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David A. Paterson
Governor

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

David A. Hansell
Commissioner

April 10, 2008

Mr. William Cranker
Commissioner
Montgomery County Department of Social Services
P.O. Box 745
Fonda, New York 12068-0745

Dear Commissioner Cranker:

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

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

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

Sincerely,

Russell Sykes
Deputy Commissioner
Center for Employment and Economic Supports

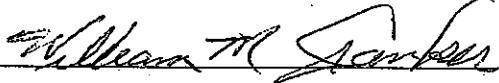
Enclosure

cc: Barbara Guinn
Johanna DelCostello
Wendy DeMarco

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

Section 1 Assurances/Signature

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

 _____, Social Services Commissioner

Date March 25, 2007

Section 2 Administration

Section 2.1 Administrative Structure

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

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

The Employment Unit is primarily responsible for coordinating the Welfare-to-Work Program. The Temporary Assistance/Food Stamp Unit is responsible for imposing any closures or sanctions as related to the Welfare-to-Work Program. Other units that may be involved with the WTW program would be Child Support Collection Unit, the Investigator's Unit, and the Services Unit. LDSS contracts with Employment Resources to do orientation and work site placement and monitoring.

Section 2.2 TA and FSET Provider Agencies

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

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exempt individuals with the potential for restoration to self-sufficiency, job development, job placement and retention services, and other employment related activities.

Each contract listed in Table 1 contains an assurance that the activities are not otherwise available from that provider on a non-reimbursable basis and, if not a performance-based contract, a statement regarding use of a cost allocation methodology that satisfies Generally Accepted Accounting Principles, as well as the requirements of U.S. Office of Management and Budget Circulars A-122 for nonprofit organizations, A-21 for educational institutions, or A-87 for State and local governments.

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

TABLE 1 - Contracts Associated with Employment Programs and Services

Provider	Total Contract Cost (per yr.)	Funding Source(s)	Categories of Clients Served	Programs, Services or Activities Provided
Employment Resource Services	\$70,000	FFFS	TA	Case management, work site development, placement and monitoring
Employment Resource Services	\$31,700	Food Stamp Employment & Training Block Grant	FS	FSE&T Services: orientation, job search, case management, job referrals, work site placement
Mental Health Association	\$35,000	CST VI & CST VII	TA/FS	Community Solutions for Transportation
Employment Resource Services	\$27,000	FFFS	TA	Job & Work Experience Development
Catholic Charities of Montgomery County	\$39,000	FFFS	TA	Intensive Case Manager
Hispanic Outreach of Amsterdam	\$21,422	FFFS	TA/FS	Translation/interpreter services for non-English speaking families/individuals
	\$			
	\$			
Total	\$224,122			

TABLE 2 – Other Service Providers

Provider	Funding Source(s) (if known)	Categories of Clients Served	Programs, Services or Activities Provided
Fulton Montgomery Community College	Bridge	TA	Bridge
Catholic Charities of Montgomery County		TA	Clothing, child care
Centro Civico		TA	Spanish interpreting, ESL classes
Fulmont Community Action	Wheels to Work	TA	Wheels to Work
VESID	LIVES	TA	Counseling services for the disabled, worksite and job placement
OTDA		TA	JOBS worker
PIC	Wage subsidy	TA	Wage subsidy program
PIC	YES	FA eligible youth aged 14-18	Job readiness training, subsidized summer jobs, tutoring

Section 2.3 – Jobs Agreement

Jobs Program Services – Target Groups

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

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

Other Services Requested

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

 BI-weekly employment case conferencing with Employment staff, BRIDGE, VESID and PIC staff

Jobs Program Staffing and Location (Address)

Number of Jobs staff **1**

Locations

1. Montgomery County Office Building

2. _____

3. _____

Jobs Program LDSS Staff Contact (Name & Phone Number)

 David Van Wormer 853-8346

Section 3 Engagement and Work Preparation

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

For purposes of satisfying the federal requirement which states that parents or caretakers must be engaged in work as soon the district determines they are ready, but no later than within 24 months of receiving federally funded assistance, the district's definition of "Engaged in Work" is:

Compliance with assessment, employment planning, any activity included in the individual's Employment/Self-Sufficiency plan, or any of the work activities listed in Section 3.4. Also included is pursuit of other forms of income such as SSI and SSD.

Engaged in work means participation in any activities that enhance customer's chances of restoration to self-sufficiency. This includes working with agencies and programs (e.g. VESID,CST) to overcome barriers (e.g. drug, alcohol, medical, psychiatric, transportation and child/adult care).

Section 3.2 Orientation (Reference 18 NYCRR 385.5)

Check one of the following:

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

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

The district provide two (2) orientations, one is provided on-site by Employment Resources contract staff and the other is provided at the PIC office. In addition to the required elements, the on-site orientation provides TABE testing, a discussion about medical limitations to employment and how criminal history should be addressed during job search, resume preparation, child care in lieu of Temporary Assistance, reporting wages and case changes promptly. Clients are also asked to complete an employment self assessment which helps them identify their personal strengths and any potential barriers to employment. The PIC orientation reinforces the information provided at the on-site orientation and also goes into more detail about the services available through the One-Stop office.

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

Group orientations are provided for both applicants and recipients. Applicants receive the on-site orientation within 2 weeks of application.

Section 3.3 Assessment and Employability Planning

Temporary Assistance Assessment (Reference 18 NYCRR 385.6 and 385.7)

a. Check one of the following:

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

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

It also addresses medical limitations, drug/alcohol and domestic violence screenings, and criminal histories.

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

The WTCMS assessment, Employment Resources Employment Self Assessment and Montgomery County Social Services Employment Self Assessment are all use

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

Employment Unit Social Welfare Examiner

Minimum qualifications: Two years experience examining, investigating or evaluating claims for assistance, veterans, UIB, or a similar program operating under established criteria for eligibility. NOTE: study in a regionally accredited college or university or one registered by New York State may be substituted for the experience on a year-for-year basis.

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

LDSS – client completes self-assessment and then meets with the Social Welfare Examiner to further develop the plan.

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

Yes No

Applicants in households without dependent children are required to participate:

Yes No

Food Stamps Assessment

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

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

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

The same elements are required as for the TA assessment.

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

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

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

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

~~[Click here and type additional information]~~

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

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

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

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

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

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

Applicants are engaged in job search from the date of application and have to meet with and provide employment staff with job search verification weekly after case opening. Non-exempt clients are engaged in appropriate, countable work activities (e.g. WEP) other than job search for up to 40 hours per week once the TA case opens and the assessment and employability plan are completed (usually with 2 weeks of case opening), Exempt clients are referred to the Employment Unit once their status changes to non-exempt and are engaged in an appropriate, countable work activity for up to 40 hours week depending on any work limitations once the assessment and employability plan are updated (usually within 2 weeks). The District plans to track

participants through use of the various reports available (e.g. COGNOS, WINR 9465), and to continue to maintain timely WTWCMS entries, and engage non-exempt clients in a timely manner to maximize countable participation. The District also plans to maintain its ASA program to target long term sanctioned families to facilitate compliance.

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

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

FA	SNF	SNA	FS	Activity	Definition
X	X	X	X	Unsubsidized Employment	Full time or part time employment in the public or private sector that is not subsidized by TANF or any other public program (excluding employer tax credits). Unsubsidized employment includes self employment and/or paid internships.
X	X	X		Subsidized Private Sector Employment	Employment in the private sector for which the employer receives a subsidy from TANF or other public funds (excluding tax credits) to offset some or all of the wages and costs of employing and training a recipient in accordance with New York State Social Services Law 336-e. Subsidized private sector employment will include positions subsidized through grant diversion, supported employment programs, and paid college work study programs at private institutions. Individuals participating in subsidized private sector employment are paid wages and receive the same benefits as unsubsidized employees who perform similar work. An employment situation will be subsidized for up to the full amount of wages/benefits provided to the program participant and will be subsidized for the length of time as determined appropriate by the State or social services district.

X	X	X	X	Subsidized Public Sector Employment	<p>Employment in the public sector for which the employer receives a subsidy from TANF or other public funds (excluding tax credits) to offset some or all of the wages and costs of employing and training a recipient. Subsidized public sector employment will include positions subsidized through grant diversion, supported employment programs, and paid college work study programs at public institutions.</p> <p>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>
X	X	X	X	Work Experience	<p>Unpaid work performed at a public or not for profit organization to enable participants who cannot find unsubsidized employment to improve his or her employability. Work experience provides participants with an opportunity to acquire the general skills, training, knowledge and work habits necessary to obtain and retain employment. Participation in work experience includes training required for the participant to complete the work experience assignment. For example, an individual who is expected to provide clerical support in a government agency may be provided training to develop or refine filing and data entry skills as needed to perform the tasks required as part of the work activity assignment.</p> <p>In addition to those components noted above, work experience will include unpaid internships that are part of any non-graduate student's education curriculum. (Note: Paid internships will be reported as employment.)</p>

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

X	X	X	X	Job Readiness Training (JRT)	Participation in programs that include seeking and preparing for work. Traditional JRT activities will include: resume preparation, training in interview skills, instruction in workplace expectations, training in effective job seeking, life skills essential to workplace success, time management, goal setting, budgeting, basic math and literacy skills, household management, interpersonal skills, decision making skills, anger management, parenting skills when it has been determined that such training could help reduce unplanned work leave or apprehension toward entering employment.
X	X	X	X	Vocational Education	Vocational education is defined as an organized educational program that directly relates to the preparation of individuals for current or emerging occupations that require training other than a baccalaureate or advanced degree. Vocational education does not generally include basic or remedial education or ESL but may include work focused general education and language instruction that is a regular or integral part of a vocational education program. Social services districts are responsible for ensuring that any such remedial education or ESL is a regular part of the program for participants with similar skill sets as the TANF/SN MOE client, is determined necessary by the program provider, and is limited in hours to less than one-half of program participation. Vocational education programs include the completion of activities that provide individuals the knowledge and skills to perform a specific trade, occupation or vocation. Vocational education must be provided by an education or training organization.

X	X	X	X	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.
X	X	X	X	Education Training	Education directly related to employment for a recipient who has not received a high school diploma or equivalency must be related to a specific occupation, job or job offer or otherwise determined based on a client assessment as necessary to improve the participant's employability to support job entry, retention or advancement. Education directly related to employment may include courses designed to provide the knowledge and skills for general or specific occupations or work settings to ensure clients have the basic skills competencies required by employers and may also include adult basic education, English language instruction and education leading to a GED or HS equivalency diploma as determined as necessary to improve the participant's job opportunities in potential occupations. Where identified as needed such training may include the development of basic workplace skills including professional workplace behaviors and decision making skills.

X	X	X	X	Secondary School	Regular attendance in accordance with the requirements of the secondary school or a course of study at a secondary school leading to a general equivalence diploma (GED), in the case of a recipient who has not completed secondary school or received a certificate of general equivalence. Secondary school participation may include general adult basic education or ESL if it is linked to attending secondary school or leading to a GED as determined necessary by the educational institution. Secondary School or GED programs that routinely include ESL, career training, alternative school, tutoring, dropout prevention, teen pregnancy or parenting programs as a requirement of program participation as determined by the educational institution will also be permitted.
X	X	X	X	Provision of Childcare for Individual Participating in Community Service	Providing unpaid child care to enable another Temporary Assistance (TANF/MOE funded) recipient to participate in a community service program.
X	X	X		Treatment Plan for Substance Abuse	Substance Abuse treatment will include medical, behavioral and other treatment necessary for individuals suffering from substance abuse (current and former users) with such required treatment ranging from detoxification services to after care/abstinence maintenance. For FA families with dependant children this activity will be deemed to be Job Readiness Training within participation rate reporting. For SN households without children this activity will be deemed to be community service.
X	X	X		Treatment Plan Other than Substance Abuse	Physical health treatment and rehabilitation services including attending necessary physical therapy, mental health treatment, or rehabilitation activities in which a qualified medical or mental health professional has certified that such treatment is necessary. For FA families with dependant children this activity will be deemed to be Job Readiness Training within participation rate reporting. For SN households without children this activity will be deemed to be community service.
X	X	X	X	Other	Any work activity that does not meet the criteria of any of the above countable activities constitutes participation that is not countable toward federal and state participation rates.

Local District Job Search Procedures:

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

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

The applicant for Temporary Assistance meets with the JOBS representative as part of the intake process. At that meeting the Jobs representative gives the applicant 5 job searches that are due the first week, returnable the same day as their documentation appointment. At that meeting she gives the applicant 10 more job searches to be returned to her in 1 week at their next appointment. She then gives them another 10 job searches to be returned in 2 weeks to their LDSS worker.

The district assigns TA recipients to Job Search Yes No

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

Recipients of Temporary Assistance are required to continue to job search until they either find a job or are no longer employable. As a recipient, the client is required to meet every week with their LDSS Employment worker. At this meeting they are required to submit their completed job search log with at least 5 contacts. The client is required to record in their log the actual time spend conducting the job search, including travel time.

Section 3.5 Job Development

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

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

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

~~[Click here and type the description]~~

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

LDSS contracts with Employment Resources for 1 Job Developer. That person visits local business to develop job sites for our clients. She goes out on a weekly basis and is continually trying to develop more sites for the agency. She also is constantly looking for permanent job placements for recipient and letting the LDSS staff know when companies are hiring.

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

The JOBS Program staff person works with the applicants until their case is open. At that point the client is turned over to the LDSS staff person and they continue to work with them.

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

- a. Describe how the district identifies/provides appropriate education (Adult Basic Education, GED preparation), and English language instruction, program services that are available to clients whose assessment indicates such services would be an appropriate work activity assignment:

Client does a self-assessment. A LDSS Employment worker meets with the client to review all information and speak to the client regarding the client's situation. The LDSS worker then makes the determination as to what services the client needs to help obtain self-sufficiency. For clients with self-initiated education, the LDSS reviews the program and determines whether it is appropriate. For clients seeking to enroll, the district has agreements with both FMCC Bridge and BOCES to provide ESL, Job Readiness training, Job Search Assistance, Work Experience placement and case management. Individuals in need of GED are referred to BOCES.

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

- The education/training activity must be consistent with the individual's assessment and employment plan
- Approval will be based on letters of recommendation from other agencies, satisfactory attendance, satisfactory progress and grades
- Generally, approval will not be given to anyone who cannot complete training within 12 months or less; however, the district may approve post secondary programs that will reasonably lead to self-sufficiency as it determines appropriate on a case by case basis
- Clients enrolled in 2 year programs at local community colleges are considered to be enrolled in Vocational Education
- The LDSS is currently working to identify appropriate Job Skills and Vocational Education providers

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

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

should consider additional blending of activities such as work experience or employment with job skills training in fields that would improve participants' ability to obtain employment or increase wages or hours of employment.

Agency plans to engage 5 participants in vocational education or job skills training. Agency plans to target households with children. Agency will be partnering with community organizations for help in identifying these individuals.

LDSS plans to reconnect with FMCC BRIDGE program to identify vocational education programs available and increase client participation in those programs. We also plan to work with Workforce Solutions to identify appropriate WIA funded job skills training and vocational education training for clients.

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

Providers must meet state prescribed requirements such as confidentiality, record retention, reporting requirements and performance standards

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

Participants are notified at the orientation sessions

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

- Occupation demand of the curriculum
- Present marketable skills and work history
- Length of training
- Previous program cooperation
- The clients abilities, educational level, and aptitude are reviewed to determine if the program is appropriate

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

The client is called in to meet with their LDSS employment worker. They are also sent a letter in the mail.

- h. In accordance with 18 NYCRR 385.9 (b), regardless of whether the college program is approved for the participant as an employment work activity, the district will approve as a work activity a work-study, internship, externship or other work placement that is part

of a non-graduate student's curriculum unless one or more of the following conditions applies as check below:

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

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

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

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

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

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

Additional reasons as stated below:

~~[Click here and type the procedure]~~

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

Quarterly attendance reports will be requested from the school district for 16 -18 year olds attending school. Attendance reports will also be requested from the school at recertification of the case.

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

- LDSS will assign an activity that is consistent with the individual's treatment plan as prescribed by a practitioner
- Assignments will be consistent with an individual's documented mental and physical limitations
- LDSS will inform the work activity supervisor in writing regarding an individual's limitations

Section 3.7 Work Verification

Consistent with Work Verification Plan (WVP) requirements established by the United States Department of Health and Human Services, districts must develop a quality assurance plan for addressing the work participation rate it reports. The plan must include the district's procedure for monitoring attendance in paid employment and work activities and the controls in place to

ensure that federal exclusions from work participation rate requirements are accurately made, work eligible individuals are correctly identified, hours of attendance reported by providers is accurate and documented, data entry is accurate and that the district and its providers adhere to approved district and State policy for work activity definitions and the determination of excused absences and holiday reporting. Districts must describe how it will determine that system entries agree with documentation in case files. The district must also explain how it will sample cases, the sample size, and how frequently cases will be reviewed.

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

The Quality Assurance plan must explain how staff will:

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

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

LDSS will perform a random sample of 10 cases per quarter for paid work activities. Both the temporary assistance and employment case files will be reviewed, Hours of employment will be verified through receipt of pay stubs, employer verification forms, and direct phone contact with the employer documented in the case notes. The review will ensure the hours of employment on the ABEL budget are consistent with the hours reported on WTCMS and documentation is in the file to support hours reported on WTCMS and that the scheduled hours on WTCMS is consistent with the documentation.

LDSS will perform a random sample of 10 cases per quarter for participation in unpaid work activities. The employment case file will be reviewed. Actual hours of

attendance will be documented by attendance sheets showing actual hours of attendance, any unexcused absences during the month, and holiday time. The review will ensure the actual hours of attendance reported on the monthly attendance sheets has been correctly reported on WTCMS, excused absences and holiday time are documented in the case file and correctly reported on WTCMS in accordance with federal limitations, and that documentation of actual hours of attendance is accurate and matches the hours of participation reported on WTCMS by district or provider staff.

LDSS will perform a random sample of 10 cases per quarter in which a case member is reported as an employability code 38 – needed in home fulltime to care for a disabled household member. The temporary assistance case file will be reviewed to ensure there is presence of medical documentation to support the exemption and that the documentation has a timeframe for the exemption and that the individual is the appropriate caretaker.

LDSS will perform a random sample of 10 cases per quarter in which a case member is reported as an employability code 31 – caretaker of a child under the age of 12 months. The temporary assistance case file will be reviewed to ensure there is a birth certificate present to verify the child under the age of one.

LDSS will perform a random sample of 10 cases per quarter in which a case member is reported incapacitated to determine if she/he remains incapacitated or is now a work eligible person. The temporary assistance case file will be reviewed to ensure there is presence of medical documentation to support the exemption and that the documentation has a timeframe for the exemption.

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

A summary report will be prepared following each review period, and forwarded to Kathy Nagy @ Kathleen.Nagy@otda.state.ny.us.

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

While reviewing work eligible cases for district worker collected documentation as per the review described above, the reviewer will also review all provider collected documentation and data entry. All cases selected for the review above will also be reviewed for provider documentation and data entry. The providers will be requested to provide their documentation for each case reviewed.

The provider agency work experience supervisor must maintain a daily attendance sheet recording the day the client appeared at the assigned activity, and the specific times the client worked or the total number of hours participated for each day. The attendance documentation must have daily number of hours attended. The site supervisor must sign the attendance sheets attesting to the accuracy and correctness of

the attendance sheets submitted. These attendance forms will be forwarded to the LDSS monthly, by the 5th of the following month.

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

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

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

The LDSS reviews the medical information provided by the individual and/or the contracted provider and makes the determination based on the practitioner's recommendation

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

The LDSS reviews the medical information received, calling the doctor if necessary, and then refers the individual to the recommended treatment

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

The LDSS requires updated medical reports and evidence of compliance with the treatment periodically, and at a minimum, at recertification. LDSS assists individuals to obtain verification as needed. The District has also developed a plan to track and monitor case management to potentially employable clients and train workers to correctly identify cases that are diverted in order to properly exclude these cases from participation rate calculations. Monthly hours of attendance will be collected.

Section 3.9 Strategies/Procedures for Increasing Program Attendance

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

There is strong emphasis on the importance of attendance to the work experience sites during the individual's orientation. It is explained to the client that experience they receive on a WEP can be used on their resume. In making a WEP placement, the agency considers the appropriateness of the client to the site. The Job Developer makes periodic visits the site to ensure that there are no problems or to resolve any issues that may arise. LDSS will be more closely monitoring the attendance and tracking the client more closely due to the quality assurance requirements by requiring weekly attendance and documentation of weekly participation.

Section 3.10 Strategies/Procedures for Engaging Sanctioned Temporary Assistance Participants

District has no specific strategies to engage sanctioned participants.

District attempts to engage sanctioned participants as soon as they are sanctioned using the following strategies:

LDSS runs the Accountability for Sanctioned Adults (ASA) Program; Fraud investigators call in and make home visits to households with a sanctioned adult to determine how the household is making ends meet, how the household is spending the reduced grant, and require job search contacts. Additionally, through the Intensive Case Services Program the LDSS is providing addition outreach, home visits and case management for sanctioned families from the sanctioned adult. This effort is to engage the sanctioned individual.

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

Same as above

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

Same as above

Section 3.11 Diversion Strategies

District has no specific diversion strategies.

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

LDSS provides one-time assistance in a 12 month period as a front door activity in order for an applicant to obtain and/or maintain employment. TANF and SN-Moe applicant are registered with JOBS and must conduct a supervised job search and accept job leads. JOBS staff will access for needs diversion refer the applicant to a case worker for help with no recurring need and help sustain employment.

Section 4 Support Services (Reference 18 NYCRR 385.4)

Section 4.1 For Temporary Assistance Applicants and Recipients in Work Activities

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

LDSS will provide the following as it determines appropriate (all requests are subject to availability of funds and program approval):

- One time clothing allowance including required uniforms and shoes up to a maximum of \$150
- Job related safety equipment up to a maximum of \$150
- Tools and equipment up to a maximum of \$250

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

LDSS will provide the following as it determines appropriate (all requests are subject to availability of funds and program approval):

- reasonable and necessary car repair to a maximum of \$350. Such approval will be contingent upon the value and condition of the car
- assistance with car registration/license fees. NOTE: Vehicle title must be in the applicant's/recipient's name
- car insurance premiums for three (3) months with estimates provided from two (2) insurance carriers. NOTE: High risk drivers or excessive premiums will NOT be considered
- mileage reimbursement at 21 cents per mile
- bus passes

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

The LDSS does not require individuals to work more than 2 miles to work activity assignments.

- d. The district will provide the following services to assist individuals at risk of needing public assistance to improve their opportunities for employment or to maintain their employment: LDSS provides the following as it determines appropriate:
- reasonable and necessary car repairs contingent on the value of the car
 - assistance with car registration/license fees; providing the car is in the applicant's name
 - car insurance premiums for up to three (3) months. High risk drivers or excess premiums will NOT be considered
 - clothing allowance for required uniforms and shoes

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

Participants are referred to community based organizations that provide interpreter and other services and are then handled in the same manner as English speaking participants. LDSS also contracts with local agencies for ESL and interpreter services; a contracted Spanish interpreter is available at LDSS daily.

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

Section 4.2 Transitional Supportive Services

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

Transitional supportive services, including child care, food stamps and transportation are provided to eligible households.

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

Transitional supportive services, including child care, food stamps and transportation are provided to eligible households

Section 4.3 Extended Supportive Services

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

~~[Click here and type what services will be provided]~~

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

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

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

LDSS may provide as it determines appropriate:

- referral to Community Solutions for Transportation
- bus passes
- work assignments will be made as close as possible to the recipient's home
- car pooling will be recommended if possible
- reasonable and necessary car repairs
- assistance with car registration/license fees
- car insurance premiums

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

LDSS may provide as it determines appropriate:

- clothing allowance, including uniforms and shoes
- job related safety equipment

- tools and equipments

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

Section 5.1 Conciliation

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

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

The Employment worker mails the conciliation notice. FA households are given 10 days to respond and SN households are given 7 days to respond. Conciliation is conducted by the Employment unit supervisor and a third party from the agency that has no ties to the Employment unit. This person is usually the agency’s Staff Development Coordinator. If the result is favorable to the client, the client is called back into the employment unit and assigned to an activity. An unfavorable conciliation results in issuing the notice of intent imposing the applicable sanction.

The good cause/willfulness determination is made by:

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

A supervisor determines good cause based on the evidence presented at the conciliation, whether the noncompliance was willful and without good cause. If the individual does not respond to the conciliation, the worker determines, based on the available evidence, whether the noncompliance was willful and without good cause.

Section 5.2 Sanction

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

The client would notify the agency that they wish to end their sanction. They would then meet with the Employment worker and sign a new employment plan. At that point the client must show they are ready to comply. This could be starting their job search and returning it to the Employment worker in a reasonable period of time to show compliance. It could also be going to their work site and starting work to show their compliance.

Section 5.3 Dispute Resolution

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

The grievance is mediated by:

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

Section 5.4 Food Stamps Good Cause Determination

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

- conciliation is offered in the same manner as described in Section 5.1 of this plan;
- by the Employment worker using available information, including that provided by the participant if any, to determine if there was a good cause reason.
- Other (described below)

Consideration will be given to any information by the client prior to the effective date of the sanction.

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

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

- District participates in the OTDA managed contract for independent medical evaluations.
- District contracts directly with a physician to provide independent medical evaluations.
- District accepts physician's statement provided by participant.

- District accepts physician's statement provided by participant but refers for an independent evaluation when deemed necessary
- Other process, described below.

The LDSS has contracted with Amsterdam Memorial Hospital for physical medical evaluations and with St. Mary's Hospital for mental health and drug/alcohol evaluations. Clients are generally referred to the contracted providers for evaluations when they do not already have a treating practitioner. The LDSS also accepts medical documentation from the client's practitioner LDSS is currently in the process of starting to send clients to IMA for evaluation. LDSS has to get the paperwork signed and the forms finalized before we can start.

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

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

Generally, TA staff makes the initial employability determination during the application process and the Employment worker determines subsequent employability changes once the case is opened.

MONTGOMERY COUNTY SOCIAL SERVICES

EMPLOYMENT - SELF ASSESSMENT

_____ SN _____ TANF

NAME: _____ TODAY'S DATE: _____

ADDRESS: _____ SOCIAL SECURITY NUMBER: _____ - _____ - _____

_____ PHONE NUMBER: _____ DOB: _____

***** EDUCATION *****

Highest Grade Completed: _____ Years of attendance: From _____ to _____

Last school attended: _____ School District in which client currently resides: _____

Is Client a High School Graduate? Yes No
If YES: Graduation Year: _____ (Circle one)
Name of High School: _____

Did Client earn a GED? Yes No
If YES: Year of GED: _____

Did Client attend an Alternative School? Yes No
If YES: Name and Address: _____

Did Client attend College? Yes No
If YES: Course of Study/Degree: _____

Is Client in Default of Student Loans? Yes No
If YES: Default status: _____

Has Client received Vocational or Military Training? Yes No
If YES: Training received: _____

Is Client an apprentice or have a trade? Yes No
If YES: Explain: _____

Does Client have any learning difficulties? Yes No
If YES: Explain: _____

Is Client attending an educational or training program? Yes No
If YES: Name of program: _____
Address of program: _____

Date of Enrollment & Completion: _____ From _____ To _____

Course of study: _____

Funding source: _____

***** ENGLISH PROFICIENCY *****

Is Client's native language English? Yes No
 If NO, Native language: (Circle one)

Does Client understand English? Yes No
 Does Client Speak English? Yes No
 Does Client Read English? Yes No
 Does Client Write English? Yes No
 Does Client need an Interpreter? Yes No

***** EMPLOYMENT *****

Employment Status: (Circle one)
 Employed - Full Time
 Employed - Part Time
 Unemployed
 No recent attachment to Labor Force

Job seeker Reg. Completed? Yes No

Union Member? Yes No
 If YES: Name of Union:

Subject to recall rights? Yes No
 If YES: Explain:

In receipt of Unemployment Benefits? Yes No
 If YES: Start date?

Employer Name/Address	Start/Finish Date Wages	Job Title Description of Duties	Reason for Leaving
-----------------------	-------------------------	---------------------------------	--------------------

	From: To: Wages: /hr.		
	From: To: Wages: /hr.		
	From: To: Wages: /hr.		

I swear and/or affirm under the penalties of perjury that the information I have given to the local Social Services District is True and Correct.

Signature

Date

***** JOB PREFERENCE *****

Job Preference: _____

Client's BEST job ever and why: _____

Client's WORST job ever and why: _____

Qualifications and experience: _____

Does Client own tools for their trade? _____

Hobbies? _____

***** TRANSPORTATION *****

Current means of Transportation? Car Bus Walk Other
(Circle one)

Is Client legally able to operate a motor vehical in NYS? Yes No

License Type? Permit License ID Number:

Expiration Date: _____ Issuing state:

License Class : _____ License Status: Active Revoked

License Restrictions or Endorsements? Yes No
If so, please explain: _____

Does Client own a motor vehicle? Yes No
If YES, Vehicle Year/Model?: _____

Status of Insurance Coverage? Active Expired Status of Vehicle Inspection
(Circle one) Active Expired

Nearest bus stop or other transit stop? _____

***** OFFENDER STATUS *****

Has Client ever been convicted of a crime? Yes No
Is Client currently on Parole? Yes No
Is Client currently on Probation? Yes No
Does Client have a reporting requirement? Yes No
If YES, describe: _____ Date reporting ends: _____

Name and Address of Probation/Parole Officer: _____

***** HEALTH REVIEW *****

Are you under Medical care? Yes No
 If YES: Explain: _____ (Circle one)

Name of Doctor: _____ Telephone of Doctor: _____

Address of Doctor: _____ Date last seen by Doctor: _____

Are you currently taking any Medications? Yes No
 If YES: Please list: _____

Does Client have Health Insurance? Yes No
 If YES: Name of provider: _____

Does Client have any Medical conditions? Yes No
 If YES: List: _____

Does Client have any Medical limitation? Yes No
 Describe limitation: _____

Does Client or Children in the home have any Special needs? Yes No
 If YES: Describe: _____

Has Client received prior Mental Health Treatment/Rehabilitation? Yes No
 If YES: Explain: _____

Is Client currently in a Mental Health Treatment/Rehabilitation Program? Yes No
 If YES: Explain current treatment schedule: _____
 Name of facility and counselor: _____

Has Client received prior Alcohol or Substance Abuse Treatment/Rehabilitation? Yes No
 If YES: Explain: _____

Is Client currently in an Alcohol or Substance Abuse Treatment/Rehabilitation? Yes No
 If YES: Explain current treatment schedule: _____
 Name of facility and counselor: _____

***** MILITARY SERVICE *****

Veteran Status: _____ Branch of Service: _____
 Combat Zone: _____ Type of Discharge: Honorable Dishonorable
 Service Dates: From _____ to _____
 Selected Service Registration Number: _____ Military Job Title: _____

Is Client receiving Veteran Benefits? Yes No
 If YES: Explain: _____

Employment Resources



199 South Main Street, Gloversville, NY 12078
 Phone: (518) 773-464 Fax: (518) 773-4645

Montgomery County Dept. of Social Services Office
 Phone: (518) 853-8348 or 853-4646 Fax: (518) 853-8223

EMPLOYMENT SELF ASSESSMENT

MY STRONG POINTS ARE:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

I NEED MORE INFORMATION AND/OR HELP WITH: (Check all that apply)

<input type="checkbox"/> Identifying the kind of work I can do today	<input type="checkbox"/> Learning how to deal with difficult situations
<input type="checkbox"/> Work Experience (I have never worked)	<input type="checkbox"/> Learning how to control my temper/anger
<input type="checkbox"/> Work Experience (My work history isn't good)	<input type="checkbox"/> Appropriate work clothes
<input type="checkbox"/> Work Experience (I would like to change job fields)	<input type="checkbox"/> Budgeting
<input type="checkbox"/> How to look for work	<input type="checkbox"/> Transportation
<input type="checkbox"/> Applications	<input type="checkbox"/> Child Care
<input type="checkbox"/> Interviewing	<input type="checkbox"/> GED information
<input type="checkbox"/> How to answer "tough" interview questions	<input type="checkbox"/> Training College Information
<input type="checkbox"/> Explaining my past (work history, convictions, etc.)	<input type="checkbox"/> Counseling Information
<input type="checkbox"/> Where to find a job	<input type="checkbox"/> Dealing with my children-family issues
<input type="checkbox"/> Understanding employer's expectations	<input type="checkbox"/> Dealing with -Alcohol, Drugs, or Domestic Violence issues.

Other: _____

What jobs can you do today? _____

NAME: _____ DATE: _____

EMPLOYMENT RESOURCES

Main Office: 199 South Main St. Gloversville, NY 12078
Montgomery County Dept. of Soc. Ser.: Broadway Fonda, NY 12068

ACTIVITY: ORIENTATION

HOURS ATTENDED: _____

COMMENTS: (what did you think of orientation)

NAME: _____

ADDRESS:

PHONE: _____

SS#: _____

EMAIL: _____

DO YOU HAVE TRANSPORTATION? YES _____ NO _____

DO YOU NEED CHILDCARE? YES _____ NO _____

NVRF (NATIONAL VOTER REGISTRATION FORM) Accepted? Yes _____ No _____

Signature:

Date:
