



RECEIVED MAY 2 - 2008

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

April 29, 2008

Mr. David Jolly
Commissioner
Orange County Department of Social Services
Box Z
Goshen, New York 10924

Dear Commissioner Jolly:

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,

Russell Sykes
Deputy Commissioner
Center for Employment and Economic Supports

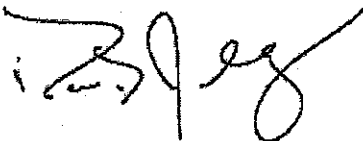
Enclosure

cc: Barbara Guinn
Kristina Patsalos

**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 Orange 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 Orange 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

Date March 14, 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 local Department of Social Services contracts all employment services to the Orange County Employment & Training Administration (ETA). We are a county agency along with DSS and have been providing these services for over a decade. The Income Maintenance office of DSS is responsible for budgets and overall case management. The ETA is responsible for all employment and training activities including WTCMS functions.

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 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.

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
RECAP	\$36,666.67	FFFS	TANF TANF 200% SNA-MOE	Intensive Case Management
NCAC	\$36,666.67	FFFS	TANF TANF 200% SN-MOE	Intensive Case Management
Best Resources	\$36,666.67	FFFS	TANF TANF 200% SN-MOE	Intensive Case Management
Chamber of Commerce	\$115,000	FFFS	TANF TANF 200% SN-MOE	Post employment job mentors
Orange-Ulster BOCES	\$123,750	FFFS	TANF TANF 200% SN-MOE	TANF Employment & Training Program
Best Resources	\$123,750	FFFS	TANF TANF 200% SN-MOE	TANF Employment & Training Program
Occupations, Inc	\$123,750	FFFS	TANF TANF 200% SN-MOE	TANF Employment & Training Program
Transportation	\$440,000	FFFS	TANF TANF 200% SN-MOE	Transporting clients to and from paid work and employment activities and child care facilities.

Orange County Employment & Training Administration	\$2.335 million	FFFS	TANF TANF 200% SN-MOE	
Total	\$3,371,250.01			

TABLE 2 – Other Service Providers

Provider	Funding Source(s) (if known)	Categories of Clients Served	Programs, Services or Activities Provided
Orange County Community College – Bridge Program	NYS to SUNY	TANF, TANF200% SNA-MOE	Job Readiness, Job Search and Placement activities
NCAC Wage Subsidy	OTDA	TANF, TANF200% SNA-MOE	Subsidized employment/job placement with employer reimbursements
CST	OTDA	TANF, TANF200% SNA-MOE	Client transportation to and from paid work, employment activities and child care facilities.
Wheels for Work	OTDA	TANF, TANF200% SNA-MOE	Vehicles awarded to eligible clients to assist in employment related activities
NCAC	OTDA	TANF, TANF200% SNA-MOE	Intensive Case Management
RECAP	OTDA	TANF, TANF200% SNA-MOE	Intensive Case Management
Best Resources	OTDA	TANF, TANF200% SNA-MOE	Intensive Case Management
Disability Navigator	WIA	TANF TANF 200% SNA-MOE WIA General public career center customers	Disability assessment and referral to services
VITA	IRS	TANF TANF 200% SNA-MOE and non-MOE General low income customers	Volunteer Income Tax Preparation Services in the Orange Works One Stop

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	Food Stamps <u>X</u>
Job Placement Services <u>X</u>	200% of Poverty <u>X</u>
Grant Diversion <u>X</u>	
Job Development (employer field visits) <u>X</u>	

Other Services Requested

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

-Case Conferencing, participation in job fairs, and team staff meetings.

Jobs Program Staffing and Location (Address)

Number of Jobs staff

3

Locations

Newburgh, Middletown, Port Jervis

1. Orange Works/NYS DOL	3 Washington Center, 4 th Floor, Newburgh, NY 12550
2. Orange Works/NYS DOL	33 Fulton Street, Middletown, NY 10940
3. Orange Works Port Jervis	Pike Street, Port Jervis, NY

Jobs Program LDSS Staff Contact (Name & Phone Number)

Martha Christensen (845) 568-5097
 Bill Koncelik (845) 346-1206
 Suzanne Gennaro (845) 568-5059 or 858-1455

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.

