

Cayuga 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.)

Current DSS Organizational Chart was uploaded.

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

The Director of Temporary Assistance is primarily responsible for TA and SNAP including coordination of employment programs and activities. Together with the Employment Unit, he helps write and Implement the Employment Plan, coordinates WTW service delivery within the agency and with contracted partners in the community. The Employment Unit works closely with Intake and SN/TANF Units to make sure every individual is engaged and working towards self-sufficiency and utilizing any supportive services necessary. The Employment Unit is solely responsible for assigning and tracking work experience, conciliations, sanction referrals, dispute resolution, supportive services and tracking non-employable recipients. The Department of Social Services contracts with outside Agencies. Cayuga Works Career Center completes Job Search Assessments and Employment Plans, job search, job club, GED referrals and other programs and services as required. CHAD performs drug & alcohol evaluations. Catholic Charities assists appropriate individuals in their quest for SSI. IMA provides medical/psych evaluations.

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
Cayuga Works Career Center	\$136,000	FFFS Local	FA SNA Family SNA Individual TANF 200%	Assist with Employment Plans; Assessments; client-directed job search and job leads.
CHAD	\$15,000	FFFS Local	FA SNA Family SNA Individual	D/A Assessments, progress reports and monthly attendance sheets.
IMA	\$16,00	Local	FA SNA Family SNA Individual	Employability Determinations
Catholic Charities	\$38,732	FFFS Local	FA SNA Family SNA Individual	Case Management in pursuit of SSI

- 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
Cayuga Onondaga BOCES	Others: OTDA	SNA Family SNA Individual SNAP	Venture V; job entry and retention, career planning, educational gains and other milestones to self-sufficiency.

Provider	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided
Cayuga Onondaga BOCES	Others: OTDA	FA SNA Family TANF 200%	High School Equivalency; Educational Resource Program; Career plan with timeline for short and long term goals, intensive and individualized customer services in one on one setting to enhance job seeking and retention skills and career laddering.
Arise, Access VR, Unity Employment	Local	FA SNA Family SNA Individual SNAP TANF 200%	Advocacy, training and/or referral for clients that are work limited
Cayuga Works Career Center	Local	FA SNA Family SNA Individual SNAP TANF 200%	One stop community resource for job seekers and training opportunities. Department of Labor is on site.
Cayuga Community Health Network	Local	FA SNA Family SNA Individual SNAP TANF 200%	Finding a doctor, help apply for SNAP/WIC, access prenatal care, parenting classes, food and nutrition services, breastfeeding support, housing resources, family planning and mental health screening and support.
Healthy Families Cayuga Counseling Services	Local	FA SNA Family SNA Individual SNAP TANF 200%	Healthy Families partners with parents and families with a common goal of building a community of happy, safe and smart children ready for school.
Community Action Program Early Head Start Home Visiting Program	Local	FA SNA Family SNA Individual SNAP TANF 200%	Home based program focus on promoting secure parent-child relationships and supports parents to facilitate high quality learning experiences for their children. Assesses the development of children and plans ways to help the child learn using parent child interaction, daily routines and household materials.

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:

All referrals are tracked and followed up by the Senior Employment Examiner for appropriateness and the required services provided per the contract. Notes and reports are also reviewed by the Senior Examiner for those contracts requiring that type of monitoring by DSS. The agency meets at different time frames with each contractor; monthly, bimonthly, and quarterly. We also meet as needed when situations arise.

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
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
Yes	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.

The District and Career Center shares data to facilitate the timely completion of Employment Plans, Assessments, Job Readiness and Job Searching activities. There is continuous contact with phone and emails between the District and Career Center employees to refer/discuss/collaborate in regard to client progress towards self-sufficiency.

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.
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:

Orientation procedure for non-exempt and exempt individuals is the same. Orientation is discussed at eligibility interview then an orientation presentation packet is provided to the client at the interview. The packet includes orientation slides and a Workforce Questionnaire to be completed and returned by the applicant.

