

**Temporary Assistance and Supplemental Nutrition Assistance Program
Employment Plan
January 1, 2018 – December 31, 2019**

Fulton County

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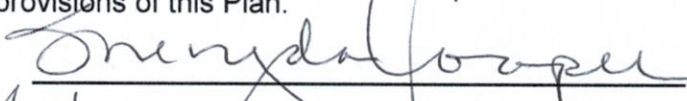
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**Temporary Assistance and Supplemental Nutrition Assistance Program Employment Plan
January 1, 2018– December 31, 2019**

Section 1- Assurances

As a condition of the receipt of federal and State funds the Fulton 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, 2018 through December 31, 2019. As Commissioner of Fulton 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

3/20/18 Date

Amendments to this Plan:

Date Approved OTDA	Section(s) Amended

(To be completed by OTDA)

Section 2 Administration

Section 2.1 Administrative Structure

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.

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.

The Employment Unit of the Fulton County DSS, (FCDSS), has primary responsibility for coordinating the agency’s Employment Program including the provision of supportive services, conducting the initial assessment, completing the employment plan, supervising job searches, making work experience placements, monitoring exempt clients including those involved in substance abuse treatment, referring to a variety of other service providers and monitoring compliance. The staff of the Employment Unit will also initiate the conciliation process, and where appropriate, make referrals for sanctions.

The Employment Unit works closely with all units of the FCDSS, including but not limited to TA, Child Support, Investigative, and Services.

Fulton County DSS continues to contract with Employment Resources for the delivery of Job Readiness Training (JRT), Job Club, assessments, job development and retention. Literacy Tests are performed by Hamilton Fulton Montgomery BOCES Literacy Zone staff.

Section 2.2 TA and SNAP Employment & Training (SNAP E&T) Provider Agencies

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

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 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 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.

Provider	Total Contract Cost (per year)	Funding Source(s) (Check all that apply)	Categories of Clients Served (Check all that apply)	Programs, Services or Activities Provided
Employment Resources	\$111,840.00	<input checked="" type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Family <input type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	Orientation, Assessment, Job Search, Job Club, JRT, Job development & Placement, Life Skills.

Provider	Total Contract Cost (per year)	Funding Source(s) (Check all that apply)	Categories of Clients Served (Check all that apply)	Programs, Services or Activities Provided
Employment Resources	\$74,560.00	<input type="checkbox"/> FFFS <input checked="" type="checkbox"/> SNAP E&T <input checked="" type="checkbox"/> Local <input type="checkbox"/> Other	<input type="checkbox"/> FA <input type="checkbox"/> SNA Family <input checked="" type="checkbox"/> SNA Individual <input checked="" type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	Orientation, Assessment, Job Search, Job Club, JRT, Job Development & Placement, Life Skills.
Fulton Montgomery Schoharie Private Industry Counsel	\$46,829.00	<input checked="" type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Family <input type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	Contract provides for case management services to be delivered by staff stationed at DSS to assist in the removal of barriers to participation.
Catholic Charities	\$43,260.00	<input checked="" type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Family <input type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	Contract provides for case management services to be delivered by staff stationed at DSS to assist in the removal of barriers to participation.
		<input type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input type="checkbox"/> FA <input type="checkbox"/> SNA Family <input type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	
		<input type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input type="checkbox"/> FA <input type="checkbox"/> SNA Family <input type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	
		<input type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input type="checkbox"/> FA <input type="checkbox"/> SNA Family <input type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	
		<input type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input type="checkbox"/> FA <input type="checkbox"/> SNA Family <input type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	
		<input type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input type="checkbox"/> FA <input type="checkbox"/> SNA Family <input type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	
		<input type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input type="checkbox"/> FA <input type="checkbox"/> SNA Family <input type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	
		<input type="checkbox"/> FFFS <input type="checkbox"/> SNAP E&T <input type="checkbox"/> Local <input type="checkbox"/> Other	<input type="checkbox"/> FA <input type="checkbox"/> SNA Family <input type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	
Total	\$276,489.00			

Table 2 – Other Service Providers

Table 2 includes agencies/providers that offer services to participants and to which the district expects to refer participants but which have no direct financial agreement with the district.

Provider	Funding Source(s) (if known)	Categories of Clients Served (Check all that apply)	Programs, Services or Activities Provided
Fulton Montgomery Schoharie Private Industry Counsel	WIOA	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Family <input checked="" type="checkbox"/> SNA Individual <input checked="" type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	Orientation, Assessment, Job Search, Employment Readiness Training, High School Equivalency,(HSE)
ACCES-VR	SED	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Family <input checked="" type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	Orientation, Assessment, Job Search, advocacy, training
Hamilton Fulton Montgomery BOCES	EPE,WIO A, Literacy Zone, NY Seat time aid	<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Family <input checked="" type="checkbox"/> SNA Individual <input checked="" type="checkbox"/> SNAP <input checked="" type="checkbox"/> TANF 200%	Adult Basic Ed, HSE, English as a Second Language and Literacy testing
		<input type="checkbox"/> FA <input type="checkbox"/> SNA Family <input type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	
		<input type="checkbox"/> FA <input type="checkbox"/> SNA Family <input type="checkbox"/> SNA Individual <input type="checkbox"/> SNAP <input type="checkbox"/> TANF 200%	

