

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

January 01, 2024 - December 31, 2025

Montgomery

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1. Administration

1.1 Administrative Structure

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

See Attached.

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

The Employment Unit is primarily responsible for coordinating the Welfare-to-Work Program. They are responsible for overseeing the conciliation and dispute resolution processes. The Job Training Developer acts as the Conciliator. The Temporary Assistance/SNAP Unit is responsible for imposing any closures or sanctions as related to the Welfare-to-Work Program. Other units that may be involved with the Welfare-to-Work Program would be Child Support Collection, the Investigators; Unit and the Services Unit. The Montgomery County Department of Social Services Employment Unit provides orientation and work site placement with monitoring.

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

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

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

Provider	Total Contract Cost/Year	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided
Catholic Charities of Fulton & Montgomery County	50469	FFFS	FA SNA Family SNA Individual SNAP TANF 200%	Translation / Interpreter Services for non-English speaking families and individuals.

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

Provider	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided
Catholic Charities of Fulton & Montgomery County	Others: Unknown	FA SNA Family SNA Individual SNAP TANF 200%	Clothing, child care

Centro Civico	Others: Unknown	FA SNA Family SNA Individual SNAP TANF 200%	English as Second Language (ESL) classes, counseling.
Fulmont community Action Agency	Others: Unknown	FA SNA Family SNA Individual SNAP TANF 200%	Assistance with vehicles, licenses, registration, vehicle repair
Acces-VR	Others: Unknown	FA SNA Family SNA Individual SNAP TANF 200%	Counseling services for the disabled, worksite and job placement, job coaching
HFM BOCES	Others: Unknown	FA SNA Family SNA Individual SNAP TANF 200%	Literacy, High School Equivalency (HSE)
Workforce Solutions	Others: Unknown	FA SNA Family SNA Individual SNAP TANF 200%	High School Equivalency (HSE), Life Skills
Handy Ups & Downs	Others: Unknown	FA SNA Family SNA Individual SNAP TANF 200%	Clothing
Super Shoes	Others: Unknown	FA SNA Family SNA Individual SNAP TANF 200%	Work related attire. (i.e., steel toe boots and shoes, scrubs, etc.)

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

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

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1.3 OTDA Jobs Staff Agreement

a. OTDA Jobs Program Services - Target Groups. Check all services and target groups that apply:

Selected	Services
	Assessment/Employment Plan
	Supervised Job Search
	Job Readiness Training
	Job Club
	Job Placement Services
	Grant Diversion
	Job Development (employer outreach)
	WOTC pre-certifications

Selected	Target Groups
	Applicants
	FA & SNA with children
	SNA without children
	SNAP
	TANF 200%

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

N/A

1.4 Access to Services at New York State Career Centers

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

Per the recently completed Fulton, Montgomery, and Schoharie Local Workforce Development Area Service Delivery MOU a standardized interagency referral is used to help the participant access all available partner resources. We collaborate with the following career center partners; Workforce Solutions, Acces-VR, Schenectady Community Action Program (SCAP) and The Literacy Zone. All partners of the MOU agree to help the participant apply for services or help arrange appointments for all appropriate services or programs. The referral system that has been developed is a personal hand off from one agency to the other. There is a direct linkage between the partners. When we refer the client we use the Fulton, Montgomery and Schoharie Counties Workforce Solutions System (Multi-Agency System Partner Referral) form. This is tracked using the Multi-Agency System Partner Referral Tracking Form and needs to be returned by the 10th of each month and is emailed to Mary Hill, Program Director, Private Industry Council.

2. Orientation, Assessment and Employment Plan

2.1 Orientation (Reference 18 NYCRR 385.5)

a. Check one of the following:

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

The district provides two (2) orientations:

The first one is provided by either a Welfare Employment Representative or the Job Training Developer from The Employment Unit at Montgomery County and the other is provided at the Workforce Solutions Office. In addition to the required elements the on-site orientation provides information on employable vs. exempt status, a discussion about medical limitations to employment, the difference between core and non-core activities, how criminal history should be addressed when filling out an application or during a job interview, child care in lieu of Temporary Assistance, supportive services available both through the Department of Social Services and other community partners, transportation available, the Wheels to Work program, and the importance of a first impression during a job interview. There is discussion about reporting case changes, including income, in a timely manner. There is also a discussion explaining the consequences of sanctions for not complying as required. Individuals are also asked to complete an employment self-assessment which helps them identify their personal strengths and any potential barriers to employment that they may have.

