

Temporary Assistance (TA) and Supplemental Nutrition Assistance Program (SNAP) Employment Plan

January 1, 2022 - December 31, 2023

Hamilton County

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1. Administration

1.1 Administrative Structure

- a. This agency's organizational chart is attached. It identifies the units and staff within the agency that are involved in the operation of the district's employment program. *(Attachments must be uploaded to the system through the "Documents" screen prior to submitting the plan. Use the textbox below to provide any additional information.)*

Please see attached Organizational Chart for Hamilton County.

- b. Below is a description of the office(s) in and/or outside of the Department of Social Services that are involved in the operation of the district's employment program and include the responsibilities of each office.

Social Welfare Examiner (TA/SN/SNAP)

- Determines TA/SN employability based upon initial interview and documentation.
- Explains all employment requirements for applicants determined non-exempt.
- Requests / obtains medical documentation for Applicant/Recipient identified as exempt.

The Employment Unit of Hamilton County DSS operates the district's employment program.

1.2 TA and SNAP Employment & Training (SNAP E&T) Provider Agencies

- a. Table 1 lists the local contracts or agreements with agencies to provide employment services to TA and SNAP clients. These activities and services may include, but are not limited to: employability determinations; development of assessment and employment plans; conciliation and grievance activities; provision of work activities such as job readiness training; education and job skills training; monitoring and support for compliance with treatment plans for exempt individuals with the potential for restoration to self-sufficiency; job development; job placement and retention services; and other employment related activities.

Each contract listed in Table 1 contains an assurance that the activities are not otherwise available from that provider on a non-reimbursable basis, and, if not a performance-based contract, a statement regarding use of a cost allocation methodology that satisfies Generally Accepted Accounting Principles, as well as the requirements of U.S. Office of Management and Budget Circulars A-122 for nonprofit organizations, A-21 for educational institutions, or A-87 for State and local governments. Districts must maintain proper monitoring and oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts.

Provider	Total Contract Cost/Year	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided
		<input type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input type="checkbox"/> FA <input type="checkbox"/> SNA Family <input type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	

b. Table 2 includes agencies/providers that offer services to participants and to which the district expects to refer participants, but which have no direct financial agreement with the district.

Provider	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided
ACCES-VR	Others: N/A	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Family <input checked="" type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	Vocational / Educational Services
One Work Source	Others: WIB	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Family <input checked="" type="checkbox"/> SNA Individual <input checked="" type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	Assist with employment referrals, testing and placement.

c. Monitoring and Oversight of TANF and SNAP E&T Funded Contracts/Agreements

Described below is the process used to monitor district held contracts/agreements with providers that use TANF and SNAP E&T funds for employment services:

N/A

1.3 OTDA Jobs Staff Agreement

a. OTDA Jobs Program Services - Target Groups. Check all services and target groups that apply:

Services:

- Assessment/Employment Plan
- Supervised Job Search
- Job Readiness Training
- Job Club
- Job Placement Services
- Grant Diversion
- Job Development (employer outreach)
- WOTC pre-certifications

Target Groups:

- Applicants
- FA & SNA with children
- SNA without children
- SNAP
- TANF 200%

- b. Described below are the additional services/duties Jobs staff will be requested to perform (e.g. WTWCMS data entry, case conferencing, job fairs).

Hamilton County does not utilize a Jobs Staff person.

1.4 Access to Services at New York State Career Centers

- a. Described below is how the district provides access to its programs and services with Career Center partners (select all that apply):
- The district has employee(s) physically present at a Career Center
 - The district has contract staff physically present at a Career Center
 - The district makes available direct access to its program staff via phone or technology at a Career Center
 - The district makes available copies of the LDSS-2921 (Common Application) at a Career Center
 - Other:

The Career Center is located within our local district building.

- b. Described below is how the district coordinates with Career Center partners to provide services to the district's clients, including referral and information sharing mechanisms, or other collaboration such as participation on the local WIOA Business Services Team, etc.

The Employment Coordinator can refer any client to the WIOA worker. The WIOA worker will then meet with the client to discuss services available through the Career Center.

2. Orientation, Assessment and Employment Plan

2.1 Orientation (Reference 18 NYCRR 385.5)

- a. Check one of the following:
- The district provides orientation in accordance with 18 NYCRR 385.5 and no additional information is provided at orientation.
 - In addition to the requirements outlined in 18 NYCRR 385.5 of the regulations, the district's orientation provides the following:

Agency screens individuals and families for additional services as needed, including; case management, mental health issues, e.g. counseling/treatment, in addition to essential items such as clothing needs, food, housing and heating.

- b. Described below is how the district completes the required orientation for all applicants and recipients of TA (e.g. in a group setting, individually, or a combination of both). Please include the orientation procedure for exempt individuals and non-exempt individuals, if different:

Orientation is completed individually at the initial face to face interview for both exempt and non-exempt applicants and recipients. If an applicant appears eligible for TA benefits, the

TA examiner provides an overview of the TA program, employment requirements, and available assistance such as: reimbursement for mileage, car repairs, and associated support programs such as childcare, subsidized housing, SNAP and Medicaid. The examiner distributes the three informational booklets at the initial face to face interview. After completing the orientation, both exempt and non-exempt applicants are referred to the Employment Coordinator for the formal employment assessment and employment planning, usually completed the same day as the initial face to face. If not completed at the initial face to face interview, the client will be given a written notice of an appointment that will be scheduled within 10 days. Orientation is conducted in the same manner at point of recertification. Recipients whose employment status changes from exempt to non-exempt are sent an appointment by the Employment Coordinator to update their status and review employment requirements.

