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Eliot Spitzer
Governor

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

David A. Hansell
Commissioner

February 26, 2008

Penelope LaBarge
Commissioner
Lewis County Department of Social Services
P.O. Box 193
Lowville, New York 13367

Dear Commissioner LaBarge:

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
Marcia Samsa
Jerrod Ogden

"providing temporary assistance for permanent change"

bcc: S. Antos
D. Bloodstein

PENELOPE LABARGE
COMMISSIONER



Telephone (315) 376-5400
Fax (315) 376-4112

COUNTY OF LEWIS
Department of Social Services
P.O. Box 193, 5274 Outer Stowe Street
Lowville, New York 13367

January 15, 2008

Barbara C. Guinn, Director
Employment and Advancement Services
NYS Office of Temporary and Disability Assistance
40 North Pearl Street, 11th Floor
Albany, New York 12243

Dear Ms. Guinn:

Enclosed please find Lewis County's amended Temporary Assistance and Food Stamps Employment Plan for January 1, 2008-December 31, 2009. The requested changes have been made.

The attachments are the same as listed in my original letter dated December 3, 2007.

If you have any questions or comments, feel free to contact me at 315-376-5726 or e-mail me at 23a027@dfa.state.ny.us.

Thank you.

Sincerely yours,

Penelope LaBarge
COMMISSIONER

A handwritten signature in cursive script that reads "Marcia I. Samsa".

Marcia I. Samsa
PRINCIPAL SOCIAL WELFARE EXAMINER

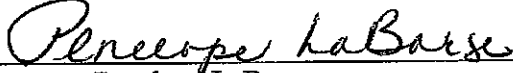
Lewis County Department of Social Services Vision Statement
"Every citizen shall have information and services that lead to a safe, healthy and independent life."

This institution is an equal opportunity lender, provider, and employee. Complaints of discrimination should be sent to: USDA, Director, Office of Civil Rights, Room 326W, Whitten Bldg., 1400 Independence Ave. SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD)

**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 Lewis 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 Lewis 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
Penelope LaBarge
Date January 15, 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.

Social Welfare Examiners - Beginning in May of this year, the Temporary Assistance staff became part of the Employment & Training Unit. Applications for Temporary Assistance are accepted on a walk-in basis. Social Welfare Examiners provide applicants with an employment orientation as part of their initial interview. Examiners are responsible for making the determination of employability. If employable, they are responsible for assigning them to an applicant job search, job readiness training and informing employment staff of such assignments. (If claiming a disability, the Examiner will give the client a 10-day letter and an appointment to return with documentation of said disability(ies). The Examiner is responsible for providing the client with the 4005 or 4005a. If work exempt, the client will be scheduled to take the TABE test. If non-exempt they will, at that time, be referred to Applicant Job Search and JRT and meet with an employment specialist for assessment and employment planning.) Upon recommendation from employment staff, that an applicant has met applicant requirements, the Examiners will open the cases on Temporary Assistance. Social Welfare Examiners maintain the client files. Upon referral from the Employment and Training Office the Examiners are also responsible for individual and case sanctions, as well as case denial for non-compliance with

applicant activities. They are responsible for budgeting and client notification. Examiners are responsible for informing employment staff of changes in the client's living situation, budget, case status, category, employability, etc.

At this time, one of our Social Welfare Examiners is responsible for providing Intensive Case Management Services to certain populations of our TANF caseload. These populations are 1.) TANF recipients that are currently sanctioned or referred for sanction (defined in the Agency's ICS Program Narrative); 2.) TANF clients that have received TANF for at least 36 months; 3.) TANF clients that are coded "41" temporary illness (1 to 3 months) or "42" temporary incapacity (4-6 months) (described in the Agency's Case Management Process). They also have the TANF and SN-MOE caseload

One Examiner is currently responsible for the Child Care Subsidy Program. She will be assigned the Child Only caseload once training is completed for the Child Care Program.

Our third Examiner is assigned the Safety-Net population. Our plans are to implement a "case management" type program for this population, similar to what we have in place for the TANF. This will not occur until after the first of the year.

JOBS Staff - Our OTDA JOBS staff person oversees our job readiness classes and monitors job search participation on a daily basis. She informs eligibility staff of compliance/non-compliance and recommends case for opening or denial. Our OTDA JOBS staff person is also responsible for our ABAWD population. These individuals are assigned to her upon case opening. They are then called in to participate in FSE&T. All are assigned to an Independent Job Search and any other appropriate activities. If they are unable to find employment of at least 80 hours monthly, or are not assigned to training of 80 hours monthly, they are given the option of being placed in a work experience to retain their food stamp eligibility. Activities other than the job search and JRT are handled by the Employment and Training Specialists. Our OTDA JOBS staff person is also responsible for job development and job placement. She works with one of our E&T Specialists to develop work experience sites and on-the-job training opportunities, and refers TANF, SN-MOE, SN-Non-MOE, 200% and FS individuals to unsubsidized employment and training.

Employment & Training Specialists -- We currently have 2 Employment & Training Specialists who are responsible for the Temporary Assistance caseload. The employable caseload is divided evenly between the two. For this population they are responsible for assessment and employment planning. They assign their clients to appropriate activities consistent with their employment plan. They monitor attendance and progress. They are responsible for addressing non-compliance issues and the conciliation process.

One of our Employment & Training Specialists is responsible for conducting an in-depth orientation at Job Readiness Training where he stresses the client's rights and responsibilities, our attendance policy, transitional benefits, supportive services, non-compliance, diversion payments, etc. He also works with the OTDA JOBS staff person to do job development activities. He is responsible for our on-the-job training program and classroom training programs.

One of our specialists is responsible for monitoring our disabled client's participation in treatment and rehabilitation and compliance with applying for disability benefits, in specific SSI and SSD.

Both specialists see Food Stamp applicants, who are required to work register, at application. They assess them for work readiness, explain the requirements of the Food Stamp Employment & Training Program, ABAWD requirements, if applicable, and explain the services available to them through the One-Stop.

Employment & Training Assistant – Our assistant is responsible for assuring that medical documentation is current for all TA clients claiming a disability. Requests for documentation are done at a minimum at each recertification. She is also responsible for providing attendance sheets to worksites and training providers on a regular basis. The assistant also issues supportive services to applicants/recipients through WMS.

