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**Level II/III Evaluation of the
Department of Social Services
Family Independence (FI)
Casemanagement Training Program**

Cheryl E. Gantt

Assistant Director

SC Department of Social Services

Professional Development & Leadership

2638 Two Notch Road Suite 217

Columbia, South Carolina 29204

803.898.9085

cheryl.gantt@dss.sc.gov

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STATE DOCUMENTS

Evaluating the Family Independence (FI) Casemanagement Program

Problem Statement

The Family Independence (FI) Casemanagement Training Program is one of three Economic Services trainings offered by Professional Development & Leadership (PD&L) within the Department of Social Services. Family Independence is the South Carolina title for the Federal Temporary Assistance for Needy Families (TANF) Program. In 2006, Management staff decided to separate the duties of the Family Independence Program. Duties were divided into two positions, the FI Eligibility Specialist and the FI Casemanager. The FI Eligibility Specialist determines eligibility for constituents and the FI Casemanager provides casemanagement services to constituents and assists them with casemanagement activities that lead to employment. The purpose of the separation was to provide optimum services to Family Independence constituents applying for these benefits. This change was implemented as a result of the 2006 TANF Reauthorization changes. Professional Development & Leadership is charged with providing program specific policy and procedural training to new hires in all forty-six counties of the state. This change required PD&L to separate the training into two different classes. The curriculum was developed based on the Accelerated Learning Model which gets participants involved and actively participating in their own learning. Many exercises and activities were developed to facilitate the learning process and get participants to think and apply the new knowledge to scenarios they may encounter in their respective caseloads. The FI Casemanagement training is conducted over eight consecutive business days at the Children's Center in Columbia, SC. The first session of FI

Casemanagement was held in October 2006. Since the training began, 18 sessions have been conducted and 147 FI Casemanagers have participated in the training.

A formal evaluation process of the FI Casemanagement training has not been conducted since the program began. Training of new employees is essential to the outcome of the agency as well as its mission and goals. One goal of the South Carolina Department of Social Services is to provide financial assistance to families while they are transitioning into employment so that they will become self-sufficient. The mission of Professional Development & Leadership is to enhance agency performance in meeting stated outcomes through a coordinated, proactive framework of training and development for its workforce. The goal of the FI Casemanagement Training Program is to develop the fundamental knowledge, skills and abilities participants need to perform their jobs effectively so they can assist the individuals who are approved for Family Independence. The training should also be efficient and effective to ensure that newly hired staff are receiving the training and skills necessary to perform their job duties. This project will develop a process to evaluate the learning and behavior of participants that attend the FI Casemanagement Training. Feedback will also be gathered from the participants and their supervisors to determine if the training meets their needs as well as addresses the most important TANF policy topics so that the participants can better assist the constituents in their respective counties.

The benefits of evaluating a training program are very important for continuous improvement. The benefits of evaluation are listed below:

- Allow the participants an opportunity to identify the training programs strengths and weaknesses

- Provide valuable feedback as to the effectiveness of the program
- Help decide if a particular policy topic should be retained
- Help decide if a particular policy topic need more or less time and emphasis
- Help decide if additional policy topics should be taught
- Help determine if the training is accomplishing the goals and objectives set
- To assess change in knowledge
- To help determine if behavior changes have occurred

Data Collection

Donald L Kirkpatrick's training evaluation model identifies the four levels of evaluation. Level I evaluation is "Reaction" which measures what the participants thought and felt about the training (satisfaction). Level II evaluation is "learning" which measures if participants have learned the stated objectives of the program and if a change in knowledge, skills or attitudes occurred. Level III evaluation is "Behavior" which measures whether participants can actually apply the learned knowledge on the job. Level IV evaluation is "Results" which measures the effectiveness of the program as well as the benefits.

A Level I Evaluation is currently being used to gather participant's feedback on their "reaction" to the training. After discussing with the Training Director of PD&L, the need for evaluating the FI Casemanagement training, I decided to focus on Level II and III because these levels of evaluation have never been conducted for this training. These Levels will be important in determining if knowledge has been learned and behaviors changed.