2.2 Temporary Assistance (TA) Employment Assessment

- a. The district conducts assessments as required by 18 NYCRR 385.6(a) and 385.7(a). Check one of the following:
- The district enters assessments directly into WTCMS
 - The district uses the LDSS 4980 (New York State Assessment) and later enters information into WTCMS.
 - The district conducts assessments using a local equivalent tool, and later enters information into WTCMS. Please attach the local equivalent tool. If the local equivalent contains additional elements beyond what is required, list them below:

- b. Described below is the district procedure for the completion of an employment assessment:

A/R's are given LDSS-4980 (NYS Employment Assessment) at their initial TA interview. A/R's are asked to complete as much as possible and bring it to their scheduled interview with the Employment Coordinator. A/R's have scheduled appointments within 10 days of application date. A/R's are interviewed individually, face to face by the Employment Coordinator who reviews the LDSS-4980 with the client and completes the assessment in WTCMS.

- c. Which district administrative unit or contractor is responsible for conducting assessments?

The Employment Coordinator is responsible for conducting assessments.

- d. Described below are the minimum qualifications of the employees conducting the assessment (refer to requirements listed in 18 NYCRR 385.6(c) and 385.7(c)):

The District Employment Coordinator must possess a high school diploma and have a minimum of two years experience working as an examiner who has been trained appropriately by OTDA and the district on Employment Policy.

- e. Are applicants in households with dependent children required to participate in completion of an employment assessment?
 - Yes
 - No
- f. Are applicants in households without dependent children required to participate in completion of an employment assessment?
 - Yes
 - No
- g. Are exempt adults in households without dependent children required to participate in completion of an employment assessment?
 - Yes
 - No
- h. How often and under what circumstances is the employment assessment updated?

Assessments are updated at recertification and anytime there is a change in circumstance that warrants an updated assessment.

2.3 TA Employment Planning (Reference 18 NYCRR 385.6 and 385.7)

- a. The district develops individual employment plans as required by 18 NYCRR 385.6(a) and 385.7(a). Check one of the following:
 - The district enters employment plans directly into WTWCMS.
 - The district uses the LDSS-4978 (New York State Employment Plan) and later enters information into WTWCMS.
 - The district develops individual employment plans using a local equivalent tool and later enters information into WTWCMS. Attached is the local equivalent tool. If the local equivalent contains additional elements beyond what is required, list them below:
- b. Check one of the following:
 - The same administrative unit or contractor that conducts employment assessments also develops employment plans.
 - A different district administrative unit or contractor develops employment plans, and their qualifications include:
- c. Described below is the district procedure for the completion of an individual's employment plan:

Information from the individual's NYS Employment Assessment is entered into WTWCMS. That information along with information obtained from the face to face interview with the client is used to develop the individual's employment plan. The employment worker completes the employment plan and determines employment goals in conjunction with the client.

- d. How often and under what circumstances is the employment plan updated?

Same as with the assessment, the employment plan is updated at recertification and anytime there is a change in circumstance that warrants an update.

3. Engagement

3.1 Federal “Engaged in Work” Requirement (Reference 18 NYCRR 385.2 (f))

- a. Federal requirements state that parents or caretakers must be engaged in work as soon as the district determines they are ready, but no later than within 24 months of receiving federally funded assistance. The district’s definition of “Engaged in Work” is:

Compliance with assessment, employment planning, all activities included in the individual’s Employment/Self-Sufficiency plan, including any need to attend treatment/rehabilitation programs, or any of the work activities listed in Section 4.1. Also included is pursuit of other forms of income such as SSI and SSDI.

- b. Described below is additional information regarding the district’s “Engaged in Work” requirements:

Compliance with assessment, employment planning, all activities included in the individual's Employment/Self-Sufficiency plan including any need to attend treatment/rehabilitation programs, or any of the work activities listed in Section 4. Also included is pursuit of other forms of income such as SSI and SSDI.

3.2 Strategies/Procedures for Accommodating Individuals with Limited English Proficiency

- a. Described below is how the district accommodates non-English speaking participants' access to employment activities and services:

District will provide an interpreter, either in-person or a phone translation service, to explain the employment activities and services offered. Interpreter services desk guides are available to workers and language posters are available in all client areas. District will also help A/R with accessing English Language Proficiency classes if interested.

3.3 Strategies/Procedures for Increasing Program Attendance

- a. Described below are the district policies and/or procedures used to reduce the number of times participants fail to participate in work activities. This includes absences with good cause:

District investigates cause/ reason for A/R absences and takes appropriate action. In those cases the District determines the A/R to have, "good cause" the District will attempt to

reduce the number of instances such as absences by working closely with the A/R and any service providers associated with the A/R.

3.4 Strategies/Procedures for Engaging Sanctioned TA Participants

a. Select all that apply:

- Described below are the strategies the district uses to attempt to engage sanctioned participants as soon as they are sanctioned:
- Described below are the strategies the district uses to attempt to engage sanctioned participants when the durational period of the sanction is completed:
- Described below are the strategies the district uses to attempt to engage sanctioned participants during different times in the sanction period:

At the initiation of the sanction period, for those households without children, OTDA sends the A/R an LDSS 4231, "Option to end your sanction". For those households with children, the district sends out the LDSS 4231. Included with the LDSS 4231 is information regarding case management services. In addition, the A/R is directed to contact the district to discuss any barriers to participation in employment activities.

