

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

January 01, 2022 - December 31, 2023

Wayne

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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.)

Organizational Chart is uploaded in Documents.

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.

Wayne County Department of Social Services previously contracted with Workforce Development to provide employment services. Workforce Development employment is now part of DSS and, as such, there is no longer a contract. Wayne County Workforce Development employment is now a unit within the local Department of Social Services. The Employment Team is responsible for all employment and training activities including WTWCMS functions.

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
ARC Wayne	80397	FFFS Local	FA SNA Family	Child Only Cases
RTS/WATS	219000	FFFS Others: Community Solutions for Transportation	FA SNA Family SNA Individual TANF	On demand transportation services for work related activities.

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
Wayne Finger Lakes BOCES	Others: Educational	FA SNA Family SNA Individual SNAP TANF	Educational and vocational training. HSE classes.

Finger Lakes Community College	Others: Educational	FA SNA Family SNA Individual SNAP TANF	Educational and vocational services. HSE classes.
Acces-VR	Others: Educational	FA SNA Family SNA Individual SNAP TANF	Vocational and educational services for individuals with disabilities.
Commission for the Blind	Others: Educational	FA SNA Family SNA Individual SNAP TANF	Services for the vision impaired.

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:

It is the responsibility of the Commissioner and Deputy Commissioner to review status of and performance related to contracts and agreements. Agency administration meets regularly with contracted providers and community partners to identify opportunities for improvement and emerging needs related to the populations served.

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).

Wayne County does not have Jobs Staff.

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.

Finger Lakes Workforce Investment Board developed a comprehensive referral form to be used by the district and all other partner agencies when a client needs services that can be provided. The referring agency completes the form, the worker and client sign the form. The form is then emailed, faxed or hand delivered to the referred partner agency. The referred agency then responds with follow up information as to what services they are providing.

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:

1. Description of alternative programs to temporary assistance, including childcare in lieu of temporary assistance.
2. Description of transitional services.
3. Review and signing of individual responsibility agreement by client that includes responsibility for repayment of any student loans.

b. Described below is how 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). Please include the orientation procedure for exempt individuals and non-exempt individuals, if different:

Currently, orientation paperwork is completed with the SWE as part of the application process. The district is in the process of having a new orientation video professionally made. Once the video is completed, DSS will make the orientation video available via internet and email for viewing. When feasible, orientation will be once again offered to all applicants in-person at the Wayne County Workforce Development office.

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:

The district enters assessments directly into WTWCMS as well as sometimes using the LDSS 4980 (New York State Assessment) and later entering the information into WTWCMS. The method used is determined by client need.

b. Described below is the district procedure for the completion of an employment assessment:

An employment assessment is completed during the eligibility process by a DSS Workforce Development Employment & Training Counselor. TA applicants are made aware of the assessment requirement during the applicant orientation and again at the eligibility interview. Initial employment assessments are completed for all TANF and Safety Net applicants. Individuals who have completed their eligibility interview will then be referred by DSS Intake Team to WFD Employment Team so an appointment can be scheduled to have their assessment completed. Assessment appointments are scheduled within 7-10 business days from the date of the referral. The WFD Employment Team allots for 1 hour for the completion of each assessment although some may take less time to complete. Assessments are updated annually and as needed. Currently due to COVID, most assessments are completed via phone. The client is given the option to complete the assessment in-person if preferred.

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

Wayne County Workforce Development.

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)):

*Please see attachments: E&T ASST, Principal SWE, Sr. E&T Counselor, E&T Counselor, E&T Coordinator postings for job qualifications.

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?

Annually and if a change in employability and/or employment occurs.

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:

The district enters employment plans directly into WTCMS and well as uses the LDSS-4978 (New York State Employment Plan) and later enters information into WTCMS.

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:

The employment plan is completed as part of the assessment. Short and long term goals are discussed as well as what is needed to achieve self-sufficiency.

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

The employment plan is updated at every assessment. Employment history, education levels and any new skills related to employment are discussed. The employment plan is updated when new skills, education and work history are obtained/achieved. Any changes in the customer's employability status are also updated in the employment plan.

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:

Wayne County does not have any additional local "engaged in work" requirements.

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:

When needed, DSS employs an Interpreter, which is paid for administratively. Arrangements are made for a date and time when the interpreter can be available and appointment scheduled with the participant. When minimal information is needed from a Spanish-speaking individual, DSS has bi-lingual examiners able to assist. Wayne County also uses the approved interpreting Voiance Service.

