

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

January 1, 2022 - December 31, 2023

## **Schoharie 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.)*

The organizational chart is attached.

- 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 Employment Unit of the Schoharie County Department of Social Services operates the WTW Program at the DSS offices in Schoharie and at the DSS Space in the Workforce Solutions Center (WIA One-Stop Center) in Cobleskill. The Unit consists of two district employees: An Employment Coordinator and an Employment Representative.

The District contracts with the Fulton Montgomery Schoharie Private Industry Council (FMS PIC) for two workers that work with the Employment Unit in both DSS location offices under the direction of the Employment Coordinator.

District, contract, and Workforce Solutions staff meet regularly to coordinate services and activities. The Head Social Welfare Examiner, under the direction of the Commissioner of Social Services oversees all contracts for WTW services.

## 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
Fulton, Montgomery, Schoharie Private Industry Council (PIC)	\$113,700	<input checked="" type="checkbox"/> FFFS <input checked="" type="checkbox"/> SNAP E&T <input checked="" type="checkbox"/> Local <input type="checkbox"/> Other	<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%	Employment, Counseling, Case Management, Job Readiness, Transitional Services, Desk space at Cobleskill Work Force Solutions Center.
Dr. Steven Silverman	\$70,000	<input checked="" type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Other Title XX	<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%	Counseling to address specific employment barriers, i.e. domestic violence, abuse, etc.

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
ACCESS VR	Others: SED, OTDA	<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%	Vocational Rehabilitation, Work Limitations Coordinator Services
Workforce Solutions Center (WIA One-Stop)	Others: WIA	<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%	All who meet WIA criteria. All WIA services and TABE testing.
Cornell Cooperative Extension	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%	SNAP - Eat Smart New York. Financial management.
Capital District BOCES	Others: SED	<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%	Vocational Education
ACES-Catskill Center for Independent Living	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%	Job search assistance and support
Rehabilitation Support Services	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%	Assists with mental health diagnosis - supported housing and supported work.
Schoharie County ARC	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%	Anyone that meets ARC criteria - supported work

Provider	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided
Literacy Volunteers	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%	Basic Reading and writing skills through GED, ESL
Schoharie County Community Action Program (SCCAP)	Others: DOL, OCFS	<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%	Child care resources and referral assistance in finding or to become a child care provider. Offers the Displaced Homemakers program to those that meet the requirements for the 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:

We have a contract with PIC/WDB for an employment specialist to be on-site at DSS, and one in the offices of the Workforce Development Board. We are in daily face-to-face contact with the in-house employment specialist and we are in frequent (at least 1x/week) phone and email communication with PIC/WDB and the employment specialist at PIC/WDB. Each contract 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.

### 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:
- 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.

Schoharie County is a partner in the Fulton, Montgomery and Schoharie Counties (FMS) Workforce Solutions System Partners. FMS Partners will be providing clients with access to all services they offer through a variety of methods including a referral system that includes: A "warm handoff" with a personal introduction by a staff member when 2 partners are in the same center.

An immediate phone call while the client is still at the staff person's desk to set up an appointment with another partner organization not located in the center. The call will be placed in a private location for the client to talk to a partnering organization. (Due to current COVID-19 waivers certain appointments that would have been conducted in person are currently being conducted via a telephone call.) Clients will be given a referral sheet indicating which Agency they are being referred to, accompanied by a brochure that explains the services the agency will be providing to the client.

## 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:

Temporary Assistance orientation, which is part of the eligibility process, and includes information about case management, including the requirement to attend and benefits of participation; information regarding the time limits; resources that are available to expand the client's income (e.g. Earned Income Credit, VITA services, child support, WIC, etc.); TA budgeting including deductions and exemptions and how to access them. Childcare in lieu of TA is also explained.

- 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:

Applicant orientation is done in a group setting conducted by the Employment Unit. All TA applicants, both exempt and non-exempt, are required to attend orientation.

Orientation is given individually as circumstances warrant. At recertification it is conducted individually by the employment worker as part of the plan update process.

