

# **Hamilton County**

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

January 01, 2024 - December 31, 2025

# Table of Contents

1. Administration .....	1
1.1 Administrative Structure .....	1
1.2 TA and SNAP Employment & Training (SNAP E&T) Provider Agencies.....	1
1.3 OTDA Jobs Staff Agreement.....	3
1.4 Access to Services at New York State Career Centers .....	4
2. Orientation, Assessment and Employment Plan .....	4
2.1 Orientation (Reference 18 NYCRR 385.5) .....	4
2.2 Temporary Assistance (TA) Employment Assessment.....	5
2.3 TA Employment Planning (Reference 18 NYCRR 385.6 and 385.7) .....	6
3. Engagement .....	7
3.1 Federal “Engaged in Work” Requirement (Reference 18 NYCRR 385.2 (f)).....	7
3.2 Strategies/Procedures for Accommodating Individuals with Limited English Proficiency	8
3.3 Strategies/Procedures for Increasing Program Attendance .....	8
3.4 Strategies/Procedures for Engaging Sanctioned TA Participants .....	8
3.5 Strategies for Reducing the Need for TA.....	9
4. Work Activities .....	9
4.1 Allowable Work Activities .....	9
4.2 Job Development .....	12
4.3 Training Approval and Activity Enrollment Policies (Reference 18 NYCRR 385.9) .....	13
4.4 Post-Secondary Education Approval and Enrollment Policies .....	15
5. Work Requirements .....	16
5.1 Meeting TA Work Requirements .....	16
5.2 Informing SNAP Applicants and Recipients of Work Requirements.....	18
5.3 Meeting SNAP Work Requirements .....	20
5.4 Advising Households of Employment and Training Services .....	20
5.5 Provider Determinations.....	21
6. Quality Assurance/Work Verification .....	22
6.1 Quality Assurance Process - Random Case Sampling.....	22
6.2 Use of Outside Providers/Vendors .....	24
7. Supportive Services .....	24
7.1 TA and Non-TA SNAP Applicants and Recipients in Work Activities Approved by the District.....	24
7.2 Post-Employment/Transitional Supportive Services .....	25
7.3 Extended Support Services.....	26
8. Conciliation, Sanction and Dispute Resolution Procedures .....	26

8.1 Conciliation .....	26
8.2 Sanction.....	28
8.3 Dispute Resolution .....	28
9. Disability Determinations, Documentation and Requirements of Exempt Individuals.....	29
9.1 Disability Determination Process and Tools .....	29
9.2 Mental Health Screening and Assessment.....	30
9.3 Requirements for Exempt TA Participants (Reference 18 NYCRR 385.2 (e)).....	31
10. District Certification .....	33
10.1 Certification.....	33

# 1. Administration

## 1.1 Administrative Structure

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

Please see organizational chart for Hamilton County.

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

Social Welfare Examiner (TA/SN/SNAP)

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

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

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

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

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

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**

<b>Provider</b>	<b>Total Contract Cost per Year</b>	<b>Funding Source(s)</b>	<b>Categories of Clients Served</b>	<b>Programs, Services or Activities Provided</b>
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**

<b>Provider</b>	<b>Funding Source(s)</b>	<b>Categories of Clients Served</b>	<b>Programs, Services or Activities Provided</b>
ACCESS-VR	Others: N/A	FA SNA Family SNA Individual TANF 200%	Vocational / educational Services
One Work Source	Others: WIB	FA SNA Family SNA Individual SNAP TANF 200%	Assist with employment referrals, testing and placement.
Hamilton County Public Health	Local	FA SNA Family SNA Individual SNAP TANF 200%	Assist clients with Home Visiting Nursing Services providing support for pregnant and parenting parents with a child under 3 months of age through educational and supportive services.
BOCES	Others: Financial aid through grants	FA SNA Family SNA Individual TANF 200%	Adult education services provided to individuals 21 years of age or older that provides both free and fee-based classes deemed appropriate for the individual based on employment needs and goals.
Adirondack Community College	Others: Financial aid programs	FA SNA Family SNA Individual TANF 200%	Post-secondary education that is deemed necessary for the pursuit of employment plan and goals.

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

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

N/A

**1.3 OTDA Jobs Staff Agreement**

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

**Services Provided by Jobs Staff**

<b>Yes or No:</b>	<b>Services Provided:</b>
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**

<b>Yes or No:</b>	<b>Target Groups:</b>
N/A	Applicants
N/A	FA & SNA with children
N/A	SNA without children
N/A	SNAP
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).