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:

The District will emphasize the importance of employment program attendance with clients beginning at client orientation. The District’s Workforce Development Employment Team will also place emphasis on the importance of program attendance during the 2 Day Jobseeker's Workshop for nonexempt applicants/recipients. All program providers will be required to stress the importance of program attendance at initial client contact and program orientation sessions. Employment & Training Counselors at Workforce Development along with Social Welfare Examiners at DSS will work with individual clients to deal with specific employment barriers. attendance problems.

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:

Clients who are on their first sanction, or until compliance, are approached at each client contact about the benefits of getting into compliance and are offered the opportunity to do so.

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

Upon completion of a durational sanction, a letter is sent to the sanctioned client by the district explaining the benefit and process to come into compliance and end their sanction. When feasible, the district requires that an individual who wishes to end their employment sanction comply with the employment activity which they failed to comply with originally. The district also generally requires compliance with the activity for 10 consecutive working days to demonstrate their ongoing willingness to comply. In such instances where it is not feasible for the client to comply with the original activity, such as a sanction for a voluntary job quit by a recipient, the district will assign the client to another work activity (i.e. work experience) and require that the client demonstrate compliance with that activity.

X

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

Senior Employment and Training Counselor at WFD will contact sanctioned clients who are subject to a WE1 (or who have exhausted the durational period of their sanction) monthly to discuss the benefits of compliance. Any barriers will be discussed and addressed in order to assist with their ability to comply. The client is encouraged to apply not simply as a condition of compliance, but as an opportunity to participate and therefore gain skills, experience, positive references and ultimately a goal of self-sufficiency.

3.5 Strategies for Reducing the Need for TA

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

The district offers diversion payments as specified in Section 4.1(d) of this plan. In order for a TA applicant to receive said diversion payments the individual must provide verification of employment or the offer of employment, and verification of the necessary diversion expense such as; car repair cost, uniform/tools cost, etc.

The district also views orientation and applicant job search as diversion activities. Orientation is held prior to the applicant's eligibility interview. During the orientation, prospective applicants are informed of alternative programs to cash assistance resulting, in some instances, in their decision not to pursue cash assistance. Applicants who are successful in obtaining employment during applicant job search often eliminate their need for cash assistance.

The district also regularly promotes Workforce Development as a resource to the general community. Engaging people in employment, OJTs and training programs resulting in the reduction of a need for TA. Targeted efforts are made to engage non-custodial parents through the district's Support Collection Unit, with the goal of engaging the non-custodial parent in employment reducing both their need and the dependent child's need for TA.

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	<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>
FA SNAFAM SNA 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>
FA SNAFAM SNA 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>
FA SNAFAM SNA 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>
FA SNAFAM SNA 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>
FA SNAFAM	<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>
FA SNAFAM SNA 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>
FA SNAFAM SNA 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>

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.

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.

The local district utilizes the services of 1 Employment and Training Counselor on the WFD Employment Team to conduct business services in an effort to create OJT and job placement opportunities for TA participants. The Employment and Training Counselor contacts a minimum of 40 businesses per month.

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.

District does not have an outside agreement to contact employers and solicit jobs for TA and/or SNAP participants.

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, 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:

The district has established relationships with Wayne Finger Lakes BOCES and Finger Lakes Community College. These educational program providers supply the district with information regarding their program offerings, program schedules, and locations. In addition to already established relationships, the district's Employment & Training Coordinator is responsible for outreach throughout the community to identify other educational programs that may be available for our clients. The Employment & Training Coordinator will meet with newly identified providers and gather information regarding the program(s) offered. The Employment & Training Coordinator will disseminate the information to WFD employment staff so they may discuss all options with clients at assessment and reassessment. WFD employment staff also meet quarterly with educational program providers to discuss program needs, referrals, scheduling and other issues impacting client participation in educational programs. WFD employment staff and educational training providers also communicate on an as-needed basis.

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:

The Employment and Training Counselors are responsible for outreach throughout the community to identify vocational education and job skills training programs that may be available for our clients. When a new program is identified the E&T Counselor meets with the provider and gathers information about the program and target population. The E&T Counselor will disseminate the information to the Employment Team so they may discuss all options with clients at assessment and reassessment. The district's WFD Employment Team may refer clients to job skills/vocational training when deemed appropriate for clients who have enrolled in programs independently.

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:

Temporary Assistance applicants are informed of the option to participate in educational activities at orientation and during the initial employment assessment. Applicants whose assessments indicate the need for ABE, HSE, and/or ESL training are encouraged to contact one of the district's educational providers. Recipients are referred to programs by the DSS Social Welfare Examiner or Employment & Training Counselor at Workforce Development.

