



David A. Paterson
Governor

NEW YORK STATE
OFFICE OF TEMPORARY AND DISABILITY ASSISTANCE
40 NORTH PEARL STREET
ALBANY, NEW YORK 12243-0001

David A. Hansell
Commissioner

May 5, 2008

Ms. Wendy H. Bourgeois
Commissioner
Cattaraugus County Department of Social Services
One Leo Moss Drive, Suite 6010
Olean, New York 14760

Dear Commissioner Bourgeois:

I am pleased to inform you that your Temporary Assistance and Food Stamp Employment Plan for the period January 1, 2008 through December 31, 2009 is approved by the Office of Temporary and Disability Assistance (OTDA). A copy of your final plan is enclosed.

The plan will be made available to our Office of Administrative Hearings for use by administrative law judges when conducting employment-related fair hearings. Any amendments necessary to reflect changes to your district's policies or procedures that are covered by the plan must be submitted to your OTDA Employment Technical Advisor for approval.

We look forward to continuing our work over the next few years as we work to continually enhance employment services provided to low-income individuals so they are prepared to retain employment and access the array of work supports available in New York. As always, feel free to contact me or Barbara Guinn at (518) 486-6106 for any assistance to support your efforts.

Sincerely,

A handwritten signature in black ink, appearing to read "RSY".

Russell Sykes
Deputy Commissioner
Center for Employment and Economic Supports

Enclosure

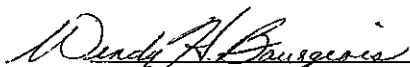
cc: Barbara Guinn
Michele Hoffman
Darcell McDonald

5-6-9-08
"providing temporary assistance for permanent change"

**Temporary Assistance and Food Stamps Employment Plan
January 1, 2008 – December 31, 2009**

Section 1 Assurances/Signature

As a condition of the receipt of federal and State funds the Cattaraugus County Department of Social Services submits this Temporary Assistance and Food Stamp Employment Plan (Plan) to the New York State Office of Temporary and Disability Assistance. The Plan outlines the administration of the employment services for Temporary Assistance (TA) and Food Stamp (FS) applicants and recipients program for the period January 1, 2008 through December 31; 2009. As Commissioner of Cattaraugus County Department of Social Services, I hereby affirm that employment services programs will be administered in accordance with all applicable federal and State policies, laws, regulations and provisions of this plan.

 _____, Social Services Commissioner
Wendy H. Bourgeois
Date: January 30, 2008

Section 2 Administration

Section 2.1 Administrative Structure

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

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

The Cattaraugus County Department of Social Services has two (2) offices (Olean and Little Valley) that provide WTW services to applicants for and recipients of benefits under TANF, Safety Net, and the Food Stamp Employment and Training Programs. In addition, the Department of Social Services has the responsibility for implementation of the Workforce Investment Act in Cattaraugus County and is part of the consortium that operates the One Stop Career Center. The One Stop Career Center offers a variety of educational and training services along with several activities that support the local districts' Welfare to Work efforts.

Section 2.2 TA and FSET Provider Agencies

Table 1 lists the local contracts or agreements with agencies to provide employment services to TA and FS clients. These activities and services may include, but are not necessarily limited to, employability determinations, development of assessments and employment plans, conciliation and grievance activities, provision of work activities, monitoring and support for compliance with tr

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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.

Agencies/providers that offer services to participants but which have no direct financial agreement with the district are included in Table 2 (e.g., Bridge, EDGE, OTDA Wage Subsidy, etc.).

TABLE 1 - Contracts Associated with Employment Programs and Services

Provider	Total Contract Cost (per yr.)	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided
Greater Olean Chamber of Commerce	\$ 50,000	FFFS	TANF & 200%	On-the Job Training Program
Everywoman Opportunity Center	\$ 12,000	FFFS	TANF & 200%	1:1 counseling, group counseling, intensive job readiness training, professional Image Consultation, career assessment, and tutoring
The Rehabilitation Center-Employment Connection	\$ 70,000	FFFS & SNAP	TANF, Safety Net, & 200%	Asses/evaluate individuals with multiple barriers; refer individuals for SSI and/or VESID services if appropriate; job placement and follow-up services
Olean Medical Group	\$ per consultation	FFFS & Safety Net	TANF & Safety Net	Physicals and "second" medical opinions relative to employment and/or physical limitations
BOCES	\$ 22,000	FFFS	TANF & 200%	Certified Nursing Assistant/Nurse Aide program; Welding program; Hospitality program
Drug & Alcohol Case Management	\$ 60,000	FFFS	TANF	Case management of TANF recipients who are in drug/alcohol treatment
	\$			
	\$			
Total	\$214,000.00 (plus consultation rates)			

TABLE 2 – Other Service Providers

Provider	Funding Source(s) (if known)	Categories of Clients Served	Programs, Services or Activities Provided
ACCORD	TANF & Day Care	TANF & 200%	Wheels-to-Work (Car Loans & Car repairs); Child Care Resource & Referral
Jamestown Community College	TANF	TANF & 200%	BRIDGE Program- Provide career and educational counseling, advocacy, assistance in employment and training dollars, and referrals to other services
Olean Community School	EDGE; EPE; & Even Start	TANF & 200%	EDGE, Even Start, and GED programs
VESID		TANF; Safety Net & 200%	Assess/evaluate individuals with disabilities; provide training assistance; make referrals
Disability Program Navigator	WIA	TANF; Safety Net & 200%	Advocate and assist individuals with disabilities; make appropriate referrals (Dependent upon WIA funding)
Literacy Volunteers	Title II	TANF; FS; Safety Net & 200%	Adult Literacy, ESL, and computer tutoring
Community Action	CSBG	TANF; FS; Safety Net & 200%	Housing assistance, energy assistance, and various services which address barriers to employment
WIA- One Stop Career Center	WIA	TANF; FS; Safety Net & 200%	Employment and Training opportunities, job referrals, job development, job placements, job retention, workshops, business services and various other activities
Probation Department- "New Beginnings"	TANF	TANF & 200%	Training (OJT's) and Education for probationers to reenter the workforce
Title V			Services and Employment opportunities for low income individuals 55 years of age or older
Department of Labor			Employment referrals and business services
OTDA- JOBS Staff		TANF; FS; Safety Net & 200%	Supervised Job Search, assessments, resume development and assistance, job referrals and job placement

Section 2.3 – Jobs Agreement

Jobs Program Services – Target Groups

("X" signifies those that apply in this district)

Services	Target Groups
Assessment/Employability Plan	Applicants <u> X </u>
Supervised Job Search <u> X </u>	TANF (inc. SN fam.) <u> X </u>
Job Readiness Training	Safety Net Singles <u> X </u>
Job Club <u> X </u>	Food Stamps <u> X </u>
Job Placement Services <u> X </u>	200% of Poverty <u> X </u>
Grant Diversion	
Job Development (employer field visits)	

Other Services Requested

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

Quarterly assessment of employable individuals; Resume development; job referrals; job placements; and tracking entries to employment; Collaborate and participate with DSS Employment Specialists in job readiness workshops and job fairs; Attend Employment Unit meetings in order to stay abreast of employment activities and welfare reform changes; Enter data into WTCMS as it pertains to attendance and referrals.

Jobs Program Staffing and Location (Address)

Number of Jobs staff 2

Locations

1. Olean DSS Office	One Leo Moss Drive; Olean, NY 14760
2. Little Valley DSS Satellite Office	200 Erie Street; Little Valley, NY 14755
3.	

