JFES Procedures Manual

Jobs First Employment Services

DOL JFES

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Introduction

This policy and PROCEDURES MANUAL provides guidance to the field staffs of the Department of Labor (DOL), the Regional Workforce Development Boards (RWDB) and the RWDB case management subcontractors on the implementation of the DOL Jobs First Employment Services. It was developed with input from representatives from the Jobs First Employment Services partner agencies: DSS and RWDBs. Wherever applicable, the Jobs First Employment Services Delivery Model as agreed upon by representatives of DOL, DSS and the RWDBs (The Design Group) has been incorporated in this guidance.

Due to the evolving nature the employment services program, the need for additional policy or modifications to existing policy will occur. As these additions or modifications occur, this manual will be revised. The manual is structured such that sections can be added, modified or rescinded easily without disrupting the content of the remainder of the document.

Mission Statement

In keeping with the Department's overall mission, the Jobs First Employment Services Program strives to assist participants to become competitive workers in the ever-changing employment environment. We provide comprehensive, integrated employment services that enable these workers to become and remain independent of assistance by preparing them for the next step in their continuum of lifelong learning.

Goals of Employment

1. Enable TFA participants, through employment, to become independent from cash assistance by the end of the 21-month time limit established by law.

2. Enable TFA participants who become independent from cash assistance to remain employed and independent of TFA.

3. Ensure that federally-established participation rates are met through employment of TFA participants and engagement in other allowable TANF work activities deemed appropriate based on assessments of clients' needs.

Operating Principles

1. The primary focus of the Jobs First Employment Services Program is to assist participants to become independent from assistance through employment.

2. Every participant shall be assigned to activities that will enable him/her to become and remain independent of TFA. Whenever possible, activities shall be combined in a way which will meet the federally established participation rates.

3. Each service delivery area shall manage its caseload in such a way as to meet the state target levels for the participation rates for all families as stated in the TANF contract with the RWDBs. If the caseload is managed by smaller "units" of case managers, each case management unit supervisor is to ensure that their unit's caseload is meeting the participation rate. (See Appendix A for a description of allowable and countable activities).

4. An individualized employment plan based on assessment of skills, abilities, work experience, education level, aptitudes, interests and program goals is developed for every participant. The individual employment plans for parents in a two-parent family are coordinated with each other in order to meet program goals. The combination of both parents' plans constitutes a plan for the family.

5. If, based on the assessment, it is determined that the family is capable within the first 21 months or anytime during an extension period of obtaining employment at earnings equal to the Federal Poverty Level for their family size, the participants are required to find and/or maintain employment at the Federal Poverty Level as soon as possible. Although these participants will no longer be eligible for TFA, they should be encouraged to continue to pursue additional education and training.

6. If it is determined that the family cannot obtain earnings at the Federal Poverty Level (in the case of a two-parent family, both parents wages or potential wages are combined) without further training and/or education, the participants are assigned to work, education and/or training activities that will maximize the families' income level within the first 21 months of assistance. For participants in extensions, work, education and/or training that will maximize the family income level as soon as possible are assigned. Whenever possible, employment shall be combined with education and training in such a way that the combination is countable toward the federally established participation rate.

Operating Principles cont.

7. As long as consistent with the program goals, employment plan activities are based on the participant's interests, ability, availability of resources and labor market demands. Motivation is key to success.

8. If it is evident that the family will not be able to become or remain independent of TFA through current employment or future employment that is secured (such as seasonal employment) without additional education and/or training, new or additional activities designed to increase the family income may be assigned, which may preclude continuation of existing employment or self-employment.

9. The operating principles listed above apply to all participants according to their needs, regardless of race, ethnicity, gender, religion, disability or sexual orientation.

Definitions

Adult Basic Education (ABE) - Literacy instruction in a life skills or employability context to adults who are unable to read, write, compute and problem-solve at levels of proficiency necessary to function on the job, in the family and/or in society.

Allowable Activity - Activities in which participants may engage as part of their employability plan. Such activities may or may not be considered countable activities for the purpose of meeting federal participation rates.

Assessment - A review of a participant's abilities and circumstances for the purpose of developing an employability plan. Specific areas covered in the assessment include but are not limited to: education, employment and training history, basic educational needs and other social services needs including transportation, child care, child support, domestic violence, substance abuse and mental health. Assessment occurs in several phases. An initial assessment is conducted by DSS staff. Further assessment is conducted by CT Works or subcontracted staff during orientation and subsequent times as needed.

Case Management - Case management services under the JOBS First Employment Services program consist of: participating in the assessment process, developing an employment plan, arranging services, tracking and monitoring participant activities.

Community Service - Voluntary work placement in a public or non-profit organization that will assist the participant in developing appropriate work skills and work history. May also include activity in community-based programs for which the primary goal is community enhancement, and which benefit from the use of volunteer labor on a regular basis. Must conform to the requirements of the Fair Labor Standards Act and Connecticut wage and hour laws. If a participant does not agree to the voluntary work relationship, she/he must receive wages consistent with the minimum wage requirements. As this activity is voluntary, no sanction or penalty may be imposed on a participant who does not comply with the requirements or expectations of this activity.

Conciliation – A process designed to allow DSS and the registrant the opportunity to put forth a good faith effort to settle disputes, disagreements and/or misunderstandings related to Employment Services before an adverse action is taken.

Definitions cont.

Countable Work Activity - An activity designated by the U.S. Department of Health and Human Services which may count towards meeting federal TANF participation rates. Activities are:

- ABE / GED
- Child care for others doing community service
- Education directly leading to employment
- ESL
- High school enrollment (teen parents only)
- Job search and job readiness
- On-the-job training
- Subsidized private sector employment
- Subsidized public sector employment
- Unsubsidized employment
- Vocational education training
- Voluntary community service
- Work experience

See Appendix A for limitations on counting various types of participation.

Employee - As defined, in part, in Connecticut General Statues Section 31-58 (f), “any individual employed or permitted to work by an employer.” The statute lists a number of exceptions including domestic service in a private home, babysitting and “activities of an educational, charitable, religious, scientific, historical, literary or nonprofit organization where the employer-employee relationship does not, in fact, exist or where the services rendered to such organizations are on a voluntary basis.”

Employer - As defined in Connecticut General Statutes Section 31-58 (f), “any owner or any person, partnership, corporation, limited liability company or association of persons acting directly as, or in behalf of, or in the interest of an employer in relation to employees, including the state and any political subdivision thereof.”

Employment - Services for compensation in an employer-employee relationship. Includes self-employment, OJT, subsidized employment and work experience.

Employment Plan - The employment plan describes how the participant will attain the goals of becoming and remaining independent of assistance. Based on the results of the participant’s assessment and specific circumstances, an individualized plan that is consistent with the goals of the Jobs First Employment Services Program is developed for each participant. The employment plan is referred to as the Independence Plan.

Enrollment - Registration for and attendance in an employment or training program.

Definitions cont.

English as a Second Language (ESL) - Literacy instruction in a life skills or employability context for adults who have limited proficiency in the English language as well as difficulty in numeracy, computing and problem solving at levels necessary to function on the job, in the family or in society.

Federal Poverty Measure - There are two slightly different versions of the federal poverty measure: the poverty thresholds and the poverty guidelines. The poverty thresholds are used mainly for statistical purposes, for instance, estimating the number of Americans in poverty each year. The poverty guidelines are a simplification of the thresholds and are used for administrative purposes, for instance determining financial eligibility for certain federal programs. The guidelines are issued annually by the U.S. Department of Health and Human Services. The poverty guidelines are sometimes loosely referred to as the "federal poverty level." *Cross-reference: Appendix D*

General Educational Development (GED) - High school diploma equivalency option in which adults demonstrate, through a multi-part written examination, the attainment of academic skills and concepts normally acquired through completion of secondary school.

Individual Structured Job Search - This is a supervised activity intended to lead to labor force attachment. It also may include CT Works Career Center, library and community research relative to business and industry types, workshop attendance, job search, career planning, long-term, educational and/or training goals that the participant is interested in pursuing when independent of cash assistance, and free or low-cost educational/recreational resources for children. May also include job readiness activities such as research on licensed child care providers, work transportation options, and how to arrange for them.

Intake - The process by which a TFA recipient becomes an enrolled participant of the Jobs First Employment Services Program. A Jobs First Employment Services Program intake session is comprised of the following:

- Orientation, or an overview, of the Jobs First Employment Services Program
- Assessment
- Initial employment plan development
- Eligibility determination for separately funded employment programs, for example, federal Welfare to Work
- Assignment of case manager
- Assignment of initial employment plan activity.

Definitions cont.

Job Placement - Securing of employment for an individual through referrals to existing job openings or openings resulting from job development.

Job Search and Job Readiness Training - Supervised group and individual job search activity. May include:

- Job search techniques, completing job applications, interviewing, resumes
- Life skills training
- Orientation to the world of work, motivational exercises, family budgeting
- Job placements and job development
- Job clubs.

Jobs First - Connecticut's welfare reform program. Under this program, receipt of cash assistance is limited to 21 months. Extensions are available under certain conditions. Additionally, individuals are required to participate in Job First Employment Services activities unless found to be exempt.

Mentoring - Process in which a workplace-based or community-based individual, the mentor, is paired with a participant to form a supportive relationship that assists the participant make and maintain the transition from welfare to work.

Monitoring (of Employment Plan) - Tracking participant progress regularly to determine whether a participant is appropriately engaged in employment plan activities, and to identify any changes in a participant's circumstances that may affect participation.

On-the-Job Training (OJT) - Paid and supervised work activity in the public or private sector in which the worker receives training that provides knowledge or skills essential to the full and adequate performance of a specific job. The OJT employer is reimbursed at least partially for the training and additional supervision, which it provides to the worker.

Participant - A registrant of the Jobs First Employment Services program who has completed the Jobs First Employment Services Intake session.

Post-TFA Employment Services – Employment services under Jobs First that may be provided to participants who become ineligible for Temporary Family Assistance (TFA) while engaged in an employment services activity (including unsubsidized employment), for the duration of that activity up to one year after such participants become ineligible for TFA.

Definitions cont.

Regional Workforce Development Board (RWDB) - Advisory board, predominantly comprised of private sector members, charged with the delivery of employment and training services in designated geographic areas.

Registrant – Any individual whom the DSS has referred to the Jobs First Employment Services program.

Registration - Acceptance of certain demographic information, unique identifier and a registration category. Registration implies that the individual is eligible to receive services in the Jobs First Employment Services program.

Retention – The maintaining of continuous employment (though not necessarily with the same employer), and/or the maintaining of consistent engagement in employment-related activities.

Retention Services – Retention services under Jobs First are any services that are designed and delivered to support the maintenance of continuous employment, and/or to assist individuals to remain engaged in employment-related activities. Retention Services under Federal Welfare to Work are any services designed to assist the individual to maintain employment, including Basic Education/Skills Training; Occupational Skills Training; ESL; Mentoring; Transportation; Childcare; Emergency or short-term housing assistance and Non-medical substance abuse treatment. The Workforce Investment and Opportunity Act (WIOA) does not name specific services or types of services as retention services for adults. WIOA regards retention activities such as follow up services to be core services, including counseling regarding the workplace for 12 months after the first day of employment.

Sanction – A reduction or discontinuance of TFA benefits when a mandatory participant in JFES fails to comply with an employment service requirement without good cause

1. During the first 21 months, the penalties are imposed as follows:

   a. 1st penalty – TFA is reduced by 25%,
   b. 2nd penalty – TFA is reduced by 35% and
   c. 3rd penalty – TFA discontinued, family is ineligible for 3 months and must reapply after the 3rd month to again receive benefits.

   Note: If there is only one member of the TFA family, the penalty is discontinuance rather than a percentage reduction.

2. During an Extension, the penalty is imposed as follows:

   TFA is discontinued and the recipient is ineligible for future TFA extensions based on good faith effort. The family can only receive TFA again if they become exempt from the TFA time-limit or have circumstances beyond their control which prevent them from working.

Definitions cont.

Sanctioning Process – Specific policy and procedures outlined in the DSS Uniform Policy Manual that provide for due process prior to the imposition of sanctions for non-compliance with Employment Services requirements. Generally, these procedures require that the DSS worker provide the TFA recipient with an opportunity for conciliation prior to imposing a sanction.

Subsidized Private Sector Employment - Work in the for-profit or private not-for-profit sector of the economy in which wages are paid for, in part, by the employer and, in part, with public funds through another entity and for a limited duration.

Subsidized Public Sector Employment - Work in the government sector of the economy, that is federal, state or local government organizations, in which wages are paid for, in part, by the employer and, in part, with public funds through another entity and for a limited duration.

Support Services - Services that assist participants to successfully complete employment and training programs and/or obtain and maintain employment. Services may provide financial assistance, such as monies for child care expenses, or non-financial assistance such as counseling.

Special Benefits - Financial assistance provided to TFA recipients to cover transportation and some 'baby-sitting' costs associated with participation in employment services activities. *Cross-reference: Section V. B. for requirements and limitations*

Temporary Assistance for Needy Families (TANF) - Title I of the federal Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) providing block grants to states for assisting families with dependent children with financial support and work opportunities and other services consistent with the purposes of the act.

Temporary Family Assistance (TFA) - Cash assistance provided to low-income families with dependent children under Title I of the federal Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA).

TFA Payment Standard - Monthly amounts of cash assistance provided to families receiving TFA with no other income. Based on family size, geographic area and a percentage of the standard of need. *Cross-reference: Appendix D*

Definitions cont.

Two-Parent Family - Family in which both parents are recipients of TFA, living in the same household, and neither is exempt from participation due to incapacity.

Unsubsidized Employment - Work in which wages are paid solely by the employer without public sector subsidy. Includes self-employment.

Vocational Education Training - Formal training which leads to a particular skill or knowledge. May be conducted in a classroom setting, in a workplace setting, or in some combination of the two. May include:

- Occupational skills training
- ESL, GED and ABE when part of a vocationally focused curriculum
- Entrepreneurial training.

Wagner-Peyser Act - Federal legislation which provides assistance to laborers through unemployment insurance and job assistance services.

Welfare to Work - 1. Used generically, this term refers to programs that provide employment and training services to recipients of public assistance to assist them in becoming independent of cash assistance. 2. U.S. Department of Labor program designed to assist harder-to-serve recipients of public assistance and non-custodial parents of children receiving public assistance to retain employment and obtain education and training services once employed.

Work Experience - Time-limited, paid, supervised work activity in the public or private sector that is intended to improve the employability of individuals not otherwise able to obtain employment. Must conform to the requirements of the Fair Labor Standards Act and Connecticut wage and hour laws.

Jobs First Employment Services

Jobs First employment services are provided through CT Works, a partnership of the CT Department of Labor (DOL) and the Regional Workforce Development Board (RWDB) in conjunction with the Department of Social Services (DSS).

General Provisions

A. Eligible Recipients

Jobs First employment services are limited to recipients of Temporary Family Assistance (TFA).

B. Goals of the Jobs First Employment Services Program

Through the collaborative efforts of DSS and the CT Works partners, TFA recipients participate in employment services that are consistent with the following three goals:

1. Enable TFA participants, through employment, to become independent from cash assistance by the end of the 21-month time limit established by state law;

2. Enable TFA participants who become independent from cash assistance to remain employed and independent of TFA; and

3. Ensure that federally established participation rates are met through employment of TFA participants and engagement in other allowable TANF work activities deemed appropriate based on assessments of clients' needs.

All three goals of the program are to be met. Goals (1) and (2) are met at the individual participant level while goal (3) is met at the caseload level. Every participant is to meet the first two goals of becoming and remaining independent of assistance by the end of their first 21 months of assistance or as soon thereafter as possible. It is not essential that every participant meet these goals through participation in activities that are allowable and countable under PRWORA. Effective October 1, 1999, 40% of all non-exempt TFA families must be participating in activities deemed allowable and countable under PRWORA (See Appendix A for description of allowable and countable activities).

B. Goals of the Jobs First Employment Services Program cont.

A participant who becomes independent of TFA due to income over the payment standard but below the poverty level may meet the first goal of the program but not the second. The higher the level of income when becoming independent of TFA the more likely participants will remain independent of TFA. To ensure that recipients remain independent of assistance, employment services are provided to increase the participants' capacity to maintain employment, increase earnings and establish a pattern of life-long learning.

C. Type of Employment Services

To attain all three goals, CT Works' employment services include a combination of job search, employment, education, training and support services. The combination of services varies with each individual participant. This balance of employment activity with other services utilizes individual strengths and resources while addressing employment-related needs. This "balanced work first" approach ensures that participants will not only become independent, but will remain independent from assistance while the federal participation rates are met (meeting all three goals).

Each participant may receive employment services that include, but are not limited to the following:

- orientation,
- assessment,
- case management,
- employment plan development,
- barrier resolution,
- employment related education and training programs,
- job search skill training,
- job placement services,
- case management,
- support services (such as Special Benefits),
- retention services
- re-employment services.

D. Service Delivery

With the exception of the initial orientation session, which is delivered jointly by DSS, DOL, RWDB and the case management staff, the case managers provide all the above listed services directly or through referral. In addition to being responsible for service delivery, the case managers track and record all required data on the participants' status (See sections 1500, Recording Data).

E. Operating Principles

1. The primary focus of the Jobs First Employment Services Program is to assist participants to become independent of assistance through employment.

2. Every participant shall be assigned to activities that will enable him/her to become and remain independent of TFA. Whenever possible, activities shall be combined in a way which will meet the federally established participation rates.

3. Each service delivery area shall manage their caseload in such a way as to meet the state target levels for the participation rates. If the caseload is managed by smaller "units" of case managers, each case management unit supervisor is to ensure that their unit's caseload is meeting the participation rate. (See Appendix A for a description of allowable and countable activities).

4. An individualized employment plan based on assessment of skills, abilities, work experience, education level, aptitudes, interests and program goals is developed for every participant. The individual employment plans for parents in a two-parent family are coordinated with each other in order to meet to meet program goals. The combination of both parents' plans constitutes a plan for the family.

5. If, based on the assessment, it is determined that the family is capable within the first 21 months or anytime during an extension period of obtaining employment at earnings equal to the Federal Poverty Level for their family size, the participant (participants) are required to find and/or maintain employment at the Federal Poverty Level as soon as possible.

E. Operating Principles cont.

7. If it is determined that the family cannot obtain earnings at the Federal Poverty Level (In the case of a two-parent family, both parents wages or potential wages are combined.) without further training and/or education, the participant (participants) are assigned work, education and/or training activities that will maximize the families income level within the first 21 months of assistance. For participants in extensions, work, education and/or training activities that will maximize the family income level as soon as possible are assigned. Whenever possible, employment shall be combined with education and training in such a way that the combination is countable toward the federally established participation rate.

8. As long as consistent with the program goals, employment plan activities are based on the participant's interests, ability, availability of resources and labor market demands. Motivation is key to success.

9. If it is evident that the family will not be able to become or remain independent of TFA through current employment or future employment that is secured (such as seasonal employment) without additional education and/or training, new or additional activities designed to increase the family income may be assigned, which may preclude continuation of existing employment or self-employment.

10. The operating principles listed above apply to all participants according to their needs, regardless of race, ethnicity, gender, religion, disability or sexual orientation.

Entry into Jobs First Employment Services

An individual is required to participate in the Jobs First Employment Services (JFES) program as a condition for receiving Temporary Family Assistance (TFA) unless the Department of Social Services (DSS) determines that the person meets criteria that exempts her or him from this requirement.

Prior to referral to JFES, the DSS worker conducts a Service Needs Assessment (SNA) of the individual who is being required to participate in JFES. The SNA is a review of the individual's background and current circumstances. The DSS worker reviews the individual's employment history, education, childcare and transportation arrangements and personal issues that may affect employment plan development.

Within ten (10) calendar days of the day that DSS completes a SNA, the TFA applicant must be scheduled for an intake (JFES) session. The DSS worker may also refer the individual to other services depending on the results of the assessment. Results of the SNA are shared with JFES staff.

All non-exempt applicants of TFA benefits must attend an initial JFES assessment interview and participate in the development of an employment plan. Therefore, all TFA applicants receive a JFES assessment and initial employment plan at the JFES intake session before TFA is granted. Failure to attend may result in a denial of TFA application.

TFA applicants who were previously denied or TFA recipients who were discontinued require re-entry to employment services. Failure to attend may result in a denial of TFA application.

Recipients of TFA who have already been determined eligible for TFA are subject to the current DSS policy that states that their benefits will be discontinued if they fail to attend any appointment leading up to the development of a JFES employment plan.

Intake for Jobs First Employment Services Program

Jobs First Employment Services (JFES) intake occurs when a participant satisfactorily completes a group or individual session with JFES staff for the purpose of engaging the participant in JFES employment plan development. Participants who are newly engaged in JFES are required to attend an intake session.

Note: See section 1245 of this Manual that describes procedures for the re-entry of Temporary Family Assistance (TFA) applicants or recipients who were previously denied TFA or who left the JFES program.

A. General Provisions

JFES intake sessions are conducted by JFES staff on a group or individual basis depending upon participant circumstances and/or scheduling availability. Intake sessions include an orientation to the JFES program, employment assessments, initial employment plan development and may include testing and eligibility screening for separately funded employment programs.

Special accommodations are made for participants that cannot attend the intake session due to their employment schedule. These participants are scheduled for separate individual intake appointments at times that do not interfere with work hours. If necessary, the intake session can be conducted in a combination of phone interviews and mailed correspondence, however, such individual sessions should include all of the pertinent program orientation information presented at a group session.

Note: Participants should not be required to miss work, training or a job interview to attend any employment services activity, unless such attendance is required pursuant to section 1225-B-2-i of this Manual.

When necessary, arrangements are made to conduct the intake session in languages other than English (See section 1620, Interpretive Services of this Manual).

B. General Procedures for TFA Applicants

All mandatory TFA recipients must be engaged. The definition of engaged is that an assessment has been conducted and an employment plan completed. Therefore, all TFA applicants receive a JFES assessment and initial employment plan at the intake session before TFA is granted.

B. General Procedures for TFA Applicants cont.

1 DSS Referral Criteria

a. All TFA applicants are mandated to attend the intake session (except those listed below).

b. Applicants who do not appear to be eligible for TFA or who appear to be exempt from participation in the JFES program are not required to attend an intake session.

c. The following TFA applicants are not to be referred to the intake session.

1) Applicant with stated or verified income over the income limit

2) Applicant with stated or verified assets over the asset limit

3) Applicant whose citizenship status is unclear

4) Applicant with a 60-month counter without domestic violence documentation

5) Applicant for a third or greater extension, who does not appear to meet criteria

6) Applicant who refuses to cooperate with Child Support Enforcement at DSS

7) Applicant is not a resident of Connecticut

8) Applicant meets the exemption criteria for employment services at application

2. DSS Referral Procedures

Within ten (10) calendar days of the day that the Department of Social Services (DSS) completes a Service Needs Assessment (SNA), the TFA applicant must be scheduled for an intake (JFES) session.

B. General Procedures for TFA Applicants cont.

2. DSS Referral Procedures cont.

The DSS worker schedules the TFA applicant for the intake session within ten (10) days of completing the SNA. The DSS worker provides the TFA applicant with written confirmation of the intake date and time, consequences for not showing up, for showing up late, for leaving before the employment plan is signed or for bringing children to the session. Written notice also includes name and phone number of the DSS worker to call if applicant cannot attend.

3. JFES Intake

Intake sessions do not have to be conducted by case managers. Special intake staff may be used, however, any staff conducting intake must be trained in JFES program requirements and employment plan development.

To the extent possible and not necessarily in this order, intake sessions contain an orientation, assessment, and initial employment plan development.

a. Orientation

During the brief orientation to JFES (recommend to limit orientation to 15 to 30 minutes) TFA applicants are provided with information on the goals and services of the JFES program. JFES staff explains the relationship between TFA and JFES within the context of Connecticut's Jobs First Program, including the importance of participation requirements and the potential impact of non-compliance on the receipt of assistance. JFES staff also describe next steps including information regarding the plan review & modification session.

Note: See section 1228 for a complete description of the plan review & modification session.

b. Assessment

JFES staff conduct initial employment services assessments, which include a review of the SNA and interview with participant. The initial assessments may include the administration of the employment related assessment tools such as the Connecticut Competency System (CCS) test.

B. General Procedures for TFA Applicants cont.

3. c. Initial Employment Plan Development

During the intake session, JFES staff develops the TFA applicant's JFES employment plan. As long as the participant is an applicant and not a recipient of TFA, the initial employment plan will include activities such as the following:

1) If working, maintain current employment activity;

2) Find child care provider;

3) Complete child care application and parent provider agreement form to bring to next appointment with JFES case manager (warn against sending forms into Care 4 Kids until applicant is granted);

4) Arrange for transportation;

5) Any other support services, as appropriate; and

6) Self-help services at One-Stop.

Employment-related activities such as case management, work, job search assistance, vocational education and adult education will be assigned to a participant once she/he is granted TFA benefits.

During the intake session, the participant's address and phone number is verified in order to contact the participant for the next appointment. The need for the special benefit participation allowance to attend this appointment and the next one is determined. After the intake session, the applicant remains on a generic caseload list until the TFA application is dispositioned.

Note: See section 1228 for a complete description of the plan review & modification session.

B. General Procedures for TFA Applicants cont.

4. Non-compliance with the JFES Intake

   Completion of the assessment and the development of an employment plan is an eligibility requirement in order to receive TFA benefits.

5. JFES staff notifies DSS worker if the TFA applicant:

   a. Does not attend,

   b. Arrives late (after the locally established "cut off" time), she/he is not allowed to attend the session and must be referred to a DSS worker,

   c. Leaves early without completing the JFES employment plan, they have not met the eligibility requirement for TFA and must be referred to a DSS worker, and

   d. If applicant brings children to the JFES intake, she/he is not allowed to attend the session and must be referred to a DSS worker.

6. Upon receiving notification, DSS worker will do the following:

   a. Determine good cause. If the applicant has good cause for failing to attend the JFES intake session, the DSS worker will reschedule the applicant.

   b. If the applicant does not have good cause, the DSS worker denies the TFA application. If an individual reapplies for TFA at a later date, she/he will be required to attend

   Note: If DSS worker determines good cause and reschedules, the applicant is placed in he next available JFES intake session within the next ten calendar days.

C. General Procedures for TFA Recipients

All TFA recipients who are mandatory for JFES are required to attend an intake session.

1. DSS Worker

    a. Completes a SNA;

    b. Schedules applicant for intake session (since the intake session is not an eligibility requirement, the session does not have to be within 10 days of the SNA completion).

    c. Refers participant to case management entity and notifies entity of referral.

2. JFES Intake

    Intake sessions do not have to be conducted by case managers. Special intake staff may be used, however, staff conducting intake sessions must be trained in JFES program requirements and employment plan development.

    To the extent possible and not necessarily in this order, intake sessions contain an orientation, assessment, and initial employment plan development.

    a. Orientation

        During the orientation to JFES, TFA participants are provided with information on the goals and services of the JFES program. JFES staff explains the relationship between TFA and JFES within the context of Connecticut's Jobs First Program, including the importance of participation requirements and the potential impact of non-compliance.

    b. Assessment

        JFES staff conduct initial employment services assessments, which include a review of the SNA and interview with the participant. The initial assessment may include the administration of the employment related assessment tools such as the Connecticut Competency System (CCS) test.

C. General Procedures for TFA recipients cont.

2. c. Initial Employment Plan Development

During the intake session, JFES staff develop the TFA participant's JFES employment plan. Because the participant is already a recipient of TFA, the initial employment plan will include assignment to employment-related activities such as the following:

1) assignment to case manager;

2) work;

1) job search assistance;

2) vocational education;

3) adult education;

4) arranging for transportation, and

7) support services such as searching for a child care provider and applying for Care 4 Kids.

The need for special benefit participation allowance to attend this appointment is determined. During the intake session, the participant is assigned to a case manager.

3. Non-Compliance with the JFES Intake

a. JFES staff notifies DSS worker if the participant:

1) Does not attend and does not contact JFES staff or contacts JFES staff without good cause.

2) If participant calls with a good cause reason for not attending, she/he is rescheduled for another intake session.

D. General Procedures for TFA recipients cont.

3. b. Upon receiving notification, the DSS worker will do the following:

1) Determine good cause. If the participant has good cause for failing to attend the JFES intake session, the DSS worker will reschedule the participant.

2) If the participant does not have good cause, the DSS worker discontinues the TFA benefits.

Note: Exempt TFA recipients that volunteer to participate in the JFES program will follow the above procedures. However, they are not discontinued or sanctioned for not attending or for subsequent non-compliance with the JFES program.

Case Management

Case management services are provided to all participants in Jobs First Employment Services

A. Case Management Services

Case management services consist of the following core functions:

1. Participating in the Assessment

   Participating in an assessment of the participant's skills, aptitudes, strengths, interests and other circumstances. This will build upon the assessment data gathered by the Department of Social Services**,** and the assessment may include staff from CT Works and subcontractors.

2. Developing an Employment Plan

   Developing an employment service plan based on results of the assessment that addresses the local labor market and the specific circumstances of each client and which is consistent with meeting the goals of the Jobs First Employment Services program. In some instances this may build upon an initial employment plan developed at the assessment.

3. Arranging Services

   Arranging and coordinating services, including support services, to carry out the employment service plan. This includes referral to any service available in the community or from the state including state contracted child care, whether funded through the employment services program or not. Arranging services includes issuing special benefits.

A. Case Management Services cont.

4. Monitoring and Documenting Participant Progress

Monitoring the participant to ensure both the participant and the service provider have fulfilled their roles in carrying out the program and the employment service plan.

Documentation includes, but is not limited to, recording client activities for the purpose of reporting mandated performance and entering data into a computerized system; maintaining an ongoing record of appropriate activities; and documenting and maintaining any other data provided by other agencies or programs to meet program goals.

Monitoring includes, but is not limited to, ensuring that the client is engaged in activities and making satisfactory progress to meet program goals; ensuring individual employment plan compliance, and if no compliance, making a referral to the Department of Social Services for conciliation and sanctioning. Prior to the referral to DSS for sanction, efforts will be made to resolve the issues and to re-engage the participant with the service provider.

B. Approach to Fulfilling Core Case Management Functions

The Case Manager fulfills the core case management functions by:

1. developing partnerships with participants that are built upon mutual trust and respect;

2. embracing a "zero-reject mentality" so that the hardest-to-serve individuals are assisted;

3. focusing on attainable outcomes that correspond to the participant's skills abilities and interests;

4. integrating and individualizing services;

5. helping clients gain access to a series of continuous and connected services;

B. Approach to Fulfilling Core Case Management Functions cont.

6. facilitating the development of an employment service plan that gains access to a broad array of services including child care and transportation;

7. helping participants enter the labor force in a timely and cost effective manner; and

8. monitoring participant progress to guarantee continued appropriateness of services and referring for conciliation and sanctioning when participants fail to comply with plan activities.

C. Time and Location of Case Management Services

1. The Jobs First Employment Services participant receiving case management services receives the initial assessment, employment service plan, and referral to the next step at the same time and at the same location as the *Connecticut Works* orientation.

2. Subsequent contact with participants after the initial assessment takes place at the *Connecticut Works* location or, if this is not possible, at a location reasonably accessible to the participant.

3. Case managers make home visits, if appropriate, and will be available during off-hours and on weekends. Home visits are made only to make case management services accessible to the participant.

4. Case managers shall maintain adequate contact with the participant base on the assessment and employment services plan to meet the goals of the program to ensure progress of the participant towards employment and meeting the goals of the program.

D. Duration of Case Management

Case management begins when orientation has been completed and ends with the ineligibility of the participant for Jobs First Employment Services.

E. Caseload Assignment

1. Case managers are responsible for providing services to individuals in an assigned caseload.

2. The same case manager retains the case regardless of which service provider or providers are providing services to the participant.

3. The same case manager retains the case until the participant leaves the *CT Works* system or the participant moves out of the service delivery area, however adjustments may be made for administrative reasons such as caseload equalization.

4. The same case manager is assigned to both parents in a two-parent family.

F. Dedicated Case Managers

Case managers have as their sole function case management.

G. Fair Hearings

The case manager is be available as a witness in Fair Hearings conducted by the Department of Social Services when a hearing involves a dispute of fact and only when such witness testimony is necessary for the purpose of providing additional information or clarification which is not available in the written case record and which is essential to the fair disposition of the case. Case managers attend such hearings when requested by DSS and to the extent that such attendance will not disrupt the delivery of case management services.

Employment Plan

A. General Provisions

The employment plan describes how the participant will attain the goals of **becoming** independent of assistance and **remaining** independent of assistance over time. Based upon the results of the participant's assessment and specific circumstances, an individualized employment plan that is consistent with the goals of the Employment Services Program is developed for each participant.

The employment plan identifies the individual participant's employment objective and the specific steps that are required to reach this objective. These steps include participation in program activities such as job search, education or training; the assignment of tasks such as arranging for backup child care or requesting an increase in hours with current employer and the provision of support services such as issuing transportation benefits, referral for substance abuse treatment or retention services. The Employment Services Program Operating Principles are used as a guide in developing individual employment objectives and the specific steps required to reach them.

Case managers initiate an employment plan with the participant during the intake session. The initial and all subsequent modifications to the employment plans are recorded on Part B of the Independence Plan, Form # TFA-12. A copy of the signed Independence Plan is given to the participant and the original is kept in the participant's file.

B. Employment Plan Development

The first step in the development of the employment plan is an **assessment** of the participants' attributes, aspirations and limitations with regards to becoming independent from cash assistance through employment. The information obtained from the assessment along with labor market data is used to assist participants in developing **realistic objectives** for becoming and remaining independent of assistance. With input from the participant, the strategy to attain the objectives is developed and written in a **formal employment plan,** Part B of the Independence Plan. The employment plan includes specific details on assigned employment activities, support services, responsibilities of both the participant and the case manager and time frames for completion of tasks.

B. Employment Plan Development cont.

The employment plan is signed by both the participant and the case manager. The case manager keeps a copy of the signed employment plan, gives a copy to the participant and sends a copy to the DSS worker.

The effectiveness of the employment plan is **regularly assessed**. It can be **modified** at any time to address changes in participants' circumstances or to create a more effective progression to becoming and remaining independent of assistance. All changes are documented on the employment plan form.

Participants are informed of all changes to their employment plan. Any change that has the potential of adversely effecting TFA eligibility if not complied with must be initialed by the participant and the case manager when the change occurs. A copy of the modified employment plan is given to the participant and a copy is sent to the DSS worker. If it is inconvenient for the participant to meet with the case manager to initial the change, the participant must be sent a notice regarding the change and a copy of the modified employment plan.

Elements included in employment development:

1. Assessment

   The first step in developing an individualized employment plan is to gather information on the participant including, but not limited to the following: skills; work experience; work history; prior training; current participation in education and training activities; number of months of TFA eligibility remaining; life skills; resources; language ability; math and reading test scores, interest inventory; level of education; age; availability of transportation; need for child care; physical restrictions; interests; aspirations; preferences; motivation; attitude; social services needs e.g., counseling, legal services, substance abuse treatment; and TFA counter.

B. Employment Plan Development cont.

1. Assessment cont.

Information used in the assessment is obtained from a variety of sources. Sources of information include but are not limited to: the DSS human needs assessment, tests such as the Connecticut Competency System (CCS) which is given during intake, previous Employment Service Program records, interest inventory, screening tools (e.g., screen tools to identify learning disability, substance abuse or WtW eligibility) and from interviewing the participant. A summary of pertinent findings should be noted on the assessment section of the employment plan form.

Note: If information obtained from the assessment indicates that the participant may be exempt from participation in the Jobs First Employment Services Program, her participation status needs to be reassessed by DSS. See section 1610, Exemption from Participation in Jobs First Employment Services.

An assessment must include a one-on-one interview with the participant. During this interview, the case manager will obtain much of the information described above. Also, during this interview, the case manager assists the participant to develop realistic objectives for becoming and remaining independent of assistance through employment.

2. Developing Employment Objectives

Before the employment plan can be developed, the participant's individual employment objectives must be identified. Case managers apply the Employment Services Operating Principles when using the following steps to help participants identify appropriate employment objectives.

B. Employment Plan Development cont.

2. Developing Employment Objectives cont.

a. Remind participants of the advantage of the earnings disregard built into the Jobs First program. It is important that participants understand both the short and long-term benefits of the earnings disregard. By becoming employed or increasing their earnings there is the immediate short-term financial gain and by simultaneously using the employment services provided by the Jobs First Program there is a the long-term benefit of increased future earnings, more stable employment and independence of TFA. (Please note: the specific impact of earnings on participants' TFA eligibility is always determined by the DSS worker.)

b. Use the information obtained from the assessment to help participants identify their strengths and resources (individuals in a two-parent case can be a resource for each other) and understand their potential for reaching the program goals.

c. Coordinate the individual employment plans of both parents of a two-parent family when assessing and developing objectives for the family to meet the program goals.

d. Help participants understand how the information obtained from the assessment relates to the local labor market. This may require providing participants with information on prerequisite skills and/or education required by certain occupations. (Some cases may require a referral to the Department of Labor or some other job counselor to assist in the development of an employment plan objective.)

e. Explain how the employment objective must lead to meeting **both** program goals of becoming and remaining independent of TFA.

1) To become independent of TFA at the end of the 21 months or an extension period, family income must be $90 over the payment standard for the family size.

B. Employment Plan Development cont.

2. e. Developing Employment Objectives cont.

2) To remain independent of assistance the employment must lead to earnings at or above the Federal Poverty Level for the family size, be stable and/or lead to similar or better employment opportunities.

f. If it is determined that without any additional services, the family is capable within the first 21 months or anytime during an extension period of obtaining employment at earnings equal to the Federal Poverty Level for their family size, the participants objective will be to find and/or maintain employment at the Federal Poverty Level as soon as possible.

g. If it is determined that the family cannot obtain earnings at the Federal Poverty Level (In the case of a two-parent family, both parents wages or potential wages are combined.) without further training and/or education, the participant (participants) are assigned a combination of education, training and/or work activities that will maximize the families income level within the first 21 months of assistance. For participants in extensions, a combination of education, training and/or work activities that will maximize the families' income level as soon as possible are assigned.

h. In developing employment objectives, as much as possible within the program parameters, provide the participant with choices. Participant choice is important in providing the motivation to succeed. The availability of program "slots" should not be the primary factor in establishing participants' objectives.

i. If it is evident that the family will not be able to become or remain independent of TFA through current employment or future employment secured (such as seasonal employment) without additional education and/or training, to the extent necessary, the employment objective may require current employment to be reduced or termination to accommodate education and/or training that will increase earnings potential. The participant's DSS worker is to be notified of any employment plan change that includes a reduction of employment hours.

B. Employment Plan Development cont.

2. i. Developing Employment Objectives cont.

These objectives are recorded on the employment plan form, Part B of the Independence Plan.

The following are four examples of how individual employment objectives can eventually lead to attainment of both program goals of becoming and remaining independent of assistance.

***Example 1*:** A realistic objective for a participant with strong ties to the labor market and minimal barriers to employment is to test the labor market to get a job regardless of whether this participant is within their first 21 months or an extension. A job that is compatible with the program goal of remaining independent of TFA and has the potential for upward mobility is targeted. The employment objective for this participant should specify employment with minimal earnings at the Federal Poverty Level for this participant's family size

***Example 2*:** A realistic employment objective for a participant with multiple barriers to employment and an unsuccessful employment history could still be employment above the Federal Poverty Level after participation in a combination of employment and support activities. This combination could include attainment of part-time employment (at least 20 hours) that will give the participant applicable work experience while providing time to participate in other employment services activities. Depending on the participant's needs, other activities could include GED or occupational skills attainment.

Other services such as mentoring and intensive support services that build employment capacity while resolving issues that caused past failures may be intermediate steps to achieving the employment objective. Within a short time this participant could look to increase employment hours or look for a better paying, full-time job with earnings at or above the

B. Employment Plan Development cont.

2. Developing Employment Plan Objectives cont.

Federal Poverty Level. Since this objective could be achieved in a relatively short time frame, this plan could be implemented whether the participant is in the first 21 months of TFA or in an extension.

Example 3**:** Developing an employment objective for a participant with multiple, severe barriers (such as illiteracy, homelessness, no English proficiency, domestic violence and uncontrolled addiction) may be delayed while steps are implemented to overcome barriers to realistic attainment of employment objectives. If participants cannot realistically participate in a federally established countable activity due to the severity of their barriers, their plan should address these barriers first. As soon as possible, the plan should be modified to include an employment objective in addition to any necessary support services.

If a participant does not become employed during the first 21 months of TFA, her employment objective during an extension is still to become employed at the highest possible wage. However, during an extension the employment objective is to obtain a job that pays at least $90 above the TFA payment standard for her family size and not the FPL for her family size.

Note: If a participant appears to meet the exemption criteria (See section 1610), the case manager refers the participant to the DSS worker to have his/her participation status reassessed.

