0816 WORK ACTIVITIES

0816.05 COMPONENT/PROGRAM ACTIVITIES

REV:05/1997

The goal of the Family Independence Program is to facilitate the entry or re-entry of the adult members of the family into employmment with necessary supports such as financial assistance, child care, and medical coverage while they obtain the skills necessary for employment.

0816.10 EDUCATION COMPONENT ACTIVITIES

REV:05/1997

Education program activities may be appropriate as a part of the employment plans of certain individuals as outlined in Section 0812.10. This section discusses various types of educational activities, e.g., Basic Education, ESL, and Postsecondary which may be included in an individual's employment plan.

0816.10.05 Education Activities Below Postsecondary

REV:05/1997

Basic education means the necessary reading, writing, and mathematics skills to function in society. These practical abilities improve the individual's employment skills and help her/him to become self-supporting. Through the assessment process, the Family Independence case worker determines whether attendance and participation in activities such as English Language instruction either through English as a Second Language (ESL) or placement in work-based English Language Education is more suitable for the individual. Placement in Basic Literacy, High School, General Equivalency Diploma, Remedial Assistance, or the Comprehensive Competencies programs may be an appropriate activity(ies) to be included as a part of an individual's employment plan, in combination with work readiness (for those with special educational deficiencies or requirements) or other activities.

0816.10.05.05 Basic Education Activities

REV:05/1997

Basic education activities are available for those individuals for whom they are found appropriate as follows:

* Basic literacy programs;
* Adult basic education programs;
* English as a Second Language (ESL) programs; and
* Remediation.

0816.10.05.10 Secondary Education Activities

REV:05/1997

Secondary education activities are available for those individuals for whom they are found appropriate as follows:

* Traditional high school setting;

* Alternative high school setting;

* High school equivalency (GED) programs; and

* Home-based tutoring; and

* Non-postsecondary vocational education, skills, or job training programs.

0816.15 POSTSECONDARY EDUCATION

REV:05/1997

When it is determined appropriate, i.e., likely to result in regular full-time employment at wages sufficient to eliminate eligibility for cash assistance under the Family Independence Program, an individual's employment plan may include postsecondary courses leading to an associate's or bachelor's degree.

Accordingly, the course of study comprising a component in an employment plan must be occupation specific in order for the plan to be approved by the Department. Agency approval of such plan activities must, in part, be guided by the conclusions of a labor market analysis and be directly related to the employment goal defined in the individual's employment plan.

In order to have a postsecondary plan activity approved, each participant must undergo a Level II assessment during her/his Family Options and Employment Planning workshop to establish various skills levels and ascertain his/her range of interests and aptitudes. The test results are discussed with the participant; the Family Independence case worker and participant review his/her skills and interests as related to labor market information to help guide the participant toward appropriate postsecondary programs. During the review of the Level II test scores, the Family Independence case worker and participant should also explore the participant's expectations of a specific career or occupation before it is selected as an employment goal in relation to the actual activities and functions of the job, as well as the skills, knowledge, and abilities needed to accomplish the tasks specific to the job, and how much the individual can expect to earn.

After Level II assessment test results have been received, the Family Independence case worker must annotate in INRHODES the grades for Testing of Adult Basic Education (TABE), Adult Basic Education Level (ABEL), General Aptitude Test Battery (GATBE), APTICOM, or equivalent testing medium; Scholastic Aptitude Testing Services (SATS) and Interest Inventory Evaluation, Harrington O'Shea, or comparable instrument.

Other options for those with skill levels appropriate for postsecondary are prevocational training programs which provide participants with intensive assistance in determining the type of career for which to prepare; they also help participants build confidence in their ability to prepare for, find, and keep good jobs.

The remaining criteria for approval or reapproval of an employment plan with a postsecondary component are:

1) Reading level at or above 9.0 (comprehensive language);

2) Math level at or above 9.0;

3) Language skills at or above 9.0;

4) The participant must attend postsecondary at twelve (12) or more credit hours (full time).

5) For any postsecondary education plan, participation is limited to no more than twenty-four (24) full time months in a three year period from the beginning of a postsecondary education plan, or twelve months added to the number of semesters (one semester is defined as 4.5 months) needed to complete the degree (for individuals who have at least one semester's credit {minimum of twelve (12) credits} toward the degree), whichever is shorter.