Hamilton County does not utilize a Jobs staff person.

## 1.4 Access to Services at New York State Career Centers

- a. Described below is how the district provides access to its programs and services with Career Center partners (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
No	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
Yes	Other (described here): online application process.

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

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

## 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:
No	The district provides orientation in accordance with 18 NYCRR 385.5 and no additional information is provided at orientation.
Yes	In addition to the requirements outlined in 18 NYCRR 385.5 of the regulations, the district's orientation provides the following: Agency screen individuals and families for additional services as needed, including case management, mental health issues, e.g. counseling/treatment, in addition to essential items such as clothing needs, food, housing and heating.

- b. Described below is how the district completes the required orientation for all applicants and recipients of TA 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:

Orientation is completed individually at the initial face to face interview for both exempt and non-exempt applicants and recipients. If an applicant appears eligible for TA benefits, the TA examiner provides an overview of the TA program, employment requirements, and available assistance such as: car repairs, car insurance and associated support programs such as childcare, subsidized housing, SNAP and Medicaid. The examiner distributes the three informational booklets at the initial face to face interview. After completing the orientation, both exempt and non-exempt applicants, except those A/R's that are exempt without dependent children, are referred to the Employment Coordinator for the formal employment assessment and employment planning. Attempts are made to have this completed at the same time of the face-to-face interview. If not completed at the initial face to face, the client will be given a written notice of an appointment that will be scheduled within 30 days. Orientation is conducted in the same manner at point of recertification. Recipients whose employment status changes from exempt to non-exempt are sent an appointment by the Employment Coordinator to update their status and review employment requirements within 30 days of change.

## 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
No	The district enters assessments directly into WTCMS.
Yes	The district uses the LDSS 4980 (New York State Assessment) and later enters information into WTCMS.
No	The district conducts assessments using a local equivalent tool, and later enters information into WTCMS. 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:

A/Rs are given LDSS-4980 (NYS Employment Assessment) at their initial TA interview. A/Rs are asked to complete as much as possible and bring it to their scheduled interview with the Employment Coordinator. A/R's have scheduled appointments within 30 days of application date. A/R's are interviewed individually, face-to-face by the Employment Coordinator who reviews the LDSS-4980 with the client and completes the assessment in WTCMS.



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

The Employment Coordinator is responsible for conducting assessments.

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

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

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

Yes

- 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?

No

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

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

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

- a. 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 WTCMS.
No	The district uses the LDSS-4987 (New York State Employment Plan) and later enters information into WTCMS.
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:

Information from the individual's NYS Employment Assessment is entered into WTWCMS. That information along with information obtained from the face-to-face interview with the client is used to develop the individual's employment plan. The employment worker completes the employment plan and determines employment goals in conjunction with the client. The employment plan is then reviewed with the client and signed. The client receives a copy of employment plan, and one is placed in the case file.

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

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

**3. Engagement**

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

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

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

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

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:

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

### 3.3 Strategies/Procedures for Increasing Program Attendance

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

The district investigates cause/ reason for A/R absences and takes appropriate action. In those cases, the district determines the A/R to have, "good cause," the district will attempt to reduce the number of instances such as absences by working closely with the A/R and any service provider associated with the A/R. The district will work with the A/R to motivate A/R to reduce failure to participate in work activities by creating realistic goals to improve motivation to succeed, devising suitable alternative plans for other barriers to participation including alternate transportation or childcare. District will work closely with A/R to ensure work activities are scheduled at a time when personal needs are least likely to affect participation.

### 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: OTDA will issue the "Option to End a Temporary Assistance Employment Sanction" notice on the day the durational TA sanction period has ended to households without dependent children. This notice explains that the sanctioned individual may end his/her sanction by demonstrating compliance with work requirements assigned by the district. A sanctioned individual may also end sanction by providing documentation that he/she is now exempt from work activities.
No	Described below are the strategies the district uses to attempt to engage sanctioned participants when the durational period of the sanction is completed:
	Described below are the strategies the district uses to attempt to engage sanctioned participants during different times in the sanction period: At the initiation of the sanction period, for those households without children, OTDA sends the A/R an LDSS-4231, "Option to end your sanction." For those households with children,

<b>Yes or No:</b>	<b>Strategies and Procedures for Engaging Sanctioned TA Participants</b>
	the district sends out the LDSS-4231. Included with the LDSS-4231 is information regarding case management services. In addition, the A/R is directed to contact the district to discuss any barriers to participation in employment activities.