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:

An assessment is completed through a contractual arrangement with Cayuga Works Career Center, with input from district workers as part of a comprehensive strategy to help the individuals obtain meaningful employment or otherwise become economically secure. This agreement ensures that all adults in households with dependent children and 16-17-year-old individuals not in school receive an assessment within 90 days of eligibility. All adult households without dependent children receive an assessment within one year of the date of application. Employment and Training and district staff provides in-person and over the phone assessments which are conducted and completed individually with the client.

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

Cayuga Works Career Center, in conjunction with district staff.

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

MINIMUM QUALIFICATIONS:

EITHER:

(A) Graduation from a regionally accredited or NYS registered 2-year college with an Associates Degree; OR

(B) Graduation from high school or possession of a general equivalency diploma and 2 years of full-time clerical or customer service experience involving frequent interaction with clients in the public or private sector; OR

(C) Any equivalent combination of training and experience as stated in (A) and (B) above.

- 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?

Assessments are updated whenever client's employability changes. Assessments are also continuously updated when a client's needs/situations change. Employment Assessments are reassessed at least every six months for employable clients and yearly for non-employable clients.

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
No	The district enters employment plans directly into WTCMS.
Yes	The district uses the LDSS-4987 (New York State Employment Plan) and later enters information into WTCMS.

Yes or No:	How the district develops employment plans
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:

For employable and non- employable individuals- Employment Plans are completed with our Cayuga Works Career Center within 90 days of case opening. All Employment Plans are directly entered in WTWCMS.

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

Employment Plans are reassessed at least every six months for employable clients and yearly for non-employable clients. Assessments are also continuously updated when a client’s needs/situations change. Clients are provided a copy of the Employment Plan when it is created and every time it is updated.

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:
- District assesses household for appropriate daycare in applicant status and once appropriate daycare is available and the case is active, client is able to be assigned appropriately.
 - Actively engaged in rehabilitative activities as prescribed by medical, psychiatric, or OASAS professional.
 - Involved in appropriate vocational activities as deemed appropriate in the development of an individual's employment plan.
 - Assist in obtaining working papers when appropriate.
 - Satisfactory attendance at secondary, vocational or technical school and/or the active pursuit of a course of study leading to a high school diploma or HSE in conjunction with other work activities.
 - The active pursuit, as may be defined in an individual's employment plan, of alternative paths to self-sufficiency such as but not limited to: SSI, RSDI, Worker's Compensation, No-Fault benefits or disability payment of any kind.

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:

Empire Interpreting Service is used whenever there is a language barrier. Clients are seen 1:1 or over the phone with a worker and the interpreter. Translations of forms and letters are available as needed or requested.

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:

Basic strategies include but are not limited to:

- Immediate problem-solving, when a participant appears in danger of missing time.
- Working with contracted partners to reduce barriers and assist with creative and unique strategies to motivate and empower participants.
- Case management that includes participant input.

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
No	Described here are the strategies the district uses to attempt to engage sanctioned participants as soon as they are sanctioned:
Yes	Described below are the strategies the district uses to attempt to engage sanctioned participants when the durational period of the sanction is completed: If participant can comply, Cayuga County sends them a letter to contact us and informs them of the steps in order to get in compliance.
No	Described below are the strategies the district uses to attempt to engage sanctioned participants during different times in the sanction period:

3.5 Strategies for Reducing the Need for TA

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

District employs a number of diversion strategies inclusive of full review of available supportive services, such as childcare in lieu of TA. Our Intake Unit assesses applicants for meeting immediate needs rather than needing ongoing TA. We offer employment related needs to assist in starting or keeping a job, including but not limited to transportation assistance, clothing, and items of personal care needs. Some FFFS funds have been dedicated to this as well.