B. Employment Plan Development cont.

2. Developing Employment Plan Objectives cont.

Example 4, A Two-parent Family:
One parent of the two-parent family has substantial work experience and marketable skills while the other parent has almost no work history, sixth grade reading and math abilities and very low self-esteem. The employment objective for this family is to have the parent with the work history become employed in a job that builds upon past work history while the other parent increases math and reading skills and either works or conducts community service part-time to gain work experience. Together their activities are countable toward the program goals.

During the first 21 months of TFA, this two-parent family can benefit from the TFA earnings disregard while increasing their earnings potential and meeting the participation rate. During an extension period, this two-parent family could still work toward increasing their earnings potential, but their employment objective would become employment that is $90 over the TFA payment standard for their family size.

3. Steps Toward Reaching Employment Objectives

a. Employment-related Activities

After the objectives have been determined, the case manager identifies all the necessary steps that will support the plan and notes them in the appropriate section on the employment plan form. These steps include participation in employment or employment-related activities such as individual structured job search, attending job search skills training, adult education, English as a Second Language (ESL), occupational or vocational skills training. In determining the most appropriate steps needed to reach the participant's employment objectives, the case managers needs to consider all the following factors:

B. Employment Plan Development cont.

3. a. Steps Toward Reaching Employment Objectives cont.

1) results of the participant's assessment,
2) current employment hours,
3) child care arrangements,
4) availability of current programs,
5) transportation availability,
6) coordination with other parent's plan (in a two-parent case) and
7) meeting the federal participation rate.

Whenever possible, assignment to program activities or a combination of activities should be made in such a way that the activities are allowable and countable toward the participation rate, which is a minimum of 30 hours per week per family. The hours of participation for each parent in a two-parent family are combined to meet the federal rate. Although a family's participation at 30 hours per week meets the federal minimum requirement, each participant may be required to participate up to 35 hours per week. Participants may voluntarily participate more than 35 hours per week, but they may not be required to engage in plan activities that exceed 35 hours per week.

b. Allowable and Countable Activities

Activities from the following two groups are considered allowable and countable:

1) First Group:

a) Unsubsidized Employment,
b) Subsidized Private Sector Employment,
c) Subsidized Public Sector Employment,
d) Work Experience,
e) On-the-Job Training (OJT),
f) Job Search and Job Readiness,
g) Vocational Education Training,
h) Community Service and
i) Child Care for Others Doing Community Service

B. Employment Plan Development cont.

3. b. Steps Toward Reaching Employment Objectives cont.

2) Second Group:

a) Jobs Skills Training Directly Related to Employment
b) Education Directly Related to Employment
c) High School/GED

Although all the above listed activities are allowable, activities from the second group only count toward the participation rate after the first 20 hours of participation in activities from the first group. Therefore, whenever possible, case managers should assign the appropriate countable activity for a minimum of 20 hours per week for single parent families (can be a combination of both parents' activities in a two-parent family) from the first group of activities. Whenever possible, education and training should be combined with employment or employment-related activities in such a way that the combination is countable toward the federally established participation rate.

Note: Post-secondary education (i.e., two and/or four year degree programs) is not an allowable Jobs First Employment Services plan activity, cannot be an employment plan assignment and is not supported by TANF-funded special benefits. However, if a participant has enrolled in post-secondary education on his/her own and is within six months of completion (attainment of a degree), the case manager is to ensure that the employment plan activities do not interfere with the participant's completion of his/her post-secondary program. In these cases, the number of hours of participation in post-secondary school activities can be data entered as vocational education.

See Appendix A for detailed description of the above activities and for further explanation of assigning allowable and countable activities to meet the participation rate.

B. Employment Plan Development cont.

3. b. Steps Toward Reaching Employment Objectives cont.

As much as possible, the participant is included in the decision-making regarding the employment plan assignments. The assignments are discussed with the participant in order to address any concerns regarding the assignment. Whenever possible the participant should be given options in employment plan activities.

c. Other Employment Plan Tasks

In addition to identifying the necessary employment plan activities described above, the case manager identifies any other steps that should be taken to move the family closer to their employment objectives. These steps are usually tasks assigned to the participant or the case manager that will help eliminate the barriers to participation and make the transition to independence easier. Examples of other tasks might be having the participant request more hours of employment; apply for a driver's license, complete an application for available services or benefits and arrange for backup child care and/or backup transportation. In addition to listing these tasks on the employment plan, the case manager notes who is responsible for completing the task (participant or case manager) and the timeframe for completion.

d. Support Services

For many participants, in order to participate in employment activities and eventually reach their employment objective, support services are needed. Using information obtained from the assessment and from discussions with the participant regarding their situation and available resources, the case manager identifies and notes in the plan any necessary support services. The case manager also notes who is responsible for arranging the support service and the timeframe for completion. Following is a list of needs common to most working families and examples to address them.

B. Employment Plan Development cont.

3. d. Steps Toward Reaching Employment Objectives cont.

1) Child Care:

The specific steps to be taken by the participant to arrange for on-going and back up child care must be identified in the employment plan. The participant is required to arrange for backup child care in the event that the primary arrangements fail. If participants need assistance finding child care providers, the case manager provides the Child Care InfoLine number (1-800-505-1000). If the participant needs financial assistance in paying for child care, the case manager provides the participant with any information on available child care assistance including DSS's Child Care Assistance Program (CCAP) (see section 1405 Child Care Assistance Program).

2) Transportation:

The participants' specific need for transportation to participate in assigned activities is identified in the employment plan. The steps that the participants will take to arrange for on-going transportation to attend activities and/or work and a back up plan in the event that the primary means of transportation fails are listed in the employment plan. The steps that the case managers will take to assist participants with transportation, if necessary, are identified in the plan. Examples of the transportation assistance that case managers can provide is arranging for issuance of the TANF Special Benefits for participants who qualify (See section 1410 Special Benefits) and providing information on special local transportation programs such as "Easy Street" available in various regions of the state.

B. Employment Plan Development cont.

3. d. Steps Toward Reaching Employment Objectives cont.

3) Time Management:

A challenge for all working families in obtaining and maintaining employment is juggling work, education and/or training with the needs of their family. Most families will be required to participate up to 30 hours per week. Many plans will call for a combination of activities that may be in different locations. Participants may have competing activities to accomplish at home such as preparing school lunches, a sick child, preparing school and work clothes, doctor appointments and after school activities. Effective time management becomes essential to succeeding at all these activities.

Case managers need to review with the participant his/her daily schedule. Together they list all the activities that need to be accomplish every day of the week. The case manager helps the participant arrange the activities in such a way that the participant will more likely be able to accomplish everything within given child care and transportation arrangements. If together the case manager and the participant cannot arrange the participant’s activities in such a way that they can be realistically accomplished, the case manager will need to discuss alternative employment plan activities with the participant.

e. Assignment of Employment-Related Activities

The following examples describe how the case manager assigns employment-related activities and support tasks to assist the participants in reaching their employment plan objectives. These examples are a continuation of the examples provided in the above section, “Developing Employment Objectives.”

B. Employment Plan Development cont.

3. e. Steps Toward Reaching Employment Objectives cont.

1) Example 1:

A participant, whose employment objective is to immediately find employment with earnings at or above the Federal Poverty Level, is assigned to a job developer under contract by the RWDB or to local DOL employment services. The service provider helps the participant identify the occupation/job that will most likely lead to earnings at or above the Federal Poverty Level for his/her family size and assists the participant in finding that job or one that will eventually lead to such a job. This employment –related activity must be for a minimum of 30 hours for this participant unless combined with other employment-related activities as described above.

In assessing this participant's specific circumstances, the case manager discovers that this participant has one school aged child and one toddler, lives on a bus line, has a basic child care provider lined up and although she has solid work experience lacks confidence in her ability to perform on the job. Based on these circumstances, the case manger assigns the following activities and tasks in the employment plan.

a) Employment-related activities:

i) For the Participant:
Participate in individual structured job search at the CT Job Center for six weeks. Progress to be evaluated at the end of six weeks.

ii) For the case manager:
Make a referral to provider for individual structured job search and job development.

B. Employment Plan Development cont.

3. e.1.) Steps Toward Reaching Employment Objectives cont.

b) Other Employment Plan Tasks:

i) For the Participant:

(a) Complete the Child Care Assistance Program application (CCAP) and send it to the CCAP provider with a copy of the authorization form (completed and signed by the case manager).

(b) Find backup child care (in the event current care is unavailable and/or child is sick).

(c) Find backup transportation (since participant relies on public transportation, her options when the bus is late are limited, but might be to find an alternative route, arrange for alternative schedule with employer on days that the bus runs late, ask a friend or neighbor for a ride or take a taxi).

ii) For the Case Manager:

(a) Complete the Child Care Authorization Form.

(b) Arrange for the issuance of transportation benefits.

(c) If available in the service delivery area, refer to local transportation program that provides transportation to employment.

(d) Review the participants’ progress in six weeks.

(e) Ensure that the participant receives retention services once employed.

B. Employment Plan Development cont.

3.e.1.b) Steps Toward Reaching Employment Objectives cont.

Additionally, the case manager discusses with the participant how she will arrange her daily schedule in order to accommodate her new assignment with one child attending all day child care and the other attending after school child care given her reliance on public transportation.

2) *Example 2*:

The employment activities for the participant with multiple barriers to employment (including low reading and math scores, no child care arrangements, no work experience and low self-esteem) who needs to participate in a combination of activities as described in Example 2 above, is assigned to job search skills training (JSST) and/or individual structured job search for 20 hours per week and adult basic education and/or occupational skills training for an additional 10 hours per week.

The JSST will help provide the participant with job-readiness skills, job search skills, motivation and improved self-esteem. By itself or in combination with individual structured job search this activity will lead to part-time employment to give the participant needed work experience and the financial benefit of the Jobs First earnings disregard. The adult basic education and occupational skills training provided during both JSST and part-time employment will assist the participant in eventually obtaining a better paying job that will lead to independence of TFA while meeting the participation rate.

B. Employment Plan Development cont.

3. e.2) Steps Toward Reaching Employment Objectives cont.

a) Employment-related activities:

i) For the Participant:

(a) Participate in job search skills training and individual structured job search for a minimum of 20 hours week for a maximum of six weeks.

(b) Attain employment at a part-time job for at least 20 hours per week within eight weeks.

(c) Participate in adult basic education program that has an occupational skills training component for 10-15 hours per week until basic skills are improved and occupational skills certificate is obtained.

(d) After math and reading skills have improved and occupational skills certificate obtained, participate in individual structured job search for 10-15 hours per week to obtain full-time employment at earnings at or above the Federal Poverty Level.

ii) For the Case Manager:

(a) Make a referral to contractor for JSST.

(b) Make a referral to individual structured job search if necessary.

(c) Make a referral to a program that has a combination of adult education and occupational skills activities.

(d) Make referral to individual structured job search provider to find full-time employment at or above the Federal Poverty Level.

B. Employment Plan Development cont.

3. e.2) Steps Toward Reaching Employment Objectives cont.

b) Other Employment Plan Tasks:

i) For the Participant:

(a) Find a child care provider for after school within one week.
(b) Call Child Care InfoLine for assistance in locating a child care provider.
(c) Complete the Child Care Assistance Program application (CCAP) and send it to the CCAP provider with a copy of the authorization form (completed and signed by the case manager).
(d) Find backup child care (in the event current care is unavailable and/or child are sick).
(e) Obtain bus schedule to and determine times and routes necessary to participate in various activities.
(f) Find backup transportation (in the event current transportation is unavailable).

ii) For the Case Manager:

(a) Complete the Child Care Authorization Form.
(b) Arrange for the issuance of transportation benefits including providing mileage reimbursement to pay for a ride when back up transportation is required.
(c) If available in the service delivery area, refer to local transportation program that provides transportation to employment.
(d) Review the participant's progress in arranging for child care and transportation in one week.
(e) Review participant's progress in obtaining part-time employment in six weeks.

Referral for other services such as mentoring or intensive support services may be steps that the case manager needs to implement as this participant progresses through her employment plan.

B. Employment Plan Development cont.

3. e. Steps Toward Reaching Employment Objectives cont.

3) Example 3:

Employment plan activities for the participant with multiple, severe barriers may have to first address issues that prevent participation in work-related activities. For example, the steps for participant with an uncontrolled addiction, an open DCF case, no current work history, has a high school diploma and math and reading scores at 9th grade level will be to first address participant's circumstances. The steps in the plan should lead to stabilizing the participant's life before assigning her to 30 hours of work-related activities. The participant will have to be monitored frequently and either assigned to employment-related activities as soon as possible or referred to DSS for an exemption, if appropriate.

a). Employment-related Activities:

i) <u>For the Participant:</u>

(a) Participate in job search skills training as soon as addiction is stabilized and DCF requirements are addressed.

(b) Obtain employment for a minimum of 20 hours as soon as substance abuse treatment provider recommends.

(c) Increase hours of employment to a minimum of 30 hours at the highest earnings possible.

ii) <u>For the Case Manager:</u>

(a) Refer to job search skills program as soon as addiction is stabilized and DCF requirements are addressed.

(b) Refer to individual structured job search if necessary to find employment for a minimum of 20 hours and for continued job search for increased hours to a minimum of 30.

B. Employment Plan Development cont.

3.e.3) Steps Toward Reaching Employment Objectives cont.

b) Other Employment Plan Tasks:

i) For the Participant:

(a) Comply with services provided by support services contractor.
(b) Participate in assessment of substance abuse by treatment provider.
(c) Participate in substance abuse treatment plan.
(d) Comply with DCF requirements.
(e) Complete and submit CCAP application with completed authorization form.

ii) For the Case Manager:

(a) Refer the participant to provider for intensive support services (provider will coordinate services with substance abuse treatment provider and DCF case worker.)
(b) Refer for substance abuse assessment and treatment plan.
(c) Complete Child Care Assistance Authorization form for participation in substance abuse treatment and eventually for participation in employment activities.
(d) Arrange for the issuance of transportation benefits for participation in employment plan activities.
(e) Arrange for a child care provider and transportation in order to comply with support services, treatment plan and DCF requirements.
(f) Continue to monitor progress with participant and support services worker and assign to employment activities as soon as possible.

B. Employment Plan Development cont.

3. e. Steps Toward Reaching Employment Objectives cont.

4) Example 4:

The employment plan steps for parents of two-parent families are coordinated with each other. The following employment steps are based on the case scenario described in Example 4 under "Developing Plan Objectives."

a) Employment-related Activities:

i) For the One of the Parents:

(a) Participate in individual structured job search with DOL employment services for 30 hours per week for a maximum of six weeks.

ii) For the Other Parent

(a) Attend adult basic education until math and reading skills improve for 25 hours per week (as required by the adult education program).

(b) Participate in individual structured job search for 10 hours per week until the start of motivational workshop and after workshop is complete.

(c) Participate in motivational workshop for eight hours per week for four weeks.

(d) Find employment at the highest wage possible when math and reading skills improve or sooner if possible.

B. Employment Plan Development cont.

3.e.4) Steps Toward Reaching Employment Objectives cont.

iii) For the Case Manager:

(a) Note referral to individual structured job search on both parents' employment plans (using providers that best accommodate parents' combined schedules and minimize the need to arrange for child care).

(b) Refer one parent to adult education program and motivational workshop.

c) Other Employment Plan Tasks:

i) For both Parents' Plans:

(a) Arrange for child care provider.

(b) Complete and submit CCAP application.

ii) For the Case Manager:

(a) Arrange for transportation benefit for mileage reimbursement for participation in job search and adult education activities.

(b) Review each participants' progress at the end of job search and educational activities.

C. Plan Implementation

The employment plan must be kept with the participants' records and have all the components described below.

1. Referral to Activities

   In referring participants to program activities, all available programs must be considered. Activities should not be limited to only those programs subcontracted by the RWDBs. All other programs available to TANF participants through other funding sources are to be utilized. The DOL has multiple employment services including a statewide job bank that are to be utilized. Programs with no or low cost to the Employment Services Program must also be utilized (e.g., literacy volunteers, refugee services at international institute, local adult education programs).

2. Arrangement of Support Services

   a. Any TANF **Special Benefits** for which participants may be eligible must be determined and issued **(See section 1410).**

   b. If **child care** is needed to participate in the employment plan, the process for obtaining child care assistance through DSS's Child Care Assistance Program (CCAP), including the application process should be explained to the participant. The participant should be given the CCAP application, application instructions and a completed Child Care Authorization Form **(See section 1405).**

3. Referral to Services

   Activities may be identified that require referral for specialized services. Examples are referrals to: INFOLINE's Child Care Services for listing of local licensed child care providers, Bureau of Rehabilitation Services (BRS) for diagnosis of suspected learning disability, Department of Mental Health and Addiction Services (DMHAS) for an evaluation of a substance abuse problem and programs that provide intensive retention and support services such as the S.O.A.R. program.

C. Plan Implementation cont.

3. Referral to Services cont.

All the above types of referrals are noted on the individual employment plan. Information about the referral that should be noted on the plan includes: purpose for the referral, title/subject of the program, name of the program provider, anticipated start date and end date and anticipated number of weekly hours of participation, if appropriate. The necessary referral forms should be completed and the participant given complete and clear information regarding the referral.

D. Plan Modification

As the participant progresses through the steps of the employment plan, it may be necessary to modify the plan to fit the changing circumstances. The employment plan is modified in order to be useful and realistic in objective attainment. The case manager should review the plan on a regular basis and as changes in the participants' circumstances occur.

All new actions or changes in existing assignments or support services are to be noted on the plan clearly indicating new tasks, the responsible parties and the time frame for completion. Only significant modifications to the employment plan such as a change in the participant's objectives need to be signed off by both the participant and the case manager. Both the participant and the case manager should sign off these changes. A copy of the revised plan is given to the participant and a copy is sent to the DSS worker.

Employment plans should be regularly evaluated for effectiveness. The case manager reviews progress toward reaching the stated goals in the plan. If there is no progress, the plan may need adjustments to be more effective. See section 1225F for instructions on monitoring existing employment plans.

E. Monitoring of Employment Plan

Case managers monitor participant progress regularly for the purpose of determining whether the participant is appropriately engaged in employment plan activities and to identify any changes in a participant's circumstances that may affect participation. Case managers determine appropriate steps and services based on the information obtained. Such steps and services may include but are not limited to arranging supportive services, modifying the employment plan, and referring participants for conciliation/sanctioning or to retention services.

1. General Policy

   a. Monitoring Progress - Participants' progress is monitored through contact with the participant, service provider and/or employer.

   b. Responsibility of Case Manager Regarding Participant Contact - Although participant progress may be monitored via contact with service providers and employers, the case manager is responsible for establishing and maintaining contact with the participant.

   c. Participant Contact - Contact with the participant is required at specified points (See General Procedures).

   d. Participant Contact as Part of the Employment Plan - The case manager may require the participant to contact him/her with regards to ongoing participation as part of the employment plan.

   e. Determining Means of Monitoring - When deciding whether to monitor progress through collateral or participant contact, determine the means that will be encouraging and supportive of participant progress without being intrusive.

   f. Documenting Monitoring Information - Information collected from monitoring is documented in the case narrative and, as required, in the case management information system.

E. Monitoring of Employment Plan cont.

2. General Procedures

a. Means of Monitoring - Monitoring information may be obtained in person, in writing, by telephone, fax or electronic mail.

b. Employer Contact - Employers may only be contacted *if* the employment resulted from job development and/or placement efforts. The reason for this is twofold: 1) to protect the confidentiality and privacy of the employee; 2) to prevent intrusion on employers' time and resources.

c. Required Points of Monitoring and Participant Contact - Participant progress in attaining employment plan goals is monitored monthly at a minimum. Monitoring includes but is not limited to verifying the number of hours of participation.

1) Other points at which contact with the participant is required are:

a) Prior to referral to DSS for conciliation/ sanctioning
b) Upon change of case status between single parent and two parent
c) Upon change of exemption status
d) Upon case closure
e) At change of employment services activity; for example, at the beginning and ending of a training program

2) Service providers and employers also may be contacted at these points to gather additional information.

E. Monitoring of Employment Plan cont.

3) Additionally, it is strongly recommended that progress is monitored at these times for people who remain on TFA after they begin employment, or who are eligible for post-TFA employment services after they begin employment.

a) During the first day of new employment
b) On the last day of the first week of employment
c) During the second week
d) During the fourth week
e) During the seventh week
f) During the tenth week
g) During the thirteenth week

4) When conducting post-employment monitoring, case managers ask the participant questions to elicit information that may predict successful job retention. Inquiry may include the following.

a) General experiences relative to the workplace, job duties, etc.
b) What he or she likes most, and least about the job
c) Whether he or she has what is needed to perform (e.g. clothes, tools)
d) Whether the individual has confidence in his or her performance, or has areas of uncertainty
e) Whether aspects of the job meet his or her expectations (hours, pay, benefits, duties, working conditions, commute time, etc.)
f) Whether he or she has any questions about the job description, pay (including payroll deductions) or employer expectations
g) Whether arrangements for childcare and transportation are stable and convenient
h) Whether he or she feels his/her supervisor is giving orientation, training, and feedback

E. Monitoring of Employment Plan cont.

i) Whether he or she has met co-workers, and whether they seem friendly and supportive (comfort with co-workers is a predictor of retention)

j) How the family is responding and adjusting to him/her working

k) Whether he or she likes the job, and feels it is a good place to work (why, or why not?)

l) Whether he or she feels taking the job was the right decision (why or why not?)

5) Monitoring is never to interfere with or in any way jeopardize employment. Monitoring is intended to ensure that success is maximized for the employee. Monitoring is conducted such that the employee is not distinguished from his/her co-workers as a person in transition from cash assistance.

6) Case managers may refer participants to community-based organizations, state agencies, and other available service providers for retention services under Jobs First, Federal Welfare to Work, or the Workforce Investment and Opportunity Act. Eligibility depends upon the participant's individual characteristics, TFA recipient status, income level, and other factors.

If retention services include activities such as those of items E. 2. c. 3) and E. 2. c. 4) above, case managers may monitor cases referred to retention services by contacting the retention service provider in accordance with local policies and procedures.

Plan Review & Modification Session for Jobs First Employment Services

The Jobs First Employment Services (JFES) plan review & modification session occurs when a participant who previously attended the JFES intake session is awarded Temporary Family Assistance (TFA) benefits. The purpose of the plan review & modification session is to review the initial employment plan and make modifications as necessary.

Note: See section 1245 of this manual that describes procedures for the re-entry of TFA applicants who were previously denied TFA or participants who left the JFES program.

A. General Provisions

Plan review & modification sessions are conducted by JFES staff in a group or on an individual basis depending upon participant circumstances and/or scheduling availability. Plan review & modification sessions include a more in-depth interview with a case manager including assessment of initial employment plan, modification and assignment of employment-related activities. This session may include testing and eligibility screening for separately funded employment programs.

All mandatory TFA recipients must attend a plan review & modification session. However, special accommodations are made for participants who cannot attend the session due to their employment schedule. These participants are scheduled for separate individual intake appointments at times that do not interfere with work hours. If necessary, the intake session can be conducted in a combination of phone interviews and mailed correspondence. However, such individual sessions should include all of the pertinent program orientation information presented at a group session.

Note: Participants should not be required to miss work, training or a job interview to attend any employment services activity, unless such attendance is required pursuant to section 1225-B-2-i of this Manual.

When necessary, arrangements are made to conduct the plan review & modification session in languages other than English (See section 1620, Interpretive Services of this Manual).

B. General Procedures

1. Assign participant to JFES staff once the TFA application is dispositioned.

   a. Participant is scheduled for the plan review & modification session. Unless the participant voluntarily wants to start sooner, plan review & modification sessions should be scheduled no sooner than ten calendar days from the date that the notification letter is sent (to give participant time to arrange child care and transportation) and no later than thirty calendar days from the date the letter is sent.

B. General Procedures cont.

1. b. Plan review & modification sessions are conducted by JFES staff in a group or on an individual basis. To the extent possible and not necessarily in this order, sessions contain the following:

   1. Participation in a more in-depth interview with case manager;

   2. Administration of the Connecticut Competency System (CCS) test (if not previously given at the Intake session);

   3. Administration of employment related assessment tools (if applicable) and

   4. Assignment of employment-related activities such as case management, work, job search assistance, vocational education or adult education.

Note: See section 1225 for a complete description of the procedures for developing and modifying the JFES employment plan.

After the plan review & modification session, the participant remains on the case manager's caseload list.

2. Failure to Attend a Plan Review & Modification Session

If a participant does not attend this session and does not call and present a good cause reason (good cause as defined in DSS policy), this may result in a referral for sanctioning by the case manager.

Note: See section 1300 for a complete description of the procedures for sanctioning.

Additional Employment Services Issues

When developing the employment plan, special circumstances effecting the plan objectives and assignments need to be considered. The following sections provide guidance on developing employment plans for TANF refugees, undocumented non-citizens, child care providers, seasonal employment, self-employment, unreported earnings and options for pregnant participants.

Refugee Program Employment Services

Refugee families who apply for and/or receive Temporary Family Assistance (TFA) are subject to Jobs First program requirements. Refugee resettlement agencies known as Voluntary Agencies (VOLAGs) throughout the state provide employment services including the development of employment plans for refugee families receiving TFA. The VOLAGs refers to the employment plan as Self-Sufficiency plan

Through funds provided by the Department of Social Services (DSS), VOLAGs provide employment services that meet the specific needs of refugees while meeting the goals of the Jobs First Employment Services (JFES) program. A list of the VOLAGs in the State of Connecticut is located in Appendix C. All of the resettlement agencies listed operate throughout the state and may provide employment services to refugees on TFA in any part of the state.

In order to coordinate refugee employment program activities with those of the JFES program, DSS and JFES staffs and representatives from the VOLAGs have agreed upon general procedures for all three agencies to follow. These general procedures may vary locally to accommodate variances in interagency procedures at the regional level.

A. General Procedures

1. Resettlement Agency

   a. The Resettlement Agencies staff will to the extent possible develop employment plans that provide refugee participants who are non-exempt applicants and/or recipients of TFA with employment-related activities that are allowable and countable under JFES requirements.

   b. The Resettlement Agency staff will inform the refugee participants in the Jobs First program of their rights and responsibilities with regards to participating in employment plan activities.

   c. The Resettlement Agency staff will inform the JFES staff of changes to the employment plan and provide updates on the refugee participant's compliance with the Jobs First program requirements.

   d. In case of the refugee's non-compliance with the JFES activities, the VOLAGs will notify the JFES case manager of the time, date, and the activity that the refugee participant failed to comply with and any other details of the non-compliance.

A. General Procedures cont.

2. DSS Staff

a. At the time of DSS intake, local DSS staff will obtain the family self-sufficiency plan that is done by the resettlement agency's refugee case managers. The refugee resettlement agency's plan meets the TFA eligibility requirement that an assessment and employment plan are completed.

b. DSS staff will do a Service Need Assessment (SNA) to identify barriers for refugee families.

c. Within 10 calendar days, the DSS staff will forward a copy of the refugee agency's self-sufficiency plan to the local JFES staff by faxing or emailing.

d. The DSS staff will notify the JFES staff when the TFA application is dispositioned.

3. JFES Staff

a. Upon the notification of TFA application being granted, the local JFES staff will assign a JFES case manager to the case. The JFES case manager will contact the resettlement case manager listed on the family self-sufficiency plan to review and update the activities in the plan.

b. The JFES case manager will incorporate the resettlement agency's employment plan activities in the JFES employment plan.

c. The JFES case manager will schedule a meeting with the resettlement case manager, either in person or by telephone, to establish a plan for:

1) Monitoring the client's activities,

2) Determining the need for special benefits,

3) Explaining the Care 4 Kids childcare subsidy program, and

4) Explaining Jobs First requirements and consequences for non-compliance.

A. General Procedures cont.

3. JFES Staff cont.

   d. The JFES case manager and the resettlement case manager will maintain communication for the purpose of monitoring JFES activities and program compliance, to ensure that special benefits are requested and issued as needed and to ensure that activities are documented for purposes of tracking participation and to support childcare eligibility.

   e. The JFES case manager will follow up on the VOLAGs notification about the refugee participant’s non-compliance issues by following the Sanctioning Process procedures (See section 1300).

B. Notification of Change

1. The resettlement agency and/or participant are to inform the JFES case managers of any changes to assigned activities or participation therein.

2. The resettlement agency and/or participants are to report any new employment to both the JFES case manager and appropriate DSS staff.

3. JFES case managers follow local procedures for informing DSS staff of changes in the participant’s circumstances and/or changes to the employment plan.

Treatment of Undocumented Non-citizens

Temporary Family Assistance policy requires undocumented non-citizens, who have children that are eligible for cash assistance, to participate in employment activities unless exempt. This policy was adopted to avoid a double standard that would make receipt of public assistance easier for undocumented non-citizens than for citizens and legal residents.

A. General Policy

Department of Labor policy prohibits DOL and its contractors from providing services to individuals that illegally reside in this country. Consequently, there is no provision of service and no case manager assignment to this population.

B. General Procedures

1. Referrals from Department of Social Services (DSS)

   If DSS refers undocumented non-citizens for service, these individuals should not be referred back to DSS. Records should be kept of such persons so that these individuals can be readily identified and appropriate services can be provided when it becomes permissible and appropriate to do so.

2. Referral to Immigration and Naturalization Services (INS)

   DOL and contractor staff are not required to contact INS or refer individuals to INS.

3. Two-Parent Status

   A two-parent case is one in which both parents are recipients of TFA, living in the same household, and neither is exempt from participation due to incapacity. As undocumented non-citizens are not eligible for cash assistance, they cannot be part of a two-parent case. Thus, if a parent in a two-parent case is an undocumented non-citizen, DSS should be requested to change the coding to single-parent status.

A. Child Care Providers

If a TANF participant is providing child care which results in earnings inconsistent with program goals of becoming and remaining independent of cash assistance, the employment plan should be reviewed.

1. Determining Appropriateness of Continuing to Provide Child Care

When working with TANF participants who provide child care, review these questions.

a. Does the participant want to continue providing child care as she currently is?

b. Is the participant willing to provide care to children who are not related to her or are not children of friends?

c. Is the participant willing to pursue becoming a licensed child care provider? Is she reasonably knowledgeable of what this entails and/or willing to research what this entails?

d. Can the participant reasonably be expected to become licensed in a timely fashion?

e. Is it expected that the participant's income will result in earnings consistent with program goals after becoming licensed?

If the answer to all five questions is yes, providing child care is an appropriate activity. Licensure should be pursued as part of the employment plan. If the answer to *any* of these questions is no, providing child care should not be allowed as part of the employment plan. Explore employment activities other than child care provision.

A. Child Care Providers cont.

2. Discontinuing Child Care Activity

If it is decided that providing child care is not appropriate, incorporate other activities into the plan. Allow a reasonable amount of time for the participant to notify parents that she will no longer be providing child care (and for the parents to make new arrangements).

In *rare* circumstances, a participant *may* be allowed to provide child care at an income level less than that needed to meet the program goals of becoming and remaining independent of cash assistance *provided that doing so will lead to the participant's family becoming and remaining independent of cash assistance.*

A family's economic stability and potential rests, in part, on safe and secure child care arrangements. For many families, this care is provided by its own members. 'Wages' or remuneration given to that individual for providing child care may not be enough to make that individual independent of cash assistance. However, if the combined efforts of all family members, that is employment, education and training activities, provision of child care, keeping the home, are enough to move the entire family off cash assistance and towards greater financial stability, this situation may be approved.

Examples of such situations are sometimes found in multi-generational families. For example, a grandmother is home caring for her own children and her grandchildren. This allows her grown children to work and attend training. The grown children obtain the training and employment they need to become independent of assistance. They, in turn, take care of their children and parents financially. The entire family, three generations, becomes independent of assistance.

a. Consider these questions when assessing such a situation.

1) Does the participant want to continue providing child care as she currently is?

2) Is it expected that the participant would provide such care regardless of whether TANF benefits were dependent upon doing so?

A. Child Care Providers cont.

2. a. Discontinuing Child Care Activity cont.

3) Is the provision of child care by this person part of *her and her family's overall 'plan' to move the entire family* towards becoming and remaining independent of cash assistance. Is the plan realistic in terms of meeting these dual goals?

If the answer to all three questions is yes, providing child care, even if remuneration does not lead to the individual participant becoming and remaining independent of cash assistance, may be appropriate. Incorporate steps that will lead to licensing into the plan. If the answer to any of these questions is no, employment activities other than providing child care should be required.

B. Seasonal Employment

Seasonal employment is a countable and allowable activity. As such, it may be incorporated into a participant's employment plan. As the nature of seasonal employment is cyclical, the participant and case manager must determine whether such employment moves the participant towards the Employment Services program goals of becoming and remaining independent from cash assistance.

Depending on an individual's circumstances, seasonal employment may be beneficial. Seasonal employment provides experience, potential job references, income and exposure to employers and potential job opportunities.

The value of seasonal employment becomes questionable when such employment does not lead to independence from cash assistance, or under utilizes a participant's abilities, or precludes the participant from gaining non-seasonal employment, education or training that will bring her closer to independence from cash assistance

B. Seasonal Employment cont.

1. General Policy

Seasonal employment may be part of the employment plan when coordinated with other activities that lead to the participant becoming and remaining independent from cash assistance. In instances in which seasonal employment does not lead the participant to becoming and remaining independent from cash assistance, incorporation of such employment in the employment plan is limited so as to allow other activities that meet program goals.

2. General Procedures

When determining the relative value of seasonal employment to a participant's employment plan, consider these items:

a. Does seasonal employment *enhance* the participant's work history?

b. Are different experiences being gained or are new skills being learned? These experiences and skills may be job specific, such as acquiring customer service skills, or may be more generic to the world of work such as being punctual.

c. Does the employment provide the opportunity for the participant to improve or further develop existing skills? Again, these skills may be job specific or may be more generic.

d. Is the individual gaining transferable skills that can lead to year round employment?

An affirmative answer to any of these questions may indicate that seasonal employment is beneficial to the employment plan. However, if there is no such benefit, or the benefit is minimal, seasonal employment should not be incorporated into the employment plan. In instances of little or no benefit, any seasonal employment in which the participant engages should be outside of plan activities.

In the absence of other suitable activities, seasonal employment is acceptable and appropriate.

D. Self-employment

1. General Policy

Self-employment is a countable and allowable employment services activity. As such, it may be part on an individual's employment plan *if appropriate*. Self-employment is considered appropriate if it is consistent with the participant's employment goals *and* the two program goals of:

a. Enabling participants to become independent from cash assistance by the end of the 21-month time limit, and

b. Enabling participants who become independent from cash assistance to remain employed and independent of such assistance.

2. General Procedures

a. Considerations for Including Self-Employment in the Employment Plan

The nature of self-employment, in terms of rates of success and anticipated earnings, necessitates careful deliberation and consideration before including it in an individual's employment plan.

The following points should be considered when determining whether to include self-employment in the employment plan.

1) Can the participant reasonably expect to net income sufficient to become independent of cash assistance within the 21-month time limit? Does this take into consideration expenses such as supplies, equipment, insurance and taxes?

2) Does the participant have a realistic self-employment plan? Does it include a description of the business and descriptions of the marketing, financial management and overall management plans? Has it been developed and/or reviewed by professionals with expertise in this area? If not, can this be done in a time frame that is congruent with the 21-month limit?

C. Self-employment cont.

2.a. General Procedures cont.

3) Does the participant have a realistic understanding of the demands of self-employment in terms of time, resources, and balancing of personal and family needs?

If the answer to these questions is yes, then self-employment may be considered and incorporated into the employment plan.

If the answer to any of these questions is no, then self-employment as the sole employment activity should not be considered as part of the employment plan. However, self-employment may be allowed in an employment plan if net self-employment earnings are supplemented with earnings from other employment and the combination of both wages is sufficient to make the participant independent from cash assistance. Otherwise, pursuit of self-employment should be done outside of the requirements of the employment services program.

b. Self-employment Related to Independent Job Search Activities

If part of the participant's employment plan, research and development of a self-employment plan is considered an independent, structured job search activity.

Self-employment resources available to participants include the federal Small Business Administration, local chambers of commerce, Better Business Bureaus, CT Works offices and some local colleges and community-based organizations.

D. Unreported Earnings

This section addresses work in a job that the employer is required to report to state and federal entities but has not done so.

1. General Policy

   Participants are required to secure legitimate employment situations. In instances in which a participant is working in a job that is not reported by the employer but should be, either the employer has to legitimize the situation by reporting the employment, or the participant has to obtain other employment.

2. General Procedures

   Some individuals may prefer unreported employment situations because they realize higher take-home pay as withholdings, such as income taxes and FICA, are not deducted.

   There are disadvantages to such employment that may not have been considered. If the participant is not aware of these disadvantages, it may be beneficial for the case manager to explain them.

   a. Access to unemployment insurance benefits in the event of layoffs is complicated.

   b. Access to workers’ compensation benefits in the event of work-related injuries is complicated.

   c. Quarterly earnings are not reported to Social Security. This affects Social Security benefits, which are realized upon retirement, or earlier in the event of disability, and extend not only to the worker but to the worker’s spouse and family in certain circumstances. Reestablishing Social Security quarters is complicated.

   d. The worker has no possibility of access to employer-sponsored pension plans.

D. Unreported Earnings cont.

2. General Procedures cont.

   e. The worker has no possibility of access to employer-sponsored insurance plans, which potentially affects the worker and family members.

   f. Legal recourse to work issues, such as work safety issues, is complicated.

   g. The employer may be violating state and federal laws by not reporting such employment.

   It is important for the case manager to give recognition to the fact that the participant has obtained and maintained employment and that the experience, which the participant gained in, unreported employment situations should be incorporated into the development of the employment plan. Development of the plan is done in accordance to policy and procedures established elsewhere in this manual.

3. Notifying DSS

   The case manager notifies DSS of any unreported earnings.

4. Notifying DOL

   The case manager notifies DOL of unreported employment situations.

E. Options for Pregnant Participants

Pregnant women are not automatically exempt from mandatory participation in Jobs First Employment Services. The Connecticut Department of Social Services refers women receiving TFA who are in their first, second, and third trimesters of pregnancy to CT Works. These clients will be categorically exempt from mandatory employment services participation for twelve months after their delivery date under the provision “caring for a child under age one,” provided that the child is not subject to the “cap provision” (generally, born more than nine or ten months after the family began to receive assistance). However, regardless of possible exemption after delivery, pregnant clients referred for employment services participation shall be encouraged to prepare for labor force attachment to become independent of cash assistance.

1. General Policy

   a. When planning services for a pregnant participant, begin with the regular CT Works intake and assessment process, and consider the participant’s observed and reported individual physical capabilities. Employment services shall be adapted to accommodate the participant’s capacity. If the observed and reported individual physical capabilities are limited, or if the participant is unable to work due to the pregnancy (particularly during the third trimester), the participant may be advised to seek a physician’s note and pursue temporary medical exemption from mandatory employment services participation due to incapacity. The DSS Jobs First regulations, which apply to TANF recipients who are participating in employment services, provide the following definition for incapacity:

      > “To be considered incapacitated an adult must have a physical or mental illness or impairment (or combination of impairments) of such debilitating nature that it eliminates the person’s ability to engage in employment on a predictable basis with reasonable regularity. Such illness or impairment must be expected to last for at least thirty (30) days.” (CT DSS Uniform Policy Manual, Transmittal UP-98-3: Jobs First Section, Employment Services Chapter, 8530.10 page 2).

E. Options for Pregnant Participants cont.

1. General Policy cont.

   b. In addition, consider the stage of the pregnancy (first, second, or third trimester; early or late in the trimester) when planning employment services that may span several weeks. Depending on the imminence of delivery, the immediate goal of job search activities may not be employment. When appropriate, the activities may focus primarily on job readiness, as well as research on job search activities. With the exception of Job Search Skills Training, participants should not begin training programs that they cannot complete before their expected delivery date.

2. General Procedures: Employment Service Options

   Pregnant participants are referred to employment services activities as appropriate for their individual condition and capability. Employment Service options for pregnant participants include, but are not limited to the following activities.

   a. Job Search Skills Training

      Group or individual job search and skills training, including job club activities.

   b. Individual Structured Job Search

      This activity may include library and community research relative to business and industry types, job search, career planning, long-term educational and/or training goals that the participant is interested in pursuing when independent of cash assistance, and free or low-cost educational/recreational resources for children. May also include job readiness activities such as research on licensed childcare providers, work transportation options, and how to arrange for them.

E. Options for Pregnant Participants cont.

2. General Procedure's cont.

c. Vocational Education Training

Short modules. May include occupational skills training, vocational ESL, GED and Adult Basic Education as part of vocational education program, re-certification courses, and entrepreneurial training.

d. Work Experience

Time-limited, paid, supervised work activity in the public or private sector which is intended to improve the employability of individuals not otherwise able to obtain employment. Must conform to the requirements of the Fair Labor Standards Act and Connecticut wage and hour laws.

e. Community Service

Voluntary work placement in a public or non-profit organization that will assist the participant in developing appropriate work skills and work history. May also include activity in community-based programs for which the primary goal is community enhancement, and which benefit from the use of volunteer labor on a regular basis. Must conform to the requirements of the Fair Labor Standards Act and Connecticut wage and hour laws. If a participant does not agree to the voluntary work relationship, she must receive wages consistent with the minimum wage requirements. If the participant receives wages or a stipend dependent on her performing the service, the activity type changes from Community Service to Work Experience.

f. Referral to appropriate family services

This includes but is not limited to services designed to help stabilize the family unit, and to help participants understand and prepare for infant and child health and developmental needs to ensure the well-being of their children.