   No payment shall be made for supportive services under an approved postsecondary employment plan activity for any period prior to the date the individual completes a Family Options workshop for assessment and establishes her/his employment plan under Sections 0810.05 and 0810.15.

   When an individual's serious illness or a family emergency which is beyond her/his control makes it necessary to withdraw from school for at least one semester, the time period during which the individual is not enrolled shall not be counted against the postsecondary time limit.

6) Verification of the course of study and class schedule with total credit hours, days of week, and work hours must be provided prior to approval of the plan.

7) The participant must maintain a cumulative grade point average of 2.0 points or more.

Postsecondary education employment plans shall not be approved when the individual already has a bachelor's degree. A one-year exception is allowed for individuals returning to school for professional certification in an approved vocational goal. This does not include graduate-level degrees obtainable in one year.

Approvals of postsecondary employment plans are made semester by semester; at the end of each semester completed, the Family Independence case worker evaluates the individual's progress and grade point average before approving the next semester's continuation of the postsecondary activity, including any appropriate supportive services. The case file must contain a copy of the grades for each semester as well as a course schedule.

The Family Independence case worker should refer the potential candidate for postsecondary to the educational institution as early as possible prior to the start of each term. This will allow the participant sufficient time to register for any remedial courses which might be required, to obtain help with admission requirements, and to complete financial aid applications prior to the beginning of the term. An adequate period of "lead time" also facilitates the completion of the employment plan activity approval process.

After a participant has successfully completed her/his Postsecondary program, s/he is considered job ready. The individual must be assigned to Job Search, Rapid Job Placement, or Work Supplementation components.

0816.20 SKILLS TRAINING

REV:01/2002

Skills training activities are programs providing training in skills which are job-specific for entry level positions. These vocational programs are operated by trade, vocational, and business schools, as well as other providers. They offer programs which combine education and training; participants may be taught in the classroom and/or on the job. Each provider has its own academic prerequisites; some providers may or may not require a high school diploma. These non-degree programs, whose training periods vary in length of time, are usually designed to be completed in one year or less. Any program selected must lead to a diploma or certificate. All participants in Skills Training must undergo a Level II assessment to establish various skills levels and range of interests and aptitudes.

During assessment a participant may indicate that s/he has no particular employment goals or vocational interests, and also indicates that s/he prefers not to spend a long period of time in the classroom. The participant is referred to a testing services provider for Level II testing. After the results are returned, the FIP case worker schedules a conference whose focus is in what areas the tests indicate the participant might be successful.

The discussion also explores the participant's expectations of an occupation in relation to what it actually entails. In addition, current labor market conditions, rates of pay, and the duration of the training period are considered before the FIP case worker and participant establish a specific employment goal for the employment plan. If it is determined that vocational or skills training is appropriate for the individual, a list of resources offering training for the chosen type of employment is given to the individual to follow up and make application, or a direct referral is made if such a resource is known to the FIP case worker.

When a participant expresses an interest in training for a specific vocation, referral is made for Level II testing. After results are returned to the agency, they are evaluated to determine whether vocational or skills training is appropriate.

The test results are discussed with the participant; the FIP case worker and participant explore the participant's expectations of a specific career or job in relation to what it actually involves before the employment goal and the employment plan are established.

If skills training is found to be appropriate for the individual, s/he may be referred for academic remediation before placement in a training program. If the testing service finds that vocational training is unsuitable for the individual, it will refer her/him back to the FIP case worker with specific recommendations for remedial assistance, such as ESL, GED, work-based English Language Education, or work readiness for those with special educational requirements.

After a participant has successfully completed his/her vocational skills program, s/he may be referred to appropriate Job Readiness activities. If determined job ready after completion of the Skills Training, s/he must be assigned to Job Search, Rapid Job Placement, Work Supplementation, or Work Experience components.

0816.25 JOB READINESS

REV:06/2003

Job Readiness activities are available to participants through a number of state and community service agencies. Often these services are provided in the context of another employment related service such as Group Job Search. Job readiness activities include counseling and other activities which prepare a participant to become and remain employed. This is accomplished through classroom teaching, role playing and, in some cases, unpaid work experience.

The Job Readiness component is designed for persons who have: no recent work history; no clearly defined vocational goals; few or no appropriate work habits; poor self-esteem and lack of self-confidence; or homelessness (or in immediate danger of becoming homeless), transportation, child care, or educational difficulties that are barriers to employment.