### 3.5 Strategies for Reducing the Need for TA

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

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

## 4. Work Activities

### 4.1 Allowable Work Activities

- a. 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

<b>Activity and Definition</b>	<b>Case Type</b>
<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.	FA SNAFAM SNA 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.	FA SNAFAM SNA SNAP

Activity and Definition	Case Type
<p><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.</p>	<p>FA SNAFAM SNA SNAP</p>
<p><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.</p>	<p>FA SNAFAM SNA SNAP</p>
<p><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 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><b>Job Skills Training</b> – Training or education in job skills to improve a participant's employability, to ensure clients have the basic skills competencies required by employers to support job entry and/or to advance or adapt to the changing demands of the workplace. Where identified as needed, such training may include the development of basic workplace skills including professional workplace behaviors and decision-making skills. Job skills training may include customized or technical training designed to provide participants with additional workplace skills, post-secondary education courses leading to a bachelor's or other advanced degree, or other training included under the definition of vocational education training. Job skills training may include literacy instruction, English language instruction, or other basic education for an individual who has already obtained a high school diploma or equivalency when determined from a client's assessment that such instruction is needed to improve the participant's employability.</p>	<p>N/A</p>

Activity and Definition	Case Type
<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 (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><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>	<p>FA SNAFAM SNA SNAP</p>
<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>	<p>N/A</p>
<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>	<p>N/A</p>

Activity and Definition	Case Type
<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>	FA SNAFAM SNA 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>	N/A
<p><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.</p>	N/A
<p><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.</p>	FA SNAFAM SNA SNAP
<p><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.</p>	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?

Yes

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.:
Yes	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.: A/Rs are referred to One Work Source for job listings and workshops. The local One Work Source

Yes or No:	How the district participates in job development activities
	office maintains a current listing of local job openings, employers willing to participate in on-the-job training programs and work activities.

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

- a. Described below is how the district identifies appropriate education program providers for services of Adult Basic Education (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.

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

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

A/R's who may need Vocational Education are identified during the initial assessment. If appropriate, a referral is made to One Work Source or ACCESS-VR for specific programs and participation. Individuals will also be given information regarding area BOCES and Community Colleges that may offer vocational education and training consistent with client's employment pursuits.

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



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

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

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

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

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

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

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

A/Rs are informed of approved training providers during the assessment process.

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

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

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

The district will base their decision on satisfactory high school attendance base on the school's determination for acceptable matriculation in the high school program. The Temporary Assistance Unit verifies attendance with schools utilizing LDSS-3708 for all 16-18 years old individuals in order to determine the individual's TA exempt status. If a recipient 16-18 years old is no longer attending high school, the TA worker schedules an employment assessment for the individual within two weeks. The district will also request verification of enrollment utilizing LDSS-3708 when school reconvenes after summer breaks.

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

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

#### 4.4 Post-Secondary Education Approval and Enrollment Policies

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

The district will approve up to a 2-year college program as an approved 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 or No:	Conditions for disapproval of work activity
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).

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

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

#### Number of Individuals Who Receive Employment Services

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

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

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

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

Yes

**Applicant Job Search**

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

- e. Does the district assign TA recipients to Job Search? If yes, describe the district procedure for Job Search, including the required number of job search contacts and hours per week assigned. 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**

<b>Recipient Job Search</b>	<b>Min. Contacts</b>	<b>Min. Hours</b>	<b>Additional Information</b>
TANF and SNA MOE	5	10	Recipients determined non-exempt are provided the employment search booklet, LDSS-3696 to record employer contacts and results. A non-exempt individual is required to make five valid contacts per week, spending up to 40 hours per week searching for

Recipient Job Search	Min. Contacts	Min. Hours	Additional Information
			employment. The recipient can be assigned to job search activities for up to 12 weeks. The number of contacts and hours may vary under certain circumstances. Individual progress is reviewed every week. A non-exempt recipient may also be required to attend a job fair and provide verification of attendance and contacts the following day.
SNA Individuals	5	10	Recipients determined non-exempt are provided the employment search booklet, LDSS-3696 to record employer contacts and results. A non-exempt individual is required to make five valid contacts per week, spending up to 40 hours per week searching for employment. The recipient can be assigned to job search activities for up to 12 weeks. The number of contacts and hours may vary under certain circumstances. Individual progress is reviewed every week. A non-exempt recipient may also be required to attend a job fair and provide verification of attendance and contacts the following day.

