upon OTDA approval, HRA will also pursue the possibility of biennial recertifications for all SSI-pending participants. HRA believes clients who are awaiting Social Security Administration decisions on disability applications or have been denied federal disability assistance for citizenship reasons should be allowed a biennial recertification for Cash Assistance, which HRA data suggests may involve approximately 3,000 clients. This will reduce the potential for unnecessary adverse actions of case closings or sanctions for these clients.

In addition, in the short term, HRA intends to support the SSI application and appeal needs of clients who are determined to be homebound for more than one year, and will provide assistance to homebound New Yorkers with SSI applications and move toward biennial recertifications (in the medium-term and contingent upon OTDA approval) and home-based SSI application assistance.

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

Following the completion of the BPS and based on the client's FCO, an individualized Comprehensive Service Plan (CSP) is developed, which includes referrals and linkages to community-based treatment providers.

- c. Following is the district's procedure for tracking the participant's compliance with the treatment plan, including who in the district is responsible for monitoring compliance. Include elements such as monthly confirmation of attendance at rehabilitation or other factors to judge participation and progress, along with how often the treatment plan is updated.

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

At the initial Wellness Plan appointment, the WeCARE case manager a) reviews the results of the client's BPS or CRT 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 are scheduled to meet with WeCARE a minimum of once a month to review compliance with treatment in the community and monitor progress in stabilizing the medical and/or mental health conditions that are the focus of the Wellness Plan. Case managers also contact the client's medical provider(s) to verify attendance at treatment appointments.

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-based

physicians to complete this report at the end of the Wellness Plan in order to assess clinical progress and employability.

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 HRA.

Currently, participants with a Wellness Plan are required to attend a face-to-face appointment once a month with a vendor for the duration of their Wellness Plan. As the reforms are phased in, HRA proposes to replace this face-to-face appointment requirement with a telephone option in order to better meet the needs of clients. This will allow clients with unstable clinical conditions to fulfill this requirement by telephone, reduce the number of face-to-face appointments, and decrease negative actions resulting from problems traveling to and from a vendor site.

Provide Client-Centered Services for those with Substance Use Disorders

In addition, HRA plans to provide more client-centered services to clients with substance use disorders and other issues by evaluating the use of Harm Reduction services for clients with a history of non-compliance with intensive treatment and, with appropriate approvals, begin making referrals and monitoring compliance. Such an approach would not subject clients to a sanction for non-compliance with traditional treatment, and would give them an opportunity to begin to address their needs through Harm Reduction programs. This approach is consistent with what other states do, as well as with New York State's Medicaid Redesign approach. In addition, it supports HRA's goal of not harming those at risk of becoming homeless with sanctions that are linked with homelessness.

HRA recognizes that these clients often cycle in and out of care and have histories of HRA imposed sanctions for failing to comply with mandates to substance use treatment. Harm Reduction is a well-recognized portal of entry to substance use services which recognizes that the engagement of these clients may require services that are client-centered and designed to decrease possible harm to themselves and the community through the clients' activities when using substances. Providers work with clients on decreasing use and/or amounts of substances, safety, providing clean, positive space for clients to meet staff /other clients, decreasing unprotected sex and other high risk and criminal behaviors. They also use motivational interviewing and other techniques over time to attempt to encourage the client to accept clinical substance use treatment. The New York State Department of Health supports this approach to reducing substance use.

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

- HRA provides a milestone payment to its employment program 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.

- WeCARE vendors provide outreach services to maximize compliance for their clients who are required to attend and cooperate with scheduled appointments and activities. Outreach is one of several services provided by the WeCARE vendor to address barriers, minimize obstacles and encourage participation. In the short term, HRA intends to make this outreach more robust and focused on reasons clients are not attending, and working with those clients to attempt to mitigate their reasons and ensure reasonable accommodations are provided to assist clients in accessing services.

- For clients with work limitations and workplace accommodation needs, HRA intends to reform work participation requirements. In the short term, this will entail the increased use of appropriate education/training consistent with HRA approval and allowing full-time non-post-secondary education/training engagement, including full-time HSE and ESL/LEP engagement when appropriate, as permitted by federal law. Also in the short term, hourly work participation requirements will be determined to be 35, 30 or 25 hours per week, based on clients' needs, while the use of WEP will be phased out and replaced. In the long term, internships, community service and subsidized jobs will be utilized for those who need job readiness strengthening. See Section 3.6.

- HRA also proposes that, when a work exemption or reasonable accommodation is given, the worker will check the NYCWAY Activity History to determine whether the recipient has a pending adverse action or whether an adverse action was taken close in time to the granted exemption/accommodation. If the adverse action was due to the individual's inability to comply due to his/her health limitation, for which a subsequent work exemption was granted, good cause will be granted retroactively.

- ***Increase Program Participation, Reduce Unnecessary Sanctions and Case Closings.*** An internal analysis of HRA administrative data found that over the course of an 18-month period, 45.6% of Cash Assistance recipients experienced either a sanction or a closing for non-compliance. Some of these adverse actions may lead to unintended consequences, such as homelessness or increased need for emergency assistance. An internal HRA study found that more than one in ten family Cash Assistance cases with an adverse action applied for homeless shelter after the action and almost one-quarter received housing or utility emergency assistance after the adverse action. In addition, these adverse actions can often result in fair hearing requests that require substantial agency resources and have the potential to result in financial penalties from the State in certain circumstances. Analysis of HRA administrative data suggests that fair hearings are requested for 22% of infractions that result from employment-related requirements. To reduce the potential for unintended consequences and unnecessary fair hearings, HRA proposes to implement the following efforts to increase program participation, reduce sanctions and closings for non-compliance.

- HRA will enhance program participation and dispute resolution. HRA is now upheld in only 10% of the fair hearing disputes that actually go to a hearing. Because of the excessive number of unnecessary fair hearings, the City is now subject to potential financial penalties of up to \$10 million annually. Even more important, time and money spent on unnecessary fair hearings does nothing to move clients out of poverty.

- ***Pilot project to allow up to five days of excused absences for illness without documentation.*** To increase program participation, reduce unnecessary sanctions and case closing for non-compliance, HRA plans to conduct a pilot project that will allow up to five days

of excused absences for illness without documentation. Currently, participants in HRA's employment-related programs are asked to provide documentation to be excused from an absence. Recognizing that not all illness results in documentation, HRA is implementing a pilot where up to five absences per calendar year will be excused without formal documentation, which is consistent with New York City's new paid sick leave law. The excused absences will be restricted to sick leave and participants will still need to contact the provider as soon as possible prior to the provider's submission of the participant's weekly timesheet (generally, the close of business of the Monday following that workweek) to explain the absence. The undocumented excused absences will be granted by the employment program vendor or the WEP or other site coordinator. The count will not be renewed if the case is closed anytime during the calendar year. Unused absences will expire at the end of the calendar year. The new rule will provide clearer guidance to employment program vendors and WEP coordinators to allow participants to use undocumented sick leave. Vendors and WEP coordinators will still have discretion to allow other types of undocumented leave with good cause.

- ***Pilot project to provide pre-conciliation outreach.*** The above pilot project is combined with a pre-conciliation outreach pilot project at the Richmond and Rockaway Job Centers to avert unnecessary case closings and sanctions consistent with State law to excuse non-compliance upon a showing of good cause and, in the absence of good cause, the state law requirement that HRA must then show that the non-compliance was willful. If a participant does not contact the vendor or WEP coordinator to report an absence, pre-conciliation outreach will be conducted for 10 calendar days in an effort to get the participant to return to the work assignment where his/her conduct was not willful and/or s/he had good cause. Currently, when a participant in an employment-related program does not attend his or her work assignment and does not make contact with HRA, a sanction process begins with a conciliation notice to the participant. The pre-conciliation process can often identify issues that previously went unnoticed and can be a more effective way to engage participants in work activities. The goal is to reduce the number of participants who ultimately end up sanctioned and to reduce the number of unnecessary fair hearings by addressing issues earlier through outreach. The pilot project will implement a pre-conciliation outreach period of 10 days to allow HRA staff to attempt to contact the participant by phone and by mail to reengage them before the sanction process begins. The pilot will be evaluated to determine whether the effort leads to a reduction in conciliation notices, sanctions, and ultimately fair hearing requests. Pre-conciliation outreach will include a letter to the participant asking him/her to return to the assignment and telephone calls to participants with a valid telephone number on file. If HRA reaches the participant and s/he agrees to return to the work assignment during the outreach period and his/her actions were not willful and/or s/he had good cause, the infraction will be settled and no conciliation notice will be generated. An individual's willingness to engage in his/her work activities during the pre-conciliation process is a substantial factor in determining whether that prior infraction was in fact not willful and/or the infraction is excusable since the individual had good cause. A conciliation notice will be generated after the 10-day pre-conciliation outreach period if it is determined that the individual's failure to comply was willful and without good cause, or if HRA is unable to reach the client during the outreach period. Conciliation notices will be generated only in instances when pre-conciliation outreach is unsuccessful. The participant will be able to establish good cause or non-willfulness at the conciliation appointment. If the pre-conciliation pilot is successful, pre-conciliation outreach will be expanded to missed employability call-in appointments at the Job Centers for people not engaged in an assignment.

- ***Pilot Project for Pre-Sanction (Pre-Notice of Intent) Case Review Process to Avoid Erroneous Sanctions.*** To increase program participation, reduce unnecessary sanctions and case

closings for non-compliance with work requirements, HRA intends to implement a pre-sanction (pre-Notice of Intent issuance) case review process to minimize erroneous sanctions against Cash Assistance participants at three (3) Job Center locations, namely HRA Job Centers # 39 (Union Square), # 44 (Fordham) and # 46 (Crotona). For participants at these three Job Center locations who did not partake in Conciliation, this pre-sanction case review process will be designed to ensure HRA's proposed sanction or case closing is correct and that HRA's case record for that individual does not indicate that s/he had good cause for failing to comply with his/her work requirements within a seven-day timeframe. Under this pilot project, within seven (7) days after the Conciliation period has ended, HRA will have reviewed the participant's case record to ensure that HRA's proposed sanction or case closing was correctly determined and will not lead an unnecessary fair hearing for the client. The pre-sanction case review will evaluate whether the participant's record indicates good cause exists to excuse the participant's non-compliance, as required by State law. Specifically, HRA will ensure the participant was properly notified and aware of his/her work appointment and/or requirement that was missed, that no administrative error (such as incorrect attendance timekeeping for a participant, or incorrect work location, date and/or time listed) caused a finding of non-compliance, that the participant had the necessary supportive services (such as child care and transportation to the work activity location) to participate, that reasonable accommodations were provided for participants who needed such, that the participant was not otherwise already exempt from work requirements, and that HRA had no information and/or documentation in its possession that establishes good cause to excuse the participant's non-compliance. This pre-sanction case review of the participant's case record will determine whether s/he had good cause to excuse his/her infraction, which will decrease the number of unnecessary fair hearings, minimize the disruption to the participant's Cash Assistance benefits, and increase engagement with the participant's employment services. The pilot project will be evaluated to determine whether the effort leads to a reduction in sanctions and unnecessary fair hearings and an increase in engagement in work participation for participants who would be otherwise ineligible for employment services if either erroneously sanctioned or languishing unengaged during the fair hearing process. If this pre-sanction case review process is successful, this pilot project will be expanded to all HRA Job Centers for participants who missed their opportunity to participate in meaningful Conciliation.