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	<input type="checkbox"/>	Applicants	<input type="checkbox"/>
Supervised Job Search	<input type="checkbox"/>	FA & SNA with children	<input type="checkbox"/>
Job Readiness Training	<input type="checkbox"/>	SNA without Children	<input type="checkbox"/>
Job Club	<input type="checkbox"/>	SNAP	<input type="checkbox"/>
Job Placement Services	<input type="checkbox"/>	TANF 200%	<input type="checkbox"/>
Grant Diversion	<input type="checkbox"/>		
Job Development (employer outreach)	<input type="checkbox"/>		
WOTC pre-certifications	<input type="checkbox"/>		

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)

Section 2.4 Access to Services at Comprehensive Career Centers

In New York State, TANF is a required WIOA partner and must coordinate access to TANF services with the comprehensive Career Centers.

a. Below is a description of how the district provides access to its programs and services with Career Center partners. Check all that apply:

- The district has employee(s) physically present at a Career Center
- The district has contract staff physically present at a Career Center
- The district makes available direct access to its program staff via phone or technology at a Career Center
- The district makes available copies of the LDSS-2921 (Common Application) at a Career Center
- Other: MyBenefits Website is available

b. Please provide a description of how the district coordinates with Career Center partners with providing services to the district's clients, including referral and information sharing mechanisms.

Almost all TA applicants are required to register at our local one-stop. Lists of those referred are shared via email to monitor compliance.

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, 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 SSDI.

Include any additional information regarding the district’s local “engaged in work” requirements:

Meeting with case managers from DSS and/or our contract agencies that can help overcome barriers to self-sufficiency also is considered “Engaged in Work”.

Section 3.2 Orientation (Reference 18 NYCRR 385.5)

Check one of the following:

- The district provides orientation in accordance with 18 NYCRR Section 385.5 and no additional information is provided at orientation.
- In addition to the requirements outlined in 18 NYCRR Section 385.5 of the regulations, the district’s orientation provides the following:

The applicant/recipient is advised that he or she is responsible to participate in employment activities in accordance with the need of the Social Service District to meet Federal and State work participation rates.

They are also advised that they must work towards overcoming barriers to employment. These barriers include, but are not limited to: mental health issues, medical problems, family problems - including domestic violence, literacy, transportation, child/adult care, and substance abuse. Applicants/recipients are also advised of the opportunity to accept Child Care in-lieu of Temporary Assistance.

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

Orientation is delivered either in a group setting or individually. Exempt and non-exempt individuals participate in the same orientation.

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 as required by 18 NYCRR 385.6(a) and 385.7(a):

- The district enters assessments directly into WTCMS
- The district uses the LDSS 4980 (New York State Assessment) and later enters information into WTCMS.
- The district conducts assessments using a local equivalent tool, and later enters information into WTCMS. Attached is the local equivalent.
 - The local equivalent does not contain additional elements other than what is required.
 - The local equivalent does contain additional elements beyond what is required, listed below:

- Current job seeking activity
- Transportation resources, including license, driving record
- Health/medical history
- Substance abuse/treatment history
- Military status
- Housing resources
- Learning disabilities, special education history
- Previous criminal history including probation and parole

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

An assessment is an on-going process which includes the self-assessment, literacy test, and other appropriate evaluations and tests. The Employment Representative will complete the assessment during a face-to-face interview. He/she will clarify information collected on the self-assessment and incorporate it into the assessment completed in CMS. Assessment information received from outside agencies may also be incorporated into the assessment.

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

The Employment Unit.

d. The qualifications of the employees conducting the assessment are at minimum: [Refer to requirements listed in 18 NYCRR 385.6(c) and 385.7(c)]

MINIMUM QUALIFICATIONS:

Graduation from high school or possession of a high school equivalency diploma with either:

(A) Completion of two years of study at a regionally accredited or New York state registered college or university, with at least 12 credit hours in social services, human services or related fields; or

(B) Two years experience as a counselor, employment interviewer, or related position with similar duties and responsibilities; or

(C) An equivalent combination of training and experience as defined by the limits of (A) and (B) above.

The other agencies establish the qualifications for their employees. Their employees conducting assessments would be expected, at a minimum, to possess the qualifications outlined above.

- e. Applicants in households **with** dependent children are required to participate in completion of an assessments: Yes No
- f. Applicants in households **without** dependent children are required to participate in completion of an assessments: Yes No
- g. **Exempt** adults in households **without** dependent children are required to participate in the completion of an assessment: Yes No

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

- a. Check one of the following:
The district develops individual employment plans as required by 18 NYCRR 385.6(a) and 385.7(a):
- The district enters employment plans directly into WTCMS.
 - The district uses the LDSS 4978 (New York State Employment Plan) and later enters information into WTCMS.
 - The district develops individual employment plans using a local equivalent tool and later enters information into WTCMS. Attached is the local equivalent.
 - The local equivalent does not contain additional elements other than what is required.
 - The local equivalent does contain additional elements beyond what is required, listed below:
- b. Check one of the following:
- The same administrative unit or contractor that conducts employment assessments also develops employment plans.
 - A different district administrative unit or contractor develops employment plans, and their qualifications include:

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 6:

Employment Unit staff normally meet with all adult TA clients, both exempt and non-exempt, with-in 3 business days of the date of their eligibility interview. All non-exempt clients are assigned to a job search and are required to register at the One - Stop. All applicants are also referred to a WTW orientation and a literacy test. They also are scheduled for an assessment appointment with their DSS Employment Representative prior to case opening. At approximately two weeks prior to case opening all TANF clients are assigned a case manager.