The goals of the FI Casemanagement training are to provide a basic understanding of the FI Casemanagement policy and procedures through discussions, exercises and activities that simulate casework duties as well as provide the FI focus on casemanagement activities leading to job placements for Constituents who receive FI benefits.

A Pre-test survey will be administered to program participants the first day of training to measure their knowledge prior to the beginning of training. Trainees will not be given the correct answers after taking the pre-test but all of the questions and answers will be discussed during the training. On the last day of training, the eighth business day, a Post-test survey will be administered to the participants to determine if an increase in knowledge has occurred and the impact of the training. The survey will be administered electronically using "Survey Monkey". The survey will consist of multiple choice questions, true/false, rating scale, and fill in the blank. The survey will be based on course objectives of the FI Casemanagement training as well as the objectives and job duties for new FI Casemanagers as described in The Employee Performance Management System (EPMS). The Pre-test and Post-test survey will be administered to all FI Casemanagement participants beginning 2009. The evaluation will be conducted over a twelve month period. A survey will also be administered to the participant's supervisor three months after training to obtain their input on the knowledge and behavior of the participant after their return to the county office. Questions will help to determine if the Supervisor notices a change in knowledge, skills developed and if a change in attitude has occurred.

Data Analysis

The “survey monkey” tool will be used to gather data from surveys completed by FI Casemanagers and FI Supervisors. All data will be thoroughly reviewed. Comments will be organized into categories to include program strengths, weaknesses, suggestions, recommendations and concerns. Results of the FI Casemanager pre-test and post-test will be compiled and analyzed to determine if the participants acquired the knowledge, skills and abilities he/she hoped to gain. An item analysis will be done to show pre-post learning by each learning objective. This information will be used to determine which policies/concepts are being learned and which topics trainees are having more difficulty with. This information will also be used to determine which areas need more time and emphasis. Data may also help determine if a change in training methods is needed. This data will show how effective or ineffective the training was in accomplishing the objectives of the training. Analyzing the change (positive or negative) in responses will help determine where modifications need to be made to ensure that learning actually takes place in the training. Information to be reported include the change in knowledge from pre to post test, the percentage of training that is on target, the percentage of training concepts retained as well as the percentage of training revealing that other interventions or changes may be needed.. On items where there is no change in learning, the items will be reviewed for improvement.

The Supervisor’s survey will be compiled and data analyzed to look at their feedback which will help identify the areas they feel their employee is weak in and particular topics they feel more emphasis should be placed on in the training so future participants

can increase their knowledge. Reports will be generated from “Survey Monkey” and data from the surveys will be reviewed by PD&L staff.

Implementation Plan

Due to budget restraints, The Department of Social Services is currently under a hiring freeze which was implemented effective December 2008. Presently, Economic Services is fully staffed with six trainers. Training is delivered on The Family Assistance Programs which include Supplemental Nutrition Assistance Program (SNAP), formerly the Food Stamp Program, and the Family Independence Program. The hiring freeze is expected to have a major impact on the number of trainees that enroll in the FI Casemanagement Training for the next six months or until the freeze is lifted. Survey data will be collected on FI Casemanagement trainees until a minimum of sixty to seventy trainees have participated in the evaluation.

The Pre-test and Post-test survey will be implemented with the first FI Casemanagement session of 2009. Neither FI Casemanagers nor Supervisors will be informed beforehand of the pre/post test. The first session is scheduled for February 2-11, 2009. The FI Casemanagement Training has eight (8) sessions scheduled for 2009. A survey will be emailed to the participant’s supervisor three months after training to obtain their input on the knowledge and behavior of the participant after their return to the county office. The email will contain a link that will take the supervisors directly to the survey. Questions will help to determine if a change in knowledge has occurred, what skills were developed or improved and what attitudes were changed. A reminder email will be sent to the supervisor if no response has been received.

