

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

January 1, 2022 - December 31, 2023

## **Saratoga County**

# Table of Contents

1. Administration .....	1
1.1 Administrative Structure .....	1
1.2 TA and SNAP Employment & Training (SNAP E&T) Provider Agencies .....	1
1.3 OTDA Jobs Staff Agreement.....	3
1.4 Access to Services at New York State Career Centers .....	3
2. Orientation, Assessment and Employment Plan.....	4
2.1 Orientation (Reference 18 NYCRR 385.5) .....	4
2.2 Temporary Assistance (TA) Employment Assessment.....	4
2.3 TA Employment Planning (Reference 18 NYCRR 385.6 and 385.7) .....	5
3. Engagement.....	6
3.1 Federal “Engaged in Work” Requirement (Reference 18 NYCRR 385.2 (f)).....	6
3.2 Strategies/Procedures for Accommodating Individuals with Limited English Proficiency ....	6
3.3 Strategies/Procedures for Increasing Program Attendance .....	7
3.4 Strategies/Procedures for Engaging Sanctioned TA Participants .....	7
3.5 Strategies for Reducing the Need for TA.....	7
4. Work Activities .....	8
4.1 Allowable Work Activities .....	8
4.2 Job Development.....	10
4.3 Training Approval and Activity Enrollment Policies (Reference 18 NYCRR 385.9) .....	11
4.4 Post-Secondary Education Approval and Enrollment Policies .....	12
5. Work Requirements .....	13
5.1 Meeting TA Work Requirements .....	13
5.2 Meeting SNAP Work Requirements .....	15
6. Quality Assurance/Work Verification .....	16
6.1 Quality Assurance Process - Random Case Sampling.....	16
6.2 Use of Outside Providers/Vendors .....	17
7. Supportive Services .....	18
7.1 TA and Non-TA SNAP Applicants and Recipients in Work Activities Approved by the District .....	18
7.2 Post-Employment/Transitional Supportive Services .....	19
7.3 Extended Support Services.....	19
8. Conciliation, Sanction and Dispute Resolution Procedures .....	19
8.1 Conciliation .....	19
8.2 Sanction.....	20
8.3 Dispute Resolution.....	21
9. Disability Determinations, Documentation and Requirements of Exempt Individuals.....	21

9.1 Disability Determination Process and Tools .....	21
9.2 Mental Health Screening and Assessment.....	22
9.3 Requirements for Exempt TA Participants (Reference 18 NYCRR 385.2 (e)) .....	22
10. District Certification .....	24
10.1 Certification.....	24

# 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.)*

See attachment

- 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.

The Temporary Assistance Employment SWE staff is responsible for completing assessments, determining employability, developing employment plans, enrolling recipients in work activities and monitoring compliance in assigned work activities. The Temporary Assistance Employment staff conducts weekly orientation and job search meetings. The conciliation, sanction and dispute process is also completed by the Employment unit. The Temporary Assistance Social Welfare Examiner staff are responsible for developing an employment plan and monitoring compliance for exempt individuals participating in treatment or rehabilitation to restore self-sufficiency.

## 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
Unlimited Potential	Others: unknown	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Family <input checked="" type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	Provide to Family Assistance applicants and recipients with disabilities services, training and employment through work related activities that meet the Federal TANF work participation guidelines
BOCES	Others: New York State	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Family <input checked="" type="checkbox"/> SNA Individual <input checked="" type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	Provides class to obtain HSE. Provides ESL classes
Career Center	Local Others: NYS Dept of Labor	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Family <input checked="" type="checkbox"/> SNA Individual <input checked="" type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	Provides supportive services for job seekers
Saratoga Springs Public Library	Others: unknown	<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%	English Literacy Programs
Equal Opportunity Council	Others: Unknown	<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%	English Literacy Program

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:

### 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).

### 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 in the same building. We can walk clients to the center.

- 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.

When this district fully resumes in person activities-The Career Center is located in the same building as our Temporary Assistance office. A career center employee speaks to the clients at every job search meeting. Services and available materials are provided by the career center and DSS staff. There is no formal referral process for the career center. If a client requests, or is in need of services provided by the career center, a Temporary Assistance Employment SWE physically walks them to the career center and introduces them to the staff. We interact and follow up with the career center workers regularly, in person.

Currently -n person activities are appointment only and on a case by case basis for this building. We provide the Career Center phone number to clients, advise them to call and leave a message to schedule an appointment with a career center employee.

## 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:
- 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 conducted weekly in a group setting and individually as part of the face-to-face interview by the Temporary Assistance Employment Examiners and Temporary Assistance Employment Supervisor. All clients (exempt and non-exempt) are requested to attend orientation within a week of application/recertification. Orientations are held in person, during COVID\any declaration of a state disaster emergency, they are allowed to be done by phone.