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:

Any client, exempt or non-exempt, whose assessment indicates a need for basic literacy, HSE, or ESL training will have enrollment in appropriate educational training incorporated into their employment plan. Clients will be provided with referrals to service providers and their enrollment in these activities will be approved. The district will coordinate the client's educational training with other countable work activities in order to accomplish required participation rates. An example of how the district currently coordinates educational training with other work activities is the combination of HSE classes during Job Club. It is expected that the district will also accommodate participation in educational training. The Agency identifies the clients through the assessment and development of the employment plan and then makes the necessary referrals after discussing options with the client. The district would not deny a client's request to participate in educational activities.

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:

1. A need for education/training must be demonstrated through client's assessment and employment plan.
2. Client must demonstrate willingness and the ability to enroll in and successfully complete training.
3. Client has prior history of complying with work requirements.
4. Client's training will better prepare client to compete for employment in the local economy.
5. Only programs of study that directly relate to the preparation of individuals for current or emerging in demand occupations requiring other than a baccalaureate or advanced degree will be approved.

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

- 1.Be licensed by the State Dept. of Education or sponsored by a government agency.
- 2.Be willing to cooperate with local district in the planning of programs and the achievement of mandated work/participation requirements.
- 3.Provide the local district with necessary information i.e., attendance and progress reports.
- 4.Provide clients with training that meets the needs of the local economy.

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

- 1.During orientation
- 2.During assessment and during development of employment plan.
- 3.Via posting of available training and providers in agency lobby.
- 4.Via mailings to clients providing information on upcoming training programs.
- 5.Via information provided at district's one-stop location

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

The WFD E&T Counselor assigned to the case utilizes WTCMS to prepare a referral for the enrollment letter that is either hand delivered or mailed to the client. Appearance at the provider on the indicated date and time indicates compliance with the referral for enrollment. The employment activity provider notifies the WFD employment team member of the client's compliance or non-compliance via fax/email. For those individuals who are already involved or enrolled in activities at the time of application, the district utilizes a specific letter format that has been created for the purpose of notifying clients of their approval for enrollment into an allowable work activity.

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 teen must be considered a student in good standing by the school. The district will verify the student's standing at each application and recertification via written documentation of the student's status from the local school district.

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 local district will inform the worksite and/or training provider in writing, at the time of the activity assignment, of any health-related limitations of the assigned individual and any special accommodations that must be made.

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:

The district will approve as a work activity, up to a four year college program when appropriate and suitable related to the client becoming employed based on the education for up to one year of the training program.

b. Described below is 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:

Before the completion of the client's first year of post-secondary education, WFD employment staff will complete an assessment to explain and enroll the client in a core activity of at least 20 hours per week throughout the remainder of their post-secondary education.

c. 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).

The local district plans to meet the Federal and State Temporary Assistance participation rate requirements by making sure that all non-exempt recipients are participating in countable work activities for the required number of hours. The district anticipates that all non-exempt individuals will be engaged in countable work activities within 14 days of the case opening, and for recipients whose employability status changes from exempt to non-exempt within 7 days of the change in status once reported. The local district will monitor engagement in activities and participation rates through the utilization of COGNOS reports. The local district will also monitor engagement and participation on an ongoing basis. The district reserves the right to assign any non-exempt client to participate, within any limitations, in up to 40 hours per week of work activities if deemed necessary and appropriate.

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

Households with Dependent Children Average Monthly 40

Households without Dependent Children Average Monthly 35

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:

Principal SWE, Sr. Employment & Training Counselor as well as the WFD Employment Coordinator utilize COGNOS and CMS weekly to monitor client's participation as well as clients who are non-participating. The Participation and Engagement Status Report and the Preliminary Countable Reports are used. COGNOS is also utilized to ensure client's activity hours match in the CMS and WMS systems. COGNOS is used by the Senior WFD staff to refer non-participating clients to WFD Counselors for placement in activities for participation.

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	5	20	Weekly Job Club
SNA Individuals	5	20	Weekly Job Club

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. 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:

The district assigns TA recipients to Job Search.

Yes No

Recipient Job Search	Min. Contacts	Min. Hours	Additional Information
TANF and SNA MOE	5	20	Weekly Job Club
SNA Individuals	5	20	Weekly Job Club

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

Self-employment will be approved if the client has documentation that shows fulfillment of required hours and proof that the client is earning at least a hourly minimum wage. Self-employed individuals not meeting that requirement may be required to participate in another work activity in order to meet their work requirements.

5.2 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):

Agency does not mandate NTA SNAP applicants and recipients to do 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.

Upon client request, an assigned work experience would be monitored by WFD. Timesheets would be signed by a worksite supervisor and collected bi-weekly. If the client chooses to perform a job search, job logs will be collected monthly. The client will have the option to mail, email or drop off their job logs at either WFD or DSS.