- ***Grace period for failure to report will be extended to 72 hours from 24 hours.*** For participants who fail to report to the initial appointment at the employment program vendor, HRA will extend the grace period for failure to report before vendors are required to post an infraction from 24 to 72 hours. Currently, employment service providers allow a 24-hour grace period to post an infraction for participants who fail to report to an initial appointment. HRA proposes to extend this grace period to 72 hours rather than 24, which allows participants the opportunity to resolve issues before being terminated from the assignment. Focus groups conducted with HRA staff suggested that participants attempt to address issues with the employment program vendor, but because the infraction is posted within 24 hours, they have no ability to resolve the issue without going back to a Job Center and being reassigned. Staff also suggested that clients often have legitimate reasons for missing an appointment, but that 24 hours does not give them enough time to resolve the issue with the provider. This allows clients the opportunity to resolve issues with the vendor before being terminated from an assignment and helps to promote engagement with work activities.

- ***Institute a standard lateness policy.*** To ensure HRA's policy on lateness is applied consistently, HRA will institute a standard lateness policy for employment service providers and HRA staff on late arrivals to an assignment or appointment at both assignments with vendors and

internal HRA appointments. Currently, HRA staff and employment service providers have discretion in terms of how to address lateness issues. Focus groups conducted with HRA staff resulted in feedback regarding providers infracting participants for being a few minutes late.

- ***Develop a data system that prevents HRA from scheduling appointments that conflict with other known work activities and/or appointments.*** HRA will develop a data system to prevent HRA from scheduling appointments that conflict with other known work activities and/or appointments, including court proceedings and related service appointments and appointments at other agencies. Feedback from staff and participants suggested that HRA scheduling conflicts can lead to missed appointments, which then lead to the sanction process. Staff focus groups also identified problems with data systems not communicating as a cause of fair hearing requests. Currently, HRA has multiple data systems that do not communicate, resulting in more than one appointment being scheduled for overlapping times. In response, a future data solution will be developed that prevents this from occurring.
- HRA will implement a system of automated appointment reminders and the ability for clients to reschedule eligibility-related appointments.
- HRA will develop specialized services and/or off-hours appointments for employed clients (e.g., weekend walk-in hours at a centralized location or night hours).
- HRA will implement a system to share employment openings at City agencies and civil service listings with participants to ensure they are aware of public service job opportunities available to them. Additionally, HRA will remind and emphasize to them that application and filing fees are waived for all public assistance recipients to encourage them to apply.

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 on non-durational sanctions or whose sanctions are about to expire are sent notices reminding them that they may reestablish eligibility for TA by being willing to comply with engagement requirements, which entails reporting to an assigned work activity site on time and prepared to engage in the assigned activity.

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

See above.

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 an 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 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 and Non-Temporary Assistance Supplemental Nutrition Assistance Program Applicants and Recipients in Work Activities approved by the District

- 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 for participants the following expenses which the district deems necessary for the individual to participate in orientation, assessment, employment planning, approved work activities and activities to restore self sufficiency:

Participants in approved work activities will 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, pending the WEP replacement program, 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. Such expenses will be reviewed and approved on a case-by-case basis, subject to the supervisory approval requirements set forth in PD #13-14-ELI, Revised Levels of Approval for Cash Assistance.

- b. The district will use the following approach to assist those participants who need transportation to and from an approved work activity site, including any applicable mileage reimbursement rate, and the method used by the district to arrive at that reimbursement rate. OTDA policy establishes a mileage reimbursement rate of no less than the IRS established rate for medical/moving purposes. In all instances, should the actual cost of transportation needed to participate in an assigned work activity exceed the reimbursement rate determined by the district, the district will reimburse for the actual costs based on reasonable documentation submitted by the work activity participant.

Please check all that apply:

- Bus pass/token
 Gas card/voucher
 mileage reimbursement at IRS Business rate, (effective 1/1/13 is 56.5 cents/mi)
 mileage reimbursement at IRS medical/moving rate, (effective 1/1/13 is .24 cents/mi)
 other mileage rate, (please explain methodology used to establish reimbursement rate)

Individuals required to participate in mandated activities that require the use of transportation are given a Metrolink card (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. Mileage reimbursement is never used as an alternative to 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 assist individuals and families (especially children and youth) at risk of needing Temporary Assistance to improve their opportunities for employment or to maintain their employment 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;
- Educational and job readiness activities, including basic math and literacy skills, financial counseling, life skills and workplace expectations training designed to help individuals and families reduce, end, or prevent dependence on Temporary Assistance and/or SNAP;
- 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 survivors 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 and appeals of denials.

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;
- providing a language identification card to all Job Center staff;
- translating selected forms into a variety of different languages;
- providing a private telephone interpretation service that is available at all Job Centers and NCA SNAP Offices; and
- utilizing community-based organizations to provide interpretation services.

HRA has special programs designed to meet the needs of participants who have been assessed as having a language need. For example, such individuals may be referred to the employment program for appropriate services. For those individuals with English as a second language, the program is 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:

HRA's employment vendors provide participants with job retention case management services for a number of months following job placement. Employment program vendors 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 three months) 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 Temporary Assistance case with children is closed due to employment-related reasons, the family will automatically continue to receive SNAP benefits for up to five months at no less than the SNAP benefit amount received prior to case closing. Families and individuals on Temporary Assistance cases without children closed due to employment-related reasons will be eligible for SNAP benefits in accordance with normal budgeting and eligibility rules.

As indicated above, employment vendors provide participants with job retention case management services for a number of months following job placement. Employment program vendors 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 three months) 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 SNAP 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, and/or the successor programs to Child Health and 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.

[Click [here](#) and type what services will be provided]

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 employment vendors may refer individuals in appropriate cases to 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 assist individuals and families at risk of needing on-going 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 5 Conciliation, Good Cause, and Dispute Resolution Procedures (Reference 18 NYCRR 385.11 and 385.12)

Section 5.1 Conciliation

The district's conciliation process for Temporary Assistance applicants and recipients is in accordance with 18 NYCRR 385.11(a). Conciliations are conducted (check all that apply, and describe the procedure.):

- in person
- by phone
- by mail, etc

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.

[Note: HRA will conduct a pre-conciliation outreach pilot project in Staten Island and Rockaway. For details of this pilot, see Section 3.9.]

Improving Conciliation, Good Cause and Dispute Resolution Procedures

Conciliation offers the individual who is alleged to have infringed, or his/her competent representative, the opportunity to meet an agency representative and provide an explanation. During this meeting, the individual or representative has the opportunity to present all applicable evidence.

A conciliation notice is issued to the individual. The conciliation appointment can be conducted at the employment program vendors and other auxiliary sites, such as TAG and WeCARE, as well as at the Job Centers.

Generally, conciliation staff determines whether the failure or refusal to comply was both without good cause and willful (and thus subject to sanction) or whether to grant a good cause for the infraction. A new question set will create a uniform process for determining when to find that an infraction was without good cause and willful as provided by state law. The question set

will also guide workers in assessing other issues that may be contributing to program non-compliance and make appropriate referrals.

As stated above, 22% of infractions related to employment-related requirements end in a fair hearing request, while the same analysis found that 40% result in the client establishing a "good cause" for a missed appointment or other infraction, and 35% result in an adverse action. Decreasing the unnecessary fair hearing requests and inappropriate adverse actions can result in efficiency gains as clients reengage in work activities rather than being sanctioned or requesting a fair hearing. As such, HRA proposes the following to improve the conciliation, good cause, and dispute resolution procedures to allow more flexibility for the conciliation appointment. The conciliation appointment will be conducted according to a standard question set that HRA will develop to guide conciliation workers (centralized and out-stationed) in their decision making concerning good cause and willfulness, as required by state law, and help workers determine if the recipient has any barriers, such as a disability, medical or mental health condition, or lack of child care or other possible exemption.

Currently, conciliation appointment notices include the date of the last day of the conciliation period, but inform clients that they can come in at any time before that date. Clients frequently treat that date as the day to appear and thus come in on the last day, which leaves little time to address issues. In addition, conciliations are mostly held at Job Centers. Feedback from HRA staff suggested that moving the conciliation appointment earlier in the process would allow the client more time to reschedule after a missed appointment. Feedback from HRA staff also suggested that offering the conciliation appointment at alternate locations such as at the offices of the employment and training vendors would increase the compliance rate with the conciliation appointment and may lead to fewer sanctions. As such, HRA is proposing to station conciliation staff at employment service providers and other HRA offices.

Workers will also ask whether recipients infringed because their requested reasonable accommodation was not granted. If the issue is resolved, an assignment, or a reassessment and exemption, if applicable, will be given. The conciliation period cannot last longer than a total of 14 days from the date of the request for conciliation for SNA participants and no longer than 30 days from the date the conciliation notice is issued for FA participants, unless HRA and the participant agree to extend the period.

All recipients have the opportunity to show good cause or that the noncompliance was not willful by explaining why they did not comply with the employment rules of the Work Experience Program or other work activity. In determining whether or not good cause and/or willfulness exist, HRA considers the individual's explanation, as well as information submitted by the individual and information in the individual's case record. 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 or other court appearance, an appointment (e.g., doctor, child's school, court service, another social services office) or the lack of adequate child care.

If the client does not appear at the conciliation appointment, outreach will be conducted by RoboCall (or other form of outreach) that reminds the client that s/he has until the last day of the conciliation period to appear for conciliation and resolve the issue.

Through HRA's efforts to reduce the number of mandatory in-person appointments, fewer instances will arise where a client may be subject to sanction for non-attendance. In turn, this

will address concerns about HRA's administrative workload and create better HRA staff-client relations, which are then anticipated to foster greater cooperation and engagement by clients to their remaining responsibilities to remain eligible for public assistance.

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 presence or absence of children in the household 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.

The Temporary Assistance good cause/willfulness determination is made by:

- client's employment worker
- a supervisor
- separate entity

The district's procedure for allowing all SNAP applicants and recipients who fail to comply with a SNAP employment requirement the opportunity to document good cause or an exemption from participation in SNAP work activities is in accordance with 18 NYCRR 385.12(c). The good cause determination is made by:

- client's employment worker
- a supervisor
- separate entity
- other

Recipients of TA and SNAP benefits:

When a recipient of TA and SNAP benefits who is subject to the SNAP E & T requirements fails to comply with an activity assignment, the district determines whether the non-compliance was without good cause and was willful during the conciliation process.

If it is determined during the conciliation process that the non-compliance was with good cause or was not willful, the individual's TA and SNAP benefits will continue unchanged.

Recipients of SNAP benefits only:

Information regarding a good cause reason for noncompliance presented to HRA, if any, will be considered before the sanction notice is issued. If the individual presents a good cause reason for noncompliance, a sanction notice will not be issued.

Section 5.2 Sanctions

The district's procedure for determining compliance for those individuals who wish to end their employment sanction (18 NYCRR 385.11(b), 385.12), including the time period established for demonstrating compliance to the satisfaction of the district is:

See Section 3.10.