Jobs Program LDSS Staff Contact (Name & Phone Number)

Michele E. Hoffman (716) 701-3585

Section 3 Engagement and Work Preparation

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

For purposes of satisfying the federal requirement which states that parents or caretakers must be engaged in work as soon 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, any activity included in the individual's Employment/Self-Sufficiency plan, or any of the work activities listed in Section 3.4. Also included is pursuit of other forms of income such as SSI and SSD.

Section 3.2 Orientation (Reference 18 NYCRR 385.5)

Check one of the following:

The district provides orientation in accordance with Dept. Reg. 385.5 and no additional information is provided at orientation.

In addition to the requirements outlined in Section 385.5 of the regulations, the district's orientation provides the following.

Additional elements covered in the orientation are:

- **Information regarding medical exemptions/limitations and our partnership with VESID and the Disability Program Navigator (if funded);**
- **Appearance and hygiene;**
- **Employer expectations;**
- **Information regarding the regulations pertaining to domestic violence and substance abuse treatment;**
- **The resources and services available at the One Stop Career Center;**
- **Employment and Training opportunities including On-the-Job Training;**
- **Labor market information and demand occupations;**
- **Job retention and transitional services;**
- **Intentional program violations and regulations pertaining to non-compliance;**
- **The variety of partner agencies, services and workshops available at the One Stop Career Center;**
- **Child Care in Lieu of Temporary Assistance;**

Described below is the manner in which the district completes the required orientation, e.g. done in a group setting or individually or a combination of both.

Orientations are conducted in a group setting on a weekly basis by an Employment Specialist in Olean and on a biweekly basis in Little Valley. Orientations may be

conducted on an individual basis if the situation warrants such. Applicants attend orientation within a week to 10 days from date of application. For recertification, orientation is conducted on a one-to-one basis by the client's assigned Employment Specialist.

Section 3.3 Assessment and Employability Planning

Temporary Assistance Assessment (Reference 18 NYCRR 385.6 and 385.7)

a. Check one of the following:

The district conducts assessments in accordance with 18 NYCRR 385.6(a) and 385.7(a) with no additional requirements.

In addition to the requirements outlined in 18 NYCRR 385.6(a) and 385.7(a), the district's assessment also includes the following elements:

- **Barriers to employment which include a health review including medical care, medical conditions, medical limitations, mental health, and alcohol and/or substance abuse;**
- **Legal Issues;**
- **Transportation issues including license information, availability of a vehicle, and transportation arrangements/needs;**
- **Military service status;**
- **Offender status**

b. A copy of the assessment tool used by the district is attached. Additional assessment tool(s) used by the district is (are):

- **Five Year "Individual Employment Plan" (which follows the WTWCMS)**
- **TABE test**
- **CHOICES Inventory (all inclusive career exploration and assessment software)**

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

- **Employment Specialist**
 - **Employment Examiner**
- *Job descriptions attached**

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

The Employment Unit of the Cattaraugus County Department of Social Services

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

Yes No

Applicants in households without dependent children are required to participate:

Yes No

Food Stamps Assessment

A district may require a food stamp work registrant to participate in an assessment.

a. The district does does not require work registrants to participate in a formal employment assessment.

b. If assessment is required, the assessment includes the following elements:

- **The Five Year Individual Employment Plan**
- **Educational Level**
- **Health Review**
- **Childcare and other supportive services**
- **Skills and prior work history**
- **Training and vocational interests**
- **Family circumstance, including special needs of a child**
- **Transportation issues**
- **Military status**
- **Offender status**

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

a. A copy of the district's employability plan is attached and:

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

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

- **Client goals (both short term and long term)**
- **Challenges/barriers to attaining goals**
- **Education/Training**
- **Employment/Training preferences**
- **Basic Skills Assessment**
- **English language proficiency**
- **Certificates and licenses**
- **Family circumstance**
- **Health review**
- **Transportation issues**
- **Military status**
- **Offender status**

- **Child care issues**

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

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

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

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

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

a. Described below is how the district plans to meet federal and State Temporary Assistance participation rate requirements. Included is the typical time period it takes for nonexempt individuals to be engaged in activities for both newly opened cases and individuals whose status changes from exempt to nonexempt. Information regarding engaging exempt individuals is entered in Section 3.6

- **The Employment Unit sees the individual at time of application and completes the assessment. The individual is informed of all work requirements and expectations. The individual is immediately placed on Job Search. The individual is also set up with an appointment to meet with an Employment Specialist and the Jobs staff. The Employment Specialist reviews the assessment, the individual's initial job search activity log, and develops the Employment Plan with the individual. This all happens prior to case opening.**
- **Engagement in activities, other than work experience, begins immediately. Along with job search, an individual may be assigned to a variety of job readiness activities such as, resume preparation, career exploration, skills upgrade, workshops, or job club. The time period between case opening and work experience assignment is typically a week to 10 days.**
- **Participation rate, and engagement in activities, is monitored by time sheets submitted weekly by the work site supervisors and reviewed by the Employment Specialist.**
- **The weekly/monthly standard participation requirement may vary according to each family's situation such as, households with no dependent children, households with dependent children, single parent households, or two parent households as defined in Section 385.8. Although the Agency encourages 30 to 40 hours per week of participation in "Core" and "Non-Core" activities, participation in activities is assigned by the Employment Specialist based on the needs and concerns addressed in the "Individual's Employment Plan".**
- **Management reports available through Cognos are monitored on a monthly basis to ensure full engagement by adults in work or work preparation activities. The Agency also distributes a daily report of openings/re-openings to ensure that the**

Employment Specialists are aware of case openings performed by the Temporary Assistance unit.




- **The process for individuals whose employment status changes from “exempt” to “non-exempt” is the same as above. Exemptions are monitored on a regular basis and the individual is notified of the change in status. The Employment Specialist will meet with the individual, review employment requirements, discuss long and short term goals and make the appropriate referrals.**

b. The allowable work activities that are available in the social services district are listed and defined as follows. An “X” in the appropriate column indicates the activity is available for individuals receiving FA, SNF (indicating SN households with children or Safety Net Families), SNA, (SN households without children), and/or FS (indicating NTA Food Stamp).

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

FA	SNF	SNA	FS	Activity	Definition
X	X	X	X	Unsubsidized Employment	Full time or part time employment in the public or private sector that is not subsidized by TANF or any other public program (excluding employer tax credits). Unsubsidized employment includes self employment and/or paid internships.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Subsidized Private Sector Employment	Employment in the private sector for which the employer receives a subsidy from TANF or other public funds (excluding tax credits) to offset some or all of the wages and costs of employing and training a recipient in accordance with New York State Social Services Law 336-e. Subsidized private sector employment will include positions subsidized through grant diversion, 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>☒</p>	<p>☒</p>	<p>☒</p>	<p>Subsidized Public Sector Employment</p>	<p>Employment in the public sector for which the employer receives a subsidy from TANF or other public funds (excluding tax credits) to offset some or all of the wages and costs of employing and training a recipient. Subsidized public sector employment will include positions subsidized through grant diversion, 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>
<p>☒</p>	<p>☒</p>	<p>☒</p>	<p>Work Experience</p>	<p>Unpaid work performed at a public or not for profit organization to enable participants who cannot find unsubsidized employment to improve his or her employability. Work experience provides participants with an opportunity to acquire the general skills, training, knowledge and work habits necessary to obtain and retain employment. Participation in work experience includes training required for the participant to complete the work experience assignment. For example, an individual who is expected to provide clerical support in a government agency may be provided training to develop or refine filing and data entry skills as needed to perform the tasks required as part of the work activity assignment.</p> <p>In addition to those components noted above, work experience will include unpaid internships that are part of any non-graduate student's education curriculum. (Note: Paid internships will be reported as employment.)</p>

