

Clinton County

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

January 01, 2024 - December 31, 2025

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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.)

Agency's 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.

Employment programs are administered by the Employment and Assistance Unit (E&A) and the SNAP Unit. E&A consists of 13 Social Welfare Examiners (SWE), four Senior SWEs and one Principle SWE. All SWEs are responsible for employment activities. However, two SWE's in the E&A Unit are dedicated to primarily employment programs. In July of 2023 a Senior Employment and Training Coordinator, Employment and Training Counselor and 2 SWE positions were added to the Employment and Training unit to perform employment tasks formerly provided by One Work Source. This would include conducting employment related workshops, providing case management assistance as requested, assisting individuals in referrals for vocational/educational training, and obtaining/retaining employment. Within our Supplemental Nutrition Assistance Program we have 1 Principal Social Welfare Examiner, 4 Senior Social Welfare Examiners and 10 Social Welfare Examiners involved in employment.

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.

Funding sources include, FFFS, SNAP E&T, Local or “other”. Categories of clients served include Family Assistance (FA), Safety Net Assistance for households with dependent children (SNA Fam), Safety Net Assistance for households without dependent children (SNA Ind), Supplemental Nutrition Assistance Program (SNAP), and Temporary Assistance to Needy Families (TANF) 200%.

Contracts or Agreements with Agencies Who Provide TA and SNAP Employment Services

| Provider | Total Contract Cost per Year | Funding Source(s) | Categories of Clients Served | Programs, Services or Activities Provided |
|-----------------|-------------------------------------|--------------------------|-------------------------------------|--|
| N/A | N/A | N/A | N/A | N/A |

- 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.

Categories of clients served include Family Assistance (FA), Safety Net Assistance for households with dependent children (SNA Fam), Safety Net Assistance for households without dependent children (SNA Ind), Supplemental Nutrition Assistance Program (SNAP), and TANF 200%.

Agencies and Providers to whom the District Refers for Employment Services

| Provider | Funding Source(s) | Categories of Clients Served | Programs, Services or Activities Provided |
|--|--------------------------|---|--|
| ACCES-VR | Others: NYSED | FA SNA Family SNA Individual SNAP TANF 200% | Work Preparation/Vocational Education/Case Management/Job Development/Placement |
| CV_TECH- Located at One Work Source- Plattsburgh | Others: EDGE | FA SNA Family SNA Individual SNAP TANF 200% | HSE Preparation/Testing/Job Placement/Retention/Case Management/Parenting Skills |
| Literacy Volunteers | Others: NYSED | FA SNA Family SNA Individual SNAP | Literacy/English As A Second Language |
| BHSN-PROS | Others: OMH | FA SNA Family SNA Individual SNAP | Work Readiness Training For Individuals With Mental Health and Substance Use Disorders |
| Healthy Families New York | FFFS Others: NY State | FA SNA Family TANF 200% | Home Visiting Service |

| Provider | Funding Source(s) | Categories of Clients Served | Programs, Services or Activities Provided |
|-----------------|--------------------------|---|--|
| One Work Source | Others: Federal | FA SNA Family SNA Individual SNAP TANF 200% | Vocational training, post-secondary education, apprenticeships |

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:

LDSS makes referral to the above programs via e-mail or WTW, the above partners will then notify LDSS on a bi-monthly basis treatment schedules and attendance and what other program services the individual would need to overcome barriers to employment. The local district does not contract with any outside vendors for TANF and SNAP E&T related services.

1.3 OTDA Jobs Staff Agreement

a. OTDA Jobs Program Services - Target Groups (reply yes or no to the options as they apply):

Services Provided by Jobs Staff

| Yes or No: | Services Provided: |
|-------------------|-------------------------------------|
| N/A | Assessment/Employment Plan |
| N/A | Supervised job search |
| N/A | Job readiness training |
| N/A | Job club |
| N/A | Job placement services |
| N/A | Grant diversion |
| N/A | Job development (employer outreach) |
| N/A | WOTC pre-certification |

Jobs Staff Target Groups

| Yes or No: | Target Groups: |
|-------------------|------------------------|
| N/A | Applicants |
| N/A | FA & SNA with children |
| N/A | SNA without children |
| N/A | SNAP |

| | |
|-------------------|-----------------------|
| Yes or No: | Target Groups: |
| N/A | TANF 200% |

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

N/A

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 (reply yes or no to the options as they apply):

Programs and Services Provided at Career Centers

| | |
|-------------------|--|
| Yes or No: | Programs and Services Provided: |
| No | The district has employee(s) physically present at a Career Center |
| No | The district has contract staff physically present at a Career Center |
| Yes | The district makes available direct access to its program staff via phone or technology at a Career Center |
| Yes | The district makes available copies of the LDSS-2921 (Common Application) at a Career Center |
| No | Other (described here): |

- 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.

Information sharing is done via email and telephone.

2. Orientation, Assessment and Employment Plan

2.1 Orientation (Reference 18 NYCRR 385.5)

- a. How does the district provide orientation (reply yes or no to the options as they apply)?