### 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 WTWCMS
  - The district uses the LDSS 4980 (New York State Assessment) and later enters information into WTWCMS.
  - The district conducts assessments using a local equivalent tool, and later enters information into WTWCMS. Please attach the local equivalent tool. If the local equivalent contains additional elements beyond what is required, list them below:

Emergency information, citizenship, adults in household, court orders for child support.

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

The applicant/recipient completes a preliminary assessment that is included in the application packet. The client then meets with the Temporary Assistance Employment SWE for a comprehensive formal assessment as part of the application process.

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

Temporary Assistance Unit Employment Social Welfare Examiner staff.

- 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)):

Social Welfare Examiner.

- 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?

At recertification and if any changes have occurred.

### **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 WTCMS.  
 The district uses the LDSS-4978 (New York State Employment Plan) and later enters information into WTCMS.  
 The district develops individual employment plans using a local equivalent tool and later enters information into WTCMS. Attached is the local equivalent tool. If the local equivalent contains additional elements beyond what is required, list them below:  
  
None
- 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:

The applicant/recipient completes the employment plan with the SWE for a comprehensive plan to assist in restoring the client to self-sufficiency.

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

At recertification or if a change has occurred.

### **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:

NA

#### **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:

Saratoga County utilizes the Language Line services to accommodate Non-English speaking clients. Desk guides are available to workers and language posters are available in all client areas as required in 06-ADM-05.

### **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:

Clients are scheduled more hours per week than the minimum required hours to meet participation rates (work experience hours are determined by calculation of the grant) to allow for unforeseen circumstances as well as excused and unexcused absences from the programs. The supervisor calls each client if they are absent from their assigned work activity.

### **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:

Upon sanction, a meeting is held between the employment and eligibility unit staff to determine a course of action to engage the sanctioned individual into compliance to help restore them and/or their family to self-sufficiency. An attempt to contact the client by phone and/or mail is made.

- Described below are the strategies the district uses to attempt to engage sanctioned participants when the durational period of the sanction is completed:

A meeting is held between the employment and eligibility units to determine a course of action to engage the sanctioned individual into compliance to help restore them and/or their family to self-sufficiency. An attempt to contact the client by phone and/or mail is made.

- Described below are the strategies the district uses to attempt to engage sanctioned participants during different times in the sanction period:

Contact is made via telephone with sanctioned clients thirty (30) days after a sanction is imposed to attempt to engage them in work activities.

### **3.5 Strategies for Reducing the Need for TA**

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

Saratoga County has a strong front door approach that assists in the reduction of the need for Temporary Assistance. The Employment unit meets with applicants on the same day of application and the customer is immediately enrolled in the appropriate work activity. Cases are monitored on a weekly basis to ensure compliance with the activities.

## 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 <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<b>Unsubsidized Employment</b> – 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"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<b>Work Experience</b> – 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.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<b>Job Search</b> – 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.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<b>Vocational Education</b> – 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.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<b>Secondary School</b> – 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 equivalency (HSE) diploma, in the case of a recipient who has not completed secondary school or received a certificate of general equivalency. 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.

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><b>Job Skills Training</b> – 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><b>Education Training</b> – 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>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p><b>Job Readiness Training (JRT) Activities</b> – Participation in programs that include seeking and preparing for work. JRT includes two types of activities: (1) traditional activities of resume preparation, training in interviewing skills, and instruction in workplace expectations, training in effective job seeking, including life skills training; and (2) activities that improve an individual’s employability, such as substance abuse treatment, mental health treatment, or rehabilitation activities in which a qualified medical or mental health professional has certified that such treatment is necessary.</p>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p><b>Subsidized Private Sector Employment</b> – 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.</p>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p><b>Subsidized Public Sector Employment</b> – 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.</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	<b>Community Service</b> – 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 checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<b>Provision of Childcare for Individual Participating in Community Service</b> – 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	<b>SNAP E&amp;T Supervised Job Search</b> – 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	<b>On-the-Job-Training (OJT)</b> – 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	<b>Other</b> – 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.

The Employment Supervisor conducts outreach to prospective employers. This is completed by attending local job fairs, telephone contacts, appointment with employers and contact with our local One-Stop/Career Center. We remain in contact with the One-Stop no less frequently than weekly.

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.

We do not have an agreement with another agency.

### **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:

Identification of appropriate providers is based on their qualifications to provide a service to the participants. Providers must be certified, assessable and follow the appropriate guidelines established by the New York State Department of Education.

- 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:

Identification of appropriate providers is based on their qualifications to provide a service to our participants. Providers must be certified, assessable and willing to follow the guidelines established by the New York State Department of Education.