Office Specialist - is responsible for mailing and tracking our conciliation notices and client responses. The Office Specialist is also responsible for all receptionist duties for the office and numerous other clerical duties.

Employment & Training Coordinator – This individual is a Principal Social Welfare Examiner responsible for the agency's Temporary Assistance Unit, Child Care Unit, and all Employment activities. She is responsible for approval of training, represents the Agency at mediation and fair hearings, determines good cause or refers for sanction and approves supportive service payments. She also reviews disability statements to help determine employability status and is responsible for numerous employment statistics, participation rates and other reports and plans. The Employment & Training Coordinator also supervises the Workforce Investment Programs and serves as the One-Stop manager.

In Lewis County, the Department of Social Services and Workforce Investment Agency are integrated. The Employment and Training Specialists, the Office Specialist, the Employment and Training Assistant and The Employment and Training Coordinator are involved in WTW and WIA activities. Their salaries are paid by a combination of these funds.

We also receive funding from Community Solutions for Transportation which we use to run a mileage reimbursement program. We serve TANF clients and TANF 200% clients under this program. It is run by staff in our Employment Unit. Employment and Training specialists determine eligibility and our Office Specialist processes the payments. We reimburse these clients 15 cents per mile for their travel back and forth to their jobs including a defined "reasonable distance" to and from child care. Our TANF clients and those that are closing due to employment are a priority for services under this program.

At case closing Temporary Assistance cases are automatically processed for Transitional Medicaid, Food Stamps and Child Care.

Several non-DSS agencies are involved in administering the Welfare-To-Work Program.

The Resolution Center of Jefferson and Lewis Counties, Inc. staff act as mediators for conciliation and dispute resolutions. Mediations are held every two weeks, but can be scheduled more often, as needed.

Jefferson County Community Action Planning Council, Inc. provides support for applicants and recipients in regards to child care. Child Care Resource and Referral staff is present here at DSS four days a week. They assist TA clients with obtaining suitable child care and with daycare certification for those that desire to become child care providers.

The NYS Department of Labor staff are partners in the One-Stop. They provide job search assistance to our customers.

A VESID representative is also present in the One-Stop one day each week to provide services and conduct group orientations for their programs. Many of their clients are referrals from our Welfare-To-Work caseload.

Jefferson-Lewis BOCES provides programs, under contract, using funding from various sources. They provide Job Readiness Classes, GED instruction and Basic Computer Training at our local training center. The majority of their referrals come from our office. We also refer clients to their vocational education programs and job skills classes.

Cornell Cooperative Extension staff provide workshops throughout the month on such topics as money management, nutrition, hygiene, energy savings, debt management. Many of our applicants/recipients are referred to attend these workshops as part of their requirements under JRT.

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
Resolution Center of Jefferson and Lewis Counties, Inc.	\$per individual \$40 per mediation held \$10 per no shows \$5,000.00	FFFS Admin	FA SN SN-FP NPA-FS FS-Mix	Mediation Services
Jefferson-Lewis Board of Cooperatiave Educational Services	\$28,868.00	FFFS	TANF TANF 200%	Job Readiness Classes
Jefferson-Lewis Board of Cooperative Educational Services	\$3,197.00	FFFS	TANF TANF 200%	Basic Computer Classes
Industrial Medicine Associates	\$7,500.00	FFFS Admin	TANF SN-MOE SN	Disability Determinations
	\$			
	\$			
	\$			
	\$			
Total	\$ 44,565.00			

TABLE 2 – Other Service Providers

Provider	Funding Source(s) (if known)	Categories of Clients Served	Programs, Services or Activities Provided
Jefferson-Lewis Board of Cooperative Educational Services	unknown	FA SNA SN-FP NPA-FS FS-Mix	GED Instruction
NYS Department of Labor	Wagner-Peyser	Same as above	Job Search assistance, job match and referral
Lewis County Opportunities	Wheels-for-Work	FA SN-FP 200%	Transportation Services
Cornell Cooperative Extension	NYSERDA FSNEP	FA SN-FP SNA	Individual workshops (Healthy Living, Money Management, etc.)
Vocational and Educational Services of Individuals with Disabilities (VESID)	unknown	FA SN-FP TANF 200% SN FS FS-Mix	Assessment, Career Planning, Job Development, Job Coaching Services, Vocational Training and Supportive Services

Section 2.3 – Jobs Agreement

Jobs Program Services – Target Groups

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

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

 WTWCMS data entry, job fairs, referral to workshops,

Jobs Program Staffing and Location (Address)

Number of Jobs staff 1

Locations

1. Lewis County Employment & Training

5274 Outer Stowe Street, P.O. Box 193

Lowville, NY 13367

2.

3.

Jobs Program LDSS Staff Contact (Name & Phone Number)

 Marcia I. Samsa, Employment & Training Coordinator, 315-376-5726

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.

In Lewis County clients will be assigned to up to 40 hours of activities based on their employment plans and capabilities. Hours of participation in work experience will be limited to the number of hours derived from adding their cash assistance and food stamp allotment and dividing by State or federal minimum wage, whichever is higher.

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.

1. Availability of grant diversion payments
2. Information on transportation services in Lewis County
3. Time limit information regarding receipt of cash assistance
4. Consequences of failing to comply with employment activities
5. Other services available through our local One-Stop for Employment & Training
6. Availability of Child Care in lieu of Temporary Assistance
7. Our county's attendance policy

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 two ways. One on one by Social Welfare Examiners at the time of application and as a group a more in-depth orientation is done at Job Readiness classes on the first day a client attends and at the time we administer the TABE exam to our exempt population.

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:

~~Click here and type the elements~~

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

The TABE exam is administered to all applicants of temporary assistance to measure literacy and basic skills levels. O'Net Interest Profiler is administered by BOCES to all non-exempt applicants/recipients to help with employment planning.

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))

Those meeting the requirements of that of an Employment and Training Specialist or Social Welfare Examiner under Civil Service rules. DSS Staff or BOCES staff that have been trained to administer and evaluate the TABE exam and O'Net Interest Profiler.

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

The JRT instructor employed by BOCES and our Employment & Training Specialists

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:

1. Education and basic skills levels
2. Supportive services needs

- 3. Prior work experience
- 4. Vocational interests
- 5. Barriers to employment

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:

Steps necessary to reach employment goals, both short and long term and information about other agencies and partners that the client is involved with.