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

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

## 5.2 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&amp;T, and ABAWD)</i> and the LDSS-5193A <i>Important Information about SNAP Work Rules (General and Mandatory E&amp;T)</i> as appropriate.

<b>Yes or No:</b>	<b>How written information is provided to SNAP applicants and recipients</b>
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.

During initial interview, at recertification, and when an individual's status changes from exempt to non-exempt, the assigned eligibility worker verbally explains the applicable work rules to each household that includes a member subject to work requirements. District is not mandating SNAP E&T work activity assignments for NTA-SNAP applicants or recipients. TA/SNAP households containing a non-exempt individual including case type 32 will be informed of the Mandatory SNAP E&T rules as well as the General SNAP Work Rules.

- 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**

<b>Yes or No:</b>	<b>How written information is provided to SNAP applicants and recipients</b>
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**

<b>Yes or No:</b>	<b>How oral information is provided to SNAP applicants and recipients</b>
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):

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

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

N/A

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

All non-exempt unemployed SNAP A/R's are informed of assistance available with job search and are mailed the services available through the One Work Source.

### 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
Yes	Other groups described here: Any A/R who expresses interest in these programs.

- 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
Yes	Materials and information provided in print form
No	Materials and information provided on a website. Described here is how individuals are made aware the information is available on the website:
Yes	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.

District makes every attempt during the assessment process to determine the appropriate activity or program to assign a recipient to. The provider has the authority based on their required skills and qualifications to determine if the recipient is a good fit for the assigned activity. If a provider makes a determination that the recipient is not a good fit, the provider notifies district within 10 days of this determination in writing. The provider may provide recommendations and suggestions for other activities that they deem would be more appropriate. The provider is not required to state the reasons they are making the determination. The district will inform the recipient within 10 days of receipt of the provider determination of the information. The recipient will be informed that this determination will not cause them to be sanctioned. Documentation will be put in recipients case file documenting receipt of the provider determination, any recommendations and suggestions offered by provider, and date that notification was given to the recipient.

- 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.

The district will work together with the provider to design effective procedures for making provider determinations. The district will communicate with the provider to request that district is provided with a list of the necessary skills and knowledge to make appropriate referrals to limit the number of recipients assigned that are not a good fit. The district will acknowledge that the provider has the ultimate authority and responsibility to make the determination.



- 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.

When contracting with a provider the district will review the rights of recipients to be safeguarded from any type of discrimination. The district will provide a copy of the Client Rights to the provider as guidance to ensure that discrimination does not occur. The TA director will review all provider determinations to ensure the reasoning for the determination is appropriate and does not reflect a potential pattern of discrimination.

## **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, 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 WTCMS?

No

- b. If Yes, does the district's provider/vendor documentation collection, data entry and management of WTCMS follow the same process that would be used by the district worker?

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:

Tuition, books, fees and supplies when no other tuition assistance is available, up to \$500.00.

Clothing required for specific training or employment up to \$100.00.

License and other work-related fees up to \$100.00.

Cost effective relocation services up to \$500.00

- 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
No	Bus pass/token
No	Gas card/voucher

Yes or No:	Transportation Assistance Provided
Yes	Mileage reimbursement at the IRS Business rate (effective 1/1/2023 is 65 cents per mile)
No	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:

The district will attempt to assign a worksite as close to the A/R's residence as possible, preferable within two miles allowing A.R the option to walk to the worksite. Mileage reimbursement is paid at IRS business rate if needed to ensure compliance with work activity assignment. The district will pay car repairs up to \$500.00 and auto insurance up to \$1000.00. In order for the district to consider a lack of transportation and establish limits for walking to work the A/R would have to demonstrate that alternative arrangements are not available, such as coworkers or other individuals who travel near the A/R worksite. The district may assist with expenses associated with carpooling provided the expenses are reasonable. The maximum distance an A/R is expected to walk is two miles. The maximum distance may be reduced based upon any medical limitations in regard to walking or riding a bike, safety of the route, and the weather conditions and determined on a case-by-case basis.

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

Automobile repairs up to a maximum of \$500.00  
Insurance expenses up to a maximum of \$1000.00  
Clothing assistance for work related clothing.  
Housing or assistance to relocate.  
Mileage reimbursement.