Therefore, all non-exempt TA clients should be engaged in work activities by case opening. Non-exempt individuals are required to participate at least 30 hours per week, but no more than 40 hours per week in countable activities unless restricted by a documented medical condition.

Attendance is submitted by the providers and entered into the WTWCMS. WTWCMS and COGNOS reports are used to monitor engagement and participation.

TANF individuals whose status changes from exempt to non-exempt are also receiving case management services. They are typically engaged during the week that their status changes.

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

	Households with Dependent Children Average Monthly	Households without Dependent Children Average Monthly
Individuals	60	90

- c. 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:

COGNOS reports are run at least once per week and are automatically shared with appropriate staff. Weekly caseload review meetings are held with line staff, the Employment Coordinator and often the Director. The COGNOS reports are reviewed and appropriate direction is given. Prior to the 15th of each month the Employment Coordinator meets with the Employment Representative in order to ensure that appropriate data entry is completed in CMS

- d. 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 a SNAP E&T activity to NTA SNAP applicants and recipients):

NTA SNAP E & T work registrants are required to participate in an Orientation and an Assessment. They are then enrolled in a supervised job search.

Information about job searching resources is included in the SNAP application packet.

- e. Please describe the local district procedure for Job Search, including the required number of job search contacts and hours per week assigned. Also include a description of how often individuals are generally required to report job search outcomes and if activities other than job search are routinely expected:

1. The district assigns TA **applicants** to Job Search. Yes No

If yes, the process for engaging TA **applicants** is:

TA applicants generally meet with Employment Staff with-in a few days of their eligibility interview. Non-exempt individuals are assigned to Job Search at that time. Weekly face to face Job Search follow-up contacts with DSS and/or contract staff is also generally required.

Applicant Job Search	Number of Contacts	Number of Hours	Additional Information
TANF and SNA MOE	15		
SNA Individuals	15		

- District assigns TA **recipients** to Job Search. Yes No

If yes, the process for engaging TA **recipients** is: Non-exempt TA recipients continue their Job Search after case opening. Such individuals are expected to participate in assigned work activities for at least 30 hours per week but no more than 40 hours per week. They are also required to make at least 15 contacts per week, though this may be adjusted based on their participation in other activities. Recipients use a locally developed Job Search form to track their Job Search activity. Weekly face to face Job Search follow-up contacts with DSS or contract staff is also generally required

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

Self Employment will be approved if the client has documentation that shows fulfillment of required hours and proof that the client is earning at least an hourly minimum wage.

g. The allowable work activities that are available in the social services district are listed and defined in the table on the next two pages. An "X" in the appropriate check box indicates the activity is available for individuals receiving Family Assistance (FA), Safety Net Assistance for households with children (SNA Fam), Safety Net Assistance for households without children (SNA IND), and/or Supplemental Nutrition Assistance Program (SNAP) benefits. A blank check box indicates the activity is not available for that case type.

Activity and Definition	
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Fam <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p>Unsubsidized Employment - Full time or part time employment in the public or private sector that is not subsidized by TANF or any other public program (excluding employer tax credits). Unsubsidized employment includes self-employment and/or paid internships.</p>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Fam <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<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>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Fam <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<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>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Fam <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<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>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>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Fam <input checked="" type="checkbox"/> SNA Ind <input type="checkbox"/> SNAP	<p>On-the-Job Training (OJT) - Training in a public or private sector employment setting during which the participant receives work-essential paid training while he or she is engaged in productive work that provides the knowledge and skills essential to attain full and adequate performance of the job.</p> <p>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 since 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>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Fam <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p>Community Service - A structured program in which participants perform work for the direct benefit of the community under the auspices of public or nonprofit organizations. Community service placements must be projects that serve a useful community purpose in fields such as health, social services, environmental protection, education, urban and rural redevelopment, welfare, public recreation, public facilities, public safety, and childcare. Community service programs are designed to improve the employability of participants not otherwise able to obtain unsubsidized employment. Participation in community service may include training that is directly required for the participant to complete the community service assignment. For example, an individual who is expected to provide clerical support to a food pantry may be provided training to develop or refine filing and data entry skills.</p> <p>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>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Fam <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<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>