3.5 Strategies for Reducing the Need for TA

a. Described below are the district's strategies for reducing the need for TA:

District looks for all opportunities to divert Applicants from needing ongoing Temporary Assistance such as helping them identify other services and resources including programs such as SNAP, Medicaid, HEAP, WIC, Child Care Assistance and State and Local employment services. Where available, community resources such as food pantries, charitable organizations, family and friends should be sought out. Applicants without children are required to do front door activity (5 job searches) as a way to possibly find employment before opening of temporary assistance case.

4. Work Activities

4.1 Allowable Work Activities

a. Please select all the activities available to individuals receiving Family Assistance (FA), Safety Net Assistance for households with dependent children (SNA Fam), Safety Net Assistance for households without dependent children (SNA Ind), and Supplemental Nutrition Assistance Program (SNAP) benefits. In the chart below, the case type is listed next to each activity available to it in the district.

Case Type	Activity and Definition
<input checked="" type="checkbox"/> FA	Unsubsidized Employment – Full time or part time employment in the public or private sector that is not subsidized by TANF or any other public program (excluding employer tax credits). Unsubsidized employment includes self-employment and/or paid internships.
<input checked="" type="checkbox"/> SNA FAM	
<input checked="" type="checkbox"/> SNA Ind	
<input checked="" type="checkbox"/> SNAP	

Case Type	Activity and Definition
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p>Work Experience – Unpaid work performed at a public or not-for-profit organization to enable a participant who has not obtained unsubsidized employment to improve his or her employability. Work experience provides participants with an opportunity to acquire training, knowledge, work habits, and work references necessary to obtain and retain employment. Participation in work experience includes training required for the participant to complete the work experience assignment. For example, an individual who is expected to provide clerical support in a government agency may be provided training to develop or refine filing and data entry skills as needed to perform the tasks required as part of the work activity assignment.</p>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p>Job Search – The act of seeking or obtaining employment or preparing to seek or obtain employment and will include: looking for suitable job openings in a group or individual setting; making contact with potential employers; learning appropriate workplace expectations and behaviors in preparation for submitting job applications and interviewing; preparing and applying for, and/or interviewing for jobs and related activities.</p>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p>Vocational Education – Vocational education is defined as an organized educational program that directly relates to the preparation of individuals for current or emerging occupations that require training up to a four-year degree. Vocational education does not generally include basic or remedial education or English as a Second Language (ESL) but may include work focused general education and language instruction that is a regular or integral part of a vocational education program. Social services districts are responsible for ensuring that any such remedial education or ESL is a regular part of the program for participants with similar skill sets as the TANF/SNA MOE client, is determined necessary by the program provider, and is limited in hours to less than one half of program participation. Vocational education programs include the completion of activities that provide individuals the knowledge and skills to perform a specific trade, occupation or vocation. Vocational education must be provided by an education or training organization.</p>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p>Secondary School – Regular attendance in accordance with the requirements of the secondary school or a course of study at a secondary school or other State accredited institution leading to a high school equivalence (HSE) diploma, in the case of a recipient who has not completed secondary school or received a certificate of general equivalence. Secondary school participation may include general adult basic education or ESL if it is linked to attending secondary school or leading to a HSE diploma as determined necessary by the educational institution. Secondary School or HSE programs that routinely include ESL, career training, alternative school, tutoring, dropout prevention, teen pregnancy or parenting programs as a requirement of program participation as determined by the educational institution will also be permitted.</p>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p>Job Skills Training – Training or education in job skills to improve a participant's employability, to ensure clients have the basic skills competencies required by employers to support job entry and/or to advance or adapt to the changing demands of the workplace. Where identified as needed, such training may include the development of basic workplace skills including professional workplace behaviors and decision-making skills. Job skills training may include customized or technical training designed to provide participants with additional workplace skills, post-secondary education courses leading to a bachelor's or other advanced degree, or other training included under the definition of vocational education training. Job skills training may include literacy instruction, English language instruction, or other basic education for an individual who has already obtained a high school diploma or equivalency when determined from a client's assessment that such instruction is needed to improve the participant's employability.</p>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p>Education Training – Education directly related to employment for a recipient who has not received a high school diploma or equivalency must be related to a specific occupation, job or job offer or otherwise determined based on a client assessment as necessary to improve the participant's employability to support job entry, retention or advancement. Education directly related to employment may include courses designed to provide the knowledge and skills for general or specific occupations or work settings to ensure clients have the basic skills competencies required by employers and may also include adult basic education, ESL instruction and education leading to a high school equivalency diploma as determined as necessary to improve the participant's job opportunities in potential occupations. Where identified as needed such training may include the development of basic workplace skills including professional workplace behaviors and decision-making skills.</p>