The district's definition of "Engaged in Work" is:

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.

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.

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. 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.

Work Experience: 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.

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.)

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.

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.

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.

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

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 to or applying for and/or interviewing for jobs and related activities.

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.

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.

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, 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.

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.

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.

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.

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.

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.

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

The district will provide a WTW orientation to all applicants/recipients and clients including those who are required to re-certify for temporary assistance. Information will be presented both in writing and orally, to include descriptions of the following:

- Education, employment and training opportunities available in the local district, including those which are available at no cost to the individual.
- The participant's responsibilities associated with the repayment of student financial aid.
- Work and work activity descriptions and obligations on the part of the participant and local district.
- The types and settings of reasonably accessible child care services for individuals assigned to work activities and how such services will be provided and financed.
- The individual's responsibility to cooperate in establishing paternity and enforcing child support obligations.
- Notification of one year lifetime exemption after birth of child for a single parent only. Notification of local district policy of a three month maximum exemption. If the consumer has already exceeded their lifetime one year exemption, then consequent births will result in exemptions not to exceed six weeks after birth of child for regular delivery and eight week exemption after birth for Cesarean Section surgery. Consumers must return to work or work activity within these locally set time limits.
- Supportive services available through the district including child-care, transportation and car repair assistance, work appropriate clothing, career center/One Stop services and workshops, post employment support from a job mentor, Wheels for Work program services including vehicle awards for those working three months or longer, and the TANF after-hours helpline (1-800-782-5480).

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.

The orientation is done in a group setting to present available services, but immediately following this presentation, case managers meet individually with consumers to review items covered at the orientation and to complete a thorough assessment. In addition to aforementioned activities, clients that are in the process of recertification are directed to the JOBS worker for job search assistance and job interviews that are available immediately. The JOBS worker continues to work with the client until he or she is employed or engaged in work activities. Child care staff also meet individually with consumers to give them contacts and lists of providers. Individual follow up appointments with case managers and child care staff are scheduled for future dates.

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:

The district will provide an individual assessment of all adult members of households with dependent children and 16 and 17 year old members of households with dependent children who have left school without completing or receiving an equivalency diploma. The assessment will be completed within 90 days of determining that the individual is eligible for assistance.

To the extent that resources are available, the district will provide an employability assessment for applicants and recipients without dependent children who are not exempt from assignment to work activities. The assessment will be completed within 90 days of determining that the individual is eligible for assistance.

Applicants and recipients who are assigned to participate in an assessment are required to comply. The assessment will review and document, at minimum, the client's:

educational and basic skill level, including literacy and English language proficiency;
supportive services needs;
prior work experience and skills;
training and vocational interests; and,
family circumstances as they relate to WTW participation, including any special needs of a child.

The assessment tool available on the WTWCMS is used by the district. In addition, other available fields in WTWCMS are completed through interview and discussion and recorded on the system including information about child care, education (including English language learner needs), employment history and goals, family composition, health review including medical limitations, drug and alcohol abuse and mental health issues, military service, offender status and/or criminal background issues, and transportation situations and needs.

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

TABE (reading and math test) administered by
Orange County Community College Bridge staff and Orange Ulster BOCES staff

Other pertinent documents used by subcontractors and/or other partnering human services support agencies.

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))

Graduation from a regionally accredited or New York State registered college or university with a Bachelors Degree in related field with no work experience; OR Graduation from a regionally accredited or NYS registered college or university with an Associates Degree plus one (1) year experience working in job training, placement or human service program; OR three (3) years equivalent work experience. Good knowledge of workforce development programs, policies and procedures. Good knowledge of the cultural, environmental and personal factors influencing the lives of persons who are economically disadvantaged, low income, unemployed or otherwise facing barriers to employment and bilingual skills.