F. Homework and Supervised Study Time

In Jobs First Employment Services (JFES), study time and homework is considered a part of the assigned education and training activity. Study and homework time is to be incorporated on the schedule of the education and/or training activity in the JFES employment plan.

1. Incorporating Homework and Supervised Study Time into Employment Plan

   If based on the description of the education and/or training activity or input from the participant, it is determined that the assigned education or training activity requires study time or homework, these hours are to be incorporated in the education and/or training activity schedule on the employment plan.

2. Restrictions and Limitations in Scheduling

   a. Study Time

      In order for study time hours to be incorporated on the schedule of education and/or training activities, they must be supervised and substantiated by the training provider. There are no restrictions on the number of study time hours.

   b. Homework Time

      In order for homework time hours to be incorporated into the schedule of education and/or training activities, they must be substantiated by the training provider. Homework time differs from study time in that there is no requirement that the homework time is supervised in order for it to be incorporated into the activity schedule.

      Note: Per federal regulations, the number of hours of homework time per week that may be applied toward total education and/or training weekly hours is limited. The number of hours of homework to be incorporated into the weekly schedule may not exceed the number of scheduled classroom hours for the week.

      Example 1
      A participant is assigned to subsidized employment for 20 hours per week and a GED preparation activity for six hours per week and the GED instructor substantiates four hours of assigned homework. The schedule for GED preparation activity on the employment plan is 10 hours per week: six hours of class time and four hours of homework time. The total hours of assigned activities is 30 hours per week.

F. Homework and Supervised Study Time cont.

2. Restrictions and Limitations in Scheduling cont.

b. Study time cont.

Example 2

A participant is assigned to 30 hours of vocational education per week. The instructor substantiates that five hours of homework are assigned per week. The schedule for the vocational education activity on the employment plan is for 35 hours. One week, the participant misses three unexcused hours of class. The total verified number of in-class hours is 27. The total number of verified homework hours is five so the total number of hours of participation for the week is 32 (27 + 5 = 32). The weekly schedule on the employment plan remains set at 35 hours.

G. Higher Education (Two and/or Four Year College Degree Programs)

Participation in two and/or four year college degree programs (including distance learning and prerequisite related courses) is an allowable and countable Jobs First Employment Services (JFES) activity and may be supported with TANF-funded special benefits and Care 4 Kids if eligibility criteria is met.

Higher education (post-secondary education) refers to a level of education that is provided at academies, universities, colleges, institutes of technology and certain collegiate-level vocational schools.

As with all other allowable and countable activities, in order for higher education to be incorporated into the employment plan, it must be in accordance with the JFES program goals and operating principles. Case managers are to assess the participant's level of education, English proficiency, Connecticut Competency System (CCS) test scores, counter months, labor market information and degree options to create an individualized employment plan and to determine if higher education is an appropriate activity. If the degree attainment will extend beyond the 21 month time-limit, the activity may still be incorporated into the employment plan as long as the JFES program goals and operating principles are met.

G. Higher Education (Two and/or Four Year Degree Programs) con't.

1. Special Considerations:

a. Time-Limits
If participation in the college degree program is the sole employment plan activity, there must be sufficient time to complete the college degree program, participate in job search assistance and obtain a job over the Federal Poverty Level (FPL) before the end of the participant's 21-month time limit.

Example:
A participant with eighteen months left on her/his counter, has already completed the first year requirement of a two-year college degree program and only needs nine to twelve months to attain her/his degree.

b. Participation Rate
Participation in a college degree program can also be combined with other core work-related activities to allow the participant to become employed over the FPL before the end of her/his 21-month time limit regardless of the completion status of the college degree program.

Example:
A participant is assigned to twenty hours of job search assistance while enrolled in a two-year college degree program. She/he obtains a job over the FPL and leaves the JFES program, but continues to participate in the college degree program on her own post-TFA.

If a participant's enrollment status is less than 15 credit hours (plus 15 hours of homework) or it is the college break period (e.g., Christmas break, Spring break), additional core work-related activities such as job search, unsubsidized employment or subsidized employment must be assigned in order to meet the participation requirement (a minimum of 30 countable hours per week). When choosing these additional activities, case managers should consider the 21 month time-limit and include activities that will also move the participant closer to her/his employment objective.

Note: See Appendix A for detailed explanation of assigning allowable and countable activities to meet the participation rate.

In some cases, higher education may not be deemed appropriate (e.g., participant has a counter of 16 months and wants to pursue a degree in nursing). In these circumstances, the employment plan would be developed with an employment objective that would support the participant in:

G. Higher Education (Two and/or Four Year Degree Programs) con't.

1. Special Considerations cont:

b. Participation Rate cont:

1) Pursuing a vocational education component;

2) Obtaining a full-time job in a similar occupational field (e.g., medical assistant or certified nurses aide);

3) Increasing current employment hours or;

4) Looking for a better paying job in a relatively short time frame

The case manager would then encourage the participant to pursue higher education on her/his own in the future and may incorporate researching degree programs, colleges and the admission process into the employment plan.

2. Additional Guidance:

a. Recording Activity

Higher education is an education and training related activity and counts towards the participation rate. The JFES employment activity, "Higher Education" is to be data entered in the electronic case management system including the total activity hours and schedule. The name of the educational institution should be recorded in the "Activity Name/Description" field.

In the occasion that a JFES customer participates in a two or four year college degree program for more than 12 months, the "Higher Education" activity is recorded in the electronic case management system as "Jobs Skills Training Directly Related to Employment". The name of the educational institution should be recorded in the "Activity/Name Description" field. After the 12th month and if possible, this activity is to be combined with 20 hours of core work-related activity in order to meet the participation requirement (a minimum of 30 countable hours per week).

G. Higher Education (Two and/or Four Year Degree Programs) cont.

2. Additional Guidance cont:

b. Monitoring Progress & Verification

Case managers continue to monitor participant's progress regularly (at minimum on a monthly basis). In order to verify participation in higher education, the participant must provide the case manager with a copy of the fee bill and course syllabus prior to each semester. This information is obtained from the college Registrar's office. In addition, verification from the college professor of every hour of attendance (on a bi-weekly basis) for each course is needed.

Hours participating in a distance learning program can also be included as an allowable and countable activity in the employment plan if most appropriate. Participants enrolled in on-line courses must provide case managers with a copy of the fee bill and course syllabus prior to each semester. This information is obtained from the college Registrar's office. In addition, bi-weekly documentation of log-in time is required. Participants are responsible for obtaining this verification from the college's course management system and/or Registrar's office.

Failure to return the verification without good cause may result in a referral for sanction.

Note: See Section 1300 for a complete description of the Sanctioning Process.

c. Homework

Homework is considered part of the assigned higher education activity. In order for homework time hours to be incorporated into the schedule of higher education, participants are required to provide a copy of the course syllabus to their case manager. The number of homework hours are to be incorporated directly into the electronic management system total actual hours and weekly schedule. The weekly number of homework hours may not exceed the number of scheduled classroom hours for the week. (e.g., 15 hours of homework is allowed for 15 credit hours).

Note: See Section 1230.15 for a complete description of Homework Time.

CASE CLOSURE

A. Introduction

1. Participants in the Jobs First Employment Services (JFES) program must be recipients of Temporary Family Assistance (TFA). When the Department of Social Services (DSS) discontinues cash assistance, that is, closes a TFA case, the participant is no longer eligible for new or additional Jobs First Employment Services. Participants may continue to receive JFES case management services until the end of the employment plan activity in which they are participating at the time of case closure excluding unsubsidized employment. Participants who are no longer eligible for Jobs First Employment Services are referred to any other employment services program for which they may be eligible.

2. Reasons for DSS to close a TFA case relative to participation in Jobs First Employment Services, include but are not limited to:

    a. Participant gains employment with earnings that exceed the Federal Poverty Level (FPL);

    b. Participant has received twenty-one months of time-limited TFA, and does not meet the criteria for receiving an extension;

    c. Participant is subject to a third sanction for non-compliance with mandatory employment services participation requirements within twenty-one months of initial TFA receipt [cross reference Section 1300, Conciliation/Sanction];

    d. Participant receives any sanction for non-compliance with mandatory employment services participation requirements while in an extension [cross reference Section 1300, Conciliation/Sanction]. DSS refers such participants to the Safety Net program;

A. Introduction cont.

2. Reasons for DSS to close a TFA case relative to participation in Jobs First Employment Services, include but are not limited to:

   e. Participant is in an extension period and no longer meets eligibility or extension requirements.

      Participants in extension periods face varying eligibility criteria depending upon which extension they are in. Participants must continue to meet all TFA eligibility and income requirements, demonstrate good faith efforts, or demonstrate that circumstances exist that are beyond one's control. Good faith effort is generally present if the participant is meeting employment plan activity requirements. Rules for fourth or greater extensions are significantly stricter than for earlier extensions. In addition to meeting all other extension criteria, participants must have at least two documented barriers, or work 35+ hours weekly at a wage less than sufficient to remove their family from TFA, or work less than 35 hours weekly due to her/his or family member's medical condition, or be precluded from participation due to domestic violence or other circumstances beyond the participant's control. Participants may continue to receive assistance beyond sixty months only if domestic violence precludes them from participation in Jobs First Employment Services.

   DSS closes TFA cases for reasons not related to JFES participation. Examples of such reasons include: youngest child becomes 18 years of age, refusal to cooperate with child support procedures, and exceeding the asset limit.

3. When a case is closed, case management staff assist and encourage participants to use other resources which may be beneficial. Resources include (but are not limited to) non-cash assistance programs for low and moderate-income families, educational and recreational options for participants and their families, resources available through community-based and ecumenical organizations, educational boards and other types of providers.

A. Introduction cont.

4. Participants whose cases close under TFA may continue to be eligible for other assistance programs administered by DSS. These programs include: child care assistance, housing assistance, food stamps, extended medical benefits, energy assistance and Safety Net services. Participants may apply for these benefits to ensure continued receipt.

B. General Policy

When a participant no longer receives TFA, that person is no longer eligible for new or additional Jobs First Employment Services. Participants may be eligible for additional or continued employment or retention services under different programs including but not limited to the Federal Welfare to Work Program [cross reference CT DOL WtW Policy Manual], the Workforce Investment and Opportunity Act (WIOA) and the Wagner-Peyser Act. Case managers refer individuals no longer eligible for Jobs First Employment Services to other employment service programs as appropriate before closing cases under the Jobs First program.

C. General Procedures

1. When a participant's TFA case is being closed, DSS and case management staff provide cross-notifications of TFA case closure and Jobs First Employment Services case closure according to local procedural agreements.

   a. The case manager explains to the participant that she/he may continue to receive JFES case management services until the employment plan activity in which she/he is involved at the time of TFA case closure ends, excluding unsubsidized employment. If the participant opts to continue receiving JFES services for this period, the case manager continues working with the participant. No new or additional employment plan activities may be provided during this time. The case manager closes the JFES case when the respective employment plan activity ends.

   b. The case manager updates employment and employment plan activity in CMIS. Employment plan activities, with the exception of actual employment, are closed. Notation is included in Case Notes. Employment, as an activity, is closed only if the participant has stopped working at that job. The case manager also deletes any delegation of rights made in CMIS.

C. General Procedures cont.

1. When a participant's TFA case is being closed, DSS and case management staff provide cross-notifications of TFA case closure and Jobs First Employment Services case closure according to local procedural agreements

   c. The case manager notifies the DSS worker of any changes in the participant's employment status.

   d. The case manager ceases authorization of special benefits for all employment plan activities in which that person is engaged at the time of TFA discontinuance. Special benefits are not extended past discontinuance even if the participant continues to receive case management services.

   e. If a participant's case is being closed due to the time limit, the case manager explains the importance of attending the DSS exit interview to the participant. Continued, uninterrupted receipt of some benefits, such as medical assistance, is dependent upon attending the exit interview. Participants may be eligible for other services such as energy assistance and Safety Net services.

   f. To the extent possible, and as appropriate, the case manager works with the participant to ensure that child care and transportation arrangements are stable and that alternative options are identified in the event of an emergency.

2. Referral to Other Employment Service Programs

   Case managers refer participants whose cases are being closed to employment and employment-related services as appropriate. Participants may be eligible for different programs including, but not limited to the Federal Welfare to Work Program [cross reference CT DOL WtW Policy Manual], Workforce Investment and Opportunity Act and the Wagner-Peyser Act.

C. General Procedures cont.

3. Referral to Other Employment Service Programs cont.

a. Federal Welfare to Work Program

The goals of the federal Welfare to Work programs are to help hard to employ TANF recipients and associated non-custodial parents obtain and retain employment. Individuals who have been determined as eligible for federal Welfare to Work programs may be served under this program after discontinuance from Jobs First Employment Services. Availability of services varies by workforce investment region.

b. Workforce Investment and Opportunity Act

The Workforce Investment and Opportunity Act (WIOA) provides the framework for a workforce preparation and employment system that is designed and managed at the local level. The Act addresses both employer and worker needs. Services include: job search assistance, labor market information, skill and need assessment, education, training and employment programs. Services are available to the public. However, in areas of limited funding, persons receiving public assistance and those with low income have priority for available services. Services are provided through One Stop locations throughout the State.

c. Wagner-Peyser Act

The Connecticut Department of Labor provides employment services through funding under the federal Wagner-Peyser Act. Services are provided as part of the One Stop system at local CT Works Job Centers. Services are available to all members of the public (except undocumented non-citizens) regardless of employment status.

Services include use of equipment (such as personal computers, phone banks, photocopiers, fax machine, internet access), job banks, employment-related workshops and career counseling. Services are generally self-directed.

C. General Procedures cont.

4. Additional Support

a. Case managers assist participants adjust their family budgets based on actual income and living expenses. "Non-cash" forms of assistance (child care assistance, food stamps, medical benefits, etc.), support from a non-custodial parent, and any other income or financial support to which the participant has access are included in the budget. It is important for individuals who will no longer receive TFA to see the extent to which they are able to meet their family's needs without cash assistance.

b. Case managers advise participants of the Earned Income Tax Credit (EITC). The EITC is a refundable Federal tax credit for eligible individuals and families who work and have low to moderate income. The EITC reduces the amount of tax owed, and it may provide a refund. The advance EITC allows those taxpayers who expect to qualify for the Earned Income Tax Credit and have at least one qualifying child to receive part of the credit in each paycheck during the year the taxpayer qualifies for the credit. Individuals can file EITC applications retroactively to 1997.

c. Case managers encourage participants who will no longer receive TFA or participate in Jobs First Employment Services to explore and use resources in their community which may be beneficial. Resources include (but are not limited to) non-cash assistance programs for low- and moderate-income families, educational and recreational options for participants and their families, resources available through community-based and ecumenical organizations, educational boards and other types of providers.

d. Case managers encourage participants to pursue lifelong learning to help them remain independent from case assistance and other forms of assistance. Individual earning potential tends to increase exponentially as education advances beyond a high school diploma or GED. To facilitate the lifelong learning process, financial assistance is available through federal, state and private scholarship programs (e.g., Pell Grants, Lifelong Learning Scholarships, Hope Scholarships, etc.)

FOLLOW-UP

This section has been omitted.

Re-entry into Employment Services Program

Participants who have left the Jobs First Employment Services (JFES) program due to Temporary Family Assistance (TFA) case closure or exemption and who subsequently re-establish eligibility for TFA or lose their exempt status require re-entry to employment services.

A. General Procedures

1. Individuals who require re-entry to employment services are referred by the Department of Social Services (DSS) directly to the case management agency according to local procedures. Local procedures are mutually determined by the Department of Labor (DOL), local DSS and Workforce Development Board (WDB) partners.

2. If the individual was involved in JFES within the previous twelve months, the DSS worker updates the Service Needs Assessment and refers the individual to the case management agency as noted in Item 1 above. To the extent possible, the case management agency assigns the individual to the case manager who served that individual previously. The individual is *not* scheduled for an intake/orientation session.

3. If twelve or more months has elapsed since the individual was involved with JFES, the DSS worker conducts a new Service Needs Assessment and then refers the individual to the case management agency as noted in Item 1 above. To the extent possible, the case management agency assigns the individual to the case manager who served that individual previously.

   The case manager determines whether to schedule the individual for an intake/orientation session. This decision is based on these factors:
   - the amount of time that has elapsed since the individual was last involved with JFES,
   - whether the individual has moved to a different workforce investment region,
   - TFA and/or JFES program changes,
   - need for current Connecticut Competency test scores,
   - changes in the individual's circumstances,
   - other factors which make it beneficial for the individual to attend orientation/intake.

   If appropriate, the case manager schedules the individual for an orientation/intake session.

Topic: Re-entry into Employment Services Program

A. General Procedures cont.

4. The case manager meets with the participant to review program requirements, the participant's current circumstances and the employment plan. The case manager modifies, or develops a new Employment Plan as appropriate.

   When reviewing or developing the employment plan, the case manager evaluates the employment objective and activities and steps that will lead to reaching that objective taking into account the participant's current circumstances.

Sanctioning Process

All TFA recipients who are mandated by the Department of Social Services (DSS) to participate in Jobs First Employment Services (JFES) are required to comply with the Employment Services requirements, unless they have good cause not to comply. When a mandatory TFA recipient fails to comply with the JFES participation requirements (listed below) without good cause, the recipient may be subject to sanctions by DSS.

A. Definitions

Conciliation – A process designed to allow DSS and the registrant the opportunity to put forth a good faith effort to settle disputes, disagreements and/or misunderstandings related to Employment Services before an adverse action is taken.

Sanction – A reduction or discontinuance of TFA benefits when a mandatory participant in JFES fails to comply with an employment service requirement without good cause

1. During the first 21 months, the penalties are imposed as follows:

   a. 1st penalty – TFA is reduced by 25%,

   b. 2nd penalty – TFA is reduced by 35% and

   c. 3rd penalty – TFA discontinued, family is ineligible for 3 months and must reapply after the 3rd month to again receive benefits.

   Note: If there is only one member of the TFA family, the penalty is discontinuance rather than a percentage reduction.

3. During an Extension, the penalty is imposed as follows:

   TFA is discontinued and the recipient is ineligible for future TFA extensions based on good faith effort. The family can only receive TFA again if they become exempt from the TFA time-limit or have circumstances beyond their control which prevent them from working.

Sanctioning Process – Specific policy and procedures outlined in the DSS Uniform Policy Manual that provide for due process prior to the imposition of sanctions for non-compliance with Employment Services requirements. Generally, these procedures require that the DSS worker provide the TFA recipient with an opportunity for conciliation prior to imposing a sanction.

B. DSS Criteria for Establishing Good Cause

In accordance with DSS regulations, good cause is considered to exist when circumstances beyond the TFA recipient's control reasonably prevent her/him from complying with Employment Services requirements. Good cause includes, but is not limited to, the following circumstances when they reasonably prevent the recipient from participating in Employment Services activities.

1. Illness of the individual,
2. Illness of a family member that requires care to be provided by the individual,
3. Unavailability or loss of child care,
4. Unavailability of transportation,
5. A family emergency,
6. Domestic violence and
7. Unreasonable terms and conditions of employment.

Note: For more information see Appendix E of this Manual for DSS Uniform Policy Manual section 8530.60 – Good Cause for Non-compliance.

Only the DSS worker can make the official determination of good cause for non-compliance with Employment Services. However, the Employment Services representative (case manager or service provider staff) makes a preliminary evaluation of the circumstances of the non-compliance prior to the referral to DSS for the sanctioning process. If it is apparent that the participant has good cause for the non-compliance, a referral for the sanctioning process should not be made.

C. Requirements of Mandatory Participants

Mandatory participants must comply with the following Employment Services requirements, which are consistent with DSS regulations stated in the DSS Uniform Policy Manual section 8530.15:

1. Providing relevant information as needed by DSS or an entity involved in the JFES program directly connected to the administration of the program;
2. Being available for suitable work;

C. Requirements of Mandatory Participants cont.

3. Cooperating with efforts to secure suitable employment, provide education and job training or support services;

4. Reporting for interviews with employers to whom referred for potential suitable employment;

5. Accepting bona fide offers of suitable employment as defined in the JFES program regulations, or increased hours of employment and or wages, unless the employment plan authorizes a reduction in hours;

6. Maintaining existing suitable employment and not reducing the level of earnings unless otherwise provided for in the employment plan;

7. Attending either group or individual orientation sessions as requested;

8. Satisfactorily engaging in suitable employment and/or participating in assigned Employment Services activities as required for not more than thirty-five (35) hours per week;

9. Satisfactorily participating in support services designed to remove barriers to employment, including, but not limited to, counseling for victims of domestic violence and substance abuse treatment, when appropriate, a determination of which shall be made on a case-by-case basis taking into consideration all available information;

10. Cooperating in the assessment process;

11. Participating in all employment and training activities without disrupting the activities;

12. Showing a pattern of participation in activities prescribed by the employment plan by keeping appointments, attending classes, and fulfilling other similar requirements detailed in the plan;

13. Following any reasonable request contained in the employment plan, which furthers the goals of the participants’ becoming and remaining independent from TFA within the program time limits, or the program goal of meeting the TANF participation requirements and

14. Signing the employment plan and any modification of the employment plan.

D. Procedures for JFES Participants Who Are Recipients of TFA

All entities directly involved in providing program services to JFES participants have some responsibility for monitoring mandatory participant's compliance and reporting non-compliance with program requirements. (Remember voluntary participants are not subject to sanction for non-compliance and are monitored for reporting purposes only.) Specific procedures should be followed to ensure fair and consistent treatment of participants believed to be failing to comply without good cause. These procedures in the sanctioning process are described below.

E. Procedures for JFES Participants

1. Plan Review & Modification Session

Upon being awarded TFA benefits, participants are scheduled for a plan review & modification session. JFES staff should apply the following procedures when participants fail to attend the plan review & modification session.

a. JFES Staff

1) Fails to Attend the Plan Review & Modification Session, but Makes Contact

If the participant contacts JFES staff prior to or during the same day of the scheduled session, JFES program staff makes a preliminary evaluation of the circumstances related to the failure to participate. If good cause appears to exist, JFES staff reschedules the participant for a plan review & modification session.

If good cause does not appear to exist, the JFES staff makes a referral for non-compliance to the DSS worker within three (3) business days of the decision.

2) Fails to Attend the Plan Review & Modification Session and Fails to Make Contact (1st Episode)

By the next business day, JFES staff sends a letter to the participant informing her/him that she/he is expected to attend a future plan review & modification session, the date and time of the new plan review & modification session and the consequences of not attending the new session. The date of the rescheduled plan review & modification session is to be no sooner than ten (10) calendar days and no later than thirty (30) calendar days from the date that the letter is sent.

E. Procedures for JFES Participants cont.

1. a. JFES Staff cont.

3) Fails to Attend the Rescheduled Plan Review & Modification Session and Fails to Make Contact (2nd Episode)

If the participant fails to attend the rescheduled plan review & modification session and does not contact JFES staff, JFES staff makes a referral for non-compliance to the DSS worker.

JFES staff will continue to send a letter to the participant, at the required interval for monitoring the participant, informing her/him that a referral for non-compliance was made and that she/he must contact her/his case manager to reschedule the appointment. Subsequent letters to the participant shall also contain JFES staff contact information including name and phone number.

b. DSS Staff

Upon receipt of the referral for the sanctioning process from JFES staff, the DSS worker initiates the conciliation process, if appropriate, as outlined in DSS regulations. The conciliation process must be completed within thirty (30) calendar days from the date of initiation, but may not last that long. Once a determination regarding non-compliance is made, the DSS worker notifies the case manager within three (3) business days. If the DSS worker determines that the participant had good cause, the participant is instructed to comply with JFES by attending the plan review & modification session. The DSS worker follows local procedures for scheduling the participant for another plan review and modification session.

If it is determined that the participant did not have good cause, the DSS worker imposes a sanction for non-compliance as outlined in DSS regulations and instructs the participant to comply with JFES requirements. The DSS worker follows local procedures for scheduling the participant for another plan review & modification session.

E. Procedures for JFES Participants, cont.

2. On-going Jobs First Employment Services Activities

After the plan review & modification session, participants are assigned to variety of JFES activities. The roles of the service provider, case manager and DSS worker in maintaining compliance with program requirements are defined below.

a. Service Provider

The following describes the service providers' responsibilities in maintaining compliance with program requirements under various circumstances.

1) Fails to Start an Activity, but Contacts the Service Provider

If a participant fails to start an assigned activity, but contacts the service provider with an explanation, the service provider makes a preliminary evaluation of the circumstances related to the failure to participate. If good cause appears to exist, the service provider will reschedule the participant. If good cause does not appear to exist, the service provider makes a referral for non-compliance to the case manager within three (3) business days of the decision.

2) Fails to Start an Activity and Fails to Contact Service Provider

If a participant fails to start an assigned activity and fails to contact the service provider, the service provider makes a referral for non-compliance to the case manager within three (3) business days of the participant's failure to appear.

3) Begins an Activity, but Not Participating Satisfactorily

If a participant who has begun an activity is not participating satisfactorily, the service provider has ten (10) business days to re-engage the participant by phone or mail before making a referral for non-compliance. If good cause appears to exist or re-engagement is achieved, the service provider will reschedule or return the participant to the activity. The service provider may need to work with the case manager to determine whether or not it is appropriate for the participant to return to a given employment service activity. If re-engagement is not achieved and good cause does not appear to exist, the service provider will make a referral for non-compliance to the case manager.

E. Procedures for JFES Participants, cont.

2. a. 3) Begins an Activity, but Not Participating Satisfactorily cont.

When making a referral for non-compliance to case managers, service providers must use the appropriate referral form and attach any pertinent documentation (see Documentation of Non-compliance below). Documentation for failure to participate in program activities may include, but is not limited to, a copy of the referral for service, a copy of any notice or letter regarding participation in the activity, attendance records, statements by the participant, employer statements and case notes.

Service providers do not make direct referrals to DSS for the sanctioning process. The participant's case manager must initiate all referrals to DSS for the sanctioning process from the Employment Services program.

b. Case Manager

Case Managers discover participants' non-compliance through regular monitoring of the participant activity or through referrals from service providers. The following outlines the case manager's responsibilities under both these circumstances.

1) Non-compliance Discovered through Regular Case Monitoring

Case managers are responsible for monitoring participants' compliance with program requirements through regular contacts with the participant and service providers. If a participant becomes non-compliant with the program requirements, the case manager has five (5) business days to attempt to re-engage the participant and make a preliminary evaluation regarding the circumstances of the non-compliance. If the participant appears to have good cause for non-compliance, the case manager should address any barriers to participation, if necessary and/or modify the employment plan, if appropriate. If good cause does not appear to exist, the case manager will make a referral to the DSS worker for the sanctioning process within three (3) business days of the determination.

E. Procedures for JFES Participants, cont.

2. b. Case Manager

2) Non-Compliance Referral from Service Providers

When a participant is referred to the case manager for non-compliance by the service provider, the case manager reviews the evidence and attempts to re-engage the participant within five (5) business days of the referral. During this time, the case manager makes a preliminary evaluation regarding the circumstances of non-compliance. If good cause appears to exist, the case manager addresses any barriers that may be preventing participation and reschedules or returns the participant to activities. The case manager may need to modify the employment plan, if the original plan activities are not appropriate for the participant. If it appears that the participant does not have good cause for non-compliance, the case manager will make a referral to the DSS worker for the sanctioning process within three (3) business days of the determination.

Accurate and timely evidence that substantiates the need for sanctioning must be provided to the DSS worker. The referral for the sanctioning process must contain the appropriate documentation of the circumstances that triggered the referral. When making a referral to DSS workers for the sanctioning process, case managers must use the appropriate referral form and attach any pertinent documentation (see Documentation of Non-compliance below). Documentation for failure to participate in employment plan activity includes, but is not

E. Procedures for JFES Participants, cont.

2. b. 2) Non-Compliance Referral from Service Providers cont.

limited to, a copy of the employment plan, notices of the scheduled activities, referrals to activities or services, training and workshop attendance records, signed statements from the participant, employer statements and case notes.

The case manager should continue to provide services to a participant for whom a referral has been made, while the sanctioning process is under way. This may mean rescheduling appointments, reassigning to the next class or expecting the participant to continue to satisfactorily attend activities.

Assignment to activities should be consistent with the steps in the participant's employment plan. Be sure to notify the DSS worker whenever a participant re-engages in employment plan activities during the sanctioning process, as this may prevent an additional sanction.

c. DSS Worker

Within ten (10) business days of receiving the referral for the sanctioning process from the case manager, the DSS worker initiates the conciliation process, if appropriate, as outlined in DSS regulations. The conciliation process must be completed within thirty (30) calendar days from the date of initiation, but may not last that long. Once a determination regarding non-compliance is made, the DSS worker notifies the case manager within three (3) business days. If the DSS worker determines that the participant had good cause, the participant is instructed to comply with the Jobs First employment plan. If it is determined that the participant did not have good cause, the DSS worker imposes a sanction for non-compliance as outlined in DSS regulations and instructs the participant to comply with the Jobs First employment plan. At this time the case manager should evaluate the appropriateness of the employment plan steps and amend the plan if necessary.

E. Procedures for JFES Participants, cont.

d. Fair Hearing Process

The participant may request a hearing before a DSS Fair Hearing Officer after receipt of the notice of the proposed sanction. The Fair Hearing Officer will schedule a due process hearing. If the issue is whether the participant had good cause for non-compliance, the case manager may not need to attend since staff cannot generally testify about the participant's personal reasons for not complying with a required activity. If there is a question of fact as to whether the participant failed to comply with an Employment Service Program requirement, testimony of the case manager may be necessary. The DSS worker will inform the case manager when her or his testimony is needed.

3. Documentation of Non-compliance

In order to determine program non-compliance or good cause for non-compliance, information regarding the failure to participate is required. Accurate and timely documentation of the circumstances that triggered the referral must be provided to the DSS worker. Appropriate information and documentation includes, but is not limited to the following:

a. Date of referral for sanction;

b. Issue of non-compliance (e.g., No show, Non-participation, Non-cooperation);

c. Date(s) of non-compliance;

d. Dates of contact and/or attempted contact with the participant;

e. Copies of letters or notices sent to the participant and

f. Narrative description of the incident of non-cooperation (include dates, times, program name, efforts made to re-engage the participant and the participant's responses).

E. Procedures for JFES Participants, cont.

3. Documentation of Non-compliance cont.

The referral for sanction is completed and accompanying documentation should be mailed, faxed or e-mailed by the service provider to the case manager, and if necessary, forwarded (mailed, faxed or e-mailed) to the appropriate DSS worker by the case manager. Steps should be taken to safeguard the confidentiality of the information being transmitted.

	ORIENTATION			ACTIVITY			
Action Step	**No Show** Call		**No Show** No Call	**No Show** Call		No Show/No Call or No Participation	
1	CT Works/Case manager makes a preliminary evaluate of the circumstances to see if good cause[1] appears to exist.		CT Works/case manager refers to DSS for sanctioning process within three (3) business days	Service provider makes a preliminary evaluate of the circumstances to see if good cause appears to exist.		If participant has never appeared for activity. Service provider notifies the Case Manager within three (3) business days.	If participant has appeared for activity Once the service provider has determined that the participant is not compliant, the provider has ten (10) business days to attempt to re-engage[2] the participant before making a referral to the Case Manager for non-compliance[3].
2	Good Cause Reschedule Intake.	No Good Cause CT Works/case manager refers to DSS for sanctioning process within three (3) business days.	DSS renders a decision regarding good cause and notifies CT Works/case manager of that decision within three (3) business days.	Good Cause Reschedule or return to activity.	No Good Cause Service provider refers to the Case Manager within three (3)business days.	The Case Manager has five (5) business days to review the paperwork and attempt to re-engage the participant.	
3		DSS renders a decision regarding good cause and notifies CT Works/case manager of that decision within three (3) business days.		The Case Manager has five (5) business days to review the paperwork and attempt to re-engage the participant.		Good Cause Reschedule or return to activity. (The Case Manager may have information that the vendor does not which could indicate good cause.)	No Good Cause The Case Manager refers to DSS for sanctioning process within three (3) business days.
4				Good Cause Reschedule or return to activity.	No Good Cause Case Manager refers to DSS for sanctioning process within three (3) business days.		DSS renders a decision regarding good cause and notifies the Case Manager of that decision within three (3) business days.
5					DSS renders a decision regarding good cause and notifies the Case Manager of that decision within three (3) business days.		

[1] Many offices are currently granting good cause for the first missed appointment as long as the registrant contacts CT Works.
[2] An attempt to re-engage is defined as an attempt to contact the participant. This can be done by phone or mail.
[3] Non-compliance is considered to have begun when the vendor forwards notification to the Case Manager.

SITUATION	CTWORKS/CASE MANAGER	DSS	SERVICE PROVIDER	CASE MANAGER	REMARKS
No Show/Call for Intake	1. Makes preliminary evaluation for apparent good cause for no show. 2. If good cause appears to exist, may reschedule the appointment.[1] 3. If good cause does not appear to exist, refers to DSS for sanctioning process.	1. Renders a decision regarding good cause. 2. Notifies CTWorks/ case manager of the decision within three (3) business days. 3. DSS may reschedule the appointment.[1]			Many offices are currently granting good cause for the first missed appointment as long as the registrant contacts CTWorks. In some regions CTWorks reschedules the appointment and in other regions DSS does the rescheduling.
No Show/No Call for Intake	1. Refers to DSS for sanctioning process within three (3) business days.	1. Renders a decision regarding good cause. 2. Notifies CTWorks/ case manager of that decision within three (3) business days.			
No Show/Call for Activity		1. Renders a decision regarding good cause. 2. Notifies the case manager of the decision within three (3) business days.	1. Makes preliminary evaluation for apparent good cause for no show. 2. If good cause appears to exist, reschedules or returns participant to activity. 3. If good cause does not appear to exist, refers to the Case Manager for non-compliance within three (3) business days.	1. Reviews paper work and attempts to re-engage the participant within five (5) business days of referral from service provider. 2. Makes preliminary evaluation for apparent good cause for non-participation. 3. If good cause appears to exist, reschedules or returns participant to the activity. 4. If there was no good cause, refers to DSS for sanctioning process within three (3) business days.	

[1] Based on local agreements, the responsibility for rescheduling recipients for Intake may vary between CT Works, case managers or DSS staff.

SITUATION	CTWORKS	DSS	SERVICE PROVIDER	CASE MANAGER	REMMARKS
No Show/No Call for Activity		1. Renders a decision regarding good cause. 2. Notifies the Case Manager of the decision within three (3) business days.	1. Notifies the Case Manager within three (3) business days.	1. Reviews paper work and attempts to re-engage the participant within five (5) business days of referral from service provider. 2. Makes preliminary evaluation for apparent good cause for non-participation. 3. If good cause appears to exist, reschedules or returns participant to the activity. 4. If good cause does not appears to exist, refers to DSS for sanctioning process within three (3) business days.	This process is for an individual who has been through the Intake/orientation and scheduled for an activity but, has never appeared for that activity.
No Show/No Call or No Participation for Activity		1. Renders a decision regarding good cause. 2. Notifies the Case Manager of the decision within three (3) business days.	1. Makes preliminary evaluation regarding non-compliance in the activity. 2. Attempts to re-engage the participant within ten (10) business days 3. If re-engagement occurs, reschedules or returns participant to activity. 4. If re-engagement does not occur, notifies the Case Manager within three (3) business days.	1. Reviews paper work and attempts to re-engage the participant within five (5) business days of referral from service provider. 2. Makes preliminary evaluation for apparent good cause for non-participation. 3. If good cause appears to exist, reschedules or returns participant to the activity. 4. If good cause does not appear to exist, refers to DSS for sanctioning within three (3) business days.	This process is for an individual who has begun an activity. Re-engagement activities should be clearly defined within each board to ensure that enrolled individuals are actually participating in activities. Individuals should not be non-participating for long periods of time while their clocks are ticking.

Date: 4-1-02	02-01	**Section:** 1400

Topic: Support Services

Support Services

TFA Jobs First Employment Services participants may require multiple and varied support services to assist them in reaching their employment plan objectives. As much as possible, staff implementing the Jobs First Employment Services Program need to provide participants with and refer them to the support services that will assist them in becoming and remaining independent of assistance through employment.

Child Care Assistance – Care 4 Kids

The Department of Social Services (DSS) administers a child care assistance program called Care 4 Kids. The day to day operations of Care 4 Kids, including the determination of eligibility and issuance of benefits, is provided through a DSS contractor. Care 4 Kids provides financial child care assistance to TFA recipients who participate in the Jobs First Employment Services Program (JFES), low and moderate income working families, teen parents, and children in foster care.

A. Eligible Recipients

1. The Care 4 Kids contractor is responsible for determining eligibility for child care assistance based on DSS regulations. The basic eligibility requirements for participants of the JFES Program are:

   a. The child (children) who need care are under 13 years of age or under 19 years of age if the child has special needs*.

   b. The child (children) who need care have received age appropriate immunizations. This requirement can be waived for medical reasons or religious beliefs.

   c. The parent pursues child support from the non-custodial parent. A parent who has good cause, such as circumstances of domestic violence, will not be required to pursue child support. DSS determines whether good cause exists.

   d. The child care provider must meet the state's licensing standards and health and safety requirements.

   e. A completed Care 4 Kids application, Parent/Provider Agreement form and verification of employment, if appropriate, are submitted to the Care 4 Kids contractor.

   f. The activity for which the participant needs child care assistance is an assignment in her or his JFES Employment Plan.

   g. Care must be reasonably related to the hours of the employment plan activity.

*"Child with Special Needs" means a person under 19 years of age who cannot take care of him/herself and requires extra supervision, care or instruction in the child care setting as documented by a medical professional, and whose special needs derive from one or more conditions including, but not limited to:

a. a physical or mental disability
b. a serious emotional maladjustment
c. a recognized high risk of physical or mental disability or
d. a delay in cognitive, physical, speech and language development including vision and hearing, psychosocial development, or self-help skills.

A. Eligible Recipients cont.

2. Child care assistance is not considered necessary under the following conditions:

   a. There is another adult in household (i.e., parent, stepparent or legal guardian) capable of providing the child care during the hours of the employment services activities.

   b. The hours of participation in employment plan activities fall within the child's school hours.

B. Care 4 Kids Benefits

Based on DSS regulations, the Care 4 Kids contractor determines the amount of child care benefits for which participants are eligible. The payment rates differ based on the age of the child, type of child care provider, range of hours for which assistance is provided, existence of special needs, and region of the state.

Payment is based on hourly range rates. One to fifteen (1-15) hours weekly is counted as quarter-time care. Sixteen to thirty-four (16-34) hours weekly is counted as half-time care. Thirty-five to fifty (35-50) hours weekly is counted as full-time care. Fifty-one to sixty-five (51-65) hours weekly is counted as full-time plus care.

If a family meets all the Care 4 Kids eligibility criteria, eligibility may be granted for up to fifteen days prior to the date that the application was received by the Care 4 Kids contractor.

Working parents are required to pay a portion of child care costs incurred during hours of employment. This portion is based on a sliding fee scale.

The Care 4 Kids contractor issues benefits directly to the child care provider. In order to receive payment, the child care provider submits a monthly invoice to the Care 4 Kids contractor. Payments are issued one month in arrears.

C. Finding a Child Care Provider

Parents are responsible for securing primary and backup child care before employment plan activity starts or as soon thereafter as possible. Parents needing help locating a child care provider can call the 211 infoline for child care assistance information. DSS funds Child Care Infoline through the United Way of Connecticut to maintain a database of licensed child care providers and to assist participants by providing customized searches based on location, hours needed, cost and vacancies.

D. Care 4 Kids Application Process

The JFES case manager provides information and an application packet for the Care 4 Kids program to the TFA applicant during the JFES intake. The application packet includes an Application Form, a Parent Provider Agreement Form and an IRS W-9 form. Because the applicant is not TFA approved at this time, they are instructed to begin to complete the application and research child care providers. Unless the family is also employed, the application should be sent to Care 4 Kids until JFES program entry is active and TFA has been approved. An employment plan activity with an estimated start date and an activity hours and schedule section must also be completed (at Plan Review Modification session) prior to starting the Care 4 Kids application process.

1. A signed application received by Care 4 Kids establishes a case opening date. The parent provider agreement and/or employment verification, if appropriate, should be included if available. However, applications should *not* be held pending receipt of this documentation. Employment information and documentation should be sent as soon after sending the application as possible. The signed application and accompanying documentation, as available, is mailed to the address listed on the application. (See Care 4 Kids Application Form in Appendix B)

   If the participant does not complete all the essential parts of the application, the Care 4 Kids contractor will send the participant a notice indicating which items are still needed and the date by which they must be received. If the missing information is not received within the given timeframe, the application is denied.