## 7.2 Post-Employment/Transitional Supportive Services

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

Childcare  
Auto repairs up to \$500.00.  
Mileage reimbursement.

- 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:

Childcare  
Auto repairs up to \$500.00.

### 7.3 Extended Support Services

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

Childcare Assistance  
Mileage reimbursement.

## 8. Conciliation, Sanction and Dispute Resolution Procedures

### 8.1 Conciliation

- a. The district's conciliation process for TA applicants and recipients must be conducted in accordance with 18 NYCRR 385.11(a). Indicate below how conciliations are conducted (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:

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

- b. Who makes the TA good cause/willfulness determination (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:

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

- d. Who makes the SNAP E&T good cause/willfulness determination (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:

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

## 8.2 Sanction

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

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

- 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:

PA/SNAP individuals who wish to end their SNAP sanction must serve the full durational period and demonstrate a willingness to comply by completing a new employment assessment with their TA worker or provide documentation individual has become exempt from SNAP work requirements. Individuals who document an exemption may have their SNAP sanction lifted before the end of the durational sanction period. Hamilton County does not currently mandate NPA-SNAP recipients to participate in a work activity.

## 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

<b>Yes or No:</b>	<b>Who makes the TA good cause/willfulness determination?</b>
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.
No	District accepts physician's statement provided by participant but refers for an independent evaluation when deemed necessary.
Yes	Other process: To document an individual's disability and/or medical limitations the applicant/recipient is provided the LDSS-4526 along with LDSS-2642 indicating the client must return the medical documentation within 10 days (discretion to extend this timeframe is determined on a case by case basis), or the LDSS-4526, Medical Examination for Employability Assessment, Disability Screening, and Alcoholism/Drug addiction Determination, is mailed directly to the A/R physician for completion. The individual may also provide documentation directly from physician's office that contains the specific diagnosis, prognosis and list of individual's resulting work activity limitations, along with an expected duration of such limitations. Once the medical report is obtained the district reviews the information and notifies the applicant/recipient in writing of their employment status, exempt or non-exempt, or work limited via the LDSS-4005 or 4005(a). If applicable, the Employment Coordinator will inform the worksite in writing of the A/R limitations and will follow up weekly with the work site supervisor of any changes. The district shall determine intervals to update the medical documentation and will make adjustments to the work assignment when necessary.

- b. 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:

District will notify A/R's in writing of the determination of exempt or non-exempt status based on the medical documentation provided by the A/R's physician using LDSS-4005 or 4005(a).



- 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**

<b>Yes or No:</b>	<b>District's process for reviewing medical documentation</b>
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**

<b>Yes or No:</b>	<b>District's process for reviewing medical documentation</b>
Yes	District directs the contracted physician or individual's physician to determine status.
No	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: District will contact individual physician directly if there are any questions regarding the individual's limitations of abilities after reviewing the LDSS-4526.

**9.2 Mental Health Screening and Assessment**

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

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**

<b>Yes or No:</b>	<b>Screening Tools</b>
N/A	LDSS 5009 - Mental Health Screening Tool
N/A	The computer assisted version of the Modified Mini Screening tool (MMS)

Yes or No:	Screening Tools
N/A	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.).

All A/R medical status is documented through submission of the LDSS-4526, Medical Examination for Employability Assessment, Disability Screening, and Alcoholism/Drug addiction Determination. Additionally, the district will accept medical documentation from individual's physician provided it contains specific diagnosis, prognosis, extent of work limitations and expected duration of such limitations. In general, medical reports that do not indicate the duration of the individual's condition(s) and/or work limitation(s) are updated every three months. Any relevant notation by the medical practitioner, physician and psychiatrist may affect the three-month frequency. Based on the medical information received, a determination is made by a Social Welfare Examiner and Employment Coordinator if an individual has the potential through treatment or other rehabilitative activities to return to work.

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

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

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

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

## **10. District Certification**

### **10.1 Certification**

As a condition of the receipt of federal and State funds the Local District Commissioner of Hamilton County Department of Social Services submits this Temporary Assistance (TA) and Supplemental Nutrition Assistance Program (SNAP) Employment Plan (Plan) to the New York State Office of Temporary and Disability Assistance. The Plan outlines the administration of employment services for TA and SNAP applicants and recipients for the period January 1, 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.

2/9/2024

Roberta A. Bly  
Commissioner