Activity and Definition	
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Fam <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p>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>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 funded 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 WTWOMS as such, will be deemed within WRTS participation rate logic to be JRT for recipients of TANF and SNA MOE funding 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.
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Fam <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<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>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Fam <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<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>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Fam <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<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, ESL instruction and education leading to a high school equivalency diploma as determined as necessary to improve the participant's job opportunities in potential occupations. Where identified as needed such training may include the development of basic workplace skills including professional workplace behaviors and decision making skills.</p>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Fam <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p>Secondary School - Regular attendance in accordance with the requirements of the secondary school or a course of study at a secondary school or other State accredited institution leading to a high school equivalence (HSE) diploma, in the case of a recipient who has not completed secondary school or received a certificate of general equivalence. Secondary school participation may include general adult basic education or ESL if it is linked to attending secondary school or leading to a HSE diploma as determined necessary by the educational institution. Secondary School or HSE programs that routinely include ESL, career training, alternative school, tutoring, dropout prevention, teen pregnancy or parenting programs as a requirement of program participation as determined by the educational institution will also be permitted.</p>
<input checked="" type="checkbox"/> FA <input checked="" type="checkbox"/> SNA Fam <input checked="" type="checkbox"/> SNA Ind <input checked="" type="checkbox"/> SNAP	<p>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.</p>
<input type="checkbox"/> FA <input type="checkbox"/> SNA Fam <input type="checkbox"/> SNA Ind <input type="checkbox"/> 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>

Section 3.5 Job Development

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

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

- District staff contacts 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.:

- 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.

Job Developers contact employers by phone, email or in person weekly, in order to locate potential job placements.

- OTDA Jobs Program staff are charged with job development as indicated in section 2.3. Additional information, if any, is described below:

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:

HFM BOCES and FMS PIC are the only local providers of the above educational services. FC DSS has regular interaction with staff of these agencies and program changes and updates are e-mailed to appropriate DSS and contract staff.

- 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:

There are a very limited number of appropriate Voc Ed and Job Skills programs in the area. HFM BOCES and Fulton Montgomery Community College are the only local providers. FC DSS has regular interaction with staff of these agencies and program changes and updates are e-mailed to appropriate DSS and contract staff.

- 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:

The Employment Representative will review the options with the client. Individuals that have a limited work history and the ability to benefit from such educational programs will be required to accept a referral. All other individuals with a desire to participate will also be referred and will be required to participate in such activities as long this does not negatively impact the districts ability to meet participation rates.

- 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 educational activities:

The Employment Representative will review these cases with supervision. Clients with the capacity to successfully complete such programs will be approved. The client would also likely be assigned to core activities. The agency's need to achieve federal and state participation rates are taken into consideration when making such a referral. Participation would only be denied if the requested activity precluded participation in core activities. The client would always have the opportunity to participate in home study programs such as GRASP if available.

- e. 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:

Participants must meet the following requirements in order to be assigned by their Employment Representative to job skills and/or vocational activities: a desire to participate, the ability to benefit from such activities which is based on client's skills, educational level and aptitude, limited marketable job skills, a limited work history and past compliance with other activities.

- f. Describe the highest level of post-secondary level education that the district will approve as a work activity, up to a four-year college program:

On extremely rare occasions a client may be allowed to complete the last semester of a two-year program if they are already enrolled and successfully participating at the time of their TA application. Participation in countable core activities will also likely be required.

- g. Describe how the district will ensure that enrollments in post-secondary education beyond the 12 month lifetime limit are combined with a weekly average of at least 20 hours in paid employment activities which may include work study, work experience or community service:

If the post secondary activity can be considered as Job Skills training it will be entered as such into WTWCMS which would allow it to count. Participants will be required to participate in the above listed core activities for at least 20 hrs. per week. Attendance will be reviewed at least monthly by the Employment Rep. to ensure that the client is successfully participating in both the post-secondary and the core activity.

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

- past performance
- record retention
- reporting requirements
- performance standards and targets as identified in contracts, M.O.U.'s, etc.
- other standards as established by the State Agency with regulating authority over the provider
- the standards for approving training providers also include the determination that the training is for positions that are "in demand" in the area or if the training is general, that it provides the base that is needed by some individuals in order to progress to or participate in competitive employment.

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

The client is advised of the appropriate approved training providers by staff during the orientation, assessment and on-going case management

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

At the end of the assessment interview, the DSS Employment representative, or other designated staff, will review the case specifics and discuss them with the Employment Coordinator as needed.

After a decision is made, the Employment Representatives will inform the client orally while completing the employment plan. The assigned activity will be included in the written employment plan. The client will receive a copy of the plan upon request

- k. In accordance with 18 NYCRR 385.9(b), regardless of whether the college program is approved for the participant as an employment work activity, the district will approve as a work activity a work-study, internship, externship or other work placement that is part of a non-graduate student's curriculum unless one or more of the following conditions applies as checked below:

- It has been determined that the student voluntarily quit a job or reduced earnings to qualify for initial or increased Temporary 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 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:

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

Request for attendance are sent to each school district in the county on approximately a monthly basis. Direct contact between the Employment Unit or other DSS staff and the school district will occur as needed. Excessive absenteeism, as identified by the school district, will result in further interventions, such as scheduling of assessment appointments and/or home visits

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

Pertinent limitations are shared with the staff making the worksite placement and are subsequently shared, in writing, with the worksite supervisor as necessary.