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

Employment staff begin working with a client at application, as previously described. Our goal is to find them a job before their TA case needs to be opened, through our applicant job search. At the time a case shows up on WTWCMS as active, their enrollments in JRT and Job Search should be entered simultaneously. Job Readiness Training and Job Search are designed to meet the 20 or 30 hour requirements. Assessment and Employment Planning are begun at the applicant stage, as well. The core portion of JRT is four weeks. In that time the Employment & Training Specialist will have a plan for the client's next step and activity enrollments. Often time we enroll Safety-Net applicants, that are food stamp recipients, in a work experience under FSE&T regulations and then increase their hours once their SN case is opened to include their monthly grant. The typical time period that it takes for a nonexempt individual to be engaged in work activities is less than 30 days. One reason for integrating our TA unit and Employment

unit is to assure that information is shared immediately, such as changes in employability status, entries to employment, case closings, etc.

The Employment & Training Coordinator is responsible for monitoring the participation rates. Because of the small size of our TA caseload, this is accomplished by use of the reports provided by the State, WTWCMS, as well as actual case by case review each month.

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.

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).

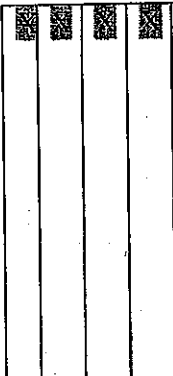
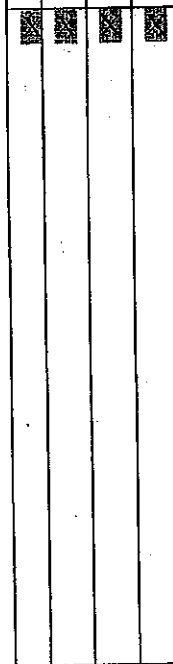
If a column is blank it indicates that the activity is not available for that household/case type.

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.
				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>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>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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				<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>
				<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.

	<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>

				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.
				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.

Lewis County assigns non-exempt applicants to a job search and job readiness activities at the time of their initial interview for eligibility. They are assigned to job search activities for up to 30 hours per week with no fewer than 6 contacts.. Our JOBS staff person monitors their job search initially at their first JRT class and then assigns them to continue their job search and schedules them for the next week at the Employment & Training office.

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.

Many TA recipients are assigned to a formal job search once during a 12 month time period. The number or contacts they must make and number of hours is determined on an individual basis, up to 30 hours weekly with a minimum of 6 contacts weekly. Most generally for 6 weeks a year. They are always expected to look for work and will be referred to individual job opportunities as they become available.

As previously stated, our OTDA JOBS staff person is responsible for assigning and monitoring clients in all job search activities. Monitoring involves meeting with clients on a weekly basis, directing them with their job search, random contacts with employers to verify contacts, contacts with employers to confirm questionable information provided by the job search participant, addressing all issues of non-compliance, as well as all WTWCMS entries related to the job search activity. This includes a review of their job search booklet which includes information on the exact time they spend doing job search activities, such as submitting job applications or interviewing for a job, to include travel time to and from potential employers, time required to identify potential jobs, as well as time spent preparing and sending follow-up materials to an employer. This also includes a determination by our JOBS staff person of whether or not the job contacts are complete and reasonable. It also includes the JOBS staff person contacting a sample of employers periodically to verify that the participant actually contacted the employer about a job.

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:

One Employment & Training Specialist and our JOBS staff person are our job development team. They are expected to make a minimum of 10 employer contacts each month to develop worksites, possible internship situations or subsidized or unsubsidized job opportunities. Because we are also the county One-Stop many of our employers list their jobs with us and only hire through us. We have several employers who accept applications through us and interview on site. Our TA clients are a priority to us in making job matches and referrals.

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.

~~Click here and type the description~~

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:

On a case by case basis clients are connected to education services that they need. Our local BOCES uses our training center for GED instruction. They accept referrals from us on a priority basis. We also work with our local literacy volunteers to set up instruction

for clients. Our JRT instructor identifies clients through that program who need remedial help and is able to have them receive help during the JRT classes.

- 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:

Again, this is done on an individual basis. We are closely connected to our local BOCES and through the WIA programs are aware of what training is available. An expanded part of our JRT is a career exploration portion designed specifically to identify clients who would benefit from vocational training or job skills classes.

- 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.

One way is to develop more worthwhile work experiences for clients. The more in-depth career exploration portion of our JRT class will help. Making staff more aware of the importance of vocational education and job skills training will also help.

[Click here and type the description](#)

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

Providers will be those that meet the requirements established by NYS Education Department. The majority of providers will be the same as approved by the area Workforce Investment Board. Providers will be evaluated by measuring their program's successful part in helping individuals move into self-sufficiency.

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

We have information in the One-Stop of available programs through BOCES and nearby colleges.

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

Assignment to vocational training programs is reserved for those individuals who have already demonstrated a willingness to comply. Whereas employment is the main focus of our program, even while involved in training an individual must be actively engaged in job search and/or involved in a work-based activity. A priority is also given to meeting participation rates. Therefore, in order to be assigned to educational activities, recipients must be involved in activities that allow them to be considered participants in calculation of rates. Lastly, participants must have a completed self-sufficiency plan of which education/training activities are stated as necessary to reach the participant's goals.

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

Approvals/denials of training or enrollment in a work activity are done orally and in writing. Participants are provided a copy of their employment plan and any modifications, which would list these approved activities.

- 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:

Our Employment & Training Assistant is required to send school statements verifying enrollment/attendance at each recertification for each child that is 16, 17, and 18. She also sends them at the time a child turns 16. At the eligibility worker's request she will send them more often. DSS Home School Coordinators routinely notify eligibility workers if there is a problem with attendance.

- 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:

In the case of an individual who is work limited, the Employment & Training Office shall assign individuals to work activities only if consistent with the individual's treatment plan and limitations. The site supervisors and instructors will be provided, in writing, a list of limitations and tasks not to be performed, as well as any special accommodations necessary. The Employment & Training Specialists monitor participation by site visits and scheduled monitoring appointments. The individual will be allowed the right to dispute their placement(s).