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 and who are not trained in mediation

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, and describe the process:

- 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

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

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

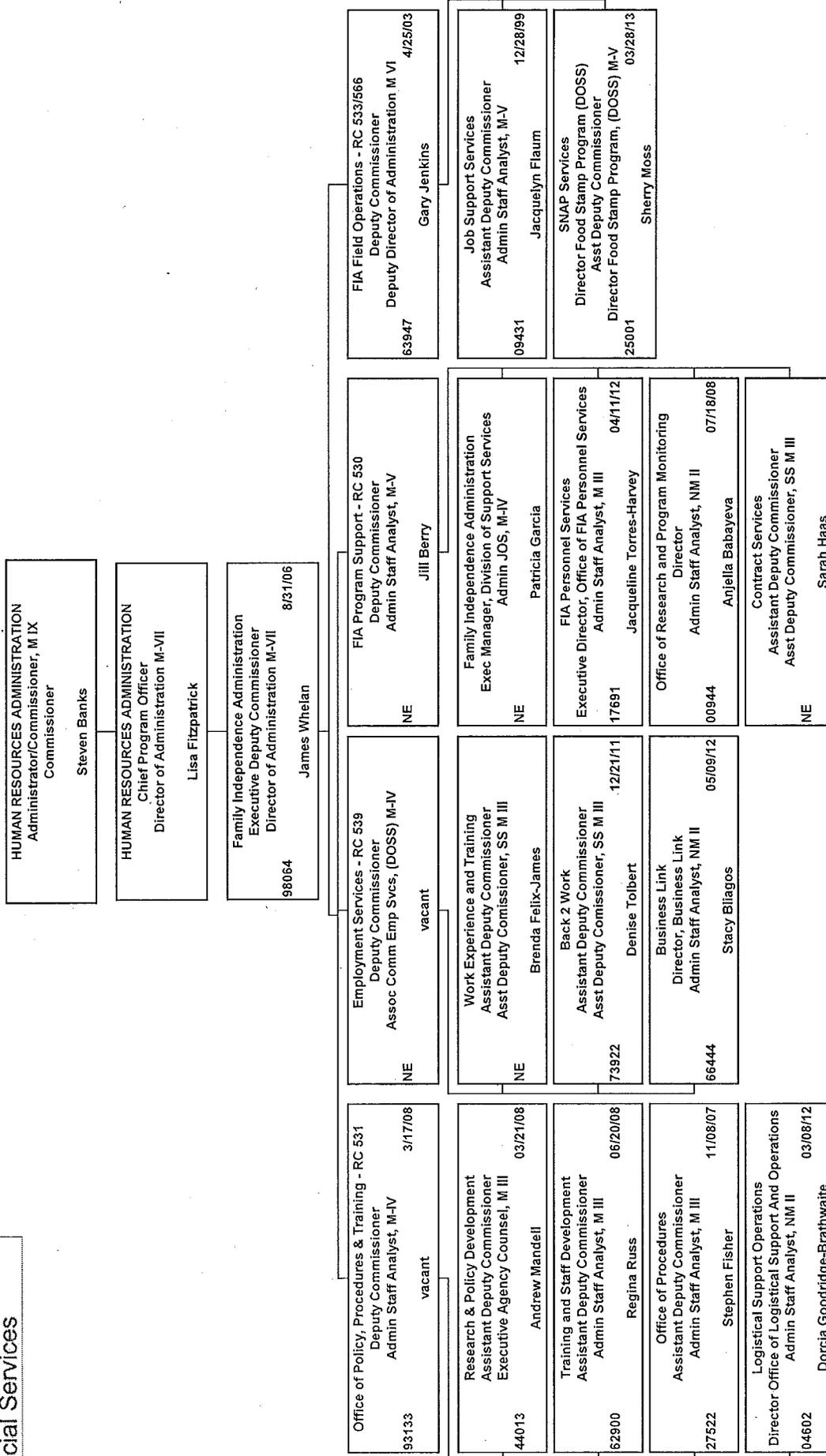
See the procedure described in Section 3.8(a) for determining Functional Capacity Outcome (FCO). The individual may submit his/her own medical documentation to the WeCARE vendor for consideration as part of the BioPsychoSocial (BPS) assessment within time frames prescribed by Department regulations.

APPENDIX A

FAMILY INDEPENDENCE ADMINISTRATION ORGANIZATIONAL CHART



FAMILY INDEPENDENCE ADMINISTRATION SENIOR STAFF/RESPONSIBILITY CENTER (RC) HEADS



APPENDIX B

SECTION 2.2 TA AND SNAP E & T 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	America Works	\$ 3,823,131	FSET/FFFS/CTL	Mixed	Back 2 Work
2	America Works	\$ 7,861,704	FSET/FFFS/CTL	Mixed	Back 2 Work
3	DB Grant Associates	\$ 5,935,858	FSET/FFFS/CTL	Mixed	Back 2 Work
4	Fedcap	\$ 3,381,552	FSET/FFFS/CTL	Mixed	Back 2 Work
5	Federated Employment	\$ 7,861,704	FSET/FFFS/CTL	Mixed	Back 2 Work
6	Federated Employment	\$ 6,085,858	FSET/FFFS/CTL	Mixed	Back 2 Work
7	Federated Employment	\$ 7,547,394	FSET/FFFS/CTL	Mixed	Back 2 Work
8	Goodwill Industries	\$ 3,823,131	FSET/FFFS/CTL	Mixed	Back 2 Work
9	Maximus Human Services	\$ 1,890,960	FSET/FFFS/CTL	Mixed	Back 2 Work
10	Maximus Human Services	\$ 7,547,394	FSET/FFFS/CTL	Mixed	Back 2 Work
11	Rescare	\$ 2,444,706	FSET/FFFS/CTL	Mixed	Back 2 Work
12	Jewish Community	\$ 1,146,000	FSET/FFFS/CTL	Mixed	CUNY CARE WEP
13	New York City Housing Authority	\$ 3,700,000	FSET/CTL	Mixed	Employment Services
14	ABC Training Center	\$ 5,548	FSET/FFFS/CTL	Mixed	ITA Vouchers
15	Able Technologies Inc	\$ 1,875	FSET/FFFS/CTL	Mixed	ITA Vouchers
16	Alliance Computing Solutions	\$ 36,375	FSET/FFFS/CTL	Mixed	ITA Vouchers
17	Al Sorano's Professional	\$ 26,400	FSET/FFFS/CTL	Mixed	ITA Vouchers
14	Al Sorano's Professional	\$ 20,950	FSET/FFFS/CTL	Mixed	ITA Vouchers
15	American Safety Training & Consulting Services	\$ 5,250	FSET/FFFS/CTL	Mixed	ITA Vouchers
16	Bustelo Institute	\$ 30,000	FSET/FFFS/CTL	Mixed	ITA Vouchers
17	Career & Educational	\$ 3,125	FSET/FFFS/CTL	Mixed	ITA Vouchers
18	Christine Valmy International School for Esthetics, Inc	\$ 2,450	FSET/FFFS/CTL	Mixed	ITA Vouchers
19	David Computer Information Center Inc	\$ 9,575	FSET/FFFS/CTL	Mixed	ITA Vouchers
20	Emergency Care Programs, Inc	\$ 2,500	FSET/FFFS/CTL	Mixed	ITA Vouchers
21	Ferrari Driving School	\$ 50,625	FSET/FFFS/CTL	Mixed	ITA Vouchers
22	Focus Career Group Inc	\$ 7,380	FSET/FFFS/CTL	Mixed	ITA Vouchers
23	Focus Career Solutiond LLC	\$ 7,800	FSET/FFFS/CTL	Mixed	ITA Vouchers
24	Heartbeat Security Services	\$ 22,500	FSET/FFFS/CTL	Mixed	ITA Vouchers
25	Lets Go Driving School	\$ 10,750	FSET/FFFS/CTL	Mixed	ITA Vouchers
26	National Vocational School	\$ 1,875	FSET/FFFS/CTL	Mixed	ITA Vouchers
27	New Age Training, Inc	\$ 13,055	FSET/FFFS/CTL	Mixed	ITA Vouchers
28	Pro Data Inc	\$ 16,875	FSET/FFFS/CTL	Mixed	ITA Vouchers
29	Roadway Driving School Inc	\$ 5,625	FSET/FFFS/CTL	Mixed	ITA Vouchers
30	The New Millennium Training Center	\$ 2,500	FSET/FFFS/CTL	Mixed	ITA Vouchers
31	1st Security Preparation & Placement, Inc.	\$ 14,850	FSET/FFFS/CTL	Mixed	ITA Vouchers
32	Security Works Inc	\$ 7,800	FSET/FFFS/CTL	Mixed	ITA Vouchers

Table 1 - Contracts Associated with Employment Programs and Services Provided by New York City DSS (HRA)

Ref #	Vendor Name	Annual Value	Funding Sources	Categories of Clients Served	Programs, Services, or Activities Provided
33	The Career Center Inc	\$ 10,082	FSET/FFFS/CTL	Mixed	ITA Vouchers
34	Visiting Nurse Services	\$ 4,783,305	FSET/FFFS/Medicaid/CTL	Mixed	Comprehensive Service Model
35	National Association on Drug	\$ 4,666,661	FSET/FFFS/Medicaid/CTL	Mixed	Comprehensive Service Model
36	University Behavioral	\$ 4,666,666	FSET/FFFS/Medicaid/CTL	Mixed	Comprehensive Service Model
37	National Association on Drug	\$ 7,185,000	FFFS/Medicaid/CTL	Mixed	Substance Abuse Screening
38	Federation Employment	\$ 33,031,029	FSET/FFFS/Medicaid/CTL	Mixed	WeCARE
39	Fedcap	\$ 28,139,233	FSET/FFFS/Medicaid/CTL	Mixed	WeCARE
40	Arbor E&T LLC	\$ -	FSET/FFFS/Medicaid/CTL	Mixed	
41	NY County Health Svcs	\$ 752,771	FSET/FFFS/Medicaid/CTL	Mixed	WeCARE Monitoring
42	Research Foundation of the City University of New York / Eugenio Maria de Hostos Community College	\$ 1,050,000	CTL/FFFS/FSET	Mixed	Jobs Plus
43	Henry Street Settlement	\$ 1,050,000	CTL/FFFS/FSET	Mixed	Jobs Plus
44	Goodwill Industries of Greater New York and Northern New Jersey, Inc.	\$ 1,050,000	CTL/FFFS/FSET	Mixed	Jobs Plus
45	East River Development Alliance	\$ 1,050,000	CTL/FFFS/FSET	Mixed	Jobs Plus
46	Arbor E&T, LLC (d/b/a ResCare Workforce Services)	\$ 1,050,000	CTL/FFFS/FSET	Mixed	Jobs Plus
47	F.E.G.S	\$ 1,050,000	CTL/FFFS/FSET	Mixed	Jobs Plus
48	Bedford Stuyvesant Restoration Corp	\$ 1,050,000	CTL/FFFS/FSET	Mixed	Jobs Plus
Total		\$ 153,939,837			