Due to COVID-19 waivers and restrictions orientation is currently being done on a one-on-one basis along with the employment assessment. If circumstances permit a group setting orientation may resume.

## 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:

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

On the day a client applies for Temporary Assistance, he or she is seen by the employment unit for intake and assignment to employment activities, and given an assessment appointment. The assessment usually takes place within two weeks of intake. The assessment consists of an interview in an interview room using the assessment function of WTWCMS including all relevant optional sections. The answers are entered into WTWCMS during the interview. The need for supportive services is addressed both at intake and assessment. The initial employment plan is created at assessment interview. The employment worker notifies the TA worker that the client has completed assessment and updates WTWCMS. Assessments are updated as needed or every six months. (Currently due to COVID-19 waivers and restrictions TA interviews are being done on the phone. The TA worker refers the client to the employment unit the day of the TA phone interview. The Employment Unit then sets up a face-to-face appointment for orientation and assessment and intake paperwork. If there are circumstances that do not permit them to make it to the office for an in-person appointment the appointment is done over the phone.)

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

The Employment Unit and Private Industry Council (PIC). All employable clients are assessed by the PIC employee. All non-employable clients are assessed by District 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)):

Employment Coordinator, Employment Representative and Employment Specialist (contractual PIC employee), do in-house assessment activities. The minimum qualifications for Employment Coordinator:

(A) Graduation from a regionally accredited or NY State registered college or university with a Bachelor's Degree in the behavioral sciences, psychology, social work or closely related field plus 2 years experience in social work, a social welfare eligibility program, or supervisory or management experience in a public service agency; OR (B) Graduation from a regionally accredited or NY State registered college or university with a Bachelor's Degree and 3 years of experience in social work, a social welfare eligibility program, or supervisory or management experience in a public service agency; OR (C) Any combination of training and experience as defined by the limits of (A) and (B) above.

The minimum qualifications for the Employment Representative are: (A) Graduation from a regionally accredited college or university or one accredited by the NY State Board of Regents to grant degrees with a Bachelor's degree and 1 year of experience coordinating services in a public or private setting; OR (B) Graduation from a regionally accredited college or university or one accredited by the NY State Board of Regents to grant degrees with an Associate's degree and 3 years of experience as defined by (a); OR (C) Graduation from high school or possession of a high school equivalency diploma, AND i. 5 years of experience in examining, investigating or evaluating claims for assistance, veterans or unemployment benefits, insurance or a similar program operating under established criteria for eligibility; ii. 5 years of experience assisting the public in completing and/or processing applications in a social service setting; OR (D) An equivalent combination of training and experience as defined by the limits of (a) and (b).

Employment Specialist (contractual PIC employee), minimum qualifications are: Associate's Degree with 1 year or relevant experience or Highschool diploma with 3 years of relevant experience.

Intellectual testing is done by PH.D. in Psychology. Medical Assessments by clients primary MD. DSS employment staff, supervisors and contractors attend Employment Services Training Institute (ESTI). They have also been trained on the state model assessment tool. Additional in-service training is provided whenever relevant topics are available.

- 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?

The assessments are updated at application, recertification, whenever there is reason to believe that an individual has a physical or mental impairment that would limit their ability to participate in work activities or whenever changes in individual's circumstances or activity assignments warrant reassessment.

### **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:

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 Employment Plan is completed at the same appointment as the Assessment. Once the assessment is completed the employment worker transfers to the Employment Plan and completes the plan to include SMART short term and long term goals.

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

The Employment Plan is completed every six months or as needed if there is a change in circumstances as stated in 3.3 (h).

### **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:

N/A

#### **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:

We have interpreter services desk guides available to workers and have the language poster in the client lobby and interviewing cubicles. Once the language the client speaks is determined, we use our subscribed telephone translation service to obtain a qualified interpreter.