The Workforce Solution orientation goes into more detail about the services available through the One-Stop office. This orientation and informational meeting is held once a week. Clients are invited to sign up to attend various workshops including; Basic Computer Skills, Resume Writing, and Interviewing Skills. They are also given information about High School Equivalency (HSE) classes, the Acces- VR Community Information Orientation, Meet the Employer Events, Job Fairs, Metrix Training, and Veteran Services.

b. Described below is how the district completes the required orientation for all applicants and recipients of TA at application and recertification. Orientation can be held in-person or virtually over the phone. In-person and virtual orientation can be in a group setting individually, or a combination of both. Please include the orientation procedure for exempt individuals and non-exempt individuals, if different:

The district provides two (2) orientations:

The first one is provided by either a Welfare Employment Representative or the Job Training Developer from The Employment Unit at Montgomery County and the other is provided at the Workforce Solutions Office. In addition to the required elements the on-site orientation provides information on employable vs. exempt status, a discussion about medical limitations to employment, the difference between core and non-core activities, how criminal history should be addressed when filling out an application or during a job interview, child care in lieu of Temporary Assistance, supportive services available both through the Department of Social Services and other community partners, transportation available, the Wheels to Work program, and the importance of a first impression during a job interview. There is discussion about reporting case changes, including income, in a timely manner. There is also a discussion explaining the consequences of sanctions for not complying as required. Individuals are also asked to complete an employment self-assessment which helps them identify their personal strengths and any potential barriers to employment that they may have.

The Workforce Solution orientation goes into more detail about the services available through the One-Stop office. This orientation and informational meeting is held once a week. Clients are invited to sign up to attend various workshops including; Basic Computer Skills, Resume Writing, and Interviewing Skills. They are also given information about High School Equivalency (HSE) classes, the Acces- VR Community Information Orientation, Meet the Employer Events, Job Fairs, Metrix Training, and Veteran Services.

2.2 Temporary Assistance (TA) Employment Assessment

a. The district conducts assessments as required by 18 NYCRR 385.6(a) and 385.7(a). Check one of the following:

- 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. Please attach the local equivalent tool. If the local equivalent contains additional elements beyond what is required, list them below:

b. Described below is the district procedure for the completion of an employment assessment (including when initial assessments are conducted and whether an assessment is conducted in-person, by phone or a combination of both):

The individual is given the assessment (LDSS-4980), either in person or by mail. Upon completion, the individual meets with the Welfare Employment Representative in person or via telephone. At that time, they review the information together, making notes pertinent to their conversation, while addressing barriers and limitations.

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

The Employment Unit.

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

The Welfare Employment Representative minimum qualifications are as follows:

A. Graduation from a regionally accredited or NYS four-year college or university with a Bachelor's Degree in Business Administration, Human Services or a closely related field; or

B. Graduation from a regionally accredited or NYS two-year college with an Associate's Degree in Business Administration, Human Services or a closely related field and two years of experience in employment interviewing, counseling, or labor or industrial relations.

C. Graduation from high school or possession of a high school equivalency diploma and four years of experience in employment interviewing, counseling, or labor or industrial relations.

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

- Yes No

f. Are applicants in households without dependent children required to participate in completion of an employment assessment?

- Yes No

g. Are exempt adults in households without dependent children required to participate in completion of an employment assessment?

- Yes No

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

The assessment is updated as needed, when information changes or a minimum of every six months.

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

a. The district develops individual employment plans as required by 18 NYCRR 385.6(a) and 385.7(a). Check one of the following:

- 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 tool. If the local equivalent contains additional elements beyond what is required, list them 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. Described below is the district procedure for the completion of an individual's employment plan:

Employment plans are completed within 90 days of the case being open. Upon completion of the employment plan, the Welfare Employment Representative meets in person or over the phone with the individual to finalize the LDSS-4978 at which time the information is entered in to the WTCMS system.

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

The employment plan is updated as needed or every six months.

3. Engagement

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

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

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

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

Engaged in work means participation in any activities that enhance the individuals' chances of self-sufficiency. This includes working with other agencies and programs (i.e., Acces-VR) to overcome barriers.

3.2 Strategies/Procedures for Accommodating Individuals with Limited English Proficiency

a. Described below is how the district accommodates non-English speaking participants' access to employment activities and services:

The district contracts with a local agency who provide interpreter services that is stationed in our office daily. The Welfare Employment Representative has access to a Language Line that provides interpreter services to its applicants/recipients. The Welfare Employment Representative may also refer participants to local agencies for English as a Second Language (ESL) classes.

3.3 Strategies/Procedures for Increasing Program Attendance

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

There is a strong emphasis on the importance of attendance, including during the orientation. It is explained to the individual that the experience and skills that they receive participating in work activities, including experience at Work Experience Program sites, can be used on their resume. In making a work activity assignment the agency considers the appropriateness of the activity. The agency makes regular telephone contact with the worksites to resolve any issues that might arise. The Welfare Employment Representative closely monitors attendance and tracks clients.