District Orientation Procedures

| | |
|-------------------|---|
| Yes or No: | District Orientation: |
| Yes | The district provides orientation in accordance with 18 NYCRR 385.5 and no additional information is provided at orientation. |

| Yes or No: | District Orientation: |
|------------|---|
| No | 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 at application and recertification. Orientation can be held in-person, either in a group setting, individually, or a combination of both. It can also be held virtually, over the phone, or by sending orientation material to the client by mail. Please include the orientation procedure for exempt individuals and non-exempt individuals, if different:

All recipients complete an individual orientation at the time of their employment assessment complete by a Social Welfare Examiner. This is done one on one with the client either over the phone or in person and includes a referral for home visiting services for those who qualify.

2.2 Temporary Assistance (TA) Employment Assessment

- a. How does the district conduct assessments as required by 18 NYCRR 385.6(a) and 385.7(a) (reply yes or no to the options as they apply)?

District Assessment Procedures

| Yes or No: | How the district conducts assessments |
|------------|--|
| Yes | The district enters assessments directly into WTWCMS. |
| No | The district uses the LDSS 4980 (New York State Assessment) and later enters information into WTWCMS. |
| No | The district conducts assessments using a local equivalent tool, and later enters information into WTWCMS. If applicable, the local equivalent contains additional elements beyond what is required: |

- b. Described below is the district procedure for the completion of an employment assessment, including when initial assessments are conducted and whether an assessment is conducted in-person, virtually by phone, or a combination of both:

Recipients complete an employment assessment within 3 months of case opening in a one-on-one setting. Recipients are reassessed every 6 months to one year or sooner if the need arises.

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

Social Welfare Examiners assigned to Employment and Assistance Unit.

- 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: Associate degree in Human Services or related field; high diploma with two years of experience in human services.

- e. Are applicants in households with dependent children required to participate in completion of an employment assessment?

Yes.

- f. Are applicants in households without dependent children required to participate in completion of an employment assessment?

Yes.

- g. Are exempt adults in households without dependent children required to participate in completion of an employment assessment?

Yes.

- h. How often and under what circumstances is the employment assessment updated?

Assessment is completed within the first three months of an individual becoming active for TA.

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

- a. How does the district develop individual employment plans as required by 18 NYCRR 385.6(a) and 385.7(a) (reply yes or no to the options as they apply)?

District Employment Plan Procedures

| Yes or No: | How the district develops employment plans |
|------------|--|
| Yes | The district enters employment plans directly into WTWCMS. |
| No | The district uses the LDSS-4987 (New York State Employment Plan) and later enters information into WTWCMS. |
| No | The district develops individual employment plans using a local equivalent tool. If applicable, the local equivalent contains the following additional elements beyond what is required: |

- b. Who develops the employment plan (reply yes or no to the options as the apply)?

District Employment Plan Development

| Yes or No: | Who develops the districts employment plans |
|------------|--|
| Yes | The same administrative unit or contractor that conducts employment assessments also develops employment plans. |
| No | A different administrative unit or contractor develops employment plans and the contractor's qualifications include: |

- c. Described below is the district procedure for the completion of an individual's employment plan:

Utilizing the employment assessment the examiner will develop an employment plan that will determine if the person is employable; at which time their employment plan reflects activities designed to assist the individual in finding gainful employment. If however, barriers to employment exist the employment plan will reflect support services and mandated pre-employment activities to help in eliminating the barriers with the intent of assisting the individual in securing gainful employment. A copy of the employment plan is mailed or handed to the client.

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

Employment plans are developed during the employment assessment process and updated at each recertification.

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:

When the need arises the district will attempt to locate an English-speaking person who is also fluent in the participants preferred language and with the participants consent have the individual translate information to the participant. The district also has signs posted in multiple locations in our lobby that will allow the individual to point to the language that they use for communication. The department with consent from the individual will utilize fluent speakers of the chosen language to interpret. The district further has a contract with Literacy Volunteers to work with non-English speaking individuals to assist them in gaining English proficiency.

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:

The one SWE responsible for employment activities, will identify individuals who fail to participate in work activities and attempt to contact the individual by phone to determine if there are barriers that prevent the individual from participating. If barriers exist, the SWE will explain what services are available to overcome the barriers, and the consequences of not complying with work requirements.