A sample Employee Performance Management System (EPMS) for a new FI Casemanager will be reviewed to ensure that the training is in line with the duties a supervisor expects of a new FI Casemanager. EPMS ratings will not be used as part of the performance measurement for the training due to the variations between the counties on job duties as well as the variation in completing them in a timely manner.

Trainees will be informed on the last day of class that their supervisor will complete a survey on their knowledge and behavior three months after their return to the county office.

Evaluation Method

The “Survey Monkey” tool will be used for the Pre/Post test and the Supervisor’s Survey. I hope the evaluation data results will provide evidence of a change (positive or negative) in knowledge base at the end of training and behavior change on the job as reported by the supervisor at a three to six month interval. If successful, this process will improve the FI Casemanagement Training Program and make it more effective.

Summary and Recommendations

Data from the pre/post test and the supervisor’s survey will be compiled and analyzed to help determine what adjustments need to be made to the training to improve the effectiveness of the training. Possible adjustments to the training could be made in the content delivered, the emphasis on the content and the delivery methods used depending upon the evaluation findings.

The training provides a basic understanding of the policy and procedures that the FI Casemanager is expected to know to perform their job duties. I recommend that supervisors play an active role in the trainees' on-the-job training once they return from training. Supervisors should schedule time to discuss with the worker how their job duties are going and if they are facing any challenges. Supervisors should also ensure the worker that they are there for support and to reinforce their learning. The supervisor should also review case actions to ensure they are accurate before they are processed in the computer system.

Trainees should be paired with high performing workers who have been identified by the supervisor when possible. This will allow the trainee to view how the high performing worker completes case actions and how they manage their time and work schedule. The trainee can also watch the high performing worker interact with constituents to provide guidance to help them attain self-sufficiency. When selecting a high performing worker, the supervisor should consider a worker who has an excellent understanding of policy and procedures, good organizational skills, good time management skills, and a worker who is meeting the participation rate. The high performing worker should also know their caseload and communicate with and monitor their constituents consistently to assist them in problem solving new issues as they may arise. A high performing worker can be a great mentor and role model to a new FI Casemanager.

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- 7. Supervisor's Survey for FI Casemanagers (Survey Monkey Tool)**

Appendix #1

South Carolina Department of Social Services
STATE OF SOUTH CAROLINA
EMPLOYEE PERFORMANCE MANAGEMENT SYSTEM

Name: Jane Doe Social Security No.: 123-45-6789

Department: Family Independence

Official Class Title: Human Service Specialist II

Internal Class Title: Self Sufficiency Case Manager

Date Assigned to Current Position: 07/02/2008

Performance Review From: 07/02/2008 To: 06/02/2009

Planning Stage Acknowledgement

Rating Officer: _____ Date: _____

Reviewed By: _____ Date: _____

Employee: _____ Date: _____

(Signature of employee indicates the Planning Stage and Position Description were reviewed with the employee.)

Evaluation Stage Acknowledgement

Rating Officer: _____ Date: _____

Reviewed By: _____ Date: _____

Reviewing Officer Comments: _____

Employee: _____ Date: _____

(My signature indicates that I was given the opportunity to discuss the official performance review with my supervisor - not that I necessarily agree.)

Employee Comments: _____

INSTRUCTIONS FOR DSS FORM 1826A

The Planning Stage

Job Functions: The Supervisor, utilizing suggestions from the employee, shall select job duties from the employee's most recent position description and develop success criteria for each duty. The total of assigned weights for the job functions must be at least 70. All raters are required to be evaluated on the timely completion of each employee's performance appraisal.

Objectives: This section allows the supervisor to include any additional special projects or program assignments that are not on the position description but that are assigned to the employee during the rating period. Success criteria are required for each objective. Total weight assigned to this section may not exceed 30.

Performance Characteristics: Performance characteristics and their definitions should be directly related to the employee's job and may be selected by the supervisor and the employee from a list developed by the Office of Human Resources. All management and supervisory employees are required to be reviewed on "promoting equal opportunity." (See Section 1580, Chapter 15, Personnel Administration Policies and Procedures Manual, for characteristics and definitions.)