After assessment and evaluation conducted by DHS or an agency under contract with DHS, the participant is prepared for the transition into other components/activities. The process may include:

* Identification of strengths and abilities;

* Counseling concerning appropriate work habits and work place expectations;

* Acquisition of educational skills through remedial and other education activities as appropriate needed to assure successful completion of supportive work;

* Short-term placement to assess and improve a participant's basic employability skills (attendance, punctuality, attitude, co-worker relationships, etc.).

The agency may place some participants in work-experience internships which provide an opportunity for developing work skills and proficiencies which will ultimately increase their employability. Some individuals are assigned to participate in training and education programs offered through the R.I.

Departments of Education, Labor and Training, Community College of Rhode Island, and other programs funded by state and/or federal resources. Other clients may participate in training and education programs which take place at work sites.

0816.25.05 Housing Search as Employment Plan Activity

REV:06/2003

Individuals who are identified as homeless (or about to become homeless) as defined below may include housing search as an approvable activity in their Employment Plan. Such individuals may be identified at screening, or may present themselves as homeless at assessment or at another time.

A homeless individual is defined as an individual who lacks a fixed and regular nighttime residence or an individual whose primary nighttime residence is:

* A supervised shelter designed to provide temporary accommodations, for example, an emergency shelter or shelter

for victims of domestic violence;

* A halfway house or similar institution which provides temporary residence for individuals who would otherwise be institutionalized;

* A temporary accommodation, e.g., a hotel/motel, or in the residence of another individual for not more than ninety (90) days; or

* A place not designed for, or ordinarily used, as a regular sleeping accommodation, such as a bus station, a lobby, or similar places.

The individual may provide, with the assistance of the Housing Services social caseworker, appropriate documentation of homelessness.

During the development, or amendment, of the Employment Plan, the individual is informed that s/he may be allowed up to one hundred eighty (180) days for the housing search activity. In a two-parent family, the second parent must sign an Employment Plan and conduct the housing search unless one parent is exempt due to disability. (See Two Parent Family Requirements, Sections 0812.05.25. and 0812.05.25.05)

When the parent is conducting a self-directed housing search, s/he provides the FIP caseworker with a log of her or his housing contacts on at least a biweekly basis. An acceptable number is a reasonable, and agreed-upon number of such contacts per week which is specified in the written Employment Plan. The log shall include the date of the contact, the apartment address, contact name, telephone number, and result of the contact.

The written Employment Plan (FIP-11) details the activities to be undertaken by the individual and any supportive services provided by DHS. The housing search log and attendance reports from providers of other services/activities are used to monitor satisfactory progress of the housing search.

When a parent and her/his family are not in a homeless shelter with a structured program, the individual must still meet Employment Plan activity participation requirements (as outlined in Sections 0812.05.05 and 0812.05.10, or 0812.05.25). Some agencies or organizations may enter into formal agreements with DHS to provide job readiness services, including supervised housing search, for DHS clients. Parents who are referred to these entities (via the FIP-102) must meet the required hours of approved Plan activities, including housing search as well as GED, ESL, Job Search, and OJT or other activity, as appropriate in order to have a job readiness activity approved. A parent's progress (in ESL, for example) is monitored by the certified vendor or contract provider, as appropriate, and the housing search by the FIP caseworker in consultation with a Housing Services social caseworker. Individuals are referred to shelters via the FIP-102 form.

When a parent(s) and her or his family are in a homeless shelter with a structured program and formal set of services, s/he will be required to participate fully with the shelter's program services in order to have a job readiness activity approved.

Some shelters may enter into formal agreements with DHS to provide an array of job readiness services for DHS clients. An intensive supervised housing search is an essential component of these programs. Individuals in these circumstances must meet FIP Employment Plan activity participation requirements (as outlined in Sections 0812.05.05 and 0812.05.10, or 0812.05.25) and are monitored by the shelter. Such

individuals must meet the required hours of approved Plan activities, including housing search as well as GED, ESL, Parenting Skills, Job Search, and OJT, as appropriate. Individuals are referred to the shelter utilizing the FIP-102 form, and the shelter communicates the individual's progress with the FIP caseworker via the FIP-103 on a biweekly basis.

0816.30 RAPID JOB PLACEMENT

REV:01/2002

Rapid Job Placement is an appropriate employment plan component for 1) those individuals who wish to enter employment as soon as possible but need short-term remediation, job readiness activities including counseling, resume writing, and other activities, job search placement, and/or retention counseling and 2) other individuals as appropriate.