3.4 Strategies/Procedures for Engaging Sanctioned TA Participants

- a. The following are strategies used to engage sanctioned participants. If a district uses one of the options, a description will be provided (reply yes or no to the options as they apply and provide a description for “yes” responses):

Strategies and Procedures for Engaging Sanctioned TA Participants

| Yes or No: | Strategies and Procedures for Engaging Sanctioned TA Participants |
|------------|---|
| Yes | Described here are the strategies the district uses to attempt to engage sanctioned participants as soon as they are sanctioned: Individuals are notified of the sanction via Client CNS notice and provided with information on steps that led to the sanction and what actions can be taken to resolve the sanction. |
| Yes | Described below are the strategies the district uses to attempt to engage sanctioned participants when the durational period of the sanction is completed: Staff contacts the sanctioned individual and schedules an employment review/interview to discuss why the individual was sanctioned and what actions must be taken to correct the problem. Individuals who fail to correct the problem are scheduled monthly for an eligibility review to determine how basic needs are met based on reduced grant. |
| Yes | Described below are the strategies the district uses to attempt to engage sanctioned participants during different times in the sanction period: Staff contacts the sanctioned individual and schedules an employment review/interview to discuss why the individual was sanctioned and what actions must be taken to correct the problem. Individuals who fail to correct the problem are scheduled monthly for an eligibility review to determine how basic needs are met based on reduced grant. |

3.5 Strategies for Reducing the Need for TA

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

When an individual over 18 becomes active TA they are given an appointment for an individual assessment/employment plan. Non- Exempt individuals are assigned to a multitude of job search, job readiness and educational workshops. Supportive Services are explained during the orientation and individual assessment to the individual. These payments will be utilized to assist the individual in maintaining/obtaining employment. If it is determined that services such as car repairs, insurance, etc., will allow/keep individuals employed, the Social Welfare Examiner will authorize payment.

4. Work Activities

4.1 Allowable Work Activities

- a. Below is a list of 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.

Allowable Work Activities by Case Type

| Activity and Definition | Case Type |
|--|---------------------------------------|
| <p>Unsubsidized Employment – Full time or part time employment in the public or private sector that is not subsidized by TANF or any other public program (excluding employer tax credits). Unsubsidized employment includes self-employment and/or paid internships.</p> | <p>FA SNAFAM SNA SNAP</p> |
| <p>Work Experience – Unpaid work performed at a public or not-for-profit organization to enable a participant who has not obtained unsubsidized employment to improve his or her employability. Work experience provides participants with an opportunity to acquire training, knowledge, work habits, and work references necessary to obtain and retain employment. Participation in work experience includes training required for the participant to complete the work experience assignment. For example, an individual who is expected to provide clerical support in a government agency may be provided training to develop or refine filing and data entry skills as needed to perform the tasks required as part of the work activity assignment.</p> | <p>FA SNAFAM SNA SNAP</p> |
| <p>Job Search – The act of seeking or obtaining employment or preparing to seek or obtain employment and will include: looking for suitable job openings in a group or individual setting; making contact with potential employers; learning appropriate workplace expectations and behaviors in preparation for submitting job applications and interviewing; preparing and applying for, and/or interviewing for jobs and related activities.</p> | <p>FA SNAFAM SNA SNAP</p> |
| <p>Vocational Education – Vocational education is defined as an organized educational program that directly relates to the preparation of individuals for current or emerging occupations that require training up to a four-year degree. Vocational education does not generally include basic or remedial education or English as a Second Language (ESL) but may include work focused general education and language instruction that is a regular or integral part of a vocational education program. Social services districts are responsible for ensuring that any such remedial education or ESL is a regular part of the program for participants with similar skill sets as the TANF/SNA MOE client, is determined necessary by the program provider, and is limited in hours to less than one half of program participation. Vocational education programs include the completion of activities that provide individuals the knowledge and skills to perform a specific trade, occupation or vocation. Vocational education must be provided by an education or training organization.</p> | <p>N/A</p> |

| Activity and Definition | Case Type |
|--|---------------------------------------|
| <p>Secondary School – Regular attendance in accordance with the requirements of the secondary school or a course of study at a secondary school or other State accredited institution leading to a high school equivalence (HSE) diploma, in the case of a recipient who has not completed secondary school or received a certificate of general equivalence. Secondary school participation may include general adult basic education or ESL if it is linked to attending secondary school or leading to a HSE diploma as determined necessary by the educational institution. Secondary School or HSE programs that routinely include ESL, career training, alternative school, tutoring, dropout prevention, teen pregnancy or parenting programs as a requirement of program participation as determined by the educational institution will also be permitted.</p> | <p>FA SNAFAM SNA SNAP</p> |
| <p>Job Skills Training – Training or education in job skills to improve a participant’s employability, to ensure clients have the basic skills competencies required by employers to support job entry and/or to advance or adapt to the changing demands of the workplace. Where identified as needed, such training may include the development of basic workplace skills including professional workplace behaviors and decision-making skills. Job skills training may include customized or technical training designed to provide participants with additional workplace skills, post-secondary education courses leading to a bachelor’s or other advanced degree, or other training included under the definition of vocational education training. Job skills training may include literacy instruction, English language instruction, or other basic education for an individual who has already obtained a high school diploma or equivalency when determined from a client’s assessment that such instruction is needed to improve the participant’s employability.</p> | <p>N/A</p> |
| <p>Education Training – Education directly related to employment for a recipient who has not received a high school diploma or equivalency must be related to a specific occupation, job or job offer or otherwise determined based on a client assessment as necessary to improve the participant’s employability to support job entry, retention or advancement. Education directly related to employment may include courses designed to provide the knowledge and skills for general or specific occupations or work settings to ensure clients have the basic skills competencies required by employers and may also include Adult Basic Education (ABE), 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> | <p>FA SNAFAM SNA SNAP</p> |
| <p>Job Readiness Training (JRT) Activities – Participation in programs that include seeking and preparing for work. JRT includes two types of activities: (1) traditional activities of resume preparation, training in interviewing skills, and instruction in workplace expectations, training in effective job seeking, including life skills training; and (2) activities that improve an individual’s employability, such as substance abuse treatment, mental health treatment, or rehabilitation activities in which a qualified medical or mental health professional has certified that such treatment is necessary.</p> | <p>FA SNAFAM SNA SNAP</p> |