#### **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:

All participants are notified at orientation and upon beginning an activity that any missed hours must be made up within the same week. If the hours cannot be made up within the week then we must determine whether or not the missed hours are excusable, properly document the case record and take appropriate action. This acts as a deterrent to absences and assists in meeting the hours required for the participation rate. Clients may not be assigned or required to participate in more than 40 hours of activities in any given week.

- b. If a participant fails to appear at an activity, we attempt to make contact with him/her immediately via telephone or in person. If unsuccessful, conciliation notices are sent out in a timely manner. District staff and PIC employees work with clients if there are any specific needs of clients that may be needed to participate in work assignments. This could be addressing daycare issues, transportation issues or other needs that may arise.

### 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:

The client is called when their durational period of the sanction is completed and attempt to reengage the client.

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

The client is called when the sanctioned period starts and halfway through the sanction period and is informed of eligibility rules to report on his/her case status and any changes that may have occurred. We use these meetings to attempt to reengage the client. We attempt to identify strengths and barriers to participation and attempt to engage them through individualized planning and explanation of program opportunities.

### 3.5 Strategies for Reducing the Need for TA

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

Applicants are assigned to appropriate activities at their initial eligibility interview. All applicants are required to attend TA eligibility orientation which includes a discussion of supportive services (including child care in lieu of TA) and other resources available to those who choose not to pursue ongoing TA or who are ineligible due to excess income. One-time emergency payments are utilized to meet immediate needs and avoid ongoing assistance when appropriate.

Non-exempt applicants are also assigned to specific job referrals, job search, job skills training and job development. They often find employment before the TA case opens

## 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.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<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.

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>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>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA FAM <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p><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.</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>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.</p>

Case Type	Activity and Definition
<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.

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.

As part of the PIC contract there is a Job Developer who is part of WIOA that as part of our contract works on job development and matching clients with jobs. The Job Developer s required to reach out to businesses a minimum of every 30 days when they post job orders. She meets a mandatory quota of a minimum of 50 business contacts per month. Follow up is made with job seekers who have been referred to a specific business for feedback.

## 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:

Being a small county, providers are well known to the district. The district identifies appropriate providers by their successes with the individual we have referred to them. In addition, the district belongs to the Schoharie County Human Services Coordinating Council and meets regularly with Workforce Solutions Center. Both groups are sources of information on providers and programs offered in the county.

- 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:

The District identifies appropriate providers of Vocational Education and Job Skills Training programs depending on the topics offered, the topic relevance to job opportunities in the area and the ability of individuals to complete the education and training.

All non-exempt TA applicants and recipients are referred to FMS Workforce Solutions System Partners for vocational education and job skills training programs.

Capital District BOCES provides our clients with access to the vocational education courses available at the BOCES career and technical schools. The Workforce Solutions Center in Cobleskill provides assessment and funding to individuals eligible for WIA funded classroom training that prepares them for jobs in demand occupations. ACCESS VR also provides funding for education for those clients eligible for vocational rehabilitation services.

- 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 need for educational training is addressed at assessment and discussed as part of employability training. Clients also complete a customer intake form (OSOS form) that gives a good indication of their literacy level. Teens are also encouraged to return to high school or an alternative program as part of 385.9 eligibility process.

- 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:

Whenever feasible clients are encouraged to work on improving their educational skills and may be mandated to attend if appropriate. Other activity assignments are taken into consideration when choosing a program. For example: non-exempt participants must be assigned to a 20 hour core activity first, and then high school equivalency class if it can be fit into their schedule. We may deny participation in educational activities if the client has the ability and/or experience to work in a self sustaining occupation without it, if the client does not appear to have the ability to succeed in the educational activity or if the client has demonstrated a lack of follow through in the past.

- 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:

Must meet basic functional requirement for training to which assigned. The criteria will be applied consistently to each person's circumstance. The factors to be considered are:  
Current abilities - The individual's ability to compete for existing jobs, which would eliminate or reduce dependency, without training or educational improvement. Work history and skill level in trades or occupations will be evaluated.