Case Type	Activity and Definition
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	Job Readiness Training (JRT) Activities – Participation in programs that include seeking and preparing for work. JRT includes two types of activities: (1) traditional activities of resume preparation, training in interviewing skills, and instruction in workplace expectations, training in effective job seeking, including life skills training; and (2) activities that improve an individual’s employability, such as substance abuse treatment, mental health treatment, or rehabilitation activities in which a qualified medical or mental health professional has certified that such treatment is necessary.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	Subsidized Private Sector Employment – Employment in the private sector for which the employer receives a subsidy from TANF or other public funds (excluding tax credits) to offset some or all of the wages and costs of employing and training a recipient in accordance with New York State Social Services Law 336-f. Subsidized private sector employment will include positions subsidized through grant diversion/Transitional Employment Advancement Program (TEAP), supported employment programs, and paid college work study programs at private institutions. Individuals participating in subsidized private sector employment are paid wages and receive the same benefits as unsubsidized employees who perform similar work. An employment situation will be subsidized for up to the full amount of wages/benefits provided to the program participant and will be subsidized for the length of time as determined appropriate by the State or social services district.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	Subsidized Public Sector Employment – Employment in the public sector for which the employer receives a subsidy from TANF or other public funds (excluding tax credits) to offset some or all of the wages and costs of employing and training a recipient in accordance with New York State Social Services Law 336-e. Subsidized public sector employment will include positions subsidized through grant diversion/TEAP, supported employment programs, and paid college work study programs at public institutions. Individuals participating in subsidized public sector employment, and work study unless otherwise permitted under a federal work study program, are paid wages and receive the same benefits as unsubsidized employees who perform similar work. An employment situation will be subsidized for up to the full amount of wages/benefits provided to the program participant and will be subsidized for the length of time as determined appropriate by the State or social services district.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	Community Service – A structured program in which participants perform work for the direct benefit of the community under the auspices of public or nonprofit organizations. Community service placements must be projects that serve a useful community purpose in fields such as health, social services, environmental protection, education, urban and rural redevelopment, welfare, public recreation, public facilities, public safety, and childcare. Community service programs are designed to improve the employability of participants not otherwise able to obtain unsubsidized employment. Participation in community service may include training that is directly required for the participant to complete the community service assignment. For example, an individual who is expected to provide clerical support to a food pantry may be provided training to develop or refine filing and data entry skills.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input type="checkbox"/> SNA Ind <input type="checkbox"/> SNAP	Provision of Childcare for Individual Participating in Community Service – Providing unpaid childcare to enable another TA (TANF/SNA MOE funded) recipient to participate in a community service program.
<input type="checkbox"/> FA <input type="checkbox"/> SNA FAM <input type="checkbox"/> SNA Ind <input type="checkbox"/> SNAP	SNAP E&T Supervised Job Search – The act of seeking or obtaining employment through a job search that is directly supervised and may include: case management services, career exploration, interview preparation, job application assistance, learning appropriate workplace expectations and behaviors in preparation for submitting job applications and interviewing, job leads, and direct job referrals.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	On-the-Job-Training (OJT) – Training in a public or private sector employment setting during which the participant receives work-essential paid training while he or she is engaged in productive work that provides the knowledge and skills essential to attain full and adequate performance of the job.
<input type="checkbox"/> FA <input type="checkbox"/> SNA FAM <input type="checkbox"/> SNA Ind <input type="checkbox"/> SNAP	Other – Any work activity that does not meet the criteria of any of the above countable activities constitutes participation that is not countable toward federal and State participation rates.

4.2 Job Development

- a. Does the district conduct or access job development services to expand job opportunities for TA and SNAP participants?

Yes

No

If Yes, select how the district participates in job development activities.

District staff contacts employers to solicit jobs for TA and SNAP Participants. Describe below how this is done, including number of staff, frequency of contacts, etc.

N/A

District contracts or has an agreement with another agency to contact employers and solicit jobs for TA and/or SNAP participants. Describe below how this is done, including number of staff, frequency of contacts, etc.

A/R's are referred to One Work Source for job listings and workshops. The local One Work Source office maintains a current listing of local job openings, employers willing to participate in on the job training programs and work activities.

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

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

Currently there are no programs within the district that provide Adult Basic Education, HSE preparation or English Language instruction. A/R's identified by the examiner at the initial face to face interview in need of any or all of these services are directed to the nearest state approved program located in Warren County or Fulton County. The district reimburses individuals participating in the programs with allowable expenses such as enrollment costs, books and mileage.

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

A/R's who may need Vocational Education or Job Skills Training are identified during the initial assessment. If appropriate, a referral is made to One Work Source for specific programs and participation.

- c. Described below are the process and guidelines workers follow to ensure that individuals who have not attained a basic literacy level and/or have not attained a high school diploma are offered the opportunity to participate in an educational activity:

The Employment Coordinator provides details of participation and the requirements to attend the program. Since there are no programs within the district, the examiner explains the requirement to travel to the nearest program and available reimbursements.

- d. Described below are the district's process and policy, including the guidelines workers follow, when determining whether participation in educational activities is approved for individuals who have not attained a high school diploma who are interested in participating in an educational activity. Include in this section instances when the district would deny participation in educational activities:

Based upon the initial employment assessment, A/R's without a high school diploma are identified and offered an opportunity to participate in a HSE program. If interested, the Employment Coordinator provides the details of participation including the requirements to travel outside the district, reimbursements available and possible consequences associated with quitting once enrolled without a valid reason. A/R with a history of non-compliance, poor program attendance, may not be considered appropriate for educational activities.

- e. Described below is the district's process and policy for determining whether a participant is approved/assigned to participate in job skills or vocational education activities:

During the employment assessment, when appropriate, the Employment Coordinator provides the applicant/ recipient with a number of options including participation in job skills training or vocational education training. Individuals who may have a limited employment history or experience in a field that is not currently hiring may benefit from new job skills training or vocational educational activities. A/R are evaluated for Job Skills or vocational education activities based upon; current skills, capability, work history, reading level, highest level of education reached and any prior history of participation in work activities.

- f. Described below are the standards by which education and training providers are evaluated:

Education programs are evaluated by the overall quality of the program as defined by the participants, the length of the program, cost, participation requirements, and the success of the individual upon completion e.g. individual's ability to acquire employment. For example the Certified Nurses Aide (CNA) program through FMCC (Fulton Montgomery Community College) offers a short, cost effective program that allows the graduate to gain employment quickly in the health care industry. Training providers are evaluated on the number of hours the client may participate and the type of work. The district also rates the worksite on its willingness to provide needed documentation and overall quality of supervision. Providers are also evaluated by the Job placement rate or participation upon completion of the program.