- 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:

Identification of an educational need is completed when the client appears for their assessment/employment plan appointment. There is a free HSE/Adult Education class offered through BOCES, as well as through the Saratoga County One-Stop Center.

- 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:

The Agency will review the participant's current abilities, extenuating circumstances and limitations to determine if the participant would qualify for either job skills or vocational education activities. If the individual is capable of securing employment they would not be assigned to job skills, vocational or educational activities. The circumstances when individuals may be denied participation in educational activities would include situations such as individuals starting but not completing training (s) in the past with no reasonable explanation as to why they quit, individuals already having three or four trainings making them currently employment ready and requests unsuitable training, or when training would not increase the employability of the individual.

- 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:

The Agency will review the participants current abilities, extenuating circumstances and limitations to determine if the participant would qualify for either job skills or vocational education activities. If the individual is capable of securing employment they would not be assigned to job skills, vocational or educational activities.

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

The providers are evaluated to ensure that they follow the appropriate educational practices, are certified, are able to work with our population and have demonstrated successful outcomes.

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

Each individual is advised of their approved training in writing.

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

Each individual is advised of approval for training or enrollment in a work activity in writing.

- 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 monitor the high school attendance of the 16-18 year old students. The verification form will be mailed or faxed to the school for their enrollment at application and recertification.

- 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:

The agency will inform work activity providers of any clients work limitations identified as part of the disability review process. The Agency will provide the work activity site supervisor in writing the participant's work limitation or necessary accommodations. Updates will be provided on a quarterly basis or as they occur.

#### **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 agency will review the client's current abilities, extenuating circumstances and limitations to determine if the client would qualify for post-secondary education, up to two year program. If the client is capable of securing employment he/she would not be approved to participate in educational activities.

- 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:

The district will require participation of 20 hours of unsubsidized employment, work study, work experience or community service in combination with continued enrollment.

- 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).

Assessments are completed by the Employment Unit at the time of application to facilitate timely assignments to countable activities at case opening. Non-exempt applicants are engaged immediately at application when the Employment Social Welfare Examiner assigns them to a work activity. If the case opens they are assigned to the countable activity as close to the case opening date as possible. When a recipient becomes non-exempt, the examiner notifies the client that he/she must come into the unit for a reassessment. The client is engaged in work activities within ten days from the re-assessment.



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

Household Type	Number Served
Households with Dependent Children Average Monthly	25
Households without Dependent Children Average Monthly	45

- 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 Supervisor reviews weekly and monthly reports to closely monitor the clients' compliance in assigned activities.

- 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	20	35	Clients meet with the Temporary Assistance Employment SWE staff weekly. Clients compliance and progress are monitored, and needs are assessed on a weekly basis as well. Individuals are generally not expected to participate in activities other than job search- this is determined on a case by case basis.
SNA Individuals	20	35	Clients meet with the Temporary Assistance Employment SWE staff weekly. Clients compliance and progress are monitored, and needs are assessed on a weekly basis as well. Individuals are generally not expected to participate in activities other than job search- this is determined on a case by case basis.

- 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

<b>Recipient Job Search</b>	<b>Min. Contacts</b>	<b>Min. Hours</b>	<b>Additional Information</b>
TANF and SNA MOE	20	35	Clients meet with the Temporary Assistance Employment SWE staff weekly. Clients compliance and progress are monitored, and needs are assessed on a weekly basis as well. Individuals are generally not expected to participate in activities other than job search- this is determined on a case by case basis.
SNA Individuals	20	35	Clients meet with the Temporary Assistance Employment SWE staff weekly. Clients compliance and progress are monitored, and needs are assessed on a weekly basis as well. Individuals are generally not expected to participate in activities other than job search- this is determined on a case by case basis.

- 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.

Paid self employment is an approved work activity.

## 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):

NTA SNAP recipients are not required to participate in SNAP E&T work activities.

- 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.

Supervised Job Search is not required for NTA SNAP.

- 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):

The clients are mailed letters and informed verbally during the application and recertification interviews of the Career Center's available services.

## 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](mailto: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 WTWCMS?  
 Yes  
 No
- b. If Yes, does the district’s provider/vendor documentation collection, data entry and management of WTWCMS 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:

1- Job related safety equipment up to a max of \$200 for each entry to employment. 2- Clothing, including but not limited to, uniforms and footwear, up to a max of \$150 for each entry to employment. 3- Tools and equipment, up to a max of \$500 during any period of continual eligibility for TANF and SN. 4- UP to \$100 for each license or for other work related fees. 5- Reasonable costs necessary for repairs to a work participant's automobile, up to a max of \$500, or the retail value of the vehicle, whichever is less, during any period of eligibility for TANF or SN. 6- legally required auto insurance, up to max of \$100 during any period of eligibility for TANF or SN. Such expenditures may be authorized only when they are the least costly means of meeting transportation needs.