3.4 Strategies/Procedures for Engaging Sanctioned TA Participants

a. Select all that apply:

Described below are the strategies the district uses to attempt to engage sanctioned participants as soon as they are sanctioned:

We make every attempt to uncover any obstacle or barrier that has prevented an individual's compliance prior to imposing a sanction. We give each participant the opportunity to comply and engage in appropriate employment activity. It is our hope that this process will reduce the number of participants that are sanctioned, thereby reducing or eliminating actions required by both the Employment Unit case managers and the Temporary Assistance examiners. The sanctioned participant will be given the opportunity to demonstrate their willingness to comply with employment programming by participating in an employability assessment/evaluation to ensure that any barriers to compliance have been mitigated. The sanctioned participant is afforded the opportunity to demonstrate their willingness to comply by engaging in 10 days of employment programming. This would allow the sanctioned participant to be added to the case and the budget as soon as possible.

Described below are the strategies the district uses to attempt to engage sanctioned participants when the durational period of the sanction is completed:

The Welfare Employment Representative calls the individual back into the office to update the assessment and encourages re-engagement by discussing the reasons for the non-compliance. One month prior to the end of the durational period of a TA sanction, the sanctioned participant will be given the opportunity to demonstrate their willingness to comply with employment programming by participating in an employability assessment/evaluation to ensure that any barriers to compliance have been mitigated. The sanctioned participant is afforded the opportunity to demonstrate their willingness to comply by engaging in 10 days of employment programming. This would allow the sanctioned participant to be added to the case and the budget as soon as the day after the durational portion of the sanction expires.

X Described below are the strategies the district uses to attempt to engage sanctioned participants during different times in the sanction period:

All sanctioned participants remain assigned to their Employment Unit case manager who attempts to re-engage the sanctioned individual in employment activities before, during and after the sanction period as indicated above. Periodic call-ins and/or investigative interviews may be completed during a sanction period and the individual is offered additional opportunity to participate in employment activities and discuss issues that may be contributing to the non-compliance.

3.5 Strategies for Reducing the Need for TA

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

All employable applicants are referred to either and OTDA JOBS staff or a Welfare Employment Representative to conduct a supervised job search. Individuals that may have non-recurring needs of assistance are referred to the appropriate case worker and one-time payments of assistance may be provided in order for an applicant to maintain employment.

4. Work Activities

4.1 Allowable Work Activities

a. Please select all the activities available to individuals receiving Family Assistance (FA), Safety Net Assistance for households with dependent children (SNA Fam), Safety Net Assistance for households without dependent children (SNA Ind), and Supplemental Nutrition Assistance Program (SNAP) benefits. In the chart below, the case type is listed next to each activity available to it in the district.

Case Type	Activity and Definition
FA SNAFAM SNA SNAP	Unsubsidized Employment - Full time or part time employment in the public or private sector that is not subsidized by TANF or any other public program (excluding employer tax credits). Unsubsidized employment includes self-employment and/or paid internships.
FA SNAFAM SNA SNAP	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.
FA SNAFAM SNA SNAP	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.
FA SNAFAM SNA SNAP	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.
FA SNAFAM SNA SNAP	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.
FA SNAFAM SNA SNAP	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

FA SNAFAM SNA SNAP	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.
FA SNAFAM SNA SNAP	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.
FA SNAFAM SNA	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.
FA SNAFAM SNA	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.
FA SNAFAM SNA SNAP	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.
	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.
SNAP	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.
FA SNAFAM SNA SNAP	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.

FA SNAFAM SNA SNAP	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.
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4.2 Job Development

a. Does the district conduct or access job development services to expand job opportunities for TA and SNAP participants?

- Yes
 No

If Yes, select how the district participates in job development activities.

District staff contacts employers to solicit jobs for TA and SNAP Participants. Describe below 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. Describe below how this is done, including number of staff, frequency of contacts, etc.

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

a. Described below is how the district identifies appropriate education program providers for services of Adult Basic Education (ABE), High School Equivalency (HSE) diploma preparation, and English Language Instruction that are available to clients whose assessment indicates such services would be an appropriate work activity assignment. (Please ensure to include providers the districts partners with for the provision of ABE, HSE, and English Language Instruction in Table 1 or Table 2 under Section 1.2 of this plan):

Montgomery County works with the Board of Cooperative Educational Services (BOCES), Centro Civico and the Literacy Zone to provide Adult Basic Education, English Second Language (ESL), and High School Equivalency (HSE) classes. These programs have a successful track record and are found to be appropriate in helping individuals find work.

b. Described below is how the district identifies appropriate program providers of Vocational Education and Job Skills Training programs that are available to clients whose assessment indicates such services would be an appropriate work activity assignment. (Please ensure to include the current providers the district partners with for the provision of Vocational Education and Job Skills Training in Table 1 or Table 2 under Section 1.2 of this plan).

Montgomery County works with the Board of Cooperative Educational Services (BOCES), Centro Civico and the Literacy Zone to provide Adult Basic Education, English Second Language (ESL), and High School Equivalency (HSE) classes. These programs have a successful track record and are found to be appropriate in helping individuals find work.

c. Described below are the process and guidelines workers follow to ensure that individuals who have not attained a basic literacy level and/or have not attained a high school diploma are offered the opportunity to participate in an educational activity. This includes individuals who are 18 and older and individuals aged 16 or 17 who are not attending secondary school or its equivalent.