Individuals will be assigned to appropriate time-limited activities as described above and/or be referred for job placement. Once an individual is employed, employment retention counseling services are provided for a four (4) month follow-up period. After the individual has been employed for four (4) months, the individual's Rapid Job Placement component will be terminated and a regular employment component established in her/his employment plan.

0816.35 WORK EXPERIENCE

REV:05/1997

The objective of the Work Experience (WEXP) component is to improve the employability of individuals not otherwise able to obtain employment by providing unpaid work experience and training to assist them to move promptly into regular public or private employment. A participant assigned to Work Experience is engaged in productive activity while continuing to receive her/his Family Independence benefits; moreover, it is expected that s/he will get a better paying job or more hours of work after being placed in a Work Experience job.

Participants may be assigned to participate in a Community Work Experience Program (CWEP) or a training/work readiness program conducted at a job site with supervised participation in work on-site. Assignments in CWEP are with public and non-profit agencies; the supervised job site placements described above may be with private firms.

Recipients such as those whose latest employment plan component activities are ending, individuals whose employment plans contain a job readiness component, individuals who are unemployed to the extent program participation does not interfere with their participation in rapid job placement programs or individual job search activities, and parents who are currently not participating will also be referred as appropriate either to a Community Work Experience activity or supervised job site work experience.

The maximum number of hours which an individual must participate in a Community Work Experience activity is the result of dividing the family's monthly grant by the greater of the federal or state minimum wage. Placements in CWEP are of three (3) or six (6) months' duration.

Individuals assigned to supervised job site work experience must participate no less than twenty (20) hours per week. These placements are for six (6) to nine (9) months.

Both a Level I and II assessment must be completed for a work experience component activity to be approved. The results of the latter evaluation aid the Family Independence case worker in better matching the individual with the available positions.

After assessment, if the client is to be placed in supervised job site work experience, the Family Independence case worker consults with her/his supervisor for the listing of positions.

After the determination of the specific assignment, an appointment is scheduled in which the participant is given an information packet describing the assignment. This packet as well as the rights and responsibilities of the participant are thoroughly reviewed to ensure complete understanding prior to signing the Work Experience Statement of Understanding. The Family Independence case worker then obtains and gives the participant the date and time of the Work Experience Orientation prior to the actual placement.

Alternatively, after assessment, if the client is placed in CWEP, the Family Independence case worker consults with her/his supervisor for the listing of openings. After the determination of the specific assignment, an appointment is scheduled in which the participant is given an information packet describing the assignment. This packet, the rights and responsibilities of the participant, including an overview of the regulations pertaining to confidentiality are thoroughly reviewed to ensure complete understanding prior to signing the Work Experience Statement of Understanding. The Family Independence case worker then obtains and gives the participant the date and time of the Work Experience Orientation prior to the actual placement. Part of the orientation will be committed to a discussion on confidentiality and applicable laws.

Every three (3) months the participant's circumstances are evaluated. A revised employment plan must be completed at the end of six (6) months and at the termination of each assignment.

The participant is assigned to a one month individual job search the month before the end of each work experience assignment. Job placement has priority over participation in Work Experience if an appropriate job opportunity is available.

0816.40 WORK SUPPLEMENTATION

REV:01/2002

The Work Supplementation Program (WSUP) is designed to assist certain FIP recipients to locate and retain gainful employment by providing subsidized employment in the labor market. This program is administered by the Department of Human Services.

The duration of a subsidized position varies from three (3) to nine (9) months depending upon the nature of the work assignment and the needs of the individual participant. While participating in the program, a FIP recipient receives wages from the employer.

All or part of the cash assistance grant is diverted to a wage pool from which employers are reimbursed for part of the costs of wages they pay to the recipient. Upon completion of the subsidized employment, it is anticipated that the FIP recipient will remain employed in an unsubsidized job and no longer be in need of cash assistance.

A recipient assigned to participate in the Work Supplementation program must agree to receive the wages from the subsidized job, and a residual grant, if appropriate, in lieu of the regular FIP grant. Participants in Work Supplementation are considered FIP recipients and thus remain eligible for Medical Assistance (MA).

FIP case workers provide case management and authorize necessary supportive services. Supportive services may include child care services in accordance with the policies and procedures governing such services found at Section 0850.02.