Intra-City Memorandums of Understandings

Ref #	Vendor Name	Annual Value	Funding Sources	Categories of Clients Served	Programs, Services, or Activities Provided
1	CUNY - COPE & WORKS	\$ 4,426,424	FSET/FFFS/CTL	Mixed	Employment - College
2	Dept. of Sanitation (70 Annual Slots)	\$ 1,462,762	FSET/FFFS/CTL	Mixed	Job Training Program
3	CUNY - TEAM	\$ 1,006,360	FSET/FFFS/CTL	Mixed	Literacy Services
4	CUNY - POISED	\$ 2,800,000	FFFS	Mixed	Specialized Population - Pregnancy & Parenting
5	Dept. of Youth & Comm. Development	\$ 89,000	FFFS	Mixed	Summer Youth Employment Program
6	Parks & Recreation - POP PLUS	\$ 205,000	CTL	Mixed	Training Program
7	Parks & Recreation - POP Education	\$ 147,000	CTL	Mixed	Training Program
8	Parks & Recreation (3,000 Annual Slots)	\$ 40,678,538	FSET/FFFS/CTL	Mixed	Wage Subsidy Program - POP

Table 1 - Contracts Associated with Employment Programs and Services Provided by New York City DSS (HRA)

9	DCAS - 1000 Slots capacity	\$	230,000	FSET/FFFS/CTL	Mixed	Work Experience Program
10	DOE (Education) - 518 Slots capacity	\$	57,500	FSET/FFFS/CTL	Mixed	Work Experience Program
11	HFD - 350 Slots capacity	\$	80,500	FSET/FFFS/CTL	Mixed	Work Experience Program
12	DOT - 100 Slots capacity	\$	11,500	FSET/FFFS/CTL	Mixed	Work Experience Program
13	DFTA - 900 Slots capacity (Terminated)	\$	-			
14	DOH - 2500 Slots capacity	\$	23,000	FSET/FFFS/CTL	Mixed	Work Experience Program
15	NYPD - 450 Slots capacity	\$	57,500	FSET/FFFS/CTL	Mixed	Work Experience Program
16	DOS - 1000 Slots capacity	\$	476,900	FSET/FFFS/CTL	Mixed	Work Experience Program
17	Department of Consumer Affairs*	\$	2,350,000	FSET/EAF/CTL	Mixed	Financial Counseling
Total		\$	54,101,984			

* Pending. DCA-contracted vendors provide financial counseling services to low-income NYC residents. HRA is exploring an MOU to fund potential expansion of the program.

Table 2 - Other Service Providers

Provider	Funding Source (if known)	Categories of Clients Served	Programs, Services or Activities Provided
A.L.M. SECURITY TRAINING ACADEMY	Unknown	Mixed	job readiness
AAA DRIVING SCHOOL	Unknown	Mixed	job readiness
AAIS SPLIT SECOND SECURITY & INVESTIGATIONS	Unknown	Mixed	job readiness
ABC TRAINING CENTER	Unknown	Mixed	job readiness
ABLE TECHNOLOGIES, INC.	Unknown	Mixed	job readiness
ACADEMY OF COSMETOLOGY & ESTHETICS NY, LLC	Unknown	Mixed	job readiness
ACADEMY SECURITY TRAINING	Unknown	Mixed	job readiness
ACCESS CAREERS TRAINING - BROOKLYN	Unknown	Mixed	job readiness
ACCESS CAREERS TRAINING - QUEENS	Unknown	Mixed	job readiness
ACCESS/GED	Unknown	Mixed	literacy
ACE COMPUTER TRAINING CENTER/QUEENS	Unknown	Mixed	job readiness
ACE INSTITUTE OF TECHNOLOGY	Unknown	Mixed	literacy
ADL INSTITUTE LLC	Unknown	Mixed	job readiness
ADVANCED CAREER SOLUTIONS, INC.	Unknown	Mixed	job readiness
AGUDATH ISRAEL OF AMERICA COMM/COPE INSTITUTE	Unknown	Mixed	Job readiness, literacy
AIDES AT HOME, INC.	Unknown	Mixed	job readiness
AL SORANO PROFESSIONAL TRUCK DRIVING SCHOOL	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
ALWAYS VIGILANT TRAINING SCHOOL	Unknown	Mixed	job readiness
AMERICAN ACADEMY MCALLISTER INST FUNERAL SERV	Unknown	Mixed	job readiness
AMERICAN BARBER INSTITUTE	Unknown	Mixed	job readiness
AMERICAN BEAUTY SCHOOL, INC.	Unknown	Mixed	job readiness
AMERICAN INSTITUTE FOR HYPNOTHERAPY & PSYCH	Unknown	Mixed	job readiness
AMERICAN LEAGUE FOR CHILDREN AND FAMILIES INC	Unknown	Mixed	job readiness
AMERICAN MEDICAL CAREER TRAINING CENTER	Unknown	Mixed	job readiness
AMERICAN REAL ESTATE INSTITUTE	Unknown	Mixed	job readiness
AMERICAN SAFETY TRAINING & CONSULTING SERVICE	Unknown	Mixed	job readiness
AMERICAN TRAINING CENTER INC.	Unknown	Mixed	job readiness
AMERICANA COMMERCIAL DRIVING SCHOOL, CORP	Unknown	Mixed	job readiness
ANDY FRAIN SECURITY TRAINING	Unknown	Mixed	job readiness
ANTHEM INSTITUTE	Unknown	Mixed	job readiness
APEX TECHNICAL SCHOOL	Unknown	Mixed	job readiness
APPLEWHITE HOSPITALITY ACADEMY	Unknown	Mixed	job readiness
ARAB AMERICAN FAMILY SUPPORT CENTER	Unknown	Mixed	literacy
ARGUS COMMUNITY, INC.	Unknown	Mixed	job readiness, literacy
ARK SECURITY	Unknown	Mixed	job readiness
ART INSTITUTE OF N.Y.C.	Unknown	Mixed	job readiness
ASA INSTITUTE OF TECHNOLOGY	Unknown	Mixed	job readiness, literacy
ATELIER ESTHETIQUE INSTITUTE OF ESTHETICS	Unknown	Mixed	job readiness
AVEDA INSTITUTE, INC.	Unknown	Mixed	job readiness
B & M SCHOOL OF HEALTH CAREERS	Unknown	Mixed	job readiness
BARUCH COLLEGE - CUNY	Unknown	Mixed	job readiness
BEACON HEALTHCARE SCHOOL, INC.	Unknown	Mixed	job readiness
BEDFORD STUYVESANT VOLUNTEER AMBULANCE CORP	Unknown	Mixed	job readiness
BERK TRADE & BUSINESS SCHOOL	Unknown	Mixed	job readiness

Provider	Funding Source (if known)	Categories of Clients Served	Programs, Services or Activities Provided
BERKELEY COLLEGE	Unknown	Mixed	job readiness
BEST CARE, INC. ALL CITY CARE	Unknown	Mixed	job readiness
BEST CHOICE HOME HEALTH CARE INC.	Unknown	Mixed	job readiness
BIG APPLE TRAINING SCHOOL INC.	Unknown	Mixed	job readiness
BLUEDATA INTERNATIONAL INC	Unknown	Mixed	job readiness
BMCC / CONT ED.- WRK FRCE DEV.-CUNY START	Unknown	Mixed	Job readiness, literacy
BMCC / CUNY CAREER PATH	Unknown	Mixed	job readiness
BMCC CONTINUING EDUCATION - CLIP	Unknown	Mixed	Job readiness, literacy
BORICUA COLLEGE	Unknown	Mixed	Job readiness, literacy
BOROUGH OF MANH COMM COLL- GRADUATION SUCCESS	Unknown	Mixed	job readiness
BOROUGH OF MANHATTAN COMM. COLL-CUNY-COPE	Unknown	Mixed	job readiness
BOROUGH OF MANHATTAN COMMUNITY COLL-CONT ED	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
BRITTANY BEAUTY SCHOOL - HEMPSTEAD	Unknown	Mixed	job readiness
BRONX COMM. COLL- ADULT CONTINUING ED	Unknown	Mixed	literacy
BRONX COMM. COLLEGE-GRADUATION SUCCESS	Unknown	Mixed	job readiness
BRONX COMMUNITY COLLEGE - EDGE	Unknown	Mixed	job readiness, literacy
BRONX COMMUNITY COLLEGE/DISPLACED HOMEMAKER	Unknown	Mixed	job readiness
BRONX COMMUNITY COLLEGE-CAREER PATH	Unknown	Mixed	job readiness
BRONX COMMUNITY COLLEGE-CUNY START	Unknown	Mixed	job readiness
BRONX COMMUNITY COLLEGE-CUNY-COPE	Unknown	Mixed	job readiness
BRONX COMMUNITY COLLEGE-LANGUAGE IMMERSION PR	Unknown	Mixed	job readiness, literacy
BRONX PROVIDER CONSUMER ALLIANCE RES. CTR INC	Unknown	Mixed	job readiness
BRONXWORKS, INC. (EAST 149TH ST.)	Unknown	Mixed	job readiness, literacy
BRONXWORKS, INC. (GRAND CONCOURSE)	Unknown	Mixed	job readiness, literacy
BROOKLYN BUREAU CAREER TRAINING ACADEMY	Unknown	Mixed	job readiness, literacy
BROOKLYN COLLEGE- ADULT & CONTINUING ED.	Unknown	Mixed	literacy
BROOKLYN COLLEGE-CUNY-COPE	Unknown	Mixed	job readiness
BROOKLYN JOB CORPS ACADEMY	Unknown	Mixed	job readiness
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 SCHOOL	Unknown	Mixed	job readiness
BUS DRIVERS R US	Unknown	Mixed	job readiness
BUSINESS INFORMATICS CENTER	Unknown	Mixed	job readiness
BUSTELO INSTITUTE	Unknown	Mixed	job readiness
CACTUS ACADEMY	Unknown	Mixed	job readiness
CAMBA / CHURCH AVE MERCHANTS BLOCK ASSOC,INC	Unknown	Mixed	job readiness, literacy
CAMBRIDGE BUSINESS INSTITUTE	Unknown	Mixed	job readiness
CAREER & EDUCATIONAL CONSULTANTS INC (BKLYN)	Unknown	Mixed	job readiness
CAREER & EDUCATIONAL CONSULTANTS INC (MANH)	Unknown	Mixed	job readiness
CAREER AND EMPLOYMENT SERVICES INC	Unknown	Mixed	job readiness
CAREER CENTER (THE)	Unknown	Mixed	job readiness
CAREER INSTITUTE OF HEALTH & TECH - BROOKLYN	Unknown	Mixed	Job readiness, literacy
CAREER INSTITUTE OF HEALTH & TECHNOLOGY-NASSA	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
CASTILLO TRAINING INSTITUTE, LTD	Unknown	Mixed	job readiness
CENTER FOR EMPLOYMENT OPPORTUNITIES	Unknown	Mixed	job readiness