The Welfare Employment Representative reviews the individual's self-assessment when interviewing the individual and develops their Employment Plan. They discuss with the individual their educational needs and what is available for the individual. If it is determined during the assessment that the applicant/recipient has not attained a basic literacy level and/or has not attained a high school diploma, the Welfare Employment Representative will offer the information available for the High School Equivalency class. If the individual participates in the High School Equivalency class, the individual attendance will be indicated in the Employment Plan. Full-time or part-time attendance will be determined by taking into consideration other activities the individual may be participating in.

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

The individual begins by completing an assessment, the Welfare Employment Representative meets with the individual to review the information in the self-assessment and to speak with the individual regarding their situation. The Welfare Employment Representative then makes the determination as to what services the individual needs to help them to obtain self-sufficiency. For individuals with self-initiated education, the Welfare Employment Representative reviews the program and determines whether it is appropriate. Some determinations that would be considered would be attendance, past success in a program, will the services lead to employment, etc. The individual would first have to comply with all other employment requirements prior to being considered. For individuals seeking to enroll, the district makes the appropriate referrals. The information is reviewed together by the the Welfare Employment Representative and Head Social Welfare Examiner to determine what educational activities are appropriate.

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

The following things are considered:

- A review of the individuals past history is done to make sure they would be eligible/qualified for employment in the field they are seeking.
- Emerging occupations requiring no more than an associate degree may be approved.
- The individual's educational level and abilities are reviewed to determine if the program is appropriate
- Previous program cooperation
- Length of training
- Present marketable skills and work history
- Occupational demand of the curriculum

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

Providers must meet NY State prescribed requirements such as confidentiality, record retention, reporting requirements and performance standards. It is also important that education and training providers offer the individuals knowledge and training that offers usability, accessibility, an updated online course and is accurate and relevant to their needs.

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

The individual is called in to meet with their Welfare Employment Representative, at this time the individuals are notified of approved training providers. The individuals are also sent a letter in the mail notifying them of approved training providers.

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

The individual is called in to meet with their Welfare Employment Representative. They are also sent a letter in the mail. The districts procedure for advising participants of approved training is: The individual is called in to meet with their Welfare Employment Representative, at this time the individuals are notified of approved training providers. The individuals are also sent a letter in the mail notifying them of approved training providers.

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

The district requests verification of enrollment from the school at the time of application and re-certification.

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

The district will assign an activity that is consistent with the individual's treatment plan as prescribed by a practitioner.
- The assignment will be consistent with an individual's documented mental health and physical limitations
- The district will inform the work activity supervisor in writing regarding an individual's limitations

4.4 Post-Secondary Education Approval and Enrollment Policies

a. Described below is the highest level of post-secondary level education that the district will approve as a work activity, up to a four-year college program. Include in this section. (Please ensure to include the current providers the district's partners with for the provision of post-secondary education programs in Table 1 or Table 2 under Section 1.2 of this plan.)

Associate Degree, two (2) year degree

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

- It has been determined that the student voluntarily quit their 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:

5. Work Requirements

5.1 Meeting TA Work Requirements

a. Described below is how the district plans to meet federal and State TA participation rate requirements. Include in this description the weekly hours standard participation requirements for individuals in the different case and household types, along with the typical time period it takes for nonexempt individuals to be engaged in activities for both newly opened cases and individuals whose status changed from exempt to nonexempt. (Information regarding engaging exempt individuals is entered in Section 9).

Applicants are engaged in a job search from the date of application and have to meet with and provide the Welfare Employment Representative a job search verification, this is to be done weekly after a case opening. Non-exempt individuals are engaged in appropriate, countable work activities (e.g. Work Experience Programs) for up to 40 hours per week once the TA case opens and the assessment and employment plan are completed - usually within 2 weeks of the case opening. Exempt individuals are tracked and monitored by the Employment Unit and engaged in countable activities once they become non-exempt. The District tracks participants through the use of various reports available (e.g. COGNOS), maintains timely WTWCMS entries, and engages non-exempt individuals in a timely manner to maximize countable participation.

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

Households with Dependent Children Average Monthly 55

Households without Dependent Children Average Monthly 50

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

The Welfare Employment Representatives receive the COGNOS reports on a regular basis, they review the lists to determine if an individual is meeting the necessary requirements. They then would call any individuals that appear on the list that may not be fully engaged in an activity to their ability.

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

The district assigns TA applicants to Job Search.