- g. Described below is the district's procedure for advising participants of approved training:

A/R's are informed of approved training providers during the assessment process.

- h. Described below is the district's procedure for notifying participants they are approved for training or enrollment in a work activity:

Participants are notified both verbally and in writing of their enrollment in a work activity and requirements of participation. Notification of enrollment in an activity is done 10 days prior to the participants start date.

- i. Described below is how the district will monitor the high school attendance for 16-18 year-olds in order for them to retain their TA exempt status:

The District will base their decision on satisfactory high school attendance based on the school's determination for acceptable matriculation in the high school program.

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

Participant's limitations are documented by a medical professional. Medical documentation is addressed with the A/R prior to their start date and monitored throughout their participation. Worksite placement and tasks are based upon the indicated limitations. Worksite supervisors are informed in writing of the participant's limitations.

4.4 Post-Secondary Education Approval and Enrollment Policies

- a. Described below is the highest level of post-secondary level education that the district will approve as a work activity, up to a four-year college program:

The District will approve up to a 2 year college program as an approved work activity.

- b. Described below is how the district will ensure that enrollments in post-secondary education beyond the 12-month lifetime limit are combined with a weekly average of at least 20 hours in paid employment activities which may include work study, work experience or community service:

Employment Coordinator will review post-secondary education limits at each recertification. If the applicant/recipient has exceeded the 12 month lifetime limit we will begin to include 20 hours of core activity.

- c. In accordance with 18 NYCRR 385.9(b), regardless of whether the college program is approved for the participant as an employment work activity, the district will approve as a work activity a work-study, internship, externship or other work placement that is part of a non-graduate student's curriculum unless one or more of the following conditions applies as checked below (Select all that apply):

- It has been determined that the student voluntarily quit their job or reduced earnings to qualify for initial or increased TA.
- A job or on-the-job training position that is comparable to the work-study, internship, externship or other work placement cannot reasonably be expected to exist in the private, public or not-for-profit sector.
- The student is not maintaining a cumulative C average (or the equivalent). The district may disregard this provision if the student documents an undue hardship.

- The institution or student fails to monitor and report information regarding the student's attendance and performance as required.
- The student fails to progress toward the completion of a course of study without good cause, as determined by the district.
- The student has previously enrolled in work-study, internship, or other work placement and failed to complete the work placement without good cause as determined by the district.
- Additional reasons as stated below:

5. Work Requirements

5.1 Meeting TA Work Requirements

- a. Described below is how the district plans to meet federal and State TA participation rate requirements. Include in this description the weekly hours standard participation requirements for individuals in the different case and household types, along with the typical time period it takes for nonexempt individuals to be engaged in activities for both newly opened cases and individuals whose status changed from exempt to nonexempt. (Information regarding engaging exempt individuals is entered in Section 9).

The TA work requirements are the same for individuals and households with dependent children. A non-exempt A/R is engaged in work activities within 15 days to meet participation rate requirements. Individuals are required to participate in 20 hours per week. An exempt A/R whose status changes to non-exempt will be engaged within 15 days. The employment coordinator monitors participation and engagement rates.

- b. Estimate the number of individuals expected to receive employment services for:

Household Type	Number Served
Households with Dependent Children Average Monthly	8
Households without Dependent Children Average Monthly	6

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

The Employment Coordinator will review the following COGNOS reports bi-monthly to ensure engagement and participation rates: Activity Counts Report, Combined Engagement Report, Combined TANF SN MOE All Families Participation Rates and Participation/Engagement Summary Report.

- d. Does the district assign TA applicants to Job Search? If yes, describe the district procedure for Job Search, including the required number of job search contacts and hours per week assigned. Use the “Additional Information” column in the chart below to describe how often individuals are generally required to report job search outcomes and if activities other than job search are routinely expected:

The district assigns TA applicants to Job Search.

- Yes
 No

Applicant Job Search	Min. Contacts	Min. Hours	Additional Information
TANF and SNA MOE	5	10	Applicants determined non-exempt are provided the employment search booklet, LDSS-3696 to record employer contacts and results. A non-exempt individual is required to make five valid contacts per week, spending up to 40 hours per week searching for employment. The number of contacts and hours may vary under certain circumstances. Individual progress is reviewed every two weeks. A non-exempt applicant may also be required to attend a job fair and provide verification of attendance and contacts the following day.
SNA Individuals	5	10	Applicants determined non-exempt are provided the employment search booklet, LDSS-3696 to record employer contacts and results. A non-exempt individual is required to make five valid contacts per week, spending up to 40 hours per week searching for employment. The number of contacts and hours may vary under certain circumstances. Individual progress is reviewed every two weeks. A non-exempt applicant may also be required to attend a job fair and provide verification of attendance and contacts the following day.

- e. Does the district assign TA recipients to Job Search? If yes, describe the district procedure for Job Search, including the required number of job search contacts and hours per week assigned. Also include a description of how often individuals are generally required to report job search outcomes and if activities other than job search are routinely expected:

The district assigns TA recipients to Job Search.

- Yes
 No

Recipient Job Search	Min. Contacts	Min. Hours	Additional Information
TANF and SNA MOE	5	10	Recipients determined non-exempt are provided the employment search booklet, LDSS-3696 to record employer contacts and results. A non-exempt individual is required to make five valid contacts per week, spending up to 40 hours per week searching for employment. The number of contacts and hours may vary under certain circumstances. Individual progress is reviewed every two weeks. A non-exempt recipient may also be required to attend a job fair and provide verification of attendance and contacts the following day.
SNA Individuals	5	10	Recipients determined non-exempt are provided the employment search booklet, LDSS-3696 to record employer contacts and results. A non-exempt individual is required to make five valid contacts per week, spending up to 40 hours per week searching for employment. The number of contacts and hours may vary under certain circumstances. Individual progress is reviewed every two weeks. A non-exempt recipient may also be required to attend a job fair and provide verification of attendance and contacts the following day.