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
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.	FA SNAFAM SNA SNAP

Activity and Definition	Case Type
<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>FA SNAFAM SNA SNAP</p>
<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 equivalency (HSE) diploma, in the case of a recipient who has not completed secondary school or received a certificate of general equivalency. Secondary school participation may include general adult basic education or ESL if it is linked to attending secondary school or leading to a HSE diploma as determined necessary by the educational institution. Secondary School or HSE programs that routinely include ESL, career training, alternative school, tutoring, dropout prevention, teen pregnancy or parenting programs as a requirement of program participation as determined by the educational institution will also be permitted.</p>	<p>FA SNAFAM SNA SNAP</p>

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

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

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.

Adult Basic Education (ABE), High School Equivalency (HSE) diploma preparation, and English as a Second Language is provided through Cayuga Onondaga BOCES (Center for Learning). Literacy Volunteers provides English as a Second Language.

- a. Department of Labor and/or State Education Department approval
- b. Familiarity with and comprehension of the basic goals of Welfare Reform
- c. If applicable, past performance in moving non-exempts to self-sufficiency
- d. Opportunities or services available
- e. Client interest
- f. Active case management

- 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.

Vocation Education and Job Skills Training s provided through Cayuga Works Career Center and Cayuga Onondaga Boces (Center for Learning).

- a. Department of Labor and/or State Education Department approval
 - b. Familiarity with and comprehension of the basic goals of Welfare Reform
 - c. If applicable, past performance in moving non-exempts to self-sufficiency
 - d. Opportunities or services available
 - e. Client interest
 - f. Active case management
- 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.

When a client is assessed and found to be in need of basic literacy/HSE, they are assigned to HSE testing/classes at Cayuga-Onondaga Center for Learning/BOCES. BOCES is the work experience site for those that are in need of HSE.

- 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 situation is looked at as a case-by-case scenario. If the educational activity will assist the client in gaining skills to reach self-sufficiency, it would be approved. However, if the person's physical/mental and/or criminal history/etc. would be a barrier for such training, it may be denied by the Employment Senior.

- 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.

District will evaluate the client's interest, availability of local employment in that field, individual assessment, and client participation in goal development. Employment in the field of study must reasonably be expected not to exceed any medically verified physical and/or mental limitations of the student with reasonable accommodations.

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

NYS Education Department standards.

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

Face-to-face or telephone assessment and case management meetings.

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

Usually by mail, but if circumstances require; it may be face-to-face or by telephone. Participants that are notified verbally are also provided with written documentation.

- 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.

16 and 17 years of age who are attending High School are exempt. If the parent or child claims the child is attending a full-time secondary school, vocational, or technical school, documentation will be requested at application and recertification.

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

The individual provides medical and/or psychiatric statements to the district. Upon district's knowledge of a health-related limitation; those are factored into any assignment. The work activity provider is notified of any need for accommodation or of any limitation by the district in writing without disclosing the diagnosis. The participant may choose to disclose further information directly to the work activity provider.

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):

Current education may be approved, including up to a four year degree; as long as it is for a specific/attainable job in the area. Employment Senior will make the final decision on these and all other cases that fall into this category. They are all looked at as a case-by-case situation.

- 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 or No:	Conditions for disapproval of work activity
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).

Applicants are engaged in weekly job search/ job readiness and this activity continues into recipient status. Recipients are assessed and enrolled into job readiness, work experience or appropriate activities. Vocational assessment is completed through one-on-one case management within a four-week period from case opening, unless the Agency deems that a documented good cause exists.

Weekly participation requirements for TANF and SN are determined by their total TA grant plus SNAP benefit divided by the current state minimum wage and then divided by 4.333 to get the total weekly hours required for participation. Once case is opened, clients are assigned up to 40 hours per week.

District is continuously monitoring medical documentation, for an individual that may become employable. As soon as the agency is aware the client is employable, the client is then enrolled in an appropriate work 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	169
Households without Dependent Children Average Monthly	320

- 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:

District staff closely monitors COGNOS/ WTWCMS and locally produced reports, in order to monitor district progress toward meeting participation rates, making sure all hours are entered and ensuring full engagement.