			<p>On-the-Job Training (OJT)</p>	<p>Training in a public or private sector employment setting during which the participant receives work-essential paid training while he or she is engaged in productive work that provides the knowledge and skills essential to attain full and adequate performance of the job.</p> <p>OJT will be unsubsidized (for which the employer does not receive a subsidy) or subsidized using TANF funds or other funds to offset the cost of the training provided to the participant. A subsidized OJT will be subsidized for up to the full cost of providing such training and wages/benefits provided to the program participant. Positions will be subsidized for the length of time determined appropriate by the State or social services district. OJT is distinct from subsidized employment due to the fact that the individual must participate in workplace training to attain full and adequate job performance and the subsidy provided is intended to offset the cost of such training.</p>
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<p>Community Service</p>	<p>A structured program in which participants perform work for the direct benefit of the community under the auspices of public or nonprofit organizations. Community service placements must be projects that serve a useful community purpose in fields such as health, social services, environmental protection, education, urban and rural redevelopment, welfare, public recreation, public facilities, public safety, and childcare. Community Service programs are designed to improve the employability of participants not otherwise able to obtain unsubsidized employment. Participation in community service may include training that is directly required for the participant to complete the community service assignment. For example, an individual who is expected to provide clerical support to a food pantry may be provided training to develop or refine filing and data entry skills.</p> <p>Community service assignments will primarily be voluntary in nature including participation in VISTA, Americorps, and unpaid volunteer activities at a school, Head Start programs, religious or faith-based institutions, community organizations or a nonprofit or public agency but will also include such mandated participation when court ordered. Participation in activities to support these organizations is deemed to provide a service to the community. In those instances where the participation could meet the federal definition of work experience or community service and the district or program provider would like to have another recipient provide childcare for the community service individual, such hours of work may be reported as participation in community service.</p>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Job Search</p>	<p>The act of seeking or obtaining employment or preparing to seek or obtain employment and will include looking for suitable job openings in a group or individual setting, making contact with potential employers, learning appropriate workplace expectations and behaviors in preparation for submitting job applications and interviewing, preparing to or applying for and/or interviewing for jobs and related activities.</p>

☒	☒	☒	☒	Job Readiness Training (JRT)	Participation in programs that include seeking and preparing for work. Traditional JRT activities will include: resume preparation, training in interview skills, instruction in workplace expectations, training in effective job seeking, life skills essential to workplace success, time management, goal setting, budgeting, basic math and literacy skills, household management, interpersonal skills, decision making skills, anger management, parenting skills when it has been determined that such training could help reduce unplanned work leave or apprehension toward entering employment.
☒	☒	☒		Vocational Education	Vocational education is defined as an organized educational program that directly relates to the preparation of individuals for current or emerging occupations that require training other than a baccalaureate or advanced degree. Vocational education does not generally include basic or remedial education or 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/SN 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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Job Skills Training</p>	<p>Training or education in job skills to improve a participant's employability, to ensure clients have the basic skills competencies required by employers to support job entry and/or to advance or adapt to the changing demands of the workplace. Where identified as needed such training may include the development of basic workplace skills including professional workplace behaviors and decision making skills. Job skills training may include customized or technical training designed to provide participants with additional workplace skills, post secondary education courses leading to a bachelor's or other advanced degree or other training included under the definition of vocational education training. Job skills training may include literacy instruction, English language instruction or other basic education for an individual who has already obtained a high school diploma or equivalency when determined from a client's assessment that such instruction is needed to improve the participant's employability.</p>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<p>Education Training</p>	<p>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, English language instruction and education leading to a GED or HS equivalency diploma as determined as necessary to improve the participant's job opportunities in potential occupations. Where identified as needed such training may include the development of basic workplace skills including professional workplace behaviors and decision making skills.</p>

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Secondary School	Regular attendance in accordance with the requirements of the secondary school or a course of study at a secondary school leading to a general equivalence diploma (GED), 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 GED as determined necessary by the educational institution. Secondary School or GED programs that routinely include ESL, career training, alternative school, tutoring, dropout prevention, teen pregnancy or parenting programs as a requirement of program participation as determined by the educational institution will also be permitted.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Provision of Childcare for Individual Participating in Community Service	Providing unpaid child care to enable another Temporary Assistance (TANF/MOE funded) recipient to participate in a community service program.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Treatment Plan for Substance Abuse	Substance Abuse treatment will include medical, behavioral and other treatment necessary for individuals suffering from substance abuse (current and former users) with such required treatment ranging from detoxification services to after care/abstinence maintenance. For FA families with dependant children this activity will be deemed to be Job Readiness Training within participation rate reporting. For SN households without children this activity will be deemed to be community service.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Treatment Plan Other than Substance Abuse	Physical health treatment and rehabilitation services including attending necessary physical therapy, mental health treatment, or rehabilitation activities in which a qualified medical or mental health professional has certified that such treatment is necessary. For FA families with dependant children this activity will be deemed to be Job Readiness Training within participation rate reporting. For SN households without children this activity will be deemed to be community service.
			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.

Local District Job Search Procedures:

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

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

Hours related to participation in job search activities, such as submitting job applications, interviewing for a job, researching the business or company, preparing a resume, and the time spent for transportation to and from, is reported on a job search log which requests the date, time spent, location (including address), phone number and contact person. It is expected that applicants complete at least five (5) employer contacts per week. The job search log is reviewed by the Employment Specialist or JOBS staff to assess the extent to which the required hours and contacts were made during the time reported. The Agency will also periodically verify job search logs by contacting employers to confirm that the participant did submit an application for employment. Applicants generally meet weekly (maximum bi-weekly) with either an Employment Specialist or a JOBS Program Specialist while in the application process.

The district assigns TA recipients to Job Search Yes No

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

Recipients of TA are expected to conduct on-going job search activities with the anticipated goal of finding employment that will ultimately lead to self-sufficiency. Although this activity is limited by statute to apply towards the participation rate to six weeks per year (no more than four weeks consecutively) the Employment Specialist will assign and review job search activities as appropriate. When a countable job search is combined with another work activity, it is expected that the recipient complete a minimum of three (3) employer contacts, with the minimum weekly hours determined by the employment specialist. Recipients are seen weekly by an Employment Specialist when assigned for a countable job search activity.

Section 3.5 Job Development

Yes No The district conducts or receives job development activities to expand job opportunities for TA and FS clients, either directly or by contract or agreement.

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

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

See Below

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

The district utilizes a DSS Employment Specialist, located at the One Stop Career Center, the numerous resources and partner agencies at the One Stop Career Center, and a contracted agency to conduct and implement job development activities. Realizing that job development and OJT's are critical in moving individuals from TANF to employment and self-sufficiency, the LDSS contracts with the Greater Olean Chamber of Commerce and their job developer. District staff and the Chamber are in daily contact with local employers. The Chamber has been serving the Greater Olean Area since 1906 and currently has over 900 business members. The LDSS also has a working relationship with Cattaraugus County Economic Development and Business Development Corporation. The on-going relationship between the Department of Social Services, the Chamber of Commerce, the One Stop Career Center, the JOBS staff, and other community agencies combine to make job development activities successful.