Training record - The amount and type of prior training the individual has had and his or her performance. Past training is an indicator of:(a) whether the individual will pursue future



training opportunities seriously; and (b) whether there has been sufficient prior training to qualify individual for existing local job opportunities.

Educational level - The individual must possess the skills needed for participation in the program, or receive approval to obtain such necessary skills through remedial education as part of an overall plan for self-support.

Aptitude - The individual's aptitude and ability to benefit from the program will be considered in the approval process. Clients who are determined to possess a marketable skill already may not be approved for further training.

Clients who, after receiving DSS approval, terminated a program of training/education without completing it, may or may not be approved for further training/education.

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

Past experience, familiarity with the population, state recognized if the education provider, professional level commensurate with program provided, curriculum that meets the standard for job specifications. the local job market conditions should indicate the likelihood of placement and unsubsidized employment for graduates of the program. Local WIA demand occupations list is used as needed.

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

Appropriate training options are discussed through the Assessment interview, development of Employment Plan, Orientation and the normal case management process.

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

The individual is notified both verbally and in writing of time and date of appropriate and necessary assignments. Reminder phone calls are made and transportation is provided if deemed necessary.

- 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:

Proof of enrollment and attendance will be required at each recertification as well as whenever the district has reason to believe the 16-18 year old is not attending. We request proof of attendance directly from the school.

- 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:

All limitations are considered by the employment worker before assignment. Any functional limitations are communicated in writing to the provider of the work activity by the employment worker making the assignment.

## 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:

LDSS will approve up to one year providing at the end of the year the client receives a diploma or certificate.

- 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 department will only approve up to one year of post-secondary education.

- 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).

Applicants are seen by the employment unit on the day of TA application whenever possible. The employment worker conducts an intake interview. All applicants are scheduled

for assessment and TA Orientation during the application period. Nonexempt applicants are engaged immediately at application when the employment workers assign them to job search and orientation to the WIA one-stop activities available at Workforce Solutions. Clients will be referred to FMS Workforce Solutions System Partners to access job skills services. Clients may also be referred to the Mental Health Clinic or drug/alcohol assessment during the intake if appropriate.

Assessments are done during the application period to facilitate timely assignment to countable activities at case opening. If the case opens they are assigned to a countable activity as close to the case opening date as possible. If an exempt recipient becomes non-exempt the examiner makes a referral to the employment unit and the client is brought in for reassessment and assignment usually within two weeks.

The standard requirements for FA cases is a minimum of 30 hours, or up to 40 when possible. In cases with a child under 6 we still attempt to assign 30 or more hours unless it is not feasible due to case circumstances. SNA non-exempts are assigned to the number of work experience hours dictated by their budgets plus other activities up to 40 when appropriate.

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

Household Type	Number Served
Households with Dependent Children Average Monthly	19
Households without Dependent Children Average Monthly	23

- 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 monitors engagement and participation rates through direct supervision of workers, case records and use of the monthly reports, including COGNOS reports.

- 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	20	If work limited they are only required to do 10 job searches or less based on their limitation. Staff meet weekly with clients to go over job searches, this may be adjusted depending on the client. Staff discusses challenges and barriers with each client and how to overcome them. Staff works with each client and discusses job attitude, job seeking and keeping skills and self-esteem activities. Job staff also may work with clients on interviewing skills and completing job applications. Each client is responsible for doing job searches and is given a job search book to keep track of their job searches. This is checked at each weekly meeting. Job leads may be given to each client by staff at this appointment.
SNA Individuals	20	20	If work limited they are only required to do 10 job searches or less based on their limitation. Staff meet weekly with clients to go over job searches, this may be adjusted depending on the client. Staff discusses challenges and barriers with each client and how to overcome them. Staff works with each client and discusses job attitude, job seeking and keeping skills, self-esteem activities. Job staff also may work with clients on interviewing skills and completing job applications. Each client is responsible for doing job searches and is given a job search book to keep track of their job searches. This is checked at each weekly meeting. Job leads may be given to each client by staff at this appointment.