Yes No

Applicant Job Search	Min. Contacts	Min. Hours	Additional Information
TANF and SNA MOE	10		The job search is monitored by the number of contacts during the required period not by the number of hours spent in the activity. 10 job searches every 10 days. Utilize with Career Center Workforce solutions to help with Job search using their computer and helping them fill applications and update their resume they also provide job search leads. The Fulmont Community Action Agency provides the same service by appointment only.
SNA Individuals	10		The job search is monitored by the number of contacts during the required period not by the number of hours spent in the activity. 10 job searches every 10 days. Utilize with Career Center Workforce solutions to help with Job search using their computer and helping them fill applications and update their resume they also provide job search leads. The Fulmont Community Action Agency provides the same service by appointment only.

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

The district assigns TA recipients to Job Search.

Yes No

Recipient Job Search	Min. Contacts	Min. Hours	Additional Information
TANF and SNA MOE	10		The job search is monitored by the number of contacts during the required period not by the number of hours spent in the activity. 10 job searches every 10 days. Utilize with Career Center Workforce solutions to help with Job search using their computer and helping them fill applications and update their resume they also provide job search leads. The Fulmont Community Action Agency provides the same service by appointment only.
SNA Individuals	10		The job search is monitored by the number of contacts during the required period not by the number of hours spent in the activity. 10 job searches every 10 days. Utilize with Career Center Workforce solutions to help with Job search using their computer and helping them fill applications and update their resume they also provide job search leads. The Fulmont Community Action Agency provides the same service by appointment only.

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

Montgomery County has developed a local form that the applicant/recipient fills out when they claim self-employment. The Social Welfare Examiner reviews the information on the form and determines if all of the deductions claimed are allowable. The Social Welfare Examiner looks at the allowable net monthly income and divides it by the current federal minimum wage to determine the number of hours of participation. The individual may be required to participate in additional employment activities to meet participation requirements. The agency will ask for a statement from individuals for whom the self-employed individual provides services.

5.2 Informing SNAP Applicants and Recipients of Work Requirements

a. Written information is provided as follows. Please select one of the following:

- Eligibility staff use the LDSS-5193 *Important Information about SNAP Work Rules (General, Mandatory E&T, and ABAWD)* and the LDSS-5193A *Important Information about SNAP Work Rules (General and Mandatory E&T)* as appropriate.
- Eligibility staff use a local equivalent consolidated work requirements notice to inform SNAP applicant and recipient households of their work requirements. Please attach a copy of the district’s OTDA approved local equivalent.

b. Described below is the process eligibility staff follow to provide a comprehensive oral explanation to SNAP households of work requirements (General SNAP Work Rules, Mandatory SNAP E&T, and ABAWD Rules) pertaining to individuals in the household

During the interview, the eligibility staff read the Work and ABAWD requirements to each applicant regarding each household member. The households are also mailed an LDSS-5193A for specific household members.

c. Described below is the district’s process for documenting the provision of written information about work requirements (General SNAP Work Rules, Mandatory SNAP E&T, and ABAWD Rules) to SNAP households. Check one of the following:

- The district retains copies of all LDSS-5193/LDSS-5193A in the case record.
- The district retains copies of local equivalent notices provided to the household in the case record.

d. Described below is the district's process for documenting the provision of an oral explanation of work requirements (General SNAP Work Rules, Mandatory SNAP E&T, and ABAWD Rules) to SNAP households. Check all that apply:

- Eligibility staff complete the LDSS-4826C and retain a copy in the case record.
- Eligibility staff use a locally developed oral explanation tool and retains a copy in the case record.
- Eligibility staff document the case record through case notes/comments.

5.3 Meeting SNAP Work Requirements

a. Described below is the extent to which the district requires NTA SNAP recipients to participate in SNAP E&T work activities. (Please note: Case management services must be provided to all participants enrolled in SNAP E&T activity):

MCDSS does not mandate NTA SNAP recipients to participate in SNAP E & T work activities.

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

MCDSS does not mandate NTA SNAP recipients to participate in SNAP E & T work activities.

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

The district verbally informs applicants and recipients of the availability of job search assistance at time of application and recertification.

5.4 Advising Households of Employment and Training Services

a. The district provides information about employment and training services to:

- The required population only
- Other groups (please describe below)

b. Described below is the method the district uses to advise SNAP recipients of available employment and training services at recertification (select all that apply and describe the procedure below):

- Materials/information provided in printed form
- Materials/information provided on a website (describe below how individuals are made aware the information is available on a website):

- Materials/information provided via email

5.5 Provider Determinations

a. Not every activity assignment/referral to training might be the right fit for every participant. As such, districts are required per federal regulations at 7 CFR 273.7(c)(18) to have procedures in place for when a provider/contractor determines an individual is not a good fit for a particular activity or program they are referred or assigned to. This is called the provider determination process. Please describe the district process below. Include in the description the district process for screening individuals prior to referral to a provider, the procedures providers follow to communicate information related to provider determinations with the district, the procedures workers follow to communicate information related to provider determinations with the client, and the procedures for documenting provider determinations.