The supervisor should meet with the employee to discuss the position description and how it relates to the job functions and objectives for the upcoming review period. After this discussion, the supervisor shall complete the planning stage of the document. Prior to discussing the completed planning stage with the employee, the supervisor will present the final document to the reviewing officer for signature. The supervisor will then meet with the employee to review the final plans for the review period and obtain the employee's signature. The completed planning document will be placed in the employee's personnel file maintained by the supervisor to be used as the evaluation document at the end of the review period.

The Evaluation Stage

The supervisor will complete the evaluation document based on the employee's performance for the entire review period. Using the four levels of performance outlined below, job functions and objectives shall be rated on how well the employee has met the success criteria as outlined in the planning stage. Performance characteristics will be rated "acceptable" or "unacceptable" based on the definitions which were communicated to the employee in the planning stage. The characteristics shall be used as a communication tool and shall not be weighed in the determination of the overall performance rating.

Once the supervisor has completed the evaluation document, it will be presented to the reviewing officer for signature. The supervisor will then schedule a meeting with the employee to discuss his/her performance and to obtain the employee's signature on the evaluation document. The evaluation must be completed prior to the review date in order to be timely. If not completed before the performance review date, the employee receives "meets performance requirements" by default.

Four Levels of Performance

(To rate job functions, objectives and overall performance)

Meets Performance Requirements: Work that meets the success criteria for the job.
(Point Value: 2) (Rating Range: 1.50 - 2.49)

Exceeds Performance Requirements: Work that is above the success criteria for the job throughout the rating period.
(Point Value: 3) (Rating Range: 2.50 - 3.49)

Substantially Exceeds Performance Requirements: Work that is characterized by exemplary accomplishments throughout the rating period; performance that is considerably and consistently above the success criteria of the job.
(Point Value: 4) (Rating Range: 3.50 - 4.00)

Below Performance Requirements: Work that fails to meet the success criteria of the job.
(Point Value: 1) (Rating Range: 0 - 1.49)

(Performance characteristics will not be rated with the four levels of performance. They should be rated as "acceptable" or "unacceptable".)

SECTION I - JOB FUNCTIONS

1. Job Duty:

Performs job delivery and/or performance with positive or appropriate customer service delivery to clients, the public, and co-workers as an integral requirement.

Success Criteria:

Represents the agency in a positive manner by placing customer service as an integral job priority through the completion of job duties and/or service.

Assigned Weight: 20
Performance level points...X: _____
Score: _____

2. Job Duty:

Develop Family Plan

Success Criteria:

A) Complete Family Plan with all family members/household members which will lead to self reliance; B) To gather information to determine the needs of all family members; C) Identify the barriers to attain the vocational goals, services required, and entities to provide services within specific time frames; D) Review and update family plan as required.

Assigned Weight: 20
Performance level points...X: _____
Score: _____

3. Job Duty:

Conduct client assessment, Home Visits, and Employability Plan

Success Criteria:

A) Utilize evaluation and assessment tools to determine job readiness level and course of action; B) Conduct Home Visits to gather information and document the DSS 1226; C) Provide counseling and referrals to assist in achieving self-reliance; D) Assist client in job placement and training.

Assigned Weight: 20
Performance level points...X: _____
Score: _____

4. Job Duty:

Monitor Family Independence participation and compliance

Success Criteria:

A) Monitor participation progress and update changes utilizing the PATS system; B) Key participation weekly; C) Conciliate and sanction cases timely; D) Staff all cases timely; E) Maintain cumulative TANF participation rate of 50% for Federal fiscal year (October - September)

Assigned Weight: 10
Performance level points...X: _____
Score: _____

5. Job Duty:

Monitor Time Limit (TL's), Extension cases and Community Resources.

Success Criteria:

Complete 22nd month time limit interviews, staffing and extension summaries as required; B) Monitor and take appropriate action on cases that have been extended beyond the 24th month on a monthly basis; C) Conduct 60/90 day home visits on all cases closed due to TL's; D) Determine eligibility for transitional services for FI cases closed due to TL's or earned income; E) Explain Social Services Program to clients.