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

Employment & Training Administration staff, Orange County Community College staff, Bridge staff, Orange-Ulster BOCES staff

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:

Family status, number of persons in the household, military status, educational information, employment history, skills and limitations, citizenship status, physical limitations and health related conditions, drug and alcohol issues, mental health issues, child support issues, and other related information needed to provide and collect supportive services information.

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:

Assurance: Based on the temporary assistance participant's assessment the district will develop an employability plan in consultation with the participant.

The Employability Plan on WTCMS is the electronic document used for all consumers. This comprehensive plan includes client goals, employment and training preferences, short term and long term goals, challenges and barriers identified, planned activities and enrollments, actual client activity and assignments, child care services, work/training related services including transportation, and other related supportive services needed.

The plan will be explained to the individual and any changes to the plan will be discussed with the individual and documented in writing.

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

same as performing assessments

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

same as 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

Orange County plans to meet federal and State participation rates by assessing client needs, utilizing employment plans, relying on partners and supports, and engaging consumers in employment and employment related activities described in section 3.1. The estimated time period it takes for individuals to be engaged in activities for both newly opened cases and those who have changed from exempt to nonexempt is approximately 4-6 weeks. Some will take less time, some will take more time, but 4-6 weeks is a good average.

The weekly standard participation requirement for individuals with families including all case types, such as a single parent in a household with a child under six years of age, is 35 hours per week.









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	SNE	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.
☒	☒	☒	☒	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.
☒	☒	☒	☒	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. 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>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>

<input checked="" type="checkbox"/>	<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>

				<p>Job Readiness Training (JRT)</p>	<p>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.</p>
				<p>Vocational Education</p>	<p>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.</p>

   	<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>
   	<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>

■	■	■	■	<p>Secondary School</p>	<p>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.</p>
■	■	■	■	<p>Provision of Childcare for Individual Participating in Community Service</p>	<p>Providing unpaid child care to enable another Temporary Assistance (TANF/MOE funded) recipient to participate in a community service program.</p>
■	■	■	■	<p>Treatment Plan for Substance Abuse</p>	<p>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.</p>
■	■	■	■	<p>Treatment Plan Other than Substance Abuse</p>	<p>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.</p>
■	■	■	■	<p>Other</p>	<p>Any work activity that does not meet the criteria of any of the above countable activities constitutes participation that is not countable toward federal and state participation rates.</p>

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.

JOBS staff are referred TA applicants and assign them to job search activities with assistance and support services. There is no minimum required number of job search contacts.

The district assigns TA recipients to perform 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.

Case Managers assign TA recipients to job search activities and are assigned to seek a minimum of 10 job contacts per week for a total of 35 hours per week. The recipient must keep a log book provided by the case manager where contacts can be recorded and displayed as proof of the activity. Recipients are generally required to report job search outcomes on a weekly basis.

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:

Staff job developer and case managers contact employers daily to solicit jobs for participants. There is one part time staff person dedicated to this activity who makes up to five contacts per day.

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.

SUNY OCCC Bridge Program has two job developer/placement staff that make employer contacts daily. The main function of their job is to place our family assistance participants in jobs and often go out into the community to assist them with applications, interviews and/or any other support necessary to help them gain employment. These staff contact at least 5 employers per day and often visit at least 5 places of employment with their group of individuals on a daily basis.

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

The Jobs program staff perform job development duties in our district for both applicants and open cases. There are three staff members who contact at least 10 employers daily and are an integral part of our unit.

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:

Our district evaluates all training vendors based on prior training experience, instructional capacity, educational credentials and certifications, equipment, space and other related criteria. The employment training programs provided by the district are collaborative with One Stop WIA training programs and are historically successful. Demand occupations, employment trends locally and regionally based are set by the Workforce Investment Board and provided valued data for our district and other county agencies to benefit.

A Vendor Training Monitoring Guide is also developed for each training program or institution. This tool considers a vendor's past results and statistics to ensure quality programs and curriculum, such as training completion, job placement, and wage at time of placement. Performance criteria for each vendor is carefully considered.