The Welfare Employment Representative uses the NYS Employment Assessment (LDSS-4980) as a reference in regard to determining what type of activity a participant may be best suited for. This information along with subsequent job searches show where a client's interest lies, thus allowing us to refer someone to a specific provider or activity. Weekly and/or bi-weekly contact is made with the provider offering them an opportunity to update and communicate any concerns.

b. Described below is the district process for informing providers of their authority and responsibility to determine if an individual is not a good fit for a particular activity or program:

Providers may discharge any participant at will, provided they furnish the agency with an evaluation of the participant's work performance and any other reasons for termination.

c. Described below is the district process for provider oversight to ensure that provider determinations are not unfair or used to discriminate against protected classes:

The Contractor agrees that neither it nor its county-approved subcontractors shall, by reason of age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics, familial status or domestic violence victim status, to refuse to hire or employ or to bar or to discharge from employment such individual or to discriminate against such individual in compensation in term, conditions or privileges or employment or make any inquiry into prospective employment which expresses, indirectly or directly any limitation specification or discrimination based on the foregoing characteristics.

6. Quality Assurance/Work Verification

6.1 Quality Assurance Process - Random Case Sampling

Consistent with New York State’s approved Work Verification Plan (WVP), and in accordance with the requirements established by the United States Department of Health and Human Services, districts must develop a quality assurance plan to ensure that the data reported, from which their work participation rates are derived, are accurate. The plan must include the district’s procedure for monitoring reported scheduled and actual attendance in paid employment and unpaid work activities and the controls in place to ensure that reported exemption statuses resulting in federal exclusions from the work participation rate calculation are accurately made, work eligible individuals are correctly identified, hours of attendance reported are accurate and documented, data entry is accurate and that the district and its providers adhere to the approved work activity definitions and the determination of countable excused absences and holiday reporting within federal limits. Each district must maintain the documentation to verify what is being reported to NYS OTDA.

Each district must describe how it will conduct periodic self audits to determine that system entries are consistent with documentation in case files. The district must also explain how it will choose the sample size, select sample cases and establish the review period (no less frequently than semi-annually). The plan must indicate the district will maintain documentation on all pertinent findings produced through its self audit process and that case records for all reviewed cases will be available for State and other auditors in their review of the local work verification system for the standard 6 year period associated with such reviews.

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

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

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

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

a. Below is the number of random sample cases of participation in paid work activities the district will review semi-annually. Refer to the Instruction Guide for the minimum number of cases per district and guidance regarding review requirements.

6

b. Below is the number of random sample cases of participation in unpaid work activities the district will review semi-annually. Refer to the Instruction Guide for the minimum number of cases per district and guidance regarding review requirements.

c. Below is the number of random sample cases in which a case member is reported as an TA employability code 38 – “Parent needed in the home full time to care for an incapacitated/disabled household member” or TA employability code 48 – “Needed in the home to care for an incapacitated child full time – time limit exemption”. Refer to the Instruction Guide for the minimum number of cases per district and guidance regarding review requirements.

d. Below is the number of random sample cases in which a case member is reported as an employability code 31 – “Parent or caretaker relative of a child under 12 months of age”. Refer to the Instruction Guide for the minimum number of cases per district and guidance regarding review requirements.

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

6.2 Use of Outside Providers/Vendors

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

Yes No

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

Yes No

c. If No, describe below the process used:

7. Supportive Services

7.1 TA and Non-TA SNAP Applicants and Recipients in Work Activities Approved by the District

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

The Welfare Employment Representative will provide the following as needed:

- One time clothing allowance including required uniforms and shoes up to a maximum of \$150 per work activity
- Job related safety equipment up to a maximum of \$150 per work activity
- Tools and equipment up to a maximum of \$250 per calendar year
- Transportation assistance as required and determined by the district

The district provide information for Workforce Solutions and Fulmont Community Services for the client to go and use computer service and internet.

If the TA -No Ta Snap applicant can be referred for Wheels to Work if they have maintained a job with at least working a minimum of 25 hours

b. Indicated below are the services the district will use to assist those participants who need transportation to and from an approved work activity site, including any applicable mileage reimbursement rate, and the method used by the district to arrive at that reimbursement rate. OTDA policy establishes a mileage reimbursement rate of no less than the IRS established rate for medical/moving purposes. In all instances, should the actual cost of transportation needed to participate in an assigned work activity exceed the reimbursement rate determined by the district, the district will reimburse for the actual costs based on reasonable documentation submitted by the work activity participant. (Select all that apply)

- Bus pass/token
- Gas card/voucher
- Mileage reimbursement at IRS Business rate (effective 1/1/2023 is 65.5 cents/mi)
- Mileage reimbursement at IRS Medical/Moving rate (effective 1/1/2023 is 22 cents/mi)
- Other mileage rate (please explain methodology used to establish reimbursement rate):

The Welfare Employment Representative will also provide the following as it determines appropriate (all requests are subject to the availability of funds and program approval):

- reasonable and necessary car repairs to a maximum of \$350. Such approval will be contingent upon the value and condition of the car
- Car insurance up to 3 months with estimates provided from 2 insurance carriers or verification that the client is in jeopardy of losing their car insurance due to non-payment. NOTE: High risk drivers or excessive premiums will not be considered.

c. OTDA policy establishes a distance not to exceed two miles as the maximum distance that the district can require a participant to walk to a work activity assignment or to access public transportation. Describe below the distance an individual may be required to walk, each way, to a work activity or to access public transportation:

Individuals are required to walk to a work activity assignment or to access public transportation as long as it does not exceed 2 miles. Consideration is given to individuals with disabilities or young children and will not be required to walk.