Assigned Weight: 10
Performance level points...X: _____
Score: _____

Actual Performance

SECTION II - OBJECTIVES (Optional)

1. Objective:

Worker will maintain work area and work schedule in an organized and orderly manner.

Success Criteria:

A) All case records will be set up according to the Local Office Procedures; B) Documentation will be filed chronologically; C) Work schedule will be available to the supervisor at all times; D) Documentation will be clear, concise and easy to follow.

Assigned Weight: 5
Performance level points...X: _____
Score: _____

2. Objective:

Enhance program knowledge

Success Criteria:

A) Attend and successfully complete all required training; B) Review "What's New" from the On-line manual and policy updates; C) Register and attend non-mandatory training that will improve skills; D) Utilize on-line manual and seek supervisory assistance for policy clarifications (after usage of on-line manual).

Assigned Weight: 5
Performance level points...X: _____
Score: _____

Actual Performance

SECTION III - PERFORMANCE CHARACTERISTICS

1. Characteristic: Confidentiality

Definition:

The employee's ability to be entrusted with confidential, job related information and to not share such information with unauthorized persons.

Acceptable
 Unacceptable

2. Characteristic: Relationship With the Public

Definition:

The extent to which the employee establishes good relationships with the public (for example, being courteous and helpful with the public).

Acceptable
 Unacceptable

3. Characteristic: Relationships With Others

Definition:

The extent to which the employee establishes positive relationships with co-workers (for example, being a good team worker, being tactful and courteous with co-workers).

Acceptable
 Unacceptable

SECTION IV - SUMMARY AND IMPROVEMENT PLAN

(Identify the employee's major accomplishments, areas needing improvement, and steps to improve present and future performance.)

SECTION V - APPRAISAL RESULTS (Enter Numerical Rating -- Total score divided by 100)

Employee's Initials: _____ Date: _____ Rating Officer's Initials: _____ Date: _____

_____ Substantially Exceeds _____ Exceeds _____ Meets _____ Below

INSERT PAGE FOR PERFORMANCE EVALUATION FORMS FOR THE EMPLOYEE PERFORMANCE MANAGEMENT SYSTEM

Note: This Insert Page is to be used as a means of continuing Job Functions, Objectives and/or Performance Characteristics when there are not enough spaces for such on the basic Performance Evaluation Form (either DSS Form 1826 for DSS County Directors, Regional Directors and Deputy State Directors or DSS Form 1826A for all other employees). Instructions for completing the blocks on this form are the same as those which apply to the basic Performance Evaluation Form.

Employee's Name: Jane Doe Rating Period: 07/02/2008 to 06/02/2009

SECTION I - JOB FUNCTIONS

6. Job Duty:

Set up case files, maintain case records and key information for documentation and auditing purposes in a confidential, timely and accurate manner.

Success Criteria:

A) Establish ongoing communication with the ES worker to ensure proper case update and documentation via email; B) Prepare reports as required; C) Perform related duties as required.

Assigned Weight:	<u>10</u>
Performance level points...X:	<u> </u>
Score:	<u> </u>

7. Job Duty:

Success Criteria:

Assigned Weight:	<u> </u>
Performance level points...X:	<u> </u>
Score:	<u> </u>

8. Job Duty:

Success Criteria:

Assigned Weight:	<u> </u>
Performance level points...X:	<u> </u>
Score:	<u> </u>

9. Job Duty:

Success Criteria:

Assigned Weight:	<u> </u>
Performance level points...X:	<u> </u>
Score:	<u> </u>

Actual Performance

Evaluation Timeline

The pre-test will be given to participants the first day of the FI Casemanagement Training. The post-test survey will be given the last day of training. The Supervisor survey will be emailed the first Monday following a three month period after the trainee leaves training and returns to the county office.

