

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

January 1, 2020 – December 31, 2021

Ulster County

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Section 1- Assurances	3
Section 2 Administration	5
Section 2.1 Administrative Structure	5
Section 2.2 TA and SNAP Employment & Training (SNAP E&T) Provider Agencies	6
Table 1 - Contracts Associated with TA and SNAP Employment Programs and Services.....	6
Table 2 – Other Service Providers.....	8
Section 2.3 OTDA Jobs Staff Agreement.....	9
OTDA Jobs Program Services – Target Groups.....	9
Other Services Requested.....	9
Section 2.4 Access to Services at New York State Career Centers	9
Section 3 Engagement and Work Preparation.....	10
Section 3.1 Federal “Engaged in Work” Requirement (Reference 18 NYCRR 385.2 (f))	10
Section 3.2 Orientation (Reference 18 NYCRR 385.5).....	10
Section 3.3 Assessment and Employment Planning.....	10
TA Assessment.....	10
TA Employment Plan	11
Section 3.4 Participation Rates and Work Activities (Reference 18 NYCRR 385.8 and 385.9).....	12
Section 3.5 Job Development	18
Section 3.6 Training Approval and Activity Enrollment Policies (Reference 18 NYCRR 385.9)	18
Section 3.7 Work Verification	21
The Quality Assurance (QA) plan include the following elements:	22
The District’s Quality Assurance Process is as follows:.....	22
Use of Outside Providers/Vendors.....	23
Section 3.8 Strategies/Procedures for Accommodating Individuals with Limited English Proficiency	23
Section 3.9 Strategies/Procedures for Increasing Program Attendance	24
Section 3.10 Strategies/Procedures for Engaging Sanctioned TA Participants.....	24
Section 3.11 Strategies for reducing the need for TA	24
Section 4 Support Services	24
Section 4.1 TA and Non-TA SNAP Applicants and Recipients in Work Activities Approved by the District	24
Section 4.2 Transitional Support Services	26
Section 4.3 Extended Support Services.....	26
Section 5 Conciliation, Sanction and Dispute Resolution Procedures	26
Section 5.1 Conciliation.....	26
Section 5.2 Sanctions.....	27
Section 5.3 Dispute Resolution	28
Section 6 Disability Determinations, Documentation and Requirements of Exempt Individuals.....	28
Section 6.1 Disability Determination Process and Tools.....	28
Section 6.2 Mental Health Screening and Assessment	29
Section 6.3 Requirements for Exempt TA Participants (Reference 18 NYCRR 385.2 (e)).....	30

Section 1- Assurances

As a condition of the receipt of federal and State funds the Ulster County Department of Social Services submits this Temporary Assistance (TA) and Supplemental Nutrition Assistance Program (SNAP) Employment Plan (Plan) to the New York State Office of Temporary and Disability Assistance. The Plan outlines the administration of employment services for TA and SNAP applicants and recipients for the period January 1, 2020 through December 31, 2021. As Commissioner of Ulster 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.

/s/

MAI 01/13/2020

Michael A. Iapocce, Esq., Social Services Commissioner

1/13/2020 , 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 Deputy Commissioner of Administration supervises the Director of Temporary Assistance who is responsible for Temporary Assistance, including the oversight of all employment programs. The Principal Social Welfare Examiner coordinates WTW services within the Agency and with contracted providers within the community. Services include development of an individual employment/career path with:

- Initial Individual Assessments – Employability
- Initial Individual Assessments – Vocational
- Individual Job Search
- HSE and Educational Referral and Monitoring
- Referral for Supportive Services
- Attendance Monitoring
- CWEP (Community Work Experience Program)

Ulster County Department of Social Services is a partner with the local One Stop, which includes the local Department of Labor and Office of Employment and Training. In addition, Ulster County Department of Social Services has contracts and or agreements with the following:

- Ulster BOCES: For HSE, ESL and Career Study Vocational Education Programs and/or job readiness.
- SUNY Ulster County Community College: For services as part of Vocational Education and \or job readiness and job skills programs for recipients.
- Family of Woodstock Inc.: For residential, non-residential and domestic--violence assessment services.
- UCAT – (Ulster County Area Transitt): For transportation- related assistance.
- Gateway Community Industries Inc. – Employment readiness training, supervised job search, individual vocational counseling, Community Work Experience Program (CWEP) .