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

| Activity and Definition | Case Type |
|---|-----------|
| Other – Any work activity that does not meet the criteria of any of the above countable activities constitutes participation that is not countable toward federal and State participation rates. | N/A |

4.2 Job Development

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

No.

How does the district participate in job development activities (reply yes or no to the options as they apply)?

How the District Participates in Job Development Activities

| Yes or No: | How the district participates in job development activities |
|------------|--|
| No | District staff contacts employers to solicit jobs for TA and/or SNAP participants. Describe how this is done, including number of staff, frequency of contact, etc.: |
| No | District contacts or has an agreement with another agency to contact employers and solicit jobs for TA and/or SNAP participants. Described here is how this is done, including number of staff, frequency of contacts, etc.: |

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 (ABE), 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. Please ensure to include providers the district partners with for the provision of ABE, HSE, and English language instruction in Table 1 or Table 2 under section 1.2 of this Plan.

The district utilizes training agencies that have been approved by the Workforce Investment Board. The Social Welfare Examiner refers individuals to appropriate activities based on the assessment. The district has Memorandum of Understandings with CV-Tech (BOCES) for HSE (EDGE) and Adult Basic Education, Literacy Volunteers, Behavioral Health Services North, North Country for Independence and ACCES-VR. The Departments employs an employment and training counselor who makes appropriate referrals to these agencies based outcome of JRT.

- 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. Please ensure to include the current providers the district partners with for the provision of Vocational Education and Job Skills Training in Table 1 or Table 2 under section 1.2 of this Plan.

Employment and Assistance SWEs discuss appropriate training programs with the client based on the assessment. The district utilizes trainers that are approved by the local one-stop. The district requires an MOU for each provider.

- c. Described below are the district's 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. This includes individuals who are 18 and older and individuals aged 16 or 17 who are not attending secondary school or its equivalent.

The Social Welfare Examiner, after review of the assessment and Basic Skills Proficiency Test scores discusses all educational opportunities with the client and explains the importance of attaining a HSE or a basic literacy level. In addition, agency staff work with the individual stresses the importance of literacy level and HSE. A referral is then made to CV-Tech for HSE/basic literacy.

- 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.

Each participant/applicant will have an Employment Assessment/Orientation conducted by District staff.

An Employment Plan must be completed prior to enrollment in training.

The District must approve any training program and must determine that completion of said program will/should result in sustainable employment. Each participant/applicant will have an Employment Assessment/Orientation conducted by District staff.

Clients past performance in work activities will be reviewed in order to make a decision on approving a request for education/training.

- 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.

Each participant/applicant will have an Employment Assessment/Orientation conducted by District staff.

An Employment Plan must be completed prior to enrollment in training.

The District must approve any training program and must determine that completion of said program will/should result in sustainable employment.

Each participant/applicant will have an Employment Assessment/Orientation conducted by District staff.

Clients past performance in work activities will be reviewed in order to make a decision on approving a request for education/training.

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

Each training provider is approved by their overseeing state authority. Prior to any enrollment in training activities, individuals must provide their employment worker with documentation of such. Education and training will be approved as appropriate.

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

Each participant/applicant is advised of approved training provider during an Employment Assessment/Orientation, if appropriate.

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

Each participant/applicant will be notified at the conclusion of their Employment Assessment/Orientation, by mail or by documented phone conversation. Individuals will be given a copy of assigned activities in which they must participate in order to become self-sufficient.

- 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.

District will follow/adhere to the school attendance policy. Attendance will be verified on a monthly basis.

- 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.

Limitations are documented by a medical review team based on medical documentation provided. Worksites are notified, in writing of the individual's limitation. Individuals are notified of the site assignment and advised if they do not agree with the assignment to notify the Social Welfare Examiner. In addition, individuals are advised to contact their worker if the worksite is not adhering to the documented limitations.

4.4 Post-Secondary Education Approval and Enrollment Policies

- a. Described below is the highest level of post-secondary level education that the district will approve as a work activity, up to a four-year college program (please ensure to include the current providers the districts partners with for the provision of post-secondary education programs in Table 1 or Table 2 under Section 1.2 of this plan):

Clinton County allows for individuals to use up to and including a four year degree program as part of their work activity.