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):

The district will perform a random sample of (6) cases semi-annually for paid work activities to review district worker collected documentation and data entry. 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 or collateral contact with the employer. The review will ensure the hours of employment on the ABEL budget are consistent with the hours reported on WTWCMS and documentation is in the file to support hours reported on WTWCMS and that the scheduled hours on WTWCMS is consistent with the documentation.

The district will perform a random sample of (6) cases semi-annually for participation in unpaid work activities to review district worker collected documentation and data entry. 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 correctly reported on WTWCMS, excused absences and holiday time are documented in the case file and correctly reported on WTWCMS in accordance with federal limitations, and documentation of actual hours of attendance is accurate and matches the hours of participation reported on WTWCMS by district or provider staff.

The district will perform a random sample of (3) cases semi-annually in which a case member is reported as an employability code 38-needed in the home fulltime or employability code 48-time limit exemption to care for a disabled household member to review district worker collected documentation and data entry. 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.

The district will perform a random sample of (3) 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 to review district worker collected documentation and data entry. The temporary assistance case file will be reviewed to ensure there is documentation from hospital, birth certificate or social security card present to verify the child under the age of one. Temporary assistance records will also be reviewed to ensure that the household composition is in fact a one parent case and that the individual has not exceeded the 12 month lifetime limit.

In each of the above samples, the district will assess and verify that participation in the reported work activities meets the State approved definition for the activity.

The district will sample cases from each month within in 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 district will maintain supporting documentation for the cases that are reviewed and make them readily available for review by A&QI auditors upon request.

The results of these audits will enable the district to identify policies, processes or cases that may need corrective action. The district will ensure that a summary report will be prepared following each review period and forwarded to: otda.sm.AQI.WV.SelfAudits@otda.ny.gov

Does the district utilize and separate providers to collect documentation and enter data directly into WTWCMS?

Yes No

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

Section 3.8 Strategies/Procedures for Accommodating Individuals with Limited English Proficiency

Following is a description of how the district accommodates the needs of Non-English speaking participants in accessing employment activities and services:

We have access to work experience sites with Spanish speaking staff. If needed Language Line and/or other interpreter services can be accessed to facilitate communication between DSS staff and LEP clients.

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:

We believe that the communication with the majority of our local service providers is excellent. We normally are contacted shortly after a client fails to comply. If conciliation is required the notice will often be hand delivered by the case manager in order to expedite the good cause/willfulness determination and subsequent re-engagement of the client. If conciliation is not warranted, case managers are normally advised of recipient “no-shows” within one business day. Home visits are routinely made to review the reasons for the client’s unwillingness/inability to participate. The client’s responsibilities are reinforced and solutions to overcome legitimate barriers are developed. Home visits are consistent with the requirements outlined in 18 NYCRR 351.28 and 95 ADM 24 and the agency’s need to meet federal work participation rates.

Section 3.10 Strategies/Procedures for Engaging Sanctioned Temporary Assistance Participants

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

The household that contains an individual who will be sanctioned has already been assigned to a case manager. Eligibility requirements will be used, when appropriate, to monitor ongoing eligibility for Temporary Assistance. The case managers will also work with the family until they are re-engaged or the case is closed.

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

District attempts to engage sanctioned participants during different times in the sanction period using the following strategies.

Section 3.11 Strategies for reducing the need for Temporary Assistance

District's strategies for reducing the need for Temporary Assistance are described below:

The supportive services identified in section 4.1 will be made available as appropriate.

Section 4 Support Services (Reference 18 NYCRR 385.4)

Section 4.1 TA and Non-TA SNAP 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:

*Necessary clothing, including but not limited to shoes, work boots & uniforms
education supplies, as needed

*Occupational expenses, including but not limited to tools and equipment, fees and licenses,

Payment will only be issued with appropriate documentation.

Clients may be required to access other available resources before the district will consider providing supportive services which the district determines are needed in order for the individual to participate in approved work activities. Approval of any and all requests is subject to availability of Federal, State, and local funds.

- 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 1/1/17 is 53.5 cents/mi)
- Mileage reimbursement at IRS Medical/Moving rate, (effective 1/1/17 is .17 cents/mi)
- Other mileage rate, (please explain methodology used to establish reimbursement rate):

- c. 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 or to access public transportation. The district's policy states that an individual may be required to walk up to the distance described below each way to a work activity or to access public transportation:

Clients may be required to walk up to 2 miles, contingent upon their physical ability. Extreme weather conditions will be taken into consideration.

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

The supportive services identified in section 4.1 will be made available as appropriate.

Section 4.2 Transitional Support Services

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

The supportive services identified in section 4.1 will be made available as appropriate.

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 supportive services identified in section 4.1 will be made available as appropriate.

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:

The supportive services identified in section 4.1 will be made available as appropriate.

Section 5 Conciliation, Sanction 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.:

When it is reported that a client fails to comply, the Employment Rep will generate a conciliation notice. If the client responds, the conciliation will be conducted via a manner described above. If the agency determines that the non-compliance was willful and without good cause a referral for sanction will be generated. If the client does not reply the agency will review the case record for pertinent information and take appropriate action.

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

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

The Employment Rep will provide a recommendation to the Employment Coordinator who will make the final decision based on available information.