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

Upon client request, the district makes available appropriate SNAP activities to all SNAP applicants and recipients. Wayne County verbally informs NTA SNAP clients of the availability of job search assistance at application and recertification.

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:

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:

1. Expenses related to childcare such as registration, application, or service fees to secure or hold a daycare slot.
2. Fees and licenses necessary for employment.
3. Testing fees necessary to complete training or secure employment.
4. Up to \$200.00 for clothing necessary to participate in approved training or secure and/or maintain employment.
5. Up to \$500.00 for tools, equipment, and/or supplies necessary to participate in approved training or secure and/or maintain employment.
6. Phone minutes to participate in an active job search.
7. Transportation to Workforce Development or other area resource (i.e. library) to enable client to have computer and internet access for job search or other assigned employment activities.

*Exceptions to the above guidelines may be made on a case by case basis and only upon approval Principal Social Welfare Examiner, Senior Employment & Training Counselor or the Employment & Training Coordinator who directly supervise the Workforce Development Employment Unit.

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 1/1/21 is 56 cents/mi)
- Mileage reimbursement at IRS Medical/Moving rate (effective 1/1/21 is 16 cents/mi)
- Other mileage rate (please explain methodology used to establish reimbursement rate):

Transportation is discussed with applicants/recipients at orientation as well as at the 2 Day Jobseekers Workshop at WFD. Transportation needs are met by the district when possible with the utilization of the RTS Wayne (WATS). Transportation is scheduled by WFD employment staff with RTS Wayne (WATS) for attendance to work activities and employment. WFD employment staff also disperse monthly and single bus passes to assist with transportation needs. Mileage is also reimbursed using the IRS established rate for medical/moving purposes. WFD employment staff assess client's transportation needs and base their decision on which method of transportation to utilize in accordance with what is most affordable to the county.

Authorization of up to \$1,000.00 for necessary repairs to participant owned vehicle.

The expenditure must be the least costly means of meeting the participant's transportation needs and may not exceed the retail value of the vehicle.

Authorization of up to \$500.00 for payment of automobile premiums (up to 6 months) for participant-owned vehicle provided such expenditure is the least costly means of meeting the individual's transportation needs.

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:

Wayne County provides an on demand transportation program funded through Community Solutions for Transportation (CST) for TANF recipients. This program was developed specifically to deal with the public transportation limitations in our rural county. The program provides expanded service by our local public transportation provider, RTS Wayne (WATS), so that individuals who live in rural areas that are not on the established bus routes can still be transported to employment related activities. Wayne County would require individuals who live within 2 miles of their work activity assignment to walk. This policy aligns with local school district policies for students. Wayne County will provide accommodations on a case by case basis for individuals with limitations who walk to work activities.

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:

1. Diversion payments for nonrecurring employment related expenditures such as uniforms, tools, fees or other items needed to enable an individual to maintain employment.
2. Diversion transportation payments for nonrecurring employment related transportation expenses such as the cost of public transportation, car insurance, and car repair.
3. Diversion payments for nonrecurring, short-term expenses directly associated with resolving a housing crisis such as moving expenses and storage fees.
4. Diversion rental payments for nonrecurring short-term payment of rent or rental arrears.

7.2 Post-Employment/Transitional Supportive Services

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

The district makes referrals for transitional child care for all potentially eligible clients at the time of case closure. Transportation, post employment services are provided by WFD employment staff on a case by case basis

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:

The local district will provide transitional supportive services with transitional childcare and transitional medical assistance for as long as they remain eligible. Transportation assistance such as RTS and/or gas cards needed to assist with getting to employment will be provided for a minimum of 30 days after case closure.

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 local district utilizes FFS to provide extended supportive services for individuals who are 200% TANF eligible on an as needed basis for items of need necessary to assist the individual maintain employment.

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

Clients will be informed of the specific non-compliance including the work activity and date(s) of non-compliance. Client will have at least 10 days to respond. Client will also be informed of the potential consequences of not responding to the conciliation notice.

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

Clients will be informed of the specific non-compliance including the work activity and date(s) of non-compliance. Clients will be informed of the time frame in which they must respond to notice of conciliation; the recipient must respond within the required time frame for case type. Clients will also be informed of the potential consequences of not responding to the conciliation notice.

