

EDUCATION & TRAINING *Services Section*

GEORGIA DEPARTMENT OF HUMAN RESOURCES
DIVISION OF FAMILY & CHILDREN SERVICES



TANF Phase III

For New Family Independence
Workers

Participant Guide

March 16, 2009



Outline for TANF Phase III

Day 1

- Introduction
- Assistance Units

Day 2

- Assistance Units
- Special Budgeting

Day 3

- Special Budgeting
- Employment Services Overview
- Sanctions

Day 4

- Sanctions
- Exam Review

Day 5

- Exam

TANF Phase III

Participant's Guide

Introduction

Introduction Outline

- Introductions
- Housekeeping
- Review of Classroom Standards and Attendance Policy
- DHR's Mission, Values and Goals
- Discussion of On-the-Job Experiences
- Review of TANF Phase I

Introduction Objectives

- Participants will meet other participants and the trainer.
- Participants will discuss and agree to the classroom and attendance expectations.
- Participants will share their on-the-job experiences.
- Participants will provide feedback regarding Phase I training
- Participants will examine the topics for discussion.

EDUCATION AND TRAINING SERVICES SECTION
DEPARTMENT OF FAMILY AND CHILDREN SERVICES
TRAINING PROGRAMS
CLASSROOM STANDARDS, EXPECTATIONS
AND ATTENDANCE POLICY

As professional employees with the Department of Human Resources (DHR), Division of Family and Children Services (DFCS), all participants in any DFCS training programs must abide by the DHR Standards of Conduct, which set forth acceptable and unacceptable conduct toward peers, supervisors, managers, and clients. Trainees are encouraged to review the DHR Standards of Conduct found at:

<http://www2.state.ga.us/departments/dhr/ohrmd/Policies/1201.pdf>

The standards and expectations for the professional behavior of trainees in the classroom are as follows:

When Division employees are in training, their conduct must reflect their commitment and service to DHR and DFCS. Time spent in the classroom and in field practice is a normal workday.

Trainers serve in a supervisory role in the classroom. Responding to the trainer in accordance with the DHR Standards of Conduct is standard operating procedure.

Trainees are expected to complete written tests that cover material presented in class.

Trainees are expected to behave in a respectful manner. Examples of behaviors that are unacceptable and will not be tolerated include the following:

- inattentiveness during classroom time as exhibited by holding side conversations, conducting personal business, reading outside material or sleeping;
- personal attacks, use of offensive language, argumentativeness, or excessive talking;
- use of the Internet for reasons other than classroom activity;
- eating food while in the computer lab;
- use of cell phones, radios or beepers during class. All such devices must be turned off during class and replies to calls must be made during official breaks.

Engaging in these behaviors or in any behavior deemed disruptive or inappropriate by the trainer may result in an immediate conference with the trainer, notification to the trainee's immediate supervisor, administrator or director, or expulsion from class. The trainer will confer with the appropriate authority prior to expelling a trainee from class.

Trainees are expected to dress in accordance with Personal Appearance During Work Hours per section IV of the DHR Employee Handbook as follows:

While the Department does not specify a Department-wide dress code, employees are expected to be clean and neat in appearance during work hours. As representatives of the State, employees should present a business-like professional image. Dress code policies may be established by DHR organizational units. In certain types of jobs, employees may be required to wear uniforms.

DHR organizations units may designate specific days as “casual days”. Dress on casual days may be less formal, but should always be clean, neat and suitable for the work place.

If lettered or illustrated clothing is worn, it should not promote a particular political, moral, religious, personal or other opinion. Clothing which is obscene, vulgar, offensive or inflammatory is prohibited. Employees may be required to change inappropriate dress or instructed not to wear the same or similar clothing in the future. Employees who do not comply with established dress code standards may be subject to disciplinary action, up to and including separation.

Trainees are encouraged to review the DHR Employees Handbook at:

<http://www2.state.ga.us/departments/dhr/ohrmd/Publications/index.html>

In addition to adhering to the Classroom Standards and Expectations, the following attendance policies apply to all staff while engaged in any training:

Trainees are expected to arrive on time and adhere to the time allotted for breaks and lunch. If an emergency arises that warrants arriving late or leaving early, the trainee must address the emergency with the trainer in concert with approval from the supervisor.

Annual leave should not be requested and cannot be approved during training. Any exceptions must be discussed with the appropriate authority prior to training. The only acceptable excuses for being absent from classroom training are the following:

Sick leave (e.g. emergency illness or medical appointments for acute illnesses). In the case of sick leave, trainees must notify their immediate supervisor in the county office as soon as possible to report their absence from classroom training.

OR

Court leave (e.g. subpoena to court, unexcused jury duty). In the case of court leave, trainees must obtain prior approval from their immediate supervisor in the county office as soon as possible in order to be absent from classroom training.

The county supervisor or administrator is the only employee who can approve a trainee's leave request. For Centralized Hire trainees, the administrative supervisor is the only employee authorized to approve a trainee's leave request. The trainer/facilitator **will NOT** approve any leave.

The county supervisor must notify the appropriate authority as soon as possible that a trainee will be absent from class due to sick or court leave. The appropriate authority will notify the trainer of the absence.

Trainees absent from class due to approved sick or court leave may be required to make up all or part of the course depending on the length of the absence and the length of the course. This may affect time frames for their completion of training. The appropriate authority will determine with the trainer whether a trainee will continue a course, after consultation with the trainee's supervisor.

For the purposes of determining expulsion from a class, notification regarding leave, or continuation in a class, the appropriate contact via an e-mail is:

- For attendance at any Office of Financial Independence training e-mail: OFItraining@dhr.state.ga.us
- For attendance at any Social Services training e-mail: SStraining@dhr.state.ga.us

I _____ have read and understand the Classroom Standards, Expectations and Attendance Policy for DFCS training programs.

Signature _____ Date _____

**EDUCATION AND TRAINING SERVICES SECTION
DIVISION OF FAMILY AND CHILDREN SERVICES
TRAINING PROGRAMS**

**CLASSROOM STANDARDS, EXPECTATIONS AND
ATTENDANCE POLICY**

SIGNATURE PAGE

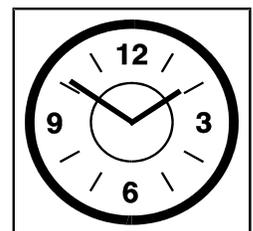
I, _____, have read and understand the Classroom Standards, Expectations and attendance Policy for DFCS training programs.

Signature _____

Date _____

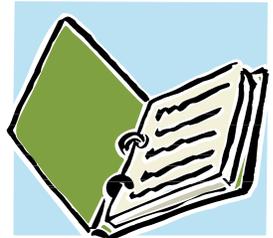
SUGGESTIONS FOR STUDYING FOR AND TAKING TIMED OPEN-BOOK EXAMS

1. Take notes in class to supplement material already in your participant guide and in the policy manual hand-outs.
2. Review class notes and pertinent sections of the manual DAILY.
3. Read manual sections and county letters relevant to topics covered in class notes. Become familiar with the location of these sections.
4. **Review the exercises** –be sure you understand the concept behind the question.
5. Study with other trainees.
6. Make arrangements with the trainer to discuss areas that are still unclear.
7. Study **DAILY**. Do not CRAM the night before the exam.
8. Study as carefully as you would for a closed-book exam.
9. Be aware of the total number of questions and/or forms to be completed. Assign yourself a general time frame for completing each section. Manage your time wisely during the exam.
10. Read each situation carefully. Identify pertinent data that will help you make policy decisions.



SUGGESTIONS FOR STUDYING FOR AND TAKING TIMED OPEN-BOOK EXAMS (cont.)

11. Read each question carefully.
12. Read each multiple choice answer carefully.
13. Eliminate any **OBVIOUSLY** incorrect answers.
14. If you are unable to determine the correct answer, come back to it later. Sometimes another question will remind you of a policy concept. Sometimes you may want to clarify a policy from your manual, county letters, or notes.
15. Once you have answered a question, do **NOT** change your answer unless you are certain that you answered the question incorrectly the first time.
16. Remember – the questions are designed to test your ability to identify data, relate it to a policy, and make a decision. Some answer choices may be correct in **another** situation. Look for the one that is correct for the **given** situation.
17. Be sure that you have answered every question.
18. Be sure that you have marked every question on your answer sheet.
19. If you have a different study method which has been successful for you, USE IT!





B. J. Walker, Commissioner

Department of Human Resources • Division of Family and Children Services • Mary Dean Harvey,
Division Director
2 Peachtree Street, NW • Suite 19-490 • Atlanta, Georgia 30303-3142 Phone: 404 657-5202 • Fax: 404
657-5105

Date

MEMORANDUM

TO: Director
County DFCS

FROM:

RE: Participant Final Evaluation and Certificate of Completion
TANF Phase III New Worker Training
Dates

Your employee _____ attended TANF Phase III New Worker Training presented by the Education and Training Services Section at the State Office. Below is _____'s training performance evaluation. Please ensure that _____'s immediate supervisor receives a copy. If you have any questions about this evaluation, please contact Jean Cheese at 404-657-9391.

Attached is _____'s Certificate of Completion, presented to all participants who attend this training and successfully complete the course. Please ensure that she receives it.

TRAINING EVALUATION

1 = Needs Improvement

2 = Meets Expectations

___ Understands the general purpose of the job.

___ Produces work of satisfactory quality.

___ Produces work of satisfactory quantity.

___ Displays appropriate organizational skills.

___ Uses time appropriately in class.

___ Is attentive in class.

___ Adheres to rules and policies of class.

___ Interacts appropriately with peers.

___ Interacts appropriately with trainers.

EXAM SCORE

CONTENT

SCORE

Assistance Units, Special Budgeting, Sanctions, and
Employment Services Overview

Class Average:

OTHER COMMENTS:

I. DHR MISSION, VALUES AND GOALS

- A.** All of the divisions within DHR share the same mission, values and goals.
- B.** OFI supports the mission, values and goals of the Georgia Department of Human Resources (DHR). DHR's mission is to strengthen Georgia's families – supporting their self-sufficiency and helping them protect their vulnerable children and adults by being a resource to their families, not a substitute.
- C.** DFCS also supports the mission, values and goals by being responsive to the needs of families and delivering service of the highest quality to families in timely manner.

II. DHR MISSION AND VALUES

- A.** The agency's "Service Model" affirms that self-sufficiency of applicant and recipient families through employment is the end goal.

We believe that welfare is not good enough for any family. A job is better than receiving welfare.

DFCS staff are responsible for acting as the change agents who can help customers achieve goals established for all DFCS programs.

- B.** DFCS wants all able-bodied adults to become gainfully employed earning wages that will provide the necessary support for themselves and their families.

We believe children must be provided with opportunities to participate in high quality, safe, affordable childcare and educational programs.

II. DHR MISSION AND VALUES (cont.)

- C. The following values are integral to the division's Service Model. This Service Model is the Commissioner's vision for the agency.
1. Do not accept welfare and total dependence on government for any family.
 2. Expect adults to work.
 3. Be a resource and support, not a substitute, for families.
 4. Expect every consumer to invest/participate in their own recovery.
 5. Serve people as close to home, family and community as possible.
 6. Give customers as much control over receiving the information they need as technologically possible.
 7. Use data and information to help make decisions.
 8. Do not accept "business as usual" – it's not good enough.
 9. Spend government money like it's our own.
 10. Treat customers as if they were our own family.
 11. Make it faster, friendlier, easier for people to deal with us.
 12. Reward our workforce for performance.
 13. Deliver services as if we were not the only one who could do that work.

III. DHR/DFCS GOALS

DFCS staff are expected to support these goals in all actions and words. Our priority at DFCS is the safety, permanency and well-being of Georgia's children

A. Working/Self-Sufficient Customers

Increase the number of DHR families achieving self-sufficiency through work or work-related activity.

B. Home/Community-Based Services

Increase the supply and use of home and community-based human services.

C. Technology Access

Increase customer and staff access to information that improves productivity.

D. Employee Engagement

Improve DHR employee engagement with customers.

E. Prevention

Increase the number of Georgia citizens engaged in healthy, positive social behavior.

IV. DFCS FOCUS

- A. The main focus of DFCS is to build stronger families.
- B. Building stronger families is accomplished by making sure that children are kept safe, that they are happy, healthy and learning with their families and in their communities.

We also want to encourage adults to provide for their families by working, weighing options and learning to effectively problem solve.

Finally, we want elderly citizens to be healthy and connected to life-affirming activities, and will ensure their receipt of DFCS and community-based resources that will support this goal.

- C. When we accomplish these things we are doing the Right Work the Right Way.
- D. Doing the Right Work the Right Way does not consist in merely following the policies that are taught in training. It is about incorporating compassion, engagement and trust into the work we do each day. It is putting into action the values we just talked about.

THE DEPARTMENT OF HUMAN RESOURCES SERVICE MODEL

OUR MISSION:

To strengthen Georgia's families – supporting their self-sufficiency and helping them protect their vulnerable children and adults by being a resource to their families, not a substitute.

OUR VALUES:

- Do not accept welfare and total dependence on government for any family.
- Expect adults to work.
- Be a resource and support, not a substitute, for families.
- Expect every consumer to invest/participate in their own recovery.
- Serve people as close to home, family and community as possible.
- Give customers as much control over getting the information they need as technologically possible.
- Use data and information to help make decisions.
- Do not accept “business as usual” – it’s not good enough.
- Spend government money like it’s our own.
- Treat customers as if they were our own family.
- Make it faster, friendlier, easier for people to deal with us.
- Reward our workforce for performance.
- Deliver services as if we were not the only one who could do that work.

The Right Work – the Right Way

- Making our services faster, friendlier and more accessible to all Georgians
- Incorporating the agency's values into the work we do
- Building trust by showing genuine interest in learning about and understanding the family
- Engaging customers in the most effective and efficient way
- Focusing on the entire family unit to motivate, remove barriers and weigh options
- Empowering customers with options that will provide positive outcomes and produce movement in their lives to help strengthen their families
- Working in unison with Social Service case managers and with other organizations for the purpose of securing the support and resources needed by our families.

DFCS Focus: Develop Strong Families

Developing strong families means:

- Ensuring the safety, permanency and well-being of Georgia's children
- Keeping children safe
- Keeping children happy, healthy and learning with families and in their communities
- Keeping adults providing for their families by working, weighing options and learning to effectively problem solve
- Keeping the elderly healthy and connected to life-affirming activities.

TANF Phase III

Participant's Guide

Assistance Units

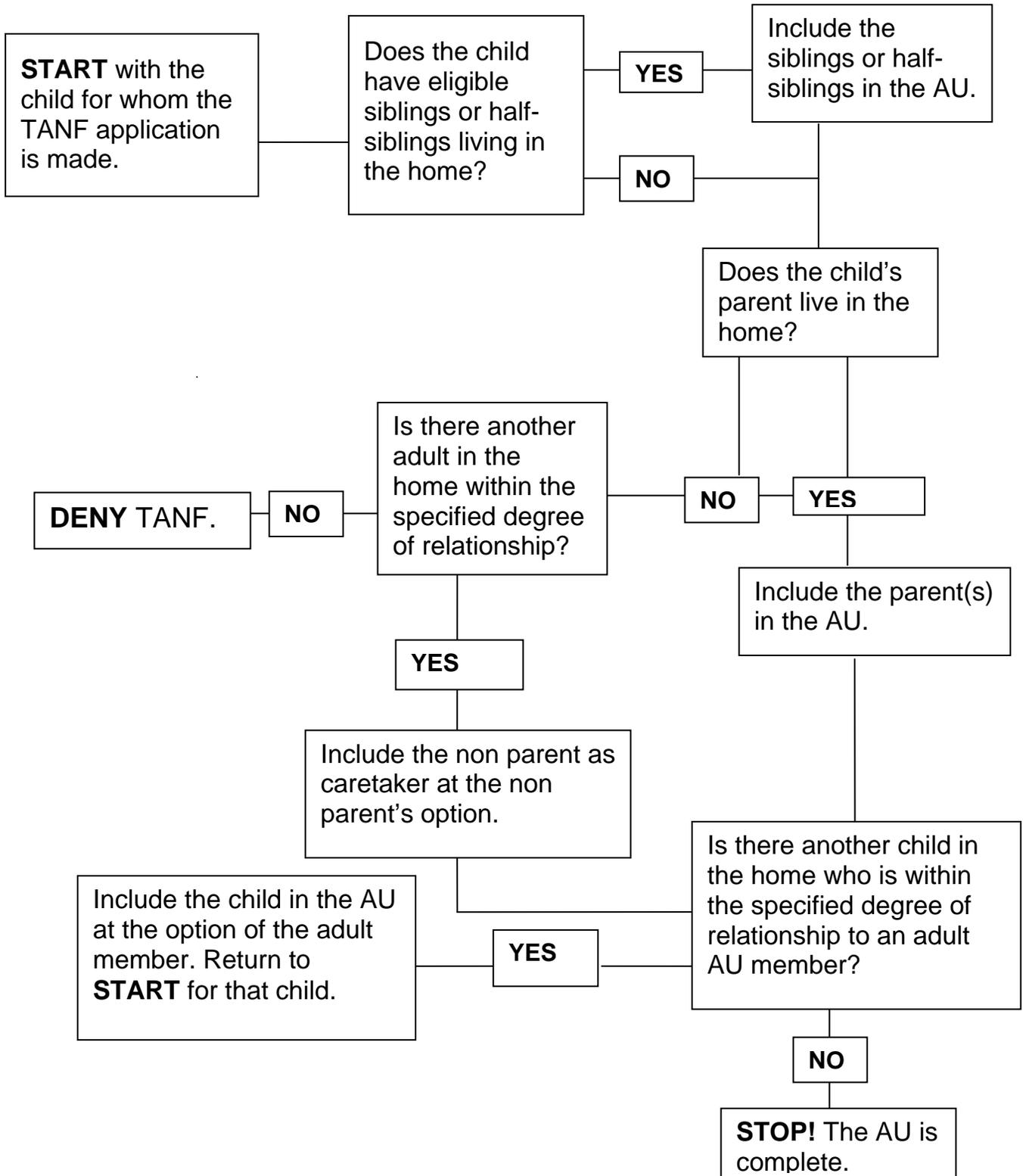
Assistance Units Outline

- Non-Financial Eligibility Review
- TANF Assistance Units
- Standard Filing Unit
- Relationship
- Living Arrangements
- Ineligible Individuals
- Penalized Individuals
- Disqualified Individuals
- Excluded Individuals
- Minor Parents
- Grandparents Raising Grandchildren

Objectives Assistance Units

- Participants will review non-financial eligibility requirements
- Participants will determine who must be included in an assistance unit.
- Participants will determine who may be included in an assistance unit.
- Participants will determine who cannot be included in an assistance unit.
- Participants will demonstrate how to set up an assistance unit.
- Participants will demonstrate knowledge about cash assistance for Grandparents Raising Grandchildren.

Determining the Members of a TANF Assistance Unit



<p>Who MUST be included in the AU</p>	<p>The SFU includes the dependent child for whom assistance is requested and the following individuals who MUST be included in the AU with that dependent child:</p> <ul style="list-style-type: none">• The eligible minor siblings, whether whole, half or adoptive, of the dependent child• The eligible biological or adoptive parent of the dependent child• The eligible biological or adoptive parent of the eligible minor siblings who must be included.
<p>Who MAY be Included in the AU</p>	<p>Under the SFU,</p> <ul style="list-style-type: none">• a parent must be included with his or her children, but• a child does not have to be included with the parent. <p>Other children who live in the home MAY be included in the AU IF they</p> <ul style="list-style-type: none">• are related to the grantee relative but• are not members of the SFU. <p>A grantee relative who is not a parent may be included in the AU if he or she chooses.</p>

<p>Who CANNOT be Included in an AU</p>	<p>SFU policy cannot force an individual into the AU if the individual is not eligible.</p> <p>Individuals who cannot be AU members include:</p> <ul style="list-style-type: none">• an ineligible child• an ineligible parent• a penalized child• a penalized parent• a disqualified individual.
<p>Voluntarily Excluding Individuals.</p>	<p>An individual can be voluntarily excluded from an AU if the individual</p> <ul style="list-style-type: none">• is potentially eligible for TANF, but• is not a member of the SFU, and therefore• does not have to be included; e.g., a niece or nephew.

Minor Parents	<p>A minor parent and her dependent child must live in the home of a parent or legal guardian <u>if the minor parent wants to receive cash assistance as a caretaker</u> for her child.</p> <p>The exceptions to this rule are:</p> <ul style="list-style-type: none">• the minor has no parent living in the state• the minor does not know the whereabouts of her parent• the parent will not allow the minor to live in the home• the minor is emancipated (has not lived with her parent for over a year)• the minor lives with another adult relative, or• the minor lives in a group home or other supportive living situation. <p>This list is not inclusive.</p>
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Assistance Units Worksheet

Use the following guidelines when determining how to set up the Assistance Unit:

1. Have you determined the minor dependent child for whom the application is made?
2. Have you established who else lives in the home with the child?
3. Does the child live with a specified relative? If so, what is the relationship?
4. Is the dependent child deprived? How?
5. How is the child affected by the Standard Filing Unit?
6. Who must be included in the AU?
7. Who can be included in the AU?
8. Who cannot be included in the AU, and why not?
9. What options does the family have in setting up the AU?
10. What personal responsibility requirements does the grantee-relative have? Who else in the AU has personal responsibility requirements?
11. Who has a work requirement?
12. How is this AU affected by the lifetime limit?
13. Whose income and resources must be considered in determining the financial eligibility of this AU?
14. What special budgeting will need to be completed to determine eligibility and the amount of cash assistance?

**TANF Phase III PG
Assistance Units**

03/16/2009

TANF AU		INDIVIDUAL		
SANCTION	DENIAL/CLOSURE	PENALTY	DISQUALIFICATION	INELIGIBLE
<ul style="list-style-type: none"> • Work requirements • Personal responsibility requirements • Failure to report child absent from the home 	<ul style="list-style-type: none"> • Cooperation with OCSS • Application for other benefits • Sign the TFSP • Cooperation with OIS, IEI, or QC • Keep appointments with OFI staff 	<ul style="list-style-type: none"> • Enumeration • Citizenship • Immunization • Prenatal care • Minor parent not living with parent/adult • Fleeing felons • Probation & parole violators • Violent felons - Life • Substance abuse felons - Life 	<ul style="list-style-type: none"> • Intentional Program Violation - 6 months, 12 months, or Permanently • Adjudicated misrepresentation of residency – 10 years 	<ul style="list-style-type: none"> • Ineligible alien/non-citizen • Child not deprived • Child who fails to meet relationship • SSI individuals • Lump sum ineligible • Child 18 yrs. old and not in school • Lifetime limit exhausted

Sanction – Impose 25% reduction in cash assistance or termination.

Penalty – Remove the person’s needs; count income and resources if SFU; allow earned income deductions.

Disqualification – Remove the person’s needs; count income and resources if SFU, or if an AU member when IPV was committed; allow earned income deductions.

Ineligible Individuals – Meet the person’s needs based on current policy; deem/allocate if appropriate.

SUCCESS relationship codes include:

CH	Dependent natural/adopted child
CP	Child who is a parent
FC	Dependent first cousin
FM	Father/mother
GC	Grandchild (including great-)
HS	Dependent half-sibling
LG	Dependent child of legal guardian
NN	Dependent niece/nephew (including great-)
NS	Non-parent spouse (including stepparent)
OC	Other related/unrelated child
OP	Other parent
OR	Other related adult
OU	Other unrelated adult
SC	Dependent stepchild
SE	Self (head of household)
SI	Dependent sibling child
SP	Spousal parent
SS	Dependent stepsibling
UA	Aunt/uncle

Grandparents Raising Grandchildren

Grandparents Raising Grandchildren (GRG) provides additional cash support to grandparents who are raising grandchildren in their homes.

To be eligible for GRG cash assistance, the grandparent

- must provide for the care of a grandchild in his or her home, AND
- be age 60 or older, or
receive either SSI or RSDI Disability
- cannot be designated as a foster parent and cannot receive a Foster Care per diem payment
- must have a household income of less than 160% of the federal poverty level.

Two types of GRG cash assistance are available:

1. GRG Emergency/Crisis Intervention Services Payment (CRISP), a one-time only cash payment equal to up to three times the maximum TANF cash assistance amount for the AU size, and
2. GRG Monthly Subsidy Payment (MSP), an ongoing cash payment of \$50 per child per month, in addition to the TANF cash assistance received for the child. The grandparent may not be included in the TANF AU but must meet all GRG requirements.

An AU may receive both the CRISP and the MSP.

GRG cash assistance of either kind is disregarded in the TANF budget, but is counted as unearned income in both FS and Medicaid budgets.

Processing an Application for GRG Assistance

1. If an application is submitted for GRG MSP assistance, first process a TANF application.

If an application is made for GRG CRISP assistance, first process the CRISP application, as it has a 10-day SOP.

2. Complete Form 351, GRG Worksheet, to establish the AU's eligibility for the GRG CRISP and/or MSP.
3. To issue an MSP, update the MISC and STAT screens on SUCCESS.
 - a. In the MISC screen, enter "Y" in the "Grdch Ind" field for the child for whom assistance is requested.
 - b. In the STAT screen, code the grandchild's "REL Code" "GC."

SUCCESS will determine the amount of the MSP based on the number of children coded as indicated above, and will generate a notice informing the AU of the approval of the MSP.

4. Document in the case record and in SUCCESS the determination of eligibility for GRG cash assistance.
5. The CAFI screen will include in the "Grant Amount" the total of the TANF benefit and the MSP. The "Message" at the bottom of the CAFI screen will specify the amount of the MSP that is included in the total grant amount.

Processing an Application for GRG Assistance (cont.)

6. The total monthly benefit (TANF plus MSP) will be posted in the AU's benefit history in the BENL screen. In the BEND screen (Benefit History Issuance Detail) the MSP portion of the total monthly benefit will be indicated.
7. To issue a CRISP, complete Form 281, Monthly Subsidy/CRISP Payments. Send the original to Fiscal Services to issue the payment.
8. Complete Form 282, GRG Notification Form, to notify the AU of either the approval or denial of the CRISP application.
9. Complete Form 713G, Interagency/Interoffice Referral and Follow-Up, as needed to make referrals and share information with other staff responsible for providing other services and/or assistance to the family.

TANF Phase III

Participant's Guide

Special Budgeting

Special Budgeting Outline

- Introduction
- Budgeting Review
- Responsibility Budgeting Basics
- Deeming
- Allocation
- Responsibility Budgeting Process
- Stepparent Budgeting
- Minor Caretaker Budgeting
- Budgeting the Income of an Ineligible Parent
- Budgeting the Income of an Ineligible Spouse
- Budgeting the Income of a Disqualified Individual
- Budgeting the Income of a Penalized Individual
- Lump Sum Budgeting
- Child Support Budgeting

Special Budgeting Objectives

- Participants will recognize situations in which a responsibility budget must be completed.
- Participants will complete a stepparent budget.
- Participants will complete a minor parent caretaker budget.
- Participants will complete an ineligible parent budget.
- Participants will complete a budget for an ineligible spouse.
- Participants will complete a budget for a penalized or disqualified individual.
- Participants will distinguish between deeming and allocation budgets.
- Participants will demonstrate how to budget lump sum income.
- Participants will demonstrate how to budget child support income.
- Participants will define “fill-the-gap” budgeting.
- Participants will determine the gap payment amount.
- Participants will have a basic understanding of how child support is distributed.
- Participants will have a basic understanding of the DFCS and OCSS computer system interfaces.
- Participants will know how to properly code SUCCESS.

Special Budgeting Worksheet

Use the following guidelines when determining if special budgeting is necessary:

1. Have you determined the minor dependent child for whom application is made?
2. Have you established who lives in the home with the child?
3. Does the child live with a specified relative? If so, what is the relationship?
4. Is the dependent child deprived? How?
5. How is the child affected by the Standard Filing Unit?
6. Who must be included in the AU?
7. Who can be included in the AU?
8. Who cannot be included in the AU, and why not?
9. What options does the family have in setting up the AU?
10. What personal responsibility requirements does the grantee-relative have? Who else has personal responsibility requirements?
11. Who has a work requirement?
12. How is this AU affected by the lifetime limit?
13. Whose income and resources must be considered in determining the financial eligibility of this AU?
14. What special budgeting must be completed to determine eligibility and the amount of cash assistance?

The Basis for Responsibility Budgeting

Individuals are financially responsible for

- their minor children
- their spouses
- themselves.

Deeming

Deeming is the budget process used to determine the amount of income of a non-AU member that is considered available to the AU to meet the financial needs of an AU member for whom the non-AU member has financial responsibility.

Deemed income is the portion of the total income that is counted as unearned income in the AU's budget.

Income may be deemed to the AU from the following individuals:

- stepparents
- parents of a minor caretaker
- ineligible parents
- ineligible spouse of a nonparent caretaker
- ineligible spouse of a married dependent child.

Allocation

Allocation is the budget process used to determine the amount of income to deduct from the income of an AU member to make available to a non-AU member for whom the AU member has financial responsibility.

Allocated income is the portion of the total income of the parent or eligible adult that is deducted from the AU's income to meet the needs of the non-AU member.

Income may be allocated from the AU to the following individuals:

- an AU member's ineligible child
- an AU member's ineligible spouse, e.g.,
 - an ineligible parent in a two-parent family,
 - a stepparent,
 - a non-parent caretaker's spouse, e.g. a grandfather, or
 - the ineligible spouse of a dependent child.

How much income should be allocated?

Income is allocated up to the SON for the number of non-AU individuals living in the home for whom the AU member is financially responsible.

Income in an amount less than the SON is allocated if the financially responsible person's income is less than the SON.

The allocated income is deducted from the gross countable income

1. prior to the GIC
2. in the SON test, and
3. in the eligibility budget.

Income that is excluded in TANF budgeting is not subject to either deeming or allocation.

Responsibility Budgeting Process

1. Determine the gross countable **earned** income of the individual whose income is subject to deeming. Complete these computations in the margin area.
2. Allow a \$90 deduction to the gross countable **earned** income.
3. Determine the gross countable **unearned** income and add this to the net **earned** income.
4. Determine the number of individuals living in the home who are or could be claimed as tax dependents. Include any SSI recipients.

This number could also include an elderly or disabled relative for whom the responsible individual provides support and who could therefore be claimed as a tax dependent.

Do not include in this number a penalized or disqualified individual, or any individual included in the AU.

5. Add to this number the individual whose income we are considering.
6. Subtract the appropriate SON for this number of individuals from the responsible individual's countable income.
7. Determine the amount of verifiable child support or alimony paid by the responsible individual to persons not living in the home.

Subtract this amount from the responsible individual's countable income.

8. Determine the verifiable amount of money contributed by the responsible individual to a person not living in the home but who is or could be claimed as a tax dependent (e.g., an elderly parent) and subtract this from the responsible individual's countable income.

Responsibility Budgeting Process (cont.)

If, after completing all of these steps, any income remains, this is the amount of income to deem as unearned income to the AU on the front of the budget sheet in the GIC, the SON test if needed, and on line 10.

If after completing all of these steps, no income remains and there is a deficit, **and** if an AU member has income AND financial responsibility for the individual whose income we considered in the deeming process, we may be able to allocate income up to the SON for that individual and for other individuals for whom the AU member has financial responsibility.

Budgeting a Stepparent's Income

When a stepparent's spouse is an AU member, the stepparent's income is subject to deeming.

Additionally, if the child for whom TANF is requested lives with a stepparent and

1. the biological parent is not in the home or
2. if the biological parent is in the home but receives SSI, the stepparent may choose
 - to be excluded from the AU and have his/her income deemed through the budgeting process

OR

- to be included as the caretaker relative and have his/her income budgeted in its entirety.

Budgeting the income of a penalized or disqualified individual

A penalty or a disqualification is a double penalty because

- the penalized/disqualified individual's needs are not included in the AU budget, but
- the penalized/disqualified individual's income and resources are included in the budget.

Apply earned income deductions to the wages of a penalized/disqualified individual if s/he would otherwise be eligible to receive the deductions.

NOTE: The income and resources of a **non-parent caretaker** who commits an IPV and is disqualified will continue to be budgeted although the non-parent caretaker does not have financial responsibility for the children in the AU.

Budgeting the Income of a Penalized Individual

An individual is penalized and cannot be included in the AU if the individual

- does not meet the enumeration requirements,
- is a lawbreaker,
- is pregnant and does not meet the prenatal care requirement,
- is a minor parent who
 - does not meet the minor caretaker living arrangement requirement, or
 - does not meet the school attendance requirement, or
- is a pre-school age child who is not immunized.

Minor Caretaker Budgeting

A minor parent who continues to live with her parents remains their financial responsibility, even if the minor parent is married, divorced or widowed.

A minor parent is not the financial responsibility of a stepparent, so the stepparent's income is not considered unless the stepparent is included in the AU with a minor parent.

The income of a minor's parent is not considered in the budget if the minor is not included in the AU.

Example: A minor parent, who lives with her parents, receives SSI and wants to apply for TANF for her child. The minor's parents' income would not be considered in determining the TANF eligibility of the minor's child because, as an SSI recipient, the minor parent cannot be included in the AU.

Lump sum income

Lump sum income is a **non-recurring** source of income received by a lump sum budget unit that equals or exceeds the federal poverty level (FPL) for the budget unit.

Lump sum income is used to determine a period of ineligibility.

Non-recurring means that the income is received less frequently than monthly.

If income is received from the same source for the same individual in the month preceding the month in which the larger amount of income is received, the income is recurring and not subject to lump sum budgeting.

Budgeting lump sum income

Use net lump sum income in the budgeting process.

Determine the net lump sum income by subtracting

1. any portion of the lump sum that is legally restricted, or
2. any legal fees or expenses associated with the lump sum, such as medical or funeral expenses.

The net countable lump sum is the amount remaining after these deductions.

Allow earned income deductions for earned income lump sums, such as bonuses or severance pay.

Lump Sum Period of ineligibility

The lump sum period of ineligibility is calculated by dividing the lump sum income by the FPL for the number of people in the lump sum budget unit. The result is the number of months for which the lump sum budget unit is ineligible to receive TANF.

The period of ineligibility begins with the month in which the lump sum income is received. There are no accrual rights.

The period of ineligibility can be shortened because of use of the lump sum to pay for such things as

- expenditures incurred in a natural disaster,
- overdue rent to prevent an eviction, or
- funeral expenses for a member of the budget unit.

SUCCESS financial responsibility codes include:

AL	Alien sponsor
IP	Ineligible parent/spouse
NM	Non-member
NR	Non-parent caretaker relative
PM	Minor parent
PN	Applicant
RE	Recipient
RP	Responsible person
SA	Sanctioned
SI	Only child received SSI
SR	Spouse non-parent caretaker
ST	Stepparent

Examples:

1. A grandmother applies for TANF for her two grandchildren. The grandmother does not want to be included in the AU. The grandmother would be coded "NM," and each grandchild would be coded "PN."
2. A woman who lives with her own child and her niece applies for TANF for the niece only. Code the mother "NM," her child "NM," and the niece "PN."
3. A woman and her child live with the woman's husband, who is the stepfather of the woman's child. The woman applies for TANF for herself and her child. Code the mother and her child "PN," and her husband "ST."

On SUCCESS, the DEAL screen (see next page) is used to enter budgeting data for individuals whose income is deemed to the TANF AU.

In the “Deemor Budget” field

- “Num IRS Dep” – enter the number of deemor’s dependents living in the household who are not included in the TANF AU and who are claimed as dependents for federal income tax purposes.
- “Alimony” – enter the monthly amount of alimony paid by the deemor.
- “Other Exp” – enter the amount the deemor pays each month to dependents living outside of the household who are or could be claimed as dependents for federal income tax purposes.

In the “AF Allocation” field

Enter the client ID number of the persons who can allocate income to individuals (i.e., an ineligible child or an ineligible spouse) outside of the AU.

Document:

- For a deeming budget, document the persons whose needs are being met by the individual whose income is potentially deemable to the AU.
- For an allocation budget, document to whom income can be allocated

Child Support Budgeting

Gap Payments

- A gap payment is a child support payment received by a TANF AU through OCSS.
- There's a "gap" between the "standard of need" (SON) and the maximum TANF grant amount for an AU.
- The term "gap" comes from TANF's "fill-the-gap" budgeting process.

If a family receives TANF and receives CS through OCSS, then OCSS will send CS to the AU in an amount **up to** the "gap" amount.

If the AU has any countable income, that income begins to "fill the gap," so the amount of the CS gap payment will decrease.

When budgeting direct child support income, determine if the child support is STABLE, FLUCTUATING or IRREGULAR

- Stable: the income amount does not change from one period to the next
- Fluctuating: amounts vary, but the income is received on a regular basis
- Irregular: income amounts and the frequency of receipt both vary.

Budgeting Child Support Income

Frequency of Pay	Type of Pay	Verification Required	How to compute monthly income
More often than once per month	Stable	4 most recent consecutive weeks	Representative, based on 4 weeks' income; convert to a monthly amount
More often than once per month	Fluctuating	4 most recent consecutive weeks	Representative, based on 4 weeks' income; convert to a monthly amount
Monthly	Stable	2 most recent consecutive months	Monthly average of 2 months' income
Monthly	Fluctuating	2 most recent consecutive months	Monthly average of 2 months' income
Irregular	Irregular	3 most recent consecutive months	Monthly average of 3 months' income
Income intended for a specified period of time	N/A	Total income and time period of contract	Divide total income specified in contract by number of months specified in contract
N/A	Child Support from OCSS	3 most recent consecutive months	Monthly average of 3 months' income

NOTE: When averaging income received during a specified period of time, do not use non-representative amounts of income.

Coding Child Support Income

SUCCESS code: CD

- is used to code child support paid directly by the AP
- is manually entered into SUCCESS by the case manager
- is entered in the UINC screen of the child for whom the support is intended
- is countable income in TANF, FS and Medicaid budgets.

SUCCESS code: CS

- is used to code child support paid through OCSS - \$TARS will show the case as non-TANF (case type NA).
- is manually entered into SUCCESS by the case manager
- is entered in the UINC screen of the child for whom the support is intended
- is countable income in TANF, FS and Medicaid budgets.

SUCCESS code: GP

- is used to code gap payments from OCSS – \$TARS will show the case as TANF (case type AF).
- is manually entered into SUCCESS by the case manager
- is entered in the UINC screen of the child for whom the support is intended
- is countable income in FS and Medicaid budgets, but is disregarded for TANF.

Glossary of Child Support and Child Support Budgeting Terms	
Absent parent	A parent whose continued absence from the home interrupts or terminates the parent's ability to provide maintenance, physical care or guidance for the child.
Arrears	Arrears are past due child support amounts.
B5 payment	<p>OCSS cannot retain child support payments that exceed the total amount paid in TANF cash assistance, so if the unreimbursed public assistance (UPA) ever reaches zero, the AU will receive the overage.</p> <p>If an AP's UPA ever reaches zero, it's almost always the result of a tax intercept. The UPA typically begins to build up again if the AU continues to receive TANF.</p> <p>SUCCESS is programmed to count a B-5 payment in both FS and TANF budgets. However, a B-5 payment should not be budgeted unless it can be expected to continue on an ongoing basis.</p> <p>A TANF AU may receive all the child support paid in a month by an AP, even if the amount paid exceeds what should be the maximum gap payment.</p>
Child Support Services (OCSS), Office of	<p>An office within DHR that administers the child support enforcement program, a program required of all states by federal law in order to enforce an absent parent's obligation to support his/her child.</p> <p>The federal office was created by Title IV-D of the Social Security Act in 1975, and is responsible for the administration of the child support program and for the development of child support policy. Federal CSE is part of the Administration for Children and Families (ACF), which is within the Department of Health and Human Services (DHHS).</p>
Custodial parent	A parent who lives in the home and cares for his/her child.
Gap	The difference between a TANF AU's standard of need (SON) and its maximum grant amount.
Gap budgeting	Budgeting that allows for a filling of the gap that exists between the SON and the family maximum grant amount for an AU.
Gap payment	<p>The amount of child support that is paid by OCSS to a TANF-eligible child. A gap payment can never exceed the difference between an AU's SON and its maximum grant amount.</p> <p>When an absent parent pays child support to OCSS for a child who receives TANF, OCSS retains the child support received that exceeds the gap amount.</p>
Good cause (OCSS-specific)	A reason for which a TANF or Medicaid recipient is excused from cooperating with the child support enforcement process.

Glossary of Child Support and Child Support Budgeting Terms (cont.)	
IV-A case	<p>A child support case in which a caretaker and a child are receiving public assistance benefits under Georgia's IV-A, i.e., TANF, program. (TANF is funded under Title IV-A of the Social Security Act; hence, the term IV-A case).</p> <p>TANF applicants are automatically referred to Georgia's IV-D agency, i.e., the Office of Child Support Services (OCSS), in order to identify and locate the absent parent, establish paternity and obtain child support payments.</p>
IV-D case	<p>A child support case in which either the custodial parent (CP) or the absent parent (AP) has requested or received IV-D services from the IV-D agency (OCSS).</p> <p>A IV-D case is composed of a custodial party, non-custodial parent and at least one dependent child.</p>
Non-custodial, non-supporting minor parent	<p>A minor parent who receives TANF in one AU while his or her child is living with and receiving cash assistance in another AU, and who does not support his/her child, as established by OCSS.</p>
Non-IV-D child support	<p>Child support handled through a private attorney rather than through OCSS.</p> <p>A non IV-D order is an order for which the state is not providing services through its IV-A (TANF), IV-D (OCSS), or Title IV-E programs.</p>
Paternity establishment	<p>The legal determination of fatherhood by court order or other methods provided for under state law.</p>
Standard of Need (SON)	<p>An amount of money, established by the Georgia General Assembly, which is a compilation of the cost of basic needs and is indexed to the number of persons in the SFU.</p>
Title IV-D	<p>Title IV-D of the Social Security Act requires each state to create a program to</p> <ul style="list-style-type: none"> • locate non-custodial parents • establish paternity • establish and enforce child support obligations, and • collect and distribute CS payments. <p>OCSS is referred to as a "IV-D agency." A "IV-D case" is a child support case in which either the custodial parent or the absent parent has requested or is receiving services from the IV-D agency (OCSS).</p>
Unreimbursed Public Assistance (UPA)	<p>The amount of public assistance money (e.g., TANF) paid out to an AU that has not yet been recovered from the absent parent.</p>

Child Support Budgeting Scenarios

<p>Scenario 1</p>	<table data-bbox="500 315 1250 598"> <tr> <td>AU size:</td> <td>3</td> </tr> <tr> <td>SON:</td> <td>\$424</td> </tr> <tr> <td>Family maximum:</td> <td>\$280</td> </tr> <tr> <td>Potential gap amount:</td> <td>\$144</td> </tr> <tr> <td>AU's net countable income:</td> <td>\$200</td> </tr> <tr> <td>AU's benefit:</td> <td>\$224</td> </tr> <tr> <td>Gap amount:</td> <td>0</td> </tr> </table> <p data-bbox="500 661 1396 783">In this scenario, the AU's net countable income exceeds the potential, maximum gap amount; so the gap has been filled. This AU will not receive a gap payment from OCSS.</p>	AU size:	3	SON:	\$424	Family maximum:	\$280	Potential gap amount:	\$144	AU's net countable income:	\$200	AU's benefit:	\$224	Gap amount:	0
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<p>Scenario 2</p>	<table data-bbox="500 814 1250 1098"> <tr> <td>AU size:</td> <td>3</td> </tr> <tr> <td>SON:</td> <td>\$424</td> </tr> <tr> <td>Family maximum:</td> <td>\$280</td> </tr> <tr> <td>Potential gap amount:</td> <td>\$144</td> </tr> <tr> <td>AU's net countable income:</td> <td>\$144</td> </tr> <tr> <td>AU's benefit:</td> <td>\$280</td> </tr> <tr> <td>Gap amount:</td> <td>0</td> </tr> </table> <p data-bbox="500 1161 1396 1283">In this scenario, the AU's net countable income equals the potential, maximum gap amount, so the gap has been filled. This AU will not receive a gap payment from OCSS.</p>	AU size:	3	SON:	\$424	Family maximum:	\$280	Potential gap amount:	\$144	AU's net countable income:	\$144	AU's benefit:	\$280	Gap amount:	0
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AU's benefit:	\$280														
Gap amount:	0														
<p>Scenario 3</p>	<table data-bbox="500 1314 1266 1598"> <tr> <td>AU size:</td> <td>3</td> </tr> <tr> <td>SON:</td> <td>\$424</td> </tr> <tr> <td>Family maximum:</td> <td>\$280</td> </tr> <tr> <td>Potential gap amount:</td> <td>\$144</td> </tr> <tr> <td>AU's net countable income:</td> <td>\$100</td> </tr> <tr> <td>AU's benefit:</td> <td>\$280</td> </tr> <tr> <td>Gap amount:</td> <td>\$44</td> </tr> </table> <p data-bbox="500 1661 1396 1816">In this scenario, the AU's net countable income is less than the potential, maximum gap amount. The gap has not been filled, so the AU will receive a gap payment of up to \$44.</p>	AU size:	3	SON:	\$424	Family maximum:	\$280	Potential gap amount:	\$144	AU's net countable income:	\$100	AU's benefit:	\$280	Gap amount:	\$44
AU size:	3														
SON:	\$424														
Family maximum:	\$280														
Potential gap amount:	\$144														
AU's net countable income:	\$100														
AU's benefit:	\$280														
Gap amount:	\$44														

Child Support Budgeting Sample Case

<p>Initial application for TANF, LIM and FS; AU receives CS through OCSS</p>	<p>On 1/16/09, a mother applies for TANF, LIM and FS for herself and her two children. One of the two children receives child support through OCSS.</p> <p>Looking at \$TARS, you see that the child received child support in the amounts of \$150 in October, \$175 in November, and \$153 in December. So far, \$70 has been received in January.</p>
<p>FS application is approved first</p>	<p>On 1/31/09, you have all the information needed to approve the Food Stamp and LIM applications.</p> <p>You enter \$159.33 as “CS” income in the child’s UINC screen for January and for the ongoing month of February. \$159.33 is an average of the child support received for the previous 3 months, and you have no information indicating the payment pattern will change.</p>
<p>Determining the amount of the maximum gap payment</p>	<p>The AU’s SON is \$424 and its maximum grant amount is \$280. The AU has no income other than the child support.</p> <p>The maximum gap payment will be \$144.</p>

Child Support Budgeting Sample Case (cont.)

Effective March	<ol style="list-style-type: none">1. Delete the child support coded "CS" from the child's UINC screen, and2. enter \$144.00 in the child's UINC screen using code "GP."3. Send a Form 713, informing OCSS of the AU's approval for TANF and of the gap amount.
Effective April	<ol style="list-style-type: none">1. Check the \$TARS case to see if the code has been switched to "AF" on Screen 6. If not, and the case is coded as "NA," the child support income will continue to be updated in \$TARS as if the AU is not receiving TANF.2. Continue to budget gap payments in SUCCESS.3. Continue to notify OCSS on a monthly basis (via Form 713) of the AU's approval for TANF and what the gap payment should be.

TANF Phase III

Participant's Guide

Employment Services Overview

Employment Services Overview Outline

- Introduction/Review
- Mandatory Work Requirements
- Exemption
- TANF Family Service Plan
- Core Work Activities
- Non-Core Work Activities
- Other Work Activities
- Support Services
- Employment Intervention Services and Transitional Support Services
- Work Support Program

Employment Services Overview Objectives

- Participants will be able to identify who has work requirements.
- Participants will be able to explain basic ES policy and requirements.
- Participants will be able to identify core activities and the basic requirements for each activity.
- Participants will be able to identify non-core and “other” activities, and explain when it is appropriate for a client to participate in these activities.
- Participants will be able to identify support services.
- Participants will be able to recognize Employment Services forms.

TANF Work Requirements

Individual	Individual's Child Receives TANF?	Individual Receives TANF?	Individual Has a Work Requirement?
Parent	Yes	Yes	Yes
Parent who provides necessary care for disabled family member living in the home	Yes	Yes	No
Single custodial parent with child less than 12 months old	Yes (the child who is <12 mos. old does not have to be a TANF recipient)	Yes	Yes, but can choose exemption
Single custodial parent <20 years old with no high school diploma/GED, with child <12 months old	Yes	Yes	Yes
Each parent in a 2-parent AU	Yes	Yes	Yes
Minor parent head-of-household	Yes	Yes	Yes
Minor parent, not the head-of-household and not the spouse of the head-of-household	Yes	No	No
Non-custodial, non-supporting minor parent	Yes (in another AU)	Yes	Yes
Parent is penalized	Yes	No	Yes
Parent is disqualified	Yes	No	Yes
Parent is a lawbreaker	Yes	No	Yes
Legal guardian	Yes	Yes	Yes
Legal guardian	Yes	No	No
Non-parent relative	Yes	Yes	Yes
Non-parent relative	Yes	No	No
Parent who receives SSI	Yes	No	No
Legal, non-citizen parent who is ineligible due to immigrant status	Yes	No	No

Work Activities

Activity	Designation	Countable?
Unsubsidized employment (for job-ready)	Core	Yes
Subsidized employment (for job-ready)	Core	Yes
Job search and job readiness assistance for up to 6 weeks (80-120 hours) in a 12-month period – job readiness includes life skills training, substance abuse treatment, mental health treatment, or rehabilitation activities (for job-ready)	Core	Yes
Work experience (for near- or not-job-ready)	Core	Yes
On-the-job training (for near- or not-job-ready)	Core	Yes
Community service (for near- or not-job-ready)	Core	Yes
Providing child care to a community service participant (for near- or not-job-ready)	Core	Yes
Vocational training – maximum of 12 months in a lifetime (for near- or not-job-ready)	Core	Yes
Secondary school or GED classes (for near- or not-job-ready)	Core (for parent less than 20 years old without a diploma)	Yes
Education directly related to employment (for near- or not-job-ready)	Core (for parent less than 20 years old without a diploma)	Yes
Job skills training directly related to employment (for near- or not-job-ready)	Non-core	Yes, if client is already participating in core activities for at least 20 hours per week
Education directly related to employment – may include ESL classes and adult basic education classes (for near- or not-job-ready)	Non-core	Yes, if client is already participating in core activities for at least 20 hours per week
Secondary school or GED classes (for near- or not-job-ready)	Non-core	Yes, if client is already participating in core activities for at least 20 hours per week
Job search and job readiness assistance in excess of 6 weeks (80-120 hours) in a 12-month period – job readiness includes life skills training, substance abuse treatment, mental health treatment, or rehabilitation activities	Other	No
Vocational training in excess of 12 months in a lifetime	Other	No
College	Other	No
Parenting skills training	Other	No

Mandatory Work Requirements

Every parent who is considered work-eligible has a work requirement.

A work-eligible individual is

- a parent who receives TANF for dependent children, even if the parent does not receive TANF for herself, or
- a non-parent relative who receives TANF for dependent children and is included in the AU.

A work-eligible individual includes the following:

- a penalized parent who is a lawbreaker.
- a parent who is disqualified; e.g., because she committed an IPV.
- a parent who is penalized for failing to meet an eligibility requirement; e.g., doesn't cooperate in verifying citizenship/alien status.
- a noncustodial, non-supporting minor parent who is included in an AU and whose minor child is included in another AU.

EXAMPLE: *a 17-year old who receives TANF with his mother, but who has a child of his own who receives TANF with the baby's mother in another AU.*

Mandatory Work Requirements (cont.)

In a two-parent AU, both parents are work-eligible and have a work requirement.

A non-parent relative or a legal guardian who is included in the AU is work-eligible and has a work requirement.

A minor parent caretaker who hasn't finished school has a work requirement, which is to stay in school.

When does a parent not have a work requirement?

A parent is not considered work-eligible and has no work requirements if she

- receives TANF as a dependent child
- provides care for a disabled family member living in the home **IF** the need for such care is supported by medical documentation
- receives SSI, or
- is ineligible for TANF because of her immigration status.

Work Exemption

Only a **single custodial parent** of a child **less than 12 months** of age is exempt from meeting the TANF Work Requirement.

The child does not have to be an AU member, but must live in the home.

The exemption can be taken for more than one child, but

- only for up to three months for each child,
- until the child turns one year of age, and
- only for a total of 12 months in a lifetime.

If a child turns one year of age before all 3 months can be used, the exemption terminates effective the month following the month of the child's first birthday.

Exception: Clients less than **20 years old**, who have **not** completed high school or earned a GED, are **not** eligible for the work requirement exemption. Instead, they must attend school or alternative training activities once the child is 12 weeks old.

Complete Form 489, TANF Work Requirement Exemption, to document the client's choice.

Document the case record to show that the exemption has been used, and for which child.

Document behind the STAT and WORK screens on SUCCESS.

Work Exemption (cont.)

Previous policy

The work exemption used to be available only once in a recipient's lifetime. It could be used for only one child, but it could potentially extend for up to 12 months.

A recipient who has already used the work exemption according to the old policy (prior to April 2006) is not eligible for the work exemption based on the new criteria.

TANF Family Service Plan (TFSP)

Who must sign the TFSP:

1. Every grantee relative, regardless of whether the grantee relative is included in the AU.
2. Both parents in a 2-parent family; each must also sign the other's TFSP
3. A non-custodial, non-supporting minor parent whose child receives TANF in another AU
4. A minor custodial parent, even if the minor's child is not included in the AU
5. The adult relative with whom a minor parent lives must sign the minor parent's TFSP.

TANF Family Service Plan (cont.)

The TFSP consists of

- Part A, which includes the personal responsibilities the client must meet.
- Part B, which includes the work plan that every client with a work requirement must complete.
- Part C, where the client indicates s/he understands what is required in the TFSP, and signs and dates the TFSP with the case manager.

You may have to impose a sanction against an AU if your client refuses or fails to meet the work plan's requirements without good cause.

If your client does not cooperate with the ES worker in developing a work plan, or refuses to sign the TFSP, take the following actions:

Action	Applicant	Recipient
Refusal to participate in developing TFSP	Deny	Close
Refusal to sign TFSP	Deny	Close
Refusal to keep a scheduled appointment re. TFSP development	Deny	Close

ES Participation Requirements (cont.)

Fifty percent of all TANF recipients with mandatory work requirements must participate in countable work activities for an average of at least 30 hours per week.

For a two-parent family, the two parents together must average at least 35 hours per week. If the AU receives federally-funded child care, the two parents together must average 55 hours per week.

The federal requirement is that 90% of 2-parent AUs meet the work requirement.

Of those AUs that meet federal work requirements and count toward Georgia's work participation rate, no more than 30% can come from

- participants in vocational education activities, or
- teen caretakers maintaining satisfactory school attendance.

Persons with Disabilities

Clients with disabilities are considered work-eligible and are not exempt from work requirements.

One of the purposes of the ADA is to remove the barriers to employment often encountered by persons with disabilities.

A client who has a verified disability still has a work requirement.

Every client with a work requirement must meet the specific requirements listed in the work plan.

A parent is **NOT** considered work-eligible, and has no work requirement, if she cares for a disabled family member who lives in the home and who does not attend school on a full-time basis.

The need for care for the disabled family member must be verified by a medical provider.

FLSA EXAMPLE

The maximum number of hours that can be permitted in a week is the sum of the TANF hours and the FS hours.

Example:

TANF: $\$280 \text{ per month} \div \$6.55 = 42.74 \text{ per month}$

FS: $\$310 \text{ per month} \div \$6.55 = 47.32 \text{ per month}$

Total hours permitted: 90.06, or 90 hours per month

In order to determine the hours available for each recipient in an AU in which more than one recipient has a work requirement, the number of allowable hours derived by using the formula above must be divided by the number of recipients participating in an activity subject to FLSA guidelines.

SUPPORT SERVICES

Support services are not an entitlement. The need for support services is determined by the case manager and the client working together.

The following support services are available:

Transportation expenses, such as:

- operating expenses of the participant's own vehicle,
- public transportation,
- taxi fares, and
- parking (if free parking is unavailable)

Child care, available through the Childcare and Parent Services (CAPS) program.

Vehicle repairs, maintenance and related items, e.g., tires, tune-ups, batteries, etc. Reimbursement is limited to \$1000 per period of participation.

Vehicle insurance. Reimbursement is limited to \$300 during any 12-month period.

SUPPORT SERVICES (cont.)

Vehicle operation expenses, e.g., drivers' licenses or emission inspections, needed to secure transportation to and from places of employment or training. Reimbursement is limited to \$35 per participant per period of participation.

NOTE: No vehicle-related expenses may be reimbursed unless

1) the vehicle is the sole source of transportation and is registered to the participant in a single-parent case or to either parent in a two-parent case, and

2) the client has a valid driver's license.

A copy of the title or tag registration, verifying that the client is the owner of the vehicle, must be secured for the case record prior to approval for reimbursement.

Medical services that are unavailable through other resources but that are necessary for employment or participation in a work activity. Reimbursement is limited to \$500 per period of participation.

Eyewear that is unavailable through other resources but that is necessary for employment or participation in a work activity. Reimbursement is limited to \$150 per period of participation.

Dental services that are unavailable through other resources but that are necessary for employment or participation in a work activity. Reimbursement is limited to \$500 per period of participation.

Clothing needed in order to accept or maintain employment or participation in a work activity. Reimbursement is limited to \$150 per period of participation.

Tools, supplies and books that are unavailable through the employer or training site provider, but that are required to accept or maintain employment or to participate in a work activity. Reimbursement is limited to \$500 per period of participation.

Occupational licensing fees required to accept or maintain employment. Reimbursement is limited to \$300 per period of participation.

EMPLOYMENT INTERVENTION SERVICES For Applicants Only

Employment Intervention Services (EIS) is assistance available to a TANF applicant who meets the definition of a work-eligible individual in lieu of TANF cash assistance to assist the AU in meeting the ultimate goal of self-sufficiency.

EIS is non-recurring, short-term assistance that is equivalent to four times the maximum grant amount for the AU size.

EIS is available to a TANF applicant:

- who has a full time job but is temporarily on unpaid leave due to illness, including the illness of a family member, is scheduled to return to work within 4 months, and if the AU is potentially eligible to receive TANF cash assistance;

OR

- who is or becomes employed and is eligible for less than the maximum amount of cash assistance, and declines to receive TANF to save future months of potential eligibility for the AU.

The following guidelines apply to EIS:

- The EIS assistance must be necessary for the applicant to accept or maintain employment.
- The need for this assistance must be verified.
- The EIS payment must be pre-approved.
- The client must sign the Disposition Notification Form.
- The EIS is available only once in a client's lifetime.
- An AU that receives EIS is not eligible to receive cash assistance for 12 months unless the employed individual loses her job through no fault of her own. The 12-month count begins in the month following the month in which the EIS payment is approved.

TRANSITIONAL SUPPORT SERVICES Available to Applicants and Recipients

Transitional Support Services (TSS) pays for transportation costs and incidental expenses so a client can accept a job offer or keep a job.

An **applicant** may receive TSS if finding a job during applicant job search causes the AU to be ineligible for cash assistance, or if the job significantly reduces the potential TANF grant amount.

An **applicant** may also receive TSS if already employed before applying for TANF if the job reduces the potential TANF grant and the applicant withdraws the application to preserve future months of TANF eligibility.

The work-eligible individual in an active TANF AU may receive TSS if finding a job or receiving an increase in wages causes the AU to be ineligible for cash assistance, or if wages reduce the cash assistance so much that the client voluntarily closes the case to stop the TANF clock and preserve months of potential TANF eligibility for the AU.

TSS is available for a period of 6 months from the date of ineligibility for TANF cash assistance.

The following guidelines apply to the payment of TSS:

- The support service must be necessary for the applicant to accept or maintain employment.
- The client must have a completed Section B of the TANF Family Service Plan.
- All expenditures must be pre-approved.
- Payment for incidentals as part of the TSS may be approved for an amount up to the specified maximum limits even if the AU has already received maximum reimbursement during a period of eligibility for case assistance.
- Transitional Support Services are available only once per 24-calendar-month period.

WORK SUPPORT PROGRAM Available to Recipients

The Work Support Program provides a time-limited cash supplement, or Work Support Payment (WSP), to a TANF AU that becomes ineligible for TANF cash assistance or experiences a reduction in TANF cash assistance because of employment.

The purpose of the WSP is to help the AU make the transition to self-sufficiency following the termination of TANF cash assistance.

An employed individual can receive the WSP in the following situations:

- The AU becomes ineligible for TANF solely because of wages.
- The AU becomes ineligible for TANF because of a loss of earned income deductions.
- The AU remains eligible for TANF, and
 1. the employed individual is working an average of 30 or more hours per week,
 2. the cash assistance is reduced because of wages or a combination of wages and loss of earned income deductions, and
 3. the AU chooses to terminate its TANF case to preserve months of potential TANF eligibility.

Work Support Payments are paid for up to 12 months, as long as employment continues. Regardless of the AU's income, the monthly payment during the first six months is \$200, and the monthly payment during the second six months is \$100.

A WSP recipient can also receive Transitional Support Services during the first six months of the WSP.

An individual can receive the WSP twice during the 48-month lifetime limit, but not more than once in a 24-month period.

Months of receipt of WSP do not count toward the TANF lifetime limit.

EMPLOYMENT SERVICES FORMS

Form 195, TANF Community Service Agreement	Form 195 is used to document the establishment of a TANF community service agreement.
Form 196, TANF Family Service Plan	Form 196 includes an individual's personal responsibilities and work plan. It is generally updated on a monthly basis.
Form 199, TANF Employment Services Case Staffing Form	Form 199 is used to document a recipient's progress in participation in work activities. The form helps the ES case manager closely monitor the client's progress as she moves toward self-sufficiency.
Form 205, Disposition Notification – Employment Intervention Services	Form 205 is used for the purpose of approving or denying a request for the EIS payment. It is used to notify the AU of the disposition of the application for EIS, since SUCCESS is not programmed for this purpose.
Form 206, Disposition Notification – Transitional Support Services	Form 206 is used for the purpose of approving or denying a request for TSS. It is used to notify the AU of the disposition of the application for TSS, since SUCCESS is not programmed for this purpose.
Form 207, Disposition Notification, Work Support Payments	Form 207 is used for the purpose of approving or denying a request for WSP. It is used to notify the AU of the disposition of the request for WSP, since SUCCESS is not programmed for this purpose.

ES Forms (cont.)

Form 482, Work Experience Agreement	Form 482 is used to confirm a sponsorship agreement between a business or governmental entity and DFCS.
Form 489, TANF Work Requirement Exemption Form	Form 489 is used for the purpose of documenting the choice of a single custodial parent to either use or waive the work requirement exemption.
Form 490, Applicant Services Employment Assessment	<p>Form 490 is used as a guide by the ES worker to determine the applicant's job readiness level by assessing the applicant's education, training, job skills and work experience.</p> <p>The case manager also documents on this form any barriers the applicant has to self-sufficiency, what those barriers are, and what will be done to help the applicant overcome the barriers.</p> <p>Based on the initial assessment, the applicant is placed in one of three categories:</p> <ul style="list-style-type: none">• job-ready• near job-ready, or• not job-ready.

ES Forms (cont.)

<p>Form 490, Applicant Services Employment Assessment (cont.)</p>	<p>To be “job-ready” means what it says: the individual is ready to begin work right now if a job offer is received.</p> <p>To be “near job-ready” means the individual lacks certain work skills, but is expected to be job-ready in as few as three but in no more than six months.</p> <p>“Not job-ready” means that your client is not job-ready now, and will likely not be job-ready for at least 6 months and perhaps for up to one year.</p> <p>Completion of the 490 is a necessary part of developing the initial TANF Family Service Plan.</p>
<p>Form 491, Employment Services Family Assessment</p>	<p>Form 491 is used to collect information about family composition, living arrangements, education, employment history, job skills and barriers to the family’s attainment of self-sufficiency.</p> <p>Form 491 can be used in conjunction with Form 490 in the development of the initial work. Form 491 is used in all subsequent updates to the work plan.</p> <p>Based on changes in the client’s and family’s circumstances, the client’s job-readiness level may be adjusted.</p>

ES Forms (cont.)

Form 491a TANF Work Readiness Assessment – ADA Addendum	Form 491a is used as an addendum to form 491 when a disability is claimed by the client or observed by the case manager. The 491a is used to document accommodations that may be needed so the client is able to meet the requirements of the work plan.
Form 492, Employment Services Communication Form	Form 492 is used to share information between the TANF case manager and the Employment Services case manager.
Form 495, Job Search Record	Form 495 is used to document a job-ready client's employer contacts in accordance with job search requirements.
Form 504, ADA/Section 504 Notice	Form 504 is used to inform a client of the protections afforded by the Americans with disabilities Act (ADA).
Form 516, Record of Attendance and Performance Report	Form 516 is used to document performance and attendance in a work activity.
Form 517, Record of School Attendance and Performance Report	Form 517 is used to document performance and attendance in an education activity.

TANF Phase III

Participant's Guide

Sanctions

TANF Sanctions Outline

- Introduction/Review
- Material Violations
- The Conciliation Process
- Imposing a First Sanction
- Imposing a Second Sanction
- Imposing a Subsequent Sanction
- Tracking Sanctions
- Review for Exam

TANF Sanctions Objectives

- Participants will identify a material violation.
- Participants will demonstrate their knowledge of the conciliation process.
- Participants will identify the consequences of a first, second, or subsequent sanction.
- Participants will demonstrate their ability to correctly impose sanctions.
- Participants will demonstrate their knowledge of tracking and transition issues.

Basic Definitions

Material violation:

- A failure by an individual to meet, without good cause,
 - a work or personal responsibility requirement on the TFSP, or
 - a failure to report that a child has left the home for a period of more than 45 days.

Sanction:

- The application of a 25% reduction or termination of cash assistance for the entire AU.

Good cause (in the context of sanctions):

- A situation, event, or condition beyond the individual's control, which temporarily prevents the individual from meeting
 - a personal responsibility requirement,
 - work requirement, or
 - reporting that a child has left the home.

The Conciliation Process

IF	THEN
the client fails to meet a personal responsibility or work requirement on the TFSP, or fails to report that a child in the AU has left the home	determine if the client has already used her one-time conciliation.
the client has already had her one-time conciliation	begin the sanction process.
the client has not used her one-time conciliation	send the Form 190, TANF Material Violation Conciliation Letter, to schedule the conciliation appointment.
the client attends the appointment	determine one of the following: <ul style="list-style-type: none"> • good cause • conciliated material violation, or • unconciliated material violation.
the client had good cause	this is not the one-time conciliation. If the client fails to meet a requirement again, schedule another conciliation appointment.
the client did not have good cause, but the client states she will meet the requirement in the future	this is the one-time conciliation. If the client fails to meet a requirement again, begin the sanction process.
the client did not have good cause, and the client states she will not meet the requirement in the future	this is the one-time conciliation. Begin the sanction process immediately. The client has the timely notice period to request closure to avoid the sanction or to follow through with conciliation.
the client closes the case to avoid the sanction	the sanction will pend until she reapplies. At reapplication, impose the three consecutive months if the AU is otherwise eligible.
the client changes her mind and states she will conciliate	do not impose the sanction, but count this as the one-time conciliation.
the client fails to attend the conciliation appointment	close the TANF case and pend the conciliation until she reapplies. Flag the case record.
<p>Note: Since the client receives only one opportunity to conciliate a material violation, the conciliation process can only occur prior to a first sanction.</p>	

Imposing the First Sanction

IF	THEN
the client fails to meet a personal responsibility or work requirement and you determine that she has already used her one time conciliation	begin the first sanction by sending the Form 329, TANF Sanction Notice, to begin the timely notice period.
the client meets the requirement during the timely notice period	do not impose the sanction.
the client chooses to close the TANF case to postpone the sanction	pend the sanction and close the case based on a voluntary closure. Impose the sanction if the client reapplies and is approved for TANF.
the client fails to meet the requirement during the timely notice period	impose the sanction and the 25% reduction in benefits for three full months.
Note: There is no compliance process. Once the sanction is imposed, it continues for three full months.	

Ending the First Sanction

In the third month of the first sanction, take the following actions:

- Schedule an appointment to review the TFSP and arrange for needed support services. Schedule this appointment to allow for timely notice of closure if the client fails to keep the appointment.
- Lift the sanction and reinstate benefits to the full amount if the client keeps the appointment.

IF	THEN
the client comes in for the review and the update of the TANF Family Service Plan	<p>schedule activities and support services to begin effective the fourth month.</p> <p>Explain the consequences of another failure to meet requirements.</p>
the client fails to attend the appointment	close the TANF case. This is not a pending sanction.
the client reapplies for TANF after closure	<p>approve the application after appropriate applicant job search activities. Develop the TFSP.</p> <p>Explain the consequences of a second sanction if the client fails to meet requirements again, and that there will not be an opportunity for conciliation.</p>

Imposing the Second Sanction

IF	THEN
the AU fails to meet requirements again without good cause	send the Form 329, Sanction Notice, to begin the timely notice period and impose the second sanction and three-month termination of benefits. Do not schedule a conciliation. A panel review and home visit are not required prior to imposing a second sanction.
the client fails to meet the requirement prior to the end of the timely notice period	impose the sanction by terminating the TANF benefits for three full calendar months. Exception: If the AU becomes totally ineligible for TANF for another reason before timely notice expires, close the case for the other reason. Closing the case for the other reason would mean that the second sanction was not imposed. Example: During the timely notice period, the AU reports a full-time job that causes ineligibility, or reports that the entire AU is moving out-of-state. Close the case for the other reason.
the client requests closure to avoid the second sanction	explain that voluntary closure to avoid a closure is not an option. The closure IS the sanction and the AU will remain in the second sanction stage of the sequence.

Ending the Second Sanction

Continue the second sanction for three full calendar months.

The AU cannot receive TANF again until or unless good cause is established for the failure to meet the requirement OR the three-month termination runs its course.

IF	THEN
the client reapplies prior to the 45 th day before the end of the second sanction period	deny the application.
the client reapplies for TANF after the second sanction has ended	approve the application after appropriate job search activities. Develop the TFSP. Explain the consequences of a subsequent sanction if the client fails to meet requirements again, and that there will not be an opportunity for conciliation.

Imposing the First Subsequent Sanction

IF	THEN
the client fails again to meet a personal responsibility or work requirement	begin the first subsequent sanction by sending the Form 329, TANF Sanction Notice, to begin the timely notice period.
the client meets the requirement during the timely notice period	do not impose the sanction.
the client chooses to close the TANF case to postpone the sanction	pend the sanction and close the case based on a voluntary closure. Impose the sanction if the client reapplies and is approved for TANF.
the client fails to meet the requirement during timely notice	impose the sanction and the 25% reduction in benefits for three full months.
Note: There is no compliance process. Once the sanction is imposed, it continues for three full months.	

Ending the First Subsequent Sanction

In the third month of the first subsequent sanction, take the following actions:

1. Schedule an appointment to review the TFSP and arrange for needed support services.

Schedule this appointment to allow for timely notice of closure if the client fails to keep the appointment.

2. Lift the sanction and reinstate benefits to the full amount if the client keeps the appointment.

IF	THEN
the client comes in for the review and update of the TANF Family Service Plan	schedule activities and support services to begin effective the fourth month. Explain the consequences of another failure to meet requirements.
the client fails to attend the appointment	close the TANF case. This is not a pending sanction.
the client reappplies for TANF after closure	approve the application after appropriate applicant job search activities. Develop the TFSP. Explain the consequences of a second subsequent sanction if the client fails to meet requirements again, and that there will not be an opportunity for conciliation.

Imposing the Second Subsequent Sanction

IF	THEN
<p>the AU fails to meet requirements again without good cause</p>	<p>send the Form 329, Sanction Notice, to begin the timely notice period and impose the second subsequent sanction and 12-month termination of benefits.</p> <p>Do not schedule a conciliation.</p> <p>A panel review and home visit are required prior to imposing a second subsequent sanction.</p> <p>Schedule the panel review and the home visit to occur during the timely notice period.</p>
<p>the client fails to meet the requirement prior to the end of the timely notice period, and the panel review upholds the sanction</p>	<p>impose the sanction by terminating the TANF benefits for 12 full calendar months.</p> <p>There is no compliance process.</p>
<p>the AU becomes totally ineligible for TANF for another reason before timely notice expires</p>	<p>close the case for the other reason. This closure would not be a second subsequent sanction.</p> <p><i>Example:</i> During the timely notice period, the AU reports a full-time job that causes ineligibility, or reports that the entire AU is moving out-of-state. Close the case for the other reason.</p> <p>NOTE: If the client requests closure to avoid the second subsequent sanction, explain that voluntary closure is not an option. The closure is the sanction and the AU will remain in the second subsequent sanction stage of the sequence.</p>

Ending the Second Subsequent Sanction

Continue the second sanction for 12 full calendar months. The AU cannot receive TANF again until or unless good cause is established for failure to meet the requirement OR the 12-month termination runs its course.

If the client reapplies for TANF prior to the 45th day before the end of the second subsequent sanction period, deny the application.

Subsequent Sanctions

Following the second subsequent sanction, all proceeding sanctions will alternate between the 25% reduction and the twelve-month termination of benefits.

Sanctions Imposed According to Old Policy

An AU that received a 2nd sanction and permanent termination from TANF prior to January 2005 continues to be permanently ineligible for TANF.

An AU that conciliated subsequent to July 1, 2004, and that has not had a break in TANF eligibility since conciliating, cannot conciliate again.

An AU that used the conciliation process between July 1, 2004, and January 1, 2005, remains eligible for the one-time opportunity to conciliate.

Rules That Apply to All Sanctions

- Supervisory approval is required.
- Sanctions are effective when timely notice ends.
- There is no compliance process.
- Good cause may be claimed and established at any time in the process.
- Once imposed, sanctions must continue uninterrupted even if the client becomes exempt or meets the requirement during the sanction period.
- The sanction tracking sheet must be completed.

EXAM REVIEW

WORKBOOK

Exam Review

1. Katherine McPhee applies for TANF for herself and her two children, Paris, age 10, and Kelly, age 12. Ms. McPhee receives direct child support of \$50 per month for each of the two children from their father Bucky, who lives in another state.

Also in the home is Katherine's husband, Taylor, and their son, Elliott, age 6. Taylor works and earns \$150 per week. Taylor refuses to provide you with his Social Security number.

Diagram the AU:

Who must be included in the AU?

Who cannot be included in the AU?

1. (cont.)

What is the basis of deprivation for the children?

Who must sign the TANF Family service Plan?

Who has a work requirement?

Whose income is included, and how?

Complete 2 budgets for this AU; one without Taylor and another if Taylor's penalty ends.

2. Demetrice Smith applies for TANF. She has two children, Lisa, age 8, and Jackie, age 5, by her previous husband, Wally, who is incarcerated. Also in the home are her new husband, David, and his daughter, Frenda, age 16. David works and earns \$250 per week.

Diagram the AU.

Who must be included in the AU?

Who cannot be included in the AU?

2. (cont.)

What is the basis of deprivation for the children?

Who must sign the TANF Family Service Plan?

Who has a work requirement?

Whose income is included, and how?

Complete the budget(s).

3. Martha Dawson applies for TANF for her 15-year-old daughter Paula, and Paula's new baby, Memi. Memi's father is also a teen parent, but states that he will pay child support for Memi of \$25 per month.

Also in the home are Martha's son Jack, age 17, and her daughter Amy, age 12.

Martha works for the school system part-time and makes \$800 per month as a bus driver. She receives child support of \$150 per month for Amy. Jack dropped out of school at 17 and works full-time at minimum wage as a mechanic.

Martha does not want to receive TANF for herself or her other children.

Diagram the AU.

Who must be included in the AU?

Who cannot be included in the AU?

3. (cont.)

Who must sign the TANF Family Service Plan?

What is the basis of deprivation for the children?

Who has a work requirement?

Whose income is included, and how?

Complete the budget(s).

TANF Phase III

Participant's Guide

Forms