   Upon determination of eligibility, the Care 4 Kids contractor sends a certificate of payment eligibility to both the parent and the child care provider. At the end of each month, the child care provider receives a billing form or invoice. The invoice must be completed and returned to the Care 4 Kids contractor so payment can be made. The contractor will make payments directly to providers within fifteen days of receipt of a properly completed invoice.

2. The Care 4 Kids contractor verifies employment service activity and activity schedule by reviewing the JFES employment plan. If appropriate, the contractor adds the time it takes the parent to travel to and from their activity to the number of hours for which child care assistance is needed.

3. The Care 4 Kids contractor uses a variety of tools to verify employment, including:

   a. Copies of pay stubs for four recent and consecutive weeks of employment.

   b. An employer disclosure form sent directly to the employer.

D. 3. The Care 4 Kids contractor uses a variety of tools to verify employment, including: (cont.)

c. An employer a letter verifying employment. An employer letter must be on the employer's stationery, list the name and phone number of the person completing it, and include the participant's weekly schedule and gross pay rate. The employer should forward the letter directly to Care 4 Kids. If Care 4 Kids receives the letter from the participant or case manager, Care 4 Kids contacts the employer to verify that the information within the letter is correct.

In instances in which the Care 4 Kids contractor has received pay stubs but still requires additional information, such as information related to second or third shift hours, the contractor will send a disclosure form to the employer.

The Care 4 Kids contractor does not use the JFES employment plan to verify actual employment.

4. If an application indicates that a child has special needs in the child care setting, Care 4 Kids will send a verification form to the applicant which must be completed by an appropriate medical professional.

E. Authorizing Employment Services Activities for Care 4 Kids

1. For Employment Services Activities:

The case manager verifies a participant's employment plan activity and hours of the activity via the JFES employment plan. The case manager documents estimated start and estimated end dates, actual start and end dates, status, total activity hours, and scheduled hours. The scheduled hours are the actual hours of the activity. The case manager does *not* include travel time. The Care 4 Kids contractor adds travel time according to procedures established by DSS.

E. Authorizing Employment Services Activities for Care 4 Kids cont.

2. For Employment:

The Care 4 Kids contractor is responsible for verifying employment.

The Care 4 Kids contractor does not use the JFES employment plan to verify employment.

Workforce Development Boards and case management entities may use internally developed employment verification forms *only with the express consent of the Department of Social Services.* Any region wishing to have their employment verification form evaluated for Care 4 Kids purposes should forward a blank copy of this form to their Welfare to Work (WtW) liaison at the Department of Labor who will, in turn, forward it to DSS for review.

F. Contacting the Care 4 Kids Contractor

1. Participant:

Participants needing help completing the Care 4 Kids application may call the Care 4 Kids customer service number, which is toll free. Participants may also call the toll free number to find out the status of pending applications or to report changes in application information, or to speak to a Care 4 Kids counselor.

2. Case Manager:

Case managers obtain case specific information through a CTWBS hyperlink to Care 4 Kids information. However, if necessary, case managers may contact the Care 4 Kids contractor directly. Questions on both pending applications and granted cases should be directed to Care 4 Kids. The JFES case manager must state that they are the participant's Jobs First Employment Services Case Manager in order for Care 4 Kids to discuss case specific information. (See Appendix C for the Care 4 Kids contractor directory.)

G. Updating Status of Care 4 Kids Assistance

It is the participants' responsibility to inform the Care 4 Kids contractor of changes in their circumstances that would affect their child care assistance eligibility. Information can be reported to Care 4 Kids by mail or by phone.

H. Expediting application process and resolving issues that affect eligibility

If it is apparent to case managers that a participants enrollment in an employment plan activity is in jeopardy due to Care 4 Kids application processing delays, case management should contact the WtW Care 4 Kids liaison and provide a detailed explanation as to why and when the application needs to be processed.

Case managers should also contact the WtW Care 4 Kids liaison if participants current Care 4 Kids eligibility is in jeopardy of being revoked due to employment plan issues.

SPECIAL BENEFITS TO SUPPORT EMPLOYMENT RELATED ACTIVITIES

Special benefits for transportation and baby-sitting are payments to assist participants in their participation of Employment Services activities.

A. Eligible Participants

1. Special benefits are available to participants with a specific need and who are in compliance with JFES program requirements.

   Voluntary participants are only eligible for special benefits provided they are satisfactorily in compliance with their scheduled activities specified in their employment plan.

2. Special benefits are **not** issued for participation in **unsubsidized employment.**

B. Types of Special Benefits

The Department of Social Services' (DSS) Eligibility System (ImpaCT), offers four types of benefits for selection: Initial Intake Participation Allowance, Participation Allowance, Transportation Bus Fare Expense, and Transportation Mileage Reimbursement.

The participation allowance for baby-sitting needs is not to be issued concurrently with on-going child care assistance. Transportation benefits are provided to participants of on-going, scheduled and approved employment plan activities **other than unsubsidized employment**. Examples of on-going, scheduled and approved activities are individual structured job search, vocational education, subsidized employment and any other concurrently scheduled activity on the Employment Plan such as meetings with a case manager.

1. Initial Intake Participation Allowance (JZ)

   A participation allowance intended to provide participants with $10 for transportation and/or babysitting expenses for attendance at the JFES Initial Intake session.

B. Types of Special Benefits cont.

2. Participation Allowance for Short-term, Intermittent Activities (JZ)

A participation allowance is intended to assist participants with transportation and/or baby-sitting expenses. This allowance covers participation in assigned activities included in the JFES Employment Plan that **do not** last more than five (5) consecutive days in a month or for short-term/intermittent expenses occurred (Ex. childcare provider is sick, so allowance is needed to pay for short-term babysitter.) In addition, when reasonable and/or most cost effective, taxi and train fares are also covered under this allowance.

For purposes of this section baby-sitting is defined as temporary, short-term care of a child, which is needed to allow a participant to look for work. Baby-sitting is distinguished from child care, which is ongoing, formal daily care of a child. Child care benefits are available through the Office of Early Childhood (OEC) child care assistance program.

3. Transportation Bus Fare Expense

A Transportation Bus Fare Expense benefit is intended for the purchase of a bus pass in order for the participant to attend assigned activities included in the JFES Employment Plan.

4. Transportation Mileage Reimbursement Expense

A Transportation Mileage Reimbursement Expense is a repayment intended to cover costs related to private automobile usage (personally owed or borrowed) in order for the participant to attend assigned activities included in the JFES Employment Plan.

C. General Restrictions of Special Benefits

1. Limited to costs associated with participation in Jobs First Employment Plan activities **excluding participation in unsubsidized employment**.

2. Participants must continue to satisfactorily take part in activities specified by their Employment Plans in order to continue to receive special benefits. Satisfactory participation must be evident (e.g., documentation in case notes AND attendance record) for all scheduled activity hours up to 35 hours per week. If a participant is not scheduled for 35 hours per week but is receiving special benefits, the justification must be documented in case notes.

   a. If a participant fails to satisfactorily take part in assigned activities for which special benefits were issued to purchase a monthly bus pass, this participant is expected to use these benefits to purchase a monthly bus pass for future participation. Additional benefits are not to be issued until the previous amount is used toward participation.

3. Benefits are to be issued in the most cost effective manner. (e.g., if a participant needs bus fare for two days per week, it is more cost effective to issue the daily bus fare rather than a monthly bus pass).

4. Benefits are **NOT** provided under the following circumstances:

   a. when they are for transportation costs covered by other special benefits available under these procedures, other State, Federal or other assistance programs; or

   b. when equivalent services are available free of charge;

   c. when they are not for Jobs First Employment Services activities;

D. General Participation Allowance Payment Restrictions

1. Benefits for Initial Intake Participation

   The baby-sitting allowance is limited to the following circumstances:

   a. participants with a child (children) under six (6) years of age or

   b. school-aged children during periods when they are on school vacation or not in school due to an excused absence **or when not covered by Care 4 Kids**.

2. Benefits for Short-term, Intermittent Activities

   a. Payment is intended to assist the expense of transportation and/or baby-sitting in order to participate in an intermittent employment plan activity including but not limited to the successful completion of the JFES intake or an one-time job interview.

   b. Payment is limited to no more than 5 consecutive days per month, for a maximum of $10 per day and may not exceed $50 per month. The participation allowance for transportation needs is not to be issued concurrently with the transportation benefits for on-going activities. The participation allowance for baby-sitting needs is not to be issued concurrently with on-going child care assistance.

   c. Eligibility for two parent cases should be determined on an individual basis. A baby-sitting and/or transportation allowance shall be provided to each parent if the need for the allowance is determined.

      i. Example 1: Both parents share a car to come in for intake and/or an appointment but the neighbor is baby-sitting at no cost, $10 issued to one parent for transportation because there is not a need for an additional $10 for baby-sitting.

      ii. Example 2: Both parents share a car to attend intake and/or an appointment and have to pay the neighbor $10 for baby-sitting. A benefit of $10 is issued to one parent for transportation and a $10 benefit issued to the second parent for the baby-sitting cost.

D. General Participation Allowance Payment Restrictions contd.

3. Benefits for Taxi/Train Fare:

- Taxi and train fares are paid at the average cost charged and must be purchased in the most reasonable and/or cost effective manner (Ex. if a participant lives in a rural area and public transportation is not available or if taking the train is more reasonable even though the fare is higher because the participant would have to wait two hours for public transportation).

- Participants are required to submit proof of purchase of the taxi/train fares. Participants may be provided benefits in advance for their first months' issuance. In order to receive an additional payment, participants must provide documentation of taxi/train fares (Ex. original taxi or train fare receipt, bank statement or processed check) for the preceding month. Copies of documentation should be scanned into the participant's electronic file and receipt of documentation must be noted in CTHires, the DOL electronic business system.

- Taxi/train fares are issued directly to the participant’s Electronic Benefit Transfer (EBT) card through the DSS Eligibility System (ImpaCT).

4. Payments are issued directly to the participant’s Electronic Benefit Transfer (EBT) card through the DSS Eligibility System (ImpaCT).

E. General Transportation Payment Restrictions

Benefits are limited to bus fares or mileage for driving private automobiles.

1. Bus Fare

   a. Bus fares are paid at the cost charged, not to exceed $10 per day. Whenever possible and most cost effective, the amount to buy a monthly bus pass will be issued. When providing bus fares, include the costs necessary to transport the child to the child care provider.

   b. Participants are required to submit proof of purchase of the bus pass. Participants may be provided benefits in advance for their first months' issuance. In order to receive an additional transportation issuance, participants must provide documentation of bus pass purchase (e.g., original bus pass, original bus pass receipt, bank statement or processed check) for the preceding month. Copies of documentation should be scanned in the participant's electronic file and receipt of documentation noted in the DOL electronic business system (CTHires).

   c. Bus fares are issued directly to the participant's Electronic Benefit Transfer (EBT) card through the DSS Eligibility System (ImpaCT).

2. Mileage Reimbursement

   a. Benefit is available to pay for transportation in an automobile owned or borrowed by the participant or participant's eligibility determination group or for reimbursement to someone not in the eligibility determination group who transports the participant in her/his own motor vehicle.

   b. Mileage reimbursement exceeding $100 per month requires proof of current vehicle registration and insurance coverage. Copies of documentation should be scanned into the participant's electronic file and receipt of documentation noted in the DOL electronic business system (CTHires).

E. General Transportation Payment Restrictions cont.

2.

c. Mileage reimbursement is defined as **repayment** of an expense incurred by a participant for actual miles driven in a private automobile roundtrip from the participant's home to the activity, including transportation to and from their child care provider, while participating in JFES approved activities assigned in the employment plan. As mileage reimbursement is a **repayment**, issuances shall not be paid in advance of the activity.

d. Prior to mileage reimbursement being processed, participants must complete and submit the *"JFES Mileage Reimbursement Form"* accompanied by an on-line mapping tool printout (e.g., Yahoo Maps, MapQuest, etc.) verifying mileage to their case manager.

e. No other costs related to private automobile transportation (including but not limited to repairs, registration, tires) are allowed.

f. Attendance verification must be provided in order to receive mileage reimbursement (e.g., job search logs) and attendance verification and mileage requests must correspond.

g. Payment for mileage reimbursement is determined as follows:

i. 20 cents per mile multiplied by;

a) total direct roundtrip miles for up to a maximum of 50 miles per day;

b) rounded to the nearest dollar using standard rounding rules (.50 through .99 is rounded up, .01 through 49 is rounded down); and

ii. A minimum payment of $2.00 per day is made for travel of ten miles or less.

h. Mileage reimbursement payments are issued directly to the participant's Electronic Benefit Transfer (EBT) card through the DSS Eligibility System (ImpaCT).

F. General Special Benefits Issuance Procedures

1. Time Periods

   a. Do not issue benefits for more than one month in advance

   b. Benefits are to be issued at a minimum on a monthly basis. Bi-weekly issuances are allowed provided it remains the most cost effective manner to issue the benefits.

   b. Benefits for the previous month should not be issued if the participant was not in compliance.

   c. If the participant did not submit documentation for the previous month but maintained in compliance with the JFES program requirements, a retroactive payment may be made once documentation is submitted to the JFES Case Manager.

   d. Dates (the time period) for which benefits are requested shall not overlap. (e.g., JH bus requested from 1/2/19-2/2/19; the next requested benefit issuance should begin on the following calendar day (2/3/19) that a JFES activity is scheduled in the Employment Plan.)

2. Method

   a. Benefits for initial intake participation (e.g. to pay for a baby sitter); the participation allowance (e.g. to cover taxi and train fare or to assist with short-term, intermittent activities); transportation bus fare and transportation mileage reimbursement are issued as needed via electronic benefit transfer (EBT) for participants through the DSS electronic eligibility system (ImpaCT).

F. Jobs First Special Benefits Issuance cont.

2. Method cont.

   b. Documentation related to the issuance of special benefits are to be scanned into the participant's electronic file and record of the special benefits issued are to be kept in the participant's electronic file and receipt of documentation must be noted in CTHires using the special benefit templates from the CTHires JFES Case Notes drop down menu. *See "Appendix B: Special Benefits to Support Employment Related Activities" for more information.*

3. Receipt

   Generally, benefits that are issued via EBT are available for the participant to access the next business day after they are entered into DSS ImpaCT.

4. Authorization

   Authorization to issue special benefits via EBT through DSS ImpaCT is limited to the JFES staff that have signed DSS's electronic eligibility system confidentiality forms, have been provided access to ImpaCT by DSS and have received training on Special Benefit procedures

5. Records

   a. A written record of the special benefits issued is to be kept in DOL's electronic business system (CTHires). This record is to include at minimum the following:

      1) the type, amount, the JFES activity and time period of the need utilizing the appropriate CTHires Case Note Templates;

      2) when recording an activity in CTHires, the Case Manager should use the appropriate activity from the list available in (e.g., Job Search and Job Readiness, Vocation Education) that corresponds with the benefit issuance.

   b. Participant's shall submit to their case managers the "JFES Mileage Reimbursement Form" accompanied by an on-line mapping tool. Copies of documentation should be scanned into the participant's electronic file and receipt of documentation noted in the DOL electronic business system (CTHires).

Community Resources

Substance Abuse

Behavioral Health Services

The following procedures provide instruction on coordinating behavioral health services (i.e., mental health and substance abuse treatment) with Jobs First Employment Services (JFES) whenever behavioral health issues become a barrier to participation in JFES employment activities or in the acceptance or retention of employment.

These procedures do not replace the Department of Social Service's (DSS) Medical Review process, but are to be used when a participant's behavioral health problems are not severe enough to exempt her from participating in employment services, but are a barrier to participating. If it appears that the participant's behavioral health problems may prevent her from participating in the employment-related activities, the JFES case manager makes a referral to the DSS worker who will provide the participant with information to pursue a medical exemption through DSS's Medical Review process.

A. For Case Managers

1. Indication of Need

   Anytime it becomes evident that a participant has a behavioral health issue that is a barrier to participation in the JFES employment activities or in the acceptance or retention of employment, the JFES case manager discusses with the participant the option of participating in behavioral health services which may include an assessment and/or participation in a treatment plan. With permission from the participant, the JFES case manager records the factual details of the behavioral health barrier and any action taken to help overcome this barrier in the appropriate section of the participant's record.

2. Recording Information

   Information is recorded only with the express consent of the participant. A participant may opt to give permission to record in an electronic information system and/or in paper file. The participant has the option of not giving permission to record at all. Ask the participant for permission to record this information in the electronic information system and/or paper file. Explain who has access to both case files. Also explain the benefits of recording such information:

   a. To develop an employment plan which takes into account these circumstances,

   b. To keep all information about the participant in one location, so that in the event other staff work with the participant, they will be able to see what is being worked on and why,

   c. To provide information that may impact continuation of Temporary Family Assistance (TFA) benefits beyond time limits (third or subsequent extension)

A. For Case Managers cont.

2. Recording Information cont.

If the participant gives permission to record this information, have the participant sign the "Authorization to Record and Share Confidential Information" form (TFA-26). The completed form is kept in the participant's file.

If the participant chooses to seek treatment, the case manager discusses the need for the participant to allow the behavioral health provider to share information regarding the participant's attendance, ability to participate in employment or employment related activities and treatment plan schedule. If the participant agrees, have her complete the "Jobs First Employment Services Program Authorization for Disclosure of Information" form (TFA-24). This signed form is given to the participant to present at the behavioral health appointment and a copy is kept in the participant's file.

3. Referral Process

When it becomes evident that a participant has a behavioral health issue that is a barrier to participation in the JFES employment activities or in the acceptance or retention of employment, the JFES case manager uses the following procedures to assist the participant in obtaining behavioral health services.

a. The JFES case manager discusses with the participant the option of participating in behavioral health services, which may include a behavioral health assessment and/or participation in a treatment plan. If the participant chooses to seek treatment, the JFES case manager discusses the need for the participant to allow the behavioral health provider to share information regarding the participant's attendance, ability to participate in employment or employment related activities and treatment plan schedule. If the participant agrees, complete the "Jobs First Employment Services Program Authorization for Disclosure of Information" form (TFA-24). This signed form is given to the participant to present at the behavioral health appointment and a copy is kept in the participant's file.

b. If the participant does not want to pursue a behavioral health assessment or treatment, the JFES case manager does not make a referral for conciliation and sanction. However, the participant is still required to participate in JFES, which means that she is required to comply with activities listed in the JFES Employment Plan. Failure to comply with activities listed in the Employment Plan may result in the imposition of sanctions.

A. For Case Managers cont.

3. Referral Process cont.

c. The JFES case manager explains the consequences of failing to participate in activities to remove barriers to employment. In addition to the imposition of a sanction, the participant will need to meet the criteria for an extension as well as meet the "good faith effort" provision in order to get a third or subsequent extension of assistance.

d. If the participant wants the JFES case manager's assistance in obtaining behavioral health services, the case manager determines the appropriate Managed Care Organization (MCO) in which the participant is enrolled and looks up the mental health and substance abuse treatment providers available under this MCO. This information is located on DSS's website. The JFES case manager either provides the participant with the behavioral health provider's contact information so the participant may make the appointment herself or the JFES case manager assists the participant by contacting the provider to set up an appointment.

e. The JFES case manager explains the need to obtain certain information from the behavioral health provider in order to coordinate our services with the participant's behavioral health treatment needs. The explanation includes the need for the participant to sign the "Jobs First Employment Services Program Authorization for Disclosure of Information" form (TFA-24). This signed form is given to the participant to present at the behavioral health appointment and a copy is kept in the participant's file.

f. The JFES case manager arranges for the appropriate Special Benefits to support the client's participation in all behavioral health appointments and treatment plans. If the referral for behavioral health services is not incorporated into the Employment Plan (e.g., the participant does not wish to have this information recorded in the Employment Plan), transportation under Special Benefits cannot be issued. However, transportation to medical appointments such as behavioral health assessments and treatment is available to all Jobs First recipients. Participants can arrange for medical transportation by calling the designated phone numbers in the appropriate MCO provider directory.

A. For Case Managers cont.

4. Follow Up on Referral

The JFES case manager follows up with the behavioral health provider on the participant's attendance at their appointments and monitors participation in subsequent treatment plans. The JFES case manager needs to obtain information regarding the schedule of the treatment plan in order to incorporate the treatment into the participant's Employment Plan. The participant's Employment Plan should be modified to accommodate the participant's treatment plan activities. Whenever possible, the case manager should modify the Employment Plan activities at the recommendation of the treatment provider.

a. Monitoring Participation in Treatment Plans

Monitoring of participation in treatment plans may include receiving a fax (the "Jobs First Employment Services Program Authorization for Disclosure of Information" form TFA-24 is also a turnaround document), any other written documentation from the provider or a phone call with the behavioral health provider. Whenever a case manager obtains information regarding the participant's treatment status, the case manager should note only the facts pertaining to the participant attendance, treatment schedule and ability to participate in employment or employment-related activities.

B. For Service Providers

1. Indication of Need

Anytime it becomes evident that a participant has a behavioral health issue that is a barrier to participation in the JFES employment activities or in the acceptance or retention of employment, the service provider should refer the participant back to the JFES case manager.

At this time (if the participant chooses to disclose information about the behavioral health issue) the JFES case manager discusses with the participant the option of participating in behavioral health services which may include an assessment and/or participation in a treatment plan. With permission from the participant, the JFES case manager records the factual details of the behavioral health barrier and any action taken to help overcome this barrier in the appropriate section of participant's record. The JFES case manager will modify the participant's Employment Plan as appropriate.

B. For Service Providers cont.

2. Recording Information

Information is recorded only with the express consent of the participant. A participant may opt to give permission to record in an electronic information system and/or in paper file. The participant has the option of not giving permission to record at all. Ask the participant for permission to record this information in the electronic information system and/or paper rile. Explain who has access to both case files. Also explain the benefits of recording such information:

a. To develop an employment plan which takes into account these circumstances,

b. To keep all information about the participant in one location, so that in the event other staff work with the participant, they will be able to see what is being worked on and why,

c. To provide information that may impact continuation of Temporary Family Assistance (TFA) benefits beyond time limits (third or subsequent extension)

If the participant gives permission to record this information, have the participant sign the "Authorization to Record and Share Confidential Information" form (TFA-26) and refer the participant The completed form is kept in the participant's file.

If the participant does not want to pursue a behavioral health assessment or treatment, the service provider does not make a referral for conciliation and sanction. However, the participant is still required to participate in JFES, which means that she is required to comply with activities listed in the JFES Employment Plan. Failure to comply with activities listed in the Employment Plan may result in the imposition of sanctions.

Domestic Violence

For the purpose of this policy, the victim is referred to in the feminine gender and the abuser in the masculine gender. However, the victim may be male and the abuser female. Domestic violence (DV) may also occur between members of the same sex.

A situation of DV, in itself, does not automatically relieve a participant from involvement with the Job First Employment Services Program (JFES). However, if participation in JFES increases the risk of violence, alternate procedures are followed.

Several principles are adhered to when working with participants who live with DV.

1. The participant's safety takes precedence over JFES participation. JFES case managers and service providers do not knowingly require participants to engage in activities that may increase the risk of violence.

2. Information regarding DV belongs to the participant. JFES case manager and service provider staff do not have a right to such information even though this information could help staff perform their job more effectively.

3. If a participant does share this information, it is kept confidential. It may not be shared *without express consent* of the participant. It may not be recorded *without express consent* of the participant.

These principles are over-ruled only if:

1. There is reasonable cause to believe that a child is being abused or neglected, or

2. That the participant's life in is imminent danger.

Participants that have experienced DV in the past may suffer from trauma that affects their current ability to participate in JFES. JFES case managers should address these instances as they would address other behavioral health issues. For example, referrals for behavioral health services may be made. The Department of Social Services (DSS) may be asked to review the case to see whether the individual's status should be changed to exempt based on medical reasons.

Offer written information regarding DV prevention services if available. Victims may not want to take written information because having it could increase the risk of violence. Therefore, while written information may be made available, participants should never be pressured to take it.

A. For Case Managers

1. When DV Is Identified

If a participant discloses DV, evaluate the immediate situation. If the participant is currently in a crisis situation, address that situation.

Ask the participant if she is willing to speak with a domestic violence counselor. If she is:

a. have the participant contact the local DV agency immediately. If a phone in a private area is available, offer it to the participant. If a private phone is not available but the participant is still willing to call, provide the staff phone. Allow phone access until the call is made.

b. if the participant wants assistance making the call, place the call with the participant there.

If the participant does not want to speak with a DV counselor, offer her a counselor's or agency's name and telephone number in the event that she later changes her mind. Do not press her into accepting this information.

If the immediate situation is not a crisis situation, participation in JFES may be discussed. However, if appropriate, discussion may be postponed until another appointment.

2. Discussion of JFES and DV

When discussing participation in JFES in the context of DV, review these points with the participant:

a. child abuse and/or neglect is reported to the Department of Children and Families by JFES staff,

b. safety activities take precedence over employment activities,

c. action to decrease the risk of violence **only if this can be done without increasing the risk of danger,**

d. information is recorded electronically or in paper files only with explicit permission of the participant,

e. information is shared only with the explicit permission of the participant,

f. monthly contact, at a minimum, between the case manager and participant is required.

A. For Case Managers cont.

3. Recording Information

Information is recorded only with the express consent of the participant. A participant may opt to give permission to record in an electronic information system and/or in paper files. The participant has the option of not giving permission to record at all. Ask the participant for permission to record this information in the electronic file system and/or paper files. Explain who has access to both case files. Also, explain the benefits of recording such information:

a. To develop an Employment Plan which takes into account these circumstances,

b. To keep all information about the participant in one location, so that in the event other staff work with the participant, they will be able to see what is being worked on and why,

c. To provide information that may impact continuation of Temporary Family Assistance (TFA) benefits beyond time limits (third or subsequent extension).

If the participant gives permission to record this information, have the participant sign the "Authorization to Record and Share Confidential Information" form (TFA-26) If recording in the electronic information system, record the information in the private case narrative. Record information related to DV prevention activities in the Employment Plan **only with the express consent** of the participant. A participant may not want such information included in a document that is being kept at home. (See Section 1415.15 A.6 for further guidance on employment plan development.)

4. Sharing Information with the DSS worker and Service Providers

Information is shared with the DSS worker and/or service providers only with the express consent of the participant.

Ask permission to notify the DSS worker that a situation of domestic violence exists. Explain that the existence of DV may affect the granting of TFA extensions and child support enforcement.

a. TFA benefits may be granted beyond 3 extensions and/or beyond 60 months in situations where there is DV.

A. For Case Managers cont.

4. Sharing Information with the DSS worker and Service Providers cont.

   b. DSS pursues non-custodial parents for child support payments. However, if the victim notifies DSS that pursuing child support will endanger her, DSS will not pursue child support payments.

   If the participant gives permission to share this information with the DSS worker, have the participant sign "Authorization to Record and Share Confidential Information" form (TFA-26). Contact the DSS worker verbally or by email within one business day. Notification is **not** made by fax. Also indicate to the DSS worker whether the participant has given permission to record this information, and if so, in which format.

   Information is shared with service providers only if the victim gives explicit permission. In this instance, have the participant sign a "Authorization to Record and Share Confidential Information" form (TFA-26). Indicate to the provider whether the participant has given permission to record this information, and if so, in which format.

5. Verification of DV

   Documentation is shared only with the express consent of the participant.

   DSS policy requires verification of DV if that situation prevents an individual from complying with TFA requirements. It is the responsibility of DSS to verify situations of DV. It is not the responsibility of JFES case managers or service provider staff to verify DV.

   If a participant provides documentation to a JFES case manager that verifies DV, the JFES case manager asks permission to forward this documentation to the DSS worker. Per Connecticut General Statute 17b-112a(b), examples of documentation include, but are not limited to:

   a. sworn statements from the victim (Connecticut Department of Social Services form #W-1082, "Jobs First Employment Services Statement of Hardship")

   b. police, government or court records

   c. documentation from a shelter worker, legal, medical, clerical or other professional from whom the individual has sought assistance in dealing with domestic violence

   d. a statement from an individual with knowledge of the circumstances which provide the basis for the claim of DV.

A. For Case Managers cont.

6. Employment Plan

The primary objective when developing Employment Plans for persons living with DV is to support activities that promote the participant's safety and not include activities that may increase the risk of harm.

Criteria for determining the Employment Objective and Target Wage are the same for all participants regardless of circumstances. However, the steps or activities intended to reach the goal may be affected by DV.

Before determining plan activities, ask the participant to identify activities that can be undertaken without increasing the risk of violence. Also, ask the participant to identify activities to avoid because involvement in such might increase the risk of violence. Rely on the participant's judgment in deciding which activities to include.

Review the following points when determining plan activities.

a. Is involvement with a professional, social service or other agency incorporated into or accommodated by the plan?

b. Is involvement with legal services incorporated and/or accommodated? Is the participant aware of her legal rights and options?

c. Is the participant involved with the Department of Children and Families? Is this involvement incorporated or accommodated?

d. Are support group or networking activities appropriate?

e. Are there certain hours or days of the week that better accommodate the participant's situation?

f. Are there certain sites or locations that better accommodate the participant's situation?

If DV prevention activities are part of planned activities located in the Employment Plan, permission from the participant must be received to include these activities in the Plan. Activities are noted in the Plan if the participant indicates that this is safe. For reasons of confidentiality, DV prevention activities do not need to be specifically identified as being related to DV. Terms such as "family supportive services," "legal services," "counseling" or the name of the agency without identifying the specific activity may be used.

A. For Case Managers cont.

6. Employment Plan cont.

When DV prevention activities are being included in the Plan, coordinate them with employment service activities in order to achieve the goals of both to the extent possible. In areas of potential conflict, safety activities take precedence over employment service activities.

If the participant does not intend to pursue *any* DV prevention activities, develop an employment plan and require other activities as appropriate using relevant criteria noted previously in Section 1225 of this manual.

If a participant has experienced DV in the past and this experience affects her current ability to participate in employment and training activities, the JFES case manager may include behavioral health services as part of employment plan activities. DSS may also be requested to review the participant's case to determine whether mandatory status should be changed to exempt for medical reasons.

7. Special Benefits for Activities Related to DV

Special benefits may be issued to assist with participation in activities related to DV prevention. If permission to record information is received, add issuance activity to either the Employment Plan or in private case notes.

8. Two Parent Cases

Additional procedures are to be followed when dealing with a victim in a Two Parent case.

Schedule appointments separately for the two parents to the extent possible. Do not schedule separate appointments if it increases the risk of danger.

If appointments are scheduled together, at some point in the meeting arrange to speak to each parent separately, if possible. However, if there is resistance, do not press the matter. When speaking with the victim separately, address the issue as appropriate, that is, offer information regarding DV prevention services, follow up, and/or need for plan modifications.

To the extent possible, arrange activities for both parents in such a manner so that the activities of the victim do not coincide with the time and place of activities for the abuser.

A. For Case Managers cont.

8. Two Parent Cases cont.

DV prevention activities are not reflected in the participant's Plan for safety reasons. If the victim has given permission to record this information, make note of any such activities in private case notes.

9. Cases with Alleged Abuser (Non-Custodial Parent or Other) Also Involved in Employment Services

Arrange services for the victim that do not coincide with the time and place of activities for the alleged abuser if known. If available, check registration lists beforehand to determine if the abuser is in an activity that is being considered for the participant.

If both persons do become enrolled in the same activity and the victim wants to participate in a different activity, modify the plan as appropriate. Ideally, the new activity should be comparable to the original. Failure to participate in the original activity is not considered as failure to comply. Do not initiate sanctioning action in these instances. In these instances, the reason for changes in activity is kept confidential and is shared only between case managers if necessary. Information is not shared with service providers.

10. Plan Compliance

Referrals for sanctioning are **not** made for failure or inability to comply with DV prevention activities. If a participant does not comply with other plan activities due to DV, the JFES case manager may find apparent good cause. Finding apparent good cause on the basis of DV is based on DSS verification procedures. (See Section 1415.15 A.5 regarding verification.)

If the participant does not comply with plan activities because of DV, determine whether alternative activities are appropriate. Modify the plan as needed.

11. Follow up

Participant progress is monitored monthly at a minimum to determine progress towards plan activities and goals (See Section 1225.F.3.c regarding monitoring progress). When working with victims of DV, monitoring or follow up takes on the additional function of serving as a resource to the victim.

A. For Case Managers cont.

11. Follow up cont.

Follow-up can occur in several ways. **Use the safest method as agreed to by the participant.**

a. Office visits to the JFES office may be scheduled for this purpose.

b. The participant may provide information through mail or email. The JFES case manager **never** initiates mail or email regarding DV.

c. Information may be obtained by telephone. **Never** initiate discussions about DV on the phone. *Always* proceed cautiously when discussing this situation on the telephone as the abuser may be listening or recording the call. Telephone discussion is initiated by the participant.

d. Information is obtained from a DV counselor or other appropriate third party.

Information may be obtained from a third party only to the extent that it pertains to participation in employment services and only with the victim's permission. An "Authorization to Record and Share Confidential Information" form (TFA-26) must be obtained from the participant beforehand in such circumstances.

12. Notifying Supervisor.

JFES case managers consult with supervisors on the handling of a DV situation within one working day of the conversation with the participant.

B. For Service Providers

1. When DV Is Identified

If a participant discloses DV, evaluate the immediate situation. If the participant is currently in a crisis situation, address that situation.

Ask the participant if she is willing to speak with a DV counselor. If she is:

a. Have the participant contact the local DV agency immediately. If a phone in a private area is available, offer it to the participant. If a private phone is not available but the participant is still willing to call, provide the staff phone. Allow phone access until the call is made.

B. For Service Providers cont.

1. When DV Is Identified cont.

   b. If the participant wants assistance making the call, place the call with the participant there.

   If the participant does not want to speak with a DV counselor, offer her a counselor's or agency's name and telephone number in the event that she later changes her mind. Do not press her into accepting this information.

   If the immediate situation is not a crisis situation, participation in the service activity may be discussed. However, if appropriate, discussion may be postponed.

2. Discussion of Service Activity and DV

   When discussing participation in the service activity in the context of DV, review these points with the participant:

   a. child abuse and/or neglect may be reported to the Department of Children and Families,

   b. safety activities take precedence over service activities,

   c. information is recorded electronically or in paper files only with explicit permission of the participant,

   d. information is shared only with the explicit permission of the participant.

3. Recording Information

   Information is recorded only with the express consent of the participant. A participant may opt to give permission to record in an electronic information system and/or in paper files. Or the participant may not give permission to record at all.

   Ask the participant for permission to record this information in the electronic information system and/or paper files. Explain who has access to both case files. Also, explain the benefits of recording such information:

B. For Service Providers cont.

3. Recording Information cont.

   a. To develop an Employment Plan which takes into account these circumstances,

   b. To keep all information about the participant in one location, so that in the event other staff work with the participant, they will be able to see what is being worked on and why,

   c. To provide information that may impact continuation of TFA benefits beyond time limits (third or subsequent extension).

   If the participant gives permission to record this information, have the participant sign the "Authorization to Record and Share Confidential Information" form (TFA-26). If recording information in the electronic information system, record information in the private case notes.

4. Sharing Information with the JFES Case Manager

   Information is shared with the JFES case manager only with the express consent of the participant.

   Ask permission to notify the case manager that a situation of DV exists.

   Explain that the existence of DV may affect plan activities and referrals for sanctioning.

   If the participant gives permission to share this information, have the participant sign the "Authorization to Record and Share Confidential Information" form (TFA-26). . Contact the case manager verbally or by email within one business day. Notification is ***not*** made by fax. Also, indicate to the JFES case manager whether the participant has given permission to record this information and, if so, in which manner.

5. Verification of DV

   Documentation is shared only with the express consent of the participant.

   DSS policy requires verification of DV if that situation prevents an individual from complying with TFA requirements. It is the responsibility of DSS to verify situations of DV. It is not the responsibility of JFES case managers or service provider staff to verify DV.

B. For Service Providers cont.

5. Verification of DV cont.

   If a participant provides documentation that verifies DV, the service provider asks permission to forward this documentation to the JFES case manager. Per Connecticut General Statute 17b-112a(b), examples of documentation include but are not limited to:

   a. sworn statements from the victim

   b. police, government or court records

   c. documentation from a shelter worker, legal, medical, clerical or other professional from whom the individual has sought assistance in dealing with DV

   d. a statement from an individual with knowledge of the circumstances which provide the basis for the claim of DV.

6. Plan Compliance

   Referrals for sanctioning are **not** made for failure or inability to comply with service activities due to DV. If a participant does not comply with service activities due to DV, the service provider should determine apparent good cause.

   Service providers use their professional judgment when deciding whether to retain participants whose performance is compromised by DV or refer this participant back to the JFES case manager. In either situation, the service provider does not share the information that DV is affecting the participant's activity **unless** the participant has given permission to share this information. Also, the service provider does not record DV **unless** the participant has given permission to record.

   Service providers are responsible for notifying case managers of a participant's progress in an employment plan activity regardless of that person's domestic situation. Consequently, if an individual is not participating, or is not participating successfully, in an activity because of DV, the service provider notifies the JFES case manager of participation status. The service provider does not discuss the circumstance of DV **unless given permission** by the participant.

Department of Children and Families Referrals

Bureau of Rehabilitation Services

The Bureau of Rehabilitation Services (BRS) is the division within the Department of Social Services that administers the Vocational Rehabilitation Program. The Vocational Rehabilitation Program is one that provides services to people with disabilities to enable them to prepare for, find, and keep employment. It is administered at the 22 BRS offices throughout the state.

A. Eligibility for Vocational Rehabilitation Services

Vocational Rehabilitation (VR) services are provided to people who have a physical or mental impairment that substantially impedes their ability to work, and for whom the provision of the services will enable them to attain, maintain or improve their employment. By law, people who are blind or disabled for Social Security or Supplemental Security Income (SSI) purposes are eligible for VR services so long as they intend to enter employment.

B. Vocational Rehabilitation Intake Process

Generally, an orientation session is scheduled for potential applicants for VR services at which the program and the process and rights and responsibilities of the applicant are described. A Vocational Rehabilitation Counselor is assigned to those who do apply, and eligibility is determined. Eligibility includes documentation of the disability, which may include obtaining medical or other existing information. It may also include conducting an assessment. There is a federal 60-day time limit for determining eligibility (which may be extended with the approval of the applicant), and a state 90-day target for developing the plan. There is no target time limit for reaching the employment goal.

Subsequent to a determination of eligibility, an employment plan is developed and services provided pursuant to the employment plan. The employment plan is a document that the participant and the counselor have agreed to that describes a realistic employment goal and necessary steps for reaching the goal. Services are then provided in accordance with that plan.

C. Services

1. There is a wide range of services available in the VR program. All services must be necessary to enable the individual to become employed or to improve his or her employment situation. The following are examples of the services available:

C. Services cont.

1. The following are examples of the services available cont.:

   a. Assessment services to determine eligibility and vocational rehabilitation needs.

   b. Counseling, guidance, and information about career and employment decisions

   c. Job placement services

   d. Employment training

   e. Physical and mental restoration services

   f. Transportation services

   g. Personal assistance services

   h. Interpreter or reader services

   i. Occupational licenses, tools, equipment, and initial stocks and supplies

   j. Self-employment services

   k. Rehabilitation technology

   l. Home and vehicle modifications

   m. Job coaching and supported employment services

   n. Transition planning from school to work

   o. Post-employment services

C. Services cont.

2. Procedures for Referral to Vocational Rehabilitation

a. Identification of Those to Refer

Only those who have or appear likely to have permanent disabilities that substantially interfere with their employment should be referred to the BRS to apply for VR services. Obvious situations, such as deafness, loss of limbs or paralysis when combined with an indication of interference with work should be referred. People with such disabilities who are working can also be referred if the VR services are needed to retain or improve their employment situation.

Other forms of disability are more difficult to detect, such as learning disabilities. Learning disability is likely if the person has been in special education. Other indicators of learning disability are difficulty with reading, concentrating, and remembering. If someone indicates difficulty with these, that person should be referred to BRS. This is especially so if the participant has indicated difficulty with these and has had problems with employment activities, including keeping a job.

Other indicators that the person may have a qualifying disability are hospitalization for major illness or injury, or having been in substance abuse treatment.

b. Referral Process

When there is valid reason to believe that the participant may qualify for VR services, the case manager contacts the BRS office serving the area and consults with the VR Supervisor or other designated liaison for Jobs First employment services. If the VR Supervisor or designee agrees that the person should be referred the case manager refers the participant to BRS. A listing of the BRS offices is in appendix C to this manual.

Recording Data

This section contains general case record maintenance and management information system data entry guidelines.

ELECTRONIC CASE RECORD MAINTENANCE

Participants who complete the Intake process should have an electronic file that constitutes a portion of their entire Job First Employment Services (JFES) case record. A Participant's total case record includes information that is entered into the CTHires case management information system.