Provider	Funding Source (if known)	Categories of Clients Served	Programs, Services or Activities Provided
CENTRAL QUEENS YM & YWHA	Unknown	Mixed	Job readiness, literacy
CENTURION PROFESSIONAL TRAINING INC.	Unknown	Mixed	job readiness
CHARLES STUART SCHOOL	Unknown	Mixed	job readiness
CHINATOWN MANPOWER PROJECT, INC.	Unknown	Mixed	Job readiness, literacy
CHINESE AMERICAN PLANNING COUNCIL, INC-(MANH)	Unknown	Mixed	literacy
CHINESE AMERICAN PLANNING COUNCIL, INC-(QNS)	Unknown	Mixed	Job readiness
CHRISTENCHER INSTITUTE OF VOCATIONAL TRAINING	Unknown	Mixed	job readiness
CHRISTINE VALMY INTERNATIONAL SCHOOL	Unknown	Mixed	job readiness
CITY COLLEGE - ADULT AND CONTINUING ED.	Unknown	Mixed	literacy
CITY COLLEGE OF NEW YORK	Unknown	Mixed	job readiness
CJL SECURITY SERVICES	Unknown	Mixed	job readiness
CLAREMONT NEIGHBORHOOD CENTERS, INC.	Unknown	Mixed	job readiness
CLINTON INSTITUTE	Unknown	Mixed	job readiness
COALITION FOR HISPANIC FAMILY SERVICES	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 INST FOR IMMIG	Unknown	Mixed	job readiness, literacy
COLLEGE OF NEW ROCHELLE	Unknown	Mixed	job readiness
COLLEGE OF STATEN ISLAND - EDGE	Unknown	Mixed	job readiness, literacy
COLLEGE OF STATEN ISLAND-CUNY START	Unknown	Mixed	job readiness
COLLEGE OF STATEN ISLAND-CUNY-COPE	Unknown	Mixed	job readiness
COLLEGE OF STATEN ISLAND-LANGUAGE IMM PR	Unknown	Mixed	literacy
COLLEGE PREP	Unknown	Mixed	literacy
COMMUNITY IMPACT, COLUMBIA UNIVERSITY	Unknown	Mixed	job readiness, literacy
COMPU21 CORP	Unknown	Mixed	job readiness
COMPUTER PROFESSIONAL LEARNING CENTER	Unknown	Mixed	job readiness, literacy
CONSORTIUM FOR WORKER EDUCATION	Unknown	Mixed	job readiness, literacy
CONTEMPORARY GUIDANCE SERVICES, INC.	Unknown	Mixed	job readiness
COOPERATIVE HOME CARE ASSOCIATES	Unknown	Mixed	job readiness
CORTIVA INSTITUTE	Unknown	Mixed	job readiness
COUNCIL OF JEWISH ORGANIZATIONS OF FLATBUSH	Unknown	Mixed	job readiness, literacy
COVENANT HOUSE	Unknown	Mixed	job readiness, literacy
CSA SECURITY TRAINING SCHOOL	Unknown	Mixed	job readiness
CUNY JOB PLUS	Unknown	Mixed	job readiness
CYPRESS HILLS LOCAL DEVELOPMENT CORPORATION	Unknown	Mixed	job readiness, literacy
DAISLEY II HOME CARE SERVICES INC	Unknown	Mixed	job readiness
DEVRY COLLEGE OF NEW YORK	Unknown	Mixed	job readiness
DOE- ALTERNATIVE ADULT & CONTINUING ED- ALS#4	Unknown	Mixed	job readiness, literacy
DOE- BROOKLYN ADULT LEARNING CENTER REG # 7	Unknown	Mixed	literacy
DOE-BRONX ADULT LEARNING CENTER	Unknown	Mixed	job readiness, literacy
DOE-BROOKLYN ADULT LEARNING CENTER REG # 8	Unknown	Mixed	job readiness, literacy
DOE-GED PLUS @ ST. GEORGE HUB	Unknown	Mixed	literacy
DOE-MID-MANHATTAN ADULT LEARNING CENTER	Unknown	Mixed	job readiness, literacy
DOE-QUEENS ADULT LEARNING CENTER/SCHOOL 10	Unknown	Mixed	job readiness, literacy
DOWNTOWN BROOKLYN GED ACCESS	Unknown	Mixed	literacy
DR. GEORGINA FALU FOUNDATION INC.	Unknown	Mixed	job readiness
EAI CONSULTING & TRAINING	Unknown	Mixed	job readiness
EAST HARLEM EMPLOYMENT SERVICE, INC./ STRIVE	Unknown	Mixed	job readiness, literacy
EAST HARLEM EMPLOYMENT SERVICES/STRIVE	Unknown	Mixed	job readiness
EAST SIDE HOUSE SETTLEMENT	Unknown	Mixed	literacy
EBANKS SECURITY TRAINING SCHOOL	Unknown	Mixed	job readiness
EBONY HOUSE ENTERPRISES	Unknown	Mixed	job readiness

Provider	Funding Source (if known)	Categories of Clients Served	Programs, Services or Activities Provided
EDUCATIONAL ALLIANCE	Unknown	Mixed	literacy
EDUCATIONAL OPPORTUNITY CENTER (SUNY) BKYN	Unknown	Mixed	job readiness, literacy
EDUCATIONAL OPPORTUNITY CENTER (SUNY) BRONX	Unknown	Mixed	job readiness, literacy
EDUCATIONAL OPPORTUNITY CENTER (SUNY) L. I	Unknown	Mixed	job readiness
EDUCATIONAL OPPORTUNITY CENTER (SUNY) MANHATT	Unknown	Mixed	job readiness, literacy
EDUCATIONAL OPPORTUNITY CENTER (SUNY) QUEENS	Unknown	Mixed	job readiness, literacy
EDUCATIONAL TRAINING INSTITUTE, INC./CULINARY	Unknown	Mixed	job readiness
EFFICIENT CARE TRAINING CENTER	Unknown	Mixed	job readiness
EL BARRIO'S OPERATION FIGHTBACK, INC.	Unknown	Mixed	job readiness, literacy
ELECTRICAL TRAINING CENTER	Unknown	Mixed	job readiness
ELITE ACADEMY OF BEAUTY ARTS	Unknown	Mixed	job readiness
ELMCOR YOUTH & ADULT ACTIVITIES, INC.	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 LIU	Unknown	Mixed	literacy
FADMO HEALTH AND ALLIED SCHOOL	Unknown	Mixed	job readiness
FAITH MISSION ALCOHOL CRISIS CENTER	Unknown	Mixed	job readiness
FASHION INSTITUTE OF TECHNOLOGY	Unknown	Mixed	job readiness, literacy
FEDCAP CAREER DESIGN SCHOOL	Unknown	Mixed	job readiness
FEDCAP HOME CARE	Unknown	Mixed	job readiness
FECS/ FEDERATION EMPLOYMENT GUIDANCE SERVICES	Unknown	Mixed	job readiness
FERRARI DRIVING SCHOOL, INC.	Unknown	Mixed	job readiness
FIFTH AVENUE COMMITTEE - CGNW	Unknown	Mixed	literacy
FLUSHING YMCA YOUTH BUILD PROGRAM	Unknown	Mixed	job readiness, literacy
FOB SCHOOL OF HEALTH CAREERS	Unknown	Mixed	job readiness
FOCUS CAREER GROUP, INC.	Unknown	Mixed	job readiness, literacy
FOCUS CAREER SOLUTIONS, LLC	Unknown	Mixed	job readiness
FORESTDALE INC.	Unknown	Mixed	job readiness
FORTUNE SOCIETY	Unknown	Mixed	job readiness, literacy
FRANKLIN CAREER INST - (HEMPSTEAD)	Unknown	Mixed	job readiness
FRANKLIN CAREER INST - (BROOKLYN)	Unknown	Mixed	job readiness
FRIENDS OF ISLAND ACADEMY (BRONX)	Unknown	Mixed	job readiness
FRIENDS OF ISLAND ACADEMY (MANH)	Unknown	Mixed	job readiness
FUNDS FOR THE CITY OF NY/CTR FOR CT	Unknown	Mixed	job readiness
FUSHA DESIGNS INC	Unknown	Mixed	job readiness
FUTURE MEDIA CONCEPTS	Unknown	Mixed	job readiness
GAMLA COLLEGE	Unknown	Mixed	job readiness
GARRISON TRAINING AND PLACEMENT INC.,	Unknown	Mixed	job readiness
GATEWAYS TO SUCCESS, INC.	Unknown	Mixed	job readiness
GED PLUS @ - CENTRAL OFFICE	Unknown	Mixed	job readiness, literacy
GENY	Unknown	Mixed	job readiness
GIRLCEO INCORPORATED	Unknown	Mixed	job readiness, literacy
GLOBAL SCOPE, INC.	Unknown	Mixed	job readiness
GLOBE INSTITUTE OF TECHNOLOGY	Unknown	Mixed	job readiness
GOLD & SILVER AGING HOMECARE INC.	Unknown	Mixed	job readiness
GOLD MATERIAL	Unknown	Mixed	job readiness
GRACE INSTITUTE (MANH)	Unknown	Mixed	job readiness
GRACE OUTREACH (BRONX)	Unknown	Mixed	job readiness, literacy
HAIR DESIGN INSTITUTE	Unknown	Mixed	job readiness
HARLEM CENTER FOR EDUCATION/EOC	Unknown	Mixed	literacy
HARLEM COMMONWEALTH COUNCIL, INC	Unknown	Mixed	job readiness, literacy