- 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:

On a case by case basis, the agency will assess the number of miles a participant can walk to the worksite nearest their home, not to exceed the equivalent of two (2) miles per one way trip to public transportation or assigned work activities. The individual's work limitations and individual circumstances will be taken into account when requiring someone to walk to an assigned work activity.

- 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:

The Agency will work with the clients to assist in removing barriers to obtain and maintain employment, such as transportation needs, clothing, job coaching, child care, and emergency housing if needed.

## 7.2 Post-Employment/Transitional Supportive Services

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

All required transitional services: SNAP, Medicaid and Child Care

- 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:

The agency will provide supportive services to eligible individuals who have been work participants and have lost eligibility for Temporary Assistance, if such services are necessary or appropriate to assist such individuals to remain self-sufficient. Transportation by the most cost effective means consisting of bus tokens, bus pass, taxi service or mileage reimbursement rate at the IRS established rate for medical/moving purposes. Should the client's actual mileage cost exceed this rate the individual will be compensated for the additional cost based on reasonable documentation.

## 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.):

Daycare assistance, bus passes, referral to available local and non profit resources.

## 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

A conciliation letter is sent to the client, they can respond by phone or mail to schedule an in person conciliation meeting. If extenuating circumstances do not allow the client to attend a conciliation in person, the conciliation may be conducted by phone. Currently the district has limited access to the building, and is doing appointments over the phone. When the

restrictions on in person contacts are lifted, the agency will require in person conciliation meetings.

- 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

A conciliation letter is sent to the client, they can respond by phone or mail to schedule an in person conciliation meeting. If circumstances do not allow the client to attend a conciliation in person, the conciliation may be conducted by phone.

- 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:

A conciliation notice is sent to the client advising him/her that they may avoid a SNAP E&T sanction by demonstrating compliance with the assigned work activity. The typical work activity is five (5) job search contacts within a 5 day period.

## 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:

Individuals subject to a sanction may apply to be added back to a case, once the durational period has expired and the client states they are willing to comply. The client will be immediately enrolled into the appropriate program and must demonstrate one week (7 calendar days) of compliance as assigned by the district. If the client claims to be work exempt, they will be given the opportunity to submit medical documentation to verify the exemption from work requirements.

- 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 subject to a sanction may apply to be added back to a case, once the durational period has expired and the client states they are willing to comply. The client will be immediately enrolled into the appropriate program and must demonstrate one week (7 calendar days) of compliance as assigned by the district. If the client claims to be work exempt, they will be given the opportunity to submit medical documentation to verify the exemption from work requirements. An individual who was previously sanctioned for noncompliance with SNAP employment requirements may resume participation in SNAP program before the end of the durational sanction period, if they document that they have become exempt from SNAP employment requirements consistent with 18 NYCRR 385.3 and are otherwise eligible.

### 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

Once the applicant or recipient declares that he or she has a mental or physical impairment, the client will be given a LDSS-4526 to submit any medical documentation, including but not limited to drug prescriptions and reports from the individuals treating health care practitioner,



within 10 days of the dated LDSS-2642. Such documentation must specify any work limitations as well as recommended treatment plan for the client.

- 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

When the LDSS-4526 is received by the Employment Examiner it is forwarded to the Employment Supervisor for review. If after the review, additional clarification is required the Employment Supervisor will contact the physician. A determination is rendered based on all relevant medical documentation and verified information.

## 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.).

When the applicant or recipient declares that he or she has a mental or physical impairment, the individual will be given a documentation requirement notice -LDSS-2642 to submit to the Agency within ten (10) days any medical documentation including but not limited to drug prescriptions and reports from the individual's treating health care practitioner(s). Such documentation must contain a specific diagnosis, any medically appropriate tests and specify any work limitations as well as the recommended treatment plan for the client. The employability code determination is made by the Employment Supervisor, who also makes the determination concerning the restoration to self-sufficiency.

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

The Treatment Plan and Employment Development Plan is developed with the individual based upon the available medical information received from various health care providers. This may include Saratoga Mental Health and Addiction Services, as well as private physicians. It includes: the diagnosis, the prognosis, the recommended treatment/activities (example: physical therapy, mental health counseling, and/or drug/alcohol abuse counseling), the individual's recovery goal as reflected in the assessment or the reason why the goal is not consistent with the assessment, the treatment plan shall take into account the client's support service needs.

- 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 Supervisor and the Social Welfare Examiner contact providers on a minimum of a monthly basis to obtain attendance records of the client. Every three months the client's progress is reviewed.

## **10. District Certification**

### **10.1 Certification**

As a condition of the receipt of federal and State funds the Local District Commissioner of Saratoga 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.

12/29/2021  
Tina Potter  
Commissioner