- 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:

Most TANF clients participate in our Bridge Program where an in-depth assessment, career exploration and other job readiness workshops and services are provided. Through this activity, Bridge staff identify those who are seeking training and are eligible and appropriate. Once the Bridge staff person meets with the consumer's employment case manager, the training plan is written into the consumer's employment plan. A training approval referral is given to the consumer which specifies the type of training, dates, times, and location and other specifics. Attendance in Bridge, TABE scores and other criteria is also considered during the referral process.

- 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.

As noted earlier, the district's employment units are located in the county's Orange Works One Stop Career Centers and a collaborative partner with WIA programs. The Employment and Training Administration runs both WIA and WTW programs and collaboration is a natural and fully integrated occurrence. We are also co-located with our SUNY Bridge program which is on site and conducted in our One Stops as well.

We will continue to work with our WIA and Bridge partners and will additionally seek and utilize other partners including community based organizations and educational institutions such as Orange-Ulster BOCES, Orange County Community College, Occupations, Inc. and other partners outside of the One Stop structure to provide combined services including work experience, job skills and training. We have successfully begun an effort to blend such activities and will continue to increase this over the next two years. As a district, Orange County has been a leader in training and will continue to strive to assist our consumers in this regard.

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

As noted above, a Vendor Training Monitoring Guide is utilized and considers and evaluates the program's historical success, how many participants get jobs from the training, how many retain their jobs, credentials and certifications of the training institution and individual trainers, labor marked demands related to the training, and other related considerations.

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

Participants are advised of training providers during their initial orientation; by their employment case manager when discussions are had about training during the employment plan development; and during the Bridge Program as an option to reach their goal of employment and independence. There is an electronic list of providers that can be viewed by participants as well.

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

The assigned education/training must be consistent with the participant's employment goal, and be designed to meet the labor marked demands. The participant must have the necessary pre-requisites, aptitudes and abilities to successfully complete the education/training.

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

Participants that have been approved for training receive a referral to training letter generated from WTWCMS which specifies the type of training, location, times, dates, length and other related specifics.

- 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:

- 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:

Teen will be required to attend school full time. The local school district will provide proof of attendance. The local school district has strict attendance monitoring practices and will notify DSS if attendance records indicate any problems. In cases where full time attendance is not available they will be required to attend an alternative educational and/or work skills program. The district DSS requires schools to complete attendance verification forms at re-certification, which occurs twice a year. If an attendance problem is indicated they will be asked to submit the forms more frequently.

- 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:

All health-related limitations will be accommodated and taken under consideration when work activities are assigned. The district will inform work activity providers of any individuals' work limitations identified as part of the disability review process. The following is a description of how the district will ensure that work sites are responding to notifications of work limitations:

Specific work limitations will be noted on all referrals to the work sites. Work sites will be required to specify nature of assignments of those with limitations and indicate that the assignment will accommodate the client's limitations. Recipients will not be assigned to work sites, which cannot accommodate their limitations.

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 WTCMS, 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):

Orange County will perform a random sample of 10 cases per quarter for paid work activities. Both the temporary assistance and employment case files will be reviewed. Hours of employment will be verified through receipt of pay stubs, employer verification forms, and direct phone contact with the employer documented in case notes. The review will ensure the hours of

employment on the ABEL budget are consistent with the hours reported on WTWCMS and documentation is in the file to support hours reported on WTWCMS and that the scheduled hours on WTWCMS is consistent with the documentation.

Orange County will perform a random sample of 20 cases per quarter for participating in unpaid work activities. The employment case files will be reviewed. Actual hours of attendance will be documented by attendance sheets showing actual hours of attendance, any excused absences during the month, and unexcused absences during the month, and holiday time. The review will ensure the actual hours of attendance reported on the monthly attendance sheets has been correctly reported on WTWCMS, excused absences and holiday time are documented in the case file and correctly reported on WTWCMS in accordance with federal limitations, and that documentation of actual hours of attendance is accurate and matches the hours of participation reported on WTWCMS by district or provider staff.

Orange County will perform a random sample of 10 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 case file will be reviewed to ensure there is presence of medical documentation to support the exemption and that the documentation has a timeframe for the exemption and that the individual is the appropriate caretaker.

Orange County will perform a random sample of 10 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.

Orange County will perform a random sample of 10 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 case file will be reviewed to ensure there is presence of medical documentation to support the exemption and that the documentation has a timeframe for the exemption

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):

There are no other providers entering information other than the ETA staff. Internal staff collects data from providers and enters information. Our DSS liaison will perform the review and will certainly consider and review provider data as well as internal information.

The district will assess and verify that participation in the work activities reported meets the State approved definition for the activity as part of the review of sampled cases.

A summary report will be prepared following each review period and that a copy of the report is to be forwarded to Kathy Nagy @ Kathleen.Nagy@otda.state.ny.us. Additionally, A&QI staff will be sending out an outline for the report separate from these comments.

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.):

The employment case manager makes referrals to the Disability Navigator Program (DPN). The Disability Navigator is co-located in the Orange Works One Stop along with the employment unit where referrals can be easily made. The DPN does an assessment and referral to the appropriate agency that meets the needs of the participant.

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

The local DSS has a mental health case manager available to do professional assessments and intensive case management for all clients that display a need for mental health treatment. This case manager will assure that the client's mental health needs are met and that the client attends treatment. When clients demonstrate an ability to return to employment they are referred to ETA.

For those who have other health issues, the local DSS will follow the documented prescribed treatment plan of the client's physician. For those who do not have documented health issues, or for those whose physical impairments are not clear or questionable, the local DSS will send clients to Industrial Medicine Associates (IMA) to assess medical needs and will follow the treatment plan prescribed accordingly.

A contracted case manager will work with the client in a supportive way to ensure treatment is followed. When clients demonstrate an ability to return to employment, they are referred back to ETA.

- 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 mental health professional tracks the progress of the client's treatment and attendance. All clients cases are reviewed on a monthly basis and all medicals must be resubmitted every three months. Monthly attendance is received.

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.

The district receives Intensive Case Management funding and has developed a program with partnering community based organizations whose staff perform home visits and other outreach efforts to those who fail to participate in work activities. In addition, this program strives to engage participants to report to the employment office where absences with good cause can be discussed and supported. Alternative work assignments or arrangements can be considered during times when clients have issues beyond their control. Discussions to enable the participant to meet his or her work activity obligations with an alternative schedule can be considered.

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:

Intensive Case Management program includes home visits and intensive outreach and support activities to engage sanctioned participants. In addition, regularly scheduled sanction call-ins are conducted at the Department of Social Services in collaboration with the income maintenance unit to question clients as to how they are spending their child's public assistance grant. Clients are asked to produce receipts as proof to verify use of children's benefits.

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

Intensive Case Management activities such as home visits and other outreach are conducted. Scheduled call-ins by appointment (letter sent or delivered) followed by office visits to re-engage clients. Comprehensive re-assessment activities, discussions and interviews are also conducted.

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

same as above

Section 3.11 Diversion Strategies

[] District has no specific diversion strategies.

[X] District's diversion strategies are described below:

As described earlier, we use our NYS JOBS staff for employment diversion.

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:

Day Care registration fees-consistent with amount specified in our childcare plan

Clothing, uniforms, and footwear necessary for specific activities and employment up to \$350.00

Tuition, fees, books, and supplies- up to \$4,500 per year

Liability insurance for family Daycare providers- up to \$80.00 per child for one year of insurance premiums for TANF recipients who become family daycare providers

License and other work related fees- up to \$200.00 for licenses and other fees necessary to participate in training and /or accept and retain employment.

Job related safety equipment- up to \$200.00 per period of eligibility for protective gloves, boots, headgear, etc. needed to accept and/or retain employment

Tools and equipment- up to \$500.00 per period of eligibility for tools and equipment necessary for training and/or to accept or retain employment.

Automobile repair- up to \$1,500.00 not to exceed market value of the vehicle

Automobile insurance- up to \$1,000.00 for recipients/participants vehicle when it is the least costly way to provide transportation for duration of employment activity or up to ninety (90) days after entry to employment.

Camp fees- \$1,300.00 per child not to exceed \$204.00 per week for children of participants in employment and/or training programs.

- 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):

If no other transportation can be provided (friends, relatives or public transportation routes do not meet need), participants may be placed on a county van that will transport them. The district will transport participants to approved work activities for as long as necessary. For those who are in full-time paid employment, transportation is provided for at least three months and extensions are reviewed on an individual case basis.

Transportation- at no more than the cost of public transportation if available, or, if not, at a level up to \$0.50 per mile, but not to exceed the reimbursement rate for private transportation regularly paid by the Social Services district to its employees. This includes transportation of children to child daycare or camp or other programs. This support service will be made available to applicants and recipients when other forms of transportation are not available to enable the individual to participate in work activities as assigned.

- 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:

The maximum distance the client would be expected to walk is two miles. Work limitations will be addressed and accommodated with respect to the two mile walking distance requirement.

- 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:

Employment mentors will be assigned to at risk participants. The function of the mentors is to work with the participant and with the employers to resolve work related problems and provide support.

- 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):

Provide translators to assist the participant in filling out applications and going on job interviews.

Enroll non-English speaking participants into ESL workplace literacy training programs offered by educational partners.

[] 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:

As mentioned, employment mentors will intensively provide support services to consumers and their employers immediately following job placement, and will work collaboratively with employment case managers to make any provisions needed to make consumer successful.

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.

On an as-needed basis, the district will provide:

- Counseling
- Low income daycare
- Daycare for incapacitated adults
- License and other work related fees
- Tools and Equipment
- Auto repairs and insurance
- Camp fees for children
- Transportation*

*if available (priority is given to those who are receiving public assistance)

Cost limitations are outlined in section 4.1, however individual case circumstances are always considered and reviewed.

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.

*Transportation services

(reviewed on a case by case basis)

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:

Transportation services are provided to FSET participants, however priority is given to TANF clients.

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

- Transportation
- Low income day care
- Tools and equipment
- Auto repairs and insurance
- Clothes/Uniforms
- License and other work related fees

Cost limitations are outlined in section 4.1, however individual case circumstances are always considered and reviewed.

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:

Conciliations are always sent to consumers by mail. Intensive Case Management staff are additionally sent to the home reinforce and remind consumers that they must report to the employment office and comply.

The good cause/willfulness determination is made by:

- client's employment worker
- a supervisor

- separate entity (please describe below)
- other (please describe below)

Supervisors and employment case managers who are most familiar with the client's case history make the determination of good cause.

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:

Clients who agree to participate in work or work activities may have their sanctions ended. An individual must participate in an activity for a minimum of one week to show their compliance and have their sanction lifted. Sanctions can also be ended by a collaborative decision of the employment and income maintenance worker.

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)

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

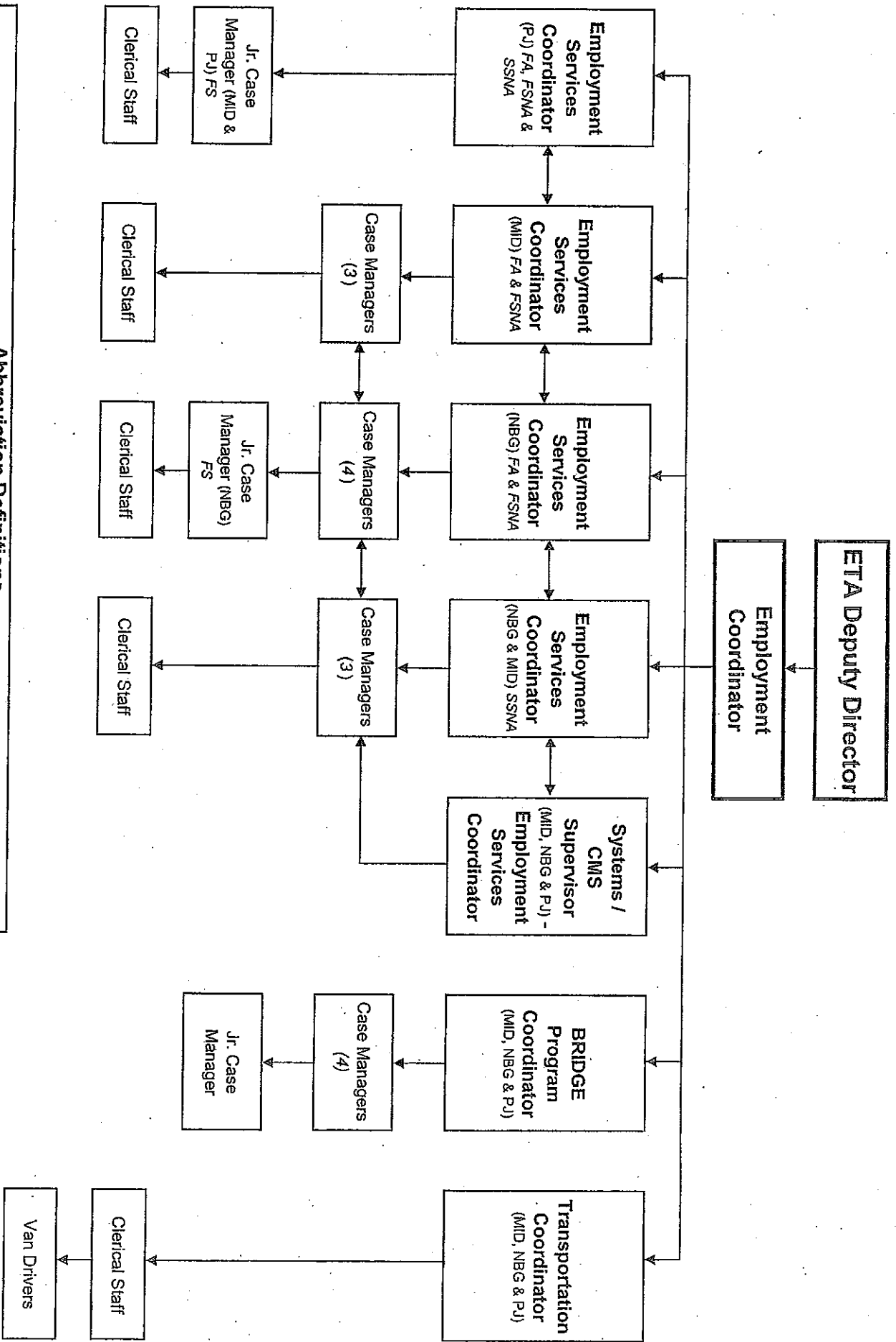
The district's process for determining an individual's disabilities and/or work limitations is in accordance with 18 NYCRR 385.2(d). Check all that apply:

- 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.

Our district has a district managed contract to provide independent medical evaluations. Our district has a district managed contract to provide independent medical evaluations through IMA. Determinations made by IMA are considered final decisions on what type and duration of the exemption. Medicals from the clients' doctors are reviewed by Senior Social Welfare Examiners, placed on a data base and referred to the medical home visit vendor. The Senior Social Welfare Examiner will determine the duration of the exemption based on the doctors' recommendations. If it is longer than 12 months they will be referred to our SSI determination unit.

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:



Abbreviation Definitions

FS	-	Food Stamps	PJ	-	Port Jervis
FA	-	Family Assistance	MID	-	Middletown
FSNA	-	Family Safety Net Assistance	NBG	-	Newburgh
SSNA	-	Single Safety Net Assistance			