Month of Class	Pre-test Date	Post-test Date	Supervisor's Survey E-mailed
February	2-2-2009	2-11-2009	5-18-2009
March	3-9-2009	3-18-2009	6-22-2009
April	4-13-2009	4-22-2009	7-27-2009
May	5-26-2009	6-4-2009	9-8-2009
July	7-13-2009	7-22-2009	10-26-2009
August	8-17-2009	8-26-2009	11-30-2009
September	9-21-2009	9-30-2009	1-4-2010
October	10-26-2009	11-4-2009	2-8-2010

FI Casemanagement Pre-Test Survey

1. Introduction

Before you begin the FI Casemanagement Training, we would like for you to complete this pre-test that measures some key knowledge, skills and abilities for an FI Casemanager. Please complete this pre-test individually. This data will be used to evaluate the effectiveness of the FI Casemanagement Training Program. Thank you for your time and input.

*** 1. Please create a unique identifier so that we may track your responses. The identifier should be the first two letters of your first name, the first two letters of your last name and the month and day of your birth.**

Example: Jane Doe, born February 18th

jado0218

2. Self Evaluation of FI Competencies

*** 1. Please rate how confident you currently feel in the following areas:**

	No Confidence		Neutral			Complete Confidence	
The ability to gather, analyze and assess information on a family.	<input type="radio"/>						
The ability to develop a Family Plan.	<input type="radio"/>						
The ability to make appropriate community referrals when needed.	<input type="radio"/>						
The ability to enter data appropriately in the Participation and Tracking System (PATS).	<input type="radio"/>						
The ability to conduct a case staffing.	<input type="radio"/>						

Comments

3. Course Content

*** 1. The state time limit is _____ months?**

60 months

36 months

24 months

21 months

FI Casemanagement Pre-Test Survey

*** 2. The federal time limit is _____ months?**

- 21 months
- 24 months
- 60 months
- 36 months

*** 3. How many times must a case be staffed during the state time limit?**

- 4
- 2
- 3
- 5

*** 4. How many hours may be counted as excused absences for a participant in a twelve month period?**

- 16
- 90
- 80
- 25

*** 5. How many hours may be counted for a participant as excused absences in a month?**

- 18
- 21
- 15
- 16

*** 6. What does the acronym WEI stand for?**

*** 7. A Family Plan is completed only once.**

- True
- False

FI Casemanagement Pre-Test Survey

*** 8. On PATS, verified employment hours can be used for _____ months?**

- 3
- 6
- 9
- 5

*** 9. How many days must a client actively participate in order to cure a sanction?**

- 30 consecutive days
- 20 consecutive days
- 10 consecutive days
- 15 consecutive days

*** 10. What activity cannot be used to cure a sanction?**

- Work Experience
- On The Job Training
- Employment Preparation Program
- Job Search

*** 11. A Family Plan must be completed within _____ days of approval?**

- 15
- 5
- 12
- 10

*** 12. Which of the following individuals cannot receive support services?**

- A WEI who is currently not participating in a component
- Applicant whose FI case has not been approved yet
- A customer whose FI case has closed due to income
- An individual curing a sanction

FI Casemanagement Pre-Test Survey

*** 13. When scheduling a conciliation appointment, the casemanager must allow at least _____ working days from the mail date.**

- 10
- 3
- 5
- 7

*** 14. We can only pay for a customer to relocate if they have a verified job at the new location.**

- True
- False

*** 15. Before sanctioning a case that has Child Protective Services (CPS) involvement, the casemanager should:**

- Conduct a Home Visit
- Nothing. The customer would be exempt from sanctioning if there is an open CPS case.
- Schedule a staffing to include the CPS worker
- Review the CPS case file

*** 16. A reassessment must be completed:**

- At the customer's request
- Prior to completion of the current component
- At least every 90 days
- Prior to sanctioning

*** 17. Which of the following is a part of the agency's mission?**

- To assist those in need
- To provide financial assistance while families are transitioning into employment
- All of the statements
- To ensure the safety and health of children and adults
- None of the statements
- To provide SNAP benefits to those who are eligible

FI Casemanagement Post-Test Survey

1. Introduction

Please complete this post-test that measures some key knowledge, skills and abilities of an FI Casemanager. Please complete the post-test individually. The data will be used to evaluate the effectiveness of the FI Casemanagement Training Program. Thank you for your time and input.