All contracts are to assist participants in the identification of barriers with self-sufficiency as the ultimate goal. The Ulster County DSS Commissioner or his designee is a member of the Ulster County Work Force Development Board.

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. Districts must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts.

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
Gateway Industries, Inc. E&T Program	\$51,336.00	<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%	Employment Readiness Training and Job Search.
Gateway Industries, Inc. Job Shop Program	\$72,000.00	<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%	Recipient Job Readiness, Job Search, CWEP, Subsidized Transitional Employment Placements, Employment Readiness Training, Job Search and CWEP.
Suny Ulster	\$75,000.00	<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%	1-2 year diploma/degree programs and/or job readiness program for transition to employment.
	\$0	<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%	
	\$0	<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%	

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
	\$0	<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%	
	\$0	<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%	
	\$0	<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%	
	\$0	<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%	
	\$0	<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%	
	\$0	<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%	
	\$0	<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%	
	\$0	<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%	

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
		<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%	
		<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%	
		<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%	
		<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%	
		<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	=	Applicants	=
Supervised Job Search	=	FA & SNA with children	=
Job Readiness Training	=	SNA without Children	=
Job Club	=	SNAP	=
Job Placement Services	=	TANF 200%	=
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. WTWCMS data entry, case conferencing, job fairs)

Section 2.4 Access to Services at New York State 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:

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, or other collaboration such as participation on the local WIOA Business Services Team, etc.

Individuals are referred at application and recert to The Ulster Works Career Center. We receive direct referrals from the Career Center. Deputy Commisisoner and Director of Temporary Assistance meet regularly with Director of Office of Employment & Training to discuss referrals, planning and new initiatives. OET staff & DSS staff speak regularly regarding employment referrals, job fairs, etc.

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:

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:

Described below is the manner in which the district completes the required orientation for all applicants and recipients of TA (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:

A discussion of rights and obligations is held during the Temporary Assistance application process. The employment orientation is completed at the same time. This process is completed individually by the Social Welfare Examiner.

Section 3.3 Assessment and Employment Planning

TA Assessment

(Reference 18 NYCRR 385.6 and 385.7)

Check one of the following:

a. The district conducts assessments as required by 18 NYCRR 385.6(a) and 385.7(a):

The district enters assessments directly into WTWCMS

The district uses the LDSS 4980 (New York State Assessment) and later enters information into WTWCMS.

The district conducts assessments using a local equivalent tool, and later enters information into WTWCMS. 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. Describe the district procedure for the completion of an employment assessment:

At intake, there is a face to face interview and the employment assessment is completed at that time. At the interview, the need for supportive services, prior work experience, learning needs, other skills, past education and family circumstances are discussed. The assessment is completed and reviewed by assigned staff

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

UCDSS Temporary Assistance Staff: Social Welfare Examiners and Specialists are responsible for the initial assessment with applicants/recipients of Temporary Assistance.

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)]

Social Welfare Services Staff: Possession of AAS Degree or high school diploma/HSE, plus two years full- time- paid experience examining, investigatng or evaluating claims for assistance, veteran/unemployment benefits, insurance or a similar program operating under established criteria for eligibility, or a combination of training and experience as indicated.

e. Applicants in households **with** dependent children are required to participate in completion of an assessment:

Yes No

f. Applicants in households **without** dependent children are required to participate in completion of an assessment:

Yes No

g. **Exempt** adults in households **without** dependent children are required to participate in the completion of an assessment:

Yes No

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

Intake recert and change.

Temporary Assistance Employment Plan

(Reference 18 NYCRR 385.6 and 385.7)

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

c. Describe the district procedure for the completion of an individual's employment plan. a intake by SWE.

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

Recert, change and anytime there is a discrepancy in Employability Code.

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

a. Describe below how the district plans to meet federal and State TA 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:

•Upon case opening, and a full assessment, recipients are followed up with an individual Employability Plan. Referrals may be given for an employment activity.

•Enrollments are assigned to TA staff to generate attendance sheets (per our attendance policy). Clerical staff assists with the timely return of the attendance information.

•It is expected that recipients will be engaged in accountable activity within the first month of case opening and when having lost employment. Referrals are completed to Gateway for those required to participate in Job Search, Job Readiness, CWEP and for subsidized positions, and to SUNY Ulster for Job Readiness and or Vocational

Educational Activities. If these activities do not result in employment, a referral may be made for HSE, career skills training and/or ESL.