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

The district will work with individuals to assist in removing barriers to obtain and maintain employment, such as clothing, job skills training, transportation, childcare, emergency housing, etc.

7.2 Post-Employment/Transitional Supportive Services

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

Transitional supportive services, including childcare, SNAP and transportation are provided to eligible households.

b. Described below are the support services (for up to 90 days after case closing) the district will provide to individuals whose TA cases have closed due to employment:

Transitional supportive services, including childcare, SNAP and transportation are provided to eligible households.

7.3 Extended Support Services

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

The district will refer individuals to the necessary community agency.

8. Conciliation, Sanction and Dispute Resolution Procedures

8.1 Conciliation

a. The district's conciliation process for TA applicants and recipients must be conducted in accordance with 18 NYCRR 385.11(a). Indicate below how conciliations are conducted. (Select all that apply and describe the procedure below).

In person

By phone

By mail

The conciliation notice is processed on WTWCMS and mailed to the individual by the Welfare Employment Representative. Recipients must respond within the required timeframe (10 days). The conciliation is then held in person. The conciliation is attended by the individual, the Welfare Employment Representative and is conducted by a supervisor. If the result is favorable to the individual, the individual is referred to the Welfare Employment Representative and assigned to an activity.

b. Who makes the TA good cause/willfulness determination? (Select all that apply)

The client's employment worker

A supervisor in the district

A separate entity (describe below):

c. The district's conciliation process for SNAP applicants and recipients must be conducted in accordance with 18 NYCRR 385.11(d). Indicate below how conciliations are conducted. (Select all that apply and describe the procedure below)

In person

By phone

By mail

A SNAP recipient who has failed to comply with employment requirements will be sent a Conciliation Notice through WTWCMS. The individual is given the opportunity to comply providing a medical statement or completing a job search. The individual is given ten (10) days to respond and provide proper documentation and/or the reason for non-compliance.

d. Who makes the SNAP E&T good cause/willfulness determination? (Select all that apply)

The client's employment worker

A supervisor in the district

A separate entity (describe below):

e. Described below is the district's procedure for engaging SNAP recipients in a work activity to demonstrate compliance to avoid a SNAP E&T related sanction:

A SNAP recipient who has failed to comply with employment requirements will be sent a Conciliation Notice through WTCMS advising him/her that he/she can avoid a SNAP sanction by completing 10 job searches within the ten (10) days. A SNAP job search log will be sent with the Conciliation Notice.

8.2 Sanction

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

All individuals who remain sanctioned past their duration are asked at re-certification whether they wish to comply. If they wish to comply, they will then meet with their Welfare Employment Representative who would then update the individual's assessment and Employment Plan. At that point, the individual must show they are ready to comply by completing an assigned supervised job search (making the required number of contacts and returning the documentation on time - usually within 5 business days) or if the individual is assigned to an activity (e.g., Work Experience Program), they must demonstrate compliance for 5 consecutive business days before the employment sanction is ended. With a satisfactory report from the activity supervisor TA benefits are restored to the date the individual indicated a willingness to comply (but no earlier than the expiration of the minimum duration period).

If after the durational period has ended and the client claims to be exempt, the client will be given the opportunity to submit medical documentation to verify the exemption from work requirements and will be added back into the case in the same time frame as a non-exempt individual who has complied.

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

NTA SNAP clients are not mandated for SNAP JOB Searches and there are no NTA SNAP Sanctions in place at this time.

8.3 Dispute Resolution

a. The district's procedure for individuals who wish to dispute their work activity assignments, including individuals who dispute the district's response to their request for health-related accommodations must be conducted in accordance with 18 NYCRR 385.11(c). Indicate below who mediates the grievance.

- An independent entity which has an agreement with the district
- 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

9. Disability Determinations, Documentation and Requirements of Exempt Individuals

9.1 Disability Determination Process and Tools

a. The district's process for determining an individual's disabilities and/or work limitations must be in accordance with 18 NYCRR 385.2(d). Indicate below what the district's process is for determining an individual's disabilities and/or work limitations. (Select 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

The Welfare Employment Representative meets with the individual and gives them the LDSS-2642 (documentation requirements) followed by the LDSS-4526 (medical examination for employability assessment, disability screening, and alcoholism/drug addiction determination) to be completed and returned to the Welfare Employment Representative within 10 business days. The district has contracted with St. Mary's Hospital for physical, mental health and drug/alcohol evaluations. Individuals are generally referred to the contracted provider for an evaluation when they do not already have a treating practitioner. The Welfare Employment Representative can also accept medical documentation from the individual's practitioner.

b. Described below is the district's procedure for notifying an individual of their exempt/non-exempt determination whenever an individual alleges to be unable to participate, or the individual otherwise participates in the employability disability review, including when an individual is notified that their status changes from exempt to non-exempt.