*** 1. Please enter the unique identifier that you created when you completed the FI Casemanagement Pre-test. The identifier should be the first two letters of your first name, the first two letters of your last name and the month and day of your birth.**

Example: Jane Doe, born February 18th

jado0218

2. Self Evaluation of FI Competencies

*** 1. Please rate how confident you feel in the following areas:**

	No Confidence			Neutral			Complete Confidence
The ability to gather, analyze and assess information on a family.	<input type="radio"/>						
The ability to develop a Family Plan.	<input type="radio"/>						
The ability to make appropriate community referrals when needed.	<input type="radio"/>						
The ability to enter data appropriately in the Participation and Tracking System (PATS)	<input type="radio"/>						
The ability to conduct a case staffing	<input type="radio"/>						

Additional Comments:

3. Course Content

*** 1. Ms. Johnson has received FI benefits for 22 months. How many more months can she receive before she reaches the state time limit?**

- 1 month
- 2 months
- 3 months
- 4 months

FI Casemanagement Post-Test Survey

*** 2. Ms. Williams has received TANF benefits in New York for 20 months and Virginia for 20 months. She is now applying in the state of South Carolina. How many months can she receive benefits before she reaches the federal time limit?**

- 18 months
- 20 months
- 21 months
- 24 months

*** 3. FI cases must be staffed the following times: upon approval for FI, the 12th month of the 24 month time period and prior to closure/extension of FI due to the time limit.**

- False
- True

*** 4. How many hours may be counted as excused absences for a participant in a twelve month period?**

- 16
- 25
- 80
- 90

*** 5. Ms. Moore attends EPP classes. If she attends class all day, she receives credit for 6 hours of participation. She stayed at home with her sick daughter on Monday. Wednesday of that week, she had to leave after one hour to take care of some business. How many hours of excused absences can we give her this week?**

- 10
- 11
- 12
- 13

*** 6. A WEI must participate with FI Work Requirements.**

- True
- False

FI Casemanagement Post-Test Survey

*** 7. A Family Plan should never be changed or updated once it is signed by the participant.**

- True
 False

*** 8. Ms. Goode just began working at Goodwill. Her employment hours were verified this month. How many months can the employment verification be used on PATS?**

- 4
 5
 6
 8

*** 9. Ms. Cagle came into the office to cure her sanction. When she signs the conciliation agreement how many days must she participate?**

- 25 calendar days
 25 consecutive days
 30 calendar days
 30 consecutive days

*** 10. Ms. Byrd was sanctioned for failing to participate with FI Work Requirements. She is now employed. Will this cure her sanction for FI?**

- NO
 Yes

*** 11. Which part of the Family Plan is sanctionable if a participant fails to comply?**

- Employability Plan
 Family Evaluation
 Responsibility Plan

*** 12. Ms. Jones has been sanctioned for failing to comply with the Family Plan. Is she eligible to receive child care?**

- No
 Yes

FI Casemanagement Post-Test Survey

*** 13. When scheduling a conciliation appointment, the casemanager must allow at least _____ working days from the mail date.**

- 10
- 3
- 5
- 7

*** 14. Ms. Smith would like to relocate her family (3 children) to North Carolina due to domestic violence. She does not have a verified job offer in N.C. Can relocation expenses be paid for her and her family?**

- Yes
- No

*** 15. Before sanctioning Ms. Atkins' FI case with CPS involvement, what is the next step the FI Casemanager should take?**

- Conduct a Home Visit
- Nothing. The customer would be exempt from sanctioning if there is an open CPS case.
- Review the CPS case file
- Schedule a staffing to include the CPS worker

*** 16. A reassessment must be completed when a participant leaves or completes a component or prior to the end of the current component.**

- False
- True

*** 17. The mission of the Department of Social Services is to ensure the safety and health of children and adults who can not protect themselves and to assist those in need of food assistance and temporary financial assistance while transitioning into employment.**

- False
- True

4. Additional Questions

FI Casemanagement Post-Test Survey

*** 1. Please rate the following statement:**

To what extent do you feel prepared to perform your job duties as an FI Casemanager?