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

- in person
- by phone
- by mail, etc.:

When it is reported that a SNAP recipient fails to comply, the Employment Rep will generate a conciliation notice. If the client responds, the conciliation will be conducted via a manner described above. If the agency determines that the non-compliance was without good cause and the individual is still non-exempt a referral for sanction will be generated. The opportunity to avoid a SNAP sanction will be offered to all SNAP recipients. If the client does not reply the agency will review the case record for pertinent information and take appropriate action.

The SNAP E&T good cause/willfulness determination is made by:

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

The Employment Rep will provide a recommendation to the Employment Coordinator who will make the final decision based on available information.

The district's procedure for engaging SNAP recipients in a work activity to demonstrate compliance to avoid a SNAP E&T related sanction is:

The SNAP recipient will be enrolled in a supervised job search.

Section 5.2 Sanctions

a. The district's procedure for determining compliance for those Temporary Assistance 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 is:

The sanctioned client will be required to meet with the Employment Representative and possibly their case manager. The client will then be assigned to a comparable activity and required to demonstrate compliance for one-week (5 business days). Once the individual has demonstrated compliance, Temporary Assistance benefits are restored retroactive to the date the individual indicated a willingness to comply (but no earlier than the expiration of the minimum duration period).

b. The district's procedure for determining compliance for those SNAP 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 is:

The sanctioned client will be required to meet with the Employment Representative. The client will then be assigned to a comparable activity and required to demonstrate compliance for one-week (5 business days). Once the individual has demonstrated compliance, SNAP benefits will be restored retroactive to the date that the individual indicated a willingness to comply (but no earlier than the expiration of the minimum duration period).

Individuals who document that their status has changed to non-exempt will have their sanctions lifted upon providing such proof.

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.

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, Documentation and Requirements of Exempt Individuals

(Reference 18 NYCRR 385.2)

Section 6.1 Disability Determination Process and Tools

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 (please describe):

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:

The Employment Representative reviews and determines the client's status based on review of medical documentation submitted and input from other local district staff, including nurses, case managers and supervisors.

Section 6.2 Mental Health Screening and Assessment

The district is administering a screening tool for Temporary Assistance participants to help determine whether a referral for a mental health evaluation is warranted, in addition to screening for a disability that occurs as part of the application or disability determination process

- Yes
- No (If No, section 6.2 is complete)

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

If yes: Does the district use the LDSS 5009 - Mental Health Screening Tool and/or the computer assisted version of the Modified Mini Screening tool (MMS)?

Yes No

If using the MMS, indicate the district's cutoff score (7, 8 or 9) for referral to a mental health evaluation:

If using a screening tool other than the MMS, indicate the screening tool used:

Describe the district procedure for referring a participant for a mental health evaluation, when warranted by the screening result:

Section 6.3 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 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 6.1 of this plan. Included here is who (e.g., medical practitioner, 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 medical practitioner, district contracted provider, specialist evaluation obtained as result of district referral, etc.):

The Employment worker with input from the case manager and guidance from supervision makes the decision that an individual can restore or improve his/her employability through treatment or other rehabilitation activities. Information from the individual's medical and/or mental health providers is utilized in the decision making process. Individuals may also be referred for a Consultative Examination with Industrial Medicine Associates and/or other providers.