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):

Lewis County's Temporary Assistance caseload is very small. Over the past 6 months our average TA caseload was 72 cases (42 FA and 30 SN-Non Moe) Of the 42 FA, an average of 20 are child only cases. Excluding these 20 cases from the count of cases to be reviewed, that leaves 52 average cases a month. The Employment Supervisor currently reviews each case, each month, to determine our prospected participation rates. While FA cases are reviewed twice a month, Safety-Net cases are reviewed once. The reviews consists of looking at WTCMS entries to make sure actual hours are input, by the 13th of the month for the previous month's participation, looks at cases that are sanctioned or in the sanction process, review client notes, meet with employment workers to discuss each case and their status. For cases that are employed the ABEL budgets are reviewed and hours budgeted are compared to those in CMS. If there are discrepancies both paper files are pulled and documentation reviewed to resolve the difference, then it is corrected. We have a process in place to assure that individuals are recoded "31" as soon as their baby is born and also to assure that they are referred to employment by the time their baby reaches 12 weeks of age. The Employment Supervisor is also responsible for signing off on all employability determinations and employment code assignments.

In addition to these processes that are in place, Lewis County will perform a random sample of 10% (5) 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 and documented in case notes. The review will ensure the hours of employment on the ABEL budget are consistent with the hours reported on WTCMS and documentation is in the file to support hours reported on WTCMS and that the scheduled hours on WTCMS is consistent with the documentation.

Lewis County will perform a random sample of 5 cases per quarter for participation 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 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 on WTCMS by districts. Lewis County does not currently have program providers who are responsible for collection of documentation or entry of data into WTCMS.

Lewis County will review 100% of cases in which a member is reported as 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.

Lewis County will review 100% of cases in which a 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.

Lewis County will assess and verify that participation in the work activities reported for work eligible individuals meets the Federal definition for the activity.

As requested, Lewis County will prepare a summary report following each review period, and forward such report to Kathy Nagy @ Kathleen.Nagy@otda.state.ny.us.

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):

Our expectations for completion of our attendance and progress forms are explained fully to our worksite supervisors and activity providers. Our new forms require signatures of the client and the supervisor/instructor to verify the hours and information provided. Site visits are made on a regular basis and staff is always available to answer the questions of the supervisors, instructors and clients in regards to their participation.

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.):

A review of all information obtained from the client's assessment, doctor's notes, LDSS 4526, counselor's and therapist's notes, disability review, diagnostic test results, etc. is done to make the determination of whether or not a disabled individual has the potential to be restored to self-sufficiency. This review is done by TA eligibility staff, however, the final determination is signed off on by the Principal Examiner in the unit. If the information we have is questionable or incomplete we would refer the individual to our contracted provider (IMA) and factor in their determinations, as well.

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

A determination of the type of treatment the client will be involved in will be with input from and at the recommendation of the individual, the individual's doctor(s) and counselor(s). When possible, our plan will be developed in coordination with other treatment plans that are in place for the client through other service providers.

- 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.:

Locally developed forms are used to first verify their current treatment plans and secondly to verify attendance, compliance and progress in treatment. The providers are asked to complete these monthly, more often as necessary.

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.

While a client is still an applicant, one of their first assignments is to locate reliable transportation and child care, including a backup plan for both. CCR&R staff are here to assist client's with child care. A list of volunteer drivers is provided to clients at this time, as well. All non-exempt applicants are referred to job readiness activities during the application phase. At JRT they are provided with an in-depth orientation which includes our attendance policy, a limited list of allowable excuses for absence, requirement to document absences, requirement to make up time, classes, etc. This again is stressed throughout the assessment and employment planning phase. Clients are then placed in activities that they have already agreed to. We are

also trying to develop more meaningful activity placements, in specific quality work experience placements where they will be learning about occupations of interest to them, learning skills that will improve their chances in the job market and/or where there could be an opportunity that the work experience could result in an actual job placement.

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:

We have an Intensive Case Management process in place for our TANF and SN-FP population. Clients are contacted at the point they are being referred for sanction, periodically during their sanction period and specifically at the time their sanction is ending and they are able to end their sanction. Contacts are made in the office and most often by home visit. The case manager explains the impact of the sanction on the household and on their ability to become self-sufficient, conducts an in-depth assessment to identify potential barriers the household may have to program participation, explains what is needed to prevent or end the sanction and assists the client in getting back into compliance, explains what will be required of the household once their sanction period has elapsed and they have not demonstrated compliance, monitors any activities that the sanctioned individual is currently involved in, and also assists them in identifying and obtaining resources that will reduce or eliminate their need for Temporary Assistance. Individuals whose sanctioned period has ended and they have not demonstrated compliance are required to report to the Agency on a regular basis to explain how the household is meeting their needs with reduced TA and Food Stamps. At these meetings, again, it will be explained what they need to do to comply, the benefits of compliance and the consequences of not complying.

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

Ten days prior to the end of a TANF individual's sanction the client is mailed a letter explaining what they need to do to be in compliance. The letter also explains what our process is if they choose not to comply. (Note: this letter is also sent to clients that are sanctioned until compliance after 90 days have lapsed and they have still not complied) If the individual does not reply to the letter within 10 working days, the case is referred to our Investigations Unit. Our investigator will call the client in within 10 days. At this meeting it is again explained to them what they need to do to be in compliance and if they so choose they will be allowed to meet with employment staff that day to start taking the steps necessary to end their sanction. If the client doesn't show for the meeting the entire case is closed. If they don't comply they will be referred

to our Intensive Case Manager. They will then be seen by both the case manager and investigative staff until such time as the individual complies or their case closes.

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

See above.

Section 3.11 Diversion Strategies

District has no specific diversion strategies.

District's diversion strategies are described below:

~~to be here and type the description~~

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:

Clothing necessary for participation in assigned work activities (Not to exceed \$100 per activity assignment) Paying for clothing will be only if not available at no cost through our local thrift shops.

Licenses and work related fees necessary for participation in employment activities. This will include fingerprinting and testing necessary for certain employment opportunities

Job related safety equipment

Tools and work equipment necessary to participate in assigned work activities (not to exceed \$250.00, one time only)

Up to a maximum of \$1,500.00 or the retail value of their automobile, whichever is less, for reasonable costs of necessary repairs to a participant owned vehicle. Payment for the cost of licensing, registering and insuring client owned vehicles, so as to allow clients to participate in employment activities. The Department will only pay the initial down

payment for insurance, and only once. Fees involved in obtaining a driver's permit/driver's license for first time drivers, to allow them to participate in employment activities, can also be paid.