This section focuses on the procedures for creating and updating electronic case records. Procedures regarding electronic case record maintenance are described in Section 1510 and in Appendix E of this manual, *"Document Management and "Paperless" Initiative for the Jobs First Employment Services Program."*

A. General Provisions

Whenever case record documentation is maintained in an electronic format, it is generally unnecessary to maintain duplicate information in a paper format, unless specifically noted.

B. General Procedures for Electronic Case Records

a. Appropriate Storage and Security of Case Records

Electronic case records are created in the CTHires case management information system located in an area that is accessible to staff but secure from public access. They are to be created in a logical system so as to be readily available and retrievable. Steps are taken to safeguard the confidentiality of information in conformance with federal and state statutes and regulations.

b. Electronic Case Record Retention

Electronic case records should be archived for three years after the Participant leaves the program (Statuses: Closed/Denied/Exempted) because case records are subject to State/Federal audit.

c. Transferring Paper Case Records to Electronic Case Records

Any paper documentation related to the Participant must be disposed in a manner that protects the Participant's confidentiality (Ex. shredded) after the information is transferred to the electronic case record in the CTHires case management information system.

B. General Procedures for Electronic Case Records cont.

d. Transfer of Electronic Case Records Among JFES Contractors/Subcontractors

Electronic case records will be transferred among JFES contractors and subcontractors as is necessary for providing employment services for specific Participants utilizing the case management business system functionality.

C. Required/Optional Documentation for Electronic Case Records

a. Electronic case records must include the following documentation as applicable:

1. Paystubs
2. Verifications of Employment (VOEs)
3. Outreach Letters (ORLs)
4. Employment Plan
5. Weekly Job Search Log (JFES-10) (English/Spanish)
6. Jump Start Childcare (JFES-11) (English/Spanish)
7. Jump Start Transportation (JFES-12) (English/Spanish)
8. Education/Training Attendance Verification Form (JFES-13)
9. Community Service Attendance Verification Form (JFES-14)
10. Complaint Form (JFES-15)
11. Authorization for Disclosure of Information (JFES-16)
12. Authorization to Record and Share Confidential Information (JFES-17)
13. Special Benefits Form (JFES-18)
14. Mileage Reimbursement Log (JFES-19) (English/Spanish)
15. JFES BRS Referral Form (JFES-20)
16. Weekly Job Search Log with BRS Services (JFES-21) (English/Spanish)
17. Childcare Provider Search Log (English/Spanish)

b. Electronic case records may include the following optional documentation:

1. Resume
2. Orientation materials, assessment instruments, aptitude indicators, vocational preference exercises, etc.

CTHIRES CASE MANAGEMENT INFORMATION SYSTEM

CTHires Case Management Information System

A. General Principles

Jobs First Employment Services (JFES) electronic case records are maintained and retained in order to document:

a. Program eligibility

b. Program performance

c. Participants' employment plan objectives and activities

d. Participants' progress in meeting plan activities, and

e. Provision of support services, including the authorization of special benefits.

Electronic case records also serve as a tool to assist program administrators in the process of monitoring JFES contract compliance and in conducting quality performance appraisals to aid in continuous program improvement.

Timely and accurate entry of data into the CTHires case management information system regarding individual's participation in JFES activities is important for several reasons:

f. Information entered into the CTHires case management information system constitutes a participant's primary JFES electronic case record documentation.

g. Connecticut uses the CTHires case management information system to report the TANF participation rate performance to the federal Department of Health and Human Services (HHS). Failure to report this data or failure of the submitted data to demonstrate attainment of minimum performance levels, could result in significant fiscal penalties to the state.

h. Other executive branch agencies, the General Assembly, and numerous other stakeholders rely on the Department of Labor (DOL) to produce JFES program summary and management reports based on data entered by American Job Center (AJC) staff and/or their subcontractors.

A. General Principles cont.

i. Overall performance measurement of the JFES program goals and benchmarks depends on the quantity and quality of data entered into the CTHires case management information system

j. Specific JFES contract performance benchmarks for the Workforce Development Boards (WDBs) depends, in part, upon the data entered into the CTHires case management information system.

k. Accurate and timely data entry enables the production of more useful ad hoc reports, such as case listings for recruitment, case tracking, caseload reports, etc.

B. CTHires

The DOL is responsible for collecting and reporting data regarding the provision of JFES for TANF/Temporary Family Assistance (TFA) recipients. This data is necessary to meet the requirements stated under the General Principles above.

CTHires case management information system was developed by DOL primarily to support case management services for JFES program participants, to document JFES program performance, to produce programmatic reports and to enhance communication and service delivery between the Department of Social Services (DSS) workers, WDBs, JFES subcontractors, DOL, and Care 4 Kids (child care assistance program) staff.

CTHires is also designed to reduce paperwork and to automate the JFES Intake process by allowing DSS workers to schedule participants for JFES Orientation sessions electronically, using the CTHires Service Needs Assessment (SNA) – Schedule Orientation functionality.

CTHires also displays data obtained via the DSS and Care 4 Kids from the DSS ImpaCT eligibility system.

C. Documentation and Use of CTHires Case Management Information System

a. The case manager must enter certain status changes into CTHires for JFES program Participants within one working day of the case manager becoming aware of them. Such status changes include, but are not limited to, employment assessment information, case notes, referrals to and enrollments in TANF work activities (such as job search, vocational education, ESL, etc.), activities intended to resolve participation barriers, the completion of or termination from such activities, job entry information, case manager activities, other participant activities, support services and referrals to DSS for sanction.

C. Documentation and Use of CTHires Case Management Information System cont.

b. Staff having responsibility for CTHires documentation should refer periodically to the Welfare to Work/Jobs First Employment Services website to obtain information on recent system changes and to refer to CTHires Forms and Documents such as: the JFES Procedures Manual, JFES CTHires Release Notes, JFES CTHires Reference Guide, JFES Guidance Memos and Desk Aids, contact lists, etc.

c. At a minimum, all case managers are responsible for and should be capable of accessing and where appropriate, updating the following CTHires screens and functions:

1. Message Center
2. Assist an Individual
3. JFES Program Application
4. DSS Information
5. Service Needs Assessment
6. Child Care Information
7. Participation and Activities/Enrollments/Services
8. Work Readiness Assessment (WRA)
9. Employment Plan (Information, Goal, and Objectives)
10. Attendance
11. Sanctions
12. Credentials
13. Closure
14. Case Transfer
15. Case Notes

d. Some case managers may be required to understand and be able to use the CTHires Events Calendar functions.

e. Case managers are required to maintain biweekly contact with all active participants in their caseload. Recording the results of such contact in the CTHires case notes area is required.

f. Case managers review the SNA data entered by the DSS worker and then complete the WRA during the interview with the Participant to inform the Participant’s employment plan. Supplemental assessments may be provided.

C. Documentation and Use of CTHires Case Management Information System cont.

g. In completing the WRA, case managers should:

1. Have the JFES Form “Authorization to Record and Share Confidential Information” available for signatures in case sensitive barriers are disclosed.

2. Review the Participant’s current circumstances from Housing, Personal/Family Issues, Child Care Availability, Child Care Expenses, Transportation Availability, Transportation Expenses, Language Proficiency, Math/Reading Skills, Learning Disability, High School Diploma/GED, Credential, Occupational Licensing, Physical Issues, Behavioral Issues, Substance Use, Domestic Violence, Legal Issues, Criminal History and Work History.

    a) Not all information may be available at the first appointment. For example, literacy and numeracy testing may not have occurred yet to accurately assess Math/Reading Skill. The initial response can be provided by the Participant and modified at a later appointment.

    b) Access to the CTHires assessments are available within the WRA under Test Information. Literacy and numeracy tests must be saved to the Basic Skills Assessments Results page.

3. Record applicable factors, which are the check boxes within each category.

4. Record barriers, which are the check boxes identified with red text signaling the case manager can “Add [X] Barrier.”

    Only record a barrier if it impedes a participant’s ability to find employment. If the factors do not equate to a barrier to employment, the case manager can check relevant factors and leave the Barrier checkbox unchecked.

5. Enroll the Participant in activities that address barriers recorded in WRA.

6. Update the status of factors and barriers throughout the time the Participant is participating in the JFES Program.

C. Documentation and Use of CTHires Case Management Information System cont.

7. Close barriers when they are resolved. This means the barrier is no longer an impediment to employability and the Participant is not relying on state subsidies including special benefits for barriers such as transportation expenses.

h. In completing the Employment Plan, case managers:

1. Enter an Occupational Goal, including a job title and target wage.

   a) Be specific in describing employment objectives. Consider near-term and long range objectives.

   b) Enter a Target Wage that takes into account the Participant's family size. To the extent feasible, the wages and hours should combine to meet at least the Federal Poverty Level.

2. Enter a Plan Start Date the effective start date of a JFES employment plan for the current period of TFA receipt.

3. Enter a Plan Review Date when follow up on the Plan Progress will occur.

4. Enter a New Goal, which will default to a Short Term Employment Goal of "Become and remain independent of cash assistance through earnings."

5. Enter an Estimated Completion Date corresponding to the Goal.

6. Enter an applicable Objective related to the goal and select Pre-Defined Objectives related to the overall program participation or activity related information.

   These may be objectives such as:

   a) "Come to an appointment with your case manager,"
   b) "Work - Provide pay stubs or other employer documentation to verify employment,"
   c) "Sensitive Activities - Successfully participate in all scheduled classes,"
   d) "Job Readiness - Arrange for transportation to activity," or
   e) "Job Readiness - Provide verification for mileage or bus pass purchases."

C. Documentation and Use of CTHires Case Management Information System cont.

7. Print and have the participant sign the Employment Plan. Provide the Participant with a copy of the Plan and scan the signed copy into the CTHires case management information system to retain an electronic case record.

i. When enrolling Participants into services/activities, case managers should:

Complete the Participation Activity first. This activity will become the first service that has an Actual Start Date. Complete all appropriate data fields in the Activity Wizard, including:

1. Participation Date (this will become the Actual Begin Date)
   Note: When creating an activity beyond the initial Participation Activity, case managers can record a Projected Begin Date as applicable.

2. Office Location

3. Weekly Assigned Hours

4. Projected End Date

5. Estimated End Date

6. Enrollment Schedule

   Note: Ending a shift at Midnight should be avoided to reduce errors. The latest period available to end a shift is 11:30p.m.

7. Service Provider when applicable for paid employment activities that require the entry of Work Site and Wage Information.

8. Closure Information, to save the activity initially and eventually used to result the activity upon completion.

C. Documentation and Use of CTHires Case Management Information System cont.

j. The CTHires Sanction Screens are used to document a Participant's suspected incidence of non-compliance with JFES employment service policies without good cause and to refer the case to the DSS worker for potential sanction. If the case manager determines a Participant lacks good cause for an incident of suspected non-compliance, they should complete the Sanction Referral screen as follows:

1. Select the DSS office location to notify.

2. Select a reason for the failure in the drop-down menu.

3. Record the date the non-compliance occurred.

4. Respond to questions regarding outreach attempts and types.

5. Record a summary of the noncompliance in case notes.

6. Attach applicable case notes via Attach Case Notes functionality for DSS to review.

7. Once the sanction referral is saved, an email notification goes to the DSS office selected.

8. The DSS worker offers the Participant a conciliation appointment, reviews the circumstance of the referral to make a final good cause determination, or applies a sanction. The case manager is notified in CTHires when the DSS worker results the sanction referral, provided the case manager is accurately subscribed to sanction alerts.

CASE NOTES

A. Case Note Guidelines

Case notes should be entered for all services entered in the CTHires Case Management system. Case notes are subject to monitoring and data validation reviews. Case notes should be recorded under the following guidelines:

a. Timeliness

Case notes must be entered in the CTHires Case Management system as soon as possible after the latest participant interaction or contact attempt occurred.

b. Concise and Clear

Case notes must be clear and easily understood, avoiding not commonly understood terminology or jargon.

c. Consistency

There should not be gaps in either time or information. Case notes should reflect the participant's work and progress throughout their participation in the program.

d. Legality

View case notes as a potential legal document. Case notes can be used as evidence in court.

e. Barriers & Employment Goals

Case notes should always include a plan to help the participant obtain their employment goals. For example, if a participant reports a barrier to employment, the case note should indicate what steps or services were offered to remedy the barrier.

f. Confidential Information

Confidential information should be summarized as much as possible to stay relevant and concise, and suppressed in CTHires when necessary. A signed JFES -17 must be obtained before confidential information can be recorded.

B. Instances When Case Notes Are Required:

a. Attendance Result at the First Appointment for TFA Eligibility

The participant did not show for an Orientation or Intake appointment, or alternatively, the participant successfully attended an Orientation or Intake appointment.

b. IEP Development and Activities/Services

1. The participant has engaged in a program service/activity agreed upon when signing the Individual Employment Plan (IEP).
2. When a JFES program service or follow up activity is added or modified, a case note should indicate what activity the participant is receiving, who is providing the activity, and why the participant was referred to the activity.
3. When a participant completes or fails to complete an activity it should be case noted.

c. Noncompliance

1. Instances of noncompliance and outreach attempts must be recorded in case notes to support attempts to re-engage and/or refer the participant for sanction.

B. Instances When Case Notes Are Required cont.

d. Employment

1. When a participant begins or leaves employment, a case note should record where the participant is working, the type of employment, the hourly wage, and the average hours per week.

2. Additional case notes should be recorded when the participant provides documentation and verification of employment status and/or changes.

3. Any employment changes must be reflected onto the IEP with notes showing a change or closure of activities relating to employment.

Additional Policy Issues

Confidentiality

Exemptions from Participation in Jobs First Employment Services

A. Durational Time Limits

As determined by DSS, assistance units, not individual recipients, are generally subject to a 21-month lifetime limit of TFA benefits. As determined by DSS, there are certain conditions in which a month or months or receipt are not counted towards this limit. Certain assistance units are exempt from the time limit based on criteria of the adults in the unit. Some assistance units may qualify for an extension of TFA benefits beyond 21 months.

DSS determines which individuals and assistance units are exempt from the 21-month time limit.

DSS also counts months of time limited assistance.

1. General Policy

   An assistance unit is exempt from the time limit if *all* of the adults in the assistance unit, all ineligible or disqualified parents who live with a dependent child in the assistance unit, and any non-parent caretaker relatives of a dependent child in the assistance unit meet at least one of the following exemption criteria.

   Is incapacitated, that is:

   a. Has a physical or mental illness or impairment or combination of impairments that prevent the adult from engaging in employment on a predictable basis with reasonable regularity. Such an illness or impairment must be expected to last for at least thirty (30) days, or

   b. Receives SSI or SSA benefits based on disability or blindness

   c. Is age sixty (60) or older

   d. Is responsible for the care of an incapacitated household member for whom no other person in the home can provide care and such care effectively precludes employment

   e. Is a non-parent caretaker relative who is not a member of the assistance unit

   f. Is caring for a child under the age of one who is not subject to the family cap

A. Durational Time Limits cont.

1. General Policy cont.

g. Is pregnant or postpartum and a physician has certified that she is unable to work

h. Is unemployable, that is has received twenty (20) months of time limited benefits and meets *all* of these conditions:

1) Is age forty (40) or older, and
2) Is not employed at any level, and
3) Meets all conditions necessary to grant an extension of time limited TFA benefits based on good faith efforts, and
4) Has not completed grade six, and
5) Has not been employed more than six months in the last five years.

However, an individual is considered to be employable if she or he was employed for two consecutive months regardless of meeting these criteria of unemployability.

Minor parents who are attending high school or an equivalency program are exempt from the time limit regardless of the status of the assistance unit in which they live.

2. General Procedures

Participants who appear to be exempt from the time limit should be referred to DSS for determination of participation status.

B. Participation

Adult recipients of Temporary Family Assistance (TFA) are required to participate in the Jobs First Employment Services program unless exempt. Parents of children who are TFA recipients, although not recipients themselves, are also required to participate.

1. General Policy

a. Determination of Participation Requirement

The Department of Social Services has the sole responsibility for determining whether an individual is required to participate or is exempt from participating in the Jobs First Employment Services program.

b. Categorical Exemptions

Categorical exemptions are given to individuals who meet DSS policy criteria for being exempt. An individual that meets any one of these criteria is exempt from participation in the Jobs First Employment Services program.

The following individuals are categorically exempt:

1) Children under age 18 who are not parents.
2) Parents under age 18 who are attending school (elementary, secondary, technical or vocational) full time.
3) Incapacitated individuals, that is those persons with physical and/or mental illness or impairment that precludes their ability to work. Such an illness or impairment must be expected to last at least 30 days. The DSS Medical Review Team (MRT) determines whether a person's illness or impairment is incapacitating.
4) Individuals caring for an incapacitated household member to the extent that providing such care precludes the individual from working. Before granting this exemption, DSS will determine that the person receiving care is:
   (a) incapacitated, and that
   (b) no other household member can provide care, and that
   (c) the incapacitated individual is in the home.

B. Participation cont.

1.b. General Policy cont.

5) Individuals age 60 and older.
6) Individuals caring for a child under 1 year of age – who is not a 'cap' child - unless the individuals are teen parents who are attending high school or an equivalent program.
7) Pregnant and postpartum women certified by a physician as being unable to work.

c. Exemption Due to Unemployability

Individuals who have received TFA for 20 months or more *and* meet the following conditions are exempt due to unemployability.

1) Are age 40 or older, and
2) Are not employed, and
3) Have not been employed more than 6 months in the last 5 years, and
4) Have not completed Grade 6, and
5) Meet all conditions necessary to obtain an extension of time-limited TFA benefits.

However, an individual is considered to be employable if she or he was employed for two consecutive months regardless of meeting these criteria of unemployability.

d. Participation by Exempted Individuals

Exempted individuals can volunteer for participation. In doing so, an individual may lose her/his exempt status. This particularly applies to incapacitated individuals and individuals caring for an incapacitated household member. If exemption status is lost, the individual faces the same consequences as other participants for non-compliance.

2. General Procedures

Participants who appear to be exempt from participation should be referred to DSS for determination of mandatory participation status. This particularly applies to incapacitated individuals and individuals caring for incapacitated household members.

Employer Tax Credit

The Taxpayer Relief Act of 1997 reauthorized and expanded the Work Opportunity Tax Credit (WOTC) to encourage employers to hire individuals from 8 groups of job seekers with barriers to employment. It also established the Welfare-to-Work Tax Credit for businesses that hire "long term family assistance recipients."

A. Work Opportunity Tax Credit

WOTC is available to employers hiring individuals on or after October 1, 1997 from one or more of eight target groups. The eight target groups are as follows:

1. Qualified TANF recipients

   Applicants who are members of a family that have received TANF assistance for any 9 months during the 18-month period ending on the hiring date.

2. Qualified veterans

   To be considered a veteran, the applicant must have served on active duty in the Armed Forces of the United States for more than 180 days or have been discharged for a service-connected disability, and not have a period of active duty of more than 90 days that ended during the 60 day period ending on the hiring date, and be a member of a family receiving food stamps for at least a continuous 3-month period during the 15-month period ending on the hiring date.

3. Qualified ex-felons

   Individuals who have been convicted of a felony under any federal or state law and are hired not more than 1 year after the latest conviction or release from prison and are members of a family that had income on an annual basis of 70% or less of the Lower Living Standard Income Level (LLSIL) during the 6 months preceding hire.

A. Work Opportunity Tax Credit cont.

4. High-risk youth.

Individuals who have attained age 18 but not age 25 on the hiring date and live in an empowerment zone or enterprise community. In Connecticut these are in sections of:

a. Bridgeport zip code areas -- 06604, 06605, 06607, 06608, 06610
b. New Haven zip code areas -- 06511, 06513, 06515, 06519

5. Qualified summer youth employees

Individuals who are 16 or 17 years old on the hiring date, who have never worked for the employer and perform services for the employer between May 1 and September 15 and live in an empowerment zone or enterprise community. In Connecticut these are in sections of:

a. Bridgeport zip code areas -- 06604, 06605, 06607, 06608, 06610
b. New Haven zip code areas -- 06511, 06513, 06515, 06519

6. Vocational rehabilitation referrals

Individuals who have a physical or mental disability that results in a substantial handicap to employment and who were referred to the employer upon completion of (or while receiving) rehabilitation services under a State rehabilitation plan or a vocational rehabilitation program approved by the Department of Veterans Affairs.

7. Qualified food stamp recipients

Individuals who have attained age 18, but not age 25, and are members of a family that has received food stamps for the 6-month period ending on the hiring date or are members of a family that received food stamps for at least 3 months of the 5-month period ending on the hiring date, but was no longer eligible to receive them on the hiring date.

8. Qualified SSI recipients

Individuals who have received Supplemental Security Income benefits for any month ending within the last 60 days prior to hire.

B. Maximum Work Opportunity Tax Credit

Effective October 1, 1997, the WOTC tax credit increases from 35% to 40% of "qualified wages" for all WOTC certified individuals employed 400 or more hours (except summer youth employees). It also establishes a WOTC tax credit equal to 25% of qualified wages for members of all WOTC certified individuals employed at least 120, but fewer than 400, hours. The maximum credit is $2,400.

Qualified wages remain capped at $6,000, and they consist of wages paid for services rendered by a member of a target group during the one-year period, except for the Summer Youth target group which remains capped at $3,000 for wages earned between May 1st and September 15th.

C. Welfare-to-Work Tax Credit

Employers may apply for the Welfare-to-Work Tax Credit when long-term family assistance recipients are hired and begin work any time after December 31, 1997. "Long-term family assistance recipients" are defined as:

1. Individuals that received Aid To Families With Dependent Children (AFDC) or its successor program, Temporary Assistance To Needy Families (TANF) for at least 18 consecutive months before the date of hire; or

2. has received family assistance for a total of at least 18 months (whether or not consecutive) beginning after August 5, 1997, and has a hiring date that is not more than two years after the end of the earliest 18-month period; or

3. whose AFDC or TANF eligibility expired under a federal or state law after August 5, 1997, for applicants hired within two years after their eligibility expired.

D. Maximum Welfare-to-Work Tax Credit

The Welfare-to-Work Tax Credit is 35% of qualified wages for the first year of employment, if the individual is employed at least 400 hours or 180 days, and 50% of qualified wages for the second year. Qualified wages are capped at $10,000 per year, i.e., the maximum Welfare-to-Work Tax Credit is $3,500 for the first and $5,000 for the second year of employment, for a maximum tax credit of $8,500 per new individual hired.

E. Application Procedures For Work Opportunity and Welfare-to-Work Tax Credit Programs

As part of the written request for certification, the employer and job applicant must complete and sign the Form 8850, Pre-Screening Notice and Certification Request for the Work Opportunity and Welfare-to-Work Credits and submit this notice to the Program Support Unit of the Connecticut Labor Department not later than the 21st day after the individual begins work for the employer.

The Individual Characteristics Form 9061 should be completed and submitted to the Program Support Unit of the Connecticut Labor Department along with documentation supporting target group eligibility.

These forms may be downloaded at the Connecticut Department of Labor website at: www.ctdol.state.ct.us/

NOTE: The WOTC/WtW programs expired December 31, 2001. There is a bill before Congress to extend these programs. In the past, when the Congress retroactively revived WOTC, employers who filed for WOTC certifications during the hiatus period were eligible for the credit. Employers who failed to file for certifications during the hiatus were denied the credit. It is recommended that employers interested in obtaining the tax credits for newly hired employees, submit the form to the CT DOL within 21 days of the employee’s start work date.

Questions about the WOTC and Welfare-to-Work Tax Credit Programs may be directed to Madelyn Legault in Program Support at (860) 263-6060.

Hiring Incentive Tax Credit

In addition to the federal employer tax credits referenced in Section 1615, there is also a State tax credit for employers. Connecticut Public Act 99-203 (June 1999) authorized the Hiring Incentive Tax Credit (HITC) program and moved its administration to the Department of Labor (DOL) from the Department of Social Services (DSS), where it was previously known as the Opportunity Certificate Tax Credit Program.

This tax credit provides eligible "business firms" a tax credit of up to $125 per month for each qualified Temporary Family Assistance (TFA) recipient hired. A business firm means any business entity authorized to do business in the state and subject to the corporation business tax (currently type C corporations). A qualified TFA recipient is an individual who is or has been receiving more than 9 consecutive months of TFA immediately preceding the date of hire.

A. Application Process

Employers interested in using this tax credit program must request a tax credit reservation by submitting the HITC Application For Tax Credit form to the Program Support Unit of DOL between July 1 and December 31 of each year. At the time of application the employer should also list a job order indicating the projected hiring date of an eligible individual in the business' next income year. The Program Support Unit will send, within 60 days of the date the request is received by DOL, a letter of: approval of the tax credit reservation; denial of tax credit reservation; or request for additional information. Applications will be approved or denied in the order in which they are received between July 1 and December 31 of each year.

B. Tax Credit Reservation Allocation

The maximum number of tax credit reservations to be allocated to Connecticut businesses annually is 666. The maximum number of tax credit reservations allocated to a business firm will be dependent on the size of the firm at the time of application as follows:

1. Up to 5 tax credit reservations for each Connecticut work site for businesses with multiple Connecticut sites, or

B. Tax Credit Reservation Allocation cont.

2. Up to 5 tax credit reservations for businesses with under 250 Connecticut employees, or

3. Up to 10 tax credit reservations for business with 250-499 Connecticut employees, or

4. Up to 25 tax credit reservations for businesses with over 499 Connecticut employees.

   If tax credit reservations remain available at the close of the tax credit certification request period, and if businesses have requested tax credit reservations above the maximum number of reservations allowed, then additional tax credit reservations may be approved, by the date of request, up to the maximum available credits remaining.

C. Tax Credit Job Orders

The DOL Centralized Job Bank will enter HITC job orders into the Connecticut Job Bank only, using category L and clearance code 0. These tax credit job orders will not be distributed on the Internet or on the kiosks. Only individuals who have received TFA for more than 9 consecutive months may be referred by *Connecticut Works* staff to category L job orders. Employers may submit a job order directly to the Centralized Job Bank by calling (860) 344-2044.

D. Eligibility and Referrals

DOL Jobs First Employment Services staff will use the EMS or CMIS system to pre-screen job candidates' receipt of TFA of more than 9 consecutive months to determine prospective tax credit eligibility and refer potentially eligible clients to employers listing category L tax credit job orders. HITC eligibility requires that the employee, at the time of being hired, is and has been receiving TFA benefits for more than 9 consecutive months.

The DOL Jobs First Employment Services staff may retrieve category L job orders by selecting that category code from the system.

E. Qualifications for Tax Credit

In order for the employer to qualify for the tax credit, employees must work at least 30 hours per week. Additionally, for employees who participate in a job-training program approved by the Labor Commissioner, employers may include these job-training hours in combination with the employment hours in calculating the total number of hours such an employee is employed.

Example: A participant is employed by Corporation X. The firm operates a workplace-based training program funded under the Job First Employment Services program. The participant works on the job for 20 hours a week and is enrolled in training for another 10 hours a week, for a total of 30 hours per week.

F. Certification Process

After hiring an employee who the employer believes to be eligible, the employer then requests HITC certification of the employee by submitting the HITC Employee Eligibility Certification Form to the DOL Program Support Unit (See Appendix B – Forms). The employer may request employee HITC certifications up to the number of approved tax credit reservations. An employer must submit names, addresses and Social Security numbers of prospectively qualified employees within 21 days of the employees' start work date. A tax credit certification will be issued to the employer for each eligible employee. If the employee is found to be ineligible, the employer will be notified of the ineligibility thereby allowing the employer to request HITC certification for another employee. If a certified employee is terminated, the employer may request to backfill the tax credit vacancy with a new employee for the remaining months allotted.

G. Forms and Reports

The employer must submit, within thirty days of the end of its income year, a report to DOL reflecting the number of full months each certified employee worked, including a log of weeks and number of hours per week that the individuals were employed.

The forms which an employer should use to apply for the tax credit, request eligibility certifications, and list a job order with DOL are contained in the Appendix B of this manual. They include:

G. Forms and Reports cont.

1. Form JS-183: HITC Application For Tax Credit

2. Form JS-184: HITC Employee Eligibility Request and Certification Form, and

3. Form JS-185-a: HITC Job Order Questionnaire.

   A supply of forms is available in all of the *Connecticut Works* Centers for provision to interested employers and also from the DOL website: www.ctdol.state.ct.us.

Interpretive Services

A. General Policy

1. The Department of Labor (DOL) has provisions for using interpretive services for customers of DOL services.

2. The Regional Workforce Development Boards (RWDB's) have provisions for interpretive services for applicants and participants of the programs that they administer including case management services.

3. The Voluntary Agencies (VOLAGs) of Connecticut, the refugee resettlement agencies, provide interpretive services for refugee TFA recipients who are required to participate in the Jobs First Employment Services Program (See section 1230.05).

B. Bilingual Services

1. Department of Labor

   The DOL provides bilingual services and translation of DOL forms and informational materials in any language that is the primary language of a significant portion of the State's non-English-speaking population. (At this time, the Hispanic population has been recognized as a significant portion of the State's non-English speaking population, whereby, forms and informational material in Spanish are available agency wide and Spanish speaking staff have been assigned to offices in the larger known Hispanic communities.)

   Although the DOL cannot provide interpretive services for all languages, no person's inability to speak, read or write English deprives that person of the DOL services to which he/she is entitled. For all non-English-speaking participants, interpretive services are provided whenever possible within local office and community resources. A current list of agencies that provide interpretive services can be obtained from the local InfoLine service.

B. Bilingual Services cont.

2. Regional Workforce Development Boards

RWDB's and/or subcontractors are responsible to provide for interpretive services for non-English-speaking Hispanic participants of RWDB-administered programs including case management services. For all non-English-speaking, non-Hispanic participants, the RWDB's and/or subcontractors provide interpretive services whenever possible within local resources.

C. Hearing Impaired

1. Department of Labor

Pursuant to the USDOL 611 Equal Opportunity – Communicating with the Hearing-Impaired Policy, the DOL provides interpretation for DOL customers with a hearing impairment. The following procedures were issued in a March 24, 1999 DOL memorandum to the Job Center Directors.

a. DOL Procedures:

If services cannot be provided to the hearing impaired customer through an exchange of written communications or any other available means (e.g., a DOL employee or friend of the customer who is available and able to interpret), the customer is rescheduled with the local office in order to allow DOL staff time to arrange for certified interpreter services.

The JCD or designate will contact the Equal Opportunity Unit (EOU) to coordinate the use of interpreter. The EOU will contact the Commission on the Deaf and Hearing-Impaired (CDHI) and make the necessary arrangements. The CDHI requires five days notice for scheduling. The JCD or designate will need to provide information about the participant (e.g., name, date, time of appointment and the Job Center location).

C. Hearing Impaired cont.

2. Regional Workforce Development Boards

The RWDB's are responsible to provide for interpretive services to hearing-impaired participants of the programs that they administer including case management services.

Application of Wage Laws

Temporary Family Assistance (TFA) recipients under federal grant programs are protected by the provisions of the Fair Labor Standards Act (FLSA) and Connecticut Wage and Hour Laws when engaged in allowable activities, such as community service or work experience, which constitute employment under these laws. If the activities in which the participant is engaged do constitute employment, the participant must be paid the minimum rate in wages. Distinctions must be made between employment, training and volunteer activities.

A. Definitions

1. Employ

   Connecticut General Statutes §31-58(h) defines "employ" in a manner similar to the FLSA as "to employ or suffer to work."

2. Employee

   Conn. Gen. Statue §31-58(f) defines "employee," in part, as "any individual employed or permitted to work by an employer." The statute lists a number of exceptions including domestic service in a private home, babysitting and "activities of an educational, charitable, religious, scientific, historical, literary or nonprofit organization where the employer-employee relationship does not, in fact, exist or where the services rendered to such organizations are on a voluntary basis."

3. Employer

   An "employer" is defined, in Conn. Gen. Statue §31-58(e), as "any owner or any person, partnership, corporation, limited liability company or association of persons acting directly as, or in behalf of, or in the interest of an employer in relation to employees, including the state and any political subdivision thereof."

B. Federal Labor Standards Act (FLSA) & Connecticut's wage & hour laws

While employment is not covered by the FLSA unless the employer is an "enterprise engaged in commerce or in the production of goods for commerce" whose annual gross sales exceed $500,000, an employer whose sales are less than $500,000 is still subject to Connecticut's wage and hour laws. Further, even employers covered by the FLSA are covered by Connecticut's wage and hour laws when the state law provisions are more protective, e.g. Connecticut minimum wage law of $5.65/hr ($6.15 as of 1/1/2000), compared to the federal minimum wage under the FLSA of $5.15/hr.

C. Employee or Volunteer/Connecticut's "ABC" Test

Connecticut's Wage and Workplace Standards Division, which has adopted the FLSA's six-part standard pertaining to training, also looks to Conn. Gen. Statue §31-222(a)(1)(B)(ii), which has been labeled the "ABC" test, in determining the existence of an employer-employee relationship.

1. Three exceptions to covered employment that must be met for training/voluntary positions. Pursuant to the ABC test, any service provided by an individual must be considered covered employment unless:

   a. "such individual has been and will continue to be free from control and direction in connection with the performance of such service, both under his contract for the performance of service and in fact;

   b. such service is performed either outside the usual course of business for which the service is performed or is performed outside of all the places of business of the enterprise for which the service is performed;

   c. such individual is customarily engaged in an independently established trade, occupation, profession or business of the same nature as that involved in the service performed...."

Unless an individual's services fall within all of these categories, his services would constitute covered employment.

C. Employee or Volunteer/Connecticut's "ABC" Test cont.

2. Key element in the "ABC" test is the control that the employer has over the TFA client

   Control by the "employer" is essential in an employer/employee relationship and would not customarily be found in a situation where the participant's services should be categorized as volunteer services. In determining whether a participant's services are volunteer services which need not be compensated in accordance with the minimum wage requirements, it is crucial to ascertain whether the participant had a clear expectation of compensation for his or her services, whether the services provided by the participant are customarily performed on a volunteer basis, and whether the employer was in the position to exercise any control over the participant's activities. For example, if the employer is in a position to discipline or discharge the participant for policy violations, such an element of control may be indicative of an employer/employee relationship. Other examples of the employer's retention of control over a participant, whether or not such control has ever been exercised by the employer, are:

   a. A continuing relationship between the employer and participant

   b. The establishment of set hours of work by the employer

   c. A requirement by the employer that the participant work on the employer's premises

   d. A requirement by the employer that the participant perform his or her services in the order or sequence set by the employer

   e. The furnishing of tools, materials and/or equipment to the participant by the employer to enable the participant to perform the services.

All of these elements may not be present in a specific employment relationship, but these examples represent the kinds of factors considered by state and federal taxing agencies when determining whether employment exists.

C. Employee's or Volunteer's/Connecticut's "ABC" Test cont.

3. Further examples of Trainees or Employees

Work experience and community service programs frequently involve activities such as maintenance or janitorial work, clerical services and food services. Services provided by participants in such programs should be characterized as employment and participants must be paid the minimum wage unless the services are part of a program that constitutes a training program as outlined below. ("Trainees or Employees.") Such services can be characterized as volunteer services if the participant had no clear expectation of compensation and the "employer" has no substantive control over the participant's activities.

D. TRAINING

1. Trainee/Training

If a TFA client is primarily engaged in on-the-job training, as defined under the FLSA, or volunteer services, the recipient need not be paid minimum wage. However, in order to be considered a trainee, the training must meet all of the following criteria:

a. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.

b. The training is for the benefit of the trainees.

c. The trainees do not displace regular employees, but work under their close observation.

d. The employer providing the training derives no immediate advantage from the trainees' activities and on occasion the employer's operations may actually be impeded.

e. The trainees are not necessarily entitled to a job at the completion of the training.

D. Training cont.

1. Trainee/Training cont.

   f. The employer and trainees understand that the trainees are not entitled to wages for the time spent in training.

2. Example of a case where the six requirements were not met

   This multi-part standard was referenced in a recent New York district court decision, Archie v. Grand Central Partnership, 5 WH Cases 2d 783 (3/19/98), in which the court determined that participants in a work program could not be classified as trainees but were actually employees for purposes of the FLSA and should have been compensated in accordance with the Act. In this particular program, the participants were assigned to maintenance (sweeping, mopping, painting, repairing and cleaning), food service, administration (answering the telephone, filing, making intra-office deliveries, maintaining lists, dispensing mail, and recording information), outreach, or recycling duties, all of which directly or indirectly contributed to the operation and goals of the enterprise sponsoring the program. The outreach and recycling aspects of the operation generated revenues for the operation. Although participants in the program were required to work forty hours per week for 700 hours, some participants worked more than the required number of hours. The court noted in this case that, while the program provided the participants with "some meaningful benefits" such as basic job skills and the ability to create an employment history, the participants did not receive training which was similar to that which the participants could receive in a vocational school and the employer derived a definite, immediate benefit from the participants' services. Moreover, the court found that the participants often performed the same duties as the employer's staff, only with less compensation, and that the participants expected compensation for their work. The court noted that the "test of employment under [the FLSA] is one of economic reality". Archie, 4 WH Cases 2d at 806. In determining the "economic reality" of an employment relationship, the court ruled that one should look to whether there was an expectation or contemplation of compensation and whether the employer received an immediate advantage from any work done by the individuals.

D. Training cont.

3. Example of a case where the six requirements were met

The following is an example of a program that met all six requisite elements of a training program. The program was developed through a grant from the Capitol Region Workforce Development Board and utilized contributions of personnel from the Departments of Insurance (DOI) and Social Services (DSS), work site placements from insurance companies and space provided by the University of Hartford. The goal of the program was to provide fifteen welfare recipients who were enrolled in the program and were graduating from clerical training programs with the opportunity over a four-week period to acquire knowledge and skills associated with the insurance industry to effectuate their participation in the industry. The welfare participants involved in the program were also matched with supervisors who would act as work site mentors with the accompanying support of DSS' Family to Family Mentoring Project. Essentially, the program was designed to ensure that:

a. The training that the participants received was similar to that given in a vocational school and participants in the program received certification of completion of the program after attending one week of classroom training, a set number of supervised internship hours at a work site and a certain number of supervised self-study hours.

b. The training was only for the benefit of the participants - the employers derived no immediate advantage from the participants' services and the training slowed down or impeded the employers' regular work on occasion.

c. The participants did not displace regular employees, but would work under their close supervision.

d. The participants would compete for jobs that are open to other employees or the general public and were not necessarily entitled therefore to a job at the conclusion of the training.

e. The employer and participants were instructed at the commencement of the program that the participants were not entitled to wages for time spent in the training.

D. Training cont.

4. Informal Checklist to help determine if a client is in Training. If questions a, b, f and h are answered “YES”, this helps the recipient meet the criteria for Training, however if there are one or more “NO” answers this could indicate a recipient is an “employee”. Questions c, d, e and g should be answered “NO”, if there are one or more “YES” answers this could indicate the recipient is an “employee”.

   a. Is the training (even if it includes actual operation of the employer’s facilities) similar to that which would be given in a vocational school?

   b. Is the training for the benefit of the trainees (participants) or students?

   c. Will the participants displace regular employees?

   d. Are the participants closely supervised?

   e. Does the employer derive any immediate advantage from the participants’ or students’ activities?

   f. Are the employer’s operations even impeded on occasion by the training activities?

   g. Are the participants or students entitled to a job at the conclusion of the training program?

   h. Do the employer and participants understand that the participants are not entitled to wages for the time spent in training?

E. VOLUNTEER

In determining whether a participant’s services are volunteer services which need not be compensated in accordance with the minimum wage requirements, it is crucial to ascertain whether the participant had a clear expectation of compensation for his or her services, whether the services provided by the participant are customarily performed on a volunteer basis, and whether the “employer” was in the position to exercise any control over the participant’s activities. The Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) This act repealed previously existing federal law provisions that had explicitly permitted Community Work

E. Volunteer cont.

Experience Programs (CWEP) under the JOBS program to operate without compensating participants for their services.

1. Informal Checklist to help determine if a client is a volunteer. If questions “a” and “c” are answered “YES” this indicates the recipient is a volunteer, if there is a “NO” this could indicate “employee” status. Question “b” should be answered “NO”, if not, this could indicate that the recipient is an “employee”.

   a. Does the participant have a clear understanding that he or she will not be receiving compensation for his or her services?

   b. Can the employer exercise control over the participants’ services?

   c. Are the services provided by the participations traditionally provided by other volunteers?

Complaint Procedure

There is established within the Connecticut Department of Labor (DOL) a procedure for resolving complaints from participants who disagree with the activities and services specified in their employment plan. Participant complaints may concern the particular type or mix of planned services or activities, or the total number of hours or schedule of hours for those services or activities, including the special benefits to support such services or activities. The compliant procedure consists of two levels, a regional decision stage at the service delivery area level and a petition for final resolution stage within the DOL central office Welfare to Work unit. Every attempt should be made to resolve the complaint at the service delivery area level.