- b. 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 described below (reply yes or no to options as they apply):

Conditions For Disapproval of Work Activities For Individuals Enrolled in College

| Yes or No: | Conditions for disapproval of work activity |
|------------|--|
| Yes | It has been determined that the student voluntarily quit their job or reduced earnings to qualify for initial or increased TA. |
| Yes | 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. |
| Yes | 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. |
| Yes | The institution or student fails to monitor and report information regarding the student's attendance and performance as required. |
| Yes | The student fails to progress toward the completion of a course of study without good cause, as determined by the district. |
| Yes | 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. |
| No | Additional reasons as stated here: |

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. Included in this description is 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).

All individuals with a non-exempt status are enrolled in a work activity within two weeks from

case opening date. Individuals enrolled in a activity must complete a minimum of 30 hours per week. When an individual's status changes from exempt to non-exempt the period is usually one to two weeks before they become engaged in an activity.

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

Number of Individuals Who Receive Employment Services

| Household Type | Number Served |
|---|----------------------|
| Households with Dependent Children Average Monthly | 134 |
| Households without Dependent Children Average Monthly | 325 |

- 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 two Social Welfare Examiners and the Supervisors review COGNOS and/or other reports on a regular basis. The reports are reviewed at various times. These reports include but are not limited to:

*Earned Income/Employment Report: This report is reviewed by a supervisor on a weekly basis to ensure that the budgeted income hours match hours entered on WMSCMS and investigates any discrepancies between the two systems.

*Possibly Miscoded Non-legal Union Families with children in common report: Is reviewed by a supervisor on a weekly basis to ensure proper coding of cases with multiple adults.

*Participation and Engagement Status Report : (Nonparticipating individuals) This report is reviewed by the employment worker weekly to identify those individuals who need to be engaged in work activities.

*Preliminary Federal Countable Not Countable Report and Preliminary SNA Non-MOE Countable Not Countable Report: These reports are reviewed at least twice a month by the employment workers to review individuals participation in work activities. This is run in the beginning of the month to look to see who needs more hours of work activity and at the end of the month to track who still needs actual hours to prioritize the employment workers time.

*TANF and SN MOE Worker Participation and Engagement Summary Report & SN Non-Moe Worker Participation/Engagement Summary Report: These reports are reviewed by the supervisors and employment workers around the 20th of the month following the report month to review which individuals were countable or not.

- 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:

No.

Applicant Job Search

| Applicant Job Search | Min. Contacts | Min. Hours | Additional Information |
|-----------------------------|----------------------|-------------------|-------------------------------|
| TANF and SNA MOE | N/A | N/A | N/A |
| SNA Individuals | N/A | N/A | N/A |

- 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. 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 using the “Additional Information” column.

Yes.

TA Recipient Job Search

| Recipient Job Search | Min. Contacts | Min. Hours | Additional Information |
|-----------------------------|----------------------|-------------------|--------------------------------|
| TANF and SNA MOE | 15 | 30 | Weekly Job Search Appointments |
| SNA Individuals | 15 | 30 | Weekly Job Search Appointments |

- 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:

Self-employment net earnings must be equivalent to 30 hours of employment paid at minimum wage to be considered exempt from additional work activities. If the individual is working in a position that fails to meet the state minimum wage the individual would be required to pursue additional work activities to meet the minimum requirement.

5.2 Informing SNAP Applicants and Recipients of Work Requirements

The district informs SNAP households where at least one member is subject to a work requirement of the applicable work rules at certification, recertification, and when a previously exempt household member or new household member becomes subject to work requirements. Notification is provided verbally and in writing.

- a. Described below is how SNAP applicants and recipients are informed in writing of SNAP work requirements (reply yes or no to options as they apply).

Written Information Provided to SNAP Applicants and Recipients

| Yes or No: | How written information is provided to SNAP applicants and recipients |
|------------|--|
| Yes | Eligibility staff use the LDSS-5193 <i>Important Information about SNAP Work Rules (General, Mandatory E&T, and ABAWD)</i> and the LDSS-5193A <i>Important Information about SNAP Work Rules (General and Mandatory E&T)</i> as appropriate. |
| No | Eligibility staff use a local equivalent consolidated work requirements notice to inform SNAP applicant and recipient households of their work requirements. Please attach a copy of the district's OTDA approved local equivalent. |

- b. Described below is the process eligibility staff follow to provide a comprehensive oral explanation to SNAP households of work requirements, including General SNAP Work Rules, Mandatory SNAP E&T, and ABAWD Rules which pertain to non-exempt individuals in the household.

An oral explanation of the general snap work rules are discussed at the intake interview, recertification and any time the employment code changes from exempt to a SNAP employment code 16, 20 and 27.

- c. Described below is how the district documents in the case record how the written information about SNAP work requirements was provided to the household (reply yes or no to options as they apply).

How the District Documents the Written Requirement in the Case Record

| Yes or No: | How written information is provided to SNAP applicants and recipients |
|------------|---|
| Yes | The district retains copies of all LDSS-5193/LDSS-5193A in the case record. |
| No | The district retains copies of local equivalent notices provided to the household in the case record. |

- d. Described below is the district's process for documenting in the case record how the oral explanation of SNAP work requirements was provided to the household (reply yes or no to options as they apply).