- Ulster County continues to request County Departments to participate in CWEP.
- Recipients will be called into the Agency within 10 days of an Employability Code change from exempt to non-exempt.
- The District requires the following recipients to participate in weekly employment activities up to the stated hours below:

Single parent household w/children over the age of 6	40 hours
Safety Net Assistance Individuals	40 hours
Single parent households w/children under the age of 6	30 hours

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

	Households with Dependent Children Average Monthly	Households without Dependent Children Average Monthly
Individuals	100	200

c. Describe below 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:

Weekly and monthly review of COGNOS reports by Supervisors. Reports include participation/engagement reports ,as well as Employment status and Employment reports. Following supervisory review, reports are given to SWE's in the employment unit for appropriate action.

d. Describe the extent to which the district requires Non-Temporary Assistance Supplemental Nutrition Assistance Program (NTA SNAP) recipients to participate in SNAP E&T work activities. If the district is offering Supervised Job Search as an E&T activity component, the district must describe how the job search activity will be supervised and tracked, including the frequency of monitoring the participant's job search efforts. (Please note: Case management services must be provided to all participants enrolled in an E&T activity):

NTA SNAP applicants and recipients are informed of the services available at intake, recert and by mail. Job Search is available; these services are offered and discussed. Although Ulster County DSS does not mandate NTA SNAP applicant/recipients to participate in 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):

At point of contact, intake, recert and visit NTA SNAP are advised of services.

- e. Describe the 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:

Nonexempt applicants are referred to applicant job search as part of the Temporary Assistance application process. Applicants are required to do ten individual job searches per week and spend a minimum of 20 hours per week on job search activity.

Applicant Job Search	Minimum Number of Contacts	Minimum Number of Hours	Additional Information
TANF and SNA MOE	10	20	
SNA Individuals	10	20	

2. The district assigns TA **recipients** to Job Search. Yes No

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

Recipients will be required to participate in a supervised job search activity with a minimum of 10 contacts and a minimum of 20 hours per week. In addition, they may be enrolled in other activities at the same time, but for no more than a total of 40 hours per week. Transportation and supportive services will be issued as needed for participation. All will be monitored, not less than weekly.

- 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. Depending upon participation hours needed, based upon case category and household composition, clients are required to complete a self employment worksheet and/or submit their self -employment earning ledgers, Schedule C of their Federal Income Tax return or a letter of self-declaration of wages/earnings. Additionally, clients are required to verify actual hours of employment. Self- employment hours would be approved, however ,additional work activity may be required to meet participation rate.

- 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 type="checkbox"/> FA <input type="checkbox"/> SNA Fam <input type="checkbox"/> SNA Ind <input 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 type="checkbox"/> FA <input type="checkbox"/> SNA Fam <input type="checkbox"/> SNA Ind <input 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 type="checkbox"/> FA <input type="checkbox"/> SNA Fam <input type="checkbox"/> SNA Ind <input 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 type="checkbox"/> FA <input type="checkbox"/> SNA Fam <input type="checkbox"/> SNA Ind <input 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 type="checkbox"/> FA <input type="checkbox"/> SNA Fam <input 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>

Activity and Definition	
<ul style="list-style-type: none"> — FA — SNA Fam — SNA Ind — 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>
<ul style="list-style-type: none"> — FA — SNA Fam — SNA Ind — 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>
<ul style="list-style-type: none"> — SNAP 	<p>SNAP E&T Supervised Job Search- The act of seeking or obtaining employment through a job search that is directly supervised and may include: case management services, career exploration, interview preparation, job application assistance, learning appropriate workplace expectations and behaviors in preparation for submitting job applications and interviewing, job leads, and direct job referrals.</p>
<ul style="list-style-type: none"> — FA — SNA Fam — SNA Ind — 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 WTWCMS 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.

Activity and Definition	
<ul style="list-style-type: none"> — FA — SNA Fam — SNA Ind — 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>
<ul style="list-style-type: none"> — FA — SNA Fam — SNA Ind — 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>
<ul style="list-style-type: none"> — FA — SNA Fam — SNA Ind — 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>
<ul style="list-style-type: none"> — FA — SNA Fam — SNA Ind — 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>
<ul style="list-style-type: none"> — FA — SNA Fam — SNA Ind — SNAP 	<p>Provision of Childcare for Individual Participating in Community Service - Providing unpaid childcare to enable another TA (TANF/SNA MOE funded) recipient to participate in a community service program.</p>
<ul style="list-style-type: none"> — FA — SNA Fam — SNA Ind — 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 participants. Yes No

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

District staff contacts employers to solicit jobs for TA and SNAP 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 TA and/or SNAP participants. Below is the description of how this is done, including number of staff, frequency of contacts.