- 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

Applicant Job Search	Min. Contacts	Min. Hours	Additional Information
TANF and SNA MOE	5	15	Job Search is reported weekly in Job Club. Job readiness activities begin to help applicants in seeking employment. Job readiness activities include resume writing, interview preparation, active listening, beginning your job search, communication skills, conflict resolution in the work place, creating a basic employment portfolio, creating a budget that works for you, creating your own re-employment plan, discovering your interest, evaluating your financial wellness, tips on completing job applications, job search during a pandemic, job searching for the ex-offender, networking, problem solving and decision making, setting goals, teamwork, time management in the workplace, understanding your paycheck and benefits, using social media and soft skills vs hard skills.
SNA Individuals	5	15	Job Search is reported weekly in Job Club. Job readiness activities begin to help applicants in seeking employment. Job readiness activities include resume writing, interview preparation, active listening, beginning your job search, communication skills, conflict resolution in the work place, creating a basic employment portfolio, creating a budget that works for you, creating your own re-employment plan, discovering your interest, evaluating your financial wellness, tips on completing job applications, job search during a pandemic, job searching for the ex-offender, networking, problem solving and decision making, setting goals, teamwork, time management in the workplace, understanding your paycheck and benefits, using social media and soft skills vs hard skills.

- 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	5	15	<p>5 employer contacts are required per week at minimum for Job Search. Though this may be adjusted based on their participation in other activities.</p> <p>The hours assigned a week will vary based on the nature of the job being sought, method used to apply, and assessed need for employer contacts.</p> <p>Recipients continue job search and job readiness activities as needed while on assistance.</p> <p>Job readiness activities continue as a recipient. Job readiness activities include resume writing, interview preparation, active listening, beginning your job search, communication skills, conflict resolution in the work place, creating a basic employment portfolio, creating a budget that works for you, creating your own re-employment plan, discovering your interest, evaluating your financial wellness, tips on completing job applications, job search during a pandemic, job searching for the ex-offender, networking, problem solving and decision making, setting goals, teamwork, time management in the workplace, understanding your paycheck and benefits, using social media and soft skills vs hard skills.</p>
SNA Individuals	5	15	<p>5 employer contacts are required per week at minimum for Job Search. Though this may be adjusted based on their participation in other activities.</p> <p>The hours assigned a week will vary based on the nature of the job being sought, method used to apply, and assessed need for employer contacts.</p> <p>Recipients continue job search and job readiness activities as needed while on assistance.</p> <p>Job readiness activities continue as a recipient. Job readiness activities include resume writing, interview preparation, active listening, beginning your job search, communication skills, conflict resolution in the work</p>

Recipient Job Search	Min. Contacts	Min. Hours	Additional Information
			place, creating a basic employment portfolio, creating a budget that works for you, creating your own re-employment plan, discovering your interest, evaluating your financial wellness, tips on completing job applications, job search during a pandemic, job searching for the ex-offender, networking, problem solving and decision making, setting goals, teamwork, time management in the workplace, understanding your paycheck and benefits, using social media and soft skills vs hard skills.

- 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 is looked at on a case-by-case scenario. Skill set and education are taken into account when determining if the self-employment is appropriate. If it is deemed appropriate, the case is monitored regularly to see if the client is progressing to self-sufficiency through the self-employment. If it is not deemed appropriate; then the agency works with the client to increase/improve to an adequate level; or is given notice that it is not appropriate and therefore they would be engaged in other activities to ultimately help them reach self-sufficiency for themselves and/or family.

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.

Staff reads the General SNAP work rules and Mandatory TA/SNAP work rules to employable individuals at certification, recertification and at any time an exempt household member or new household member becomes subject to work requirements.

- 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):

N/A

- 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):

Upon request, at application and recertification: booklets^{1,2,3} are made available, and individuals are verbally offered job search assistance and are provided information about the Cayuga Works Career Center.

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
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:
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.

Before an individual is assigned to a work activity, Employment Staff reviews the Workforce Questionnaire to determine proper placement of the individual. The individual is then assigned to the appropriate assignment. Employment Staff will follow up with the provider to ensure the individual reports to the assignment. If the provider feels an individual is not a good fit the provider contacts the Senior Employment Examiner to inform the agency that the individual is not a good fit for the employment activity in which the individual was assigned. The provider makes this determination within the first week of the assigned activity. The Senior Employment Examiner will review the provider determinations to ensure the provider is making a reasonable decision in determining if the individual is not a good fit for their program. The Senior Examiner will contact the client immediately to discuss the provider determination and reassess the individual for a new assignment. When the client is re-assigned a new referral letter will be sent to the client with the appropriate information for the new assignment.

- 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.

Every provider must sign an "Agreement with Worksite Sponsor Agency " agreement. In this agreement # 21 states "The Sponsor may discharge any Participant at will, provided that the Sponsor shall furnish the Department with evaluation of the Participant's work performance and the reason for termination".

- 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.

Every provider must sign an "Agreement with Worksite Sponsor Agency " agreement. In this agreement # 12 states "There will be no discrimination on the grounds of race, color, religion, sex, sexual orientation, age, marital status, national origin, prior criminal record, mental or physical disability or veteran status".

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?

Yes.

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

Yes.

- 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:

Clothing, including but not limited to uniforms and footwear, may be provided up to a maximum of \$150.00 for each entry into employment as well as when such purchase is necessary for the individual to participate in an assigned, appropriate work activity. In addition, we provide personal hygiene items, as necessary. Licenses or other work-related fees may be provided. Funding for approved training programs may also be provided. Work-related expenses will not be granted if activity does not clearly demonstrate a connection in maintaining, improving or moving towards self-sufficiency.

Case Management: When appropriate, and to the extent local resources permit, case management is provided by district and/or through a contractual partnership with an outside agency.

Other supportive services may be provided by the local district, if the local district deems them necessary in order to:

* Allow an individual to participate in work activities.

Assist an individual at risk of needing assistance to maintain their employment.

Assist an employed individual to improve their opportunities for employment that will move them to self-sufficiency.

Payment for childcare is provided to appropriate individuals who need such care to participate in assigned work activities, including orientation.

- 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

Yes or No:	Transportation Assistance Provided
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:

Clients may be required to walk up to 1.5 miles, contingent upon their physical ability. Extreme weather conditions, terrain, safety of the route will be taken into consideration.

- 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:

Non-recurring payments for employment related expenditures such as but not limited to uniform allowances, tools, and license fees.

Non-recurring payments for employment-related transportation expenses such as but not limited to cost of public transportation, auto insurance, gasoline, car repairs; to enable employment retention.

Other supportive services provided directly or contractually, that in the agency's opinion would divert or avert the need for ongoing assistance.

Any supportive service will be provided within guidelines established by State and Federal regulations and policies.

7.2 Post-Employment/Transitional Supportive Services

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

Childcare
 Transportation
 Medical assistance
 SNAP

- 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:

Non-recurring payments for employment related expenditures such as but not limited to uniform allowances, tools, and license fees.

Non-recurring payments for employment-related transportation expenses such as but not limited to cost of public transportation, auto insurance, gasoline, car repairs; to enable employment retention.

Other supportive services provided contractually, that in the agency's opinion would divert or avert the need for ongoing assistance.

Any supportive service will be provided within guidelines established by State and Federal regulations and policies.

In addition, if eligible, the individual could receive assistance with Childcare, Transportation, and other post-employment services as built into contractual obligations of outside providers.

Any other diversionary services within the scope of Social Service Law, Department Regulation, and local resources and policies.

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.):

Non-recurring payments for employment related expenditures such as but not limited to uniform allowances, tools, and license fees.

Non-recurring payments for employment-related transportation expenses such as but not limited to cost of public transportation, auto insurance, gasoline, car repairs; to enable employment retention.

Other supportive services provided contractually, that in the agency's opinion would divert or avert the need for ongoing assistance.

Any supportive service will be provided within guidelines established by State and Federal regulations and policies.

In addition, if eligible, the individual could receive assistance with childcare, transportation, case management and other post-employment services as built in to contractual obligations of outside providers.

Any other diversionary services within the scope of Social Service Law, Department Regulation, and local resources and policies.

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:

If there is an issue of non-compliance with any assigned mandated work activity the employment worker processes a conciliation notice and mails it out to the client. If the local district determines that the individual's refusal or failure to comply was not willful and with good cause, the conciliation procedure shall terminate with no adverse action toward the individual.

If the individual does not contact the local district within the time frame, or if the local district determines from the conciliation that the individual's refusal or failure to comply was willful and without good cause, the local district may issue a ten-day notice of discontinuance. All available information is taken into account in determining willfulness and good cause even if the individual fails to respond to the conciliation notice. All final decisions on "good cause" are reviewed by the Employment Senior.

Applicants who are assigned to and fail or refuse to comply with an employability assessment or job search, or who fail to accept an offer of employment shall not be entitled to conciliation.

- 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?
Yes	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:

If there is an issue of non-compliance with any assigned mandated work activities the employment worker processes a conciliation notice and mails it out to the client.

If the local district determines that the individual's refusal or failure to comply was not willful and with good cause, the conciliation procedure shall terminate with no adverse action toward the individual.

A letter is attached to the conciliation letter, allowing client to provide 5 job search contacts to demonstrate compliance and avoid a SNAP sanction. This has the same time frame as the conciliation notice.

If the individual does not contact the local district within the time frames, or if the local district determines from the conciliation that the individual's refusal or failure to comply was willful and without good cause, the local district may issue a ten-day notice of discontinuance. All available information is taken into account in determining willfulness and good cause even if the individual fails to respond to the conciliation notice. All final decisions on "good cause" are reviewed by the Employment Senior.

- 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?
Yes	The client's employment worker
No	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:

A letter is attached to the conciliation letter, allowing client to provide 5 job search contacts to demonstrate compliance and avoid a SNAP sanction. The time frame for completing the 5 job search contacts is 10 days.

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:

When a client expresses a willingness to comply by phone or in person he/she is provided with an appointment to meet with the Employment Unit. At the appointment the Employment worker will review a written notice of work activities, their newly assigned work activity and the Temporary Assistance Orientation packet. This one-day action puts the client back into compliance.

TA benefits are restored from the date the client meets with the Employment Unit but not before the end of the durational sanction period.

The recipient is then assigned for work activities as appropriate or they may provide verification that they are exempt from work requirements.

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

NTA-SNAP is not mandated in Cayuga County.

If a SNAP individual is otherwise mandated to participate in mandated activities and fails to comply willfully and without good cause a SNAP sanction may be imposed.

When a client expresses a willingness to comply by phone or in person he/she is provided with an appointment to meet with the Employment Unit. At the appointment the Employment worker will review a written notice of work activities and their newly assigned work activity. This one-day action puts the client back into compliance.

SNAP benefits will be restored for the month, following the month when the individual demonstrated compliance but no earlier than the expiration date of the minimum duration period. Those who document an exemption may have their SNAP sanction lifted before the end of the durational sanction period.