How the District Documents the Oral Requirement in the Case Record

| Yes or No: | How oral information is provided to SNAP applicants and recipients |
|------------|---|
| No | Eligibility staff complete the LDSS-4826C and retain a copy in the case record. |
| No | Eligibility staff use a locally developed oral explanation tool and retain a copy in the case record. |
| Yes | Eligibility staff document the case record through case notes/comments. |

5.3 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):

Clinton County currently does not require NTA SNAP recipients to participate in SNAP E&T 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.

N/A

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

Applicants and recipients are verbally given information on employment activities and assistance available at the local One Stop.

5.4 Advising Households of Employment and Training Services

At the time of recertification, non-exempt SNAP recipients who are members of certain TA/SNAP and NTA/SNAP households must be advised of the availability of employment and training services within the district and/or region. This requirement applies non-exempt recipients in households containing at least one adult, with no elderly or disabled individuals, and with no earned income at their last certification or required report.

- a. Described below is who the district provides information about employment and training services to (reply yes or no to the options as they apply):

Who the District Provides Employment and Training Services Information to

| Yes or No: | Who the district provides employment and training services information to: |
|------------|--|
| Yes | Required population only |
| No | Other groups described here: |

- b. Described below is the method the district uses to advise SNAP recipients of available employment and training services at recertification (reply yes or no to the options as they apply):

How the District Provides Employment and Training Services Information

| Yes or No: | How the district provides employment and training services information |
|------------|---|
| No | Materials and information provided in print form |
| Yes | Materials and information provided on a website. Described here is how individuals are made aware the information is available on the website: The website address is provided to them on their interview appointment letter. |
| No | Material and information provided via email. |

5.5 Provider Determinations

- a. Not every activity assignment/referral to training might be the right fit for every participant. As such, districts are required per federal regulations at 7 CFR 273.7(c)(18) to have procedures in place for when a provider/contractor determines an individual is not a good fit for a particular activity or program they are referred or assigned to. This is called the provider determination process. Described below is the district's process for provider determination, including the process for screening individuals prior to referral to a provider, how to communicate information related to provider determinations with the district, how workers communicate information related to provider determinations with the client, and documenting provider determinations.

The individuals are assessed for employment activities during their employment assessment and during the development of their employment plan. Every nonexempt individual is sent to JRT and Job Search. If a provider determines that a recipient is not a

good fit for their program, they will reach out via email within 10 days to the employment SWE and the activities will cease at that time. The SWE will then attempt to reach out to the individual via phone to discuss any barriers that were determined by the provider. This is documented in WTCMS within 10 days.

- b. Described below is the district process for informing providers of their authority and responsibility to determine if an individual is not a good fit for a particular activity or program.

When individuals are referred to an outside provider, we communicate any limitations they may have to allow them to decide on whether or not it is an appropriate referral for their program. They are told at this point to communicate to us within 10 days if the assignment is unsuccessful and the placement is not working out.

- c. Described below is the district process for provider oversight to ensure that provider determinations are not unfair or used to discriminate against protected classes.

We would schedule a review with the provider on the assigned activity and reassess the limitations, if any, to ensure it was an appropriate referral to begin with. We would meet with the individual to ascertain their feedback and offer them an opportunity to discuss any barriers they feel that prevented them from being successful with the assignment.

6. Quality Assurance/Work Verification

6.1 Quality Assurance Process - Random Case Sampling

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

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

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

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

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

- Ensure that documentation of wages and actual hours of employment is verified and accurately projected/reported and present in the case file, is actual and is projected correctly;
 - Ensure that the documentation for actual hours, supervision/attendance, excused absences, and holidays in other activities is present in the case file;
 - Assess whether participation in the work activities reported for work eligible individuals meets the approved federal definition for the activity;
 - Assess that the data entered into either WTWCMS, the Self-Sufficiency, Employment, Assessment and Management System (SEAMS) 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 (TA Employability Code 38 or 48), and/or parent or caretaker relative of a child in the household under 12 months of age, (TA 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
- 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
- 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

- d. Below is the number of random sample cases in which a case member is reported as an TA 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

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?

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?

N/A

- c. If No, describe below the process used:

N/A

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:

Transportation allowance for actual mileage will be reimbursed at the IRS

Medical/Moving rate, CART tokens, gas coupons.

Clothing/Uniform allowance not to exceed \$150.00

Licensing fees

Hygiene items for non-cash recipients not to exceed \$25.00

Relocation assistance to include security deposit in order to overcome remoteness/transportation problems.

Car repairs not to exceed \$900.00 and car insurance not to exceed \$400.00 or three months of insurance.

Tools/equipment

- 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 (reply yes or no to the options as they apply).