UCDSS has an agreement with Gateway Vocational Transitional Center. Gateway will assess for enrollment into a subsidized transitional employment. Gateway Vocational Transition Center offers weekly Job Readiness Training (JRT) and Job Clubs, Job Search and Development. The Vocational Transition Center has a staff of Job Developers who serve a variety of individuals. Gateway VTC partners with other departments (i.e., business services, accounting, residential services, etc.) to offer individual transitional employment opportunities throughout the County.

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:

Ulster County has limited educational providers of adult basic education, HSE and english language instruction. The available providers are already established as reputable and actual providers of such services, i.e. BOCES facility, an Office of Employment and Training and/or Gateway (a.k.a the Vocational Training Center). These providers have successful outcomes.

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

Ulster County has limited educational providers. The available providers are already established as reputable and actual providers of limited vocational education and job skills training programs, i.e. ,BOCES, Gateway and/or Vocational training.

- 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:

At initial eligibility, employment assessment and plan, as well as follow up face-to-face

Employability Plan Development cases are reviewed for appropriate activity referral. Those in need of HSE are referred to a program. An appropriate education activity based upon individual limitations and abilities is considered.

- 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:

At initial assessment, HSE may be a mandated activity if appropriate for those not having an HSE. It is approved as part of the employability plan and a direct referral is made. Participation in HSE and ESL are not denied to individuals. Other educational activities are reviewed on an individual basis to determine if they would result in employment. We may deny participation in educational activities if the individual has the ability or experience to be employed without it or has demonstrated inability to succeed in the activity, or has not completed educational activities in the past.

- e. Describe the district's process and policy for determining whether a participant is approved/assigned to participate in job skills or vocational education activities:
Ulster County approves the following criteria when considering approval of participating in a training activity:

- Clients must show a genuine interest in requested training;
- Client has a definite plan to use this training to obtain unsubsidized employment;
- Client will be trained in such employment so that a skill can be developed and transferred to more than one job;
- Whether the client has a prerequisite skill;
- Client's work experience;
- Prior training record;
- Participation record in other activities, as indicated by expressed attitude and behavior while participating in such activities;
- While the Employability Plan is developed with the client, and with consideration to the client's wishes, the Social Services official will consider the need of the Social Services district to meet work activity participation rates before completing the individual's employability plan;
- Ongoing approval by the district will be determined by attitude, behavior, attendance, progress in the current program, etc. of the individual, as well as the District's need to meet participation rates.

- 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:
2 year degree.

- 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:
SWEs monitor using WTCMS at every recertification and through monthly attendance sheets.

- h. Education and training providers are evaluated by the following standards:
- The courses offered are vocationally oriented;
 - The training will provide the enrollee, upon successful completion, a marketable skill that will enable the enrollee to secure unsubsidized employment;
 - The provider has a demonstrated track record of effectiveness in job development and placement;
 - The training being engaged in will equip the enrollee with skills of which there is a demand in the local labor market;
 - The State Education Department licenses the provider;
 - The cost of training must be reasonable and can be covered through grants or loans. The Department determines the need to assist with testing and/or enrollment fees. Also reviewed is the possibility that the client can secure such training elsewhere at a lower charge or at no charge, of which the individual is responsible.
 - The degree or certificate can be successfully completed within the required time frame.
- i. The district procedure for advising participants of approved training providers is: This discussion occurs during the initial intake application, employment assessment and/or Employability Plan or at any time the situation arises
- j. The district procedure for notifying participants of approval for training or enrollment in a work activity is:
.After the development of the Employability Plan, the individual is notified verbally and in a written communication.
- 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 TA.
 - 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 district will monitor the high school attendance of 16-18 year old students in the following manner:

A review is completed at each application and recertification.

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:

A review is completed of the medical, and any activity assigned will be taken into consideration in regards to medical limitations. The District will inform work activity providers of an individual's identified work limitation. Once the district has determined that a client may be work limited, an appropriate worksite will be secured and the client referred for an interview and placement. The site supervisor will be advised of such limitations by the district via a written notice describing limitation and/or accommodations required to meet the participant's needs.