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:

If the client responds, the Supervisor/Employment Worker will review all pertinent information relating to the non-compliance. If the Supervisor/Employment Worker determines there was good cause for the non-compliance, then the conciliation process terminates. If the Supervisor/Employment Worker determines that the non-compliance was willful and without good cause, the client is offered the option to complete a work activity assignment to avoid a SNAP sanction. The client will be referred to the local Labor office to register with the NYS Department of Labor's job search service. If the assignment is completed, no sanction will be imposed.

If the client does not respond, the Supervisor/Employment Worker will review all available information to determine if there was good cause for the non-compliance. If the determination is that the non-compliance was willful and without good cause, the employment sanction will be imposed and the client will be notified of their right to a fair hearing

8.2 Sanction

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

When feasible, the district requires that an individual who wishes to end their employment sanction comply with the employment activity which they failed to comply with originally. The district also generally requires compliance with the activity for 10 consecutive working days to demonstrate their ongoing willingness to comply. In such instances where it is not feasible for the client to comply with the original activity, such as a sanction for a voluntary job quit by a recipient, the district will assign the client to another work activity (i.e. work experience) and require that the client demonstrate compliance with that activity. Temporary Assistance benefits are restored retroactive to the date the individual indicated a willingness to comply, but no earlier than the expiration of the minimum duration period.

b. 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:

When feasible, the district requires that an individual who wishes to end their employment sanction comply with the employment activity which they failed to comply with originally. The district also generally requires compliance with the activity for 10 consecutive working days to demonstrate their ongoing willingness to comply. In such instances where it is not feasible for the client to comply with the original activity, such as a sanction for a voluntary job quit by a recipient, the district will assign the client to another work activity (i.e. work experience) and require that the client demonstrate compliance with that activity. Recipients must request to be added back to the case after the minimum duration has ended and comply with work requirements as assigned by the district. Those who document an exemption may have their SNAP sanction lifted before the end of the durational sanction period.

8.3 Dispute Resolution

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

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

Local district TA eligibility worker will inquire whether the applicant/recipient has a physical or mental health condition which would limit his/her ability to participate in work activities. Such inquiry will be made at application, recertification or when there is reason to believe an applicant/recipient has an impairment.

When an applicant/recipient claims to have a mental health or physical impairment, he/she will be given written notification that he/she has ten calendar days, from the date of written notice, to present medical documentation from his/her health care practitioner. The documentation must include a specific diagnosis, specify work limitations and specify the length of time the condition will prevent the applicant/recipient from taking part in work activities. The district will not assign the applicant/recipient to work activities while waiting for medical documentation or while the district is conducting a review of the medical documentation.

The district will assess the information submitted by the applicant's/recipient's health care practitioner and determine if the applicant/recipient is disabled, work-limited or not disabled. Written notice of the results of the determination and the right to a fair hearing to contest the determination will be provided to the client, via the LDSS 4005 and 4005(a) forms.

b. 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

Local district TA eligibility worker will inquire whether the applicant/recipient has a physical or mental health condition which would limit his/her ability to participate in work activities. Such inquiry will be made at application, recertification or when there is reason to believe an applicant/recipient has an impairment.

When an applicant/recipient claims to have a mental health or physical impairment, he/she will be given written notification that he/she has ten calendar days, from the date of written notice, to present medical documentation from his/her health care practitioner. The documentation must include a specific diagnosis, specify work limitations and specify the length of time the condition will prevent the applicant/recipient from taking part in work activities. The district will not assign the applicant/recipient to work activities while waiting for medical documentation or while the district is conducting a review of the medical documentation.

The district will assess the information submitted by the applicant's/recipient's health care practitioner and determine if the applicant/recipient is disabled, work-limited or not disabled. Written notice of the results of the determination and the right to a fair hearing to contest the determination will be provided to the client, via the LDSS 4005 and 4005(a) forms.

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.).

Local district will obtain medical/psychiatric report from individual's medical practitioner. TA/Employment Worker will review diagnosis and prognosis found in report to determine if individual has potential to be restored to self-sufficiency. Specific recommendations by the medical practitioner for treatment/vocational rehabilitation will be taken into consideration.

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

Treatment plan will be based primarily on recommendations of medical practitioner and referral made based on medical practitioner's recommendation(s) for appropriate treatment, etc.

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.

District will require the individual to submit updated medical reports when appropriate. If participating in rehabilitation, monthly verification of attendance and progress will be required. This will be the responsibility of the Employment & Training Counselor assigned to the client's case to monitor. The Principle Examiner also runs a monthly report through COGNOS to identify client's who need to verify treatment compliance.

10. District Certification

10.1 Certification

As a condition of the receipt of federal and State funds the Local District Commissioner of Wayne 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 01, 2022 through December 31, 2023. 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.

11/4/2021 3:06:13 PM

Ellen Wayne

Commissioner