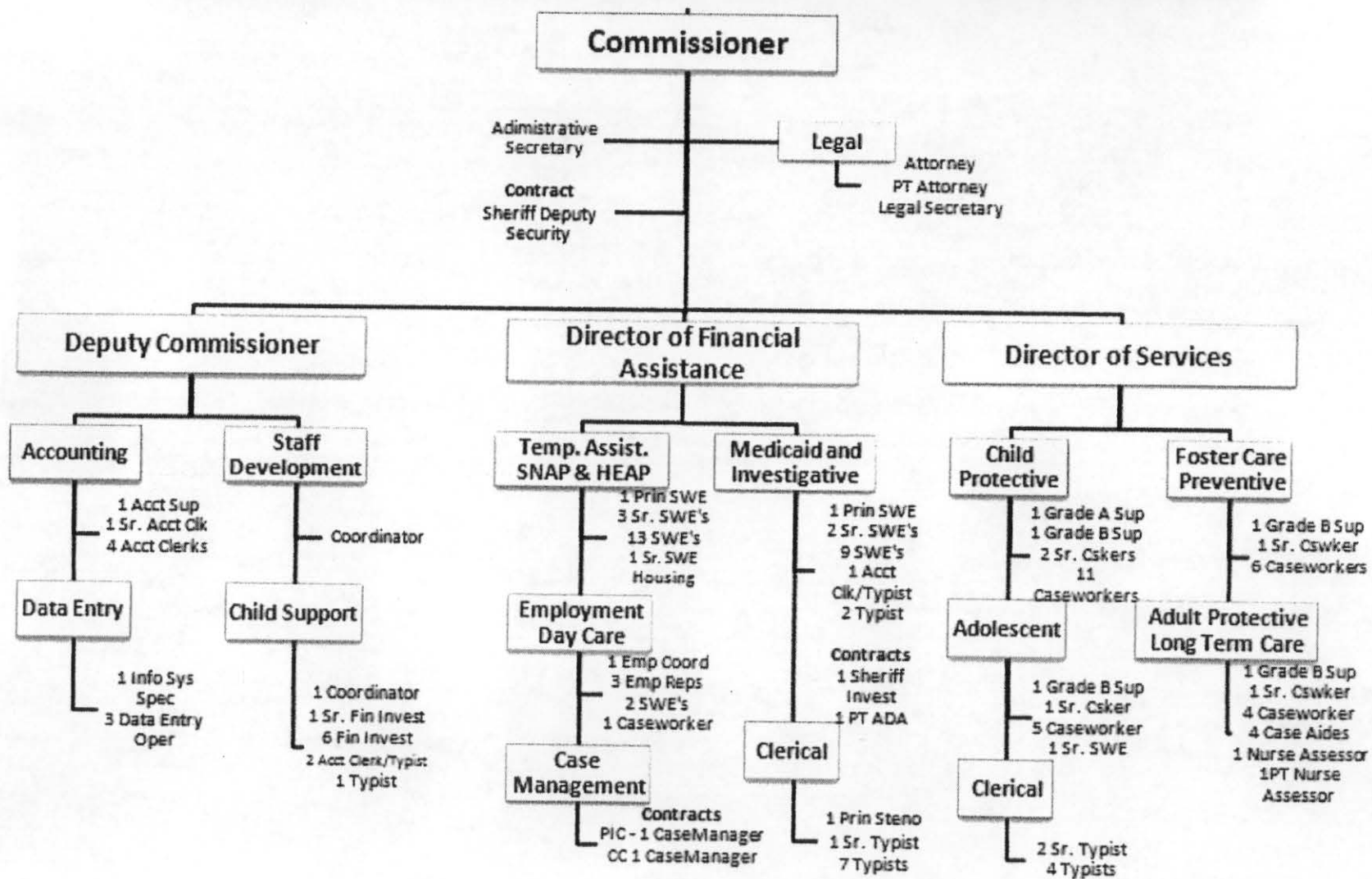
b. Following is the district's procedure for developing a treatment plan and for referring the participant to appropriate treatment, etc. Please be specific:

Upon receipt and review of the pertinent medical documentation the individual will be seen by his/her Employment Representative for a re-assessment. A rehabilitation plan will be developed with the client, appropriate releases will be signed and the client will receive proper notice of the employability determination. The attendance sheets will be explained and any client questions or concerns will be addressed.

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 Employment Representative is responsible for tracking the participant's compliance with the treatment plan. This is done by reviewing monthly attendance forms, as well as medical forms and/or notes submitted by the provider. The client will be brought in for a reassessment and an update of their treatment/rehabilitation plan as changes in his/her condition dictates.

DEPARTMENT OF SOCIAL SERVICES



EMPLOYMENT ASSESSMENT

Name: _____ Date: _____

Case Type/#: _____ Medical Given: _____
Medical Due: _____

1. Print hh composition and budget. Other persons in home? Write in additions to household.
 2. Review the completed employment self-assessment.
 3. TASA eligible? Y or N Referral made? Y or N Ref. Date _____
 4. Marital status _____
 5. Employment History Update {since self assm or excluded}:
EMPLOYER DATES OF EMPL WAGES JOB DUTIES RSN FOR LEAVING/DATE
-

6. What would the client like to do?

7. Have you ever been convicted of a crime? () Yes () No () Felony () Misdemeanor
Explain: _____

Probation/Parole- requirements: _____

contact person: _____

pending charges: _____

9. Have you ever received or are you currently receiving alcohol or substance abuse treatment? () Yes () No
Programs: _____

Do you feel you should be in a drug or alcohol treatment program at this time? () Yes () No

10. Have you ever received or are you currently receiving mental health counseling? () Yes () No
If yes, when and where? _____

11. What do you feel might be other barriers to employment?
() family problems () criminal record () learning disabilities () special ed classes
() language () housing () little work experience () caretaker of disabled adult
() medical () childcare () other _____

12. Have you been looking for work? () Yes () No
If no, why not? _____

Where have you submitted applications: _____

13. Are there any reasons why you could not go to work full time tomorrow? _____

14. Would you need child care to participate in employment activities? () Yes () No
If yes, describe current arrangements or special needs: _____

15. Was childcare information given? () Yes () No
If no, why not? _____

**FULTON COUNTY DEPARTMENT OF SOCIAL SERVICES
EMPLOYMENT SELF-ASSESSMENT**

*****ALL SECTIONS OF THIS FORM MUST BE FILLED OUT COMPLETELY*****

NAME _____	<u>Agency Use Only</u>
D/O/B ____/____/____ Sex _____ SS# _____	Case # _____
Home Address _____	Case Type _____
City/State/Zip _____	Phone # _____
Mailing Address _____	Cell Phone # _____
Other Names Known By _____ Ex: maiden names/ previous last names	Message Phone # _____

EMPLOYMENT HISTORY

MUST FILL OUT WHETHER EMPLOYED OR NOT. START WITH MOST RECENT JOB. IF NO WORK HISTORY WRITE NONE.