- 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	20	If work limited they are only required to do 10 job searches or less based on their limitation. Staff meet weekly with clients to go over job searches, this may be adjusted depending on the client. Staff discusses challenges and barriers with each client and how to overcome them. Staff works with each client and discusses job attitude, job seeking and keeping skills, self-esteem activities. Job staff also may work with clients on interviewing skills and completing job applications. Each client is responsible for doing job searches and is given a job search book to keep track of their job searches. This is checked at each weekly meeting. Job leads may be given to each client by staff at this appointment.
SNA Individuals	20	20	If work limited they are only required to do 10 job searches or less based on their limitation. Staff meet weekly with clients to go over job searches, this may be adjusted depending on the client. Staff discusses challenges and barriers with each client and how to overcome them. Staff works with each client and discusses job attitude, job seeking and keeping skills, self-esteem activities. Job staff also may work with clients on interviewing skills and completing job applications. Each client is responsible for doing job searches and is given a job search book to keep track of their job searches. This is checked at each weekly meeting. Job leads may be given to each client by staff at this appointment.

- 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.

It is our policy to always approve self-employment as a part of an individuals work activities. Proof of self-employment must be documented. Self-employment hours and self-employment income are monitored to make sure that the individual is working enough hours and earning enough for future self sufficiency. Job leads may be given and job search assignments depending on the client and the ability to make enough money through self-employment to become self-sufficient. Staff may work with clients and do a skills assessment to work with the clients to increase earnings potential through self-employment or work with the client in seeking other employment.

## 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):

We do not require NTA SNAP applicants or recipients to participate in SNAP E & T.

- 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.

We are not offering Supervised Job Search as an E & T activity.

- 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):

Eligibility examiners inform applicants and recipients at interviews of availability of assistance with job searching activities. The examiner completes an internal referral requesting the Employment Unit to send a written referral to Workforce Solutions Center along with an informational pamphlet of partnering agencies be mailed to client.

## 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:

Each participant's need for supportive services will be assessed on a case-by-case basis to verify the need and identify the most cost effective method of meeting that need.

Extraordinary expenses over \$1000.00 require the Commissioner's approval.

1. Bus tokens, mileage reimbursement at the IRS Medical/Moving Rate for those who have automobiles.
2. Driver's license and car registration fees, start up insurance costs, car repairs for those with valid job offers, jobs, or who are assigned to work activities when other transportation opportunities are non-existent.
3. Fees for licenses required for specific jobs, (eg. Hairdresser, truck driver, etc.).
4. Necessary clothing for work when not available from non-profit organizations.



- 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:

We attempt to find work activities that are within walking distance when possible. A maximum of two miles is a reasonable distance for an individual without documented medical limitations. If no activities are available within that distance or the person is not physically able to walk, we will pay mileage if they can access transportation, or arrange a taxi ride as a last resort on a case by case basis. If the individual is willing to relocate to a more accessible area this is encouraged.

- 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:

Diversion strategies outlined in section 3.5 and supportive services listed in 7.1 if eligible.

## 7.2 Post-Employment/Transitional Supportive Services

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

- \*Transitional child care and information and referral for child care.
- \*Transitional Medicaid, if eligible.
- \*Transitional benefit alternative SNAP if eligible.
- \*Transitional assistance on an individual, as needed basis, if grant funding is available or other reasonable arrangements can be made, as resources permit.
- \*Rent on an emergency, one time only basis to forestall eviction, if eligible.
- \*Crisis intervention when transportation, child care or other home problems threaten the ability to maintain self-sufficiency.

- 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:

\*Transitional child care and information and referral for child care.

\*Transitional Medicaid, if eligible.

\*Transitional benefit alternative SNAP if eligible.

\*Transportation assistance on an individual, as needed basis, if grant funding is available or other reasonable arrangements can be made and as resources permit.

\*Rent on an emergency, one time only basis to forestall eviction, if eligible.

\*Crisis intervention when transportation, child care or other home problems threaten the ability to maintain self-sufficiency.