Transportation Services Provided to Clients

| Yes or No: | Transportation Assistance Provided |
|-------------------|--|
| Yes | Bus pass/token |
| Yes | Gas card/voucher |
| No | Mileage reimbursement at the IRS Business rate (effective 1/1/2023 is 65 cents per mile) |
| Yes | Mile reimbursement at the IRS Medical/Moving rate (effective 1/1/2023 is 22 cents per mile) |
| No | Other mileage rate (the methodology used to establish reimbursement rate is described here): |

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

District staff will attempt to assign individuals to a work experience site close to the individuals residence. Staff may discuss possible relocation assistance. Individuals will be required to walk no more than two miles to a work site or public transportation access provided weather conditions are conducive to do so. District staff will discuss reimbursement options.

- 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:

Individuals engaged in work activities are provided supportive services such as transportation/car repairs, clothing/uniform allowances, licensing fees and relocation assistance to obtain or retain employment.

7.2 Post-Employment/Transitional Supportive Services

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

Transportation allowance for actual miles will be reimbursed at the IRS medical/Moving rate, CART tokens, gas coupons.

Clothing/Uniform allowance not to exceed \$150.00

Licensing fees

Hygiene items

Car repairs not to exceed \$900.00 and car insurance not to exceed \$400.00 or three months of insurance.

Tools/equipment

Assistance with Drug/Alcohol outpatient services

Case management services

Job related training

- 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:

Transportation allowance for actual miles will be reimbursed at the IRS medical/Moving rate, CART tokens, gas coupons.

Clothing/Uniform allowance not to exceed \$150.00

Transportation allowance for actual miles will be reimbursed at the IRS medical/Moving rate, CART tokens, gas coupons.

Clothing/Uniform allowance not to exceed \$150.00

Licensing fees

Hygiene items

Car repairs not to exceed \$900.00 and car insurance not to exceed \$400.00 or three months of insurance.

Tools/equipment

Assistance with Drug/Alcohol outpatient services

Case management services

Job related training

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.):

Transportation allowance for actual miles will be reimbursed at the IRS medical/Moving rate, CART tokens, gas coupons.

Clothing/Uniform allowance not to exceed \$150.00

Licensing fees

Hygiene items

Car repairs not to exceed \$900.00 and car insurance not to exceed \$400.00 or three months of insurance.

Tools/equipment

Assistance with Drug/Alcohol outpatient services

Case management services
Job related training

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 (reply yes or no to the options as they apply).

How the District Conducts Conciliation for TA Applicants and Recipients

| Yes or No: | How conciliation is conducted |
|------------|-------------------------------|
| Yes | In person |
| Yes | By phone |
| Yes | By mail |

The districts process for conduction TA conciliations is described below:

The conciliations are held via the above methods with an SWE. The SWE collects the reasons for non-compliance along with any supporting documentation. If the issue can be resolved, it is resolved by the SWE at that time. If the issue cannot be resolved, it is submitted to the employment Senior Social Welfare Examiner. Once the conciliation notice is sent the district allows the individual 10 days in which to respond. The district will also assess to determine if the non-compliance was willful and without good cause.

- b. Who makes the TA good cause/willfulness determination (reply yes or no to the options as they apply)?

How the District Makes the Good Cause/Willfulness Determination for TA Applicants and Recipients

| Yes or No: | Who makes the TA good cause/willfulness determination? |
|------------|--|
| No | The client's employment worker |
| Yes | A supervisor in the district |
| No | A separate entity (described here): |

- 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 (reply yes or not to the options as they apply).

How the District Conducts Conciliation for SNAP Applicants and Recipients

| Yes or No: | How conciliation is conducted |
|-------------------|--------------------------------------|
| Yes | In person |
| Yes | By phone |
| Yes | By mail |

The district's process for conducting SNAP conciliations is described below:

The conciliations are held via the above methods with an SWE. The SWE collects the reasons for non-compliance along with any supporting documentation. If the issue can be resolved, it is resolved by the SWE at that time. If the issue cannot be resolved, it is submitted to the employment Senior Social Welfare Examiner. Once the conciliation notice is sent the district allows the individual 10 days in which to respond. The district will also assess to determine if the non-compliance was willful and without good cause.

- d. Who makes the SNAP E&T good cause/willfulness determination (reply yes or no to the options as they apply)?

How the District Makes the Good Cause/Willfulness Determination for SNAP Applicants and Recipients

| Yes or No: | Who makes the TA good cause/willfulness determination? |
|-------------------|---|
| No | The client's employment worker |
| Yes | A supervisor in the district |
| No | A separate entity (described here): |

- 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:

If the SNAP recipient that responds to the conciliation notification does not have good cause, the district will allow the SNAP recipient to demonstrate compliance by obtaining and submitting five job searches. Should the act of non-compliance be for failure to complete an employment assessment, it would be necessary that the individual complete an employment assessment to avoid a SNAP E&T sanction. Individuals are given 10 days to comply with the activities to avoid sanction.

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:

A Social Welfare Examiner meets with the individual and explains all requirements in order to end an employment sanction. If the individual is willing to comply a referral is made to the appropriate work activity. Once verification is received that the individual did in fact report to and participate for a minimum of 5 days at the assigned activity then the sanction is removed. In the instance of job search, the individual must verify completion of 15 job applications. Temporary assistance benefits will be restored retroactive to the date the individual indicated a willingness to comply (but no earlier than the expiration of the minimum duration period).