Once a recipient with work limitations has been placed, the District representative will query the site supervisor on a periodic basis to determine if the client is being assigned duties with limitations. Additionally, the District receives monthly timesheets on which the site will be expected to indicate what duties the client has been assigned to according to the limitations.

The District can send a representative to the site to observe the work in which the client is assigned.

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.

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

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

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

- Ensure that documentation of wages and actual hours of employment is verified and accurately projected/reported and present in the case file, is actual and is projected correctly;
- Ensure that the documentation for actual hours, supervision/attendance, excused absences, and holidays in other activities is present in the case file;
- Assess whether participation in the work activities reported for work eligible individuals meets the approved federal definition for the activity;
- Assess that the data entered into either WTWCMS, 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 parent 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.

The District's Quality Assurance Process is as follows:

The district will perform a random sample of (12) cases semi-annually for **paid work activities** to review district worker collected documentation and data entry. Both the TA 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 (12) 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 WTCMS, excused absences and holiday time are documented in the case file and correctly reported on WTCMS in accordance with federal limitations, and documentation of actual hours of attendance is accurate and matches the hours of participation reported on WTCMS by district or provider staff.

The district will perform a random sample of (6) 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 TA 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 (6) 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 TA 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. TA 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.

The district will review district worker or approved provider/vendor collected documentation and data entry of the above listed elements. The district will assess and verify that participation in the reported work activities listed above meet the State approved definition for the activity.

Use of Outside Providers/Vendors

Does the district utilize outside providers/vendors to collect documentation and enter data directly into WTCMS?

Yes No

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

Yes No

If No, please describe the process used below:

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:

UCDSS contracts with an interpreter service. Bilingual employees are also utilized.

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:

Attendance is monitored through receipt/non-receipt of attendance sheets and can readily determine those failing to comply. Notices are generated as soon as advised of non-compliance. Appropriate staff acts upon non-compliance by contacting individuals and sending conciliation notices. Individuals are counseled on any issues regarding their absences and issues preventing their compliance.

Section 3.10 Strategies/Procedures for Engaging Sanctioned TA Participants

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

— 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.

The Social Welfare Examiner discusses engagement at recertification or upon completion of a sanction period. Sanctioned individuals are encouraged to participate in any activity that will end the sanction. Approved programs are discussed and changes to assessments are completed

Section 3.11 Strategies for reducing the need for TA

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

All employed FA and/or SNA family applicants are interviewed to determine eligibility for diversion. Assistance with transportation, child care, in lieu of TA child care, etc., are all discussed.

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:

Participants are advised of the types and availability of supportive services at the initial application and upon their participation in a work activity. Supportive services are also made a part of the Employability Plan which is copied and given to the participant. Such supportive services include:

- Uniform/clothing allowance to gain, maintain or retain employment – not to exceed \$200.00
- Fees for licenses necessary for employment – not to exceed \$250.00
- Tools and equipment necessary for employment – not to exceed \$300.00
- Auto repairs – not to exceed \$500
- Driver’s license and automotive registration fees - not to exceed \$300
- Payment of car insurance for up to three months – not to exceed \$500 total for three months

These supportive services will need to be approved by the staff level of Senior Social Welfare Examiner or higher. Supportive services above these limits will have to be approved by the staff level of Deputy Commissioner or higher.

- 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 1/1/19 is 58 cents/mi)
- Mileage reimbursement at IRS Medical/Moving rate, (effective 1/1/19 is 20 cents/mi)
- Other mileage rate, (please explain methodology used to establish reimbursement rate): If the participant rides with someone, and is expected to pay a share of the cost for transportation, the agency may provide such payment (at the same rate) to the provider upon documentation of attendance and mileage. Tokens for public transportation can also be provided and under special circumstances, taxi service may be considered.

- 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:

Ulster County attempts to locate sites within the 2 miles. Some towns offering work experience may provide transportation. An individual may be required to walk 2 miles in accordance with their physical ability. Participation work limitations will be reviewed prior

to any assignment to ensure limitations are accommodated and not exceeding participant capabilities for each site. In addition, the safety of the route is reviewed.

d. The district will provide the following services to assist individuals at risk of needing TA to improve their opportunities for employment or to maintain their employment: The District provides supportive services for non TA individuals who are under the 200% of poverty using Diversion eligibility guidelines to enable them to obtain or retain employment.