A. General Policy

1. Jobs First Employment Services participants who disagree with the activities and services specified in the Employment Plan, including special benefits may file a complaint with the Department of Labor.*

2. Participants shall be notified of the complaint process at the time of intake/orientation for the Jobs First Employment Services Program and at the time of development or modification of the employment plan.

3. Complaints must be filed with the Department's authorized representative within twenty-one (21) calendar days of the occurrence of an Employment Plan conflict.

4. If the Department's authorized representative and the participant are unable to reach a mutually satisfactory resolution of the conflict within twenty-one (21) calendar days of the complaint, then the participant may request a review and final determination from the Program Director for the Jobs First Employment Services Program, which determination shall be final.

   ***NOTE:** An individual may also file a complaint with a Regional Workforce Development Board if the individual believes he or she has been discriminated against on the basis of race, color, religious creed, sex, sexual orientation, age, national origin, ancestry, mental retardation, learning disability or physical disability, political affiliation or belief. Any such complaints should be registered in accordance with the Connecticut Department of Labor's Complaint Resolution Process, as established by the Equal Opportunity Unit.*

B. General Procedures – Case Management Staff

1. All participants reporting to *CT Works* for Jobs First Employment Services Program intake and for development or modification of their employment plan will be informed of the complaint procedures, whether such intake occurs in a group or individual setting or upon re-entry into the program.

2. The Regional Workforce Development Boards must inform all contractors and service providers funded under the Jobs First Employment Services Program of these complaint procedures and their responsibilities under this policy within each initial contract and upon any subsequent contract extension or renewal. DOL shall likewise inform its Field Operations staff in all eighteen (18) local Job Center offices of these complaint procedures.

3. Unless otherwise specified in writing from the DOL, the Department's authorized representative within each service delivery area shall be the Regional Workforce Development Board employee who is designated as the Board's liaison to the case management vendor(s) for a particular service delivery area.

4. Upon learning of participant's conflict with the development or modification of the employment plan, the case manager will remind the participant of his or her right to file a complaint. The case manager will offer to provide the participant with Department of Labor Jobs First Employment Services Program Complaint Information Form (See Appendix F) and inform the participant to whom the complaint should be addressed.

5. The case manager will offer to assist the participant in the timely filing of such a complaint. If the participant refuses such assistance, the case manager will inform the participant that the authorized Regional Workforce Development Board representative could also assist in filing the complaint.

6. Participants requesting to file a complaint regarding their employment plan should initiate such a request at the Regional Workforce Development Board that has contractual responsibility for the provision of Jobs First Employment Services case management services for the complainant.

7. In no case may the DOL, its contractors, or vendors prevent a participant from filing a complaint if the participant so chooses.

B. General Procedures – Case Management Staff cont.

8. The participant has a right to be represented by his or her authorized representative at the regional stage of the complaint process.

9. Participants must file all complaints within twenty-one (21) calendar days of the occurrence of the employment plan conflict, as indicated by the effective dates of the initial employment plan components or subsequent plan modifications. A participant failing to submit a timely complaint forfeits the right to dispute that particular employment plan conflict and is otherwise expected to comply with employment services and activities, unless the participant has good cause for noncompliance.

10. Participants who elect to use the complaint procedures shall not be referred to the Department of Social Services for failure to cooperate without good cause with Jobs First Employment Services regarding the particular employment plan conflict until the complaint process is exhausted.

11. The Executive Director for each Regional Workforce Development Board will maintain a confidential complaint log of all complaints received.

12. The Regional Workforce Development Boards and the DOL shall maintain records regarding complaints, and actions taken regarding such complaints, for at least three years from the date of resolution.

C. Regional Workforce Development Board Complaint Review

1. Upon timely submission of a complaint, the Regional Workforce Development Board has twenty-one (21) calendar days to process the complaint. The regional authorized representative may contact the participant and/or other parties to gather additional information or to seek clarification regarding the complaint. The regional authorized representative will offer the participant and his or her authorized representative an opportunity to meet to discuss the complaint in situations that cannot be mutually resolved without such a meeting.

2. Within twenty-one (21) calendar days of receiving the complaint request, the regional authorized representative shall provide the complainant and the case manager of record with a written notice that describes the disposition of the complaint. Such notice shall clearly indicate that the Regional Workforce Development Board has determined one of two possible outcomes pertaining to the complaint: (1) the complaint as filed does not warrant modification of the employment plan in terms of the services, supports, or activities that comprised the plan at the point of the conflict, or; (2) the plan must be modified to address the complainant's original conflict or to incorporate a mutually agreed compromise to the original conflict.

3. Upon notification of a determination that is not mutually satisfactory to the complainant, the complainant shall be informed within that notice of his or her right to file a complaint directly with the Connecticut Department of Labor, Welfare to Work Unit, 200 Folly Brook Blvd., Wethersfield, CT 06109 within twenty-one (21) calendar days of the determination notice issuance date. The regional authorized representative shall offer to assist the complainant in filing the complaint review request with DOL.

D. Department of Labor Welfare to Work Complaint Review

1. Upon timely submission of a complaint, the DOL Welfare to Work Director, or his or her designee, shall conduct an appropriate review and promptly render a written decision to the complainant. Such determination shall be final.

2. The regional authorized representative shall also be provided written notification of the Director's decision.

E. Complaint Resolution

1. A complaint is considered to be resolved when any one of the following occurs:

   a. the complainant withdraws the complaint at any stage of the process, or;

   b. the complainant indicates the complaint is satisfactorily resolved at any stage of the process, or;

   c. the complainant fails to file a timely complaint at any stage of the process, or;

   d. the complainant is issued a final determination from the Welfare to Work Director.

Topic: Case Transfer Protocol

Case Transfer Procedures

In the process of providing Jobs First Employment Services (JFES) for recipients of time-limited Temporary Family Assistance (TFA) it is important to ensure that participants who relocate to different service delivery regions remain engaged with case management services.

Effective implementation of these case transfer procedures requires the mutual cooperation of Department of Social Services Eligibility Services Specialist (ESS) and case management (CM) staff under contract to the Workforce Development Boards. Also essential is the use of the *CTWorks* Business System (CTWBS) to communicate and document case transfer information in a timely and accurate manner.

The case transfer procedures apply only to participants in continuous receipt of TFA who move between districts after being assigned to a case manager in CTWBS. Those who move to a new region before a case manager has been assigned, or after their TFA case is closed in another region, should be engaged in JFES in accordance with local policy and procedures.

These procedures require that every worker review the CTWBS JFES Detail before assigning a case to a case manager. When a case manager from outside of the participant's current region appears in CTWBS JFES Detail, these procedures should be followed.

Note: When an address change takes place, the new address must be entered manually on the CTWBS Intake screen. After this change has been made and "submit" has been selected, CTWBS JFES Detail will be updated. The party responsible for updating the address in CTWBS is the case manager unless a local agreement specifies otherwise.

A. Staff Abbreviations

Throughout these procedures, the parties involved in the case transfer process are labeled as follows:

DSS 1: ESS in the district *from which* participant is moving	**DSS 2:** ESS in the district *to which* participant is moving
CM 1: Case Manager in the region *from which* participant is moving	**CM 2:** Case Manager in the region *to which* participant is moving
Contact 1: Case management contact person for the region *from which* participant is moving	**Contact 2:** Case management contact person for the region *to which* participant is moving

The first worker to learn that a participant has moved is responsible for communicating that information to the other workers involved.

B. Change of Address and Case Transfer Procedures

1. When DSS 1 Is First to Learn a Participant Has Moved

   a. When DSS 1 is the first to learn that a participant has moved, she/he notifies CM 1 of the change of address using local procedures.

   b. DSS 1 updates the address in EMS. If verification of the new address is pending, the EMS mailing address is updated and the residence address remains unchanged.

   c. CM 1 updates the address in CTWBS Intake (which updates CTWBS JFES Detail) and records the move in CTWBS Private Notes. The case note should include the date of the move and enough information to differentiate the new address from the old address. CM 1 reviews and updates the case in accordance with the Case Review and Update Procedures described below.

   d. After updating the case, CM 1 assigns the case to Contact 1.

   e. Contact 1 reviews the case in CTWBS to ensure that it has been fully updated, and to identify the new region and the appropriate contact person.

   f. Contact 1 then assigns the case to Contact 2. When a case is assigned to the contact in the new region, the CTWBS referral should never be forced and an explanatory note should always be included.

   g. Contact 2 follows local policy and procedures to engage the participant in JFES in the new region.

2. When CM 1 Is First to Learn a Participant Has Moved

   a. When CM 1 is the first to learn that a participant has moved, she/he updates the address in CTWBS Intake (which updates CTWBS JFES Detail) and records the move in CTWBS Private Notes. The case note should include the date of the move and enough information to differentiate the new address from the old address. CM 1 reviews and updates the case.

B. Change of Address and Case Transfer Procedures cont.

2. When CM 1 Is First to Learn a Participant Has Moved cont.

   b. After CTWBS has been updated, CM 1 notifies DSS 1 of the move using local procedures.

   c. DSS 1 updates the address in EMS and initiates a case transfer in accordance with DSS procedures.

   d. CM 1 assigns the case to Contact 1.

   e. Contact 1 reviews the case in CTWBS to ensure that the case has been fully updated, and to identify the new region.

   f. Contact 1 then assigns the case to Contact 2 in CTWBS, noting the Reason as case transfer. When a case is assigned to the contact in the new region, the CTWBS referral should never be forced and an explanatory note should always be included.

   g. Contact 2 follows local policy and procedures to engage the participant in JFES in the new region.

3. When DSS 2 Is First to Learn a Participant Has Moved

   a. When DSS 2 is the first to learn that a participant has moved, she/he notifies DSS 1 who follows DSS procedures for transfer of the case.

   b. DSS 1 notifies CM 1 of the move.

   c. CM 1 updates the address in CTWBS Intake (which updates CTWBS JFES Detail) and records the move in CTWBS Private Notes. The case note should include the date of the move and enough information to differentiate the new address from the old address.

   d. CM 1 reviews and updates the case, then assigns the case to Contact 1.

   e. Contact 1 reviews the case in CTWBS to ensure that the case has been fully updated, and to identify the new region.

B. Change of Address and Case Transfer Procedures cont.

3. When DSS 2 Is First to Learn a Participant Has Moved cont.

   f. Contact 1 then assigns the case to Contact 2 in CTWBS, noting the Reason as case transfer. When a case is assigned to the contact in the new region, the CTWBS referral should never be forced and an explanatory note should always be included.

   g. Contact 2 follows local policy and procedures to engage the participant in JFES in the new region.

4. When CM 2 Is First to Learn a Participant Has Moved

   a. When CM 2 is the first to learn that a participant has moved, CM 2 refers the participant to DSS 2 who will notify DSS 1 so that the address can be updated in EMS.

   b. DSS 1 will follow DSS procedures for transfer of the case in to the new district, and will notify CM 1 of the move.

   c. CM 1 updates the address in CTWBS Intake (which updates CTWBS JFES Detail) and records the move in CTWBS Private Notes. The case note should include the date of the move and enough information to differentiate the new address from the old address.

   d. CM 1 reviews and updates the case, then assigns the case to Contact 1.

   e. Contact 1 reviews the case in CTWBS to ensure that the case has been fully updated, and to identify the new region.

   f. Contact 1 then assigns the case to Contact 2 in CTWBS, noting the Reason as case transfer. When a case is assigned to the contact in the new region, the CTWBS referral should never be forced and an explanatory note should always be included.

   g. Contact 2 follows local policy and procedures to engage the participant in JFES in the new region.

B. Change of Address and Case Transfer Procedures cont.

4. When CM 2 Is First to Learn a Participant Has Moved cont.

h. When CM 2 is the first to learn that a participant has moved, CM 2 refers the participant to DSS 2 who will notify DSS 1 so that the address can be updated in EMS.

i. DSS 1 will follow DSS procedures for transfer of the case in to the new district, and will notify CM 1 of the move.

j. CM 1 updates the address in CTWBS Intake (which updates CTWBS JFES Detail) and records the move in CTWBS Private Notes. The case note should include the date of the move and enough information to differentiate the new address from the old address.

k. CM 1 reviews and updates the case, then assigns the case to Contact 1.

l. Contact 1 reviews the case in CTWBS to ensure that the case has been fully updated, and to identify the new region.

m. Contact 1 then assigns the case to Contact 2 in CTWBS, noting the Reason as case transfer. When a case is assigned to the contact in the new region, the CTWBS referral should never be forced and an explanatory note should always be included.

n. Contact 2 follows local policy and procedures to engage the participant in JFES in the new region.

C. Sanction Referral Review Procedure

DSS 1 reviews CTWBS for pending sanction referrals prior to transfer of a case. When there is a pending sanction referral, DSS 1 will review the referral to determine whether there is good cause. If good cause is found, it will be recorded in the sanction referral form on CTWBS and the sanction will be resolved prior to transfer of the case. If conciliation is necessary, DSS 1 will communicate with DSS 2 as appropriate. In all cases, case managers will include all pertinent information and a list of available documentation in the sanction referral form when submitting a referral for sanction in CTWBS.

D. Case Review and Update Procedures

Before transferring a case to a new region, or after receiving notification that a participant has moved and is being served in a new region, CM 1 must review and update the case in CTWBS.

1. Address

   The new address must be manually entered in CTWBS Intake (which updates CTWBS JFES Detail). The new address should be verified by viewing EMS information wherever possible. When a new address is pending verification by DSS, it appears as the mailing address in EMS information. After viewing the information, CM 1 should refresh the data to update the DSS office number and other case information from EMS.

2. Employment Plan Factors

   CM 1 should review the Employment Plan Factors. She/he should verify that test scores, if available, have been entered. Any barriers that have surfaced since the last modification should be checked. Review and update of the Goals and Objectives section of the Plan is the responsibility of CM 2.

3. Employment Plan Activities

   All activities should be reviewed. Details for completed activities must include Start Date and End Date. If an activity was not completed, the "Activity Not Completed" box should be checked, and a reason selected from the drop down box (e.g., did not begin, did not complete, or activity cancelled). Activity hours and schedule for applicable activities should be updated. For activities that are continuing after the move, normal scheduled hours must be indicated, and an Activity Note should be entered stating that CM 1 has confirmed that the activity is current through a specific date. The Organization Name, Appointment Address and Contact Information fields must be complete to allow CM 2 to follow up on the activity.

4. Case Notes

   A case note should be entered in the CTWBS Private Case Notes sections. The note should include the date that the transfer is being made. The note should be signed with the full name and region of CM 1. Any pertinent information that will be needed by CM 2 should be noted, such as current Care 4 Kids issues, status of Special Benefits, or unresolved sanction referrals.

E. Delegation

One purpose of the case transfer procedures is to ensure that cases are properly updated in CTWBS prior to transfer. However, there may be instances where a case may be assigned to Contact 2 or CM 2 before Contact 1 and CM 1 have had the opportunity to review and update the case. When this happens, Contact 2 should delegate the case in CTWBS to Contact 1. The rights to Read, Write and Update must be selected when delegating the case, and an expiration date three months later must be set. Contact 1 will review the case, and, if updating is required, will delegate the case to CM 1 with the same rights and expiration date. After Contact 1 has reviewed the case and determined that it has been fully updated, she/he will enter a case note stating that the case has been reviewed and updated, and will then cancel the delegation.

Relationships to Other Programs

WORKFORCE INVESTMENT AND OPPORTUNITY ACT (WIOA)

Welfare to Work

The Federal Welfare to Work program ended in February, 2004. This Section is no longer necessary.

Appendix A

TANF PARTICIPATION RATE REQUIREMENTS

The federal Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) requires states to ensure that a certain percentage of recipients of Temporary Assistance for Needy Families (TANF) funds work or are engaged in work-related activities for a certain number of hours per week. Only certain types of work-related activities count, and there are restrictions as to how some activities are counted for participation rate purposes.

Participation Rate For Federal Fiscal Year 2002 – 2003

In federal fiscal year 2002 – 2003 states must have 50% of all TANF families working or engaged in an allowable and countable work-related activity for a minimum weekly average of 30 hours.

Certain individuals are considered to meet the minimum federal TANF participation requirement when engaged in activities for less than 30 hours per week. These circumstances include:

a. single custodial parents with a child under the age of six are determined to meet participation requirements at the rate of an average 20 hours per week in any combination of threshold and/or incremental activities;

b. teen heads of households or married teen parents who have not completed high school and who are enrolled in a high school or alternative high school diploma program, or a General Equivalency Diploma program, irrespective of the number of hours of participation;

c. teen heads of households or married teen parents who have completed high school or the equivalent and who are enrolled in education directly related to employment for a minimum average of 20 hours per week.

Calculating the Participation Rate

A state's annual participation rate is the average of the rates for each of the 12 months during a federal fiscal year. A simplified explanation of the rate calculation is as follows.

Numerator: Number of families receiving assistance who have an adult or minor head of household who is participating in work activities for 30+ hours per week.
Divided by:
Denominator: Number of families that include an adult or minor head of household receiving assistance; **minus** the number of families sanctioned in that month for failure to participate in work activities (Note: sanction reduction limited to 3 months in preceding 12 month period).

Allowable Activities

Allowable work activities are divided into two groups. A minimum of 20 hours per week must be spent on activities from the first group of activities. Participation in activities from the second group only counts after 20 hours of participation in the first group of activities.

ACTIVITIES COUNTING TOWARDS 20 HOUR MINIMUM (AND BEYOND)	ACTIVITIES COUNTING AFTER 20 HOUR MINIMUM IS MET
1. Unsubsidized Employment	
2. Subsidized Private Sector Employment	
3. Subsidized Public Sector Employment	
4. Paid Work Experience	
5. On-the-Job Training	
6. Job Search/Job Readiness	
7. Vocational Education Training	
8. Community Service	
9. Providing Child Care for Others Doing Community Service	
	10. Job Skills Training Directly Related to Employment
	11. Education Directly Related to Employment
	12. High School Completion/GED

Limitations on Counting Activities

1. Participation in job search or job readiness activities only counts toward participation for a maximum of 6 weeks in any fiscal year.

2. Participation in vocational education (occupational skill training) only counts toward participation for a maximum of 12 months in the lifetime of a participant. [Note: not more than 30% of the TANF participation rate numerator may be comprised of individuals participating in vocational education.]

First Group of Activities (Counts Towards 20 Hour Threshold):

Unsubsidized Employment - Work in which wages are paid solely by the employer without public sector subsidy. Includes self-employment.

Subsidized Private Sector Employment - Work in the for-profit or private not-for-profit sector of the economy in which wages are paid for by the employer and another entity, usually through state or federal government assistance. Includes work-study and stipends.

Subsidized Public Sector Employment - Work in the government sector of the economy, that is, federal, state or local governmental organizations, in which wages are paid for by the employer and another entity, usually through state or federal government assistance. Includes work-study and stipend programs.

Paid Work Experience - Time-limited, paid (at least the State's minimum wage), supervised work activity in the public or private sector which is intended to improve the employability of individuals.

On-the-Job Training (OJT) - Paid and supervised work activity in the public or private sector in which the worker receives training that provides knowledge or skills essential to the full and adequate performance of a specific job.

Job Search and Job Readiness - Supervised group and individual job search activity. May include:

- classroom instruction in job search techniques, completing job applications, interviewing, resumes;
- life skills training, orientation to the world of work, motivational exercises, family budgeting, etc.;
- job placement and job development;
- job seekers support groups (job clubs).

Vocational Education Training - Formal occupational skills training conducted in a classroom setting, in a workplace setting, or in some combination of the two.

Community Service - Volunteer activity in community-based programs, the primary goal of which is community enhancement as opposed to improving the employability of individuals.

Child Care for Others Doing Community Service - Provision of child care services for an individual performing community service regardless of whether that person is a TFA recipient. Care for a dependent child by the second adult in a two-parent TFA household does not count.

<u>Second Group of Activities (Counts After 20 Hour Threshold is Met):</u>

Job Skills Training Directly Related to Employment - Any suitable occupational or vocational training leading to employment.

Education Directly Related to Employment, in the case of recipients without a high school diploma or GED - Preparatory programs in ABE, GED and ESL when not a part of a vocational educational program.

> *Exception: For married and single teen parent heads of household without a high school diploma or GED, the first 20 hours of participation meets the work participation rate.*

High School / GED - Participation in a high school or GED program in the case of recipients who have not completed high school.

Exception: For married or single teen parent heads of household without a high school diploma or GED, satisfactory attendance at a secondary school or the equivalent meets the all families work participation rate.

Potential Penalties for Failing to Attain TANF Participation Rates

Failure to attain the TANF participation rates (adjusted for caseload reduction) without good cause may result in a base penalty that reduces the State Family Assistance Grant (SFAG) by 5%
Which, for Connecticut, could amount to approximately $13 million.

For each subsequent year, the base penalty (5%) is increased by two percentage points, up to a maximum of 21%. The penalty percentages may be reduced if the state achieved a participation rate equal to a threshold level of 50% of the minimum rate minus any caseload reduction credits.

A penalty of between 1% and 5% may be imposed if a state's failure to achieve the minimum participation rates is attributed to a failure to impose penalties against individuals who do not engage in work activities without good cause.

Failure demonstrate attainment of participation rate goals increases the percentage a state must contribute as its minimum basic Maintenance of Effort increases from 75% to 80%.

Appendix B

Weekly Job Search Log

americanjobcenter CONNECTICUT

Job Seeker Name:____Client ID:________________

Week Start Date:__________Week End Date: ____________Scheduled Hours:__________Next Appt. Date/Time__________________

Job Seeker Signature:____ Date:____________________

JFES Staff Signature:____ Date:____________________

Section 1: Job Search Activity (Enter the number of hours for each activity)

Day	Newspaper	Internet Job Search	Job Interview	Contacted Employer Phone/In-Person/Email	Worked on/Completed Résumé and/or Cover Letter	Completed a Job Application Paper/Online	Attended a Workshop or Other Career Event	Networking	Total Hours Per Day
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Saturday									
Sunday									

Section 2: List All Job Search Activity Details for the Week

					Interview/Application/Employer Contact	
Date	**Company/Newspaper/Workshop Name**	**Website/Email Address/Phone Number**	**Type of Work Applied/Searched For**	**Contact Method**	**Outcome**	**Next Steps**
				❑ In person ❑ Résumé ❑ Mail ❑ Phone ❑ Online application/Search		
				❑ In person ❑ Résumé ❑ Mail ❑ Phone ❑ Online application/Search		
				❑ In person ❑ Résumé ❑ Mail ❑ Phone ❑ Online application/Search		

					Interview/Application/Employer Contact	
Date	**Company/Newspaper/Workshop Name**	**Website/Email Address/Phone Number**	**Type of Work Applied/Searched For**	**Contact Method**	**Outcome**	**Next Steps**
				❑ In person ❑ Résumé ❑ Mail ❑ Phone ❑ Online application/Search		
				❑ In person ❑ Résumé ❑ Mail ❑ Phone ❑ Online application/Search		
				❑ In person ❑ Résumé ❑ Mail ❑ Phone ❑ Online application/Search		
				❑ In person ❑ Résumé ❑ Mail ❑ Phone ❑ Online application/Search		
				❑ In person ❑ Résumé ❑ Mail ❑ Phone ❑ Online application/Search		
				❑ In person ❑ Résumé ❑ Mail ❑ Phone ❑ Online application/Search		
				❑ In person ❑ Résumé ❑ Mail ❑ Phone ❑ Online application/Search		
				❑ In person ❑ Résumé ❑ Mail ❑ Phone ❑ Online application/Search		
				❑ In person ❑ Résumé ❑ Mail ❑ Phone ❑ Online application/Search		
				❑ In person ❑ Résumé ❑ Mail ❑ Phone ❑ Online application/Search		

Section 3: Summary of Weekly Job Search Efforts

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This job log is to be returned to your JFES worker as proof of your weekly job search efforts. Failure to return this completed log as instructed may result in a referral for sanction and your Temporary Family Assistance (TFA) cash or food stamp benefits may be affected.

Staff Use Only: Date entered in CTWBS
and initials ______________________

Weekly Job Search Log

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Job Seeker Name: MARY SMITH Client ID: 0000000

Week Start Date: 2/11/13 Week End Date: 2/14/13 Scheduled Hours: 35 Next Appt. Date/Time 2/28/13 @ 2pm

Job Seeker Signature:______________________ Date:__________

JFES Staff Signature:______________________ Date:__________

Section 1: Job Search Activity (Enter the number of hours for each activity)

Day	Newspaper	Internet Job Search	Job Interview	Contacted Employer Phone/In-Person/Email	Worked on/Completed Résumé and/or Cover Letter	Completed a Job Application Paper/Online	Attended a Workshop or Other Career Event	Networking	Total Hours Per Day
Monday	1	2		2		2			7
Tuesday	1	4			2				7
Wednesday	1	3		1		1	1		7
Thursday	1	2		1		3			7
Friday		3					3		6
Saturday									
Sunday	1								1

Section 2: List All Job Search Activity Details for the Week

					Interview/Application/Employer Contact	
Date	Company/Newspaper/Workshop Name	Website/Email Address/Phone Number	Type of Work Applied/Searched For	Contact Method	Outcome	Next Steps
2/11/13	CITIBANK	WWW.CITI.COM	TELLER	☐ In person ☐ Résumé ☐ Mail ☐ Phone ☑ Online application/Search	WAITING	WILL CALL IN 2 DAYS
2/11/13	CVS	WWW.CVS.COM	CASHIER	☐ In person ☐ Résumé ☐ Mail ☐ Phone ☑ Online application/Search	WAITING	WILL CALL IN 2 DAYS
2/11/13	WALGREENS	100 MAIN ST. HARTFORD	CASHIER	☑ In person ☐ Résumé ☐ Mail ☐ Phone ☐ Online application/Search	WAITING	SUPERVISOR SAID TO FILL OUT APPLICATION

Diario semanal de búsqueda de trabajo

Nombre de buscador(a) de empleo:____ID de cliente:____________________

Fecha de inicio de semana:______________Fecha final de semana: ____________Horas programadas:___Fecha/hora próxima cita _______________

Firma de buscador(a) de empleo:____ Fecha:____________________

Firma de personal de JFES:____ Fecha:____________________

Sección 1: Actividad de búsqueda de empleo (Anote el número de horas para cada actividad)

Día	Periódico	Búsqueda de empleo por internet	Entrevista de empleo	Contacté a un empleador por teléfono /en persona/email	Trabajé en mi Resumé y/o Carta de presentación	Llené una solicitud de empleo Papel/internet	Asistí a un taller u otro evento de carreras	Red de contactos	Total de horas por día
Lunes									
Martes									
Miércoles									
Jueves									
Viernes									
Sábado									
Domingo									

Sección 2: Enumere todos los detalles de actividad de búsqueda de empleo para la semana

					Entrevista/Solicitud/Contacto Empleador	
Fecha	**Nombre de Compañía/Periódico/Taller**	**Sitio Web / Dirección electrónica Número de teléfono**	**Tipo de empleo solicitado/buscado**	**Método de contacto**	**Resultado**	**Próximos pasos**
				❑ En persona ❑ Resumé ❑ Correo ❑ Teléfono ❑ Solicitud/búsqueda por internet		
				❑ En persona ❑ Resumé ❑ Correo ❑ Teléfono ❑ Solicitud/búsqueda por internet		
				❑ En persona ❑ Resumé ❑ Correo ❑ Teléfono ❑ Solicitud/búsqueda por internet		

					Entrevista/Solicitud/Contacto Empleador	
Fecha	**Nombre de Compañía/Periódico/Taller**	**Sitio Web / Dirección electrónica Número de teléfono**	**Tipo de empleo solicitado/buscado**	**Método de contacto**	**Resultado**	**Próximos pasos**
				❑ En persona ❑ Resumé ❑ Correo ❑ Teléfono ❑ Solicitud/búsqueda por internet		
				❑ En persona ❑ Resumé ❑ Correo ❑ Teléfono ❑ Solicitud/búsqueda por internet		
				❑ En persona ❑ Resumé ❑ Correo ❑ Teléfono ❑ Solicitud/búsqueda por internet		
				❑ En persona ❑ Resumé ❑ Correo ❑ Teléfono ❑ Solicitud/búsqueda por internet		
				❑ En persona ❑ Resumé ❑ Correo ❑ Teléfono ❑ Solicitud/búsqueda por internet		
				❑ En persona ❑ Resumé ❑ Correo ❑ Teléfono ❑ Solicitud/búsqueda por internet		
				❑ En persona ❑ Resumé ❑ Correo ❑ Teléfono ❑ Solicitud/búsqueda por internet		
				❑ En persona ❑ Resumé ❑ Correo ❑ Teléfono ❑ Solicitud/búsqueda por internet		
				❑ En persona ❑ Resumé ❑ Correo ❑ Teléfono ❑ Solicitud/búsqueda por internet		
				❑ En persona ❑ Resumé ❑ Correo ❑ Teléfono ❑ Solicitud/búsqueda por internet		

Sección 3: Resumen de los esfuerzos de búsqueda de empleo por la semana

Este diario de trabajo debe entregarse a su trabajador(a) de JFES como comprobante de sus esfuerzos de búsqueda de empleo por la semana. El incumplimiento de entregar este diario completado de la manera indicada puede resultar en un referido para sanción y podría afectar el beneficio monetario de la Asistencia Temporal a Familias o los cupones de alimentos.

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Staff Use Only: Date entered in CTWBS
and initials _______________________

Instructions for Jobs First Employment Services (JFES) Participants Completing the “Weekly Job Search Log” – JFES-10

Section 1: Job Search Activity

- Fill in your Name, Client ID, Week Start and Week End Dates
- Record the actual hours for each job search activity in the appropriate boxes (Mon – Sun) and sum up the total hours per day
- Verify your job search efforts by providing “job seeker signature” on page one of the log
- Return the “Weekly Job Search Log” to your JFES worker at scheduled bi-weekly appointment.

Section 2: List all Job Search Activity Details for the Week

You are responsible for participating in daily job search activities. You must record your job search results on the “Weekly Job Search Log”. Be prepared to discuss the details of your job search efforts with your JFES worker on at least a bi-weekly basis. This includes the jobs you applied for, updates on the job applications you completed and the results of job searches, interviews and networking. All employer contact information (e.g. phone, email, web site) and the type of job sought should be listed as well as how the contact was made.

Section 3: Summary of Weekly Job Search Efforts

Briefly describe the results of your job search. This information will be discussed with your JFES worker at your next appointment.

Definitions of Activities:

Newspaper
Reviewed classified ads in newspaper for job openings.

Internet Job Search
Used a computer to access job search services, employment information and/or apply for jobs.

Job Interview
Attended an interview with an employer for prospective employment in their company or organization.

Contacted Employer
Called, emailed or visited an employer in-person to inquire about job openings or status of job applications/interviews.

Worked on or Completed Résumé and/or Cover Letter
On own or with on-line/staff assistance, worked on or completed a résumé and or cover letter.

Completed Job Applications
Filled out paper or electronic applications on-line.

Attended a Career Event
Attended a workshop, career fair or employer recruitment.

*Networking*Made contact with people that have or may lead to a connection to the job market.

Instructions for Jobs First Employment Services (JFES) Staff Completing the "Weekly Job Search Log" JFES-10

Purpose of the Log:
JFES staff must meet with the participant at least bi-weekly to supervise daily individual job search activities and to verify actual daily hours of participation. Supervision includes discussing the details of the participant's job search and any difficulties with completing the logs. The summary of weekly job search efforts will be used to initiate a more in-depth conversation between the JFES case manager and participant regarding the results of the job search progress. Participant's job search results will be recorded in private case notes. The logs are verified and signed by the participant and JFES staff. All verified actual hours of participation will be entered into the CTWBS Attendance Record. The staff person entering the information will initial and indicate date entered. The logs will be kept in the participant's case file.

Definitions of Activities:

Newspaper
Reviewed classified ads in newspaper for job openings.

Internet Job Search
Used a computer to access job search services, employment information and/or apply for jobs.

Job Interview
Attended an interview with an employer for prospective employment in their company or organization.

Contacted Employer
Called, emailed or visited employer in-person to inquire about job openings or status of job applications/interviews.

Worked on or Completed Résumé and/or Cover Letter
On own or with on-line/staff assistance, worked on or completed a résumé and or cover letter.

Completed Job Applications
Filled out paper or electronic applications on-line.

Attended a Career Event
Attended a workshop, career fair or employer recruitment.

Networking
Made contact with people that have or may lead to a connection to the job market.

Instrucciones para Participantes de Servicios de Empleo Jobs First (JFES) Llenando el "Diario semanal de búsqueda de empleo" – JFES-10S

Sección 1: Actividad de búsqueda de empleo

- Llene su nombre, ID de cliente, las fechas de comienzo y final de la semana
- Documente las horas precisas para cada actividad de búsqueda de empleo en las casillas apropiadas (lunes a domingo) y sume el total de horas por día
- Verifique sus esfuerzos de búsqueda de empleo poniendo "firma de buscador(a) de empleo " en la primera página del diario
- Entregue el "Diario semanal de búsqueda de empleo" a su trabajador(a) de JFES en la cita bisemanal programada

Sección 2: Anote todos los detalles de búsqueda de empleo de la semana
Usted es responsable por participar en actividades diarias de búsqueda de empleo. Tiene que documentar los resultados de su búsqueda de empleo en el "Diario semanal de búsqueda de empleo". Debe estar preparado(a) para hablar sobre los detalles de sus esfuerzos de búsqueda de empleo con su trabajador(a) de JFES por lo menos bisemanalmente. Esto incluye los trabajos que solicitó, actualizaciones sobre las solicitudes que llenó y los resultados de búsquedas de empleo, entrevistas y actividades de red. Toda información de contacto con empleadores (p.ej. teléfono, email, sitio web) y el tipo de trabajo buscado debe anotarse así como la manera en que se hizo contacto.

Sección 3: Resumen de todos los esfuerzos de búsqueda de empleo de la semana
Describa brevemente los resultados de su búsqueda de empleo. Se hablará con su trabajador(a) de JFES sobre esta información en su próxima cita.

Definiciones de actividades:

Periódico
Revisó anuncios clasificados en el periódico por ofertas de empleo.

Búsqueda de empleo por internet
Usó una computadora para obtener acceso a servicios de búsqueda de empleo y/o solicitar empleos.

Entrevista de empleo
Asistió a una entrevista con un empleador para posible empleo en su compañía u organización.

Contactó a un empleador
Llamó, envió un e-mail o visitó a un empleador en persona para informarse sobre vacantes de empleo o la situación de solicitudes/entrevistas.

Trabajó en o completó un resumé y/o carta de presentación
Independientemente o con ayuda por internet/del personal, trabajó en o completó un resumé y/o carta de presentación.

Llenó solicitudes de empleo
Llenó solicitudes en papel o electrónicas por internet.

Asistió a un evento de carreras
Asistió a un taller, feria de empleos o reclutamiento por empleador.

*Trabajo en red*Hizo contacto con personas que tengan o podrían conducir a una conexión con el mercado de empleo.

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Weekly Job Search Activities and Documentation Review Tool

1. Did participant complete & submit weekly logs? ☐ Yes ☐ No
   - If yes, skip to step #3 below.
   - If no, continue.

2. If weekly logs are not completed correctly or some (or all) are missing, why?

   a. Did the participant understand what was expected of her/him? ☐ Yes ☐ No
   - If yes, continue.
   - If no, clarify instructions for next week.

   b. Does the participant need help completing them? ☐ Yes ☐ No
   - If yes, than help her/him complete it and try to determine the cause (low literacy skills, language barrier and communicate this barrier to case manager) may have to continue to help participant complete the form.
   - If no, continue.

   c. Does the participant just need more time to complete them today? ☐ Yes ☐ No
   - If yes, allow the participant time in the office to complete the forms and review the benefits of using the forms to manage her/his time and review the benefits of noting the time spent in the activities as she/he goes instead of trying to remember what she/he did later.
   - If no, continue.

3. Did participant do the expected job search activities and specified hours? ☐ Yes ☐ No
   - If yes, done.
   - If no, continue.

4. If participant did not do the expected job search activities or hours, why not?

   a. Did participant understand what was expected of her/him? ☐ Yes ☐ No
   - If yes, continue.
   - If no, review what's expected again. Is there a language or comprehension barrier? Have participant repeat back the instructions.

   b. Do they have good cause for not completing the assignment? ☐ Yes ☐ No
   - If yes,
     - And the issue is resolved, review weekly assignment again & clarify what is expected for next week.
     - And the problem is not resolved, determine if participant will need help resolving the issue or will need more time to resolve the issue and communicate this problem to JFES staff.
   - If no, refer for sanction and review weekly assignment again. Clarify what is expected of her/him.

Individualized Structured Job Search (ISJS)
Questions & Answers

(Related to the Weekly Job Search Log)

Do we have to enter the "scheduled hours for the week" on the Weekly Job Search Log?
Yes. This will outline how many hours of job search efforts the participant is responsible for.

Who completes the actual hours section?
Depending on local procedures, the participant may either be instructed to complete the actual hours section on their own or together with JFES staff at the time of review (at least bi-weekly).

When do the actual hours indicated on the Weekly Job Search Logs have to be data entered onto the CTWBS Attendance Record?

All actual hours must be verified by JFES staff before data entry. Staff have up to 2 weeks from the week starting date indicated on the Weekly Job Search Log to data enter the actual verified hours on the Attendance Record. JFES staff should date and initial the log once data entry is complete.

May a participant perform their job search from home versus going to the One-Stop career center, attending job clubs and workshops, and other on-premises activities designated by JFES staff?

- **Yes.** On occasion when deemed appropriate by JFES staff, participants may conduct job search activities such as using an off site personal computer to access job search services and/or apply for jobs. If staff deem it is appropriate for a participant to utilize the internet outside of the career center to conduct job search activities and its is part of that participant's plan of activities for the week, then we do recommend that the participant bring in documentation of her/his efforts via screen prints, email confirmation of receipt of job applications or notation of websites and use time to the next appointment.

- **No.** A participant's weekly job search activity cannot be conducted solely from outside the office. As much as possible, all the appropriate employment services of the One-Stop career center should be made available to all participants and they should be encouraged to use them.

Can CTWBS rosters serve as back-up documentation to the Weekly Job Search Log?
Yes. CTWBS records are sufficient. JFES staff does not need to print out the rosters for attendance at a workshop.

If the participant doesn't provide completed Weekly Job Search Logs, how should JFES staff proceed?
Refer to "Weekly Job Search Activities and Documentation Review Tool" for appropriate steps.

A “Jump Start” to Improving Your Income

Don’t wait for your Temporary Family Assistance to be approved, get a “jump start” on improving your income! Listed below are suggestions that other people found helpful when they needed to find reliable childcare. We look forward to our next appointment with you.

Childcare

1. Gather information about childcare programs
   - ❑ Dial 2-1-1 or do an on-line search (www.211childcare.org) to get more information on childcare
   - ❑ Visit your local *CTWorks* Center to use the internet at no cost to you
   - ❑ Review childcare information packet (see staff for packet)
2. Ask yourself the following questions
   - ❑ What type of program best fits the needs of my children?
   - ❑ Do I need childcare for a specific age group? (Infant/toddler, preschool, school-age)
   - ❑ In what town do I need care?
   - ❑ Does the childcare center need to be near a specific school district?
   - ❑ Do I want an accredited program? (A program that is nationally recognized for its high standards)
3. Find a childcare provider that meets your needs
   - ❑ On a separate piece of paper, make a list of questions to ask potential providers over the phone
   - ❑ On a separate piece of paper, make a list of things to look for when visiting childcare providers
   - ❑ Call childcare providers to set-up appointments and visit potential childcare programs
   - ❑ Ask the childcare provider for names and telephone numbers of parent references and call references to ask what they liked the best/least about the program
   - ❑ Talk to other parents during site visit and ask them about their experiences with the program
4. Gather information about the Care4Kids subsidy program
   - ❑ Call 1-888-214-5437 or do an on-line search (www.ctcare4kids.com) to get more information on Care4Kids
   - ❑ Fill out Care4 Kids Application Form (see staff for application)
   - ❑ Fill out Parent-Provider Agreement Form (see staff for agreement)
5. Begin gathering documents that may need to be verified by Care 4 Kids prior to granting your childcare assistance
   - ❑ Recent paystubs or letter on employer letterhead indicating wages
   - ❑ If self-employed, gather copies of tax records or tax returns
   - ❑ Proof of work schedule including time card or statement from employer on employer letterhead indicating schedule
6. What is your back-up childcare plan if your child is sick or the childcare provider is closed or not available? Please describe your plan in this box.

35 Hours Each Week for Weeks of ___/___/___ thru ___/___/___

JFES-11
2013

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Un “impulso de avance” para mejorar su ingreso

No espere que se apruebe su Asistencia Temporal para Familias, ¡dé un “impulso de avance” para mejorar su ingreso! Abajo hay una lista de sugerencias que otras personas encontraron útiles cuando necesitaban encontrar cuidado infantil confiable. Anticipamos con gusto nuestra próxima cita con usted.