If after the durational sanction period has ended, the client claims to be work exempt, the client will be given the opportunity to submit medical documentation to verify the exemption from work requirements and will be added back to the case, provided that the individual has complied with efforts to document the exemption, in the same time frame as a non-exempt individual who has complied with temporary assistance benefits restored retroactive to the date the individual indicated a willingness to comply.

- 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:

NTA-SNAP individuals will be added back onto the case the month following the request in addition to them completing the required work activity.

SNAP individuals who are exempt and provide proof of exemption during or after the end of duration of a SNAP employment sanction will be added back onto a case the month following the request.

If a TA-SNAP recipient is sanctioned for non-compliance of an employment assessment they must complete one to end their sanction. If they are sanctioned for failure to complete a job search or job readiness assignment they must complete 5 job searches.

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 (reply yes or no to the options as they apply).

Grievance Mediation

| Yes or No: | Who makes the TA good cause/willfulness determination? |
|-------------------|--|
| No | An independent entity which has an agreement with the district. |
| No | Supervisory staff who are trained in mediation and who have no direct responsibility for the individual's case. |
| Yes | 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 (reply yes or no to the options as they apply).

Process for Determining Disabilities and/or Work Limitations

| Yes or No: | How the district determines an individual’s disabilities and/or work limitation |
|-------------------|---|
| No | District participates in the OTDA managed contract for independent medical evaluations. |
| No | District contracts directly with a physician to provide independent medical evaluations. |
| Yes | District accepts physician’s statement provided by participant. |
| Yes | District accepts physician’s statement provided by participant but refers for an independent evaluation when deemed necessary. |
| Yes | Other process: Following the employment assessment the Department sends out for LDSS-4526 to the medical providers that would have knowledge of the condition that is causing limitations to employment. In the event that the provider does not return the form a IDSS-2642 document requirement is sent to the client and they are given 10 days to return the needed form. |

- b. Described below is the district’s procedure for notifying an individual of their exempt or non-exempt determination whenever an individual alleges to be unable to participate, or the individual otherwise participates in the employability disability review, including when an individual is notified that their status changes from exempt to non-exempt:

The individual is sent a notice of employability (LDSS-4005 or LDSS-4005A) via the client notice system upon determination of their exempt-non-exempt status.

- c. Described below is how the district notifies an individual of their exempt or non-exempt determination (reply yes or not to the options as they apply):

Process for Notifying an Individual of Their Exempt or Non-Exempt Status

| Yes or No: | District's process for reviewing medical documentation |
|------------|---|
| Yes | The district sends the LDSS-4005 or LDSS-4005a and a retains a copy in the case record. |
| No | The district sends a local equivalent and retains a copy in the case record. |

- d. 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 (reply yes or no to the options as they apply).

Process for Reviewing Medical Documentation

| Yes or No: | District's process for reviewing medical documentation |
|------------|--|
| No | District directs the contracted physician or individual's physician to determine status. |
| Yes | District review team reviews and determines status (described here): |
| No | Specialized disability/medical staff or unit reviews and determines status (described here): |
| Yes | Other process: Upon return of the LDSS-4526, the Medical Review Team (consisting of the Deputy Commissioner and the employment Senior Social Welfare Examiner) meets to review the case and make a determination on employability, limitations, duration of exemption and appropriate referrals. The individual is then notified in writing of the district's determination via the LDSS-4005/4005A. |

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?

No.

- b. Describe the district's policy for determining when a program participant is offered a mental health screen:

N/A

- c. What screening tools does the district use (reply yes or no to the options as they apply)?

Screening Tools the District Uses

| Yes or No: | Screening Tools |
|------------|--|
| No | LDSS 5009 - Mental Health Screening Tool |

| Yes or No: | Screening Tools |
|------------|---|
| No | The computer assisted version of the Modified Mini Screening tool (MMS) |
| No | Other Screening tool (described here): |

- d. If using the MMS, indicate below the district’s cutoff score (7, 8 or 9) for referral to a mental health evaluation.

N/A

- e. Describe below the procedure the district uses if the screening tool warrants a mental health evaluation referral:

N/A

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.).

Upon receipt of information from the persons primary care provider that an individual has the potential to improve their ability to work through treatment or rehabilitation the Medical Review Team (MRT) would assign the individual to those rehabilitative activities that would facilitate their return to work. This could include a referral to Physical Therapy, ACCESS CR, Mental health and/or drug and alcohol treatment.

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

Utilizing information provided by the individuals primary provider, treatment counselor or ACCESS VR counselor the MRT will mandate compliance with those recommendations.

- 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 district receives bi-monthly updates from the rehabilitation counselors regarding the individual progress towards workplace independence.

10. District Certification

10.1 Certification

As a condition of the receipt of federal and State funds the Local District Commissioner of Clinton 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, 2024 through December 31, 2025. 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.

4/11/2024
Christine Peters
Commissioner