0816.40.05 Criteria for Participation in WSUP

REV:07/2007

In order for a Family Independence program recipient to participate in the Work Supplementation Program, the participant must have been in continuous receipt of Family Independence program for the three (3) month period prior to placement in WSUP. WSUP participants are subject to the basic eligibility requirements of the Family Independence program. Child support received directly from an absent parent must continue to be sent to Department of Administration, Division of Taxation - Child Support Enforcement while the recipient is participating in WSUP.

The wages received by the WSUP participant from the subsidized job are considered earned income and the participant is subject to the provisions of retrospective budgeting and monthly reporting. Earned income disregards are applied to the wages paid while the recipient is participating in WSUP.

If a participant becomes ineligible for the Family Independence program for any reason other than earnings from the subsidized job, the Family Independence case is closed, but s/he may continue in the subsidized job for the duration of the placement.

Policies and procedures for determining eligibility for Extended Medical Assistance benefits are located in Section 0348 and for Child Care services in Section 0850.

0816.40.10 WSUP Activities and Terminology

REV:05/1997

Candidates for the Work Supplementation Program (WSUP) may become known to agency representatives during the normal assessment process and development of a client's individual employment plan, or a referral may originate from the Department of Labor and Training (DLT) or agency which is under contract with DLT to perform job development and placement.

The employment plan of a participant in the program contains a Work Supplementation Component. A participant in a direct supplemented position performs the same tasks as non-WSUP employees with similar job descriptions.

A WSUP participant should complete a Job Readiness component before progressing into the subsidized employment component.

Terminology

Definitions of terms used in the Work Supplementation Program (WSUP):

* Subsidized Employment: this means a job for which Family Independence funds are used to reimburse

employers for part of wages paid to the WSUP participant. Subsidized employment consists of a direct supplemented job (as described above).

* Diverted Grant: this means the amount of the Family Independence grant which a participant would otherwise receive but which is transferred to the wage pool while the participant participates in WSUP.

* Residual Grant: this means the reduced Family Independence grant for which a participant qualifies after considering the income from the subsidized position and any other sources.

* Wage Pool: this means the pool of diverted Family Independence grants which is used to subsidize the wages paid by the employer to the WSUP participant.

0816.40.15 Agency Staff Responsibilities

REV:01/2002

The FIP case worker functions as the liaison between the Job Retention Unit (JRU) and the eligibility technician responsible for the recipient's FIP case. The FIP case worker is responsible for determining that the individual meets the criteria for participation in WSUP as discussed in Section 0814.25.05. The FIP case worker must discuss the WSUP with the FIP recipient prior to referring her or him for service to the JRU, a contract provider, or a vendor, explaining how the program is used, and how the client benefits by becoming involved in the program.

Prior to approval of the employment plan, the Letter of Understanding (FIP-207) is discussed in detail with the recipient. After its contents have been reviewed, it is completed and signed by the recipient.

The FIP case worker is responsible for controlling the completion and approval of the individual's employment plan containing the WSUP component and appropriate supportive services. The JRU is responsible for providing the FIP case worker with the particulars of the job placement as soon as possible, but no later than five (5) working days prior to the client's starting date in the job. Signed copies of the Letter of Understanding (FIP-207) and the Letter of Program Information (FIP-208) are distributed according to instructions printed on each form.

INRHODES automatically transmits a D206 to the eligibility technician in the INFC function of INRHODES (after the FIP case worker completes the WSUP component screen and component hours into the employment activity schedule) with the subsidized job data. The D206 provides the employer name, address, and Tax ID number, the gross weekly wage, the hourly rate, hours per week, first pay date, and start and end dates of the subsidized employment. The eligibility technician utilizes this data to adjust the recipient's cash assistance.

INRHODES calculates the amount of funds to be diverted to the wage pool. The amount of funds (Diverted Grant) diverted to the wage pool is calculated by subtracting the new monthly FIP grant (Residual Grant), or zero if there is no residual grant, from the monthly FIP grant that would be paid to the family if there was no WSUP participation. The remainder is the Diverted Grant.

This calculation is performed for every month of WSUP participation.

The FIP caseworker notifies the eligibility technician via D206 through the TOOL function of INRHODES when a recipient has terminated and/or completed the WSUP assignment and whether or not s/he will continue in an unsubsidized job. The eligibility technician updates the case based on the information in the the D206 (located in the INRHODES IV-A INFC function). Proper recording of this information in INRHODES is necessary to provide an accurate accounting of FIP funds diverted to the wage pool and to allow eligibility determinations for extended Medical Assistance benefits and Child Care services to be completed.