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

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

Section 3.6 Training Approval & Activity Enrollment Policy (Reference 18 NYCRR 385.9)

- a. Describe how the district identifies/provides appropriate education (Adult Basic Education, GED preparation), and English language instruction, program services that

are available to clients whose assessment indicates such services would be an appropriate work activity assignment:

The Employment Unit sees all applicants for Temporary Assistance at the time of initial application and completes an assessment. The assessment looks at education, work history, skills, barriers, short term goals, long term goals, and a variety of other elements. The individual is also required to take the TABE test to assess basic literacy skills. The Employment specialist will meet with the individual and go over the results of the TABE score and discuss in-depth the strengths and barriers of the "Individual's Five Year Plan". If an individual is found to be deficient in basic literacy skills, lacks a GED, or in need of ESL, the Employment specialist arranges appropriate assignments. The Agency collaborates with the One Stop Career Center, Literacy Volunteers, Everywoman Opportunity Center, and BOCES which offer appropriate services.

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

The District, as stated previously, is the joint operator of the Cattaraugus One Stop Career Center. Individuals are referred to the One Stop Center for assessment of appropriate Vocational Educational and Job Skills training. The One Stop Center offers a wide variety of workshops that address the necessary job skills employers are looking for when hiring. Individuals are also referred to the BRIDGE program, which is located at the One Stop, for assistance with Vocational Education needs or job skills training. The Agency also has a long standing relationship with BOCES and Jamestown Community College in respect to meeting the educational needs of applicants and recipients.

The Agency was also awarded a contract through RTTI which addressed job readiness and job skills training. This program was extremely successful with 7 of the 12 participants obtaining employment upon completion. The training program addressed all aspects of basic workplace skills, communication skills, stress management, coping skills both at home and in the workplace, and appropriate conflict resolution techniques. The program also explored and encouraged vocational education for appropriate individuals. The Agency intends to duplicate the program in house, on a smaller scale, to serve other TANF recipients who have struggled obtaining or retaining employment.

- c. OTDA is requesting each district to increase the number of vocational training or job skills enrollments by at least 20 percent by January 2009 (generally as compared to September 2007) as one method to increase the skill development of recipients to support improved job entries.

Describe what steps the district will take to increase the number of participants engaged in vocational education and job skills training programs. Such steps may include increased use of contracted services through local training providers, including WIA

funded services, or use of OTDA funded Bridge or EDGE training programs. Districts should consider additional blending of activities such as work experience or employment with job skills training in fields that would improve participants' ability to obtain employment or increase wages or hours of employment.

The Agency has been very proactive in encouraging vocational education and has always looked at job skills training as a necessary step in moving individuals into the workforce. As stated above, the Agency is joint operator of the Cattaraugus One Stop Career Center and utilizes all resources and partner agencies to assist individuals with this goal. The Agency has contracts with BRIDGE, BOCES, WIA, Employment Connections, and EDGE and will also utilize FFFS funds to provide job skills training in house. By utilizing our current contracted agencies and developing an in-house resource room where trained Employment Specialists will be conducting workshops (based on the Rehabilitation Research and Training Institute's (RRTI) Job Readiness and Support curriculum, the Agency expects to improve participants' ability to obtain employment or increase wages or hours of employment. The Agency also expects this effort to increase job skills training participation.

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

- **Providers must be licensed by the State Department of Education or sponsored by a governmental agency such as WIA (Workforce Investment Act) or DOL (Department of Labor);**
- **Providers must submit their course curriculum to LDSS for approval and provide course schedules;**
- **Providers must develop courses where the local demand occupations and job market conditions indicate the likelihood of placement in unsubsidized employment following completion of training/education;**
- **Providers must have demonstrated effectiveness in the provision of the proposed training/education courses;**
- **Providers must agree to provide attendance and progress reports as required by the LDSS;**
- **Providers must provide the name and phone number of their contact person for consultation and agree to provide final grades in a timely manner.**

e. The district procedure for advising participants of the approved training providers is:

Upon a request to participate in a training/education program, the Employment Specialist will meet the client to review their request, advise the individual on approved training providers, assess whether it fits with their "Individual

Employment Plan”, evaluate short and long term goals, the length of training, and whether there is reasonable expectation that successful completion of the program will result in employment.

If the training/education program is approved, the specialist will advise the participant of such action and include the activity in the Individual’s Employment Plan and on WTCMS. The worker will also advise the participant of the supportive services available to assist them throughout their training. The worker will notify the participant of their responsibilities, such as providing the name, address, and telephone number of the Provider, the contact person, the class schedule, attendance and progress requirements.

- f. **Participants must meet the following requirements in order to be assigned to education/training activities:**

The Employment Unit has established a system of prerequisites in order to help determine if the participant is likely to follow through and successfully complete training/education, and is ultimately a legitimate activity under their “Individual Employment Plan”. If necessary, the participant may be required to attend “Career Planning” workshops, upgrade basic literacy scores, attend tutorial upgrades, and participate in work experience programs. This enables the Employment Specialist to evaluate the participant’s attendance, ability to arrange childcare if necessary, and coordinate transportation arrangements.

When approved for training/education, it is the participant’s responsibility to assure that the training/education facility completes and returns the required attendance forms in order to monitor progress. It is also the participant’s responsibility to advise the Employment Unit of any change in schedule or curriculum. If at any time, without good cause, the participant’s attendance fails to meet the requirements as determined by the Employment Unit, the Agency may end the education/training approval. Additionally, the participant may then be required to participate in other activities as determined by the Employment Unit. Failure to show good cause for poor attendance may also result in the initiation of the conciliation/sanction process.

After successful completion of the training/education, the Employment Specialist will work with the individual to seek and obtain employment. The Employment Unit will also coordinate the services of the Cattaraugus One Stop Career Center to ensure that maximum resources are made available.

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

Recipients are notified in writing that they have been assigned to a specific work activity or that they have been approved for training. The notification includes the site, address and contact person. The notification also includes the date and time to

report, the mandated number of hours required to meet compliance, and the LDSS contact person.

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

It has been determined that the student voluntarily quit a job or reduced earnings to qualify for initial or increased Public Assistance.

A job or on-the-job training position that is comparable to the work-study, internship, externship or other work placement cannot reasonably be expected to exist in the private, public or not-for-profit sector

The student is not maintaining a cumulative C average (or the equivalent). The district may disregard this provision if the student documents an undue hardship.

Failure of the institution or student to monitor and report information regarding the student's attendance and performance as required.

Failure of the student to progress toward the completion of a course of study without good cause, as determined by the district.

The student has previously enrolled in a work-study, internship, or other work placement and failed to complete the work placement without good cause as determined by the district.

Additional reasons as stated below:

Click here and type the procedure

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

School attendance is monitored at least every six months by the Temporary Assistance Unit for teens sixteen to eighteen years of age. Enrollment and attendance is verified by the teen's school district with verification maintained in the Public Assistance case. Coordination has also been established with the Guidance Counselors in area schools to notify the Employment Unit and/or the One Stop Career Center when a teen's attendance is unsatisfactory per NYS Education Law and the youth is at-risk of dropping out.

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

The Employment Specialist reviews with the client any/all barriers pertaining to health related limitations and/or necessary accommodations. Recipients must give approval through consent and authorization forms for the release of information from physicians and psychotherapists. Determination of the ability to work is based

on documentation provided by the above mentioned professionals. If an individual has limitations, the Employment Specialist will notify the work site supervisor by phone and in writing to assure that accommodations can be met. The Employment Specialist has the discretion to request the individual be referred to the Agency's contracted physician if a second opinion is warranted.

Section 3.7 Work Verification

Consistent with Work Verification Plan (WVP) requirements established by the United States Department of Health and Human Services, districts must develop a quality assurance plan for addressing the work participation rate it reports. The plan must include the district's procedure for monitoring attendance in paid employment and work activities and the controls in place to ensure that federal exclusions from work participation rate requirements are accurately made, work eligible individuals are correctly identified, hours of attendance reported by providers is accurate and documented, data entry is accurate and that the district and its providers adhere to approved district and State policy for work activity definitions and the determination of excused absences and holiday reporting. Districts must describe how it will determine that system entries agree with documentation in case files. The district must also explain how it will sample cases, the sample size, and how frequently cases will be reviewed.

After the reviews are completed, the district should provide a summary of findings for management and State review, including errors identified. In addition, the district must include the corrective action it will take when monitoring reveals substantial problems.

The Quality Assurance plan must explain how staff will:

- Assure that documentation of wages and actual hours of employment are verified and accurately projected/reported and present in the case file;
- Assure 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 meet the federal definition for the activity;
- Assess that the data entered into either WTWCMS, NYCWAY or other automated system used for reporting work activities is accurate, including actual hours, excused absences and holidays; and is based on documentation in the case record; and,
- Make sure that documentation necessary to exempt an individual due to being the caretaker of a disabled household member (Employability Code 38) is present in the case file and that individuals meet the exempt status based on the required documentation.

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

Cattaraugus County will assess and verify that participation in the work activities that are reported will meet the state approved definition for the activity as part of the review of sample cases.

The Senior Employment Examiner will perform a random sample of 5 cases per quarter for paid work activities. Both the temporary assistance and the employment case files will be reviewed. Hours of paid employment will be verified through receipt of pay stubs, employer verification forms, and/or direct phone contact with the employer documented in the case notes. The review will ensure that the hours of employment on the ABEL budget are consistent with the hours reported on WTCMS and that documentation is in the file to support the hours reported on WTCMS. The review will also ensure that the scheduled hours reported on WTCMS is consistent with the documentation in the case file.

Cattaraugus County will perform a random sample of 10 employment case files per quarter for participation in unpaid work activities. Actual hours of attendance will be documented by attendance sheets showing actual hours of attendance, any excused absences during the month, any unexcused absences during the month, and holiday time. The review will ensure the actual hours of attendance reported on the monthly attendance sheets has been correctly reported on WTCMS, excused absences and holiday time are documented in the case file and correctly reported on WTCMS in accordance with federal limitations, and that documentation of actual hours of attendance is accurate and matches the hours of participation reported in WTCMS.

Cattaraugus County will perform a random sample of 3 cases per quarter in which a case member is reported as an employability code 38 (needed in the home fulltime to care for a disabled household member). The temporary assistance and employment case files will be reviewed to ensure there is presence of medical documentation to support the exemption and that the documentation has a timeframe for the exemption and that the individual is the appropriate caretaker.

Cattaraugus County will perform a random sample of 3 cases per quarter in which a case member is reported as an employability code 31 (caretaker of a child under the age of 12 months). The temporary assistance case file will be reviewed to ensure there is a birth certificate present to verify the child under the age of one.

Cattaraugus County will perform a random sample of 5 cases per quarter in which a case member is reported to be incapacitated to determine if s/he remains incapacitated or is now a work eligible person. The temporary assistance and employment case files will be reviewed to ensure there is presence of medical documentation to support the exemption and that the documentation has a time frame.

Cattaraugus County will meet with staff quarterly to review internal findings and initiate corrective action when necessary.

Cattaraugus County will also provide a summary/management report on the findings to Kathleen.Nagy@otda.state.ny.us based on the following schedule:

<u>Period Covering</u>	<u>Due Date</u>
1/1/08 to 3/31/08	4/15/08
4/1/08 to 6/30/08	7/15/08
7/1/08 to 9/31/08	10/15/08
10/1/08 to 12/31/08	1/15/09
1/1/09 to 3/31/09	4/15/09
4/1/09 to 6/30/09	7/15/09
7/1/09 to 9/31/09	10/15/09
10/1/09 to 12/31/09	1/1/10

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

The Agency does not have providers collect or data enter documentation.

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

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

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

If an individual claims to have a disability or medical limitations, the Employment worker obtains the necessary consent forms for all physicians from whom the individual

seeks treatment. The physician(s) complete the appropriate sections and return the forms to the Employment Specialist. The Specialist relies on the physician's evaluation, diagnosis, and recommendations in regards to appropriate work activities and whether the individual has limitations or has a need for special accommodations. The Employment Specialist will reassess the individual's disability at least quarterly and make appropriate referrals to a partner agency such as, VESID, the Disability Program Navigator, or the Social Security Administration. The Employment Specialist may also refer the individual for a "second opinion" if further clarification is needed.

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

The physician(s)/therapists(s) will make a recommendation as to the ability of the individual to participate in employment and/or work activities. If the medical verification indicates a treatment plan is necessary, the Employment Specialist will refer the individual to the appropriate provider based on the medical recommendations. As stated above, the Agency also has the ability to refer the individual for a "second opinion" if necessary.

- c. Following is the district's procedure for tracking the participant's compliance with the treatment plan. Include if monthly attendance at rehabilitation is received, etc.:

The Employment Specialist meets with each individual minimally on a quarterly basis. The worker will review health issues, current treatment plans, and up-coming appointments. If medical documentation shows that an individual may return to work the specialist will review any/all limitations. If an individual was referred for rehabilitation per their physician, the worker will secure the necessary consent forms to document and verify attendance and progress.

Section 3.9 Strategies/Procedures for Increasing Program Attendance

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

If an individual is assigned to a work activity and fails to participate, including absences with good cause, the Employment specialist will immediately attempt to reach the individual by phone first and follow that up with a letter to discuss the issue. The specialist will attempt to solicit the circumstances behind the non-compliance and attempt to assist the individual with the circumstance that prevented full participation. Often times it may be lack of child care or a back up provider or lack of transportation. The specialist will look at what supportive services are available to resolve the conflict. If the situation cannot be resolved the case is turned over to a specialist who works under the "Intensive Case Management" grant. The specialist will make home visits and explore in depth the issue of "at risk of non-compliance". Underlying issues or concerns are often discovered when a worker meets an individual in their home. The Agency has found this in-depth intervention to be beneficial in getting individuals to comply.

Section 3.10 Strategies/Procedures for Engaging Sanctioned Temporary Assistance Participants

- District has no specific strategies to engage sanctioned participants.
- District attempts to engage sanctioned participants as soon as they are sanctioned using the following strategies:

[Click here and type the procedure]

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

[Click here and type the procedure]

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

Sanctioned participants are encouraged to utilize the resources of the One Stop Career Center that are available to a universal population. Individuals are encouraged to look for work, meet with the Labor Department, and attend the numerous workshops that are available to assist individuals obtain and retain employment.

The agency has also assigned an Employment Specialist through the Intensive Case Services grant to address this issue. An Employment Specialist will make contact with this population using alternative methods such as home visits and intensive case management services in an attempt to bring them into compliance.

Section 3.11 Diversion Strategies

- District has no specific diversion strategies.
- District's diversion strategies are described below:

The Employment Examiner will meet with any/all individuals requesting "emergency" assistance or a diversion payment to enable them to maintain or obtain employment. Individuals are required to complete an application, provide the necessary paperwork and documentation to determine the household's eligibility and provide verification of the employment-related need. The individual must also provide verification of employment or promise of employment, verify available resources, and attest to the necessity of such expense. While the ultimate goal is to divert individuals from needing ongoing assistance, the worker will review and document whether there is a reasonable chance that the one-time or short term payment will enable the applicant to maintain self-sufficiency and avoid the need for on-going assistance.

Section 4 Support Services (Reference 18 NYCRR 385.4)**Section 4.1 For Temporary Assistance Applicants and Recipients in Work Activities**

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

- **Transportation reimbursement at 30 cents per mile for privately owned vehicles**
- **Bus fare, bus passes, and/or gas cards**
- **Automobile repair up to \$750.00 per year (contingent on 3 estimates and repair worth the value of the vehicle)***
- **Car Insurance up to \$1000.00 per year**
- **Licensing, including motor vehicle registration**
- **Drivers Education**
- **Work-related expenses**
- **Case management and retention services**
- **Any other supportive services as approved by the Chief Social Services Examiner (or designee)**

***Expenditures above \$750.00 will require the approval of the Chief Social Services Examiner (or designee).**

b. The district will use the following approach to assist those participants who need transportation to and from a work activity site (including any applicable mileage reimbursement rate and the method used by the district to arrive at that reimbursement rate):

- **Mileage reimbursement at a rate of 30 cents per mile**
- **Gas Cards**
- **Bus passes**

c. The district will use the following approach for those individuals who reside in an area where public transportation is not available. In those instances where the district would require a participant to walk to a work activity assignment, please identify the maximum distance the client would be expected to walk, along with a rationale for the maximum distance:

- **Mileage reimbursement at a rate of 30 cents per mile**
- **Gas cards**

- **Refer to the Wheels-to-Work program**

In those instances where an individual is required to participate in a work activity and claims no means of transportation other than walking, the Agency has set a policy that the distance required to walk to and from a worksite should not exceed two (2) miles one way. The worker will also encourage the individual to seek other means through neighbors, co-workers, friends, etc...

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

- **Tools and equipment**
- **Necessary clothing**
- **Protective equipment/clothing**
- **Car repairs and/or car insurance if applicable**
- **Any other services as approved by the Chief Social Services Examiner (or designee)**

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

The County has executed contracts with individuals to provide Spanish interpretation for non-English speaking clients who are enrolled in employment activities and services. The Department has access to interpreters who can translate other languages and employs a worker who can interpret for the deaf. This access is a non-financial agreement between the Department and area educational institutions.

[] This is not generally applicable in our area (never or rarely have occasion to serve such individuals).

Section 4.2 Transitional Supportive Services

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

The Agency has assigned an Employment Specialist to work directly with individuals on job retention. The Agency's orientation (day one) addresses this service and it is emphasized to the individual while they are doing job search and job readiness. Individuals are informed that a worker will contact them periodically throughout the first 90 days of their employment to see if the individual is having any problems or concerns. The individual is made aware that they can contact the worker at any time and preferably at the earliest possible time that a problem may be incurring. The worker will attempt to

assist the individual with a positive outcome that will ultimately maintain their employment.

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

- **Auto repair and insurance if needed to maintain employment**
- **Clothing not to exceed \$150.00**
- **Any other reasonable request that would result in the continuation of employment and self-sufficiency**

Section 4.3 Extended Supportive Services

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

- **Gas cards**
- **Bus passes**
- **Wheels-to-Work**
- **Y-Wait (YMCA)**
- **BRIDGE**
- **Training through BOCES (CNA; Customer Service; Hospitality class; CDL; Heavy Equipment; and/or Welding class) when available and dependent on funding**
- **On-the-Job Training programs (OJT's)**
- **Everywoman Opportunity Center (1:1 or group counseling)**
- **Childcare assistance**

Section 4.4 Supportive Services for Food Stamp Employment & Training (FSET) Participants: (Reference 18 NYCRR 385.4(b))

The district provides necessary childcare in accordance with the childcare section of the Child and Family County Services Plan.

a. Following is the district's policy for providing transportation services for FSET participants:

- **Reimbursement at a rate of 30 cents per mile for a privately owned vehicle**
- **Gas card/Bus pass**

b. The district will provide the following supportive services in addition to transportation:

- **Cost effective payment for automobile repair up to \$750.00 per year**
- **Car insurance up to \$1000.00 per year**
- **Licensing, including motor vehicle registration**
- **Drivers education**
- **Necessary clothing and protective equipment**
- **Other supportive services as approved by the Chief Social Services Examiner (or designee)**

Section 5 – Temporary Assistance Conciliation and Dispute Resolution Procedures; Food Stamp “Good Cause” Determination Procedures (Reference 18 NYCRR 385.11 and 385.12)

Section 5.1 Conciliation

The district’s conciliation process is in accordance with 18 NYCRR 385.11(a).
Conciliations are conducted (check all that apply.):

- in person
- by phone
- by mail, etc.
- other as described below:

[Click here and type the procedure]

The good cause/willfulness determination is made by:

- client’s employment worker
- a supervisor
- separate entity (please describe below)
- other (please describe below)

The Employment Unit has an Employment Examiner that is solely assigned to handle the conciliation process and any negative incident referrals. Upon receipt of a negative incident, the Employment Examiner follows the procedures and requirements as outlined in 18 NYCRR sections 385.11 and 385.12. A conciliation notice is mailed for each negative incident. Individuals are informed of the non-compliance issue and informed of their right to provide “good cause”. The individual is also informed as to whom they should contact, the time frame in which they need to respond by, and the telephone number and extension of the worker. The individual is also informed of the potential consequence if no response

is received. If the Employment Examiner determines that the individual's non-compliance was without good cause, as defined in the regulations, the Examiner will discuss the findings with the Senior Examiner to determine if there is another alternative other than imposing a sanction. If a sanction is to be imposed, the Examiner will issue a timely and adequate notice of denial, closure or reduction (whichever is appropriate).

The conciliation process will not exceed the time frames as set forth in the regulations unless the individual and the Employment Examiner, after consultation with the Employment Supervisor, agree that it should.

Section 5.2 Sanction

The district's procedure for determining compliance for those individuals who wish to end their employment sanction (18NYCRR 385.11(b), 385.12) is:

Individuals are informed at the time of sanction as to when they can "end their sanction" and come into compliance. The individual meets with the Employment Specialist who handles the at-risk population under the "Intensive Case Management" program. The Employment Specialist will thoroughly explain the Agency's policies, review in-depth barriers that may have caused non-compliance in the past, and discuss the individual's willingness to comply. The Employment Specialist will make appropriate work assignment or referrals, enter enrollments into WTCMS, confirm compliance with the worksite or referral agency and share the information with the appropriate Temporary Assistance worker so that the individual can be re-added to the case.

Section 5.3 Dispute Resolution

The district's procedure for individuals who wish to dispute their work activity assignments, including individuals who dispute the district's response to their request for health-related accommodations is conducted in accordance with 18 NYCRR 385.11(b).

The grievance is mediated by:

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

Section 5.4 Food Stamps Good Cause Determination

The district's procedure for determining if good cause exists for applicants and recipients who fail to comply with Food Stamp Program employment requirements is in accordance with 18NYCRR 385.12(c) and is conducted:

- conciliation is offered in the same manner as described in Section 5.1 of this plan;

- by the Employment worker using available information, including that provided by the participant if any, to determine if there was a good cause reason.
- Other (described below)

[Click here and type the procedure]

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

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

- 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, described below.

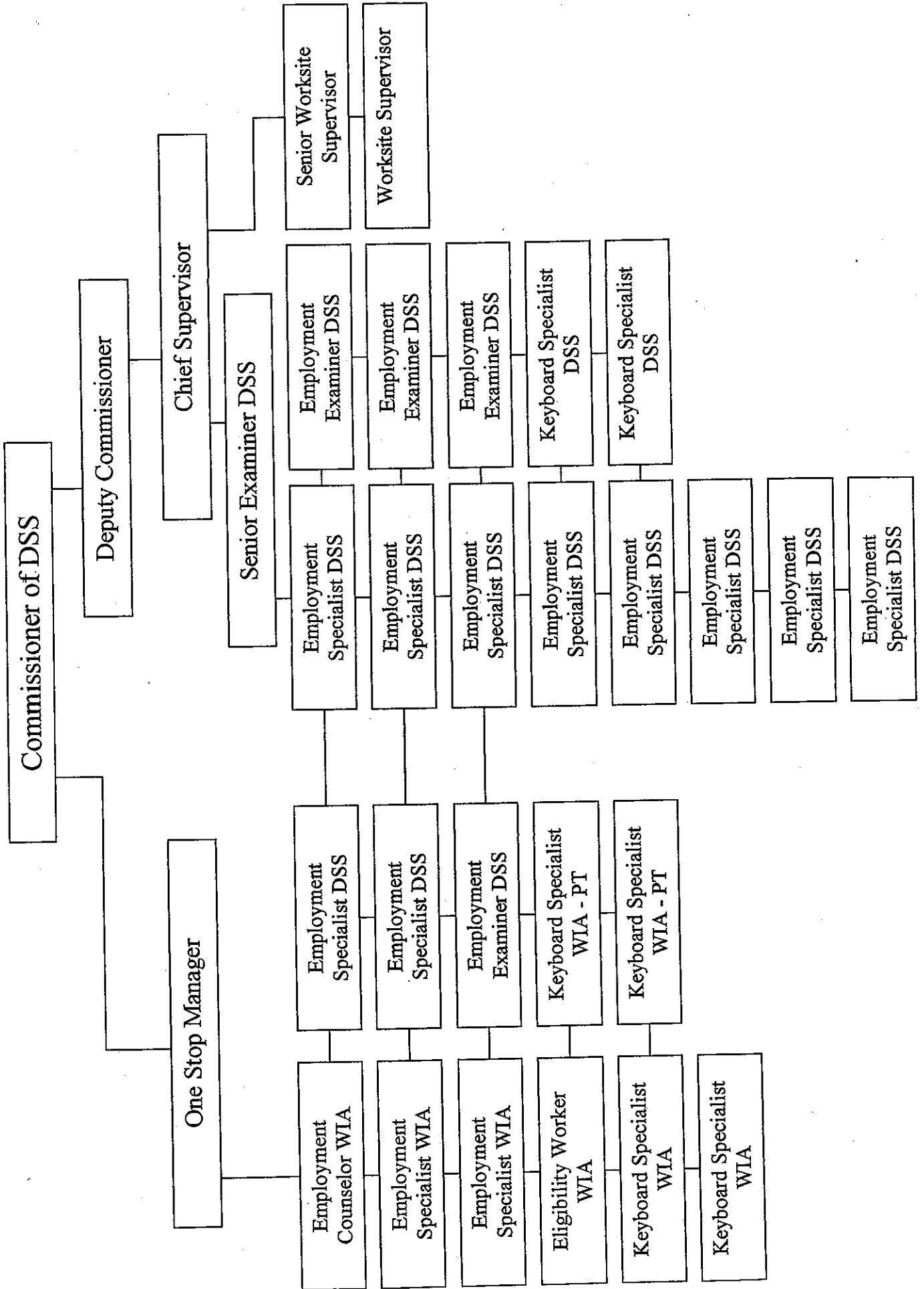
[Click here and type the process]

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

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

The Agency relies primarily on the physician's report to provide a complete diagnosis of a person's employability status. If the information is incomplete or the doctor is unable to document the status, the Agency has the ability to refer the individual for an employment related physical or a second opinion with a physician under contract. Once a final determination is made the individual is notified in writing using the LDSS 4005 (exempt notification) and/or the LDSS 4005(a) (non-exempt notification).

Cattaraugus County DSS Organizational Chart



JOB SEARCH LOG

NAME: _____ CASE # _____ Number of Hours Required _____
 TO BE TURNED IN ON: _____ Little Valley DSS Olean DSS

List all the employers you contact each week while receiving benefits.

Date	Job Search Activities	Employer Name	How Contacted	Person Contacted	Position Applied For	Results	Total Time Spent (Including travel)	Notes
	<input type="checkbox"/> Research Job Openings <input type="checkbox"/> Research Company <input type="checkbox"/> Specific Positions		<input type="checkbox"/> In person <input type="checkbox"/> telephone <input type="checkbox"/> mail, fax <input type="checkbox"/> e-mail, online			<input type="checkbox"/> Not Hiring <input type="checkbox"/> Pending <input type="checkbox"/> Interview <input type="checkbox"/> Hired		
	<input type="checkbox"/> Prepare a Resume <input type="checkbox"/> Applied for Position <input type="checkbox"/> Follow - up							
	<input type="checkbox"/> Research Job Openings <input type="checkbox"/> Research Company <input type="checkbox"/> Specific Positions		<input type="checkbox"/> In person <input type="checkbox"/> telephone <input type="checkbox"/> mail, fax <input type="checkbox"/> e-mail, online			<input type="checkbox"/> Not Hiring <input type="checkbox"/> Pending <input type="checkbox"/> Interview <input type="checkbox"/> Hired		
	<input type="checkbox"/> Prepare a Resume <input type="checkbox"/> Applied for Position <input type="checkbox"/> Follow - up							
	<input type="checkbox"/> Research Job Openings <input type="checkbox"/> Research Company <input type="checkbox"/> Specific Positions		<input type="checkbox"/> In person <input type="checkbox"/> telephone <input type="checkbox"/> mail, fax <input type="checkbox"/> e-mail, online			<input type="checkbox"/> Not Hiring <input type="checkbox"/> Pending <input type="checkbox"/> Interview <input type="checkbox"/> Hired		
	<input type="checkbox"/> Prepare a Resume <input type="checkbox"/> Applied for Position <input type="checkbox"/> Follow - up							
	<input type="checkbox"/> Research Job Openings <input type="checkbox"/> Research Company <input type="checkbox"/> Specific Positions		<input type="checkbox"/> In person <input type="checkbox"/> telephone <input type="checkbox"/> mail, fax <input type="checkbox"/> e-mail, online			<input type="checkbox"/> Not Hiring <input type="checkbox"/> Pending <input type="checkbox"/> Interview <input type="checkbox"/> Hired		
	<input type="checkbox"/> Prepare a Resume <input type="checkbox"/> Applied for Position <input type="checkbox"/> Follow - up							
	<input type="checkbox"/> Research Job Openings <input type="checkbox"/> Research Company <input type="checkbox"/> Specific Positions		<input type="checkbox"/> In person <input type="checkbox"/> telephone <input type="checkbox"/> mail, fax <input type="checkbox"/> e-mail, online			<input type="checkbox"/> Not Hiring <input type="checkbox"/> Pending <input type="checkbox"/> Interview <input type="checkbox"/> Hired		
	<input type="checkbox"/> Prepare a Resume <input type="checkbox"/> Applied for Position <input type="checkbox"/> Follow - up							
	<input type="checkbox"/> Research Job Openings <input type="checkbox"/> Research Company <input type="checkbox"/> Specific Positions		<input type="checkbox"/> In person <input type="checkbox"/> telephone <input type="checkbox"/> mail, fax <input type="checkbox"/> e-mail, online			<input type="checkbox"/> Not Hiring <input type="checkbox"/> Pending <input type="checkbox"/> Interview <input type="checkbox"/> Hired		
	<input type="checkbox"/> Prepare a Resume <input type="checkbox"/> Applied for Position <input type="checkbox"/> Follow - up							
	<input type="checkbox"/> Research Job Openings <input type="checkbox"/> Research Company <input type="checkbox"/> Specific Positions		<input type="checkbox"/> In person <input type="checkbox"/> telephone <input type="checkbox"/> mail, fax <input type="checkbox"/> e-mail, online			<input type="checkbox"/> Not Hiring <input type="checkbox"/> Pending <input type="checkbox"/> Interview <input type="checkbox"/> Hired		
	<input type="checkbox"/> Prepare a Resume <input type="checkbox"/> Applied for Position <input type="checkbox"/> Follow - up							

I certify that the applications listed above are true and accurate.

Client Signature: _____

Date: _____

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GENERAL UNIT GRADE 20

EMPLOYMENT SPECIALIST

DISTINGUISHING FEATURES OF THE CLASS: This work involves responsibility for providing work project supervision, employment services, and support to public assistance, under employed, and hard-to-serve clientele in order to assist them in achieving levels of self-sufficiency. Duties are performed under general supervision of a senior level staff member with leeway allowed for the use of independent judgement in carrying out the duties of the work. General supervision may be exercised over the work of clerical assistants. An Employment Specialist does related work as required.

TYPICAL WORK ACTIVITIES:

- Interviews clients to gather and evaluate information related to prior work experience, education, specific skills, physical, personal, and social background;
- Calls on employers to describe employment and training programs and encourage their participation;
- Formulates, develops, and implements an employability development plan for each program participant;
- Aids clients in obtaining support services;
- Provides information regarding job and training opportunities to participants;
- Makes home or work site field visits to discuss problems and progress with clients, training agencies, and employers;
- Maintains and updates program records and progress reports;
- Participates in staff meetings and conferences to define participants goals, problems, and evaluate progress;
- Develop and maintain effective agency community contacts with human service organizations to coordinate service to clients;
- Works with special groups such as chemically dependent, juvenile delinquents, physically or mentally handicapped, or long-term welfare recipients;
- Works with employers to inform them about training programs, employer incentives, and tax credits;
- May instruct clients in job search techniques, life skills instruction, and job retention skills;
- Writes OJT, TEAP, Internship and other employment training contracts with employers to facilitate hiring of hard-to-serve clientele;
- Counsels and aids individuals to seek assistance from community services in moving to self-sufficiency;
- Refers clients to community resources, employers, and other organizations;
- Establishes relationships with employers regarding complaints, problems, and progress of placed applicants;
- Identifies need for and assists in development of auxiliary services to facilitate clients moving from entry level to self-sufficiency wages;
- Prepares a variety of records and reports.

Post-It* Fax Note	7671	Date	3/10	# of pages	2
To	Dick Williams		From		
Co./Dept.			Co.		
Phone #			Phone #		
Fax #			Fax #		

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES, AND PERSONAL

CHARACTERISTICS: Good knowledge of training and educational programs sponsored by Cattaraugus County; good knowledge of local labor conditions; working knowledge of the cultural, environmental, and personal factors affecting the economically disadvantaged and unemployed in Cattaraugus County; working knowledge of interviewing practices and techniques; working knowledge of interviewing practices and techniques; working knowledge of human services agencies and community organizations located in Cattaraugus County; working knowledge of the sources and uses of occupational information related to vocational guidance, training, and placement; ability to evaluate participants and maintain effective interpersonal relationships with others; ability to express oneself clearly and effectively orally and in writing; ability to prepare periodic reports; ability to manipulate alphanumeric keyboards at an acceptable rate of speed; physical condition sufficient to perform the essential functions of the position.

MINIMUM QUALIFICATIONS: Graduation from high school or possession of a high school equivalency diploma and either:

- A.) Graduation from a regionally accredited or New York State registered college or university with an Associate's degree in social science, human services or resources and one year of work experience involving substantial communication with adults involving persuasion, negotiation, explaining, or counseling. This experience must have involved the exercise of judgement in dealing with or responding to another person. (Typical jobs involving this experience may include customer service representatives, people providing personal services, people providing social services, interviewers, counselors, and similar jobs involving periodic confrontation with a client, customer, member of the public, etc.);

OR

- B.) Three years of experience as described in A above.

SPECIAL REQUIREMENTS:

Possess and maintain a valid license to operate motor vehicles in New York State. Availability of a privately owned motor vehicle for reimbursable business-related travel.

CATTARAUGUS COUNTY CIVIL SERVICE COMMISSION

Revised: 8/29/02

SOCIAL SERVICES EXAMINER

DISTINGUISHING FEATURES OF THE CLASS: The work involves determining the financial and categorical eligibility of applicants for, and recipients of, assistance programs provided by the Department of Social Services. The work involves personal interviews, review and evaluation of applications and records and other forms of communication, and is performed in accordance with Federal and State laws, regulations, policy and local procedures. The work is unique in that incumbents must be prepared and able to cope with the pressures of dealing effectively and within established systems with client groups impacted by a variety of current social problems. The work is performed under the supervision of a Senior Social Services Examiner. A Social Services Examiner does related work as required.

TYPICAL WORK ACTIVITIES:

- Provides information to clients and others on Department programs, services, and regulations through personal interviews, phone contacts, and writing;
- Conducts information gathering interviews with clients;
- Assists clients in completing applications for assistance and related documents;
- Reviews applications and related documents for completeness, accuracy, and consistency;
- Verifies information on applications and related documents through personal interviews, phone contacts, and field visits;
- Determines client eligibility for services and, where appropriate, determines the level of service that clients will receive through a comparison of data on the application and the standards for eligibility contained in statute, rules, and regulations;
- Calculates client budgets;
- Initiates forms reflecting client's status and eligibility, including changes in the status of clients receiving services;
- Assists clients in emergency situations including obtaining emergency grants where appropriate;
- Operates data entry machines to establish and adjust records, review data, and register information;
- May, on occasion, contact landlords and others to assist clients having difficulty with housing, expenses, and other basic problems of daily living;
- May attend hearings to provide testimony involving challenged eligibility determinations.

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES, AND PERSONAL

CHARACTERISTICS: Good knowledge of interviewing techniques and methods; good knowledge of current agency programs, resources, policies, procedures, and applicable laws and regulations; an understanding of current social problems, the culture of poverty and their relationship to the problems of individuals; ability to deal with people in a supportive, non-threatening manner; ability to deal with a variety of emotional behaviors on the part of applicants; ability to perform computations with accuracy; ability to listen and make clear and accurate oral explanations of requirements in terms understood by clients; ability to elicit responses from applicants and recognize conflicting facts and missing information; ability to work under pressure, meet deadlines, and assimilate facts quickly; emotional maturity and stability; logical; good judgement; physical condition commensurate with the demands of the position...

MINIMUM QUALIFICATIONS: Graduation from high school or possession of a high school equivalency diploma and either:

- A) Two years of work experience involving the examination, investigation, or evaluation of claims for assistance, veteran's or unemployment benefits, insurance, or a similar program or service operating under established criteria for eligibility;

B) Two years of work experience involving substantial communication with adults involving persuasion, negotiation, explaining, or counseling. This experience must have involved the exercise of judgement in dealing with or responding to another person. (Typical jobs involving this experience may include customer service representatives, people providing personal services, people providing social services, interviewers, counselors, and similar jobs involving periodic confrontation with a client, customer, member of the public, etc.);

OR

C) An equivalent combination of experience as limited by A), B), and C) above.

NOTE: Study in a regionally accredited college or university or one registered by New York State or a business school registered by New York State may be substituted for the experience on a year for year basis.

CATTARAUGUS COUNTY CIVIL SERVICE COMMISSION

Revised: 1/30/85