- f. Described below is the district's process and policy used for determining whether participation in self-employment is approved as part of an individual's required work activities, including the guidelines workers follow. If the district always approves self-employment as part of an individual's required work activities, please note this policy below.

The district may approve an A/R's participation in self-employment. Clients are required to keep a daily log of hours worked, for whom, and what income they received. This will be used to determine the client participation requirements. Self-employment may not be approved by the district in cases where the client is not earning an amount equal to or above the New York State minimum wage.

5.2 Meeting SNAP Work Requirements

- a. Described below is the extent to which the district requires NTA SNAP recipients to participate in SNAP E&T work activities. (Please note: Case management services must be provided to all participants enrolled in SNAP E&T activity):

The district is not mandating SNAP E&T work activity assignments for NTA-SNAP applicants or recipients.

- b. If the district is offering Supervised Job Search as an E&T activity component, describe below how the job search activity will be supervised and tracked, including the frequency of monitoring the participant's job search efforts.

N/A

- c. If the district is not mandating SNAP E&T work activity assignments, please describe below how NTA SNAP work registrants are informed of the services available, upon request, for assistance with job search activities. (Please note: At a minimum, districts are required to offer job search assistance to NTA SNAP applicants and recipients):

All non-exempt unemployed/under employed SNAP A/R's are informed of their responsibility to seek employment and are mailed the services available through the One Work Source.

6. Quality Assurance/Work Verification

6.1 Quality Assurance Process - Random Case Sampling

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

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

The district will sample cases from each month within the (6 month) semi-annual period. The October to March review will be due by May 20th. The April to September review will be due by November 20th. The results of these audits will enable the district to identify policies, processes or cases that may need corrective action.

After each self audit is completed, the district must submit a summary of findings to OTDA A&QI at AQI.WV.SelfAudits@otda.ny.gov for State review including specific information on each of the errors identified. In addition, when monitoring reveals substantial problems, the district must describe the corrective action it will take.

The Quality Assurance (QA) plan must include the following elements:

- Ensure that documentation of wages and actual hours of employment is verified and accurately projected/reported and present in the case file, is actual and is projected correctly;
 - Ensure that the documentation for actual hours, supervision/attendance, excused absences, and holidays in other activities is present in the case file;
 - Assess whether participation in the work activities reported for work eligible individuals meets the approved federal definition for the activity;
 - Assess that the data entered into either WTWCMS, NYCWAY or other automated systems used for reporting work activities is accurate, including actual hours, excused absences and holidays; and is based on documentation in the case record; and
 - Ensure that documentation necessary to determine an individual to be exempt due to being the parent caretaker of a disabled household member (Employability Code 38 or 48), and/or parent or caretaker relative of a child in the household under 12 months of age, (Employability code 31), is present in the case file and that individuals meet the exempt status based on the required documentation.
- a. Below is the number of random sample cases of participation in paid work activities the district will review semi-annually. Refer to the Instruction Guide for the minimum number of cases per district and guidance regarding review requirements.
6 cases
- b. Below is the number of random sample cases of participation in unpaid work activities the district will review semi-annually. Refer to the Instruction Guide for the minimum number of cases per district and guidance regarding review requirements.
6 cases
- c. Below is the number of random sample cases in which a case member is reported as an TA employability code 38 – “Parent needed in the home full time to care for an incapacitated/disabled household member” or TA employability code 48 – “Needed in the home to care for an incapacitated child full time – time limit exemption”. Refer to the Instruction Guide for the minimum number of cases per district and guidance regarding review requirements.
3 cases
- d. Below is the number of random sample cases in which a case member is reported as an employability code 31 – “Parent or caretaker relative of a child under 12 months of age”. Refer to the Instruction Guide for the minimum number of cases per district and guidance regarding review requirements.
3 cases

The district will review district worker or approved provider/vendor collected documentation and data entry of the above listed elements. The district will assess and verify that participation in the reported work activities listed above meet the State approved definition for the activity.

6.2 Use of Outside Providers/Vendors

- a. Does the district utilize outside providers/vendors to collect documentation and enter data directly into WTCMS?
 Yes
 No
- b. If Yes, does the district's provider/vendor documentation collection, data entry and management of WTCMS follow the same process that would be used by the district worker?
 Yes
 No
- c. If No, describe below the process used:

7. Supportive Services

7.1 TA and Non-TA SNAP Applicants and Recipients in Work Activities Approved by the District

- a. The district must provide childcare in accordance with the childcare section of the district's Child and Family County Services Plan. The district will also provide the following expenses, which the district deems necessary for the individual to participate in orientation, assessment, employment planning, approved work activities and activities to restore self-sufficiency:

Tuition, books, fees and supplies when no other tuition assistance is available
Clothing required for specific training or employment
License and other work related fees
Vocational related counseling in reference to drug and alcohol dependency
Counseling, life skills, education related services to children of participants
Cost effective relocation services