The wages of recipients in the Work Supplementation component are treated as earned income for any provision of law including Federal and State income tax withholding, FICA withholding and the Earned Income Tax Credit, if requested. WSUP recipients must submit Earnings Report Forms. Earned income disregards are applied in accordance with the policies and procedures in Section 0824.

The WSUP recipient is identified on the INRHODES Job Income (JINC) panel by use of the letter "W" in the CASH Countable field. This code causes INRHODES to treat a WSUP case as a cash assistance case even if the household is not receiving a residual grant; it keeps the case in the Earnings Reporting system regardless of the number of months the case is in suspension status.

When notified by the FIP case worker that a recipient has terminated and/or completed the Work Supplementation assignment, the eligibility technician changes the CASH Countable code from "W" to "Y" the JINC panel.

Continuing eligibility for FIP and MA benefits is then determined based upon the current available information.

0816.45 Job Search

REV:05/1997

The Job Search component is designed to help Family Independence Program participants enter gainful employment by providing a range of counseling and support services as well as structured activities for Job Search participants. The goal of Job Search is full-time gainful employment of the participant resulting in independence from public assistance. It is operated with the assistance of Department of Labor and Training (DLT) staff.

Any Family Independence Program participant determined to be work-ready may be assigned to the Job Search component.

The goals for each participant are: enhancement of job-seeking and job-attainment skills; reduced dependence upon and ultimately independence from public assistance.

Participants usually engage in either Group Job Search or Individual Job Search. However, in some cases, a combination of the two may be tailored to the particular needs of a participant.

Each Job Search participant is required to attend all group sessions and any scheduled individual conferences. All participants are subject to the attendance requirements. If the participant proves good cause for her/his absences from Job Search during the conciliation process, s/he must either complete or repeat the program.

0816.45.05 Group Job Search

REV:05/1997

Group Job Search is a service provided by the Department of Labor and Training and other contracted providers such as CCRI Project Reach in a structured workshop setting. It includes training in the use of canvassing to obtain job interviews; instruction in completing job applications and writing resumes; assistance in developing job interview skills; and advice on dressing for interviews. Peer group support and exploration of individual career interests are among the methods used. Each participant develops his/her own actual employment interviews obtained through the Job Bank or through other sources of job leads.

0816.45.10 Individual Job Search

REV:05/1997

Supervised individual Job Search includes, as appropriate, the elements specified in Group Job Search, but is conducted on a one-to-one basis between the agency representative and the participant.

Actual job interviews comprise a significant part of the search.

No participant in Individual Job Search is determined to have completed the program unless and until five (5) verified face-to-face contacts with five (5) different prospective employers per week have taken place throughout the assigned time period. If the participant demonstrates good cause for not completing the five (5) contacts per week in the specified period, the period may be extended.

0816.50 ON THE JOB TRAINING (OJT)

REV:01/2002

On the Job Training (OJT) provides participants with occupational skills training and a wage at the same time. Participants who are referred to this service have some work experience but do not possess occupationally oriented skills. Payments are made to employers to subsidize the extraordinary costs incurred in providing the training and additional supervision to the participant. OJT is available to FIP participants primarily through Workforce Development boards.

0816.55 EMPLOYMENT

REV:05/1997

The employment plans of employed recipients of the Family Independence program may contain, along with an employment component, child care services as required. The financial plans of these recipients will identify obtaining advanced earned income credit and any other measures to be taken to maximize the family's income with the ultimate goal of self-sufficiency.

The same procedures are followed as for any other employment plan component/activity, from assessment through the minimum number of hours of activity to approval of the plan. The plan must be approved before child care services can be authorized.

0816.55.05 Employed Thirty or More Hours

REV:01/2000

A month shall not count against the sixty (60) month lifetime time limit established in Section 0806.50 when the following conditions are met:

(1) a recipient is employed an average of thirty (30) or more hours per week in a single parent family during a month, or an average of thirty-five (35) hours for a parent in a two parent family during a month, and (2) the income earned by the recipient is from a job, child care, or other self-employment, as qualified below.

Income from rent or room and board is not considered allowable self-employment under this provision. An individual's monthly earned income, or net income if self-employed, must equal at least one hundred thirty (130) times the greater of the federal or state minimum wage for a single parent family, or one hundred fifty-two (152) times the greater of the federal or state minimum wage for a two parent family.