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HARLEM CONGREGATION FOR COMMUNITY IMPROVEMENT	Unknown	Mixed	job readiness
HARLEM HOSPITAL	Unknown	Mixed	job readiness
HEALTHCARE HIGHWAYS OF JCCGCI	Unknown	Mixed	job readiness
HEART TO HEART HOME CARE	Unknown	Mixed	job readiness
HEARTBEAT SECURITY SERVICE	Unknown	Mixed	job readiness
HELP SOCIAL SERVICE CORP (BKLYN) - JOB START	Unknown	Mixed	job readiness
HELP SOCIAL SERVICE CORP (BRONX)- JOB START	Unknown	Mixed	job readiness
HENKELS & MCCOY, INC	Unknown	Mixed	job readiness
HENRY STREET SETTLEMENT - CCC	Unknown	Mixed	job readiness
HENRY STREET SETTLEMENT - YOUTH SERVICES	Unknown	Mixed	job readiness, literacy
HERARD CENTER OF TECHNOLOGY	Unknown	Mixed	job readiness
HERON CARE AGENCY	Unknown	Mixed	job readiness
HHH LICENSED HOME CARE SERVICE AGENCY	Unknown	Mixed	job readiness
HIGHBRIDGE COMMUNITY LIFE CENTER	Unknown	Mixed	job readiness, literacy
HIGHLAND AUTO DRIVING SCHOOL LTD	Unknown	Mixed	job readiness
HOLT COMPUTER TRAINING AND CONSULTING SERVICE	Unknown	Mixed	job readiness
HOME ASSISTANCE PERSONNEL, INC. (HAPI)	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 CC ALLIED HEALTH CAREER PIPELINE	Unknown	Mixed	job readiness, literacy
HOSTOS COMM COLLEGE-GRADUATION SUCCESS	Unknown	Mixed	job readiness
HOSTOS COMMUNITY COLLEGE	Unknown	Mixed	job readiness, literacy
HOSTOS COMMUNITY COLLEGE-CUNY IN THE HEIGHTS	Unknown	Mixed	job readiness, literacy
HOSTOS COMMUNITY COLLEGE-CUNY-COPE	Unknown	Mixed	job readiness
HOSTOS-COMM COLL- ADULT & CONTINUING ED	Unknown	Mixed	job readiness, literacy
HOOR CHILDREN - HOUR WORKING WOMEN PROGRAM	Unknown	Mixed	job readiness, literacy
HOWIE THE HARP PEER ADVOCACY CENTER	Unknown	Mixed	job readiness
HUNTER BUSINESS SCHOOL	Unknown	Mixed	job readiness
HUNTER COLLEGE	Unknown	Mixed	job readiness
ICD-INTERNATIONAL CENTER FOR THE DISABLED	Unknown	Mixed	job readiness
IDL DRIVING SCHOOL	Unknown	Mixed	job readiness
IGBANS INSTITUTE OF VOCATIONAL TRAINING	Unknown	Mixed	job readiness
INSTITUTE OF ALLIED MEDICAL PROFESSIONS	Unknown	Mixed	job readiness
INSTITUTE OF AUDIO RESEARCH	Unknown	Mixed	job readiness
INSTITUTE OF CULINARY EDUCATION (THE)	Unknown	Mixed	job readiness
INSTITUTE OF DESIGN & CONSTRUCTION	Unknown	Mixed	job readiness
INTERNATIONAL CULINARY CENTER	Unknown	Mixed	job readiness
INTERNATIONAL DEVELOPMENT INSTITUTE, INC	Unknown	Mixed	job readiness, literacy
INTERNATIONAL RESCUE COMMITTEE	Unknown	Mixed	job readiness, literacy
ITALIAN AMERICAN CIVIL RIGHTS LEAGUE	Unknown	Mixed	job readiness
JEWISH COMMUNITY COUNCIL OF GR. CONEY ISLAND	Unknown	Mixed	job readiness, literacy
JMB HOME HEALTH AIDE TRAINING SCHOOL, INC.	Unknown	Mixed	job readiness
JOHN JAY COLL. OF CRIMINAL JUSTICE-CUNY-COPE	Unknown	Mixed	job readiness
KAREFUL AND KAREFREE TRAINING SCHOOL, INC.	Unknown	Mixed	job readiness
KCC/PROJECT WELCOME	Unknown	Mixed	job readiness, literacy
KINGSBOROUGH COMM COLLEGE - CUNY START	Unknown	Mixed	job readiness
KINGSBOROUGH COMM. COLL- GRADUATION SUCCESS	Unknown	Mixed	job readiness
KINGSBOROUGH COMMUNITY COLLEGE/CLIP	Unknown	Mixed	literacy
KINGSBOROUGH COMMUNITY COLLEGE-CONT. ED.	Unknown	Mixed	job readiness, literacy
KINGSBOROUGH COMMUNITY COLLEGE-CUNY-COPE	Unknown	Mixed	job readiness
KINGSBOROUGH COMMUNITY COLLEGE-FAMILY COLLEGE	Unknown	Mixed	job readiness

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L & BARNES TRUCK,TRAILER DRIVING SCHOOL	Unknown	Mixed	job readiness
LAGUARDIA CC-DISPLACED HOMEMAKER PROGRAM	Unknown	Mixed	job readiness
LAGUARDIA COMM COLL- ADULT CONTINUING ED.	Unknown	Mixed	job readiness, literacy
LAGUARDIA COMM COLLEGE - GRADUATION SUCCESS	Unknown	Mixed	job readiness
LAGUARDIA COMMUNITY COLL.- FATHERHOOD ACADEMY	Unknown	Mixed	job readiness
LAGUARDIA COMMUNITY COLLEGE-CUNY START	Unknown	Mixed	job readiness
LAGUARDIA COMMUNITY COLLEGE-CUNY-COPE	Unknown	Mixed	job readiness
LATIN TECHNOLOGIES, INC	Unknown	Mixed	job readiness
LEGAL INFORMATION FOR FAMILIES TODAY	Unknown	Mixed	job readiness
LEHMAN COLLEGE	Unknown	Mixed	job readiness
LEHMAN COLLEGE ADULT LEARNING CENTER	Unknown	Mixed	literacy
LEHMAN COLLEGE/CONTINUING EDUCATION	Unknown	Mixed	job readiness, literacy
LET'S GO DRIVING SCHOOL	Unknown	Mixed	job readiness
LIA SCHORR INSTITUTE OF COSMETIC SKIN CARE	Unknown	Mixed	job readiness
LINCOLN TECHNICAL INSTITUTE (BKLYN)	Unknown	Mixed	job readiness
LINCOLN TECHNICAL INSTITUTE (NEW JERSEY)	Unknown	Mixed	job readiness
LINCOLN TECHNICAL INSTITUTE (QUEENS)	Unknown	Mixed	job readiness
LITERACY PARTNERS INC	Unknown	Mixed	job readiness, literacy
LITTLE FOOTSTEPS FAMILY DAYCARE NETWORK	Unknown	Mixed	job readiness
LONG ISLAND BEAUTY SCHOOL- (HEMPSTEAD)	Unknown	Mixed	job readiness
LONG ISLAND BUSINESS INSTITUTE	Unknown	Mixed	job readiness, literacy
LONG ISLAND UNIVERSITY BROOKLYN CAMPUS	Unknown	Mixed	job readiness
LUDIE ALLIED INSTITUTE	Unknown	Mixed	job readiness
LUTHERAN FAMILY HEALTH CENTERS	Unknown	Mixed	job readiness, literacy
MI17 TITO PUENTE EDUCATION COMPLEX	Unknown	Mixed	job readiness
MACHON BAIS YAAKOV SEMINARY	Unknown	Mixed	job readiness
MAGLOIRE TRAINING INSTITUTE (MTI)	Unknown	Mixed	job readiness
MANDL SCHOOL FOR MEDICAL & DENTAL TECH	Unknown	Mixed	job readiness
MANHATTAN INSTITUTE	Unknown	Mixed	job readiness
MANHATTAN NAIL & ESTHETICS SCHOOL	Unknown	Mixed	job readiness
MANHATTAN SCHOOL OF COMPUTER TECHNOLOGY	Unknown	Mixed	job readiness, literacy
MARKS JEWISH COMMUNITY HOUSE OF BENSONHURST	Unknown	Mixed	job readiness, literacy
MAURA CLARKE - ITA FORD CENTER	Unknown	Mixed	job readiness, literacy
MEDGAR EVERS COLLEGE - BETA ACADEMY	Unknown	Mixed	job readiness, literacy
MEDGAR EVERS COLLEGE - CONTINUING EDUCATION	Unknown	Mixed	job readiness, literacy
MEDGAR EVERS COLLEGE -ACCESS	Unknown	Mixed	job readiness
MEDGAR EVERS COLLEGE-CUNY START	Unknown	Mixed	job readiness
MEDGAR EVERS COLLEGE-CUNY-COPE	Unknown	Mixed	job readiness
MERCY COLLEGE	Unknown	Mixed	job readiness
MERKAZ BNOS (BROOKLYN)	Unknown	Mixed	job readiness
MERKAZ BNOS (MANHATTAN)	Unknown	Mixed	job readiness
MESIVTA TORAH VODAATH RABBINICAL SEMINARY	Unknown	Mixed	job readiness
MET COUNCIL HOME CARE SERVICES	Unknown	Mixed	job readiness
METROPOLITAN COLLEGE OF NEW YORK	Unknown	Mixed	job readiness
METROPOLITAN LEARNING INSTITUTE - (QNS BLVD)	Unknown	Mixed	job readiness, literacy
METROPOLITAN LEARNING INSTITUTE INC. (BKLYN)	Unknown	Mixed	job readiness, literacy
METROPOLITAN LEARNING INSTITUTE, INC (JHGHTS)	Unknown	Mixed	job readiness, literacy
MICROPOWER CAREER INSTITUTE	Unknown	Mixed	job readiness
MID-BRONX YOUTH	Unknown	Mixed	literacy
MIDWAY PARIS BEAUTY SCHOOL	Unknown	Mixed	job readiness
MILDRED ELLEY COLLEGE	Unknown	Mixed	job readiness
MIRRER YESHIVA CENTRAL INST	Unknown	Mixed	job readiness

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MOLLOY COLLEGE	Unknown	Mixed	job readiness
MONROE COLLEGE	Unknown	Mixed	job readiness
MONTEFIORE WIC PROGRAM	Unknown	Mixed	job readiness
MOSHOLU MONTEFIORE COMMUNITY CENTER	Unknown	Mixed	job readiness, literacy
MOUNT HOPE HOUSING COMPANY- PROJECT READY	Unknown	Mixed	job readiness
MOUNT VERNON CITY SCHOOL DISTRICT	Unknown	Mixed	job readiness, literacy
N.Y.S.A.R.C., INC., NEW YORK CITY CHAPTER	Unknown	Mixed	job readiness
NARCO FREEDOM, INC. FREEDOM INSTITUTE	Unknown	Mixed	job readiness
NATIONAL PUERTO RICAN FORUM	Unknown	Mixed	job readiness, literacy
NATIONAL SECURITY TRAINING & PLACEMENT	Unknown	Mixed	job readiness
NEIGHBORHOOD DEFENDER SERVICE	Unknown	Mixed	job readiness
NEIGHBORHOOD IMPROVEMENT PROGRAM-WILDCAT	Unknown	Mixed	job readiness
NEW AGE TRAINING, INC	Unknown	Mixed	job readiness
NEW HORIZONS COMPUTER LEARNING CENTER OF NY	Unknown	Mixed	job readiness
NEW HORIZONS-NUEVOS HORIZONTES ADLT EDCTN PRG	Unknown	Mixed	job readiness, literacy
NEW LIFE BUSINESS INSTITUTE	Unknown	Mixed	job readiness
NEW MILLENNIUM TRAINING ACADEMY	Unknown	Mixed	job readiness
NEW TECHNOLOGIES INFORMATION INSTITUTE	Unknown	Mixed	job readiness
NEW YORK AUTOMOTIVE & DIESEL INSTITUTE	Unknown	Mixed	job readiness
NEW YORK BUSINESS INSTITUTE	Unknown	Mixed	job readiness
NEW YORK CAREER & EMPLOYMENT SERVICES	Unknown	Mixed	job readiness
NEW YORK CAREER INSTITUTE	Unknown	Mixed	job readiness
NEW YORK CAREER TRAINING SCHOOL, LLC	Unknown	Mixed	job readiness
NEW YORK CITY COLLEGE OF TECHNOLOGY-CUNY-COPE	Unknown	Mixed	job readiness
NEW YORK CITY DEPARTMENT FOR THE AGING	Unknown	Mixed	job readiness
NEW YORK CITY TECH - CLIP	Unknown	Mixed	literacy
NEW YORK COLLEGE OF HEALTH PROFESSIONS	Unknown	Mixed	job readiness
NEW YORK COLLEGE OF PODIATRIC MEDICINE	Unknown	Mixed	job readiness
NEW YORK CTR FOR MEDICAL ASSISTANT TRAINING	Unknown	Mixed	job readiness
NEW YORK FILM ACADEMY, LTD	Unknown	Mixed	job readiness
NEW YORK GENERAL CONSULTING	Unknown	Mixed	job readiness, literacy
NEW YORK INSTITUTE OF ENGLISH AND BUSINESS	Unknown	Mixed	job readiness, literacy
NEW YORK INSTITUTE OF HEALTHCARE CAREERS, INC	Unknown	Mixed	job readiness
NEW YORK INSTITUTE OF MEDICAL CAREERS	Unknown	Mixed	job readiness
NEW YORK LANGUAGE CENTER	Unknown	Mixed	literacy
NEW YORK MEDICAL CAREER TRAINING CENTER	Unknown	Mixed	job readiness
NEW YORK METHODIST HOSPITAL	Unknown	Mixed	job readiness
NEW YORK METROPOLITAN MARTIN LUTHER KING JR C	Unknown	Mixed	job readiness, literacy
NEW YORK REAL ESTATE INSTITUTE	Unknown	Mixed	job readiness
NEW YORK SCHOOL FOR MED & DENTAL ASSISTANT	Unknown	Mixed	job readiness
NEW YORK SCHOOL OF DESIGN	Unknown	Mixed	job readiness
NEW YORK SCHOOL OF HEALTH & BUSINESS CAREERS,	Unknown	Mixed	job readiness
NEW YORK SERVICE INC.	Unknown	Mixed	job readiness
NEXT STEP INSTITUTE OF HEALTH & LEARNING INC.	Unknown	Mixed	job readiness
NON-TRADITIONAL EMPLOYMENT FOR WOMEN	Unknown	Mixed	job readiness
NORTH BRONX CAREER CENTER - SUNY	Unknown	Mixed	job readiness, literacy
NORTH VILLAGE COUNSELING & SOCIAL WORK	Unknown	Mixed	job readiness
NORTHERN MANHATTAN IMPROVEMENT CORP	Unknown	Mixed	job readiness, literacy
NORTHERN MANHATTAN PERINATAL PARTNERSHIP	Unknown	Mixed	job readiness
NORTHSIDE DRIVING SCHOOL, LTD	Unknown	Mixed	job readiness
NPOWER	Unknown	Mixed	job readiness
NY METHODIST HOSP SCHOOL OF RADIATION THERAPY	Unknown	Mixed	job readiness