- b. Indicated below are the services the district will use to assist those participants who need transportation to and from an approved work activity site, including any applicable mileage reimbursement rate, and the method used by the district to arrive at that reimbursement rate. OTDA policy establishes a mileage reimbursement rate of no less than the IRS established rate for medical/moving purposes. In all instances, should the actual cost of transportation needed to participate in an assigned work activity exceed the reimbursement rate determined by the district, the district will reimburse for the actual costs based on reasonable documentation submitted by the work activity participant. (Select all that apply)
- Bus pass/token
 Gas card/voucher
 Mileage reimbursement at IRS Business rate (effective 1/1/21 is 56 cents/mi)
 Mileage reimbursement at IRS Medical/Moving rate (effective 1/1/21 is 16 cents/mi)
 Other mileage rate (please explain methodology used to establish reimbursement rate):

- c. OTDA policy establishes a distance not to exceed two miles as the maximum distance that the district can require a participant to walk to a work activity assignment or to access public transportation. Describe below the distance an individual may be required to walk, each way, to a work activity or to access public transportation:

District will attempt to assign a worksite as close to the A/R's residence as possible, preferable within two miles allowing A/R the option to walk to the worksite. When the worksite is beyond two miles or circumstances prevent the A/R from walking the District will reimburse the A/R mileage at the current IRS medical/moving rate. The District may also consider reasonable mileage reimbursement associated with carpooling. The district will continue to provide mileage support for two to four weeks after A/R has found employment. In addition the District will also pay for car repairs up to \$500.00 and auto insurance up to \$1000.00. In order for the District to consider a lack of transportation and establish limits for walking to work the A/R would have to demonstrate that alternative arrangements are not available, such as coworkers or other individuals who travel near the A/R worksite. The district may assist with expenses associated with carpooling provided the expenses are reasonable. The maximum distance an A/R is expected to walk is two miles. The maximum distances may be reduced based upon any medical limitations in regards to walking or riding a bike and the weather conditions.

- d. Described below are the services the district will provide to assist individuals at risk of needing TA to improve their opportunities for employment or to maintain their employment:

Automobile repairs up to a maximum of \$500.00
Insurance expenses up to a maximum of \$1000.00
Clothing assistance for work related clothing
Mileage reimbursement at the IRS medical/moving rate
Housing or assistance to relocate.

7.2 Post-Employment/Transitional Supportive Services

- a. Described below are the supports and strategies the district will provide to support job retention:

Child Care
Transportation- mileage reimbursement
Auto repairs up to \$500.00

- b. Described below are the support services (for up to 90 days after case closing) the district will provide to individuals whose TA cases have closed due to employment:

Child Care
Transportation- mileage reimbursement
Auto repairs up to \$500.00

7.3 Extended Support Services

- a. Described below are the support services the district will provide for individuals who are eligible under the TANF Services 200% of poverty eligibility guidelines. These services can be provided as long as funding is available (FFFS, etc.):

Childcare Assistance
Mileage Reimbursement

8. Conciliation, Sanction and Dispute Resolution Procedures

8.1 Conciliation

- a. The district's conciliation process for TA applicants and recipients must be conducted in accordance with 18 NYCRR 385.11(a). Indicate below how conciliations are conducted. (Select all that apply and describe the procedure below).

- In person
- By phone
- By mail

When the district has determined an A/R has failed to comply with a work activity, the conciliation notice is mailed. If the A/R responds to the conciliation notice the Employment Coordinator shall Schedule and conduct a conciliation conference.

- b. Who makes the TA good cause/willfulness determination? (Select all that apply)

- The client's employment worker
- A supervisor in the district
- A separate entity (describe below):

- c. The district's conciliation process for SNAP applicants and recipients must be conducted in accordance with 18 NYCRR 385.11(d). Indicate below how conciliations are conducted. (Select all that apply and describe the procedure below)

- In person
- By phone
- By mail

When the district determines an A/R has failed to comply with a SNAP work activity, the conciliation notice is mailed. If the A/R responds to the conciliation notice the Employment Coordinator shall Schedule and conduct a conciliation conference. District supervisor shall review documentation submitted at the conciliation conference and render a determination regarding good cause/ willfulness.

- d. Who makes the SNAP E&T good cause/willfulness determination? (Select all that apply)

- The client's employment worker
- A supervisor in the district
- A separate entity (describe below):

- e. Described below is the district's procedure for engaging SNAP recipients in a work activity to demonstrate compliance to avoid a SNAP E&T related sanction:

The SNAP recipient will need to complete 5 job searches to demonstrate compliance to avoid a SNAP E & T related sanction for all employment related sanctions except failure to attend assessment. For assessment, the SNAP recipient would need to complete a New York State Employment Assessment.

8.2 Sanction

- a. Described below is the district's procedure for determining compliance for those TA recipients who wish to end their employment sanction (18 NYCRR 385.12, 385.13), including the time period established for demonstrating compliance to the satisfaction of the district:

In order for the district to end an employment sanction A/R's who were sanctioned must show a willingness to comply by reporting to a new employment assessment and agreeing to cooperate. A/R must show demonstrated compliance over the course of five days by complying with districts employment activity such as reporting to job site, reporting for educational activities or completing five days of a job search.

Temporary Assistance benefits are restored retroactive to the date the individual indicated a willingness to comply, but not earlier than the expiration of the minimal durational period.

- b. Describe below the district's procedure for determining compliance for those SNAP recipients who wish to end their employment sanction (18 NYCRR 385.12, 18 NYCRR 385.13), including the time period established for demonstrating compliance to the satisfaction of the district:

Individuals who are subject to a SNAP sanction must serve the full durational period and demonstrate a willingness to comply by completing a new employment assessment with their TA worker or document that he/she has become exempt from SNAP work requirements. Individuals who document an exemption may have their SNAP sanction lifted before the end of the durational sanction period. Hamilton County does not currently mandate NTA SNAP recipients to participate in a work activity, only applicants for TA/SNAP combination cases would have to engage in a work activity to establish eligibility for SNAP.

8.3 Dispute Resolution

- a. The district's procedure for individuals who wish to dispute their work activity assignments, including individuals who dispute the district's response to their request for health-related accommodations must be conducted in accordance with 18 NYCRR 385.11(c). Indicate below who mediates the grievance.
 - An independent entity which has an agreement with the district
 - Supervisory staff who are trained in mediation and who have no direct responsibility for the individual's case
 - Designated supervisory staff who have no direct responsibility for the individual's case and who are not trained in mediation

9. Disability Determinations, Documentation and Requirements of Exempt Individuals

9.1 Disability Determination Process and Tools

- a. The district's process for determining an individual's disabilities and/or work limitations must be in accordance with 18 NYCRR 385.2(d). Indicate below what the district's process is for determining an individual's disabilities and/or work limitations. (Select all that apply, and describe the process)

- District participates in the OTDA managed contract for independent medical evaluations.
- District contracts directly with a physician to provide independent medical evaluations.
- District accepts physician's statement provided by participant.
- District accepts physician's statement provided by participant but refers for an independent evaluation when deemed necessary
- Other process

To document an individual's disability and/ or medical limitations the applicant/ recipient is provided the LDSS-4526 along with LDSS-2642 indicating the client must return the medical documentation within 10 days (discretion to extend this timeframe is determined on a case by case basis), or the LDSS-4526, Medical Examination for Employability Assessment, Disability Screening, and Alcoholism/Drug Addiction Determination, is mailed directly to the A/R physician for completion. Once the medical report is obtained the district reviews the information and notifies the applicant/recipient in writing of their employment status, exempt or non-exempt, or work limited via the LDSS-4005 or 4005(a). If applicable, the Employment Coordinator will inform the worksite in writing of the A/R limitations and will follow up weekly with the work site supervisor of any changes. The district shall determine intervals to update the medical documentation and will make adjustments to the work assignment when necessary.

- b. Indicated below is the process for reviewing the medical documentation to determine if the individual is exempt, nonexempt, or work limited and describe the process by which the determination is made. (Select all that apply)

- District directs the contracted physician or individual's physician to determine status.
- District review team reviews and determines status (described below).
- Specialized disability/medical staff or unit reviews and determines status (described below).
- Other

District will contact individual physician directly if there are any questions regarding the individual's limitations of abilities after reviewing the LDSS-4526.

9.2 Mental Health Screening and Assessment

- a. In addition to screening for a disability as part of the application or disability determination process, does the district administer a screening tool for TA participants to help determine whether a referral for a mental health evaluation is warranted?

- Yes
- No

- b. Describe the district's policy for determining when a program participant is offered a mental health screen:
- c. What screening tools does the district use? (Select all that apply)
 - LDSS 5009 - Mental Health Screening Tool
 - The computer assisted version of the Modified Mini Screening tool (MMS)
 - Other Screening tool (describe below)
- d. If using the MMS, indicate below the district's cutoff score (7, 8 or 9) for referral to a mental health evaluation.
- e. Describe below the procedure the district uses if the screening tool warrants a mental health evaluation referral

9.3 Requirements for Exempt TA Participants (Reference 18 NYCRR 385.2 (e))

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

Described below is the district's procedure for determining if an individual, who is unable to work due to mental or physical impairment, has the potential through treatment or other rehabilitative activities to improve the ability to work. This determination is different from the determination of the individual's disability exemption as covered in Section 9.1 of this Plan. Indicate who makes or assists in this determination that an individual can restore or improve employability through treatment or other rehabilitative activities (e.g., medical practitioner, employment worker, TA worker, local review team, etc.). Also indicate the source and type of information used to make the determination (e.g., information from individual's medical practitioner, district contracted provider, specialist evaluation obtained as result of district referral, etc.).

All A/R medical status is documented through submission of the LDSS 4526, Medical Examination for Employability Assessment, Disability Screening, and Alcoholism/Drug Addiction Determination. In general, medical reports are updated every three months. Any relevant notation by the medical practitioner, physician, and psychiatrist may affect the three month frequency. Based on the medical information received, a determination is made by a Social Welfare Examiner and Employment Coordinator if an individual has the potential through treatment or other rehabilitative activities to return to work.

- b. Described below is the district's procedure for developing a treatment plan and for referring the participant to appropriate treatment, etc.

The A/R is notified both in writing and verbally that he/she must participate in any recommended treatment programs expected to improve the A/R's condition which should increase the likelihood of success towards employment and eventual self-sufficiency.

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

The employment coordinator obtains releases signed by A/R participation in both inpatient and outpatient treatment. The district mails an initial request for information to treatment provider to determine A/R attendance/ compliance. After verification of initial attendance, the district mails requests monthly. Request for A/R's progress maybe more or less frequent depending on the circumstances, such as the A/R's prior history of compliance. The district may also contact the provider by phone for attendance/compliance updates and to determine if additional written documentation is necessary.

10. District Certification

10.1 Certification

As a condition of the receipt of federal and State funds the Local District Commissioner of Hamilton County Department of Social Services submits this Temporary Assistance (TA) and Supplemental Nutrition Assistance Program (SNAP) Employment Plan (Plan) to the New York State Office of Temporary and Disability Assistance. The Plan outlines the administration of employment services for TA and SNAP applicants and recipients for the period January 1, 2022 through December 31, 2023. Submission of this Plan certifies that the district has read and accepts the terms of this certification and hereby affirms that employment services programs will be administered in accordance with all applicable federal and State policies, laws, regulations and provisions of this Plan.

12/02/2021
Roberta A. Bly
Commissioner