

Suffolk County

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

January 01, 2024 - December 31, 2025

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1. Administration

1.1 Administrative Structure

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

See attached.

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

The Suffolk County Department of Social Services (SCDSS) Employment Program comprises:

* Employability Unit (EMP)-EMP staff complete an employability assessment for each applicant\recipient.

* Compliance Unit (CU)-CU staff manages all conciliations, establish good cause, handles dispute resolution, and process sanctions and disqualifications as indicated.

* Disabled Client Assistance Program (DCAP)- DCAP staff assist clients in filing for Social Security benefits.

* Supportive Services Units- The Supportive Services Unit reviews required documentation and authorizes payments as needed.

The Suffolk County Department of Labor Licensing & Consumer Affairs (SCDOLL&CA) works in conjunction with the Suffolk County Department of Social Services (SCDSS) in the operation of the Suffolk Works Employment Program (SWEP), administering what is commonly referred to as The Employment Program of Suffolk County. The goal of the program is to provide counseling, activities and supportive services necessary for clients to achieve self-sufficiency or lessen their dependence on Temporary Assistance. Temporary Assistance applicants and recipients must complete a program orientation, a comprehensive assessment interview and devise a mutually agreed upon Employment Plan charting their path to self -sufficiency.

SCDOLL&CA SWEP services include:

- * Comprehensive Assessment Interview
- * Job Readiness Assistance
- * Subsidized Employment Programs
- * Employability Workshops
- * Vocational Training
- * Paid Adult Internships
- * Summer Youth Employment Program Referrals

- * Employment Plans
- * Job Development and Placement
- * Work Experience
- * Job Fairs/Career Quest
- * Resume Preparation
- * Supervised Job Search
- * Program Orientations
- * Educational Training
- * Referrals to Support Services
- * Displaced Homemaker

Following are specific details regarding available services:

* SWEP Work Experience- Positions are offered as clerical aides, community service aides, food service aides, labor aides and maintenance or custodial aides at hundreds of participating worksites throughout Suffolk County. A diverse variety of work environments and disciplines provide individuals with valuable work experience and help to develop a work history. Governmental and various not-for-profit agencies join in the partnership effort to help enhance our clients' employment-related work experience. Work Experience participants may also be placed onto SWEP conservation crews, which are supervised by a labor crew leader. Work Experience participants who are assigned to crews are picked up and transported to various sites throughout the county where they perform grounds keeping, maintenance, and other tasks as needed.

* SWEP Training Programs- Education and vocational training courses are offered to SWEP clients who have been assessed to be in need of training to enhance their employability. Remedial education is available for those clients, who may lack a high school diploma, have limited language skills, or who need basic job skills training. If vocational training is determined appropriate, a network of training agencies stands ready to offer their services. This network is spread across Suffolk County so that our clients can attend a local site.

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

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

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

Funding sources include, FFFS, SNAP E&T, Local or “other”. Categories of clients served include Family Assistance (FA), Safety Net Assistance for households with dependent children (SNA Fam), Safety Net Assistance for households without dependent children (SNA Ind), Supplemental Nutrition Assistance Program (SNAP), and Temporary Assistance to Needy Families (TANF) 200%.

Contracts or Agreements with Agencies Who Provide TA and SNAP Employment Services

Provider	Total Contract Cost per Year	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided
Suffolk County Department of Labor, Licensing & Consumer Affairs	\$6,723,644	FFFS SNAP E & T Local	FA SNA Family SNA Individual SNAP	SCDOLL&CA completes the client assessment and employment plan and assigns and monitors work activities.
Child Care Council of Suffolk, Inc. Registration and Inspection MOU	\$1,033,079	Others: NY State funded	FA SNA Family SNA Individual	The Child Care Council of Suffolk inspects, registers and monitors Family Day Care providers for compliance with health and safety regulations.
Education and Assistance Corp. (EAC) Sanction Intervention Project	\$188,172	FFFS	FA SNA Family	EAC will service TANF and SN Maintenance of Effort (MOE) individuals sanctioned until compliance for failure to comply with work rules and other mandated requirements.
Industrial Medicine Associates (IMA) Employability Determinations	\$1,300,000	Local Others: SN funded with local funds FA funded through Federal funds.	FA SNA Family SNA Individual	SCDSS and SCDOLL&CA use IMA to assess TA applicants and recipients for physical, mental and substance abuse impairments. In addition, IMA will assess, evaluate and monitor substance abuse treatment and compliance.

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

Categories of clients served include Family Assistance (FA), Safety Net Assistance for households with dependent children (SNA Fam), Safety Net Assistance for households without dependent children (SNA Ind), Supplemental Nutrition Assistance Program (SNAP), and TANF 200%.

Agencies and Providers to whom the District Refers for Employment Services

Provider	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided
Western Suffolk BOCES	Others: Educational resources	FA SNA Family TANF 200%	Vocational Skills Training
Suffolk County Community College	Others: Educational Resources	FA SNA Family SNA Individual TANF 200%	Vocational Skills Training
Adult Career and Continuing Education Services (ACCES)	Others: State Educational Department	FA SNA Family SNA Individual SNAP TANF 200%	Vocational Skills training, on-the-job training, Work Try-Out and Job Coaching for disabled individuals and the general public.
Summer Youth Employment Program	Others: Flexible Fund	FA SNA Family TANF 200%	Work experience, academic enrichment, job counseling, referral and workshops for 14-21 year old youths.
Western & Eastern Suffolk BOCES	Others: Food Stamp Employment and Training (Venture V) Venture	SNA Family SNA Individual SNAP	Vocational skills training, ESL, High School Equivalency (HSE) or Test Assessing Secondary Completion (TASC) and basic education.
Healthy Families NY (HFNY)	Local	FA SNA Family SNA Individual TANF 200%	Family support, Newborn care, growth and development education, promotes bonding and attachment, promotes school readiness. Can stay enrolled until child is five, or enters Head Start.
Perinatal & Infant Community Health Collaborative (PICHC)	Local	FA SNA Family SNA Individual TANF 200%	Community health workers who access needs and barriers to accessing services. Connects to community resources and parent support groups. Promotes prenatal, postpartum, and interconception health. Can stay enrolled until needs are met or youngest child is two.

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

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

The Suffolk County Department of Social Services (SCDSS) and the Suffolk County Department of Labor (SCDOLL&CA) work in partnership to provide employment services to SCDSS clients. SCDOLL&CA sends reports to SCDSS monthly indicating the number of clients served and the current participation rate. SCDSS monitors and reviews these reports in addition to meeting with SCDOLL&CA staff regularly.

SCDSS tracks TA/ SNFA-MOE sanctions that are referred to EAC by the Compliance Unit. We monitor client compliance and the outcomes of the project. In addition to tracking the referrals made to EAC, SCDSS meets monthly with EAC to discuss individual cases, answer questions and review Key Performance Indicators (KPI) for the project.

SCDSS also tracks clients being sent to Industrial Medical Associates (IMA). Appointment dates and outcomes are monitored on a daily basis.

1.3 OTDA Jobs Staff Agreement

a. OTDA Jobs Program Services - Target Groups (reply yes or no to the options as they apply):

Services Provided by Jobs Staff

Yes or No:	Services Provided:
N/A	Assessment/Employment Plan
N/A	Supervised job search
N/A	Job readiness training
N/A	Job club
N/A	Job placement services
N/A	Grant diversion
N/A	Job development (employer outreach)
N/A	WOTC pre-certification

Jobs Staff Target Groups

Yes or No:	Target Groups:
N/A	Applicants
N/A	FA & SNA with children
N/A	SNA without children
N/A	SNAP

Yes or No:	Target Groups:
N/A	TANF 200%

- b. Described below are the additional services/duties Jobs Staff will be requested to perform (e.g., Welfare to Work Case Management System (WTWCMS) data entry, case conferencing, job fairs).

N/A

1.4 Access to Services at New York State Career Centers

- a. Described below is how the district provides access to its programs and services with Career Center partners (reply yes or no to the options as they apply):

Programs and Services Provided at Career Centers

Yes or No:	Programs and Services Provided:
Yes	The district has employee(s) physically present at a Career Center
Yes	The district has contract staff physically present at a Career Center
Yes	The district makes available direct access to its program staff via phone or technology at a Career Center
Yes	The district makes available copies of the LDSS-2921 (Common Application) at a Career Center
No	Other (described here):

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

The SCDSS contracts with SCDOLL&CA to provide employment related services to Suffolk County's employable TANF, SN MOE, SN non-MOE and SNAP ABAWD population under the umbrella of the Suffolk Works Employment Program (SWEP). The SCDOLL&CA is the local Workforce Innovation & Opportunity Act (WIOA) grant recipient, fiscal agent, and One Stop Operator, as designated by the Workforce Development Board and County Executive. This unique relationship allows for program flexibility when planning for the provision of services, including referrals to partner agencies. Options include:

1. SCDOLL&CA TANF-funded staff are stationed at the One-Stop Employment Center to help facilitate the provision of services. Staff assist in the implementation of Job Fairs, participate in employability workshops, and provide assistance in the One-Stop Career Couture office. SCDOLL&CA Business Services staff is partially funded by TANF and can provide labor market information and lists of current job opportunities, as well as assist in job placement/job search activities. In addition, we offer services off-site at several community-based organizations. This enables us to serve individuals in some of the most needed areas.

2. Referral: Any SCDOLL&CA SWEP counselor can arrange a one-on-one appointment for an individual. Individuals seeking services will participate in a comprehensive assessment which may include skills testing to determine the appropriate menu of services. Serving these individuals is a WIOA and Suffolk County priority. All individuals seeking services will be enrolled in the One-Stop Employment Center.

2. Orientation, Assessment and Employment Plan

2.1 Orientation (Reference 18 NYCRR 385.5)

- a. How does the district provide orientation (reply yes or no to the options as they apply)?

District Orientation Procedures

Yes or No:	District Orientation:
No	The district provides orientation in accordance with 18 NYCRR 385.5 and no additional information is provided at orientation.
Yes	<p>In addition to the requirements outlined in 18 NYCRR 385.5 of the regulations, the district's orientation provides the following:</p> <ul style="list-style-type: none"> * An Opportunity Agreement form explaining joint responsibilities of the participant and the Agency. * A "Did You Know" general information form. * A "Learn More Earn More" fact sheet describing samples of approved vocational training courses. * Direct referrals to the on-site Child Care Council staff are made, when indicated. * Information about available employment opportunities and discussion about accessing services through SCDOLL&CA's One- Stop Employment Center * Information about the TANF program, available supportive services, community resources (e.g. Dress For Success and One-Stop Career Couture), earned income exemption and credits, TANF time limits, work exemptions, Family and Child Health Plus, additional information for childcare, HSE/ESL class availability and ex-offender information where appropriate.

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

Orientations are provided for applicants and recipients in person. On a case by case basis a request for a phone orientation will be granted. The requirement to establish paternity and pursue child support obligations is addressed upon application and recertification. The orientation for applicants and recipients claiming a disability are completed by SCDSS EMP staff. Upon completion of an exempt determination, the individual is informed of their treatment requirements. A referral is made to SCDOLL&CA and the orientation information is entered into WTCMS by SCDOLL&CA.

2.2 Temporary Assistance (TA) Employment Assessment

- a. How does the district conduct assessments as required by 18 NYCRR 385.6(a) and 385.7(a) (reply yes or no to the options as they apply)?

District Assessment Procedures

Yes or No:	How the district conducts assessments
Yes	The district enters assessments directly into WTCMS.
No	The district uses the LDSS 4980 (New York State Assessment) and later enters information into WTCMS.
No	The district conducts assessments using a local equivalent tool, and later enters information into WTCMS. If applicable, the local equivalent contains additional elements beyond what is required:

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

An employment assessment for each participant is conducted by a SCDOLL&CA SWEP Assessment Counselor. The Assessment Counselor reviews information provided during the SCDSS EMP interview, registration, assessment and orientation process and addresses items delineated on the WTCMS assessment screen such as work history, education, barriers to employment, etc. and may include optional sections if applicable. During the course of the assessment interview, an explanation of the participant's employment code and hourly activity requirement is given to the participant, and the activity options are again reviewed by the Assessment Counselor. During this interview if the participant is in receipt of SNAP benefits a detailed oral explanation of the SNAP work rules will be discussed. The LDSS 5193A is completed and given to the participant and any questions that the participant has regarding the SNAP work rules are answered.

Exempt participants are initially assessed by SCDSS EMP. Upon completion of an exempt determination, the individual is informed of their treatment requirements. A referral is made to SCDOLL&CA and the assessment information is entered into WTCMS by SCDOLL&CA. All exempt participants are monitored for updated medical, psychiatric or drug and alcohol treatment information. An exempt individual's status is reviewed prior to the end of their exemption period and /or if the participants provide additional information. The assessment is updated each time by SCDOLL&CA into WTCMS. Long-term exempt participants may be referred to the Disabled Client Assistance Program (DCAP) for assistance with applying for SSI or SSD.

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

SCDSS and SCDOLL&CA

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

SCDSS Social Services Examiner (SSE) 1-Minimum Qualification:

- a) Graduation from a standard senior high school or possession of a high school equivalency diploma, and two (2) years of experience in examining, investigating or evaluating claims for assistance, veterans, or unemployment benefits, insurance or a similar program operating under established criteria for eligibility;
or,

- b.) Graduation from a standard senior high school or possession of a high school equivalency diploma and two (2) years of experience in a New York State public social services agency performing duties that require substantial client contact for the purpose of implementing, assessing or directly providing agency programs and services.

SCDOLL&CA Labor Specialist Trainee- Minimum Qualifications:

- a) Graduation from a New York State or regionally accredited college or university with a Bachelor's degree; or,
- b) Graduation from a standard senior high school or possession of a high school equivalency diploma, and four (4) years of experience in personnel selection or placement, personnel administration or labor relations, business or public administration or field work supervision.

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

Yes

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

Yes

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

Yes

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

The SCDOLL&CA counselor is always looking at the assessments in the case. The client's assessment is reviewed at each and every one-on-one contact. If no individual contact is made after the initial assessment then individuals are contacted at one (1) year for Safety Net recipients and six (6) months for FA recipients.

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

- a. How does the district develop individual employment plans as required by 18 NYCRR 385.6(a) and 385.7(a) (reply yes or no to the options as they apply)?

District Employment Plan Procedures

Yes or No:	How the district develops employment plans
Yes	The district enters employment plans directly into WTCMS.
No	The district uses the LDSS-4987 (New York State Employment Plan) and later enters information into WTCMS.
No	The district develops individual employment plans using a local equivalent tool. If applicable, the local equivalent contains the following additional elements beyond what is required:

- b. Who develops the employment plan (reply yes or no to the options as the apply)?

District Employment Plan Development

Yes or No:	Who develops the districts employment plans
Yes	The same administrative unit or contractor that conducts employment assessments also develops employment plans.
No	A different administrative unit or contractor develops employment plans and the contractor's qualifications include:

- c. Described below is the district procedure for the completion of an individual's employment plan:

A mutually agreed upon Employment Plan, with both long-and short-term goals, is devised with the participant. A WTCMS activity referral is generated, and an activity fact sheet is issued to the participant. In all other cases referrals are based on the Assessment Counselors observations. The employability plan is reviewed at each contact and \or service, and it is updated when there is a change in the client's goal, planned work activities or employability status. Any time there is a change or update to the employability plan a copy is provided to the client.

Exempt participants are initially assessed by SCDSS EMP. Upon completion of an exempt determination, the individual is informed of their treatment requirements. A referral is made to SCDOLL&CA and the assessment information is entered into WTCMS by SCDOLL&CA. All exempt participants are followed for updated medical, psychiatric or drug and alcohol treatment information. An exempt individual's status is reviewed prior to the end of their exemption period and /or the participants provide additional information. The assessment is updated each time by SCDOLL&CA into WTCMS. Long-term exempt participants may be referred to the Disabled Client Assistance Program (DCAP) for SSI or SSD.

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

At each contact with an individual, a review of the employment plan is conducted. The counselor reviews present circumstances and if warranted, changes are made to the employment plan.

3. Engagement

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

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

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

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

The SCDSS and its agent, SCDOLL&CA, comply with the requirements set forth in Section 4 of this Plan. Participants are advised of their "Engaged in Work" responsibilities through the development of an Employability Plan. Exempt individuals are required to participate in activities that will lead to self-sufficiency. These activities may include the pursuit of SSI/SSD benefits, enrollment in drug/alcohol, mental health or vocational rehabilitation programs, and case management services.

3.2 Strategies/Procedures for Accommodating Individuals with Limited English Proficiency

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

Suffolk County accommodates the needs of Non-English speaking participants in accessing employment activities and services in the following ways:

- * Multi-language telephone interpreter services
- * Multi-lingual staff
- * Language Line InSight Video Interpreting
- * Bi-lingual forms provided in English and Spanish
- * Referrals to ESL service providers
- * Interpreter services for the non-English speaking deaf

3.3 Strategies/Procedures for Increasing Program Attendance

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

The SCDOLL&CA makes the following efforts to maximize participation:

* Participants are assigned to the maximum hours permitted (e.g., 40 hours for FAs). This enables participants to have a built in-buffer to maintain participation in case of "good cause" absences, without needing\exceeding excused hours.

* Participants with attendance problems are counseled by their worksite\school supervisor, issued a counseling letter via mail, receive counseling phone calls from SWEPP staff and are visited onsite by SWEPP worksite unit personnel. These efforts are used to assist individuals to stay in participation and to lessen referrals for non-compliance. After additional outreach has been completed, should the client continue to demonstrate attendance issues, a referral will be processed to the Compliance Unit within ten days.

* SWEPP has modified the WTWCMS provider listing to enable counselors to locate the most convenient worksite for participants. These listings can be sorted in various ways, including by bus route and town.

* SWEPP and SCDSS have streamlined the Childcare process so that individuals no longer need to report in order to have childcare services for new activities and\or referrals. Emergency Housing individuals have the ability to set up child care before engaging in the Employment process through DSS SWEPP. This eliminates the participant missing "unexcused" time from their activities.

* SWEPP representatives visit participant's onsite when their vocational education programs are nearing completion. These visits enable us to complete documentation to assign the individual to their next activity without them missing any time in their current activity.

* SWEPP has enhanced supervised job search resources and services offered at the Suffolk County One-Stop Employment Center location.

* To address transportation needs, some providers have been issued bus tokens for distribution to clients.

3.4 Strategies/Procedures for Engaging Sanctioned TA Participants

- a. The following are strategies used to engage sanctioned participants. If a district uses one of the options, a description will be provided (reply yes or no to the options as they apply and provide a description for "yes" responses):

Strategies and Procedures for Engaging Sanctioned TA Participants

Yes or No:	Strategies and Procedures for Engaging Sanctioned TA Participants
Yes	Described here are the strategies the district uses to attempt to engage sanctioned participants as soon as they are sanctioned: SCDSS has a current contract with the Education & Assistance Corporation (EAC) to implement a Sanctions Intervention Project. This project consists of a monthly review of TANF and SN MOE individuals

Yes or No:	Strategies and Procedures for Engaging Sanctioned TA Participants
	<p>who are sanctioned until compliance, or whose sanction period has expired. These individuals are scheduled to attend an Eligibility Verification Review interview with EAC. The EAC Case Manager will review any new case findings, including a review of household composition. The EAC Case Manager will follow-up on the verification of information obtained during the interview process. This may require the EAC Case Manager to obtain financial information or request information from the individual. It may involve contact with outside sources such as the individual's employer to verify information. The submitted financial information is discussed. The information obtained during this interview process (such as sources of income due to employment or outside contributions) must be compared to the financial information on record to determine if there is unreported or unbudgeted income. Those who appear are directly referred to the SCDOLL&CA for placement in a countable employment program activity or referred for a medical, psychiatric or substance abuse evaluation, as warranted. Those who fail to appear without good cause are referred for a full case closing.</p>
Yes	<p>Described below are the strategies the district uses to attempt to engage sanctioned participants when the durational period of the sanction is completed: Same as above</p>
Yes	<p>Described below are the strategies the district uses to attempt to engage sanctioned participants during different times in the sanction period: For individuals that have a durational sanction, EAC conducts an Eligibility Verification Review to engage these recipients during the sanction period. EAC interviews sanctioned individuals and discusses job search strategies, job search submissions, job leads, the One-Stop Employment Center, and resume preparation. Based on the individual's needs, referrals to various resources are made, including but not limited to:</p> <ul style="list-style-type: none"> * Supportive community services * Individualized resource packet * Dress for Success * One-Stop Career Couture * ACCES * HSE or TASC * Vocational training * Homelessness prevention * Federal Bonding Program * Safelink/ Assurance <p>Those who fail to appear without good cause are referred for a full case closing.</p>

3.5 Strategies for Reducing the Need for TA

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

For each individual, the development and utilization of an employment plan is tailored to that particular individual. Education, work experience and skills as well as any barriers that are not health related, are assessed for each individual. A comprehensive assessment is conducted and during the interview many career options are explored based on the individuals' interests and skill set. The plan outlines non-health barriers and establishes goals for financial stability. The focus of these employment plans is to help the individual realize strengths and how those strengths can translate into jobs and eventually careers that will foster self-sufficiency. By giving support through childcare, resume creating, and addressing transportation issues for example, individuals are encouraged to set a goal and follow through with that goal. In addition, the Self Sufficiency Review program requires temporarily unemployable individuals to follow up with health and treatment plans in order to become employable.

4. Work Activities

4.1 Allowable Work Activities

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

Allowable Work Activities by Case Type

Activity and Definition	Case Type
Unsubsidized Employment – Full time or part time employment in the public or private sector that is not subsidized by TANF or any other public program (excluding employer tax credits). Unsubsidized employment includes self-employment and/or paid internships.	FA SNAFAM SNA SNAP
Work Experience – Unpaid work performed at a public or not-for-profit organization to enable a participant who has not obtained unsubsidized employment to improve his or her employability. Work experience provides participants with an opportunity to acquire training, knowledge, work habits, and work references necessary to obtain and retain employment. Participation in work experience includes training required for the participant to complete the work experience assignment. For example, an individual who is expected to provide clerical support in a government agency may be provided training to develop or refine filing and data entry skills as needed to perform the tasks required as part of the work activity assignment.	FA SNAFAM SNA SNAP
Job Search – The act of seeking or obtaining employment or preparing to seek or obtain employment and will include: looking for suitable job openings in a group or individual setting; making contact with potential employers; learning appropriate workplace expectations and behaviors in preparation for submitting job applications and interviewing; preparing and applying for, and/or interviewing for jobs and related activities.	FA SNAFAM SNA SNAP

Activity and Definition	Case Type
<p>Vocational Education – Vocational education is defined as an organized educational program that directly relates to the preparation of individuals for current or emerging occupations that require training up to a four-year degree. Vocational education does not generally include basic or remedial education or English as a Second Language (ESL) but may include work focused general education and language instruction that is a regular or integral part of a vocational education program. Social services districts are responsible for ensuring that any such remedial education or ESL is a regular part of the program for participants with similar skill sets as the TANF/SNA MOE client, is determined necessary by the program provider, and is limited in hours to less than one half of program participation. Vocational education programs include the completion of activities that provide individuals the knowledge and skills to perform a specific trade, occupation or vocation. Vocational education must be provided by an education or training organization.</p>	<p>FA SNAFAM SNA SNAP</p>
<p>Secondary School – Regular attendance in accordance with the requirements of the secondary school or a course of study at a secondary school or other State accredited institution leading to a high school equivalency (HSE) diploma, in the case of a recipient who has not completed secondary school or received a certificate of general equivalency. Secondary school participation may include general adult basic education or ESL if it is linked to attending secondary school or leading to a HSE diploma as determined necessary by the educational institution. Secondary School or HSE programs that routinely include ESL, career training, alternative school, tutoring, dropout prevention, teen pregnancy or parenting programs as a requirement of program participation as determined by the educational institution will also be permitted.</p>	<p>FA SNAFAM SNA SNAP</p>
<p>Job Skills Training – Training or education in job skills to improve a participant's employability, to ensure clients have the basic skills competencies required by employers to support job entry and/or to advance or adapt to the changing demands of the workplace. Where identified as needed, such training may include the development of basic workplace skills including professional workplace behaviors and decision-making skills. Job skills training may include customized or technical training designed to provide participants with additional workplace skills, post-secondary education courses leading to a bachelor's or other advanced degree, or other training included under the definition of vocational education training. Job skills training may include literacy instruction, English language instruction, or other basic education for an individual who has already obtained a high school diploma or equivalency when determined from a client's assessment that such instruction is needed to improve the participant's employability.</p>	<p>FA SNAFAM SNA SNAP</p>
<p>Education Training – Education directly related to employment for a recipient who has not received a high school diploma or equivalency must be related to a specific occupation, job or job offer or otherwise determined based on a client assessment as necessary to improve the participant's employability to support job entry, retention or advancement. Education directly related to employment may include courses designed to provide the knowledge and skills for general or specific occupations or work settings to ensure clients have the basic skills competencies required by employers and may also include Adult Basic Education (ABE), ESL instruction and education leading to a high school equivalency diploma as determined as necessary to improve the participant's job opportunities in potential occupations. Where identified as needed such training may include the development of basic workplace skills including professional workplace behaviors and decision-making skills.</p>	<p>FA SNAFAM SNA SNAP</p>

Activity and Definition	Case Type
<p>Job Readiness Training (JRT) Activities – Participation in programs that include seeking and preparing for work. JRT includes two types of activities: (1) traditional activities of resume preparation, training in interviewing skills, and instruction in workplace expectations, training in effective job seeking, including life skills training; and (2) activities that improve an individual’s employability, such as substance abuse treatment, mental health treatment, or rehabilitation activities in which a qualified medical or mental health professional has certified that such treatment is necessary.</p>	<p>FA SNAFAM SNA SNAP</p>
<p>Subsidized Private Sector Employment – Employment in the private sector for which the employer receives a subsidy from TANF or other public funds (excluding tax credits) to offset some or all of the wages and costs of employing and training a recipient in accordance with New York State Social Services Law 336-f. Subsidized private sector employment will include positions subsidized through grant diversion/Transitional Employment Advancement Program (TEAP), supported employment programs, and paid college work study programs at private institutions. Individuals participating in subsidized private sector employment are paid wages and receive the same benefits as unsubsidized employees who perform similar work. An employment situation will be subsidized for up to the full amount of wages/benefits provided to the program participant and will be subsidized for the length of time as determined appropriate by the State or social services district.</p>	<p>FA SNAFAM SNA SNAP</p>
<p>Subsidized Public Sector Employment – Employment in the public sector for which the employer receives a subsidy from TANF or other public funds (excluding tax credits) to offset some or all of the wages and costs of employing and training a recipient in accordance with New York State Social Services Law 336-e. Subsidized public sector employment will include positions subsidized through grant diversion/TEAP, supported employment programs, and paid college work study programs at public institutions. Individuals participating in subsidized public sector employment, and work study unless otherwise permitted under a federal work study program, are paid wages and receive the same benefits as unsubsidized employees who perform similar work. An employment situation will be subsidized for up to the full amount of wages/benefits provided to the program participant and will be subsidized for the length of time as determined appropriate by the State or social services district.</p>	<p>FA SNAFAM SNA SNAP</p>
<p>Community Service – A structured program in which participants perform work for the direct benefit of the community under the auspices of public or nonprofit organizations. Community service placements must be projects that serve a useful community purpose in fields such as health, social services, environmental protection, education, urban and rural redevelopment, welfare, public recreation, public facilities, public safety, and childcare. Community service programs are designed to improve the employability of participants not otherwise able to obtain unsubsidized employment. Participation in community service may include training that is directly required for the participant to complete the community service assignment. For example, an individual who is expected to provide clerical support to a food pantry may be provided training to develop or refine filing and data entry skills.</p>	<p>FA SNAFAM SNA SNAP</p>
<p>Provision of Childcare for Individual Participating in Community Service – Providing unpaid childcare to enable another TA (TANF/SNA MOE funded) recipient to participate in a community service program.</p>	<p>N/A</p>

Activity and Definition	Case Type
SNAP E&T Supervised Job Search – The act of seeking or obtaining employment through a job search that is directly supervised and may include: case management services, career exploration, interview preparation, job application assistance, learning appropriate workplace expectations and behaviors in preparation for submitting job applications and interviewing, job leads, and direct job referrals.	N/A
On-the-Job-Training (OJT) – Training in a public or private sector employment setting during which the participant receives work-essential paid training while he or she is engaged in productive work that provides the knowledge and skills essential to attain full and adequate performance of the job.	FA SNAFAM SNA SNAP
Other – Any work activity that does not meet the criteria of any of the above countable activities constitutes participation that is not countable toward federal and State participation rates.	N/A

4.2 Job Development

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

Yes

How does the district participate in job development activities (reply yes or no to the options as they apply)?

How the District Participates in Job Development Activities

Yes or No:	How the district participates in job development activities
No	District staff contacts employers to solicit jobs for TA and/or SNAP participants. Describe how this is done, including number of staff, frequency of contact, etc.: N/A
Yes	<p>District contacts or has an agreement with another agency to contact employers and solicit jobs for TA and/or SNAP participants. Described here is how this is done, including number of staff, frequency of contacts, etc.: The SCDOLL&CA (SWEP) maintains a Job Development Unit consisting of Job Developers who perform any or all of the following responsibilities on a daily basis:</p> <ul style="list-style-type: none"> * Field visits, telephone calls and other methods of communication with employers to solicit jobs. * Maintenance of a computerized job bank. * Posting of job openings. * Distribution of flyers to applicants and recipients on topics such as job fairs and earned income tax credit. * Scheduling of on-site recruitments. * Job matching and referring participants to job openings. <p>Participants are also referred to the Suffolk County One-Stop Employment Center for on-site recruitment and employment services. The Job Development Unit coordinates job search efforts and provides new employment listings to the WIOA Business Services Unit in the County One-Stop Employment Center.</p> <p>SCDOLL&CA currently has one (1) Job Developer dedicated to the SWEP Unit.</p>

Yes or No:	How the district participates in job development activities
	This Job Developer relies on the support of additional Job Developers assigned to the One-Stop Employment Center.

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

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

SCDOLL&CA uses the Request for Qualifications process to assess and approve all adult basic education, high school equivalency and English as a second language, program providers. All approved training providers are tracked on the New York State Eligible Training Provider List. SCDOLL&CA monitors all training providers to ensure they are meeting all requirements to maintain their approved status.

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

SCDOLL&CA uses the Request for Qualifications process to assess and approve all Vocational Training providers. All approved Training Providers are tracked on the New York State Eligible Training Provider List. SCDOLL&CA monitors all training providers to ensure they are meeting all requirements to maintain their approved status.

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

Educational activities are introduced as potential work activities during the SWEP Registration/Orientation process and reinforced throughout the SWEP Assessment. As part of the Assessment process, counselors discuss educational levels, identifying those who may benefit from educational courses such as HSE or TASC, ABE, ESL, etc. Promotional flyers and notices of upcoming classes through our educational providers are offered to clients, posted, distributed and made available in our Center lobbies, Emergency Housing Shelters and throughout the Assessment area. Counselors have listings of available educational courses on WTWCMS. Additionally, each counselor is provided with a copy of the annual Long Island Regional Directory of Adult Literacy Providers (prepared and funded by the Title II WIOA) as well as the 211 Long Island Directory.

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

During the individual assessment, SWEP counselors determine the need and appropriateness for education activities. Non-exempt individuals who have not attained basic literacy or a high school diploma are encouraged to enroll in an appropriate educational program. This determination is made during the development of the career and employability plans after reviewing individual's barriers to employment. Following the development of the plan, individuals are encouraged to explore and/or are referred to the appropriate educational program in combination with other core work activities to enable compliance with work participation requirements.

In instances where the non-exempt individuals who have not attained basic literacy or a high school diploma request participation in education activities that are not appropriate with the individual's employment capacities based on their employment assessment, the individual will be assigned to another more appropriate work activity assignment.

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

Throughout the registration and assessment process, participants are advised of vocational training employment requirements. Factors to be considered include:

- * Whether a participant has a viable marketable skill
- * The number of months of vocational training available to the participant
- * Suitability for training (e.g., potential barriers that could impede successful completion of a particular training course)

The SWEP Unit maintains a database of vocational courses offered by training providers that lists minimum educational, reading, math and any other requirements for each individual course. Upon mutual development of an Employment Plan, the SWEP counselor will use WTWCMS and issue a Training Fact Sheet. The counselor will then refer suitable candidates to a vocational provider for an interview and entrance exam. The vocational provider will make the final determination as to whether a participant is accepted into the vocational or job skills training.

Additionally, participants that have self-initiated and that have been pre-approved and completed vocational education programs in demand occupations may be eligible for tuition reimbursement, as approved by the district or SCDOLL&CA.

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

All providers of education and training are certified by the New York State Education Department. Additionally, the curriculum of all educational/vocational programs are evaluated by the SCDOLL&CA to determine if the program is in a demand occupation and meets Welfare to Work requirements. Referrals will only be made to programs approved by SCDOLL&CA. Training is also provided under WIOA in accordance with federal regulations. Existing providers must continually demonstrate that their programs are in demand occupations and provide a path to financial independence. Examples of approved "Suffolk Works" vocational training programs are identified in the "Learn More Earn More" flyer.

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

TA recipients are notified of approved training providers at the following program stages:

- * During their initial orientation in SWEP
- * At the in-house JRA (Job Readiness Assessment) session
- * At subsequent interviews
- * Throughout the employability planning process

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

The vocational training or work activity provider notifies the participant of the approval for training or acceptance for a work activity. The provider then completes the feedback section of the referral form and returns it to SCDOLL&CA. In the absence of a returned form with feedback, each unit conducts follow-up phone calls to their respective providers confirming interviews and program start dates.

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

In accordance with 06-INF-12, 06-INF-30 and the OTDA School Attendance Desk Guide (LDSS-4888), the individual will obtain attendance records and submit to the district in order to receive credit as an employment activity. The district will monitor the high school attendance of 16-to18- year old students. An assessment will be completed for individuals who are age 18 regardless of secondary school attendance and for 16-17-year-old individuals who are not attending secondary school.

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

All work activity providers are required to comply with Title II of the Americans With Disabilities Act.

An individual's health-related limitations are taken into consideration when assigning a work activity. Health-related limitations are listed in the comments section of the WTWCMS referral form and sent to the provider.

4.4 Post-Secondary Education Approval and Enrollment Policies

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

A four-year degree in a demand occupation may be approved on a case-by-case basis.

- b. In accordance with 18 NYCRR 385.9(b), regardless of whether the college program is approved for the participant as an employment work activity, the district will approve as a work activity a work-study, internship, externship or other work placement that is part of a non-graduate student's curriculum unless one or more of the following conditions applies as described below (reply yes or no to options as they apply):

Conditions For Disapproval of Work Activities For Individuals Enrolled in College

Yes or No:	Conditions for disapproval of work activity
Yes	It has been determined that the student voluntarily quit their job or reduced earnings to qualify for initial or increased TA.
Yes	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.
Yes	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.
Yes	The institution or student fails to monitor and report information regarding the student's attendance and performance as required.
Yes	The student fails to progress toward the completion of a course of study without good cause, as determined by the district.
Yes	The student has previously enrolled in work-study, internship, or other work placement and failed to complete the work placement without good cause as determined by the district.
No	Additional reasons as stated here:

5. Work Requirements

5.1 Meeting TA Work Requirements

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

Standard participation requirements for adults in households with dependents are 35 hours per week. Standard participation requirements for adults in households without dependents

are 40 hours per week.

Non-exempt TANF, SN MOE and SN applicants and recipients are referred to the SCDOLL&CA for an orientation and assessment appointment which may be conducted via telephone. Upon completion of the assessment, non-exempt TANF and Safety Net MOE recipients are given a date to report to SCDOLL&CA for referral into a countable work activity, including Supervised Job Search, Work Experience or training, as well as other activities. In the event the individual is present for the orientation and/or assessment appointment, upon completion of the assessment, the individual will be referred to a countable work activity immediately. Similarly, TANF and SN MOE clients are assessed and referred for childcare assistance as well as being referred to a subsequent countable activity. SN applicants and recipients are placed into a weekly monitored SN job search activity in compliance with State regulations.

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

Number of Individuals Who Receive Employment Services

Household Type	Number Served
Households with Dependent Children Average Monthly	624
Households without Dependent Children Average Monthly	924

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

On a monthly basis, the COGNOS Employment Programs Current and Monthly reports, as well as the online WTWCMS listings, are reviewed by SCDOLL&CA and SCDSS in order to provide quality assurance. Reports are used to verify client status and monitor effectiveness of programs as it pertains to participation. CMS units and listings are used to validate assignments and as quality control tools to capture and track clients in various activities. SCDSS and SCDOLL&CA also utilize management reports including employability code change logs, scheduling logs, WTWCMS reports, weekly reactivation reports, and alerts. Together these various reports have become an indispensable management tool for the SCDSS and SCDOLL&CA staff that are charged with the oversight, monitoring and administration of meeting work participation requirements. They also facilitate compliance by the County with all the State and Federal mandates, rules and laws associated with evaluating, and servicing TA applicants and recipients. In addition, collectively the reports are useful as a basis for judging the efficiency of ensuring full engagement by adults in work or work preparation activities.

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

Yes

Applicant Job Search

Applicant Job Search	Min. Contacts	Min. Hours	Additional Information
TANF and SNA MOE		40	TANF applicants must conduct and document 40 hours of job search per week. Attendance at a job readiness training (JRT) session at SCDOLL&CA is mandatory and will count toward the 40-hour requirement. * Job search activities may include resume writing and job fair attendance. * The number of job search contacts may vary based upon client work limitations or other case specific circumstances.
SNA Individuals	20	40	SN applicants, as a TA eligibility requirement, must conduct and document a standard of 20 job search contacts per week. For SN Non-MOE applicants, one contact equals two hours. Attendance at a job readiness training (JRT) session at SCDOLL&CA is mandatory and will count toward the 40 hour requirement. * Job search activities may include resume writing and job fair attendance. * The number of job search contacts may vary based upon client work limitations or other case specific circumstances.

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

Yes

TA Recipient Job Search

Recipient Job Search	Min. Contacts	Min. Hours	Additional Information
TANF and SNA MOE		40	TANF and SN MOE recipients must conduct and document 40 hours of job search per week. Attendance at a job readiness training (JRT) session at SCDOLL&CA is mandatory and will

Recipient Job Search	Min. Contacts	Min. Hours	Additional Information
			<p>count toward the 40 hour requirement.</p> <p>* Job search activities may include resume writing and job fair attendance.</p> <p>* The number of job search contacts may vary upon client work limitations or other case specific circumstances.</p> <p>Each recipient's job search is monitored weekly utilizing the job search log where start\end times and the number of job search contacts are reviewed.</p>
SNA Individuals	20	40	<p>SN recipients must conduct and document 20 contacts per week.</p> <p>Attendance at a job readiness training (JRT) session at SCDOLL&CA is mandatory and will count toward the 40 hour requirement.</p> <p>* Job search activities may include resume writing and job fair attendance.</p> <p>* The number of job search contacts may vary upon client work limitations or other case specific circumstances.</p> <p>* One job search contact equals two hours of work activity for SN NON MOE</p> <p>Each recipient's job search is monitored weekly utilizing the job search log where start\end times and the number of job search contacts are reviewed.</p>

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

Employed TA applicants and recipients sign a self-attestation or Participant Employment Confirmation (PEC) form. In the case of self- employed individuals, hours are based upon business records or determined by dividing the net business income by the federal minimum wage.

* Employment must be at minimum wage or greater.

* Applicants/Recipients must also work a minimum of the number of hours required for successful participation and compliance with work rules.

5.2 Informing SNAP Applicants and Recipients of Work Requirements

The district informs SNAP households where at least one member is subject to a work requirement of the applicable work rules at certification, recertification, and when a previously exempt household member or new household member becomes subject to work requirements. Notification is provided verbally and in writing.

- a. Described below is how SNAP applicants and recipients are informed in writing of SNAP work requirements (reply yes or no to options as they apply).

Written Information Provided to SNAP Applicants and Recipients

Yes or No:	How written information is provided to SNAP applicants and recipients
Yes	Eligibility staff use the LDSS-5193 <i>Important Information about SNAP Work Rules (General, Mandatory E&T, and ABAWD)</i> and the LDSS-5193A <i>Important Information about SNAP Work Rules (General and Mandatory E&T)</i> as appropriate.
No	Eligibility staff use a local equivalent consolidated work requirements notice to inform SNAP applicant and recipient households of their work requirements. Please attach a copy of the district's OTDA approved local equivalent.

- b. Described below is the process eligibility staff follow to provide a comprehensive oral explanation to SNAP households of work requirements, including General SNAP Work Rules, Mandatory SNAP E&T, and ABAWD Rules which pertain to non-exempt individuals in the household.

At each certification, recertification and any time a change is made to the individual's employment status from exempt to non-exempt, the SNAP work rules are orally discussed. Eligibility staff incorporate the wording of the LDSS 5193A into their interview. Staff goes over the form in detail and in addition to the oral description, work required clients receive a copy of the LDSS 5193A. A phone number is also given to each individual should they have additional questions after the interview.

- c. Described below is how the district documents in the case record how the written information about SNAP work requirements was provided to the household (reply yes or no to options as they apply).

How the District Documents the Written Requirement in the Case Record

Yes or No:	How written information is provided to SNAP applicants and recipients
Yes	The district retains copies of all LDSS-5193/LDSS-5193A in the case record.
No	The district retains copies of local equivalent notices provided to the household in the case record.

- d. Described below is the district's process for documenting in the case record how the oral explanation of SNAP work requirements was provided to the household (reply yes or no to options as they apply).

How the District Documents the Oral Requirement in the Case Record

Yes or No:	How oral information is provided to SNAP applicants and recipients
Yes	Eligibility staff complete the LDSS-4826C and retain a copy in the case record.
No	Eligibility staff use a locally developed oral explanation tool and retain a copy in the case record.
Yes	Eligibility staff document the case record through case notes/comments.

5.3 Meeting SNAP Work Requirements

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

Suffolk County does not mandate NTA SNAP applicants and recipients to work activity assignments currently.

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

N/A

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

Clients are informed of SNAP E&T services, such as job search related focus groups, resources, basic computer workshops and vocational training. All these forms and job aids are provided through engagement with staff and are available through the SCDOLL&CA One-Stop Employment Center. This information is also provided in the SNAP application packet.

5.4 Advising Households of Employment and Training Services

At the time of recertification, non-exempt SNAP recipients who are members of certain TA/SNAP and NTA/SNAP households must be advised of the availability of employment and training services within the district and/or region. This requirement applies non-exempt recipients in households containing at least one adult, with no elderly or disabled individuals, and with no earned income at their last certification or required report.

- a. Described below is who the district provides information about employment and training services to (reply yes or no to the options as they apply):

Who the District Provides Employment and Training Services Information to

Yes or No:	Who the district provides employment and training services information to:
No	Required population only
Yes	Other groups described here: All residents of Suffolk County can avail themselves to the resources from the SCDOLL&CA by calling the One Stop Center, appearing in person at the center or going to the county website to access resources and materials for job search. One Stop staff will help with resume writing, interview clothing and computer usage.

- b. Described below is the method the district uses to advise SNAP recipients of available employment and training services at recertification (reply yes or no to the options as they apply):

How the District Provides Employment and Training Services Information

Yes or No:	How the district provides employment and training services information
Yes	Materials and information provided in print form
Yes	Materials and information provided on a website. Described here is how individuals are made aware the information is available on the website: The Suffolk County One Stop has numerous printed materials that can be accessed either in person or on the Suffolk County website. Posters and job postings are in all the Social Services centers, either in print or on the scrolling lobby monitors. Resource materials can also be emailed to individuals that provide a valid email address.
Yes	Material and information provided via email.

5.5 Provider Determinations

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

SCDOLL&CA screens all participants through the assessment process prior to a referral to a provider. SCDOLL&CA is in contact on a regular basis with all worksite providers. Worksite providers will contact DOL counselors if a placement is determined to not be a good fit within 10 days, participants will then be notified of the referral not being a good fit within a 10-day timeframe. The provider's determination and DOL follow up is documented in WTWCMS.

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

All providers are a Worksite Supervisors manual. This manual informs all providers of their authority and responsibility to determine whether a work assignment is a good fit. The providers also conduct a worksite interview with participants to determine suitability.

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

The provider determination process is in place to provide oversight to ensure any determination is fair and there is no discrimination against any protected class. The consistent communication and interaction with SCDOLL&CA is also a means of oversight. All providers obtain timesheets from the participants on a monthly basis along with regular monitoring. This monitoring includes visits to meet with providers and participants at all assigned activity locations.

6. Quality Assurance/Work Verification

6.1 Quality Assurance Process - Random Case Sampling

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

excused absences and holiday reporting within federal limits. Each district must maintain the documentation to verify what is being reported to NYS OTDA.

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

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

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

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

- Ensure that documentation of wages and actual hours of employment is verified and accurately projected/reported and present in the case file, is actual and is projected correctly;
 - Ensure that the documentation for actual hours, supervision/attendance, excused absences, and holidays in other activities is present in the case file;
 - Assess whether participation in the work activities reported for work eligible individuals meets the approved federal definition for the activity;
 - Assess that the data entered into either WTWCMS, the Self-Sufficiency, Employment, Assessment and Management System (SEAMS) or other automated systems used for reporting work activities is accurate, including actual hours, excused absences and holidays; and is based on documentation in the case record; and
 - Ensure that documentation necessary to determine an individual to be exempt due to being the parent caretaker of a disabled household member (TA Employability Code 38 or 48), and/or parent or caretaker relative of a child in the household under 12 months of age, (TA Employability Code 31), is present in the case file and that individuals meet the exempt status based on the required documentation.
- a. Below is the number of random sample cases of participation in paid work activities the district will review semi-annually. Refer to the Instruction Guide for the minimum number of cases per district and guidance regarding review requirements.

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

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

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

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

6.2 Use of Outside Providers/Vendors

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

Yes

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

Yes

- c. If No, describe below the process used:

N/A

7. Supportive Services

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

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

For employed individuals:

Upon request, and, as determined necessary to support the individual's continued employment, the following supportive services will be provided for TANF, SN MOE and SN non-MOE recipients who are actively employed at least 30 hours per week at the Federal or New York State minimum wage, whichever is higher, and/or working up to capacity for work limited individuals.

* Transportation, but not more than the cost of public transportation, if available; or, if not, reimbursement at the IRS medical/moving rate (i.e., .22 cents, effective 1/1/23). This includes the cost of transporting children of SWEP participants to and from child day care. Transportation reimbursement to and from employment is excluded. Taxi cabs are not reimbursable.

* Up to a maximum of \$200 for uniforms necessary for participation in approved SWEP activities or employment.

* Up to a maximum of \$100 for clothing necessary for participation in approved SWEP activities or employment during any calendar year.

* Up to \$300 for each certification, license, or other work-related fees necessary for participation in SWEP activities or employment during any calendar year. Fees for background checks, fingerprinting and professional liability insurance are excluded.

* Up to a maximum of \$250 during any calendar year for tools and equipment necessary to participate in SWEP activities or employment.

* Up to a maximum of \$1,500 for auto repairs, or the retail value of the automobile, whichever is less, during any calendar year for reasonable costs of necessary repairs to a SWEP participant's automobile. This reimbursement is for mechanical repairs only, not cosmetic repairs. Individuals must pursue any and all benefits available through their insurance carrier (i.e., collision coverage) if repair request is related to an automobile accident. Documentation of a valid New York State driver's license, title, insurance and registration must be in the individual's or spouse's name that is requesting this supportive service.

* Up to a maximum of \$1,500 during any calendar year for payment of necessary automobile insurance on any one vehicle, including associated finance/service fees, which meets the minimum State auto insurance requirements. Such expenditures may be authorized only when they are the least costly means of meeting the transportation needs of

the employed TANF, SNA MOE and SNA non-MOE recipient. Documentation of a valid New York State driver's license, title, insurance and registration must be in the individual's or spouse's name that is requesting this supportive service. It must be New York State insurance coverage, issued by a company licensed by the New York State Department of Financial Services and certified by the New York State Department of Motor Vehicles. Out-of-state insurance is never acceptable. If the individual becomes a New York State resident, they must get a New York State driver's license within 30 days. This cost is not reimbursable. Driver license renewals are reimbursable. Additionally, New York State drivers licenses (such as Commercial (CDL),

Taxi, Livery, Limo) will be reimbursed if the participant is employed or provides documentation of a job offer in that field.

* Pre approved tuition costs of up to \$2,100 per calendar year, payable to the educational institution or student loan company, related to the individual's participation in a pre-approved SWEP activity when other resources such as financial aid or other government funding have been exhausted. Individual must show successful progress or completion of course.

* Up to \$300 per calendar year for books for participation in an approved SWEP activity when other resources are unavailable. Documentation of required textbooks must be submitted by the educational provider for the attending individual.

* Work limited recipients who are participating in an approved employment program activity (including subsidized employment) or who are employed (unsubsidized) less than 30 hours per week will be eligible for the yearly maximum limits listed above.

Individuals must be in compliance with all Temporary Assistance eligibility and employment program work requirements. All requests for the above supportive services must be submitted within 90 days from the date of service or date of payment. Supportive services payments are expressly limited to the items and criteria noted in Section 4.1 of this Plan. In addition, supportive services payments are contingent upon the continued availability of federal and State funding and OTDA regulatory authority.

For all other temporary assistance participants:

Upon request, as determined necessary to support the individual's viable employment skills, the following supportive services will be provided for TANF, SN MOE and SN non-MOE recipients who are participating in an approved employment program activity (e.g., job search, worksite or school):

* Transportation, but not more than the cost of public transportation, if available; or, if not, reimbursement at the IRS medical/moving rate (i.e., .22 cents, effective 1/1/23). This includes the cost of transporting children of SWEP participants to and from child day care. Transportation reimbursement to and from employment is excluded.

* Up to a maximum of \$200 for uniforms necessary for participation in approved SWEP activities or employment.

* Up to a maximum of \$100 for clothing necessary for participation in approved SWEP activities or employment during any calendar year.

* Up to \$300 for each certification, license or other work-related fees necessary for participation in SWEPP activities or employment during any calendar year. Fees for background checks, fingerprinting and professional liability insurance are excluded.

* Up to a maximum of \$250 during any calendar year for tools and equipment necessary to participate in SWEPP activities or employment.

* Up to a maximum of \$750 during any calendar year for payment of necessary automobile insurance on any one vehicle, including associated finance/service fees, which meets the minimum State auto insurance requirements. Such expenditures may be authorized only when they are the least costly means of meeting the transportation needs of the employed TANF, SNA MOE and SNA non-MOE recipient. Documentation of a valid New York State driver's license, title, insurance and registration must be in the individual's or spouse's name that is requesting this supportive service.

* Up to a maximum of \$750 or the retail value of the automobile, whichever is less, during the calendar year for reasonable costs of necessary repairs to a SWEPP participant's automobile. Individuals must pursue any and all benefits available through their insurance carrier (i.e. collision coverage) if repair request is related to an automobile accident. Documentation of a valid NY State driver's license must be presented to receive this supportive service.

* Tuition costs of up to \$2,100 per calendar year, payable to the educational institution or student loan company, related to participation in an approved SWEPP activity when other resources such as financial aid or other government funding have been exhausted, upon successful completion of course. Review classes are not reimbursable.

* Up to \$300 per calendar year for books for participation in an approved SWEPP activity when other resources are unavailable. Documentation of required textbooks must be submitted by the educational provider for the attending individual.

For Non-TA SNAP Applicants and Recipients:

Upon request, as determined necessary to support the individual's viable employment skills, the following supportive services will be provided for non-TA SNAP recipients who are participating in an approved employment program activity (e.g., job search, worksite, community service, or education):

* Childcare for children up to age 13.

* SCDOLL&CA advises clients of our ability to assist in compliance with participation in the SNAP Employment and Training Program through our correspondence and orientations, whether via telephone, fax or face-to-face.

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

Transportation Services Provided to Clients

Yes or No:	Transportation Assistance Provided
Yes	Bus pass/token
No	Gas card/voucher
No	Mileage reimbursement at the IRS Business rate (effective 1/1/2023 is 65 cents per mile)
Yes	Mile reimbursement at the IRS Medical/Moving rate (effective 1/1/2023 is 22 cents per mile)
No	Other mileage rate (the methodology used to establish reimbursement rate is described here):

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

The maximum distance a participant is expected to walk to a work activity or to access public transportation is two miles, unless walking would not be a reasonable requirement based on the individuals documented health limitations. Should a participant cite any additional factors unknown to the district such as terrain of the walking route, safety of the walking route, or weather-related issues such as frequent flooding or freezing of the walking route or portions of it, these would also be considered.

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

The district provides childcare, transportation and employment training services in an effort to avert the need for Temporary Assistance and to improve employment opportunities.

7.2 Post-Employment/Transitional Supportive Services

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

All supportive services are defined in section 7.1 of this Biennial Plan. Family Assistance recipients are eligible to receive Transitional Childcare, Low Income Childcare, Transitional Medicaid, Transitional Benefit Assistance (SNAP) and access to Medical Health Services Plans.

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

The above services are available to individuals whose temporary Assistance case has closed due to employment.

7.3 Extended Support Services

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

Extended Support Services are not available.

8. Conciliation, Sanction and Dispute Resolution Procedures

8.1 Conciliation

- a. The district's conciliation process for TA applicants and recipients must be conducted in accordance with 18 NYCRR 385.11(a). Indicate below how conciliations are conducted (reply yes or no to the options as they apply).

How the District Conducts Conciliation for TA Applicants and Recipients

Yes or No:	How conciliation is conducted
Yes	In person
Yes	By phone
Yes	By mail

The districts process for conduction TA conciliations is described below:

When a recipient fails to comply with a work activity assignment, SCDOLL&CA forwards a non compliance notification to the SCDSS Compliance Unit. CU verifies the case status, current address and processes it for mailing. If an individual requests a conciliation conference within ten days, the CU will provide a telephone conciliation. Recipients are advised that they may be required to provide documentation to support any reason(s) given for not reporting or not complying with employment requirements. The requirement to provide documentation is to be evaluated on a case-by-case basis.

- b. Who makes the TA good cause/willfulness determination (reply yes or no to the options as they apply)?

How the District Makes the Good Cause/Willfulness Determination for TA Applicants and Recipients

Yes or No:	Who makes the TA good cause/willfulness determination?
No	The client's employment worker
Yes	A supervisor in the district
No	A separate entity (described here):

- c. The district's conciliation process for SNAP applicants and recipients must be conducted in accordance with 18 NYCRR 385.11(d). Indicate below how conciliations are conducted (reply yes or not to the options as they apply).

How the District Conducts Conciliation for SNAP Applicants and Recipients

Yes or No:	How conciliation is conducted
Yes	In person
Yes	By phone
Yes	By mail

The district's process for conducting SNAP conciliations is described below:

When a recipient fails to comply with a work activity assignment, SCDOLL&CA forwards a completed conciliation notification to the SCDSS Compliance Unit. CU examiners review each client's case/non-compliance individually and determine who is subject to a possible SNAP sanction. The non-compliant individual who is determined to be subject to a possible SNAP sanction will be issued a conciliation notice asking him or her to contact the district to discuss the reason(s) for the non-compliance, including good cause, and will be offered the opportunity to avoid the SNAP sanction by complying with the assigned job search work activity.

Recipients are advised that they may be required to provide documentation to support any claim of good cause.

- d. Who makes the SNAP E&T good cause/willfulness determination (reply yes or no to the options as they apply)?

How the District Makes the Good Cause/Willfulness Determination for SNAP Applicants and Recipients

Yes or No:	Who makes the TA good cause/willfulness determination?
No	The client's employment worker
Yes	A supervisor in the district
No	A separate entity (described here):

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

Individuals who are in the SNAP conciliation process will be offered an opportunity to participate in a work activity to avoid their SNAP sanction. This work activity is generally a job search at 20 contacts within 5 business days. A letter and job search log are provided to the client and must be completed and submitted to the Compliance Unit for review and verification.

8.2 Sanction

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

An individual who is sanctioned until compliance, or whose sanction period has expired, can opt to end their sanction by visiting their local DSS center, or by calling the Compliance Unit, indicating a willingness to comply, and demonstrating compliance as directed. The typical work activity that the individual would be required to participate in would be an Employment Assessment and to show up to the appointment to be assigned to participate in a work activity.

The district also has a current contract with the Education & Assistance Corporation (EAC) to implement a Sanctions Intervention Project. Through this project, individuals are scheduled for an Eligibility Verification Review interview with EAC. Those who wish to comply with work rules are directly referred to SCDOLL&CA for placement in a countable employment program activity or referred for a medical, psychiatric, or substance abuse evaluation, as warranted. Temporary Assistance benefits are restored retroactive to the date the individual indicated a willingness to comply, once they have demonstrated compliance by appearing at their scheduled appointment (but no earlier than the expiration of the minimum duration period).

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

An individual who is sanctioned for SNAP may end their sanction at the end of the durational sanction period by visiting their local DSS center, or by calling the Compliance Unit, indicating a willingness to comply, and demonstrating compliance as directed. The typical work activity that the individual would be required to participate in would be an Employment Assessment and to show up to the appointment to be assigned to participate in a work activity. SNAP benefits are restored effective the first of the month following the month of compliance but no earlier than the expiration of the minimum duration period. An individual who was previously sanctioned for noncompliance with SNAP employment requirements may resume participation in the SNAP program before the end of the durational sanction period, if they document that they have become exempt from SNAP employment requirements and are otherwise eligible.

8.3 Dispute Resolution

- a. The district's procedure for individuals who wish to dispute their work activity assignments, including individuals who dispute the district's response to their request for health-related accommodations must be conducted in accordance with 18 NYCRR 385.11(c). Indicate below who mediates the grievance (reply yes or no to the options as they apply).

Grievance Mediation

Yes or No:	Who makes the TA good cause/willfulness determination?
No	An independent entity which has an agreement with the district.
No	Supervisory staff who are trained in mediation and who have no direct responsibility for the individual's case.
Yes	Designated supervisory staff who have no direct responsibility for the individual's case and who are not trained in mediation.

9. Disability Determinations, Documentation and Requirements of Exempt Individuals

9.1 Disability Determination Process and Tools

- a. The district's process for determining an individual's disabilities and/or work limitations must be in accordance with 18 NYCRR 385.2(d). Indicate below what the district's process is for determining an individual's disabilities and/or work limitations (reply yes or no to the options as they apply).

Process for Determining Disabilities and/or Work Limitations

Yes or No:	How the district determines an individual's disabilities and/or work limitation
No	District participates in the OTDA managed contract for independent medical evaluations.
Yes	District contracts directly with a physician to provide independent medical evaluations.
Yes	District accepts physician's statement provided by participant.
No	District accepts physician's statement provided by participant but refers for an independent evaluation when deemed necessary.
Yes	Other process: Applicants and recipients who identify a disability or barrier (e.g., medical, psychiatric, drug/alcohol) will be referred to an approved provider at Industrial Medicine Associates (IMA) for an employability assessment. The district will refer an individual for evaluation whenever there is reason to suspect that there may be a mental, physical, and/or a drug/alcohol impairment that is a barrier to employment. Alternately, if the individual has a treatment provider time will be given for that professional to complete and return the physical or psychiatric assessment. The individual will be referred with supporting documentation to SCDOLL&CA.

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

Individuals who are determined non-exempt or non-exempt with limitations will be issued a LDSS-4005(a) and will be referred to the SCDOLL&CA for the development of an employability plan.

Participants who are determined temporarily exempt by EMP will be issued a LDSS-4005, a list of Medicaid providers, a Progress Report, and/or a physical or psychiatric assessment to be completed by their treatment provider(s). The individual will be referred with supporting documentation to SCDOLL&CA.

Individuals who claim a non-medical exemption (such as Needed-In-the-Home due to the illness of a household member) are required to provide pertinent documentation. The district will issue either the LDSS-4005 or LDSS-4005 (a) indicating whether the non-medical exemption has been approved (full- or part-time) or disapproved. Based on this determination, referrals will be made as necessary. EMP is responsible for re-evaluating non-medical exemptions.

Individuals who have a change in employment status from exempt to non-exempt are notified by the LDSS 4405a.

- c. Described below is how the district notifies an individual of their exempt or non-exempt determination (reply yes or not to the options as they apply):

Process for Notifying an Individual of Their Exempt or Non-Exempt Status

Yes or No:	District’s process for reviewing medical documentation
Yes	The district sends the LDSS-4005 or LDSS-4005a and a retains a copy in the case record.
No	The district sends a local equivalent and retains a copy in the case record.

- d. Indicated below is the process for reviewing the medical documentation to determine if the individual is exempt, nonexempt, or work limited and describe the process by which the determination is made (reply yes or no to the options as they apply).

Process for Reviewing Medical Documentation

Yes or No:	District’s process for reviewing medical documentation
Yes	District directs the contracted physician or individual’s physician to determine status.
Yes	District review team reviews and determines status (described here):
No	Specialized disability/medical staff or unit reviews and determines status (described here):
Yes	Other process: A district review team reviews the districts contracted provider evaluations, specialist evaluations, primary treating physician evaluations, and physical, mental health, drug and alcohol employability assessment documentation to determine employability. Based on this documentation, the district review team will determine if the individual is exempt, non-exempt, or work limited.

9.2 Mental Health Screening and Assessment

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

No

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

N/A

- c. What screening tools does the district use (reply yes or no to the options as they apply)?

Screening Tools the District Uses

Yes or No:	Screening Tools
N/A	LDSS 5009 - Mental Health Screening Tool
N/A	The computer assisted version of the Modified Mini Screening tool (MMS)
N/A	Other Screening tool (described here):

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

N/A

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

N/A

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

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

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

EMP Unit Examiner I's review the district's contracted provider's specialist evaluations, primary treating physicians' physical, mental health, psychological, and drug/alcohol employability assessment documentation, which provides exertional and non-exertional limitations and a prognosis for the individual. Based on this documentation, the EMP Examiner I will determine if the individual has the potential to be restored to self-sufficiency. In the event of conflicting medical documentation, the EMP Examiner I will case conference with the district's Employment Supervisor, Quality Control workers and the Employment Director.

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

Upon EMP's determination of exempt status, a referral with supporting documentation is forwarded to SCDOLL&CA. This supporting documentation identifies treatment needs such as medical treatment, physical therapy, mental health counseling, and/or substance abuse treatment, as indicated by the examining practitioner and contracted Credentialed Alcoholism and Substance Abuse Counselor (CASACS). SCDOLL&CA will assist the individual in engaging in treatment and advise of the availability of rehabilitative resources.

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

EMP issues a progress report and/or a physical or psychiatrist assessment(s) to be completed by their treatment provider(s) to all exempt participants upon employability determination. This form is to be completed by the individual's treatment provider(s) and submitted to SCDOLL&CA. SCDOLL&CA is responsible for monitoring compliance and updated treatment plans based on the documentation received on the Status Reports. A schedule is entered on WTCMS and attendance tracked for those participants who are engaged in rehabilitative/treatment programs. Those participants who are exempt, but potentially employable and do not comply with reasonable medical care, rehabilitation, or treatment without good cause are ineligible for public assistance. SCDOLL&CA Self Sufficiency Review Unit tracks non-exempt individuals in Substance Abuse Treatment on monthly basis by requiring the submittal of monthly attendance calendars and status reports. Clients who are exempt for substance abuse are tracked by DSS EMP Unit.

10. District Certification

10.1 Certification

As a condition of the receipt of federal and State funds the Local District Commissioner of Suffolk County Department of Social Services submits this Temporary Assistance (TA) and Supplemental Nutrition Assistance Program (SNAP) Employment Plan (Plan) to the New York State Office of Temporary and Disability Assistance. The Plan outlines the administration of employment services for TA and SNAP applicants and recipients for the period January 1, 2024 through December 31, 2025. Submission of this Plan certifies that the district has read and accepts the terms of this certification and hereby affirms that employment services programs will be administered in accordance with all applicable federal and State policies, laws, regulations, and provisions of this Plan.

1/25/2024
Frances Pierre
Commissioner