Moving expenses to a populated area in the County that would allow a client to participate in employment activities.

Any other service determined to be necessary for the applicant/recipient to participate in employment activities.

- 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):

It is Lewis County's policy to place recipients at the closest possible worksite in relation to their home. Lewis County provides supportive services for transportation (license fees, registration and insurance costs, vehicle repairs) The County also assist recipients with moving expenses to a populated area in the County to allow them to participate. Lewis County will reimburse applicants/recipients, who are assigned to work activities, for private transportation to and from such activities at 25 cents per mile. To promote car pooling to and from activities, as many clients do not own vehicles and there is no public transportation, Lewis County will pay a driver an additional 10 cents per mile for each additional client that they transport to employment activities, not including an individual who is part of their own Temporary Assistance household, not to exceed the federal IRS rate for mileage reimbursement. Due to the unavailability or reliable private transportation, Lewis County will refer clients to volunteer drivers and at times to a local taxi and will pay the transportation providers directly, at their going rate.

Our local CAP agency operates the Wheels for Work Program, which helps TANF clients with vehicle repairs and in obtaining a loan to purchase a vehicle. These TANF clients must be employed at least 30 hours per week and need the transportation to retain such employment. TANF recipients are a priority, while they also serve the TANF 200% population.

- 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:

Lewis County does not reimburse individuals who travel less than 2 miles, one-way, to and from a work activity. This is the distance that we have determined is "within walking distance". Disability and child care issues could lead to exceptions to this rule.

- 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:

All of the same supportive services listed above are available to individuals at risk of needing public assistance to accept or maintain their employment.

- 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):

~~Click here and type the description~~

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:

All those supportive services listed above in section 4.1 (a), as well as Transitional Child Care, Transitional Medicaid and Food Stamps.

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.

All those supportive services listed in section 4.1 (a).

Section 4.3 Extended Supportive Services

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

Under our Community Solutions for Transportation Program, TANF eligible households with income up to 200% of poverty are reimbursed for their mileage to and from employment, at the rate of 15 cents per mile and a maximum of \$200 a month.

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:

Lewis County reimburses Food Stamp Employment & Training participants for mileage to and from their work activities at 25 cents per mile if using their own vehicle. For those that do not have their own transportation we will provide them with a list of volunteer drivers and reimburse the volunteer driver or local taxi at their going rate.

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

The same supportive services as listed above in 4.1 (a)

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:

Lewis County has a contractual agreement with the Resolution Center of Jefferson and Lewis Counties, Inc. to serve as mediators for failures to comply with employment requirements and dispute resolutions. Mediations are held every two weeks or more often, as needed. At the time the client responds to their conciliation notice and provides any requested documentation, they speak with their employment worker. Their employment worker explains their determination of whether or not it is acceptable good cause and whether or not they would be referring them for sanction. They also explain that if they don't agree with this they have the right to mediation and explain the process. If the client opts for mediation they are scheduled for the next mediation and sent a letter confirming such appointment. The Employment and Training Coordinator represents the Agency at mediation. The goal of the mediation is to come to an agreement of what should happen in their case, sanction or good cause. The Resolution

Center follows up with a letter to the client and Agency summarizing what was discussed and what the agreement was, if one was reached.

The good cause/willfulness determination is made by:

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

See above

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:

A sanctioned individual is sent a notice that explains when their sanction is due to end, at least ten days prior to the end of sanction date. (use of an AFA code on their authorization triggers this). If a client is in the office, their sanction period is ending or ended, and they are indicating their desire to get back into compliance, they will be seen by an employment specialist that same day. The specialist will explain what the client needs to do to be in compliance, based on the reason for the sanction, update their employment plan and assign them to the appropriate activity(ies), as soon as possible. If a client calls, they are told to come in as soon as possible. Our policy is to wait until the client has complied before we recommend that their sanction be lifted. This will mean that they have participated completely for one week of the activity(ies). (i.e. JRT is 3 days per week so after 3 classes they would be considered to be back in compliance, if they are scheduled to work 25 hours per week on a work experience, after completing a full week of 25 hours their sanction would be lifted, etc.)

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.

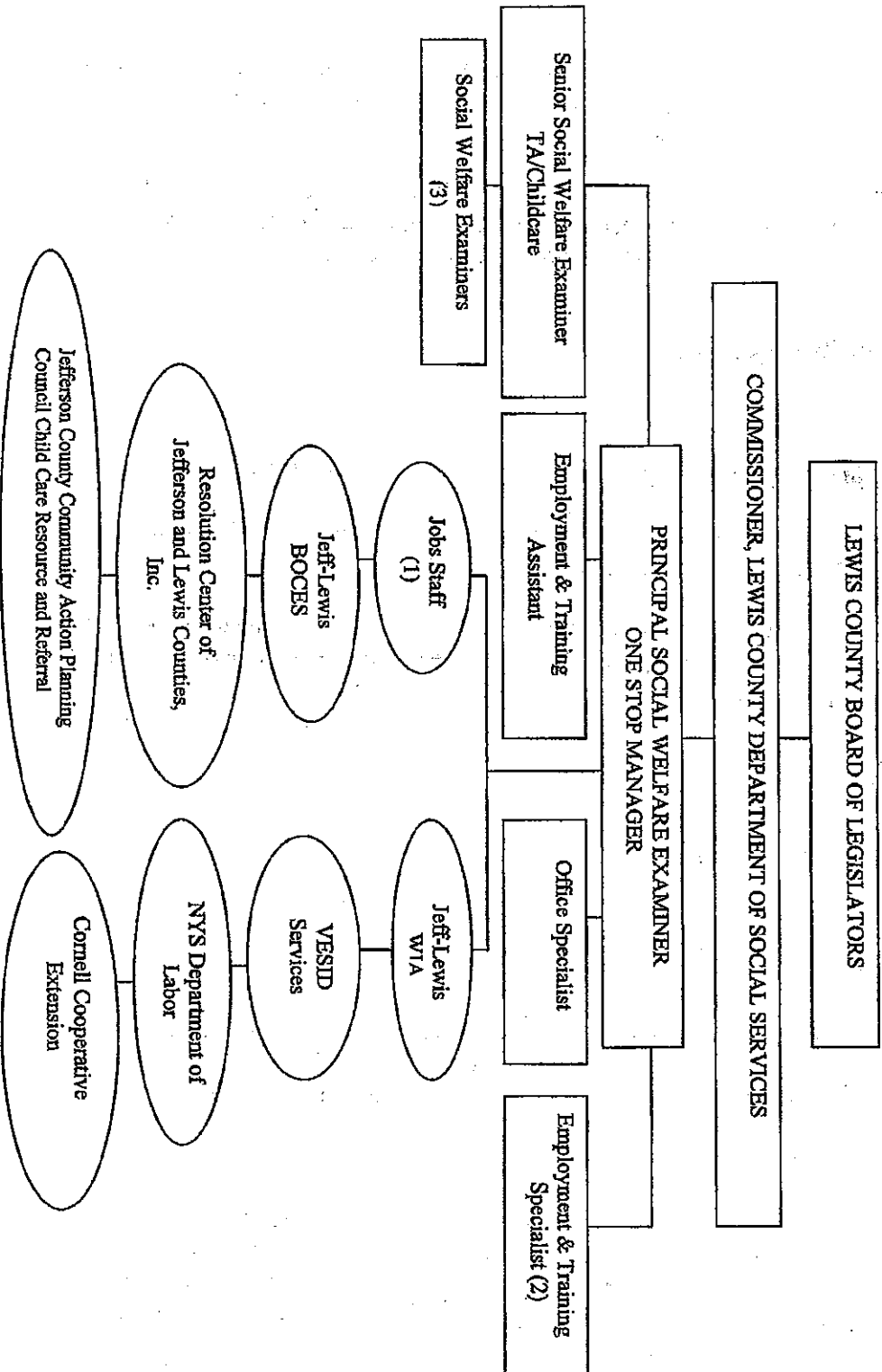
~~Click here and type the process~~

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 Principal Examiner is responsible for reviewing and interpreting all medical documentation. It is her decision to accept what is received or to request the individual be referred to Industrial Medicine Associates for an independent evaluation. While the Temporary Assistance staff make the initial determination of employability the Principal Examiner signs off on all codes at opening and undercare.

Lewis County Department of Social Services



TA Applicant Employment Pre-Assessment

Name: _____ Date: _____
Address: _____ Soc.Sec.#: _____
Phone #: _____ Age: _____
Marital Status: _____

Education

Have you graduated from High School? Yes No
If not, what grade have you completed? _____

Are you interested in working toward your GED? Yes No

Have you attended college? Yes No
Do you have a degree? Yes No
If so, what type of degree? _____

Work Experience

Please list your last 3 jobs. You may include volunteer work.

Employer Name + Address: _____
Dates of Employment: _____
Job Duties: _____
Reason(s) for leaving: _____

Employer Name + Address: _____
Dates of Employment: _____
Job Duties: _____
Reason(s) for leaving: _____

Employer Name + Address: _____
Dates of Employment: _____
Job Duties: _____
Reason(s) for leaving: _____

What type of work do you prefer? _____

Have you been trained in any occupation? Yes No
If yes, please describe: _____

Family Composition

Please list all members of your current household:

	Name	Age	Relationship to you
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Childcare

Do you have a need for childcare? Yes No

Do you currently have someone to provide care? Yes No

Name of provider: _____

If not, do you need help finding a childcare provider? Yes No

Medical

Do you have any current medical problems which would restrict you from actively seeking or obtaining employment? If so, please describe and name the Doctor you are being treated by.

Transportation

Do you have a current driver's license? Yes No

Do you have a vehicle? Yes No

If not, what do you use for transportation? _____

What other Agencies are you currently working with, if any? (i.e. Mental Health, Probation, VESID, Alcohol Treatment Center, etc..)

Comments:

FOR OFFICE USE ONLY: Expedited FS? _____ FS Amount _____ Anticipated TA Case type _____
--

2. What do you use for transportation? Own vehicle Vehicle in household
 Borrow vehicle Get Rides
 Bus/Taxi Other
3. If you have a physical impairment that requires special transportation, please explain _____

D. MILITARY HISTORY

1. Are you a veteran? Yes No
 If yes, what Branch? _____ If no, go to Section E
2. Did you have an Honorable Discharge? Yes No
 If yes, Date Received _____
3. Other Discharge? Please explain _____
4. Was Discharge a result of Military Reduction in Force? Yes No
5. Special training received: _____

E. MEDICAL HISTORY

1. Do you have special needs for training or employment? Yes No
 If yes, which of the following: Wheelchair Hearing Aid
 Cane/Walker Eyeglasses
 Attendant Other
 Interpreter
2. Do you have any medical problems? Yes No
 If yes, please describe: _____ If no, go to Section F
3. Does this medical problem limit your ability to work? Yes No
 If yes, explain how: _____
4. Do you have a doctor's statement on file with the Department of Social Services? Yes No
 If you answered NO and feel that you are not able to work, please bring a doctor's statement to your review.

F. SUBSTANCE ABUSE

1. Do you have a problem with: Yes No
 If no, go to Section G Alcohol? Yes No
 Drugs? Yes No
2. Have you ever received treatment, or are you currently receiving treatment? Yes No
 If yes, when and where? _____
3. Did you complete treatment? Yes No
 If yes, when and where? _____
 If no, why not? _____

G. ARREST RECORD

1. Do you have any pending court dates? Yes No
 If yes, when? _____
2. Are you on probation? Yes No
 If yes, Name of Probation Officer: _____
 Length of Probation: _____
3. Have you ever been convicted of a crime? Yes No
 If no, go to Section H
4. If yes, was it a: Felony Misdemeanor Both
5. When and what was the conviction(s) for? _____
6. If you have a record, does it limit where you can work? Yes No
 If yes, please explain: _____

H. CHILD CARE/ADULT CARE

1. Do you need care for an ill, disabled, or elderly adult in your household? Yes No
If yes, please explain: _____
2. Are there children in the household? Yes No
3. Is there an adult in the household, other than yourself, who can watch the children while you are working or going to school? Yes No
If yes, who? _____
4. If you don't have child care available, do you need help finding care? Yes No
5. What is your preferred method of child care? Day Care Center Family Member
 Friend/Neighbor Group/Family Day Care
 School Aged Child Care Program
6. Have you experienced problems in the past with child care? Yes No
If yes, please explain _____
7. Do any of the children have a special need that influences your choice of child care? Yes No
If yes, Name of child _____
 Learning/Development Needs Physical Needs
Child is receiving treatment from _____
8. Do you need help finding medical/educational care for child? Yes No

Name	Age	Date of Birth	Hours Care is Needed

I. EMPLOYMENT AND SKILLS

1. Recent work record (starting with most recent employer): Have Never Worked

Employer Name and Address	Employed		Rate of Pay	Job Title and Duties	Reason for Leaving
	From	To			

2. Are you receiving unemployment benefits? Yes No
If no, are benefits exhausted? Yes No
Other reason for not receiving? _____
3. Do you have any skills other than those listed above? Yes No
If yes, what are they? _____
4. How did you learn the skills you have? _____
5. Have you ever received training from government program (other than military)? Yes No
If yes, when and what was the training for and who provided it? _____
6. Are you working with VESID? Yes No
If yes, name of counselor: _____
7. Are you currently looking for work? Yes No
If yes, Full-Time Part-Time
8. What kind of work would you prefer? _____
9. Have you done any volunteer work that might have given you a skill? Yes No
If yes, please explain: _____
10. Can you type? Yes No
If yes, how many words per minute? _____

11. Can you operate any machines or heavy equipment? Yes No
 If yes, please explain: _____
12. Are you registered with the Department of Labor Job Service? Yes No
13. Do you have a current Resume? Yes No
 If no, do you need one? Yes No

14. I have skills of work history in the following occupations:
- | | | |
|--|--|---|
| <input type="checkbox"/> Artist/Drafter(1) | <input type="checkbox"/> Farm Worker(4) | <input type="checkbox"/> Engraver/Etcher(7) |
| <input type="checkbox"/> Engineering(1) | <input type="checkbox"/> Crop Picker(4) | <input type="checkbox"/> Patternmaker(7) |
| <input type="checkbox"/> Accounting(1) | <input type="checkbox"/> Florist(4) | <input type="checkbox"/> Model Maker(7) |
| <input type="checkbox"/> Advertising/Public Relations(1) | <input type="checkbox"/> Groundskeeper(4) | <input type="checkbox"/> Electronics Repair(7) |
| <input type="checkbox"/> Medical Technology(1) | <input type="checkbox"/> Animal Caretaker(4) | <input type="checkbox"/> Sewing Machine Operator(7) |
| <input type="checkbox"/> Manager(1) | <input type="checkbox"/> Commerical Fishing(4) | <input type="checkbox"/> Shoe Repair(7) |
| <input type="checkbox"/> Pilot(1) | <input type="checkbox"/> Logger(4) | <input type="checkbox"/> Tailor(7) |
| <input type="checkbox"/> Secretary/Office Worker(2) | <input type="checkbox"/> Cemetary Worker(4) | <input type="checkbox"/> Cabinetmaker(7) |
| <input type="checkbox"/> Bookkeeper(2) | <input type="checkbox"/> Plater(5) | <input type="checkbox"/> Riveter(8) |
| <input type="checkbox"/> Cashier(2) | <input type="checkbox"/> Finisher(5) | <input type="checkbox"/> Boilermaker(8) |
| <input type="checkbox"/> Store Clerk(2) | <input type="checkbox"/> Molder(5) | <input type="checkbox"/> Electrician(8) |
| <input type="checkbox"/> Telephone Operator(2) | <input type="checkbox"/> Caster(5) | <input type="checkbox"/> Welder(8) |
| <input type="checkbox"/> Gate/Ticket Agent(2) | <input type="checkbox"/> Furnace Tender(5) | <input type="checkbox"/> Heavy Equipment Oper.(8) |
| <input type="checkbox"/> Commission Sales(2) | <input type="checkbox"/> Scrap Handler(5) | <input type="checkbox"/> Mason/Bricklayer(8) |
| <input type="checkbox"/> Sales Clerk(2) | <input type="checkbox"/> Mixer(5) | <input type="checkbox"/> Carpenter(8) |
| <input type="checkbox"/> Bank Teller(2) | <input type="checkbox"/> Assembler(6) | <input type="checkbox"/> Construction Worker(8) |
| <input type="checkbox"/> Computer Operator(2) | <input type="checkbox"/> Machinist(6) | <input type="checkbox"/> Building Maintenance(8) |
| <input type="checkbox"/> Custodian(3) | <input type="checkbox"/> Tool & Die Maker(6) | <input type="checkbox"/> Plumbing/Heating(8) |
| <input type="checkbox"/> Waiter/Waitress(3) | <input type="checkbox"/> Grinder Operator(6) | <input type="checkbox"/> Truck Driver(9) |
| <input type="checkbox"/> Bartender(3) | <input type="checkbox"/> Polisher(6) | <input type="checkbox"/> Garbage Collector(9) |
| <input type="checkbox"/> Cook(3) | <input type="checkbox"/> Press Operator(6) | <input type="checkbox"/> Laborer(9) |
| <input type="checkbox"/> Child Care/Teacher's Aide(3) | <input type="checkbox"/> Bench Worker(6) | <input type="checkbox"/> Railroad Worker(9) |
| <input type="checkbox"/> LPN/Nurse Aide(3) | <input type="checkbox"/> Auto Mechanic(6) | <input type="checkbox"/> Taxi Driver(9) |
| <input type="checkbox"/> Housekeeper(3) | <input type="checkbox"/> Inspector(6) | <input type="checkbox"/> Photographer(9) |
| <input type="checkbox"/> Amusement Park Attendant(3) | <input type="checkbox"/> Jeweler(7) | <input type="checkbox"/> Other _____ |

15. I have limited work skills and would like to receive training in:

- | | | |
|---|---|---|
| <input type="checkbox"/> Autobody Repair | <input type="checkbox"/> Vehicle Maint & Repair | <input type="checkbox"/> Human Services |
| <input type="checkbox"/> Heavy Equipment Oper/Maint | <input type="checkbox"/> Building Maintenance | <input type="checkbox"/> Nurse Aide |
| <input type="checkbox"/> Welding | <input type="checkbox"/> Electrical Wiring | <input type="checkbox"/> Culinary Arts |
| <input type="checkbox"/> Carpentry/Masonry | <input type="checkbox"/> Electronics | <input type="checkbox"/> LPN |
| <input type="checkbox"/> Plumbing/Heating/Air Condition | <input type="checkbox"/> Computer Operation | <input type="checkbox"/> Truck Driver |
| <input type="checkbox"/> Architectural Drafting/CADD | <input type="checkbox"/> Criminal Justice | <input type="checkbox"/> Accounting |
| <input type="checkbox"/> Office Technology | <input type="checkbox"/> Child Day Care Worker | <input type="checkbox"/> Other _____ |

I certify that the preceding information is true and correct to the best of my knowledge.

Signature _____

Date _____

Did someone help you to complete this form? Yes No

Who _____

Employability Code	Care Type	Target Group 51 52 53 54
Literacy Level Reading	Math	Main/Yes
Date Received	Worker Signature	

TA Interviewing Flow

Before Client Comes into interview:

- Locate Birth Certificates and Social Security Cards for each applicant.
- Check over clearance for active programs.
- Check screen 17 for Time limits and ABAWD information. Review record for sanctions or program violations and punch out months used in brochure.
- If emergency, look for shelter repayment agreements.
- Review application and questionnaire for possible ineligibility: Excess income excess resources, if they own their home, previous non-compliance issues, and filing unit considerations such as: under 21, all appropriate household members are applying, etc.

When Client enters the interview:

Keep the Documentation Lacking Sheet (2642) next to you and record lacking information throughout the interview

- Ask Client what brings them in to apply for this program.
- Be sure to ask the client what programs they are applying for and that they are checked correctly on the front of the application and the second page.
- Complete **ALL** blanks on the application. (Pay attention that **ALL** questions are answered)
- Be sure the application was signed and dated by all adult household members.
- Complete Domestic Violence Paperwork. If "yes" is checked on form 4583, call DV liaison (Deanna, Jenny or Pennie G). Also handout form #257 and palm card. Give a brief overview of employment, Drug & Alcohol and support regulations before calling DV liaison.
- Support Interview (Turn to Absent Parent page of application)**
 - o Complete and discuss Explanation of Support Form (#157) Explain that support is to be turned over as of the date of this application)
 - o Complete Good Cause Form (#4279)
 - o Complete Section one of Support Referrals (#2860) on all absent parents and sign and date bottom of referral. Have Support worker come in and complete section two and sign form also. (The support worker will complete the referral even if the client claims good cause.)

Employment Issues (Turn to Income page of application)

- ✓ Be sure to get a pregnancy statement if client is pregnant.
- Verification of last four weeks of income should be gathered or statement "none"
- The Drug and Alcohol screening sheet (#4571) completed and referral made, when necessary.
- Job Quit forms (#18) are to be completed, when necessary.

If non-exempt for employment:

- Be sure Employment Assessment Forms are completed (#274TA #224FS) on all employable individuals.
- Job Readiness Training and TAFE Letter
- Orientation Checklist
- Job Search Handbook and appointment with Department of Labor
- ✓ Be sure to forward all necessary papers to Employment Specialist

If Work Limited:

- Give a 10 day letter to the client with appointment.
 - Complete 4005
 - Complete consent forms
 - Job Readiness Training and TAFE Letter
 - Orientation Checklist.
 - Job Search Handbook and appointment with Department of Labor

If exempt for employment:

- Give a 10 day letter to the client with appointment.
 - Give client TAFE Test Letter
 - Have client complete Disability Review
 - Complete consent forms
 - Complete 4005

Consent Form

Resources (Turn to resource page of application)

- Verify all resources checked "yes" to on the application.
- Document on the application why they do not need to verify them if you do not request verification.
- Document on the application whether motor vehicles are paid for and whether they are on the road or not.
- ✓ Check that the resource sheet (#79) is complete.

- Shelter (Turn to Expenses page of application)**
 - ✓ Address Mortgages or Liens (after 90 days of assistance), if appropriate.
 - Verify ALL expenses such as landlord statements (including residency), fuel dealer, electric supplier and phone expense. **Note on the application fuel type, fuel dealer, electric dealer and if there is a phone expense and whose responsibility these bills are.
 - ✓ Be sure to verify how expenses are split (if necessary).
 - Have client complete and sign restriction form (#4580).

- Explain and have client sign Feds Pre-eligibility Review form(#197). If client's case meets certain criteria that are established by the State or local DSS, then an investigation is conducted regarding their circumstances before the case can be opened. Cooperation with an agency investigator is an eligibility requirement.

- Discuss Time Limit Tracking information. (Began 12/96) Give brochure with time used punched out and explain 60 month limit (FA) 24 month limit (SNA). Have they ever received assistance in another state? () Yes () No

- Explain Childcare Program (#4647), LITS Program and any other program that may be beneficial for the client to get themselves on their feet. (Housing, Heap, Weatherization, Transitional FS and Transitional Medicaid, etc.)

- Have client sign Consent for Release of information form (#76), responsibility to report changes form (#205, 3151 (FS) and #185 (All) and voter registration form.

- Complete Expedited Screening Sheet (#3938) FRONT and BACK, when applicable.

- Explain eligibility dates. Clients can receive FS from the date DSS receives application. FA - They may receive TA from the date DSS receives the last piece of information needed to open the case. Usually at least 2 weeks before we will open the case. SNA - 45 day wait.

- If client is SN, go over forms DSS4529 and DSS4530 with the client and have the client sign both. DSS4530 needs to be notarized.

- Explain benefit pickup and complete appropriate Card/Pin# paperwork (#89, #4217, #114, #4 and brochure)

CASH

Case number ends in:

Availability Dates:

	(First ½ of month)	(Second ½ of month)
0 or 1	1	16
2	2	17
3	3	18
4	4	19
5	5	20
6	6	21
7	7	22
8	8	23
9	9	24

- Explain finger imaging to client. For TA individuals 18 years old and over, and heads of households under 18 must be finger imaged. If anyone fails to finger image, the whole household will be denied.
- Complete the flow sheet (#98) and explain who they will see and what for.
 Be sure that what would be necessary for the opening is listed on the doc sheet in the case that they are unable to complete whatever is listed.
- Have the client sign the documentation lacking sheet (#2642) after reviewing it for completeness. Let them know we will assist them when possible if they have trouble getting documentation.

Lewis County Department of Social Services (Revised November 2007)

376-S400