Not at all prepared Somewhat prepared Well prepared

Additional Comments:

*** 2. What did you not learn during the training that you were expecting to learn?**

*** 3. What FI topics would you like more information on?**

4. What FI policy topics would you recommend omitting from the course?

one

two

three

5. State three policy topics you feel confident that you have learned and understand as a result of this training.

one

two

three

6. Please share any comments that will help us to improve the FI Casemanagement Training.

DSS

Serving Children and Families

KATHLEEN M. HAYES, PH.D.
STATE DIRECTOR

MARK SANFORD
GOVERNOR

Appendix #5

Date: Monday, January 19, 2009
To: Supervisor's name, _____ County DSS
From: Cheryl E. Gantt, Assistant Director
Professional Development & Leadership

In a continuing effort to improve the FI Casemanagement Training, Professional Development & Leadership (PD&L) is asking supervisors to complete an evaluation survey on participants who attend the FI Casemanagement Training from their county. The purpose of the survey is to receive your feedback on the knowledge and skills of your employee(s). You will be asked several questions and also to rate how they apply the knowledge from the training to their actual duties on the job. Three months after the employee returns to the county, you will receive an email with a link to the survey. The three-month timeframe will begin the following Monday once the session ends. The survey will be emailed to you the first Monday after the three-month period. We ask that you complete the survey within two weeks of receipt. A reminder email will be sent if no response has been received.

The information from this survey will be used as a tool for the continuous improvement of the FI Casemanagement Training. Data will be compiled and analyzed to assist PD&L staff in identifying strengths and potential improvements to the FI Casemanagement Training Program.

Please take the time to evaluate the knowledge and skills of your employee after their completion of the FI Casemanagement Training.

Thank you in advance for your participation.

DSS

Serving Children and Families

KATHLEEN M. HAYES, PH.D.
STATE DIRECTOR

MARK SANFORD
GOVERNOR

Appendix #6

Date: Monday, January 19, 2009

To: Supervisor's name, _____ County DSS

From: Cheryl E. Gantt, Assistant Director
Professional Development & Leadership

Below is the link to the Supervisor's Survey for FI Casemanagers. Please complete the survey for Trainee name.

https://www.surveymonkey.com/s.aspx?sm=kUnpcJUxrLsBaVzXPzslPw_3d_3d

The survey should not take more than ten minutes.

The FI Casemanagement Training evaluation will be conducted for the calendar year of 2009. Supervisors will be informed of any changes to the FI Casemanagement curriculum six to nine months after the evaluation is completed.

Thank you for your time and input.

Supervisor's Survey for FI Casemanagers

1. Introduction

Please create a unique identifier so that we may track your workers progress. The identifier should be the first letter of the worker's first and last name and the last two letters of your last name.

Example: Jane Doe - (Supervisor - Jill Scott)

jdsc

- * 1. What process or procedure do you have in place to debrief with the trainee upon their return to the county office?**

- * 2. What specific knowledge do you expect from your employee as a result of their completing the FI Casemanagement Training?**

- * 3. How has the employee applied knowledge learned from the training to relevant case actions? Please give specific examples**

- * 4. What specific behavior changes or improvements have you noticed in your employee as a result of the FI Casemanagement training? Please be specific.**

2. FI Casemanager Competencies

- * 1. Please rate your employee on the following FI competencies:**

	No Confidence			Neutral			Complete Confidence	N/A
The ability to gather, analyze and assess information on a family.	<input type="radio"/>							
The ability to develop a Family Plan.	<input type="radio"/>							
The ability to make appropriate community referrals when needed.	<input type="radio"/>							
The ability to enter data appropriately in the Participation and tracking System (PATS).	<input type="radio"/>							
The ability to conduct a case staffing.	<input type="radio"/>							

Additional Comments: