

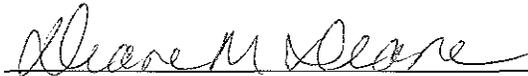
Livingston County
Approved Employment
Plan

February 12, 2014

**Temporary Assistance and Supplemental Nutrition Assistance Program Employment Plan
January 1, 2014– December 31, 2015**

Section 1 Assurances/Signature

As a condition of the receipt of federal and State funds the **Livingston County** Department of Social Services submits this Temporary Assistance and Supplemental Nutrition Assistance Program Employment Plan (Plan) to the New York State Office of Temporary and Disability Assistance. The Plan outlines the administration of employment services for Temporary Assistance (TA) and Supplemental Nutrition Assistance Program (SNAP) applicants and recipients for the period January 1, 2014 through December 31, 2015. As Commissioner of **Livingston County** Department of Social Services, I hereby affirm that employment services programs will be administered in accordance with all applicable federal and State policies, laws, regulations and provisions of this Plan.

 _____, Social Services Commissioner

Date **[Click here and type the date signed]**

Received 2/12/14

Section 2 Administration

Section 2.1 Administrative Structure

This agency's organizational chart is attached (**See Attachment 1**). It identifies the units and staff within the agency that are involved in the operation of the district's employment program.

Following 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. The responsibilities of each office are described below.

- WTW programming in Livingston County falls under the Division of Financial Assistance Programs. Our Agency has contracts with the Livingston County Office of Workforce Development and Catholic Charities of Livingston County to provide employment services to applicants and recipients. At the time application is made, Social Welfare Examiners begin the employment assessment and make employability determinations, referring employable and work limited individuals to the Office of Workforce Development (Non-employable individuals remain with the agency for monitoring and case management).
- The Office of Workforce Development continues the employment assessment, and as part of the assessment, makes a "work readiness" determination. Individuals determined to be "work ready" remain with the Office of Workforce Development for engagement and participation in WTW employment activities.
- Individuals determined not to be "work ready" are referred to Catholic Charities for engagement and participation in WTW employment activities, with greater case management

supports. Additionally, all individuals who become noncompliant with activity requirements are referred to Catholic Charities for case management.

- Temporary Assistance Social Welfare Examiners perform all functions pertaining to eligibility, WMS changes, and negative case action.

Section 2.2 TA and SNAP E&T Provider Agencies

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 necessarily limited to, employability determinations, development of assessments 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 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.

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 (e.g., WIA programs, SED funded services, OTDA Wage Subsidy providers).

TABLE 1 - Contracts Associated with TA and SNAP Employment Programs and Services

Provider	Total Contract Cost (per yr.)	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided
Livingston County Workforce Development	\$120,000	FFFS, SNAP E&T and Livingston County DSS	TANF, SN, & SNAP	Employment Assessments, Work Readiness Determinations, and WTW activity programming for work-ready individuals Oversight of Job Search Program: Job Search Readiness, Referrals, & Placement, & Job Club Activities.
Catholic Charities of Livingston County	\$53,000	FFFS and Livingston County DSS	TANF & SN	SSI/SSD Intensive Case Management
Catholic Charities of Livingston County	\$120,000	FFFS, SNAP E&T, and Livingston County DSS	TANF & SN	WTW activity programming for the not work-ready & Noncompliant individuals

Livingston County Council on Alcohol & Substance Abuse	\$60,000	FFFS and Livingston County DSS	TANF, SN	Assessment, Referral, and Case Management of applicants and recipients referred for D&A evaluations and/or treatment.
Industrial Medicine Associates*	\$5,000 budgeted \$105/Exam	FFFS and Livingston County DSS	TANF, SN	Medical Assessments for second opinion employability determination, and for SSI/SSD application packaging.
	\$			
	\$			
Total	\$			
Total	\$358,000			

TABLE 2 – Other Service Providers

Provider	Funding Source(s) (if known)	Categories of Clients Served	Programs, Services or Activities Provided
Cornell Cooperative Extension	N/A	TANF, SN, SNAP	Budgeting
Genesee Valley BOCES	N/A	TANF, SN	Vocational/Education Training, TABE Testing, on-site GED Instruction
Livingston County Mental Health Dept.		TANF, SN	Address mental & emotional hurdles to employment.
Literacy Volunteers		TANF, SN	Assist with overcoming literacy hurdles to employment. English as Second Language Classes on-site.
Consumer Credit Counseling Services		TANF, SN	Financial Literacy & Personal Money Management Skills Training

Section 2.3 OTDA Jobs Staff Agreement

OTDA Jobs Program Services – Target Groups

(“X” signifies those that apply in this district)

Services		Target Groups	
Assessment/Employment Plan	_____	Applicants	_____
Supervised Job Search	_____	FA & SN with children	_____
Job Readiness Training	_____	SN without Children	_____
Job Club	_____	SNAP	_____
Job Placement Services	_____	200% of Poverty	_____
Grant Diversion	_____		
Job Development (employer outreach)	_____		
WOTC pre-certifications	_____		

Other Services Requested

Described below are additional services/duties which will be requested of Jobs staff (e.g., WTCMS data entry, case conferencing, job fairs)

Note: Our previously placed OTDA Jobs Program Specialist was reassigned to another district in January 2013. Livingston County continues to request a replacement when one is available.

Section 3 Engagement and Work Preparation

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

For purposes of satisfying the federal requirement which states 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 3.4. Also included is pursuit of other forms of income such as SSI and SSD.

[Click here and type the additional items included]

Section 3.2 Orientation (Reference 18 NYCRR 385.5)

Check one of the following:

-] The district provides orientation in accordance with Dept. Reg. 385.5 and no additional information is provided at orientation.
-] In addition to the requirements outlined in Section 385.5 of the regulations, the district’s orientation provides the following.
 - Time Limits
 - Employment Assessment Requirements
 - “Day care in lieu of Temporary Assistance” Information
 - Planning for any accommodations necessitated by identified limitations of the client.

Described below is the manner in which the district completes the required orientation for all applicants and recipients of Temporary Assistance (e.g., done in a group setting or individually or a combination of both), including the orientation procedure for exempt individuals and non-exempt individuals, if different.

Orientations are conducted on an individual basis, but may also be done in group settings when deemed appropriate. Orientations are conducted by Social Welfare Examiners and Employment & Training Counselors at Workforce Development. Orientations conducted at recertification are done in the same fashion as the initial orientations.

Orientations are conducted in two phases. The first phase is conducted by Social Welfare Examiners at the Eligibility Appointment and at recertification, and includes:

1. Responsibilities associated with the repayment of student financial aid.
2. Supportive services available through the social services district, and the obligation of the social services district to provide such services
3. Work activities available through the social services district and the social service districts' obligation, if any, regarding those activities;

4. Child care available:
 - A) For individuals whose public assistance has terminated
 - B) The types and settings of child care services which may be reasonably accessible to individuals assigned to work activities and how such services shall be provided and financed.
 - C) The assistance available upon request to help individuals assigned to work activities select appropriate child care services.
 - D) The assistance available upon request to help individuals assigned to work activities obtain child care services.
5. The responsibility in establishing paternity and enforcing child support obligations.

The second phase is conducted by Employment & Training Counselors at Workforce Development, and includes:

1. Education, employment and training opportunities, including those which are available at no cost to the individual.
2. Work activities available through the social services district and the social services districts' obligation, if any, regarding those activities;
3. The opportunity to participate in the social services district's work activities within one month of case opening.

Section 3.3 Assessment and Employment Planning

Temporary Assistance Assessment (Reference 18 NYCRR 385.6 and 385.7)

a. Check one of the following:

- The district conducts assessments in accordance with 18 NYCRR 385.6(a) and 385.7(a) with no additional requirements.
- In addition to the requirements outlined in 18 NYCRR 385.6(a) and 385.7(a), the district's assessment also includes the following elements:

The job skills assessment is administered by Workforce Development staff to determine career interests, skills, and aptitudes. These include an inventory of personal self-management skills, transferable skills, job related skills, and communication skills. Along with helping to determine the best matches for job searching and referrals, the assessment evaluates how effectively clients are able to complete job applications and answer interview questions. In addition to providing Employment staff with information for job development, these inventories help the client to appreciate and articulate the valuable skills they have to offer.

Individuals who do not have a high school diploma, or a GED, are referred to participate in GED classes, where participants are given the Test of Adult Basic Education (TABE). Other individuals who may be referred to GED class/TABE testing are those who exhibit basic literacy deficiencies observed by employment staff as they work with the client. A qualified

staff member from BOCES administers this test. The test is designed to measure a participant's reading comprehension and math skill level. Results are given as a comparable high school grade level. The TABE scores become part of the participant's assessment and employment record. Additionally, the TABE serves as a tool in determining that appropriate referrals are made to employers, WEP sites, etc. TABE testing also serves as an important element in contributing documentation of learning disabilities that might be used in applying for SSD awards.

- b. A copy of the assessment tool used by the district is attached (**See Attachment 2-A & 2-B**). Additional assessment tool(s) used by the district is (are):

N/A

- c. Describe the local district procedure for the completion of an employment assessment:

The employment assessment begins at the time of application (or a change in employability status), with the Social Welfare Examiner, who assesses the applicant for employability, limitations, day care needs, transportation needs, or other accommodations necessary for participation in employment activities. After all barriers to participation are addressed, applicants and newly employable recipients are referred to the Livingston County Office of Workforce Development for further assessment. The Office of Workforce Development assesses participants in the areas of hard job skills, transferable skills, personal self-management skills, job application completion, and interview communication skills.

Once these assessments are completed, the information is used to:

- Complete the CMS system "Employment Assessment" fields.
- Case-manage work ready participants with greater emphasis on appropriate entry into paid employment.
- Case-manage non-work ready participants with greater emphasis on supports to address the issues presenting as barriers to work readiness.
- Match employment activities with needed skill enhancements wherever possible.
- Complete job applications effectively.
- Summarize marketable skills and past performance of those skills on resumes.
- Answer interview questions properly.
- Match referrals for job searches appropriately with skill sets and experience.

The local district completes an employment assessment for each public assistance recipient who is a member of a household with dependent children and is 18 years or older or is 16 or 17 years of age and not attending secondary school or an equivalency program and adult temporary assistance recipients who are a members of a household without dependent children. The assessment shall be completed **within 90 days** of the date such recipient is determined to be eligible for public assistance in the case of an individual who is a member of a household with dependent children and **within 1 year** from the date of application for a member of a household without dependent children.

- d. The qualifications of the employees administering the assessment tool(s) are at minimum: (Refer to requirements listed in 18 NYCRR 385.6(c) and 385.7(c))

Those qualifications set forth by the State of New York for the Civil Service Title “Social Welfare Examiner” and “Employment and Training Counselor”. Knowledge and experience in employment/training programs is also taken into account. New staff will be subject to a period of training whereby he/she will receive any appropriate training offered by the state, Agency personnel, and the Staff Development Unit of the Agency to proficiently perform assigned duties.

- e. The district administrative unit or contractor responsible for conducting assessments is:

The DSS Financial Assistance Division and the Livingston County Office of Workforce Development.

- f. Applicants in households with dependent children are required to participate:

Yes No

Applicants in households without dependent children are required to participate:

Yes No

Temporary Assistance Employment Plans (Reference 18 NYCRR 385.6(b) and 385.7(b))

- a. A copy of the district’s employment plan is attached (**See Attachment 3**) and:

The district completes employment plans in accordance with 18 NYCRR 385.6(b) and 385.7(b) and no additional information is contained in the plan.

In addition to the requirements outlined in 18 NYCRR 385.6(b) and 385.7(b), the employment plan includes:

[Click here and type additional information]

- b. The district administrative unit or contractor that develops employment plans is (list only if different from those performing assessments):

Employment plans may be developed by Social Welfare Examiners, the Office of Workforce Development, or Catholic Charities.

Self-Sufficiency Plans for exempt nonemployables are developed by Social Welfare Examiners.

- c. The qualifications of the employees developing employment plans are (list only if different from the requirements for those performing assessments):

[Click here and type ONLY if different from those performing assessments]

Mental Health Screening and Assessment

a. The district is administering a screening tool for Temporary Assistance participants to help assess when a mental health condition may exist that warrants treatment? (This section is asking about screening in addition to screening for a disability that occurs as part of the application process or based on other instances of participant statements of work limitations/ inability to work or based on observed behavior.)

Yes No

b. If the district is administering a mental health screening tool, please identify the screening tool used.

[Click here and type the selected assesment tools]

c. If the district is administering a mental health screening tool, describe the district's policy for determining when a program participant is offered a mental health screen.

[Click here and type local district procedure]

d. If the district is administering a mental health screening tool, describe the district procedure for referring a participant for a mental health evaluation, when warranted by the screening result.

[Click here and type local district procedure]

Section 3.4 Participation Rates and Work Activities (Reference 18 NYCRR 385.8 and 385.9)

- a. Described below is how the district plans to meet federal and State Temporary Assistance participation rate requirements. Included is the weekly hours standard participation requirement 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 who status changed from exempt to nonexempt. Information regarding engaging exempt individuals is entered in Section 3.6
 - a. The employment assessment process begins at the eligibility appointment, evaluating family composition, special circumstances, employability, barriers to employment, and supportive services required.
 - b. The work readiness assessment identifies the areas of need for client development, contributing to employment activity planning and development of additional offerings.
 - c. Livingston County provides Worker’s Compensation Insurance Coverage when work sites do not, in order to comply with the state requirement. This has made it easier to secure new WEP site partnerships.
 - d. The District engages Work Limited individuals to the greatest extent possible within their defined limitations to increase engagement.
 - e. Contract staff monitor participation and engagement of participants using reporting tools in COGNOS.
 - f. Specialized client development workshop, increase the number of participation hours, while assisting participants in overcoming hurdles to employment and participation.
 - g. Our typical turn around time from case opening to engagement in Employment Training Program activities averages four weeks.
 - h. The typical turn-around time from when an individual’s status changes from exempt to non-exempt, and are engaged in employment activities averages four weeks.
 - i. The district’s standard for engaging participants in activity hours is that they will participate, at a minimum, the hours required, based on their case type and any limitations, the number of hours deemed to meet the participation rate requirement as prescribed by the Federal and/or State Government. Between core & noncore activities, clients are generally scheduled for up to 40 hours per week of countable activity, as their TA plus SNAP grant allows. WEP assignment will not exceed the total amount allowed by the grants. The 40 hour weekly schedule provides a cushion, helping reduce the need to utilize excused absences when clients have imperfect attendance.

- b. Described below is a description of 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 and Contract Staff have access to Cognos production reports which are used to identify clients who need to be referred/scheduled into activities, may be scheduled but need more hours, may need earned income schedules data-entered, or may need exempt employability status reviewed.

- c. Describe the extent to which the district requires Non-Temporary Assistance Supplemental Nutrition Assistance Program (NTA SNAP) applicants and recipients to participate in SNAP E&T work activities. If the district is not mandating SNAP E&T work activity assignments, please describe 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 make available job search as an SNAP E&T activity to SNAP applicants and recipients.

This district does not require Non-Temporary Assistance SNAP applicants and recipients to participate in SNAP E&T work activities. We make available all of the program supports for TA applicant/recipient job searching as a SNAP E&T activity to NTA SNAP applicants and recipients. NTA SNAP applicants and recipients are informed of the supports available to them by workers in the Agency.

- d. The allowable work activities that are available in the social services district are listed and defined as follows. An “X” in the appropriate column indicates the activity is available for individuals receiving Family Assistance (FA), Safety Net Assistance for households with children (SNF), Safety Net Assistance for households without children (SNA), and/or Supplemental Nutrition Assistance Program (SNAP) benefits.

If a column is blank it indicates that the activity is not available for that household/case type.

FA	SNF	SNA	SNAP	Activity	Definition
X	X	X	X	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.
X	X	X		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-e. 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.
X	X	X		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. 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.

X	X	X	Work Experience	<p>Unpaid work performed at a public or not-for-profit organization to enable a participant who cannot find 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>In addition to those components noted above, work experience will include unpaid internships that are part of any non-graduate student's education curriculum. (Note: Paid internships are to be reported as employment.)</p>
X	X	X	On-the-Job Training (OJT)	<p>Training in a public or private sector employment setting during which the participant receives work-essential paid training while he or she is engaged in productive work that provides the knowledge and skills essential to attain full and adequate performance of the job.</p> <p>OJT will be unsubsidized (for which the employer does not receive a subsidy) or subsidized using TANF funds or other funds to offset the cost of the training provided to the participant. A subsidized OJT will be subsidized for up to the full cost of providing such training and wages/benefits provided to the program participant. Positions will be subsidized for the length of time determined appropriate by the State or social services district. OJT is distinct from subsidized employment due to the fact that the individual must participate in workplace training to attain full and adequate job performance and the subsidy provided is intended to offset the cost of such training.</p>

X	X	X		Community Service	<p>A structured program in which participants perform work for the direct benefit of the community under the auspices of public or nonprofit organizations. Community service placements must be projects that serve a useful community purpose in fields such as health, social services, environmental protection, education, urban and rural redevelopment, welfare, public recreation, public facilities, public safety, and childcare. Community Service programs are designed to improve the employability of participants not otherwise able to obtain unsubsidized employment. Participation in community service may include training that is directly required for the participant to complete the community service assignment. For example, an individual who is expected to provide clerical support to a food pantry may be provided training to develop or refine filing and data entry skills.</p> <p>Community service assignments will primarily be voluntary in nature including participation in VISTA, Americorps, and unpaid volunteer activities at a school, Head Start programs, religious or faith-based institutions, community organizations or a nonprofit or public agency but will also include such mandated participation when court ordered. Participation in activities to support these organizations is deemed to provide a service to the community. In those instances where the participation could meet the federal definition of work experience or community service and the district or program provider would like to have another recipient provide childcare for the community service individual, such hours of work may be reported as participation in community service.</p>
X	X	X	X	Job Search	<p>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 to or applying for and/or interviewing for jobs and related activities.</p>

X	X	X	<p>Job Readiness Training (JRT) Activities</p>	<p>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>Traditional JRT activities will include: resume preparation, training in interview skills, instruction in workplace expectations, training in effective job seeking, life skills essential to workplace success, time management, goal setting, budgeting, basic math and literacy skills, household management, interpersonal skills, decision making skills, anger management, parenting skills when it has been determined that such training could help reduce unplanned work leave or apprehension toward entering employment.</p> <p>For TANF and SNA MOE families, JRT also includes substance abuse and other treatment and rehabilitative services that are required for individuals who are unable to work or individuals whose employability and employment retention requires such services. Such services, which should be reported on WTWCMS as such, will be deemed within WRTS participation rate logic to be JRT for recipients of TANF and SNA MOE but will be deemed to be Community Service for recipients of SNA non-MOE, include:</p> <ul style="list-style-type: none"> • Physical health treatment and rehabilitation services including attending necessary physical therapy, and doctor appointments. Such treatment will include medical, behavioral and other treatment necessary for individuals suffering from substance abuse (current and former users) with such required treatment ranging from detoxification services to after care/abstinence maintenance. • Mental health services including therapy, counseling, and other services to address mental or emotional disorders that can interfere with an individual's daily life functions, ability to work, looking for work or the ability to retain employment.
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X	X	X	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 other than a baccalaureate or advanced 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.
X	X	X	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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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, 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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Secondary School	Regular attendance in accordance with the requirements of the secondary school or a course of study at a secondary school or other State accredited institution leading to a high school equivalence (HSE) diploma, in the case of a recipient who has not completed secondary school or received a certificate of general equivalence. Secondary school participation may include general adult basic education or ESL if it is linked to attending secondary school or leading to a HSE diploma as determined necessary by the educational institution. Secondary School or HSE programs that routinely include ESL, career training, alternative school, tutoring, dropout prevention, teen pregnancy or parenting programs as a requirement of program participation as determined by the educational institution will also be permitted.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Provision of Childcare for Individual Participating in Community Service	Providing unpaid childcare to enable another Temporary Assistance (TANF/SNA MOE funded) recipient to participate in a community service program.

X	X	X	Other	<p>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> <p>In addition to the aforementioned work activities, participants may be assigned to case specific activities. Portions of these activities may not meet the criteria of any of the above countable activities. These include the Office of Vocational and Educational Services for Individuals with Disabilities (VESID), Portions of Council on Alcohol and Substance Abuse (CASA), the Safety Net Assistance Program (SNAP), Intensive Case Management Program, the Non-Compliant Intensive Case Management Program, the SSI/SSD Intensive Case Management Program, the Employment Training Program, and/or other state/county sponsored programs as deemed appropriate.</p>
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Local District Job Search Procedures:

The district assigns Temporary Assistance applicants to Job Search. Yes No

If yes, please describe the local district procedure for TA Applicant Job Search, including the required number of job search contacts and hours per week assigned. Also include a description of how often applicants are generally required to report job search outcomes and if activities other than job search are routinely expected of TA applicants during the application period.

Livingston County's TA Applicant Job Search consists of:

1. Applicant job searching may begin right after completion of the group job skills assessments.
2. Up to 5 job contacts per week are assigned. Other mandated activities are taken into consideration when making the assignment. (Court ordered appearances, CASA evaluations, other provider appointments).
3. Applicant Job Search is done by the applicant, with appropriate referrals matched to their job skills when possible..
4. Applicants report at regular intervals for job referrals, participation monitoring, and job contact verification.
5. If an applicant demonstrates housing or daycare needs, the Group Assessment and Job Search contact requirements are blended appropriately to address those needs along with the need to secure employment.

The district assigns TA recipients to Job Search. Yes No

If yes, please describe the local district procedures for TA Job Search, including the required number of job search contacts and hours per week assigned. Also include a description of how often recipients are generally required to report job search outcomes and who in the agency is responsible for monitoring the job search.

Livingston County's TA Recipient Job Search consists of:

1. Recipients are generally assigned up to 5 Job Search contacts each week, in addition to their employment activities schedule
2. All Contract Staff monitor employment opportunities, identify job openings that match with recipients' skill sets & experience, and make direct job referrals.
3. Recipients report at regular intervals for job referrals, participation monitoring, and job contact verification. The district will not count this toward participation rate.

Section 3.5 Job Development

Yes No The district conducts or accesses job development services to expand job opportunities for TA and SNAP clients.

If yes, the district participates in job development activities in the following manner:

District staff contact employers to solicit jobs for Temporary Assistance participants. Below is the description of how this is done, including number of staff, frequency of contacts, etc:

The Employment Coordinator at the Agency and Staff from OWD and Catholic Charities expand job opportunities for participants by performing one or more of the following:

- Take referrals from employers for job openings to identify appropriate candidates for hire.
- Refer clients to appropriate employer openings based on skills matching.
- Offer TEAP wage subsidy contracts to employers as an incentive to hire & train recipients of Temporary Assistance.

District contracts or has an agreement with another agency to contact employers and solicit jobs for Temporary Assistance and/or SNAP participants. Below is the description of how this is done, including number of staff, frequency of contacts.

[Click here and type the description]

OTDA Jobs Program staff are charged with job development as indicated in

Section 2.3. Additional information, if any, is described below:

[\[Click here and type additional information\]](#)

Section 3.6 Training Approval and Activity Enrollment Policies (Reference 18 NYCRR 385.9)

- a. Describe how the district identifies appropriate education program providers for services of Adult Basic Education, High School Equivalency (HSE) diploma preparation, and English Language Instruction that are available to clients whose assessment indicates such services would be an appropriate work activity assignment:

Appropriate providers are identified through the local BOCES provider list.

- b. Describe how the district identifies appropriate 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:

Appropriate Program providers are identified through the local Office of Workforce Development, who work in partnership with Cooperative Extension, BOCES, Child Care Council, Literacy Volunteers, etc.

Livingston County also works with Workforce Development partners to develop new education and training programs when none exist that adequately meet the needs of our clients.

- c. Describe the process and guideline 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:

Employable recipients without a high school diploma or GED, or exhibiting literacy deficiencies, is TABE tested to determine basic literacy levels. If individuals do not have a 9th grade literacy level, they are assigned to BOCES GED classes, which includes 16 hours of on-site GED instruction per week as a non-core activity.

- d. Describe the district's process and policy, including the guideline 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 agency would deny participation in education activities:

Unless exceptional circumstances exist, every individual with deficiencies identified by observation or from work readiness assessment, is assigned to GED or ABE instruction. Contract staff monitor the educational gains being made, as reflected by the differences between their incoming TABE Scores, and their most recent quarterly TABE test score.

In some instances, where educational gains are not being made, and the lack of progress is determined to be related to an unwillingness of the participant to apply themselves, or due to behavioral issues, the participant may be disenrolled from GED classes as an employment activity.

- e. Education and training providers are evaluated by the following standards:

The following standards are criteria providers may be evaluated on:

1. State approval or licensing.
2. Past performance.
3. Range of training/education activities available.
4. Qualifications of staff.
5. Documentation of fiscal responsibility.
6. Cost per enrollment/completion/entry to employment.
7. Achievement of goals at delivering agreed upon outcomes.

- f. The district procedure for advising participants of approved training providers is:

During assessment conversations, or upon request, a participant's case manager will provide information regarding approved providers.

- g. Describe the district's process and policy for determining whether or not a participant is approved/assigned to participate in job skills or vocational education activities:

Consideration is given to client interests, literacy levels, aptitudes, medical limitations, availability of programs & funding resources, and where job skills/vocational education seem to fit best in the over-all employability plan. Non-exempt recipients of TA are assigned to job skills training or an educational activity as part of their employability plan.

- h. The district procedure for notifying participants of approval for training or enrollment in a work activity is:

After case opening, or the employability status changes to non-exempt, contract staff meet with the client to complete the employability assessment and assign them to appropriate work activities. The participant is notified of their activity schedule, and they are also given a hard copy of their activity assignment/referral letter and their activity schedule with start date.

- i. 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 check below:

- It has been determined that the student voluntarily quit a job or reduced earnings to qualify for initial or increased Public Assistance.
- A job or on-the-job training position that is comparable to the work-study, internship, externship or other work placement cannot reasonably be expected to exist in the private, public or not-for-profit sector.
- The student is not maintaining a cumulative C average (or the equivalent). The district may disregard this provision if the student documents an undue hardship.
- The institution or student fails to monitor and report information regarding the student's attendance and performance as required.
- The student fails to progress toward the completion of a course of study without good cause, as determined by the district.
- The student has previously enrolled in a work-study, internship, or other work placement and failed to complete the work placement without good cause as determined by the district.
- Additional reasons as stated below:

[Click here and type the procedure]

- j. To verify continued exempt status, the local district will monitor the high school attendance of 16-18 year old students in the following manner:

For teens attending high school, the school must complete a School Attendance Verification Form every six months for high school head of households, and every six months for students who are members of a household case. Further, the school will monitor attendance on a regular basis and make this information available to the participant's contracted case manager. Many schools provide a computer printout showing attendance. The District's school attendance policy for teens is based on the individual school's determination as to whether a participant's class attendance is *satisfactory, not satisfactory, or not attending*. This information is reported to the contracted case manager via the aforementioned School Attendance Verification.

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

After following provisions for determining disability, if the Temporary Assistance eligibility worker determines a participant to be work limited, the contract staff will assign a participant to work activities and/or specialized programs only if such assignment:

- Is consistent with the participant's treatment plan as prescribed by the participant's individual physician, or the physician under contract with Industrial Medicine Associates; or
- If no such plan exists, any such assignment shall be consistent with the participant's documented mental and physical limitations; and/or
- If the contract case manager determines that the participant is able to perform a given assignment, and such assignment will assist the participant to become self-sufficient.

If a participant is found to have a disability/limitation, the local district will inform in writing the individual responsible for supervising such activities of any limitation of the participant.

Section 3.7 Work Verification

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.

After each self audit is completed, the district must submit a summary of findings 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 plan must explain how staff will:

- Ensure that documentation of wages and actual hours of employment is verified and accurately projected/reported and present in the case file, is actual and is projected correctly;
- Ensure that the documentation for actual hours, supervision/attendance, excused absences, and holidays in other activities is present in the case file;
- Assess whether participation in the work activities reported for work eligible individuals meets the approved federal definition for the activity;
- Assess that the data entered into either WTWCMS, NYCWAY or other automated systems used for reporting work activities is accurate, including actual hours, excused absences and holidays; and is based on documentation in the case record; and

- Ensure that documentation necessary to determine an individual to be exempt due to being the caretaker of a disabled household member (Employability Code 38 or 48), and/or parent or caretaker relative of a child in the household under 12 months of age, (Employability code 31), is present in the case file and that individuals meet the exempt status based on the required documentation.

Please describe the process the district will use to review district worker collected documentation and data entry of the above listed elements (include a description of how a case sample for review will be selected, sample size and frequency of reviews):

Livingston County will perform a random sample of 4 cases semi-annually for participation in paid work activities. Both the temporary assistance and employment case files will be reviewed. Hours of employment will be verified through receipt of pay stubs, employer verification forms, and direct phone contact with the employer documented in case notes. The review will ensure the hours of employment on the ABEL budget are consistent with the hours reported on WTCMS and documentation is in the file to support hours reported on WTCMS and that the scheduled hours on WTCMS are consistent with the documentation.

Livingston County will perform a random sample of 4 cases semi-annually for participation in unpaid work activities. The employment case files will be reviewed. Actual hours of attendance will be documented by attendance sheets showing actual hours of attendance, any excused absences during the month, any unexcused absences during the month and holiday time. The review will ensure the actual hours of attendance reported on the monthly attendance sheets has been corrected reported on WTCMS, excused absences and holiday time are documented in the case file and correctly reported on WTCMS in accordance with federal limitations, and that documentation of actual hours of attendance is accurate and matches the hours of participation reported on WTCMS by district or provider staff.

Livingston County will perform a random sample of 2 cases semi-annually in which a case member is reported as an employability code 38-needed in the home fulltime to care for a disabled household member. The temporary assistance case file will be reviewed to ensure there is presence of medical documentation to support the exemption and that the documentation has a timeframe for the exemption and that the individual is the appropriate caretaker.

Livingston will perform a random sample of 2 cases semi-annually in which a case member is reported as an employability code 31-caretaker of a child under the age of 12 months. The temporary assistance case file will be reviewed to ensure there is medical documentation to verify birth of the child under the age of one.

Livingston County will assess and verify that participation in the work activities reported for work eligible individuals meets the Federal definition for the activity.

- We will ensure that a summary report will be prepared following each review period and forwarded to Kathy Nagy @ Kathleen.Nagy@otda.ny.gov and Kyle Miller @ Kyle.Miller@otda.ny.gov. Please add this sentence to your plan.

Livingston County will validate attendance reporting by monitoring visits to providers and viewing attendance rosters for training at least quarterly.

Please describe the process the district will use to review provider collected documentation and data entry of the above listed elements (include a description of how a case sample for review will be selected, sample size and frequency of reviews):

Livingston County will monitor program providers who are responsible for collection of documentation or entry of data in WTWCMS at the same time Quality Assurance Reviews are conducted, using the same sampling.

Section 3.8 Requirements for Exempt Temporary Assistance Participants
(Reference 18 NYCRR 385.2 (e))

An exempt individual who has the potential to be restored to self-sufficiency through rehabilitation may be required to accept medical care to assist the individual 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 he/she is participating in the assigned program.

- a. Following is the district's procedure for determining if an individual who is unable to work due to a 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 6 of this plan. Included here is who (e.g., physician, employment worker, Temporary Assistance worker, local review team, etc.) makes or assists in this determination that an individual can restore or improve employability through treatment or other rehabilitative activities. Also included is the source and type of information used to make the determination (e.g., information from individual's physician, district contracted provider, specialist evaluation obtained as result of district referral, etc.):

The district staff will review medical documentation from the client's physician, specialist or the district's contracted provider for information regarding client's possibilities for restoration to self sufficiency. When medical documentation received has indicated that an individual can restore or improve employability through treatment or other rehabilitative activities, an Eligibility worker will monitor individual- progress with the expected outcome of engaging the client in an appropriate activity as soon as possible. Updated status regarding the treatment progress is required based on durational timeline as indicated by the medical professional. When determined appropriate by the medical professional, the client will be referred for enrollment in a program of vocational rehabilitation designed to help the individual become more self-sufficient.

- b. Following is the district's procedure for developing a treatment plan and for referring the participant to appropriate treatment, etc. Please be specific:

A treatment plan will be developed based on the recommendations of the medical professional listed on the medical form used to make employability determinations. Through discussions with the client, and an assessment of client circumstances, along with assessment of the available and appropriate treatment, a plan will be devised to meet the needs of that individual. The eligibility worker will monitor for compliance.

- c. Following is the district's procedure for tracking the participant's compliance with the 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 Eligibility Workers will track individuals who have been determined to be not employable by requesting updated medical or other relevant information. When medical/treatment documentation is received from the independent physician, or the district's contracted physician/provider, which indicates the client is not or has not followed through with treatment plans, noncompliance action is taken. This is done with the expected outcome of getting the client back into treatment or rehabilitation. The client is referred to a caseworker if appropriate.

Section 3.9 Strategies/Procedures for Increasing Program Attendance

Describe district policies and/or procedures in place to reduce the amount of time participants fail to participate in work activities, including absences that are with good cause:

To reduce scheduling conflicts with assigned work activities, all clients are instructed to arrange for back-up child care and to schedule all personal appointments, whether school or medical related, around their assigned Work Activity schedule. If outside appointments occur during their assigned hours, clients are instructed to schedule those appointments for minimal impact on their scheduled activities. Clients may be assigned up to forty hours of activities on a weekly basis, to serve as a "cushion". WEP assignments will not exceed the total amount allowed by their grants. This is done to help clients meet the participation rate when taking into account lateness, and missed hours.

The district also refers conciliated clients to our contracted Intensive Case Management Provider for field contact to discuss the factors contributing to noncompliance, and encourage compliance with employment activity requirements.

Section 3.10 Strategies/Procedures for Engaging Sanctioned Temporary Assistance Participants

- [] District has no specific strategies to engage sanctioned participants.

[Click here and type the procedure]

- [] District attempts to engage sanctioned participants as soon as they are sanctioned using the following strategies:

[Click here and type the procedure]

- [] District attempts to engage sanctioned participants when the durational period of the sanction is completed using the following strategies:

[Click here and type the procedure]

[X] District attempts to engage sanctioned participants during different times in the sanction period using the following strategies:

a. Schedule appointments with our contracted provider to discuss the sanction issue and household composition, discuss an action plan to lift the sanction, discuss the implications of reduced benefits on budgeting for family needs, and discuss the steps that the participant may still voluntarily take so as to continue moving toward self-sufficiency. These appointments may be scheduled semi-monthly or monthly based on and justified by individual case-specific circumstances for effectiveness of case management.

b. Schedule clients for appointments with a Social Welfare Examiner to review the participant's monthly income and expenses, and provide documentation as to how temporary assistance resources are being used to meet the needs of the other household members on the case. Documentation may be required to show how they spend the Temporary Assistance grant to support their family, and demonstrate how they are meeting their own needs with reduced cash grants. These appointments may be scheduled semi-monthly or monthly, based on and justified by individual case-specific circumstances for effectiveness of case management.

Section 3.11 Diversion Strategies:

[] District has no specific diversion strategies.

[X] District's diversion strategies are described below:

When applying for Temporary Assistance, the applicant will be given a full explanation of what applying for Temporary Assistance will require of them, including the employment activity requirements of receiving Temporary Assistance, the use of diversion payments, and engagement in Applicant Job Search.

Section 4 Support Services (Reference 18 NYCRR 385.4)

Section 4.1 For Temporary Assistance and Non-Temporary Assistance Supplemental Nutrition Assistance Program Applicants and Recipients in Work Activities approved by the District

- a. The social services district will provide childcare in accordance with the childcare section of the district's Child and Family County Services Plan. The district will also provide for participants the following expenses which the district deems necessary for the individual to participate in orientation, assessment, employment planning, approved work activities and activities to restore self sufficiency:

TRANSPORTATION in an amount not to exceed the cost of public transportation, or the actual cost of gasoline, will be provided. One round trip per day may be requested. Other requests are considered on a case specific basis. Reimbursement may not be made for trips of 1 mile or less, one way, except under extenuating circumstances. The district will

make accommodations on a case by case basis for individuals with limitations who would otherwise be expected to walk to work activities. For those with access to a vehicle, Social Welfare Examiners and Contracted Case Managers provide gas money. For those without access to a vehicle, referrals are made to the Livingston County DSS Transportation Unit. The participant is responsible for contacting the Transportation Unit to make arrangements. The Transportation Unit utilizes DSS Staff transporters, volunteer drivers, and the local public transportation system to implement these transportation plans.

MEDICAL ASSISTANCE will be provided through Medicaid if the participant is a recipient of Medicaid. The Temporary Assistance Unit authorizes payment for employment physicals, as needed. Expenses incurred as the result of any injury suffered in an assigned work activity will be processed through Medicaid channels, or Workman’s Compensation, as appropriate.

CLOTHING/UNIFORM payments may be authorized when such items are necessary to allow participation in an assigned work activity, or when required to accept employment. A participant must submit a written request, including an itemized list of the clothing/uniforms required. If said clothing/uniforms are deemed necessary, a payment to the participant will be processed.

VEHICLE REPAIRS/INSURANCE and TOOLS/EQUIPMENT. In accordance with section 385.4 of the Regulations, the Temporary Assistance Unit may provide certain financial supportive services, as deemed necessary, to allow applicants/recipients of Family Assistance or Safety Net to participate in subsidized or unsubsidized full time employment. The Agency maintains a *One Time Payment Program* specifically designed to meet this need, thereby allowing a participant to accept or retain employment. Payments are approved on a case by case basis, comparing the expense to how it benefits the long term sustainability of employment for the client. This could preclude the participant’s need for Temporary Assistance. The maximum amount for vehicle repair is \$700 /year (or the value of the vehicle if less). The maximum amount for vehicle insurance is \$1000/year/individual. The maximum amount for tools is \$500/year/individual. The maximum amount for fees to restore a driver’s license is \$200/year/individual.

- b. The district will use the following approach 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.

Please check all that apply:

Bus pass/token

Gas card/voucher

mileage reimbursement at IRS Business rate, (effective 1/1/13 is 56.5 cents/mi)

mileage reimbursement at IRS medical/moving rate, (effective 1/1/13 is .24 cents/mi)

other mileage rate, (please explain methodology used to establish reimbursement rate)

For those with access to a vehicle, the district covers the cost of gasoline for each week's activity schedule. Formulas are determined by distance travelled, a standard assumption of 15 mpg, and the confirmed current cost of gasoline at the Mount Morris Kwik Fill station each Monday morning.

For those without access to a vehicle, the participant is responsible for contacting the Transportation Unit to make arrangements. The Transportation Plan is established at the same time as the Employability Plan to ensure the client's ability to participate. The Transportation Unit utilizes DSS Staff transporters, volunteer drivers, and the local public transportation system to implement these transportation plans.

Temporary Assistance Examiners and Transportation Staff will work with participants who have transportation hurdles by developing plans and approaches to overcome those hurdles. Participants are encouraged to network at activities, and develop resourceful ways to take the steps necessary to overcome their transportation hurdles, in order to find employment, and achieve self-sufficiency.

LATS Bus Passes are also made available to recipients as a resource for transportation in order to comply with employment activity requirements.

The district will use the following approach for those individuals who reside in an area where public transportation is not available. OTDA policy establishes a distance not to exceed 2 miles as the maximum distance that the district can require a participant to walk to a work activity assignment. Please identify the maximum distance the participant would be expected to walk, if applicable:

The maximum distance that the district might require a participant to walk to a work activity assignment is one mile, one way. Transportation provisions will not be made for trips of one mile or less, one way, except under extenuating circumstances, on a case by case basis.

- c. The district will provide the following services to assist individuals at risk of needing public assistance to improve their opportunities for employment or to maintain their employment:

Services outlined in section "a." above will be offered to individuals at risk of needing Temporary Assistance.

- d. Following is a description of how the district accommodates the needs of non-English speaking participants in accessing employment activities and services (or see below):

When working with non-English speaking individuals, translators and/or available translation services are utilized to the greatest extent possible through agency contracts.

These individuals are also referred/assigned to participate in on-site “English as Second Language” classes that are provided through our local BOCES/Literacy Volunteers to improve their proficiency in English.

[] The district does not generally find the need to provide services to individuals who do not speak English (never or rarely have occasion to serve such individuals).

Section 4.2 Transitional Support Services

The district will provide the following supports and strategies to support job retention:

When the employment is obtained either through a subsidized employment contract, such as TEAP, or unsubsidized employment, job retention supports may include:

- Telephone and/or personal contacts with the client for coaching and to develop plans to ensure that personal issues do not affect attendance or performance at the workplace.
- Personal contact, at the place of employment. This may occur at the request of either the client or the employer to help resolve any on-the-job problems that may arise.
- Intervention is done with the client and the employer by the case manager to develop appropriate corrective action plans necessary for success on the job as soon as issues are identified.
- Conversation with the client and the employer to ensure that communication between the two is accurately received and interpreted.
- Field recertifications for ongoing assistance to avoid lost work time.

The district will provide the following support services, for up to 90 days after case closing, to individuals whose Temporary Assistance cases have closed due to employment:

The Temporary Assistance Unit may assist with transportation (through a referral to the Transportation Unit), work related expenses, and one-time payments. All requests for after-case closing supportive services are considered on a case-by-case basis.

Participants may be eligible for transitional Medicaid and/or childcare services as set forth in part 415 of 18NYCRR.

Section 4.3 Extended Support Services

As long as funding is available (through FFFS, etc.), the district will provide the following supportive services for individuals who are eligible under the TANF Services 200% of poverty eligibility guidelines.

Access to transportation services provided by the DSS Transportation Unit, and on a case-by-case individual basis, work related expenses, and one time payments are provided, as deemed necessary. One time payments include, but are not limited to, auto repairs, auto insurance, job related tools, and job related equipment.

Section 5 Conciliation, Good Cause, and Dispute Resolution Procedures (Reference 18 NYCRR 385.11 and 385.12)

Section 5.1 Conciliation

The district's conciliation process for Temporary Assistance applicants and recipients is in accordance with 18 NYCRR 385.11(a). Conciliations are conducted (check all that apply, and describe the procedure.):

- in person
- by phone
- by mail, etc

A notice of conciliation is sent to those who fail to comply with work requirements. The recipient is then given the required time frame for the case type to reply to explain the reasons for failure to comply with his/her counselor.

The Temporary Assistance good cause/willfulness determination is made by:

- client's employment worker
- a supervisor
- separate entity

Social Welfare Examiners review the reasons given for noncompliance. If it is determined that good cause exists, no action shall be taken for failure to comply. If it is determined that the client willfully, without good cause, refused or failed to comply, a 10-day notice of intent to discontinue or reduce assistance will be issued.

Supervisors review these criteria before signing off on negative action.

The district's procedure for allowing all SNAP applicants and recipients who fail to comply with a SNAP employment requirement the opportunity to document good cause or an exemption from participation in SNAP work activities is in accordance with 18 NYCRR 385.12(c). The good cause determination is made by:

- client's employment worker
- a supervisor
- separate entity
- other

Social Welfare Examiners review the reasons given for noncompliance. If it is determined that that good cause exists, no action shall be taken for failure to comply. If it is determined that the client willfully, without good cause, refused or failed to comply, a 10-day notice of intent to discontinue or reduce assistance is issued.

Supervisors review these criteria before signing off on negative action.

Section 5.2 Sanctions

The district's procedure for determining compliance for those individuals who wish to end their employment sanction (18 NYCRR 385.11(b), 385.12), including the time period established for demonstrating compliance to the satisfaction of the district is:

- A durational sanction, which has been served, may be lifted when the employable client has agreed to comply, and attends the appropriate work activity as assigned for one weekly activity cycle. Then the sanction should be lifted immediately. Temporary assistance benefits are restored retroactive to the date the individual began to comply with employment requirements.
- If the client is non compliant with the newly assigned work activity, **the sanction must continue.**
- If after the duration sanction period has ended, the sanctioned client indicates an inability to participate in work activities, the client will have benefits restored retroactive to the date the client claimed to be unable to participate (no earlier than the end of the sanction period), provided the individual has cooperated with efforts to document the exemption.
- If the individual fails to comply with the disability review procedure to verify the claimed impairment, assistance will be discontinued per regulations.
- For those clients who have served durational sanctions and are currently working, the sanction may be lifted upon receipt of employment verification.

Where possible, the sanctioned client will be assigned to the activity that they non-complied with to lift their sanction.

Section 5.3 Dispute Resolution

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 is conducted in accordance with 18 NYCRR 385.11(b).

The grievance is mediated by:

- an agreement with an independent entity
- supervisory staff who are trained in mediation and who have no direct responsibility for the individual's case
- designated supervisory staff who have no direct responsibility for the individual's case and who are not trained in mediation

Section 6 Disability Determinations (Reference 18 NYCRR 385.2(d))

The district's process for determining an individual's disabilities and/or work limitations is in accordance with 18 NYCRR 385.2(d). Check all that apply, and describe the process:

- District participates in the OTDA managed contract for independent medical evaluations
- District contracts directly with a physician to provide independent medical evaluations
- District accepts physician's statement provided by participant
- District accepts physician's statement provided by participant but refers for an independent evaluation when deemed necessary
- Other process

[Click here and type the process]

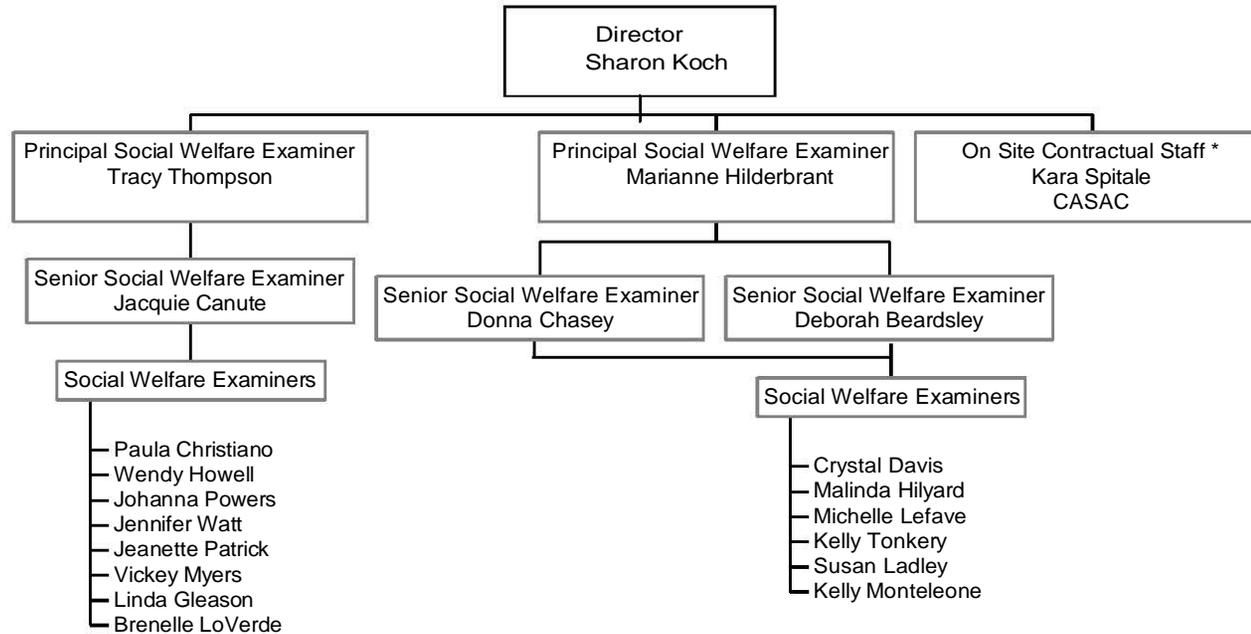
The local process for reviewing the medical documentation to determine if the individual is exempt, nonexempt, or work limited is as follows:

- District directs the contracted physician or individual's physician to determine status
- District review team reviews and determines status (described below)
- Specialized disability/medical staff or unit reviews and determines status (described below)
- Other

Social Welfare Examiners primarily make these determinations. Determinations are made based on medical documentation, and informed by observations and past case history.

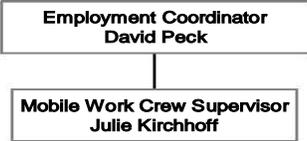
Clients are notified of the results of the determination and the right to a fair hearing to contest the determination. In addition, we will not assign the client to work activities during the medical review or if the client requests a hearing within ten days of a medical determination. Periodically, the agency's Social Welfare Examiners and contracted case managers identify recipients who may be temporarily or permanently disabled either because of the individual's history of medical exemptions or because of his medical or mental illness manifesting itself during his employment-related activity. These recipients are then referred to the appropriate medical provider or mental health agency in order to obtain detailed medical documentation of his/her condition.

TEMPORARY ASSISTANCE/SNAP/CHILD CARE



Assesses employability of applicants and recipients of Temporary Assistance; Refers employable participants to contracted partners for job placement, work experience, workshops, and training; Determines program eligibility for all applicants of Temporary Assistance, SNAP and Child Care at the time of initial certification and recipients at regularly scheduled recertification's; Works collaboratively with the Housing Coordinator to assist those customers presenting as homeless, or at risk of becoming homeless. *The CASAC will interview applicants that have potential substance abuse issues to determine employability status and if a full evaluation is necessary. The Director acts as liaison between agency units and program partners for job placement, work experience, workshops, and training.

EMPLOYMENT COORDINATION



The Coordinator acts as liaison between agency units and program partners for job placement, work experience, workshops, and training; and develops employment activities with work experience sites, service providers and employers. Mobile work crew supervisor transports and supervises participants assigned to mobile work crews.

Livingston County Employment Assessment

Client Name: _____

Address: _____

PA Number: _____

Examiner: _____

Language Proficiency

What is your primary language? _____

Education and Employment Status

What is the highest level of education you have completed? _____

Are you currently attending an educational or training activity? Yes / No

If yes, please describe where you are attending and when you expect to complete the program _____

Are you currently working? Yes / No

If yes, where? _____

Transportation

1. Do you have reliable transportation to attend work activities and/or employment? Yes / No

2. Are you legally able to operate a motor vehicle? Yes / No

3. Describe any transportation related supportive services that you need in order to work:

Child Care

Do you have any children under the age of 12? Yes / No

Are there any problems with current child care arrangements? Yes / No

If yes, please describe: _____

Please list all of your children, their ages and if they have any special needs:

Child's Name		Age
Special Need(s) Describe		
Child Care Arrangements		
Child Care Provider Information	Name: Address:	
Child's Name		Age
Special Need(s) Describe		
Child Care Arrangements		
Child Care Provider Information	Name: Address:	
Child's Name		Age
Special Need(s) Describe		
Child Care Arrangements		
Child Care Provider Information	Name: Address:	
Child's Name		Age
Special Need(s) Describe		
Child Care Arrangements		
Child Care Provider Information	Name: Address:	

Health Review

Note: You are not required to answer the questions in this section if you have a disability that does **not** prevent your participation in work related activities and **does not** require any accommodations. If you need accommodations, or you want us to know how your disability affects your ability to participate in work activities, you must answer the following questions. If you choose not to disclose a disability and answer these questions, you will be assigned to work activities without accommodations for any undisclosed disabilities (disabilities that you have not told us about.)

Medical Conditions

1. Do you have a physical or mental condition that greatly limits what you are able to do or that requires treatment? Yes / No If yes, please explain _____

Medical Limitations

1. How does your health affect your ability to work and how long is the limitation expected to last (if applicable)? Please describe: _____

2. Do you need accommodations to enable you to work? Yes / No
If yes, please describe: _____

Current Medical Care / Treatment / Rehabilitation

1. Are you currently being treated for any health related issues or problems (including pregnancy)? Yes / No
If yes, please describe: _____

If pregnant, what is your due date? _____

Housing

1. What is your current living arrangement? _____
2. How long have you lived at your current address? _____

Worker Notes:

Legal Barriers

1. Will any of the following affect your ability to work? Yes / No

- Misdemeanor / Felony Conviction
- Violation
- Sex Offender Registry

Describe (if applicable): _____

2. Please indicate your involvement with any of the following, if applicable:

Requirement	Contact name, phone number, address
Adult protective services	
Child protective services	
Community service	
Court ordered treatment	
Foster Care	
Parole	
Probation	
Work Release	
Other	

Livingston County Employability Plan

Date

Name: Phone PA Number:

Address: Examiner:

A. Referral Assignments to Remove Barriers:

Job Skills Assessment at Office of Workforce Development, Gov't. Ctr., Geneseo Room 106, **243-7047**

_____ (Activity date)
9:00 – 4:00

_____ (Activity date)
9:00 – 4:00

_____ (Activity date)
9:00 – 12:00

Day Care Search: Child Care Council, 3513 Thomas Drive, Suite 4, Lakeville, **346-6050**

Transportation Referral to Transportation Unit at **243-7300**

Lift Sanction: Amy Patterson at Catholic Charities, 34 East State St., Mount Morris, **658-4466**

English Language: Catholic Charities, 34 East State St., Mount Morris (You will be contacted)

Legal or Criminal Conviction Considerations

Drug & Alcohol Referral to Council on Alcoholism & Substance Abuse

Health Related Referral to

B. Transportation Plan:

Gas Card given Amount

Bus Pass given Number of Rides

Call the Transportation Unit at **243-7300** by _____ to make arrangements.

C. Employment Goal:

Goal can be accommodated in the plan at this time: Yes No; Reason

D. Employment Activity Assignments

(1) **Recommended Treatment** with _____ at _____ frequency to treat _____.

(2) Job Searching

- Job Searching Requirement of _____ applications completed each week.
- Job Search Reporting Appointments on _____
- Register with Dept. of Labor for Job Matching on or before _____
- Resume Appointment / Mock Interviewing on _____
- Linked In Workshop on _____
- Job Club on _____

(3) Training, Education, & Experience (Include Address, Supervisor, Phone, Start Date)

- Work Experience at _____ starting on _____. Limitations: _____
- Community Service at _____ starting on _____
- Vocational Education at _____ starting on _____
- High School Equivalency (GED) at _____ starting on _____
- Education Training in English as Second Language at _____ starting on _____
- Job Skills Training at _____ starting on _____
- Vocational Education Funding Orientation at _____ starting on _____
- Other: _____ at _____ starting on _____

E. Weekly Activity Schedule

Day	Start/End Time	Activity
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

F. Worker Notes:

Client Signature: _____ Date: _____

Send To: OWD or CC or Transportation