Cuidado infantil

7. Recopile información sobre programas de cuidado infantil
   - ❑ Llame al 2-1-1 ó haga una búsqueda por internet (www.211childcare.org) para conseguir más información sobre cuidado infantil
   - ❑ Visite su Centro *CTWorks* local para usar internet sin costo alguno para usted
   - ❑ Revise el paquete de información sobre cuidado infantil (pida el paquete al personal)
8. Hágase las siguientes preguntas
   - ❑ ¿Qué tipo de programa satisface mejor las necesidades de mis niños?
   - ❑ ¿Necesito cuidado infantil para un grupo de edad específico? (bebé/niño pequeño, preescolar, edad escolar
   - ❑ ¿En qué ciudad necesito el cuidado?
   - ❑ ¿Necesito que el centro de cuidado infantil quede cerca de un distrito escolar específico?
   - ❑ ¿Quiero un programa acreditado? (Un programa reconocido por sus altas normas de calidad)
9. Encuentre un proveedor de cuidado infantil que satisfaga las necesidades de usted
   - ❑ En un papel aparte, haga una lista de preguntas para hacer por teléfono a potenciales proveedores
   - ❑ En un papel aparte, haga una lista de cosas que observar al visitar a proveedores de cuidado infantil
   - ❑ Llame a proveedores de cuidado infantil para concertar citas y visite potenciales programas de cuidado infantil
   - ❑ Pida del proveedor de cuidado infantil nombres y números de teléfono de padres de referencia para preguntarles lo que les gustaba más/menos del programa
   - ❑ Hable con otros padres durante la visita al sitio y pregúnteles sobre sus experiencias con el programa
10. Recopile información sobre el programa de subsidios Care4Kids
    - ❑ Llame al 1-888-214-5437 ó haga una búsqueda por internet (www.ctcare4kids.com) para obtener más información sobre Care4Kids
    - ❑ Llene el Formulario de Solicitud de Care4 Kids (pida la solicitud al personal)
    - ❑ Llene el Formulario de Acuerdo de Padre-Proveedor (pida la solicitud al personal)
11. Empiece a reunir documentos que podrían tener que ser verificados por Care 4 Kids antes de otorgarle su asistencia de cuidado infantil
    - ❑ Talonarios de pago recientes o carta en papel con membrete del empleador indicando el salario
    - ❑ Si trabaja por cuenta propia, recopile copias de registros de impuestos o declaraciones de impuestos
    - ❑ Comprobante del horario de trabajo incluyendo una tarjeta de tiempo o declaración del empleador en papel con el membrete del empleador indicando el horario
12. ¿Cuál es su plan de contingencia de cuidado infantil si se enferma su niño o el proveedor de cuidado infantil estuviera cerrado o no disponible? Por favor describa su plan en esta casilla.

35 horas cada semana para las semanas de ___/___/___ a ___/___/___

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A "Jump Start" to Improving Your Income

Don't wait for your Temporary Family Assistance to be approved, get a "jump start" on improving your income! Listed below are suggestions that other people found helpful when they needed to find reliable transportation and begin looking for work. We look forward to our next appointment with you.

Transportation & Job Readiness

1. Gather information about the CT Transit transportation system
   - ❑ Review the CT Transit transportation informational packet (see staff for packet) for information on:
     - Identifying your bus
     - Signaling your bus stop
     - Rules for passengers
   - ❑ Call the CT Transit at 860-525-9181 or do an on-line search (www.cttransit.com) to get more information on bus schedules, routes, fares and transfers
   - ❑ Visit your local *CTWorks* Center to use the internet at no cost to you
   - ❑ What town(s) are you planning to look for work in? On a separate piece of paper, map out the bus route from your home to the childcare program to the location of the potential job
2. Establish a professional e-mail address to use when communicating with employers
   - ❑ Visit the *CTWorks* Center to use the internet at no cost to you
   - ❑ Choose a free internet service such as www.yahoo.com or www.hotmail.com
     - Here is a sample of a "professional" e-mail address- marysmith1@yahoo.com
     - Here is a sample of a "non-professional" e-address – specialgirlmary@yahoo.com
3. On a separate piece of paper, make a complete list of your work history, education, diplomas, special courses, etc.
   - ❑ Where did you work? When did you work there? What is the address and phone number of the employer? What was your supervisor's name?
   - ❑ Did you attend high school? If so, did you graduate and when?
   - ❑ Did you attend a technical school or college? If so, did you graduate and when?
   - ❑ Did you attend any special training courses? If so, what type of training and when did you attend?. Did you receive a certificate for attending?
4. ❑ Fill out a sample job application including work and education history (see staff for job application)
5. Create a list of job references
   - ❑ On a separate piece of paper, make a list of "good references" to provide to an employer if they ask for references
   - ❑ "Good" references are people who can speak about your skills, strengths and abilities.
     - The list should include name, address and phone number for each reference
     - References should not include family members. A good reference would be a past employer or instructor
6. Research an occupation that might interest you
   - ❑ Do an on-line search (www.ctdol.state.ct.us) at your local *CTWorks* Center at no cost to you
   - ❑ Review a newspaper "Help Wanted Ad" and write down what interests you about the job opening
7. ❑ Attend a workshop at your local *CTWorks* Center

35 Hours Each Week for Weeks of ___/___/___ thru ___/___/___

JFES-12
2013

americanjobcenter CONNECTICUT

Un “impulso de avance” para mejorar su ingreso

No espere que se apruebe su Asistencia Temporal para Familias, ¡dé un “impulso de avance” para mejorar su ingreso! Abajo hay una lista de sugerencias que otras personas encontraron útiles cuando necesitaban encontrar transportación confiable. Anticipamos con gusto nuestra próxima cita con usted.

Transportación y Preparación para el Trabajo

8. Recopile información sobre el sistema de transportación de CT Transit
   - ❑ Revise el paquete de información sobre CT Transit (pida el paquete al personal) para información sobre:
     - Cómo identificar su autobús
     - Cómo indicar su parada de autobús al conductor
     - Reglas para pasajeros
   - ❑ Llame al CT Transit al 860-525-9181 ó haga una búsqueda por internet (www.cttransit.com) para obtener más información sobre los horarios, rutas, cuotas y billetes de traslado de autobús
   - ❑ Visite su Centro *CTWorks* local para usar internet sin costo alguno para usted
   - ❑ ¿En cuál(es) ciudad(es) está planeando usted buscar empleo? En un papel aparte, haga un mapa de la ruta de autobús desde su casa al programa de cuidado infantil al lugar del empleo potencial

9. Establezca una dirección electrónica profesional para usar cuando se comunique con empleadores
   - ❑ Visite al Centro *CTWorks* para usar internet sin costo alguno para usted
   - ❑ Escoja un servicio de internet gratuita tales como www.yahoo.com o www.hotmail.com
     - Este es un ejemplo de una dirección de e-mail “profesional” - marysmith1@yahoo.com
     - Este es un ejemplo de una dirección de e-mail “no-profesional”– chicaespecialmary@yahoo.com

10. En un papel aparte, haga una lista completa de su historial de trabajo, educación, diplomas, cursos especiales, etc.
    - ❑ ¿Dónde trabajó? ¿Cuándo trabajó allí? ¿Cuál es la dirección y número de teléfono del empleador? ¿Cómo se llamaba su supervisor?
    - ❑ ¿Asistió a la escuela superior? En tal caso ¿se graduó? ¿Cuándo?
    - ❑ ¿Asistió a una escuela técnica o universidad? En tal caso ¿se graduó? ¿Cuándo?
    - ❑ ¿Asistió a algún curso de entrenamiento especial? En tal caso ¿qué tipo de entrenamiento, y cuándo asistió?. ¿Recibió un certificado por haber asistido?

11. ❑ Llene una muestra de solicitud de empleo incluyendo el historial de trabajo y educación (pida la solicitud de empleo al personal)

12. Cree una lista de referencias laborales
    - ❑ En un papel aparte, haga una lista de “buenas referencias” para dar a un empleador si pide referencias
    - ❑ “Buenas” referencias son personas que pueden hablar sobre las destrezas, fortalezas y habilidades de usted.
      - La lista debe incluir el nombre, la dirección y número de teléfono para cada referencia
      - Las referencias no deben incluir miembros de la familia. Una buena referencia sería un empleador o instructor del pasado

13. Investigue una ocupación que tal vez le interesaría
    - ❑ Haga una búsqueda por internet (www.ctdol.state.ct.us) en su Centro *CTWorks* local sin costo alguno para usted.
    - ❑ Revise un anuncio de empleo del periódico y escriba lo que le interesa a usted respecto a ese vacante de empleo

14. ❑ Asista a un taller en su Centro *CTWorks* local

35 horas cada semana para las semanas de ___/___/___ a ___/___/___

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Attendance Verification Form

Pursuant to Federal Deficit Reduction Act (DRA)

Student's Name: ____ **Program ID Number**: 00__ __ __ __ __ __ __

Education/Training Activity Name: ____

Education/Training Activity Start Date: ____/____/____ **End Date:** ____/____/____

Instructions for Education/Training Provider: Please verify this student's actual attendance for the above named activity by writing in the number of hours of attendance for scheduled hours listed below including supervised in-class study time.

Bi-Weekly Attendance Record	Mon Hours		Tues Hours		Weds Hours		Thurs Hours		Fri Hours		Sat Hours		Sun Hours	
	Scheduled	Attended	Scheduled	Attended	Scheduled	Attended	Scheduled	Attended	Scheduled	Attended	Scheduled	Attended	Scheduled	Attended
Week 1: From: ____/____ To: ____/____														
Week 2: From: ____/____ To: ____/____														

Please Indicate:
Is "homework" assigned in this course? ❒ Yes ❒ No

Please complete with the name, signature and date of person verifying attendance.

______________________________ ______________________________ ____________

Print Name **Signature** **Date**

Return completed form to the student or mail/Fax to:

____

____

____

Comments:

JFES-13
2013

americanjobcenter CONNECTICUT

Instructions for Completing
Attendance Verification Form
(JFES-13)

Purpose:
Pursuant to Federal Deficit Reduction Act (DRA) requirements, recipients of Temporary Family Assistance (TFA) that participate in the Jobs First Employment Services (JFES), are required to verify every hour of attendance in every program activity including higher education, vocational education and adult basic education. Federal regulations mandate that attendance in these activities be verified with paper documentation every two weeks. The Attendance Verification Form (JFES-13) has been designed to capture the required information while minimizing the amount of information to be entered by the providers.

JFES participants are mandated to obtain verification of every hour of attendance at higher education, vocational education and adult basic education activities on a bi-weekly basis and return the form to their JFES worker. Failure to return the form (without good cause) may result in a referral for sanction, which could lead to the reduction or termination of cash assistance.

Pre-filled Information:
JFES program staff will pre-fill the student's name, education/training activity name, overall education/training activity start and end date, the from and to dates of week 1 and week 2 of the two week period and the scheduled hours and the return information.

Steps for Instructor Completing the Form:
1. Verify the student's actual attendance in the activity listed on the form by writing the number of hours of attendance for each day of scheduled hours listed on the form.
2. Include any hours of in-class supervised study time.
3. Indicate if homework was assigned by checking off yes or no.
4. Print name, sign and date the form.

Returning the Form:
After completing the form, the instructor should give it back to the student to return to her/his JFES worker. If returning the form to the student is not possible, alternative return information for mailing or faxing the completed form will be written on the bottom of the form.

This form and instructions were developed by the Connecticut Department of Labor in partnership with the Department of Social Services and the five regional Workforce Development Boards (WDBs) in response to the federal Deficit Reduction Act (DRA). The program name and any indication that the participant is a recipient of TFA were purposely omitted from the form.

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CTWBS "Attendance Record" Questions & Answers

Who is responsible for Attendance Record data entry for "verified actual hours?"
Although case managers are ultimately responsible for ensuring the Employment Plans are accurate and updated, the data entry is determined locally e.g., verification specialists).

Should I enter actual hours in the Attendance Record for a future date?
CTWBS will not allow "future" start dates to be entered. Record **actual** hours after they have been completed and verified.

Must actual hours equal scheduled hours?
No. The Attendance Record function allows data entry of hours and days that the participant actually attended (which may vary from those originally scheduled). This allows flexibility in recording actual verified hours and days.

When do the actual hours indicated on the Weekly Job Search Logs have to be data entered onto the CTWBS Attendance Record?
All actual hours must be verified by JFES staff before data entry. Staff have up to 2 weeks from the week starting date indicated on the Weekly Job Search Log to data enter the actual verified hours on the Attendance Record. JFES staff should date and initial the log once data entry is complete.

Who retains the verified back-up paper documentation?
Providers that provide Job Search assistance for JFES participants will be responsible for keeping the paper documentation in their own participant files (with the exception of TANF sample cases). All other documentation will be kept in the case manager's participant file.

Who (i.e., case manager or other provider) is responsible for determining and recording excused absences?
Per local decision. This process will require further communication between all JFES partners that utilize the Attendance Record function. It is important that all staff responsible for recording actual hours understand each other's roles.

Participants are allowed two excused absences per month, up to ten per year. Is this the calendar year or the fiscal year?
Federal fiscal year, October 1 through September 30.

Can we apply a partial excused absence? For example, if a participant was scheduled for 7 hrs. of voc ed but only attended 4 hrs (sick).
No. One whole excused absence needs to be applied. Think of excused absences as *instances* instead of days. If you apply an excused absence to ½ a day or a whole day, you are still using up 1 of the 2 allowed for the month.

You should only apply an excused absence if it is necessary for that participant to meet the participation rate requirements for the month.

Will we be able to enter more than two excused absences per month?
No. The system prevents this input.

For a participant employed with a varied schedule (scheduled to work Monday (7hrs), employer asks her to work Saturday (7hrs) instead and then participant calls out sick on Saturday), how is she "excused" for Saturday on the Attendance Record?
"Scheduled hours" are really just the "anticipated" or "typical" hours and is only meant to be an approximation of a schedule developed for the employment plan activity

- Manually input scheduled hours in the “Schedule” block for Saturday
- Check the “excused” block. The system will accept the excused absence for Saturday and will add 7hrs to the “Attend Hours” in the “Week Totals” summation box
- Only the Attendance Record needs to be updated. You do not have to adjust the hours on the participant’s activity detail screen

Can an "excused" absence be applied when a participant does not work due to an illness?
An excused absence **can only be** applied for employment if the participant was scheduled to work **and** the participant is going to be paid by the employer (i.e., paid for sick days). If the participant does not have paid sick days, then a zero would be recorded in the attended hours box. If the participant only worked 4 out of the 8 scheduled hours due to an illness, the 4 actual hours would be recorded in the attended hours box.

When do we “check off” the holiday box? Can “holiday” be checked for employment?
For all activities other than employment, only if the participant did not attend the scheduled activity due to the holiday. For employment (unsubsidized, subsidized and OJT), only check off holiday if the participant did not work due to the holiday **and** was paid for the holiday.

If the participant does not get paid for the holiday and does not work, then a zero would be recorded in the attended hour’s box. If the participant worked on the holiday, then the actual hours worked would be recorded in the attended hours box

Is the Attendance Record function designed to stop populating a vocational education activity after the participant has attended for one year?
No, the system will not stop populating the vocational education activity automatically.

Will a countable activity continue to post on the Attendance Record if an end date is entered?
No. The activity will stop posting once an End Date or "Not Completed" status is selected.

Why is the activity still showing in the attendance record after the posted end date?
This is a timing issue. Once the week in the attendance record is populated it does not take out information that is already there. If you enter an end date of an activity as 9/28/09 and you entered that date on 10/10/09, the activity will still show for the weeks beginning Monday 10/1 and Mon 10/8. The activity will stop showing the week

beginning 10/14 because that is the first week to populate the attendance record **after** the end date has been posted. This also functions in the same fashion when a status reason in the "Not Completed Drop Down Box" is selected.

Does the JFES Registration status affect the Attendance Record Function? If DSS closes a case on EMS as of 10/1 but the paid through date is 10/31, can the Attendance Record function still be updated for an activity that is active through 10/31?
Yes, the status does affect the functionality of the Attendance Record. If DSS closes a case on EMS as of 10/1 but the paid through date is 10/31, the JFES Registration Status must be manually changed from "Not Registered" to "Registered" in order for the countable activities to continue to post on the Attendance Record. Case Managers must also remember to change the status back to "Not Registered" once the actual hours have been verified and recorded on the Attendance Record function.

Should the Verification Not Received (VNR) field be checked off if the participant did not attend the activity due to non-compliance?
No. The VNR field is not to be used in cases of non-compliance. Zeros are to be entered on the scheduled days.

Should the Verification Not Received (VNR) field automatically be checked off while pending receipt of expected verification?
No. The case manager and participant should attempt to retrieve participant's verification from provider. If both the case manager and the participant are unsuccessful, the VNR field should be checked off and the hours left blank (not zeros).

Should the Verification Not Received (VNR) field be checked off if the participant did not return the Weekly Job Search Logs as assigned?
No. Refer to the "Weekly Job Search Activities and Documentation Review Tool" to determine next steps.

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Voluntary Community Service Attendance Record

Pursuant to Federal Deficit Reduction Act (DRA)

Volunteer's Name: ______________________________________ **Program ID Number**: 00__ __ __ __ __ __ __

Activity Name: ____

Activity Start Date: ____/____/____ **End Date:** ____/____/____

Instructions for Community Service Programs Provider: Please verify this participant's actual attendance for the above named activity by writing the start time and end time in the schedule listed below.

Week of ____/____/____	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Start Time							
End Time							
Total Hours							

Please complete with the name, title, telephone number, signature and date of signature of person verifying attendance.

Print Name: ______________________________________ Title: ____

Telephone No: ______________________ Signature: ____ Date:__________

Return completed form to the participant or mail/fax to:

____

____

____

Comments:

JFES-14
2013

americanjobcenter CONNECTICUT

Jobs First Employment Services
Complaint Information Form

1. Instructions: Please complete the front of this form if you disagree with any of the activities or services listed in your employment plan. You must submit the completed complaint form within **twenty-one (21) calendar days** of the date your employment plan complaint took place. Your case manager can help you complete this form, or will arrange for another authorized representative to help you complete the form.

(Please Print)

Customer Name   Client ID

____   ____________________

[Last]   [First]   [M.I.]

Home Telephone (_____)________________   Work Telephone (_____)________________

Address____

2. I disagree or have a complaint with the services, activities, or supports that my Jobs First Employment Services case manager has written into my employment plan. As best as I can recall, the date of my complaint starts with events that took place on:

Date of Event: ________________________________

3. Describe as clearly as possible the part of your employment plan that you disagree with and why. List the name of your Jobs First Employment Services case manager and any other persons involved. Also attach any written material regarding your complaint. (**Please Print**)

____

____

____

____

____

4. Please list below any persons that we may contact for additional information regarding your complaint.

Name   Address   Phone Number

____

____

____

Signature of Complainant (or Authorized Representative)   Date

____   ____________________

JFES-15
2014

5. For Workforce Development Board Use Only

WDB:	Representative:
Date Complaint Received:	Timely: ☐ Yes ☐ No
Disposition of Complaint:	
☐ Customer withdrew complaint on: (Date)	
☐ No changes to the employment plan are required based the following determination:	
☐ The following changes will be made to the employment plan for the reasons indicated below:	

6. Regional Complaint Resolution

☐ I have read and understand the employment plan changes listed above, and by my signature below indicate agreement with them.

☐ I disagree with the above decision that my employment plan should not be changed or I disagree with the proposed changes and request that the Connecticut Department of Labor review the decision. My signature authorizes the review.

Signature of Complainant (or Authorized Representative) Date

____ ______________________

7. For CT Department of Labor Use Only

Date Complaint Received:	Timely: ☐ Yes ☐ No
☐ Customer withdrew complaint on: (Date)	
☐ Regional decision not to modify to the employment plan is upheld. Comments:	
☐ The following changes will be made to the employment plan for the reasons indicated below:	
Reviewed by:	Manager's Signature:

americanjobcenter CONNECTICUT

Programa De Servicios De Empleo “Jobs First”
Formulario Informativo Sobre Querellas

1. Instrucciones: Sírvase completar el frente de este formulario si no esta de acuerdo con alguna de las actividades o los servicios enumerados en su plan de empleo. Usted debe someter el formulario de querella completado dentro de los primeros **veintiún (21) días del calendario** a partir de la fecha en que se llevó a cabo su querella sobre su plan de empleo. El administrador de su caso le puede asistir a completar este formulario, o hará los arreglos para que otro representante autorizado le ayude a completar el formulario.

(use letra de molde)

Nombre del Cliente ID de cliente

____ ____________________

[Apellido] [Nombre] [Inicial]

Teléfono del Hogar (_____)_________________ Teléfono del Trabajo (_____)_________________

Dirección____

2. No estoy de acuerdo o tengo una querella sobre los servicios, las actividades o los apoyos que ha indicado en mi plan de empleo el administrador de mi caso de los servicios de empleo “Jobs First”. Como mejor recuerdo, la fecha de mi querella comienza con los eventos que se llevaron a cabo el:

Fecha del evento: ___________________________________

3. Describa lo más claro posible la parte de su plan de empleo con la que no está de acuerdo y por qué. Indique el nombre del administrador de su caso de los servicios de empleo “Jobs First” y el de cualquier otra persona involucrada. Además adjunte cualquier material escrito relacionado con su querella. **(Use letra de molde).**

____

____

____

4. Sírvase enumerar a continuación cualquier persona que podamos contactar para alguna información adicional relacionada a su querella.

Nombre Dirección Número Telefónico

____

____

Firma del querellante (o el representante autorizado) Fecha

____ ______________________

JFES-15S
2014

5. Solo Para Uso de la Junta Regional de Inversión en la Fuerza Trabajadora

WDB:	Representante:
Fecha en que se recibió la querella:	A tiempo: ☐ Si ☐ No
☐ El cliente retiró la querella el: (Fecha)	
☐ No se requiere hacerle cambios al plan de empleo basado en la siguiente determinación:	
☐ Se le harán los siguientes cambios al plan de empleo por las razones indicadas a continuación:	

6. Resolución Regional de la Querella.

☐ He leído y entiendo los cambios al plan de empleo enumerados arriba, y con mi firma a continuación indico estar de acuerdo con ellos.

☐ No estoy de acuerdo con la decisión mencionada arriba de que mi plan de empleo no debe ser cambiado o no estoy de acuerdo con los cambios propuestos y pido que el Departamento de Trabajo de Connecticut revise la decisión. Mi firma autoriza la revisión.

Firma del Querellante (o el representante autorizado)   Fecha

____   ______________________

7. Solo Para Uso del Departamento del Trabajo

Fecha en que se recibió la querella:	A tiempo: ☐ Si ☐ No
☐ El cliente retiró la querella el: (Fecha)	
☐ La decisión regional de no modificar el plan de trabajo se sostiene. Comentarios:	
☐ Se le harán los siguientes cambios al plan de empleo por las razones indicadas a continuación:	
Revisado por:	Firma del Director:
Fecha:	Fecha:

americanjobcenter
CONNECTICUT

Authorization for Disclosure of Information

TO: ____

(Person or organization disclosing information)

I, the participant listed below, am enrolled in the Jobs First Employment Services (JFES) program. I authorize the person or organization named above to disclose to or discuss with my Jobs First Employment Services case manager the information listed on the other side of this form. The purpose of this request is to ensure the coordination of behavioral health services with my JFES employment plan.

Participant Name: **______________________________** ***Client ID***: **00__ __ __ __ __ __ __**

• I understand that my refusal to sign will not affect my ability to obtain services or benefits from the person or organization listed above.

• I understand that I may revoke this authorization at any time by notifying person or organization listed above, in writing, except if a disclosure has already been made in reliance on it.

• I understand that the information I authorize a person or entity to receive may be re-disclosed and no longer protected by privacy regulations, except as follows:

The confidentiality of psychiatric records is required under chapter 899 of the Connecticut general statutes. This material shall not be transmitted to anyone without written consent or other authorization as provided in the aforementioned statutes.

Federal confidentiality rule (42 CFR Part 2) prohibit any further disclosure of **Alcohol and/or Drug Treatment** records unless further disclosure is expressly permitted by my written consent or as otherwise, permitted by 42 CFR Part 2. The Federal rules restrict any use of the information to criminally investigate or prosecute any alcohol or drug abuse patient. **HIV Related information** per CT General Statutes 19a-583 prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by state law. A general authorization for the release of medical or other information is **NOT** sufficient for this purpose.

This release expires on ____/____/_____. If no date is indicated, this release expires six months from date below.

____ _________________

Signature of Participant Date

____ _________________

Signature of Parent/Guardian for Participant Younger than 18 years Date

____ _________________

Signature of Translator Date

Note: Please fax response (this side only) to:
(_____) ______-_____________

Authorization for Disclosure of Information

*Participant's Name:*_______________________________ *Client ID:00*__ __ __ __ __ __ __ __

Requested Information	Return Information
Please disclose the following information to my JFES Case Manager. (check all that apply) Participant's Signature ___________________________	Information disclosed (to be completed by person/organization providing information)
❑ The extent to which I can participate in employment, education or training activities →	❑ Should only participate in treatment at this time. ❑ No limitations at this time. ❑ Participating in treatment, but can also participate in employment, education or training activities in addition to treatment (treatment plan schedule attached). ❑ Has the following restrictions to participation in employment, education or training activities: ____ ____
❑ My attendance at appointments →	❑ Attended all appointment hours indicated on treatment plan ❑ Attended only hours indicated below Week 1: From: ___/___/___ To: ___/___/___ (Begin with Sun) Sun | Mon | Tues | Wed | Thurs | Fri | Sat Week 2: From: ___/___/___ To: ___/___/___ (Begin with Sun) Sun | Mon | Tues | Wed | Thurs | Fri | Sat
❑ Information regarding the schedule and/or duration of my treatment plan →	❑ Please see attached treatment plan schedule. ❑ Please see the treatment attendance record below.
❑ Other specified information: →	
❑ Discuss the information checked off above with my JFES case manager.	

Please complete with the name, signature and date of person verifying attendance.

_________________________ _________________________ __________

Print Name **Signature** **Date**

Return completed form to the participant or mail to: _________________________________

____

JFES-16
2013

Authorization To Record and Share Confidential Information

I, ____, authorize the:
(full name of participant)

_______ Jobs First Employment Services case management agency
Identify:____

❑ I give permission to record and/or release information pertaining to:

_______ 1) Domestic violence
_______ 2) DCF involvement
_______ 3) Substance abuse
_______ 4) Legal issues
_______5) Learning disability
_______6) Physical and/or mental health condition
Identify: ____
_______7) BRS services
_______ 8) Other
Identify: ____

❑ I give permission to record this information in:

_______ electronic information system
_______ writing in paper files

I understand that all recorded information stays in my permanent record.

❑ I give permission to release information:

to ___________________________________ of ___________________________________
(name of individual) *(name of agency)*

at ____
(address of agency)

I understand that this information will be used regarding my participation in the Jobs First program and that any information recorded/shared pursuant to this release can be accessed by other agencies, including community organizations, that are involved in the administration of the Jobs First program (including DSS) or provide support services to JFES clients. I further understand that information pertaining to possible child abuse or neglect may be recorded regardless of whether I sign this release. This authorization is valid for six months from the date of my signature. The recording/sharing of additional confidential information after this time requires a new release.

___________________________________ ___________________________________
Participant Printed Name Participant Signature

___________________________________ ___________________________________
Client ID Number Date

americanjobcenter CONNECTICUT

Instructions for Completing
Authorization to Record and Share Confidential Information
(JFES-17)

In the course of working with Jobs First Employment Services (JFES) participants, JFES staff are, at times, privy to information of a sensitive and confidential manner that impacts participation in the Jobs First Employment Services program. Such information may concern domestic violence, substance abuse, legal issues, learning disabilities, and physical and mental health conditions.

Staff can record and/or share such information *only with the expressed permission of the individual.*

The "Authorization to Record and Share Confidential Information" form is used to document the participant's permission.

Staff never have participants sign blank authorization for future, possible use.

If a staff person wants to record such information, he or she must ask for and receive the participant's permission. The staff person must also explain:

- The difference between recording in an electronic information system and in paper files,
- Who has access to recorded information,
- The effect such information may have on granting TFA extensions,
- That such information remains in a case file permanently.

If the participant declines to give permission, information is not recorded. No further action regarding recording information is taken. The client is not pressured in any way to give such permission.

To complete the record information section of the form:

1. The participant indicates to which agency she or he has given permission to record information by checking the Jobs First Employment Services case management agency.
2. The participant indicates the nature of the information, which is being recorded by checking the appropriate category. The categories are domestic violence, substance abuse, legal issues, learning disability, physical and/or mental health condition and other.
3. The participant indicates the format of recording. Information may be recorded in an electronic information system and/or in paper files.
4. The participant's Client ID number is entered and the participant signs and dates the form.
5. The original is kept on file. Offer a copy to the participant.

In addition, staff may share sensitive information only if given permission by the participant and only to the extent necessary for proper administration of the Jobs First Employment Services program. If a staff person wants to share such information, she or he must ask for and receive the participant's permission. The staff person must also explain:

- To whom they want to share this information and why,
- The possibility that other parties may record this information,
- That sharing information with DSS may affect the granting of TFA extensions.

If the participant declines to give permission, information is not shared. No further action is taken regarding sharing information. The participant is not pressured in any way to give such permission.

To complete the release information section of the form:
1. The participant indicates to which agency she or he has given permission to share information by checking the Jobs First Employment Services case management agency.
2. The participant indicates the nature of the information, which is being shared by checking the appropriate category. The categories are domestic violence, substance abuse, legal issues, learning disability, physical and/or mental health condition and other.
3. The individual, if known, agency and agency address of the recipient of such information is noted.
4. The participant's Client ID number is entered and the participant signs and dates the form.
5. The original is kept on file. Offer a copy to the participant.

Information regarding child abuse or neglect is given to the Department of Children and Families regardless of whether the participant signs an Authorization to Record and/ or Share form.

COLLECTING AND USING SENSITIVE, PERSONAL INFORMATION

Background

Department of Social Services (DSS) workers and JFES case managers ask participants questions during the course of constructing employment plans that assist an individual to become independent from welfare and reach self-sufficiency. The DSS workers and JFES case managers are responsible for referring participants to appropriate services and activities to help them achieve their employment plan goals. In the course of these interactions, it is sometimes necessary to collect and use sensitive, personal information in order to best assist participants. The following principles outline the expectations of DSS workers and JFES case managers when they encounter such information.

Principles for Collecting and Using Sensitive, Personal Information

1. **We uphold respect for a participant's privacy.**

   We have no "right" to this information. Such information is personal and belongs to the participant. Although having such information may help us do our job, and help the participant, access to this information is not a right.

2. **The decision to disclose sensitive, personal information belongs entirely to the participant.**

   If a participant chooses not to disclose such information, we may not use any pressure or coercion to obtain it. We have no right to it.

3. **The participant retains complete authority over how this information is used.**

   This includes recording and sharing information. The one exception is information that gives staff reasonable cause to suspect there may be issues of child abuse or neglect. A child's safety overrides a person's right to privacy.

4. **We hold all disclosed information confidentially and professionally.**

   Information is shared only within the context of assisting a participant complete their employment plan, and only with the participant's express consent.

5. **We do not necessarily "solve" a participant's personal problems. However, we can find others who may help her or him.**

   Our work is employment focused. However, if a participant requires additional help, we can assist them to find the appropriate support services.

6. **We assist participants to get and to keep employment even though problem areas in their lives may remain.**

   We work with people with difficult problems. However, our focus is to work with the participant to try to figure out how they can get and keep a job despite the difficulty. Although their problems often do not "go away", they learn how to manage their lives, job, problems, and all.

SUGGESTED SCRIPT FOR COLLECTING AND USING SENSITIVE, PERSONAL INFORMATION

Permission to Ask Questions

Case Manager:

Sometimes, matters in our private lives affect us at work or in a training class. These are things like:

- *Health concerns,*
- *Math and reading difficulties, or*
- *Stressful situations with our families and friends.*

Although these are private matters, we like to address these areas so that we can work with them.

With your permission, I would like to ask you several questions about these areas. I will use your answers to determine what kind of activities to include in your employment plan.

If any of these areas are concerns for you, you may already be taking steps to address them. If this is the case, I want to be sure that I don't include a requirement in your plan that will conflict with what you are already doing.

The only reason for me to ask these questions is so that we can figure out which Employment Plan activities are best for you.

If you do not want me to ask the questions, you can stop me at any time. Or, if you like, you may answer some questions and not others. There is no obligation to answer the questions.

Permission to Record Information

May I record your answers in the CTHires electronic computer system? I would do this for three reasons.

- *One - so that I have all information about your case in one place.*
- *Two - if other people work with you, they will be able to see what we're working on and why.*
- *Depending on your particular personal barriers, you might be eligible for a 6 month extension after you've reached your 21 month time limit*

Only staff people involved in the employment services program would see this, and only so that they can do a better job of helping you.

*If I have your permission, would you please fill out this "**Authorization to Record and Share Confidential Information Form?"***

Problems with Reading and Math

It's not unusual for people to have difficulty with reading or math. Most jobs with career potential require reading or math skills. Fortunately, If you have difficulties with reading or math, we have free programs to help you. Now, I would like to ask you some questions related to math and reading. Is that okay with you? If you find that you do not want to answer a particular question, just say, "No answer".

- *Are strong reading and math skills needed for you to obtain your desired job/career?*
- *Do you have below average math and/or reading skills?*

Alcohol and Drugs

Again, if I have your permission, I would like to ask three questions related to alcohol and drugs. This is a sensitive area. Some people do not think we should ask these questions because there are people who work that use alcohol or drugs.

However, we often find that using alcohol and drugs can cause patterns that prevent someone from getting a job or keeping a job once they get it. So, we try to find whether a person's use of alcohol or drugs have to be taken into consideration when developing an employment plan.

May I ask some questions about your alcohol and drug use? If you find that you do not want to answer a particular question, just say, "No answer".

- *Have you ever spent more time excessively consuming alcohol and/or drugs?*
- *Do you engage in recreational use of alcohol and/or drugs?*
- *Are you a participant in substance abuse in/out patient services?*

Health and Medical Concerns

I have three questions to ask you regarding your health and medical situation. Some health issues completely prevent a person from working or going to training. Most people with health concerns are able to work or go to school.

If you have health concerns, we can work with you on ways to prevent them from interfering with your job or training. May I ask you these questions? If you find that you do not want to answer a particular question, just say "No answer".

- *Are you participating in behavioral health treatment that effects your ability to Work or participate in employment services?*
- *Do you currently have significant mental health issues?*

Domestic Violence

Domestic Violence is probably the most difficult issue to discuss. Our reason for addressing it is that if an individual is in this situation, we do not want to require that she do anything that might increase the risk of danger.

I want you to know that if you tell me something that indicates that your child/children may not be safe, I have to let the Department of Children and Families know. May I ask you these questions? There are two of them. If you find that you do not want to answer a particular question, just say, "No answer".

- *Do you ever feel unsafe at home because of someone in your life?*
- *Are you living in a hostile and/or threatening environment*
- *Do you experience Law enforcement involvement due to DV?*
- *Are you participating in a Safety Plan that affects your ability to comply with your Employment Plan?*
- *Do you have a Court protection order in place?*
- *Are you residing in a DV shelter or transitional housing facility?*

Infoline

Thank you. Before we go on, I would like to give you the telephone number for Infoline. It is 2-1-1 Phone calls to Infoline are confidential. Infoline 2-1-1 is your one-stop connection to the local services you need, from utility assistance, food, housing, child care, after school programs, substance abuse program, crisis intervention and much more.

Dial 2-1-1 from anywhere in Connecticut and you will reach a highly-trained contact specialist who will assess your needs and provide referrals to the resources in your community.

I would also like to make a referral to the Temporary Assistance to Needy Families Case Management Program. It is a statewide home-based case management and basic needs support program designed to promote self-sufficiency and child well-being. The program assists with in-home case management and provides access to community resources.

Mileage Reimbursement Log

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Participant Name:____Client ID:_________________Address:______________________________

Week Start Date:______________________Week End Date:_______________________

Date	Starting Address *(Street and City)*	Destination Address *(Street and City)*	Total Miles	Purpose of Visit *(Ex: Training, Interview, GED Class)*

I certify that this is a true record of my travel related to my participation in the Jobs First Employment Services program.

____________________________________ Participant Signature

______ Date

____________________________________ JFES Staff Signature

____________ Date Received

Staff Use Only:	**Total Miles @ $.20 per Mile**	**Total Mileage Reimbursement Amount**

JFES
2013

Diario de reembolso de millaje

Nombre de Participante: ____Client ID:____________________

Fecha de inicio de semana:________Fecha final de semana:____________Horas programadas:___Fecha/hora próxima cita _______________

Fecha	Dirección de comienzo *(Calle y ciudad)*	Dirección del destino	Total de millas	Propósito de la visita *(Ej: Entrenamiento, entrevista, clase de GED)*

Yo certifico que este es un registro verdadero de mis traslados al, y mi participación en, el programa de Servicios de Empleo Jobs First.

Firma de participante	Fecha	Firma de personal de JFES	Fecha recibido

Staff Use Only:	Total Miles @ $.20 per Mile	Total Mileage Reimbursement Amount

JFES
2013

Childcare Provider Search Log

americanjobcenter CONNECTICUT

Participant Name: ________________________________Client ID:_______________

Week Start Date:______________Week End Date:_______________Scheduled Hours:_________Next Appt. Date/Time___________

Date	Name of Childcare Provider/Center	Address	Contact Name and Phone #	Results/Comments (Ex: No openings for infants or no vacancy)

JFES
2013

Diario de búsqueda de proveedor de cuidado infantil

americanjobcenter CONNECTICUT

Nombre de Participante: ____Client ID:______________________________

Fecha de inicio de semana:________Fecha final de semana:____________Horas programadas:___Fecha/hora próxima cita _______________

Fecha	**Nombre de Proveedor/Centro de cuidado infantil**	**Dirección**	**Nombre de Contacto y N° de teléfono**	**Resultado/Comentarios** **(Ej: No hay vacante para bebés o no hay vacante)**

JFES
2013

TANF Work Verification Changes
Based on TANF Final Regulations

Based on the TANF final regulations implementing DRA, effective 10/1/08, substance abuse treatment hours can count as Job Readiness hours **if it is the most appropriate** activity for the particular JFES participant. The definition of Job Search and Job Readiness Assistance in the Work Verification Plan (Revision: 9/24/08) includes substance abuse treatment.

> **State/Federal Definition***: The act of seeking or obtaining employment, preparation to seek or obtain employment, including life skills training , and short-term substance abuse treatment, mental health treatment, or rehabilitation activities. Such treatment or therapy must be determined to be necessary and documented by a qualified medical, substance abuse or mental health professional. Job search and job readiness assistance activities must be supervised by the TANF agency or other responsible party on an ongoing basis no less frequently than once each day in which the individual is scheduled to participate.*

Substance abuse treatment which is currently an allowable activity can be considered a "countable activity" if combined with appropriate core and other activities totaling 30 hrs per week (or 20 hrs. per week for a single custodial parent with a child under six) **and** if actual hours are verified by the person/organization providing substance abuse treatment information (see attached TFA-24).

If the hours of participation in substance abuse treatment will help the participant meet the participation rate, it should be included on the Employment Plan as the *JFES Employment Activity – Job Readiness* **and** specifically note "treatment" in the name description.

Example of when it's appropriate to list substance abuse treatment as Job Readiness on the Employment Plan:

Participant's Employment Plan Consists of:

- Individual Structured Job Search – 15 hrs per wk
- GED – 10 hrs per wk
- Substance Abuse Treatment (Job Readiness Training) – 5 hrs per wk

Total: 30 hrs of countable activities (20 hrs of Core/10 hrs of Other activities)

If the hours of participation in substance abuse treatment will not help the participant meet the participation rate, do not list this activity as Job Readiness. Since the participation in Job Search/Job Readiness only counts for 6 weeks per participant calendar year, we do not want to count substance abuse treatment as Job Readiness unless it will help the participant meet participation rate. In this situation, substance abuse treatment is included on the Employment Plan as the *JFES Employment Activity - Substance Abuse Treatment.*

Example of when it's appropriate to list substance abuse treatment as Substance Abuse Treatment (instead of Job Readiness) on the Employment Plan:

Participant's Employment Plan Consists of:

- ESL – 20 hrs per week
- Substance Abuse Treatment – 5 hrs per wk

Total: 25 hrs, but not countable (5 hours of Core/20 hours of Other activities)

SPECIAL BENEFITS TO SUPPORT EMPLOYMENT RELATED ACTIVITIES

General Principles for Special Benefits:

Jobs First Employment Services (JFES) Procedures Manual Section 1410.

Eligible Individuals: Special benefits are available to participants with a specific need and who are in compliance with JFES program requirements.

Voluntary participants are only eligible for special benefits provided they are satisfactorily in compliance with their scheduled activities specified in their employment plan.

Non-Eligible Activity: Special benefits are **not** issued for participation in **unsubsidized employment.**

Types of Special Benefits:

Department of Social Services' (DSS) Eligibility System (ImpaCT), offers four types of benefits for selection:

- JFES – Initial Intake Participation Allowance (JZ)
- JFES – Participation Allowance (JZ)
- JFES – Transportation – Bus Fare (JH)
- JFES – Transportation – Mileage Reimbursement (JE)

1. **Initial Intake Participation Allowance** is intended to provide participants with $10 for transportation and/or babysitting expenses for attendance at the JFES Initial Intake session.

2. **Participation Allowance** is intended to assist participants with transportation and/or babysitting expenses. This allowance covers participation in assigned activities included in the JFES Employment Plan that **do not** last more than five (5) consecutive days in a month or for short-term/intermittent expenses occurred (Ex. childcare provider is sick, so allowance is needed to pay for short-term babysitter.) In addition, when reasonable and/or most cost effective, taxi and train fares are also covered under this allowance.

3. **Transportation Bus Fare** is intended for the purchase of a bus pass in order for the participant to attend assigned activities included in the JFES Employment Plan.

4. **Transportation Mileage Reimbursement Expense** is a repayment intended to cover costs related to private automobile usage (personally owned or borrowed) in order for the participant to attend assigned activities included in the JFES Employment Plan.

General Restrictions of Special Benefits:

1. Limited to costs associated with participation in JFES Employment Plan activities excluding participation in **unsubsidized employment**.

2. Participants must continue to **satisfactorily** attend assigned activities included in the JFES Employment Plan in order to continue to receive special benefits.

3. Benefits are **not** provided under the following circumstances:
   a. When they are for transportation costs covered by other special benefits available under these procedures, other State, Federal or other assistance programs; or
   b. When services or equivalent services are available free of charge; or
   c. When they are not for JFES activities; or
   d. When inconsistent with and not required by the JFES Employment Plan.

General Participation Allowance Payment Restrictions:

1. **Taxi/Train Fare:**
   - Taxi and train fares are paid at the average cost charged and must be purchased in the most reasonable and/or cost effective manner (Ex. if a participant lives in a rural area and public transportation is not available or if taking the train is more reasonable even though the fare is higher because the participant would have to wait two hours for public transportation).

   - Participants are required to submit proof of purchase of the taxi/train fares. Participants may be provided benefits in advance for their first months' issuance. In order to receive an additional payment, participants must provide documentation of taxi/train fares (Ex. original taxi or train fare receipt, bank statement or processed check) for the preceding month. Copies of documentation should be scanned into the participant's electronic file and receipt of documentation must be noted in the Department of Labor's (DOL) electronic business system (ImpaCT).

   - Taxi/train fares are issued directly to the participant's Electronic Benefit Transfer (EBT) card through the Department of Social Services' (DSS) Eligibility System (ImpaCT).

2. **Short-term/Intermittent Activities:**
   - $10.00 per day is always issued, not to exceed $50.00 per month to cover costs for transportation and/or babysitting.
     - Babysitting is distinguished from childcare, which is ongoing, formal daily care of a child. Babysitting allowances are limited to participants with children under six years of age and school-aged children during periods when school-aged children are not in school **or when not covered by Care 4 Kids.**

- Payments are issued directly to the participant's Electronic Benefit Transfer (EBT) card through the Department of Social Services (DSS)' Eligibility System (ImpaCT).

General Transportation Payment Restrictions:

1. **Bus Pass:**
    - Bus fares are paid at the cost charged, not to exceed $10 per day, and must be purchased in the most cost effective manner (Ex. if a participant only needs a bus pass for two days per week, it is most cost effective to purchase a daily bus pass vs. a monthly bus pass). When providing bus fares, include the cost necessary to transport the child to the child care provider.

    - Participants are required to submit proof of purchase of the bus pass. Participants may be provided benefits in advance for their first months' issuance. In order to receive an additional bus pass, participants must provide documentation of bus pass purchase (Ex. original bus pass, original bus pass receipt, bank statement or processed check) for the preceding month. Copies of documentation should be scanned into the participant's electronic file and receipt of documentation must be noted in CTHires.

    - Bus fares are issued directly to the participant's Electronic Benefit Transfer (EBT) card through the Department of Social Services' (DSS) Eligibility System (ImpaCT).

2. **Mileage Reimbursement:**
    - Mileage reimbursement is a repayment of an expense incurred by a participant for actual miles driven in a private automobile roundtrip from the participant's home to the activity, including transportation to and from the child care provider. As mileage reimbursement is a repayment, issuances shall not be paid in advance of the activity.

    - Reimbursement exceeding $100 per month requires proof of current vehicle registration and insurance coverage. Copies of documentation should be scanned into the participant's electronic file and receipt of documentation must be noted in the DOL electronic business system (CTHires).

    - Prior to mileage reimbursement being processed, participants must complete and submit the "*JFES Mileage Reimbursement Form*" accompanied by an on-line mapping tool printout (Ex. Google Maps, MapQuest) verifying mileage to their JFES Case Manager. Copies of documentation should be scanned into the participant's electronic file and receipt of documentation must be noted in the DOL electronic business system (CTHires).

    - No other costs related to private automobile transportation (such as new tires, battery, insurance, registration, etc.) are allowed.

    - Amount of reimbursement is twenty (20) cents per mile, up to a maximum of 50 miles round trip per day (maximum $10 per day), a minimum of $2.00 per day is made for travel of ten miles or less and payment is rounded to the nearest dollar using standard rounding rules (.50 through .99 is rounded up, .01 through 49 is rounded down). *For example if the amount is $4.50 or $4.63 it should be rounded up to $5. If an amount is $4.49 or $4. 32 it should be rounded down to $4.*

General Transportation Payment Restrictions cont.:

2. Mileage Reimbursement cont.:

- Mileage reimbursement payments are issued directly to the participant's Electronic Benefit Transfer (EBT) card through the Department of Social Services' (DSS) Eligibility System (ImpaCT).

General Special Benefits Issuance Procedures:

- Do not issue more than one month's worth of special benefits in advance.

- If the participant did not submit documentation for the previous month but maintained in compliance with the JFES program requirements, a retroactive payment may be made once documentation is submitted to the JFES Case Manager.

- The benefits are issued as needed via Electronic Benefit Transfer (EBT) through DSS's Eligibility System (ImpaCT). In most cases, issuance via EBT means that the participants will have their special benefit available through their EBT card the next business day.

- Service dates on the Special Benefit Issuance page in ImpaCT must align within the window of ongoing activities scheduled in CTHires. Ex. If a benefit is issued to cover multiple days, those dates should be reflected in the begin and end dates of the payment.

- Dates (the time period) for which benefits are requested shall not overlap. (e.g., JH bus requested from 1/2/19-2/2/19; the next requested benefit issuance should begin on the following calendar day (2/3/19) that a JFES activity is scheduled in the Employment Plan.)

- When providing a special benefit for a transportation-related expense, a barrier for Transportation Expenses must be recorded on the Work Readiness Assessment (WRA) in the DOL electronic business system (CTHires).

- Documentation related to the issuance of special benefits and record of the special benefits issued are to be scanned and kept in the participant's electronic file. Receipt of documentation must be noted in CTHires using the special benefit templates from the CTHires JFES Case Notes drop down menu.

CTHires JFES Case Note Templates and Example Notes:

- Monthly Bus Pass Issuance (JH):
    - Issued $_____ JH for time period MM/DD/YYYY to MM/DD/YYYY for__________ activity.
    - **Ex:** *Issued $54 JH for time period 1/1/2019 to 2/1/2019 for Job Search and Job Readiness activity.*

- Daily Bus Pass Issuance (JH):
    - Issued $______JH for ___ daily bus passes for month of _______. $____ x ___ days = $____ for __________ activity.
    - **Ex:** *Issued $ 20 JH for 4 daily bus passes for month of January 2019. $5 x 4 days = $20 for Vocational Ed activity.*

- Mileage Reimbursement Issuance (JE):
    - Issued $______ JE for time period MM/DD/YYYY to MM/DD/YYYY for __________ activity. ______ miles R/T x ______ days x $0.20/mile = $______.
    - **Ex:** *Issued $88.00 JE for time period 01/01/2019 to 01/31/2019 for Vocational Education and Job Search activities. 36.5 miles R/T x 12 days x $0.20/mile = $87.60.*

- Mileage Reimbursement Issuance (JE) - 10 Miles or Less Per Day:
    - Issued JE for time period MM/DD/YYYY to MM/DD/YYYY for __________ activity. ______miles R/T x$0.20 x ___days = $_____ .
    - **Ex:** *Issued JE for time period 02/03/2019-02/21/2019 Vocational Education activity. 5miles R/T x $0.20 x 10 days = $20.00*

- Mileage Reimbursement Issuance (JE) - Over 50 Miles Per Day:
    - Issued JE for time period MM/DD/YYYY to MM/DD/YYYY for __________ activity. _____ miles R/T x $0.20/mile x _____days = $_____.
    - **Ex:** *Issued JE for time period 02/03/2019 to 02/03/2019 for Vocational Education activity. 60 miles R/T x $0.20/mile x 10 days = $120. Note: Issued $100 due to maximum of $10/day or 50 miles/day.*

- Participation Allowance (JZ) for Taxi or Train Fare:
    - Issued $______JZ for ___ (daily/weekly/monthly) (taxi/train) (R/T or one-way) fare for month of ____ for __________ activity. $____ x ___ days/weeks/month(s) = $____
    - **Ex:** *Issued $ 48 JZ for 3 daily R/T train fares for month of January 2019 for Adult Ed activity. $16 x 3 days = $48.*

- Initial Intake Participation Allowance (JZ):
    - Issued $_____ JZ for attending Orientation on (MM/DD/YYY).
    - **Ex:** *Issued $10 JZ for attending Orientation on 2/7/19.*

- Participation Allowance (JZ) for Short-Term or Intermittent Needs:
    - Issued $_____ JZ for attending __________ on (Date).
    - **Ex:** *Issued $10 JZ for attending appt with case manager on 3/10/19.*

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Jobs First Employment Services Special Benefits Form

Check one: ☐ NEW ☐ REVISION

DATE: _ _ /_ _ /_ _

TO: ____

EMAIL IF APPLICABLE: ______________________________

FAX NUMBER IF APPLICABLE: (_ _ _) _ _ _-_ _ _ _

FROM: ______________________________ ______________________________
(PRINT NAME) (SIGNATURE)

PHONE: (_ _ _) _ _ _ - _ _ _ _

PARTICIPANT INFORMATION

NAME: ____________________ ____ ______________________________
First MI Last

Case # _ _ _ _ _ _ _ _ _ _ EDG # _ _ _ _ _ _ _ _ _ _ Client ID # _ _ _ _ _ _ _ _ _ _

BENEFIT INFORMATION

Enter one of these two-letter codes listed below to indicate type of benefit.

Type of Special Benefit: ☐☐

JZ = Initial Intake Participation / Participation Allowance
("Baby-sitting"/Transportation for Short-term, irregular activity)

JH = Transportation Bus Pass Expense

JE = Transportation Mileage Reimbursement
(Private automobiles)

Time Period of Activity that Benefit Covers: From: _ _/_ _/_ _ To: _ _/_ _/_ _

Amount for Benefit: $_ _ _._ _

- -

TO CALCULATE MILEAGE REIMBURSEMENT:

Number of round trip miles to attend Employment Plan activities for the month ____________

Multiply by x ______ .20

Total mileage reimbursement for the month ____________

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IMPORTANT – Please read the following notice carefully

TRANSPORTATION ASSISTANCE REQUIREMENTS

Dear Jobs First Employment Services (JFES) Participant:

Transportation assistance is a support service available to participants with a specific need who are in compliance with the JFES program requirements.

BUS PASS / TAXI / TRAIN FARE REIMBURSEMENT

When the need for transportation assistance is identified, you may receive an advanced issuance for the first month. In order to continue receiving your **bus pass, taxi, or train fare assistance** after the first issuance, you will need to provide your JFES Case Manager with **one** of the following in order to be reimbursed:

1. The actual bus pass or train ticket
2. The original bus pass, train ticket, or taxi receipt
3. Bank statement
4. Processed check

One of these four documents is **required** each month before your JFES Case Manager can submit a request for transportation assistance.

› **Copies of receipts or bus passes/tickets will not be accepted.**

MILEAGE REIMBURSEMENTS

JFES participants are eligible for mileage reimbursement at a maximum of $10 per day. If a mileage reimbursement request is over $100 you will be required to provide proof of **current vehicle registration** and **current insurance coverage** for the car used to assist with your employment goals. Prior to mileage reimbursement being processed, you must complete and submit the *"JFES Mileage Reimbursement Form"* and provide an on-line mapping tool (Ex. Google Maps, MapQuest) printout verifying the mileage request to your JFES Case Manager. Copies will be scanned into your electronic file.

REMINDER – Transportation assistance is a **benefit** offered through the JFES program to assist with participation in employment activities. You must be in compliance with the JFES program to receive the benefit, which includes submitting requested documents and verification of attendance on time to your JFES Case Manager. If you have further questions, please see your JFES Case Manager for more information.

Appendix C

Department of Labor
Jobs First Employment Services
200 Folly Brook Blvd.
Wethersfield, CT 06109
(860) 263-6789
Fax: (860) 263-6579
January 2021

NAME	PHONE	EMAIL
Mike Bartley, Unit Director	(860) 263-6796	michael.bartley@ct.gov
Tracy Andruskiewicz	(860) 263-6659	tracy.andruskiewicz@ct.gov
Marie Cianciolo	(860) 263-6753	marie.cianciolo@ct.gov
Mary Mulholland	(860) 263-6017	mary.mulholland@ct.gov
Erica Tew	(860) 263-6570	erica.tew@ct.gov
Leslie White	(860) 263-6794	leslie.white@ct.gov

Department of Labor
October 2019

Office	*Job Center Director*	*Address*	*Phone Number*	*Fax Number*
Bridgeport	Victor Fuda 203-455-2701	2 Lafayette Square Bridgeport, CT 06604	(203) 455-2700	(203) 455-2780
Hamden	Angel Rivera 203-859-3302	37 Marne Street Hamden, CT 06514	(203) 859-3200	(203) 859-3120
Hartford	Sandy Mello 860-256-3699	3580 Main Street Hartford, CT 06120	(860) 256-3700	(860) 256-3580
Montville	Linda Ladas 860-848-5201	601 Norwich New London Turnpike Suite 1 Uncasville, CT 06382	(860) 848-5200	(860) 848-5222
Waterbury	Steve Romano 203-437-3281	249 Thomaston Avenue Waterbury, CT 06702	(203) 437-3380	(203) 437-3290

State of Connecticut
Regional Workforce Development Boards
January 2021

SOUTHWEST WORKFORCE DEVELOPMENT BOARD

Joseph M. Carbone, President/CEO — Phone: (203) 610-8502
The WorkPlace, Inc. — Fax: (203) 610-8503
1000 Lafayette Blvd.
Bridgeport, CT 06604

NORTHCENTRAL WORKFORCE DEVELOPMENT BOARD

Alex Johnson, Executive Director — Phone: (860) 899-3411
Capital Workforce Partners — Fax: (860) 722-2486
One Union Place
Hartford, CT 06103

SOUTHCENTRAL WORKFORCE DEVELOPMENT BOARD

William P. Villano, Executive Director — Phone: (203) 562-7811
South Central Workforce Development Board — Fax: (203) 562-1106
560 Ella T. Grasso Blvd.
New Haven, CT 06519

EASTERN WORKFORCE DEVELOPMENT BOARD

Mark Hill, Executive Director — Phone: (860) 859-4100
Eastern Workforce Development Board — Fax: (860) 859-4111
108 New Park Ave.
Franklin, CT 06254

NORTHWEST WORKFORCE DEVELOPMENT BOARD

Catherine Awwad, Executive Director — Phone: (203) 574-6971
North West Regional Workforce Development Board — Fax: (203) 573-8951
249 Thomaston Ave.
Waterbury, CT 06702

Jobs First Employment Services
Workforce Development Boards (WDB) and Case Management Agencies
January 2021

South Western Region

WDB: The WorkPlace Inc.

Contacts: Nestor Leon, 203-610-8556; nleon@workplace.org
Paula Breeden, 203-610-8546; pbreeden@workplace.org

Case Management Agency:

Career Resources, Inc.
Contact: Daniele Turner, 203-953-3268; turner@careerresources.org

North Western Region

WDB: Northwest Regional Workforce Development Board

Contact: Steve Gray; 203-574-6971 x464; steve.gray@nrwib.org

Case Management Agency:

Career Resources, Inc.
Contact: Eileen Mulrooney; 203-755-5117 x309; mulrooney@careerresources.org

Eastern Region

WDB: Eastern Region Workforce Development Board

Contacts: Melissa Laws; 860-859-4100 x124; lawsm@ewib.org
Eileen Telgarsky; 860-859-4100 x111; telgarskye@ewib.org

Case Management Agencies:

TVCCA – Montville (Norwich/New London)
EASTCONN – Willimantic/Danielson
Contact: Mary Ellen McCarron; 860-848-5936; mmccarron@tvcca.org

North Central Region

WDB: Capital Workforce Partners

Contacts: Kimberly Staley; 860-899-3466; kstaley@capitalworkforce.org
Shelly Henderson; 860-899-3476; shenderson@capitalworkforce.org

Case Management Agency:

EDSI
Contact: Sandy Mackie; 860-656-2550; smackie@capitalworkforce.org

South Central Region

WDB: Workforce Alliance

Contact: Kymbel Branch; 203-867-4030 x247; kbranch@workforcealliance.biz

Case Management Agency:

EQUUS Workforce Solutions
Stephanie Jones (New Haven/Hamden) 203-624-1493x279; sjones@workforcealliance.biz

Appendix C

Department of Social Services

DSS Client Information & Benefit Center: 1-855-626-6632

NORTHERN REGION		
HARTFORD	20 Meadow Street Windsor, CT 06095 860-723-1000	Towns Served: Avon, Bloomfield, Canton, East Granby, Farmington, Granby, Hartford, Newington, Rocky Hill, Simsbury, Suffield, West Hartford, Wethersfield, Windsor, Windsor Locks
MANCHESTER	699 East Middle Turnpike Manchester, CT 06040 860-647-1441	Towns Served: Andover, Bolton, East Hartford, East Windsor, Ellington, Enfield, Glastonbury, Hebron, Manchester, Marlborough, Somers, South Windsor, Stafford, Tolland, Vernon
NEW BRITIAN	30 Christian Lane New Britain, CT 06051 860-612-3400	Towns Served: Berlin, Bristol, Burlington, New Britain, Plainville, Plymouth, Southington
WILLIMANTIC	1320 Main Street Tyler Square Willimantic, CT 06226 860-465-3500	Towns Served: Ashford, Brooklyn, Canterbury, Chaplin, Columbia, Coventry, Eastford, Hampton, Killingly, Mansfield, Plainfield, Pomfret, Putnam, Scotland, Sterling, Thompson, Union, Willington, Windham, Woodstock
SOUTHERN REGION		
NEW HAVEN	50 Humphrey Street New Haven, CT 06511 1-855-578-4515	Towns Served: Ansonia, Bethany Branford, Derby, East Haven, Hamden, Meriden, Milford, New Haven, N. Branford, N. Haven, Orange, Seymour, Shelton, Wallingford, W. Haven, Woodbridge
MIDDLETOWN	2081 South Main Street Middletown, CT 06457 860-704-3100	Towns Served: Chester, Clinton, Cromwell, Deep River, Durham, E. Haddam, E. Hampton, Essex, Guilford, Haddam, Killingworth, Lyme, Madison, Middlefield, Middletown, Old Lyme, Old Saybrook, Portland, Westbrook
NORWICH	401 West Thames Street Norwich, CT 06360 860-823-5000	Towns Served: Bozrah, Colchester, E. Lyme, Franklin, Griswold, Groton, Lebanon, Ledyard, Lisbon, Montville, New London, N. Stonington, Norwich, Preston, Salem, Sprague, Stonington, Voluntown, Waterford
WESTERN REGION		
BRIDGEPORT	925 Housatonic Avenue Bridgeport, CT 06606 203-551-2700	Towns Served: Bridgeport, Easton, Fairfield, Monroe, Norwalk, Stratford, Trumbull, Weston, Westport
STAMFORD	1642 Bedford Street Stamford, CT 06905 203-251-9300	Towns Served: Darien, Greenwich, New Canaan, Stamford, Wilton
WATERBURY	249 Thomaston Avenue Waterbury, CT 06702 203-597-4000	Towns Served: Beacon Falls, Cheshire, Middlebury, Naugatuck, Oxford, Prospect, Southbury, Waterbury, Watertown, Wolcott
DANBURY	342 Main Street Danbury, CT 06810 203-207-8900	Towns Served: Bethel, Bridgewater, Brookfield, Danbury, New Fairfield, New Milford, Newtown, Redding, Ridgefield, Sherman
TORRINGTON	62 Commercial Boulevard Torrington, CT 06790 860-496-6900	Towns Served: Barkhamsted, Bethlehem, Canaan, Colebrook, Cornwall, Goshen, Heartland, Harwinton, Kent, Litchfield, Morris, New Hartford, Norfolk, N. Canaan, Roxbury, Salisbury, Sharon, Thomaston, Torrington, Warren, Washington, Winchester, Woodbury

Care 4 Kids Client Service Liaisons:

Care 4 Kids has identified a services point person listed below to work with your organization to address client education and service needs aimed at helping clients attain and retain eligibility for child care assistance.

Understanding the important role child care assistance plays in helping your clients achieve their personal and self-sufficiency goals this point person can be a valuable resource.

Please contact your new regional Care 4 Kids Client Services liaison to discuss your needs and learn more about how they can assist you in helping your clients eliminate child care as an employment barrier.

Care 4 Kids Phone Number 1-888-214-KIDS (5437)

Regions and CT Works Offices.

- Northern Region covers: Hartford, Manchester, New Britain and Willimantic offices
- Southern Region covers: New Haven, Middletown and Norwich offices
- Western Region covers: Bridgeport, Stamford, Waterbury, Danbury and Torrington offices

CONNECTICUT BUREAU OF REHABILITATION SERVICES OFFICES

Central Office
Connecticut Bureau of Rehabilitation Services
55 Farmington Ave., 12th Floor
Hartford, CT 06105
Toll-free: 1-800-537-2549
Voice: 860-424-5055
TDD/TTY: 860-424-4839
Fax: 860-424-4850
Email: www.brs.state.ct.us

Northern Region

Greater Hartford 184 Windsor Ave. Windsor, CT 06095 Tel: (860) 602-4000	**Manchester** 699 East Middle Turnpike Manchester, CT 06040 Tel: (860) 647-5960	**New Britain** 30 Christian Lane New Britain, CT 06051 Tel: (860) 612-3569
East Hartford 893 Main Street East Hartford, CT 06108 Tel: (959) 200-4400	**Danielson** 562 Westcott Road Danielson, CT 06239 Tel: (860) 455-1617	

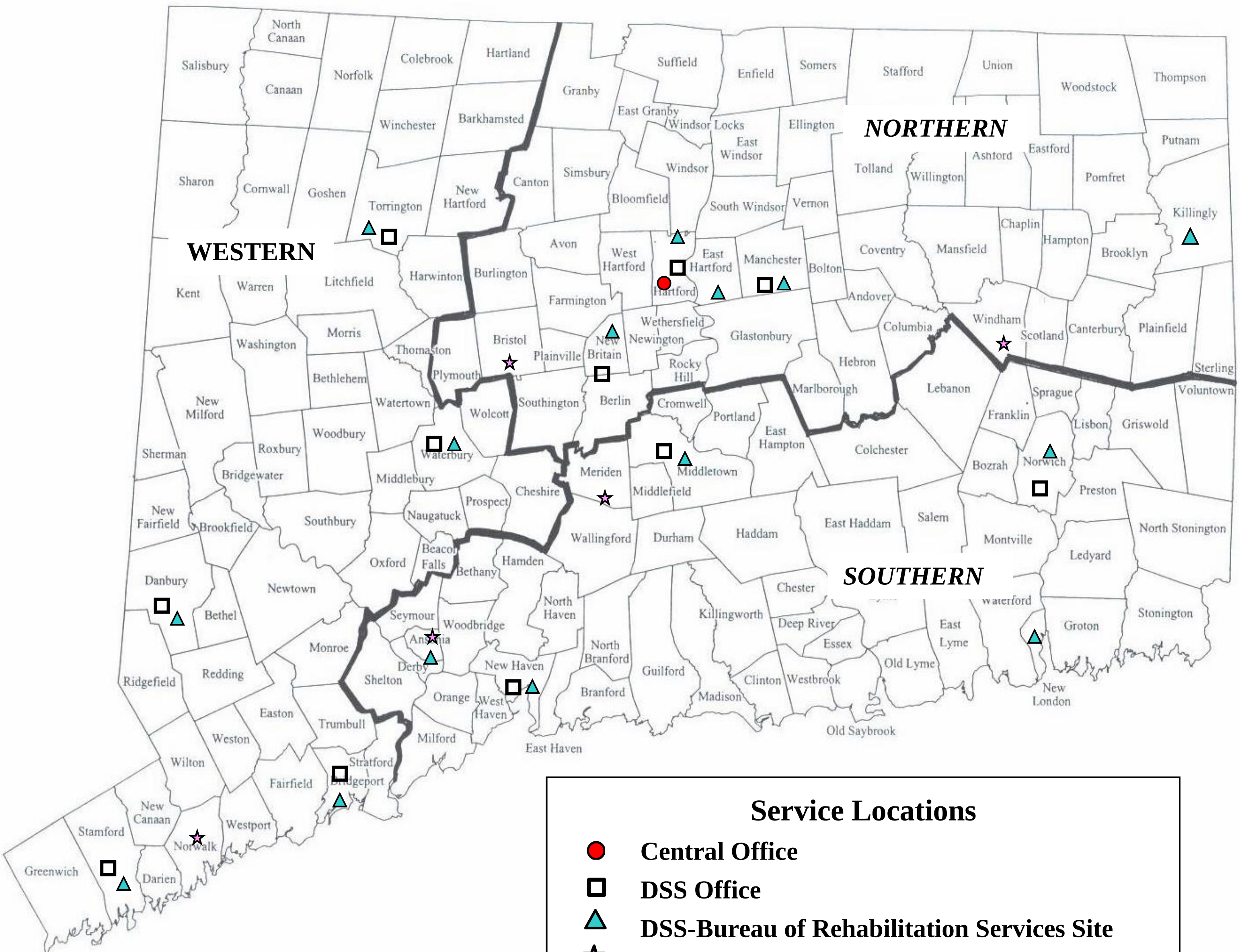
Southern Region

New Haven 370 James Street, Suite 306 New Haven, CT 06513 Tel: (860) 203-974-3000	**Middletown** 442 Smith Street Middletown, CT 06457 Tel: (860) 740-1080	**Uncasville** 601 Norwich New London Turnpike Suite 1 Uncasville, CT 06382 Tel: (860) 848-5950
Willimantic 1320 Main Street Willimantic, CT 06226 Tel: (860) 455-1606		

Western Region

Bridgeport 1057 Broad Street Bridgeport, CT 06604 Tel: (203) 683-0500	**Torrington** 30 Peck Road, Bldg. #1, Unit 1102 Torrington, CT 06790 Tel: (860) 294-0013	**Danbury** 342 Main Street Danbury, CT 06810 Tel: (203) 702-0152
Waterbury 249 Thomaston Ave. Waterbury, CT 06702 Tel: (203) 578-4550	**Stamford** 1642 Bedford Street Stamford, CT 06905 Tel: (203) 653-1939	

State of Connecticut
Department of Social Services
As of November 2003



Service Locations

- Central Office
- DSS Office
- DSS-Bureau of Rehabilitation Services Site
- Community Action Agency Service Site for DSS Clients with Disabilities

CONNECTICUT VOLUNTARY REFUGEE RESETTLEMENT AGENCIES

AGENCIES	CONTACT PERSON
Department of Social Services 55 Farmington Ave. Hartford, CT 06105 Office (860) 424-5387 Fax (860) 424-4952	**Carlene Taylor** Program Administration Mgr Energy & Refugee Services **David J. Frascarelli** State Refugee Coordinator
***International Institute of CT, Inc.** **670 Clinton Avenue** Bridgeport, CT 06605 Office (203) 336-0141 Fax (203) 339-4400 email address: iiconn@aol.com website: www.iiconn.org	**Angela Rossi Zurowski** **Exec Director (ext.39)** (203) 339-4405 email address: azurowski@iiconn.org **Angelita Manning** Dir. of Client Services (ext. 24) email address: amanning@iiconn.org
***Jewish Federation of CT, Inc.** 40 Woodland Street Hartford, CT 06105 (860) 727-5701 Fax (860) 727-5767 email address: jfact@mcmgmt.com website: www.jfact.org	**Robert J. Fishman** Exec. Director **Kathy Fishman** Administrator (860) 727-5771
***Catholic Charities** Migration & Refugee Services 125 Market Street Hartford, CT 06103 Office (860) 548-0059 Fax # (860) 549-8697 website: www.ccaoh.org	**Judith Gough** Exec. Director Ext. 18 email address: jgough@ccaoh.org **Alex Parsadanov** Finance Coord. Ext. 12 email address:aparsadanov@ccaoh.org **Jama Ahmed** Senior Case Manager Ext. 21 email address: jahmed@ccaoh.org
***Integrated Refugee and Immigrant Services** **(aka Interfaith Refugee Ministry)** 235 Nicoll Street, 2nd Floor New Haven, CT 06511 Office (203) 562-2095 Fax # (203) 562-1798 email address: info@irisct.org website: www.irisct.org	**Chris George** Executive Director email address: cgeorge@irisct.org **Linda Bronstein**, Case Mgr. email address: lbronstein@irisct.org

AGENCIES

Connecticut Coalition of MAAs Inc.
143 Madison Avenue
Hartford, CT 06106
(860) 236-6452
Fax # (860) 236-6456
email address: ccmaa@hartnet.org
website: www.ccmaa.org

Nghi Le
Executive Director

Department of Public Health
Refugee Health Program
MS11TUB
410 Capitol Avenue, PO Box 340308
Hartford, CT 06134-0308
(860) 509-7375
Fax (860) 509-7743

Alison Stratton
Refugee Health Coordinator
email address: alison.stratton@ct.gov

Heidi Jenkins
STD/TB Program Director
(860) 509-7920
Fax# (860) 509-7275
email address: heidi.jenkins@ct.gov

Thomas Condren
TB Control Program
(860) 509-7826
email address: tom.condren@ct.gov

***VOLAGS**

Appendix D

FEDERAL POVERTY LEVELS

United States Health and Human Services
Effective March 1, 2021

FAMILY SIZE	POVERTY GUIDELINE
2	$17,420
3	$21,960
4	$26,500
5	$31,040
6	$35,580
7	$40,120
8	$44,660

Add $4,540 for each additional family member.

WAGE & HOURS COMPARED TO FEDERAL POVERTY LEVEL (FPL)
Effective March 1, 2021

GROSS EARNINGS					FEDERAL POVERTY LEVEL PER FAMILY SIZE					
WAGE	HRS WK	$ PER WK	$ PER MONTH	ANNUAL	FPL @ 2	FPL @ 3	FPL @ 4	FPL @ 5	FPL @ 6	FPL @ 7
$12.00	30	$360	$1,548	$18,720	**$17,420**	$21,960	$26,500	$31,040	$35,580	$40,120
$12.00	35	$420	$1,806	$21,840	**$17,420**	$21,960	$26,500	$31,040	$35,580	$40,120
$12.00	40	$480	$2,064	$24,960	**$17,420**	**$21,960**	$26,500	$31,040	$35,580	$40,120
$12.50	30	$375	$1,613	$19,500	**$17,420**	$21,960	$26,500	$31,040	$35,580	$40,120
$12.50	35	$438	$1,883	$22,776	**$17,420**	**$21,960**	$26,500	$31,040	$35,580	$40,120
$12.50	40	$500	$2,150	$26,000	**$17,420**	**$21,960**	$26,500	$31,040	$35,580	$40,120
$13.00	30	$390	$1,677	$20,280	**$17,420**	$21,960	$26,500	$31,040	$35,580	$40,120
$13.00	35	$455	$1,957	$23,660	**$17,420**	**$21,960**	$26,500	$31,040	$35,580	$40,120
$13.00	40	$520	$2,236	$27,040	**$17,420**	**$21,960**	**$26,500**	$31,040	$35,580	$40,120
$13.50	30	$405	$1,742	$21,060	**$17,420**	$21,960	$26,500	$31,040	$35,580	$40,120
$13.50	35	$473	$2,032	$24,596	**$17,420**	**$21,960**	$26,500	$31,040	$35,580	$40,120
$13.50	40	$540	$2,322	$28,080	**$17,420**	**$21,960**	**$26,500**	$31,040	$35,580	$40,120
$14.00	30	$420	$1,806	$21,840	**$17,420**	$21,960	$26,500	$31,040	$35,580	$40,120
$14.00	35	$490	$2,107	$25,480	**$17,420**	**$21,960**	$26,500	$31,040	$35,580	$40,120
$14.00	40	$560	$2,408	$29,120	**$17,420**	**$21,960**	**$26,500**	$31,040	$35,580	$40,120
$14.50	30	$435	$1,871	$22,620	**$17,420**	**$21,960**	$26,500	$31,040	$35,580	$40,120
$14.50	35	$508	$2,182	$26,416	**$17,420**	**$21,960**	$26,500	$31,040	$35,580	$40,120
$14.50	40	$580	$2,494	$30,160	**$17,420**	**$21,960**	**$26,500**	$31,040	$35,580	$40,120
$15.00	30	$450	$1,935	$23,400	**$17,420**	**$21,960**	$26,500	$31,040	$35,580	$40,120
$15.00	35	$525	$2,258	$27,300	**$17,420**	**$21,960**	**$26,500**	$31,040	$35,580	$40,120
$15.00	40	$600	$2,580	$31,200	**$17,420**	**$21,960**	**$26,500**	**$31,040**	$35,580	$40,120
$15.50	30	$465	$2,000	$24,180	**$17,420**	**$21,960**	$26,500	$31,040	$35,580	$40,120
$15.50	35	$543	$2,333	$28,236	**$17,420**	**$21,960**	**$26,500**	$31,040	$35,580	$40,120
$15.50	40	$620	$2,666	$32,240	**$17,420**	**$21,960**	**$26,500**	**$31,040**	$35,580	$40,120
$16.00	30	$480	$2,064	$24,960	**$17,420**	**$21,960**	$26,500	$31,040	$35,580	$40,120
$16.00	35	$560	$2,408	$29,120	**$17,420**	**$21,960**	**$26,500**	$31,040	$35,580	$40,120
$16.00	40	$640	$2,752	$33,280	**$17,420**	**$21,960**	**$26,500**	**$31,040**	$35,580	$40,120
$16.50	30	$495	$2,129	$25,740	**$17,420**	**$21,960**	$26,500	$31,040	$35,580	$40,120
$16.50	35	$578	$2,483	$30,056	**$17,420**	**$21,960**	**$26,500**	$31,040	$35,580	$40,120
$16.50	40	$660	$2,838	$34,320	**$17,420**	**$21,960**	**$26,500**	**$31,040**	$35,580	$40,120
$17.00	30	$510	$2,193	$26,520	**$17,420**	**$21,960**	**$26,500**	$31,040	$35,580	$40,120
$17.00	35	$595	$2,559	$30,940	**$17,420**	**$21,960**	**$26,500**	$31,040	$35,580	$40,120
$17.00	40	$680	$2,924	$35,360	**$17,420**	**$21,960**	**$26,500**	**$31,040**	$35,580	$40,120
$17.50	30	$525	$2,258	$27,300	**$17,420**	**$21,960**	**$26,500**	$31,040	$35,580	$40,120
$17.50	35	$613	$2,634	$31,876	**$17,420**	**$21,960**	**$26,500**	**$31,040**	$35,580	$40,120
$17.50	40	$700	$3,010	$36,400	**$17,420**	**$21,960**	**$26,500**	**$31,040**	**$35,580**	$40,120

For annual FPL add $4,540 for each additional family size.

Appendix D

Payment Standard

For assistance units that do not contain a child who is subject to Family Cap provisions, the monthly TFA Payment Standard is the amount shown below. Also shown is the TFA Payment Standard plus $90.

Assistance Unit Size	Region A		Region B		Region C	
	Standard	Standard +$90	Standard	Standard +$90	Standard	Standard +$90
1	$443	$533	366	$456	366	$456
2	563	653	487	577	487	577
3	698	788	597	687	589	679
4	815	905	701	791	684	774
5	919	1009	803	893	779	869
6	1028	1118	908	998	885	975
7	1143	1233	1026	1116	994	1084
8	1257	1347	1134	1224	1100	1190

Effective March 1, 2015

Appendix E

Document Management and "Paperless" Initiative for the Jobs First Employment Services Program

For SFY 20, the Jobs First Employment Services (JFES) unit recommended each Workforce Development Board purchase scanners that are TWAIN-compliant for use in CTHires. We understand this can be a large undertaking for each region that may be new to using the equipment and Document Management within the CTHires system, so we have compiled the following recommendations to phase in this effort.

Scanning – Technical Guidance

Guidance on how to scan documents is available within the *CTHires – JFES Document Management Manual*. If a document is missing from the manual, alert DOL at DOL.JFESCTHires@ct.gov.

Timeline

Phase 1: October 1, 2019 – Scanning Supporting Documentation

Starting on October 1, 2019, we are recommending each region and the subcontracting case management entities start scanning in Supporting Documentation such as:

- Pay Stubs
- Verifications of Employment (VOEs)
- Outreach Letters (ORLs)
- Employment Plan

Phase 2: November 1, 2019 – Scanning Disclosure & Referral Forms

Starting on November 1, 2019, we are recommending each region and the subcontracting case management entities start scanning in Disclosure and Referral Forms as applicable to each participant's case such as:

- JFES-15 Complaint Form
- JFES-16 Authorization for Disclosure of Information
- JFES-17 - Authorization to Record and Share Confidential Information
- JFES-20 – JFES BRS Referral Form

Phase 3: February 1, 2020 – Scanning Verification Forms (All except Job Search-Related Documents)

Starting on February 1, 2020, we are recommending each region and the subcontracting case management entities start scanning in all Verification/Attendance Forms (excluding Job Search activities) such as:

- JFES-13 Education/Training Attendance Verification Form
- JFES-14 Community Service Attendance Verification Form
- JFES-18 Special Benefits Form
- JFES-19 Mileage Reimbursement Log (English and Spanish)

- Accompanying Special Benefit Verification Documents (such as mapping tools, car insurance, vehicle registration, receipts).

Phase 4: May 1, 2020 – Scanning Job Search-Related Verification Forms

Starting on May 1, 2020, we are recommending each region and the subcontracting case management entities start scanning in all Job Search-Related Verification/Attendance Forms such as:

- Childcare Provider Search Log (English and Spanish)
- JFES-10 Weekly Job Search Log (English and Spanish)
- JFES-11 Jump Start Childcare (English and Spanish)
- JFES-12 Jump Start Transportation (English and Spanish)
- JFES-21 Weekly Job Search Log with BRS Services (English and Spanish)

Shredding/Retention Guidance

Any document scanned into CTHires after its phase-in date does not need to be saved in the participant's paper file. Once the documentation is scanned into CTHires, the originals can be securely shredded.

Documents scanned in earlier than the phase-in date can also be shredded as long as the Document Management tagging conventions are consistent with the *CTHires – JFES Document Management Manual*. Tags can be edited within CTHires. Naming conventions for documents must be consistent with the manual's recommendations on and after each documents phase-in date. *(Ex. All Job Search Logs must use the Naming Convention established in the Manual starting on May 1, 2020.)*

Shredding/Retention Timeline Summary

Document	Phase In Date *(Begin Scanning into CTHires and Shred Paper Documents Once Scanned from this Date Forward)*
Pay Stubs	10/1/2019
Verifications of Employment (VOEs)	10/1/2019
Outreach Letters (ORLs)	10/1/2019
Employment Plan	10/1/2019
JFES-15 Complaint Form	11/1/2019
JFES-16 Authorization for Disclosure of Information	11/1/2019
JFES-17 - Authorization to Record and Share Confidential Information	11/1/2019
JFES-20 – JFES BRS Referral Form	11/1/2019
JFES-13 Education/Training Attendance Verification Form	2/1/2020
JFES-14 Community Service Attendance Verification Form	2/1/2020
JFES-18 Special Benefits Form	2/1/2020
JFES-19 Mileage Reimbursement Log (English and Spanish)	2/1/2020
Accompanying Special Benefit or Ride Sharing Verification Documents	2/1/2020
Childcare Provider Search Log (English and Spanish)	5/1/2020
JFES-10 Weekly Job Search Log (English and Spanish)	5/1/2020

JFES-11 Jump Start Childcare (English and Spanish)	5/1/2020
JFES-12 Jump Start Transportation (English and Spanish)	5/1/2020
JFES-21 Weekly Job Search Log with BRS Services (English and Spanish)	5/1/2020