## 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.):

Post-employment services designed to assist in retention of employment, such as crisis intervention, transportation if funding available under grant guidelines, and referral assistance for childcare, budgeting, emergency assistance, etc., as resources permit.

## 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

Conciliation letters are created in WTWCMS and sent out by the employment worker. If the client does not respond, the employment worker makes the decision based on the information they have available and will refer for sanction as appropriate. If the client responds to the conciliation letter, the employment worker often resolves the situation by telephone, usually rescheduling the client for the activity that was missed. The client is given an opportunity to mail in or drop off proof of good cause such as a doctor's note. If it is a serious, questionable or recurring issue, the client will be given an appointment to appear for an in person conciliation meeting. The determination of good cause/willfulness is made by considering the explanation and evidence provided by the client, if any, as well as other factors such as whether the client has demonstrated a pattern of recurring non-compliance.

- 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

Conciliation letters are created in WTWCMS and sent out by the employment worker. If the client does not respond, the employment worker makes the decision based on the information they have available and will refer for sanction as appropriate. If the client responds to the conciliation letter, the employment worker often resolves the situation by telephone, usually rescheduling the client for the activity that was missed. The client is given an opportunity to mail in or drop off proof of good cause such as a doctor's note. If it is a serious, questionable or recurring issue, the client will be given an appointment to appear for an in person conciliation meeting. The determination of good cause/willfulness is made by considering the explanation and evidence provided by the client, if any, as well as other factors such as whether the client has demonstrated a pattern of recurring non-compliance.

- 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 client is referred to Workforce Solutions Center and required to submit 10 job searches in 10 days. When the SNAP client calls to respond to their conciliation notice the client is informed of their option to avoid a SNAP sanction by completing their job search requirements.

## 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:

Once the durational sanction period has ended, the client must express their willingness to comply and demonstrate compliance by participating in the activity they were assigned to or, if the activity is no longer available, participating in an alternative activity acceptable to the district. After the client participates as assigned for a 10 business day period of demonstrated compliance the sanction will be lifted using the date the agreement to comply was signed as the effective date.

Once the durational sanction period has ended, if the individual claims to be work exempt, Temporary Assistance benefits are restored retroactive to the date the individual claimed to be unable to participate (but no earlier than the expiration of the minimum duration period), provided the individual has cooperated with efforts to document the exemption.

- 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 durational sanction period must serve the full durational period and demonstrate a willingness to comply or document that he/she has become exempt from SNAP work requirements as outlined in 18 NYCRR 385.3 to restore eligibility for SNAP benefits. Individuals who are sanctioned due to failure to comply with assessment are required only to complete an assessment to comply. In all other instances the time period established for demonstrating compliance is ten business days.

### **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

The client is given 10 days to submit a physician's statement. If the statement is incomplete or unclear the employment worker may contact the physician for more information. If sufficient information is not obtained from the client's physician the worker will refer the client for an independent evaluation. If the client fails to submit the statement and does not indicate an inability to obtain it, the case is closed. If the client fails to cooperate with the independent evaluation the case is closed.

- 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

The initial determination of disability is made by the employment worker based on documentation submitted by the client and a 4005/4005a form is issued. If additional information is gathered through the employment unit, including second opinions, that the worker may request a change in determination. Difficult cases are referred up the supervisory chain.

## 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.).

LDSS follows the recommendation of the individuals medical practitioner. This can be the primary and any other healthcare providers.

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

The recipient is referred to an individuals medical practitioner who assesses and develops the appropriate treatment plan.

- 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.

We request monthly attendance records to verify the clients attendance in the program. The majority of records are requested by our employment staff directly from the providers. There are instances where providers require the patient to make these requests directly, if this is the case the client is given a ten day and instructed to request their records from their provider.

## **10. District Certification**

### **10.1 Certification**

As a condition of the receipt of federal and State funds the Local District Commissioner of Schoharie 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  
Donna Becker  
Commissioner