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
Yes	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	<p>Other process: When an applicant or recipient declares a medical impairment, the local district issues a written notice to the individual. This notice states that per 18 NYCRR 385.2(d), the individual has ten calendar days to provide medical documentation from the treating health care provider. This notice also states that such documentation must include the following information:</p> <ol style="list-style-type: none"> 1. A specific diagnosis 2. Any specific work limitations caused by this diagnosis 3. The expected duration of these work limitations/prognosis 4. The duration of the disability <p>This notice is accompanied by a medical form, which may be used by the health care practitioner to provide the above information. This notice states that the individual must cooperate with verifying a claim of medical impairment as a condition of eligibility as per Regulation.</p> <p>The local district has sole discretion in determining if the documentation provided is sufficient to make a determination of medical impairment.</p> <p>If an individual has demonstrated an inability to successfully participate in work activities or employment and the local district has reason to believe this is due to a disability or work limitation, the local district shall require the individual to participate in a disability related screening and/or evaluation. Additionally, if an individual has demonstrated an inability to successfully function in a work setting and is determined through an evaluation or assessment to need treatment, the individual shall be required to participate in necessary treatment as a condition of eligibility for public assistance.</p> <p>If the individual has no health care practitioner, a list of names or other resources shall be provided, or they will be referred to OTDA contracted medical provider IMA. (Any such request shall have its cost borne by the local district.)</p> <p>The local district assigns nonexempt work limited individuals to work experience when appropriate, through close and recurring verbal and written collaboration with work experience sites. Worksite supervisors are notified in writing of any limitations that an individual may have, to ensure they are accommodated.</p> <p>The local district verbally contacts worksites if appropriate to review a participant's progress and take note of any problems that may be occurring.</p> <p>Each individual meets with an assigned local district staff member regularly to</p>

Yes or No:	How the district determines an individual's disabilities and/or work limitation
	review their site assignment for appropriateness. This local staff member is also available upon an individual's request for either telephone or face-to-face consultation and problem solving as needed.

- 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:

When an individual has provided written notice of their inability/ability to work, the district sends a CNS Notice notifying the individual of their exemption/non-exemption. If a CNS cannot be generated the district sends the individual the LDSS 4005/LDSS4005A. The individual is also notified this way when their status changes from exempt to non-exempt and non-exempt to exempt.

- 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: Additional documentation may be required of the individual's health care practitioner to evaluate an individual's ongoing claim of a mental or physical impairment, if such individual has been found not to be exempt from work activities by the local district. Such individual remains non-exempt unless and until a different determination is made by the local district. If, an individual has demonstrated an inability to successfully participate in work activities or employment and the local district has reason to believe this is due to a disability or work limitation, the local district shall require the individual to participate

Yes or No:	District's process for reviewing medical documentation
	<p>in a disability related screening and/or evaluation. Additionally, if an individual has demonstrated an inability to successfully function in a work setting and is determined through an evaluation or assessment to need treatment, the individual shall be required to participate in necessary treatment as a condition of eligibility for public assistance.</p> <p>If the individual has no health care practitioner, or the agency requires further information to assess employability a list of names or other resource shall be provided or an appointment may be provided with OTDA contracted medical provider IMA. (Any such request shall have its cost borne by the local district.)</p>

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
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.).

CCHHS designates a supervisor to review all returned medicals, either from individual's health care practitioner or IMA.

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

If it is indicated that the participant is in need of treatment or recommends other rehabilitative activities to restore or improve employability; the participant is invited to review the medical and to discuss their responsibility to follow through with recommendation.

- 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.

When the participant is contacted by Employment Senior Examiner, medical is reviewed to verify that recommendation is in writing. Employment Plan is also reviewed to be sure treatment is included on it. Participant signs and is given a copy of the process in writing to verify compliance with the medical recommendation. Participant is then given two blank monthly log sheets, to complete and return to district by the first Tuesday of the following month. These monthly log sheets are returned to Senior Audit Clerk, who reviews them, enters hours into WTWCMS, and sends out next log sheet. (Participant will always have most current log prior to beginning of each month). Clerk will consult with Senior for any questions. Treatment plan is reviewed and updated (if needed) every time a new medical form is received.

10. District Certification

10.1 Certification

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

6/25/2024
Christine Bianco
Commissioner

Amendments

Date	Sections Amended
6/25/2024	1.2(a) and (b)