Employer Name & Address	Employed		Rate of Pay	Job Title/Hours per Week/Duties	Reason for Leaving
	From	To			

****Are you currently employed Yes No****

EDUCATION/TRAINING

1.	Did you graduate from High School? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what year _____ Name of school _____
2.	Type of Diploma: <input type="checkbox"/> Regents <input type="checkbox"/> School <input type="checkbox"/> IEP <input type="checkbox"/> GED _____
3.	If you did not graduate, what was the highest grade you completed? _____
4.	College Name(s) _____ Type of degree(s) _____ Major course of study _____ Number of semester's completed _____
4.	Job related certificate/license/vocational training _____ When issued/Issuing organization _____

MILITARY

1.	Have you served in the military? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes:
	• What branch of service _____ From _____ To _____
	• Type of discharge: <input type="checkbox"/> Honorable <input type="checkbox"/> Dishonorable <input type="checkbox"/> Other _____
	• Veteran Status Disabled - <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what percent disabled _____ <input type="checkbox"/> Vietnam Era <input type="checkbox"/> Combat Theater Veteran <input type="checkbox"/> Recently Separated Veteran <input type="checkbox"/> Other Veteran
	• Duties/training _____

TRANSPORTATION

Do you have a valid license/permit? Yes No Class _____ From what state? _____
If no, why not? Expired Suspended Revoked Never had one
Explain _____
What do you use for transportation? own vehicle vehicle in household borrow vehicle
 get rides bus/taxi other _____

HOUSEHOLD STATUS

Do you have any children not living in your household? Yes No
If yes, are the children under 18? Yes No
Will you need child care when you participate in employment activities? Yes No
Do you currently have Child Care set up? Yes No
Explain _____
Is someone watching your children today? Yes No If yes, who _____
Are your children's shot records up to date? Yes No
Do you have a child under the age of three (3) months? Yes No if yes, how old _____

HEALTH REVIEW

Could you pass a drug test today? Yes No
Do you feel you have a medical problem (physical or mental) which would interfere with your ability to work?
 Yes No

If yes, check all appropriate boxes:

- | | | |
|--|--|---|
| <input type="checkbox"/> problems with eyesight | <input type="checkbox"/> stroke, heart problems, high blood pressure | <input type="checkbox"/> alcohol /drug problems |
| <input type="checkbox"/> back, arm, leg problems | <input type="checkbox"/> digestive system | <input type="checkbox"/> hearing problems |
| <input type="checkbox"/> arthritis/rheumatism | <input type="checkbox"/> epilepsy | <input type="checkbox"/> diabetes (sugar) |
| <input type="checkbox"/> asthma/respiratory | <input type="checkbox"/> mental, emotional, nervous problems | <input type="checkbox"/> cancer |
| <input type="checkbox"/> head injury | <input type="checkbox"/> Other Explain: _____ | |

Current Medications/Treatments: _____

Dr(s) Name: _____

Pending Surgery/Procedures: _____

Comments: _____

Are you Pregnant, If so how many months? _____

OTHER: Are you or any of your household members working with any other service agencies (WIC, probation, counseling agencies, etc.)? Yes No If yes, explain: _____

Have you ever been in Foster Care? Yes No

Do you have any convictions? Yes No If yes, explain: _____

A false statement made herein is punishable as a Class "A" misdemeanor pursuant to Section 210.45 of the Penal Law of the State of New York. Accordingly and with notice of the foregoing, I hereby affirm that the foregoing statement(s) are true under penalty of perjury.

Signature

Date

FULTON COUNTY DEPARTMENT OF SOCIAL SERVICES
EMPLOYMENT PLAN

10H

Client Short Term Goals: _____

Client Long Term Goals: _____

Client Employment Preferences: _____

Plan does not reflect participant's preferences. Explain Reason Why:

Your Responsibilities: To attend all appointments and activities scheduled.
Also, to fully cooperate with all agencies that you are referred to through the employment program.

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Employment Readiness Training/
Job Club/JRT | <input type="checkbox"/> Orientation |
| <input type="checkbox"/> Job Search/Job Search Group | <input type="checkbox"/> Project LIFT |
| <input type="checkbox"/> Work Experience | <input type="checkbox"/> _____ |
| | <input type="checkbox"/> _____ |

Primary Referral Agency: _____

Secondary Referral Agencies: _____

The lack of child care and transportation are no longer excuses for missing appointments or losing your job. You must have back-up plans for emergencies.

Supportive Services: Including Child Care assistance, transportation, clothing, job related safety equipment

Transportation Needs: Call your Employment Representative **Karen Bennett at (518) 736-5579**

Child Care: All child care related questions should be directed to
Choose a Child Care Worker and Phone Number

Department of Social Services Responsibilities:

- Assessment and Referrals
- Child Care (if needed)
- Supportive Services (bus tickets, mileage, work clothes/shoes)
- Case Management with **Choose a Case Manager**

Client Name (Print): _____ **Case No:** _____

Client Signature: _____ **Date:** _____

Employment Rep's Signature: _____ **Karen Bennett** **Date:** **3/21/18**