Provider	Funding Source (if known)	Categories of Clients Served	Programs, Services or Activities Provided
NYC COLLEGE OF TECHNOLOGY ADULT LEARNING CNTR	Unknown	Mixed	job readiness, literacy
NYC DISTRICT CNCL OF CARPENTERS BUILDINGWORKS	Unknown	Mixed	job readiness
NYC HEALTH AND HOSPITALS CORPORATION	Unknown	Mixed	job readiness
NYC HHC KINGS COUNTY HOSPITAL EVR	Unknown	Mixed	job readiness
NYC TECHNICAL COLLEGE - ACCESS FOR WOMEN	Unknown	Mixed	literacy
OAI, INC AT MONTEREY COMMUNITY CENTER	Unknown	Mixed	job readiness
OPPORTUNITIES FOR A BETTER TOMORROW	Unknown	Mixed	job readiness, literacy
ORION TECHNOLOGY SERVICES INC	Unknown	Mixed	job readiness
OUR PLANET MANAGEMENT INSTITUTE LTD	Unknown	Mixed	job readiness
OUTREACH PROJECT / BKLYN CAMPUS	Unknown	Mixed	job readiness
OUTREACH PROJECT/QUEENS CAMPUS	Unknown	Mixed	job readiness
PACIFIC COLLEGE OF ORIENTAL MEDICINE	Unknown	Mixed	job readiness
PACIFIC HIGH SCHOOL	Unknown	Mixed	literacy
PARK AVENUE DRIVING SCHOOL, LLC.	Unknown	Mixed	job readiness
PARTNERS IN CARE	Unknown	Mixed	job readiness
PEOPLE CARE INC	Unknown	Mixed	job readiness
PER SCHOLAS	Unknown	Mixed	job readiness
PHILLIPS BETH ISRAEL MED CENTER - NURSING	Unknown	Mixed	job readiness
PHOENIX NURSE AIDE TRAINING CENTER	Unknown	Mixed	job readiness
PLAZA COLLEGE	Unknown	Mixed	job readiness, literacy
POLYTECHNIC UNIVERSITY	Unknown	Mixed	job readiness
PREMIER HOME CARE SERVICES	Unknown	Mixed	job readiness
PREMIER TRAINING ACADEMY	Unknown	Mixed	job readiness
PRIME TIME DRIVING SCHOOL, INC	Unknown	Mixed	job readiness
PRIVATE SCHOOL CONCORD RUSAM, INC.	Unknown	Mixed	job readiness
PRO DATA, INC.	Unknown	Mixed	job readiness
PROFESSIONAL BUSINESS COLLEGE	Unknown	Mixed	job readiness, literacy
PROGRESSIVE HOME HEALTH SERVICES, INC.	Unknown	Mixed	job readiness
PROJECT RENEWAL, INC (QUEENS)	Unknown	Mixed	job readiness
PROJECT RENEWAL, INC (MANHATTAN)	Unknown	Mixed	job readiness
PROJECT TEEN AID FAMILY SERVICES INC (BKLYN)	Unknown	Mixed	job readiness, literacy
PUTNAM NORTHERN WESTCHESTER - BOCES	Unknown	Mixed	job readiness
QBI - THE TRAINING INSTITUTE, INC	Unknown	Mixed	job readiness
QNS BOROUGH PUBLIC LIBRARY (LITERACY PROGRAM)	Unknown	Mixed	literacy
QUEENS BUSINESS AND TRADE SCHOOL	Unknown	Mixed	job readiness
QUEENS COLLEGE/CUNY WOMEN AND WORK PROGRAM	Unknown	Mixed	job readiness
QUEENS COLLEGE-CUNY	Unknown	Mixed	job readiness
QUEENS TRUCKING SCHOOL	Unknown	Mixed	job readiness
QUEENSBOROUGH COMM COLLEGE - CAREER PATH	Unknown	Mixed	job readiness
QUEENSBOROUGH COMMUNITY COLLEGE-CUNY START	Unknown	Mixed	job readiness
QUEENSBOROUGH COMMUNITY COLLEGE-CUNY-COPE	Unknown	Mixed	job readiness
RABBINICAL COLLEGE OF OHR SHIMON YISROEL	Unknown	Mixed	job readiness
RALPH LINCOLN	Unknown	Mixed	job readiness
REACHING ACROSS THE WORLD MINISTRIES INC	Unknown	Mixed	job readiness
REAL ESTATE EDUCATION CENTER	Unknown	Mixed	job readiness
RELIABLE COMMUNITY CARE, INC.	Unknown	Mixed	job readiness
RE-START PROGRAM	Unknown	Mixed	literacy
RESTAURANT OPPORTUNITIES CENTER OF NEW YORK	Unknown	Mixed	job readiness
RF/BCC/PROJECT H.I.R.E	Unknown	Mixed	job readiness
RIDGEWOOD BUSHWICK SENIOR CITIZENS COUNCIL	Unknown	Mixed	job readiness, literacy
RIVERSIDE LANGUAGE PROGRAM	Unknown	Mixed	literacy
ROADWAY DRIVING SCHOOL INC	Unknown	Mixed	job readiness

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ROCKAWAY DEVELOPMENT & REVITALIZATION CORP	Unknown	Mixed	job readiness, literacy
ROCKLAND BOCES	Unknown	Mixed	job readiness
SAE INSTITUTE OF TECHNOLOGY (NEW YORK)	Unknown	Mixed	job readiness
SAINT FRANCIS COLLEGE	Unknown	Mixed	job readiness
SAINT PAUL'S SCHOOL OF NURSING	Unknown	Mixed	job readiness
SAM CONSULTING SERVICES	Unknown	Mixed	job readiness
SANFORD BROWN INSTITUTE- (MANH)	Unknown	Mixed	job readiness
SANFORD BROWN INSTITUTE-WHT PLNS	Unknown	Mixed	job readiness
SANFORD-BROWN INSTITUTE-NASSAU	Unknown	Mixed	job readiness
SANFORD-BROWN INSTITUTE-NEW JERSEY	Unknown	Mixed	job readiness
SCAN NY YAIP	Unknown	Mixed	job readiness
SCHOOL OF COOPERATIVE TECHNICAL EDUCATION	Unknown	Mixed	job readiness, literacy
SCHOOL SISTERS OF NOTRE DAME EDUCATIONAL CENT	Unknown	Mixed	literacy
SECURITY WORKS INC. - A.M.O.R.E.	Unknown	Mixed	job readiness
SELFHHELP COMMUNITY SERVICES, INC.	Unknown	Mixed	job readiness
SFINITY	Unknown	Mixed	job readiness
SHOREFRONT YM/YWHA OF BRIGHTON BEACH (MANH)	Unknown	Mixed	literacy
SOBRO-SOUTH BRONX OVERALL ECONOMIC DEVELOPMEN	Unknown	Mixed	job readiness, literacy
SOUTH BRONX JOB CORPS	Unknown	Mixed	job readiness, literacy
SOUTHERN NEW YORK ASSOCIATION, INC.	Unknown	Mixed	job readiness
SOUTHERN WESTCHESTER BOCES	Unknown	Mixed	job readiness, literacy
SPANISH AMERICAN INSTITUTE	Unknown	Mixed	job readiness, literacy
SPECIAL TOUCH HOME CARE SERVICES	Unknown	Mixed	job readiness
ST. JOHN'S UNIVERSITY	Unknown	Mixed	job readiness
ST. MARY'S COMMUNITY SERVICES, INC	Unknown	Mixed	job readiness, literacy
ST. NICHOLAS ALLIANCE / WORKFORCE DEVELOPMENT	Unknown	Mixed	job readiness, literacy
ST. PAUL AND ST. ANDREW	Unknown	Mixed	job readiness, literacy
ST. PAUL'S SCHOOL OF NURSING	Unknown	Mixed	job readiness
STANLEY M. ISAACS NEIGHBORHOOD CENTER, INC.	Unknown	Mixed	job readiness, literacy
STAR CAREER ACADEMY	Unknown	Mixed	job readiness
STARGATE TECHNOLOGY LEARNING CENTERS	Unknown	Mixed	job readiness
STARTFRESH NY LTD	Unknown	Mixed	job readiness
STAT CARE INC	Unknown	Mixed	job readiness
STATEN ISLAND EMPLOYMENT EDUCATION CONSORTIUM	Unknown	Mixed	job readiness, literacy
STELLA AND CHARLES GUTTMAN COMMUNITY COLLEGE	Unknown	Mixed	job readiness
STUDIO JEWELERS LTD	Unknown	Mixed	job readiness
SUBURBAN TECHNICAL SCHOOL	Unknown	Mixed	job readiness
SUNNYSIDE HOME CARE PROJECT, INC.	Unknown	Mixed	job readiness
SUPREME ACADEMY SECURITY SCHOOL	Unknown	Mixed	job readiness
SUSTAINABLE SOUTH BRONX	Unknown	Mixed	job readiness
SWEDISH INSTITUTE SCHOOL OF MASSAGE THERAPY	Unknown	Mixed	job readiness
TARP, INC	Unknown	Mixed	job readiness
TECHNICAL CAREER INSTITUTE - TCI	Unknown	Mixed	job readiness, literacy
THE BOWERY MISSION WOMEN'S CENTER AT HEARTS	Unknown	Mixed	job readiness
THE BROOKLYN TABERNACLE/DOWNTOWN LEARNING CTR	Unknown	Mixed	literacy
THE CITY UNIVERSITY OF NEW YORK - CUNY PREP	Unknown	Mixed	literacy
THE COLLEGE OF WESTCHESTER	Unknown	Mixed	job readiness
THE HOPE PROGRAM	Unknown	Mixed	job readiness, literacy
THE NEW MILLENNIUM TRAINING CENTERS	Unknown	Mixed	job readiness
THE NEW SCHOOL	Unknown	Mixed	job readiness
THE NEW YORK DIAGNOSTIC CENTER	Unknown	Mixed	job readiness
THE NEW YORK SCHOOL	Unknown	Mixed	job readiness