The Intake Worker makes the initial employability determination during the application process. At this time, it is determined as to whether the individual is employable or needs medical documentation. The Intake worker will make the appropriate referrals at that time (drug and alcohol evaluation, etc.). The Welfare Employment Representative reviews the appropriate referrals as well as the medical documentation and determines whether the individual is exempt, non-exempt, or work limited based on the evidence provided and in accordance with NYCRR guidelines. Once the determination is made the Welfare Employment Representative will notify the individual of the determination in writing with the LDSS-4005 and 4005A, Notification of Temporary Assistance Work Requirements Determination (Exempt/Non-Exempt).

c. Described below is how the district notifies an individual of their exempt/nonexempt determination. Check one of the following:

- The district sends the LDSS-4005/LDSS-4005(a) and retains a copy in the case record.
- The district sends a local equivalent and retains a copy in the case record.

d. Indicated below is the process for reviewing the medical documentation to determine if the individual is exempt, nonexempt, or work limited and describe the process by which the determination is made. (Select all that apply)

- 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 Intake Worker makes the initial employability determination during the application process. At this time, it is determined as to whether the individual is employable or needs medical documentation. The Intake worker will make the appropriate referrals at that time (drug and alcohol evaluation, etc.). The Welfare Employment Representative reviews the appropriate referrals as well as the medical documentation and determines whether the individual is exempt, non-exempt, or work limited based on the evidence provided and in accordance with NYCRR guidelines. Once the determination is made the Welfare Employment Representative will notify the individual of the determination in writing with the LDSS-4005 and 4005a, Notification of Temporary Assistance Work Requirements Determination (Exempt/Non-Exempt).

9.2 Mental Health Screening and Assessment

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

Yes No

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

c. What screening tools does the district use? (Select all that apply)

LDSS 5009 - Mental Health Screening Tool

The computer assisted version of the Modified Mini Screening tool (MMS)

Other Screening tool (describe below)

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

e. Describe below the procedure the district uses if the screening tool warrants a mental health evaluation referral

9.3 Requirements for Exempt TA Participants (Reference 18 NYCRR 385.2 (e))

a. An exempt individual who has the potential to be restored to self-sufficiency through rehabilitation may be required to accept medical care to assist them in recovering from a mental or physical impairment, accept referral to and enrollment in a program of vocational rehabilitation, training, and/or other essential rehabilitation, and provide requested evidence that the individual is participating in the assigned program.

Described below is the district's procedure for determining if an individual, who is unable to work due to mental or physical impairment, has the potential through treatment or other rehabilitative activities to improve the ability to work. This determination is different from the determination of the individual's disability exemption as covered in Section 9.1 of this plan. Indicate who makes or assists in this determination that an individual can restore or improve employability through treatment or other rehabilitative activities (e.g., medical practitioner, employment worker, TA worker, local review team, etc.). Also indicate the source and type of information used to make the determination (e.g., information from individual's medical practitioner, district contracted provider, specialist evaluation obtained as result of district referral, etc.).

If an individual declares that he or she has a physical or mental impairment, the Welfare Employment Representative will request that the individual has the LDSS-4526 completed and returned to the district within 10 business days. The Welfare Employment Representative will review the medical information (LDSS-4526, drug prescriptions, reports from the treating health care practitioner etc.) Based on the information provided the representative will determine the restoration of the individual's self-sufficiency.

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

The treatment plan is based on the recommendation of the health care provider. The Welfare Employment Representative reviews the medical information received, calling the doctor if necessary, and then refers the individual to the recommended treatment provider.

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

The Welfare Employment Representative requires updated medical reports and evidence of compliance with treatment periodically as determined appropriate based on the medical evidence, and at a minimum, at re-certification. The Welfare Employment Representative assists individuals to obtain verification as needed. The district also tracks, monitors, and provides case management for potentially employable individuals. Monthly hours of treatment attendance will be collected as determined appropriate.

Once an individual is determined to be employable the Welfare Employment Representative will assign an activity that is consistent with the individuals documented mental health and physical limitation. The Welfare Employment Representative will inform the work activity supervisor in writing regarding an individual's limitations.

10. District Certification

10.1 Certification

As a condition of the receipt of federal and State funds the Local District Commissioner of 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 through . Submission of this Plan certifies that the district has read and accepts the terms of this certification and hereby affirms that employment services programs will be administered in accordance with all applicable federal and State policies, laws, regulations and provisions of this Plan.