- Non-recurring expenses related to childcare such as daycare registration applications or service fees;
- Clothing necessary to maintain employment – not to exceed \$200.00;
- Fees for licenses necessary for employment – not to exceed \$250.00;
- Tools and equipment necessary for employment – not to exceed \$300.00;
- Non-recurring transportation costs;
- Referrals to providers for assistance with housing, health and family problems.

Section 4.2 Transitional Support Services

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

From case opening to case closing, the Agency goal for each individual is self-sufficiency. SWE's meet with each applicant and recipient to confer with their plan toward self-sufficiency. Upon case closing, supportive services are again reviewed. There is also a discussion regarding separate determination for SNAP, as well as discussion of the need for Diversion Assistance.

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

Non-recurring expenses related to clothing necessary to retain employment not to exceed \$200.00, fees for licenses necessary for employment, not to exceed \$250.00, tools and necessary equipment for employment, not to exceed \$300.00, reasonable costs of necessary repairs to a participants' automobile and payment of insurance premiums not to exceed \$1000.00, non-recurring transportation costs, and referrals to providers of assistance with housing, health and family problems.

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:

Transitional services are discussed and information is provided.

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 TA 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

The SWE is responsible to implement the conciliation and good cause process. SWE staff make the determination of willful and without cause. The Senior SWE reviews the decision.

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

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

The designated supervisor will determine whether good cause and/or willfulness exists. The determination is then reviewed by a higher level supervisor.

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

The SWE is responsible to implement the conciliation and good cause process. SWE staff make the determination of willful and without cause. The Senior SWE reviews the decision.

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

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

The designated supervisor will determine whether good cause and/or willfulness exists. The determination is then reviewed by a higher level Supervisor.

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 procedure for engagement of SNAP recipients in a work activity to demonstrate compliance and to avoid a SNAP E&T sanction for all SNAP employment conciliations (except employment assessment) was willful and without good cause, is to require the recipient to submit at least five job searches within a ten-day period after conciliation. The person conciliated without good cause and willful would be required to complete an employment assessment of the individual's skills and prior work experience when an employment assessment is the reason for conciliation.

Section 5.2 Sanctions

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

Once the individual has demonstrated compliance by participation in an assigned work activity for five days, TA 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.

Temporary Assistance benefits are restored retroactive to the date the individual claimed to be unable to participate, but no earlier than the expiration of the minimum duration period, provided the individual has cooperated with efforts to document the exemption.

- 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:
If a person is exempt from SNAP work requirement, the person may end their SNAP employment sanction before the duration of the sanction expires. Once the individual has demonstrated compliance by participation in an assigned work activity for five days, SNAP 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.

SNAP benefits are restored retroactive to the date the individual claimed to be unable to participate, but no earlier than the expiration of the minimum duration period, provided the individual has cooperated with efforts to document the exemption.

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:

Medical documentation returned by client to DSS. SWE reviews all medical information and makes a determination. Determination is reviewed by the Senior SWE. If a decision is not made, the determination process is reviewed by the Principal SWE, and signed-off by the Director.

Section 6.2 Mental Health Screening and Assessment

The district is administering a screening tool for TA 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 TA 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, TA 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.):

Examiner and Specialist staff will be responsible to work intensely with the applicant and recipient to ensure that they are gainfully participating in efforts to restore themselves to self-sufficiency. Staff assigned to work with this population will review the medicals presented by physicians and or the recommendations made by the Provider Agencies to determine if the individual has the potential to be restored to self-sufficiency. Treatment plans and professional medical recommendations will be considered in the determination. Medical statements, progress notes and reports will all be reviewed.

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

For all types of treatment not related to drug/alcohol issues, the medicals are received from the physicians and reviewed as described above. The client must attend the appropriate treatment program as prescribed by their treatment providers. This can include the need for psychiatric treatment as well. Schedules for prescribed treatment is countable and entered into WTWCMS

- 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:

Attendance is collected no less than monthly. Automated attendance requests are sent monthly. The SWE receives attendance turnaround and schedules a second assessment appointment with medical information and need for additional

documentation. Updates are requested monthly, or as needed, to validate medical conditions and to plan for self-sufficiency.