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THE NYSPCC	Unknown	Mixed	job readiness
THE OSBORNE ASSOCIATION-WORKFORCE DEVELOPMENT	Unknown	Mixed	job readiness, literacy
THE REFRIGERATION INSTITUTE	Unknown	Mixed	job readiness
THE RESOURCE TRAINING CENTER, INC.	Unknown	Mixed	job readiness
THE SCHOOL FOR FILM & TELEVISION	Unknown	Mixed	job readiness
THE WAY TO WORK	Unknown	Mixed	job readiness, literacy
TIER 2 SECURITY	Unknown	Mixed	job readiness
TOURO COLLEGE (REGISTRAR)	Unknown	Mixed	job readiness, literacy
TRAINING FOR SAFETY DRIVING SCHOOL	Unknown	Mixed	job readiness
TRUCKAR DRIVING SCHOOL	Unknown	Mixed	job readiness
TURNING POINT EDUCATIONAL CENTER	Unknown	Mixed	literacy
TWI TRAINING INSTITUTE (LLC)	Unknown	Mixed	job readiness, literacy
UAW REGION 9A EDUCATION FUND	Unknown	Mixed	literacy
UDI CAREER TRAINING INSTITUTE	Unknown	Mixed	job readiness
UNION SETTLEMENT ASSOCIATION	Unknown	Mixed	job readiness, literacy
UNIVERSAL EMERGENCY CARE TRAINING INC	Unknown	Mixed	job readiness
UNIVERSITY SETTLEMENT- ADULT LITERACY PROGRAM	Unknown	Mixed	job readiness, literacy
URBAN DYNAMICS COMMUNITY SERVICE INC.	Unknown	Mixed	job readiness
VAUGHN COLLEGE OF AERONAUTICS AND TECHNOLOGY	Unknown	Mixed	job readiness
VILLAGE CARE PLUS, INC	Unknown	Mixed	job readiness
VIP HEALTH CARE SERVICES	Unknown	Mixed	job readiness
VOCATIONAL EDUCATION & EXTENSION BOARD	Unknown	Mixed	job readiness
VOUCHER-BX CAREER TR & PLACEMENT CENTERS INC	Unknown	Mixed	job readiness
VOUCHER-CLINTON INSTITUTE	Unknown	Mixed	job readiness
VOUCHER-GOODWIN ASSOCIATES-LINK, INC.	Unknown	Mixed	job readiness
VOUCHER-HANAC	Unknown	Mixed	job readiness
VOUCHER-HELPING HANDS MANAGEMENT	Unknown	Mixed	job readiness
VOUCHER-HOSTOS ADULT & CONT. ED	Unknown	Mixed	job readiness
VOUCHER-MEGA SECURITY	Unknown	Mixed	job readiness
VOUCHER-MICROPOWER CAREER INSTITUTE	Unknown	Mixed	job readiness
VOUCHER-RESCUE ONE INC.	Unknown	Mixed	job readiness
WAGNER COLLEGE	Unknown	Mixed	job readiness
WEST FARMS / PHIPPS TECHNOLOGY & CAREER CTR	Unknown	Mixed	literacy
WESTCHESTER COMMUNITY COLLEGE	Unknown	Mixed	job readiness
WESTCHESTER EDUCATIONAL OPPORTUNITY CENTER	Unknown	Mixed	job readiness, literacy
WESTCHESTER SCHOOL OF BEAUTY CULTURE	Unknown	Mixed	job readiness
WILDCAT SERVICE CORPORATION	Unknown	Mixed	job readiness
WILDCAT SERVICE CORPORATION YAIP PROGRAM	Unknown	Mixed	job readiness
WILDCAT SERVICE CORPORATION-ETW PROGRAM	Unknown	Mixed	job readiness, literacy
WILLSEY INSTITUTE	Unknown	Mixed	job readiness
WOMAN OF INTEGRITY SUPPORT CENTER	Unknown	Mixed	literacy
WOMEN IN NEED	Unknown	Mixed	job readiness
WOOD TOBE COBURN SCHOOL	Unknown	Mixed	job readiness
YEAR UP, INC	Unknown	Mixed	job readiness
YESHIVA OF MACHZIKAI HADAS / YOMH	Unknown	Mixed	job readiness
YESHIVA UNIVERSITY	Unknown	Mixed	job readiness
YESHIVAT MIKDASH MELECH	Unknown	Mixed	job readiness
YORK COLLEGE	Unknown	Mixed	job readiness
YORK COLLEGE ADULT AND CONTINUING EDUCATION	Unknown	Mixed	literacy
YOUTH ACTION PROGRAMS & HOMES, INC	Unknown	Mixed	job readiness
YWCA OF QUEENS	Unknown	Mixed	literacy
YWCA-NYC WOMEN'S EMPLOYMENT PROGRAM	Unknown	Mixed	job readiness

Provider	Funding Source (if known)	Categories of Clients Served	Programs, Services or Activities Provided
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SNAP E & T Providers

1199 SEIU Bill Michelson Home Care Edu. Fund	OTDA	SN/SNAP	Education & training
Agudath Israel of America Community Services	OTDA	SN/SNAP	Education & training
Bedford Stuyvesant Restoration Corp	OTDA	SN/SNAP	Education & training
Business Center Outreach Network	OTDA	SN/SNAP	Education & training
CAMBA	OTDA	SN/SNAP	Education & training
Center of Employment Opportunities, inc	OTDA	SN/SNAP	Education & training
Central Queens YM & YWHA	OTDA	SN/SNAP	Education & training
Chinatown Manpower Project, Inc	OTDA	SN/SNAP	Education & training
Consortium For Worker Education	OTDA	SN/SNAP	Education & training
East Harlem Employment Services d/b/a STRIVE	OTDA	SN/SNAP	Education & training
East River Development Alliance	OTDA	SN/SNAP	Education & training
Edith and Carl Marks Jewish Community House of Bensonhurst	OTDA	SN/SNAP	Education & training
El Barrios Operation Fight Back Inc.	OTDA	SN/SNAP	Education & training
Exodus Transitional Community	OTDA	SN/SNAP	Education & training
Federation Employment & Guidance Services	OTDA	SN/SNAP	Education & training
Henry Street Settlement	OTDA	SN/SNAP	Education & training
Highbridge Community Life Center, Inc	OTDA	SN/SNAP	Education & training
Jewish Community Council of Greater Coney Island	OTDA	SN/SNAP	Education & training
LEAP, Inc. d/b/a Brooklyn Workforce Innovations	OTDA	SN/SNAP	Education & training
Long Beach Adult Learning Center	OTDA	SN/SNAP	Education & training
Lutheran Family Health Center	OTDA	SN/SNAP	Education & training
Manhattan Educational Opportunity Center	OTDA	SN/SNAP	Education & training
New York Urban League	OTDA	SN/SNAP	Education & training
Non -- Traditional Employment for Women	OTDA	SN/SNAP	Education & training
Northern Manhattan Improvement Corporation	OTDA	SN/SNAP	Education & training
Opportunities for a Better Tomorrow	OTDA	SN/SNAP	Education & training
Paraprofessional Healthcare Institute, Inc.	OTDA	SN/SNAP	Education & training
Per Scholas	OTDA	SN/SNAP	Education & training
Research Foundation of CUNY/Bronx Community College/Bronx EOC	OTDA	SN/SNAP	Education & training
Research Foundation of SUNY/Brooklyn EOC	OTDA	SN/SNAP	Education & training
Restaurant Opportunities Center of New York	OTDA	SN/SNAP	Education & training
Ridgewood Bushwick Senior Citizens Council Community Empowerment Center	OTDA	SN/SNAP	Education & training
Riverside Language Program	OTDA	SN/SNAP	Education & training
St. Nicks Alliance	OTDA	SN/SNAP	Education & training
The Fortune Society	OTDA	SN/SNAP	Education & training
The Hope Program	OTDA	SN/SNAP	Education & training
The Osborne Association Inc.	OTDA	SN/SNAP	Education & training
Year Up ,Inc.	OTDA	SN/SNAP	Education & training

APPENDIX C

TEST SAMPLE OF A COMPUTERIZED EMPLOYMENT ASSESSMENT / EMPLOYABILITY PLAN

The attached is a test sample of HRA's computerized Employment Assessment / Employability Plan with illustrative data supplied by MIS.

6. Continue Assessment/Refer Client

Refer client to Training Assessment Group (TAG)?

Refer client to Back To Work Vendor (BTW)?

7. Training Preferences & Experience

- Requesting Enrollment/Currently Enrolled in a Training Program?
- How many Education/Training Programs attended in last 3 years?
- ...How many of these completed?
- Name of the last Program completed?
- Date the last Program was completed?
- What was the outcome of the last program?
- Reason for any Program not completed
- Currently attending program?
- Total number of months in Completed & Current Programs?
- Referred to Current or Latest completed Program by HRA?
- Enrolled in a Program with a Future Start date?

Training Assessment Group

Currently Enrolled Program Details

- Program Name:
- Field of Study
- Program Address:
- HRA Approved Program?
- Cuny Program?
- Is Program at Cost to Client? Amount of Cost?

- Program Start Date?
- Program End Date?
- Expected Outcome(s) - Degree
 - Certificate
 - License

Certified Statement

- Training Signoff Date
- TAG Caseworker
- TAG Caseworker Phone Number :

8. Personal Circumstances

A. Veteran?

- | | |
|----------------------|-----------------------|
| 1. Active Duty? | 3. Disabled Veteran? |
| 2. Campaign Veteran? | 4. Separated Veteran? |

B. Ever Employed?

Job Title/Type	From	To	Hours	Days	Salary	Frequency	Leave

C. Do you have any Licenses?

- | | |
|-----------------------------|-----------------------------|
| 1. Driver's License | 3. Food Handler Certificate |
| 2. Licensed Practical Nurse | 4. Other |

D. Undertaken any Education/Training?

- Number of Courses in last 3 years?
- Number of these completed?
- Number of months spent in Training?
- Name of Last Program?
- Date Last Program Completed?
- Are you in a CUNY Program?

E. High School Diploma or GED?

Highest School Grade Achieved?

F. Employment Goals and Steps?

- Employment Goals?
- Steps to achieve these Goal(s)?

G. TABE Skill Grades

- Reading Skills Grade level
- Maths Skills Grade level
- Date of Test

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

10. Work Activity Assignments

Assignment Type	Action Code	Create Date	Start Date	Site Details

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 incorporates my preferences to the extent possible.

Applicant/Participant Signature

Date

PIA Worker/Authorized Worker Signature

Date