

Phase I - Module 1

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Before You Begin

Tip: Please make sure to review your **Class Kickoff Checklist – Phase II** found in the Module I folder. This will help you confirm that you’ve gone through all the material and have everything you need.

Before starting this course, please ensure you read through all the provided materials. This phase will cover the following programs:

- Energy
- Food & Nutrition Services

Students will be assessed on:

- DSS & NC FAST Terminology
- Keyboarding
- Core Functions
- Energy Assistance Application to Case Process
- Food and Nutrition Services Application to Case Process
- Career Readiness Certification

Additionally, please print the materials needed for each module. The Student Guide and additional documents are located in the Phase I_Module 1 folder. Follow along with the provided document, as it contains sections intentionally left blank and places to take notes to encourage engagement and participation.

At the end of the course, both you and the students will be given surveys to provide feedback. Please make any suggestions or improvements needed. Your input is invaluable in refining the course for future participants.

Tips:

1. **Review Your Checklist:** Please make sure to review your **Class Kickoff Checklist** – Phase I located in the Module I folder. This will help you confirm that you’ve gone through all the material and have everything you need.
2. **Reacquaint with Students:** Take some time to reacquaint yourself with your students and allow them to catch up. An ice breaker activity is appropriate here, but try not to let it take up too much class time.
3. **CCE Login Check:** Ensure that students can log into the CCE. If any students are having trouble, send a request to the NCFast_CC_config Team at ncfast_cc_config@dhhs.nc.gov.

Introduction & Review of the Course

Take some time to get to know your students and for them to get to know you. It is appropriate to do an ice breaker here but, don’t allow it to take up a lot of class time.

Welcome to Phase I HRD 4000 Career Readiness/Pathways – Introduction to Human Services: DSS Income Maintenance Caseworker.

This course is 45 hours in length. It will cover skills and strategies designed to provide employability skills training and career exploration for the role of Income Maintenance Caseworker within Division of Social Service agencies.

Upon completion of the course, the student will demonstrate an understanding and/or proficiency in the following:

- entry-level skills required to be an employee of DSS
- basic computer and keyboarding skills
- interviewing skills and resumes
- workplace success skills
- customer service skills
- DSS and NC FAST terminology
- basic navigation skills in the NC FAST system

This is a non-credit course, and assessments will be utilized to verify a student's readiness to progress to Phase II of the program based on demonstrated skills, assessment scores, and participation in class activities. This is a pass/fail course based upon successful completion of course assessments and attaining the Career Readiness Certificate. Students must attend, at minimum, 75% of class hours and actively participate in class activities in order to successfully complete the class and receive a certificate.

NOTE: The course syllabus can be printed and given to each student. This document is located in the Module 1 folder.

History of DSS

This can be a discussion in class on how it originated, and the services and families assisted. Please note that the information in these sections can be overwhelming. Take some time to just highlight the information for discussion.

The North Carolina Department of Health and Human Services (NCDHHS) has its origins in the North Carolina Department of Human Resources (DHR), which was created in 1971. The DHR was created to consolidate over 300 state agencies into one umbrella organization. The DHHS has since expanded to include other state agencies and departments, such as the Department of Public Welfare, Department of Public Health, and Department of Mental Health. The Division of Vocational Rehabilitation was added in 1973, the Office of Rural Health in 1974, and the Division of Aging in 1977.

Today's complex web of programs and services has its roots in the English Poor Laws. The North Carolina Constitution of 1776 did not address care of the poor. Nevertheless, the General Assembly passed laws calling for locally elected overseers of the poor, providing for wardens of the poor to be elected by county courts and authorizing counties to build almshouses or poorhouses to house and provide employment for the poor. Slowly but steadily the use of public tax funds to provide some care for needy citizens became accepted as an important and legitimate function of county government.

The North Carolina Constitution of 1868 established, for the first time, a role for state government with respect to social services:

Beneficent provision for the poor, the unfortunate and orphan[s] being one of the first duties of a civilized and a Christian state, the General Assembly shall, at its first session, appoint and define the duties of a Board of Public Charities, to whom shall be entrusted the supervision of all charitable and penal State institutions, and who shall annually report to the Governor upon their condition, with suggestions for their improvement.

Statewide public welfare laws, enacted in 1917 and supplemented in 1919, provided for a state Board of Charities and Public Welfare, a state Commissioner of Public Welfare, three-member local boards of charity and public welfare, and county superintendents of public welfare. The enactment in 1923 of a Mother's Aid law provided financial assistance to indigent mothers with children under the age of fourteen. County participation was optional, and the program costs were split between the state and participating counties. Into the 1930s the state's role in social services increased, but both the funding and administration of social services remained primarily county responsibilities.

The Social Security Act of 1935 became, and remains, the "cornerstone of the American welfare state." It included public assistance or "relief" programs for low-income people in specified categories, including children in single-parent families. It marked the beginning of a drastic redefinition of the role of government in the social services field. Needy persons who did not qualify for these categorical programs remained dependent on completely county-funded programs or nongovernmental charitable institutions for assistance. North Carolina enacted laws establishing the new federal programs in the state, requiring all counties to participate, designating a single state agency to supervise administration of the programs, and assigning to counties primary responsibility for the nonfederal share of the programs' costs.

Congress

Significant parts of the social services system in North Carolina still reflect the programs created by the Social Security Act in 1935, and the system has evolved based largely on changes in the Social Security Act. Federal law does not require any state to operate particular programs. Rather, Congress enacts laws that establish a variety of programs and appropriates funds available to states that agree to operate the programs in accordance with applicable federal laws and regulations. The level of federal financial participation varies from program to program, and within programs it often differs for administrative versus direct benefits costs.

Thus, for states that want to provide certain kinds of financial assistance and services for their citizens, there are significant financial incentives to participate in the federally supported programs.

The State Government's Role

In most states, the state, rather than local government, administers social services programs. In North Carolina, however, most social services programs are administered by counties under the state's supervision. State direction and supervision come from the General Assembly, the state Department of Health and Human Services (DHHS), and the appointed rulemaking commissions.

The General Assembly

Since enacting laws in 1937 to enable North Carolina to participate in federally funded welfare programs, the General Assembly has amended or rewritten those laws many times to establish new programs, conform state law to federal changes, modify program features that federal law leaves to the state to determine, and establish or modify programs based solely on state law. Chapter 108A of the North Carolina General Statutes (hereinafter G.S.) contains most of the state's social services legislation, including specific authority for the state DHHS to accept all grants-in-aid for social services programs that may be available under the Social Security Act, other federal laws or regulations, and nonfederal sources. Chapter 108A also addresses confidentiality, appeal rights, and other subjects to ensure the state's compliance with federal requirements. It also reflects state policy regarding social services matters not determined by federal law. Many program details do not appear in the General Statutes. Some are addressed by administrative rules and policies pursuant to authority the General Assembly has delegated to DHHS and the state Social Services Commission. Others are decided by the legislature when it appropriates funds for public assistance and social services programs.

The General Assembly determines how the state and the counties will share responsibility for the nonfederal portion of the cost of federally supported programs. For example, for many years the state and counties shared responsibility for paying for the nonfederal share of the cost of Medicaid services: the state would pay 85 percent and the counties would pay 15 percent. In 2007 the General Assembly enacted legislation that ultimately phased out the county's share for Medicaid services but still requires counties to help pay for costs of administering the program. Another example is found in G.S. 108A-49.1, which provides that the nonfederal share of foster care and adoption assistance payments will be divided equally between the state and county.

In addition to appropriating state funds to pay the state's share of the cost of certain social services programs, the legislature allocates lump-sum federal funds the state receives under federal block grants for social services programs and approves plans for the expenditure of these funds. The General Assembly also decides issues that federal law leaves to the states' discretion, such as income eligibility limits and the designation of covered medical services for Medicaid. It determines what other non-federally based public assistance and service programs counties must provide; decides whether to provide state funding for services for which federal funds are not available; and defines

counties’ responsibilities in relation to programs such as child protective services, adoptions, and guardianship

The County’s Role

As mentioned above, North Carolina is somewhat unusual because most social services programs are not administered directly by the state but rather by counties under the state’s supervision. North Carolina’s county-administered, state-supervised social services system reflects the state’s long history of local (county) responsibility for public social services, the strength of county government in the state, and the role of North Carolina’s counties as the primary vehicle for the delivery of basic services to citizens.

County Organization and Governance

Since 2012 the organization and governance of North Carolina’s local social services agencies has been changing rather quickly. Until then almost all of the counties had a county department of social services that was governed by a county board of social services.¹⁷ Legislation enacted in 2012 authorized boards of county commissioners to adopt different approaches to organization and governance of human services programs, including social services.¹⁸ Boards of county commissioners must determine what type of organization or agency will be responsible for delivering social services within the county. In addition, they must choose the type of governing board that will oversee the agency.

Table 39.1 Divisions within the N.C. Department of Health and Human Services Involved with Oversight and Administration of Social Services Programs (as of November 2014)

Division of Social Services

Oversees county administration of various public assistance programs, including the Work First program, the Supplemental Food and Nutrition program, and State–County Special Assistance. Does not oversee the Medicaid or Health Choice programs.

Oversees county administration of various social services programs, including child protective services, child support enforcement, a foster care services, adoption services, child protective services, and family preservation services.

Develops policy, conducts some training for county staff, provides technical assistance to counties, and monitors county performance.

Division of Medical Assistance

Oversees the Medicaid and Health Choice programs.

Supervises county social services departments' administration of eligibility determination and establishes policies and procedures.

Oversees the payment of medical providers—such as hospitals, physicians, and nursing homes—that deliver services to eligible clients.

Division of Aging and Adult Services

Oversees county administration of various programs serving disabled and older adults, including adult protective services, guardianship, State–County Special Assistance, adult placement, at-risk case management, and adult care home case management.

Oversees operation of aging programs that focus on providing home and community services to older adults and certifies adult day care programs, adult day health programs, and senior centers.

Administers federal programs focused on elder rights, including the Long-Term Care Ombudsman Program.

Develops the State Aging Services Plan, as required by the federal Older Americans Act, and supports Area Agencies on Aging as they implement their area plans.

Division of Child Development and Early Education

Licenses and monitors most childcare programs, enforces regulations that apply to those programs, works with local councils to assure appropriate services for children with disabilities, and assists providers of services under the federal Head Start program.

Administers funds to help low-income families pay for childcare and prekindergarten programs.

Provides teacher education and licensure support and services to prekindergarten teachers who work in nonpublic schools.

Offers other services and programs to improve the quality and increase the availability of childcare and related services for children and families.

Division of Health Service Regulation

Licenses and regulates a variety of medical, mental health, and residential childcare facilities.

Conducts on-site inspection and monitoring in collaboration with the staff of the county departments of social services and the Division of Social Services.

NOTE: The NC FAST Overview PowerPoint located in the Module 1 folder can be shown to further explain eligibility services.

CRC Pre-Assessment

The CRC prep and testing is contingent upon each individual college's process. Students must receive a passing score in order to advance to Phase II.

All students must be given access to sign up for the CRC prep courses and encouraged to complete these courses outside of class in order to be ready to take the CRC during the scheduled time frame allotted by the college.

What is ACT WorkKeys?

Utilize the following video to explain what ACT WorkKeys is all about.

ACT WorkKeys – What's It All About <https://youtu.be/MjSao9ZVG5Q?si=nqyL9zuKsecgLctn>

Nationally recognized solutions for identifying, certifying, and strengthening core workplace skills.

ACT® WorkKeys® is a **system of assessments, curriculum and skills profiling** that determine, build, and measure essential workplace skills that can affect your job performance and increase opportunities for career changes and advancement.

Developed with the same knowledge and research expertise responsible for the ACT® test, WorkKeys assessments and training help lead individuals and businesses to success.

The **Career Readiness Certificate** (CRC) is a credential that gives job seekers and employers a measure of workplace skills. It is being used by job seekers across the country as an employment credential, and by employers as an assessment of a person's trainable ability for an entry-level job or for a promotion within the company.

ACT WorkKeys Assessments

WorkKeys Assessments are Relevant

Developed to solve actual workplace problems.

Unlike other assessments, they don't simply give an indication of reading and writing competency. Instead, they measure a range of hard and soft skills relevant to any occupation, at any level, and across industries.

WorkKeys Assessments are Recognized

Successful completion of WorkKeys core assessments can lead to earning an [ACT WorkKeys® National Career Readiness Certificate™](#) (ACT WorkKeys NCRC®)—a credential that verifies the skills found to be most essential across industries and occupations.

WorkKeys Assessments Validate Competencies

- **Essential Skills** - Measures career readiness skills, now offers assessments that measure the behaviors and values that fuel productivity, team effectiveness, durability, and overall success.
- **Applied Math** - There are five levels of difficulty. Level 3 is the least complex, and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5.
- **Graphic Literacy** - Workplace graphics come in a variety of formats, but all communicate a level of information. From charts to graphs, diagrams to floor plans, identifying what information is being presented and understanding how to use it are critical to success. The Graphic Literacy assessment measures skills that individuals use when they read and comprehend graphical materials to solve work-related problems.
- **Workplace Documents** - Employees must be able to understand written text to do a job. The Workplace Documents assessment measures skills that individuals use when they read real workplace documents and use that information to make job-related decisions and solve problems. The documents include messages, emails, letters, directions, signs, bulletins, policies, websites, contracts, and regulations.
- **Applied Technology** - Working with machines and equipment means understanding how to best use them to solve problems. The Applied Technology

assessment measures basic principles and skills in four areas of technology: electricity, mechanics, fluid dynamics, and thermodynamics. With a focus on reasoning, not math, examinees solve problems without calculations or formulas.

- **Business Writing** - Workplace writing needs to be clear and free of distractions such as poor grammar, misspellings, and extraneous information. After all, careless errors may lead the reader to believe there are also errors in the facts, and the writer loses credibility and trustworthiness.

The Business Writing assessment measures the skill used when writing an original response to a work-related situation. Components of the Business Writing skill include sentence structure, mechanics, grammar, word usage, tone and word choice, organization and focus, and development of ideas.

- **Workplace Observation** - The Workplace Observation assessment measures skills in observing, following, understanding, and evaluating processes, demonstrations, and other workplace procedures.
- **Talent** - The Talent assessment helps employers find and develop employees by measuring work-related attitudes and behaviors. Unlike cognitive ability tests, there are no correct answers. Test items are statements in which the examinee identifies how accurately a statement represents his or her personality.
- **Fit** - The Fit assessment measures an individual's interests and values and matches them to the work environment, providing information that can help determine how well a person aligns with occupations in an organization. There are two parts to the Fit assessment: The ACT Interest Inventory & The Work Values Inventory.

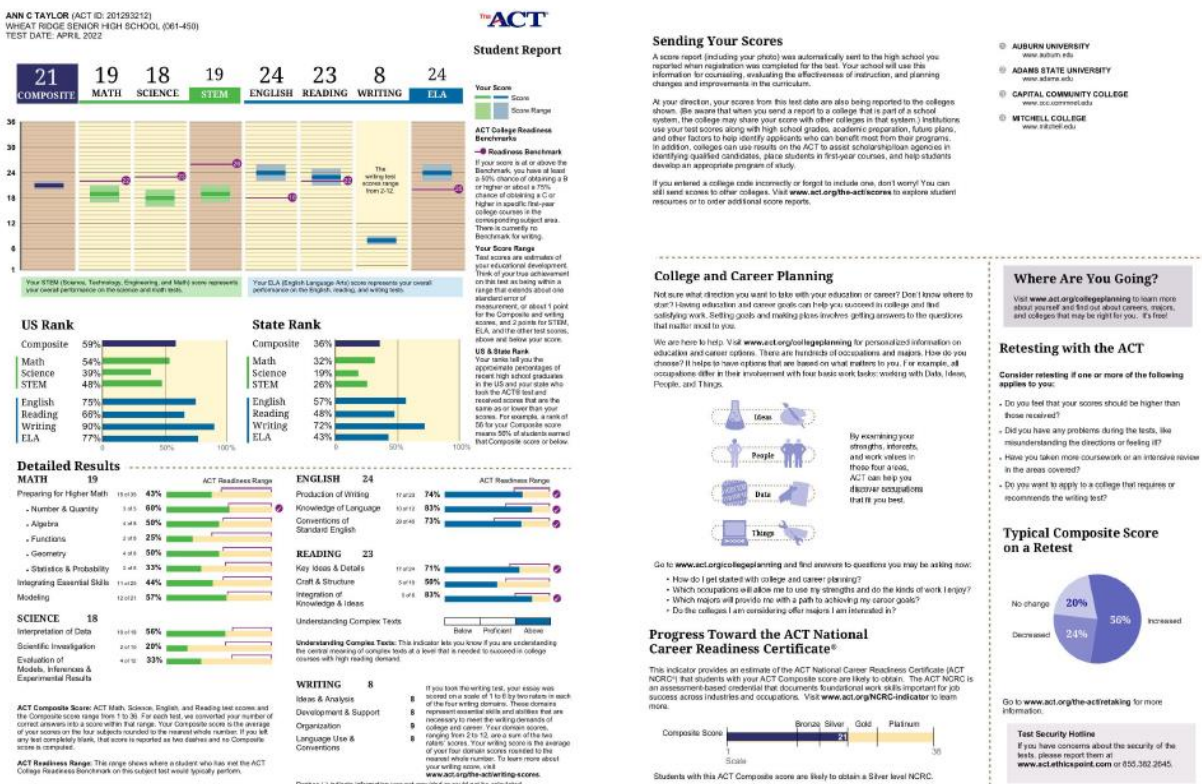
Understanding Scores

You've answered the questions and we've scored the results. Here's how:

1. First, we counted the number of questions on each test that you answered correctly. We did not deduct any points for incorrect answers. (There is no penalty for guessing.)
2. Then we converted your raw scores (number of correct answers on each test) to "scale scores." Scale scores have the same meaning for all the different forms of the ACT® test, no matter which date a test was taken.
3. Your Composite score and each test score (English, mathematics, reading, science) range from 1 (low) to 36 (high). **The Composite score is the average of your four test scores, rounded to the nearest whole number.** Fractions less than one-half are rounded down; fractions one-half or more are rounded up.
4. Each reporting category includes the total number of questions in that category, the total number of questions in that category you answered correctly, and the

percentage of questions correct. ACT reporting categories are aligned with ACT College and Career Readiness Standards and other standards that target college and career readiness.

Example of Scorecard:



ACT WorkKeys – Prep

Utilize the ACT WorkKeys – A Test-taker's Guide video to explain further the overview of the test to get students prepared.

<https://youtu.be/onMGIqf0wt8?si=H-9VoJ3rg5iOFUF->

Each student should be given logins by the on site ACT WorkKeys Administrator whether it's the instructor or another staff member.

NOTE: Any videos or other materials can be utilized to assist students.

The ACT National Career Readiness Certificate Assessments Sample WorkKeys Assessment document is located in the Module 1 folder and can be utilized in class to assist students.

Certificate

Once all levels of the test has been completed and the score is obtained each student will receive their certificate that highlights their individual level.



Technology Awareness

With the rise of digital technology and an increased need for technologically proficient people in almost any field, learning technology skills is very important. Technology tools like email, online chat, digital portfolios, electronic databases, and video chat have transformed our everyday lives, with technology permeating nearly every industry.

What are technology skills?

Technology skills are all the abilities that help you interact with the digital world around you. Being technologically skilled refers to proficiency in digital or technical media. In this modern age, anyone who wishes to conduct their work efficiently should brush up on their technological knowledge. Getting used to current technology will allow you to easily adjust to all the emerging technologies that will infiltrate our day-to-day lives in the coming decades.

Acquiring technology skills also makes you more appealing to employers and may help you obtain or maintain certain job positions. Examples of these vital skills range from simple word processing and emailing to data management and user experience (UX) skills.

Why are technology skills important?

Over the past few years, technology has managed to become a part of almost every job industry, and its development is continuing to grow and expand. It's, therefore, essential for us to start growing and learning too.

Within any job industry, a willingness to learn new skills, especially when it comes to technology, will ensure your work remains relevant, will make you more appealing for

promotions or job growth opportunities, will allow you to become more confident and efficient within your current position, and will make you a valuable asset to any employer.

Technology Trend Awareness

Technology trend awareness as a skill refers to being mindful of the technology that is recently becoming popular and is readily accepted in the market or industry. It also encompasses one's ability to recognize and understand the usefulness of any such technology for the success of the business.

Keyboarding

Keyboarding is the process of using a keyboard to input data, text, commands, or other information into a computer or other electronic device. It involves using a keyboard to type letters, numbers, symbols, and special characters in order to create documents, emails, messages, and other digital content.

Keyboarding skills, also known as typing skills, help you type quickly and accurately on a keyboard. These skills can be essential in many roles and workplaces, specifically those that involve the use of computers. Understanding what these skills are and how to improve them can help you obtain and maintain employment in today's business environment, which often relies on technology significantly. In this article, we define keyboard skills, provide examples of these skills, discuss how to improve them, share how to use them in the workplace, and list ways of highlighting them when seeking employment.

Examples of Keyboarding Skills:

- Touch Typing
- Accuracy
- Attention to Detail
- Typing Speed
- Typing Technique
- 10-Key

Keyboarding Skills in the Workplace

- **Deliver excellent written communications.** In the workplace, there may be many instances in which you communicate via writing through using a computer, for example, sending emails. By sending emails that display the correct formatting and appropriate use of grammar with no typos, you can demonstrate your sound typing abilities.
- **Complete data entry projects with accuracy.** Part of your role may require you to input written or spoken information into a computer database. Doing this correctly can result in accurate data which can highlight your ability to type with focus and precision.
- **Conduct typing tasks efficiently.** There may be many parts of your daily duties that require you to use a keyboard. By completing these tasks in a timely manner, you

can showcase your ability to use your typing speed skills to boost your efficiency in the workplace.

Common Symbols Used:

Period (.): Sentence ending, abbreviation marker.

Comma (,): Separates words or clauses within a sentence.

Semicolon (;): Stronger separation than a comma, often used between independent clauses.

Colon (:): Introduces a list, explanation, or quotation.

Question mark (?): Denotes a question.

Exclamation mark (!): Denotes emphasis, excitement, or strong emotion.

Other Common Symbols:

@: Used in email addresses and mentions on social media.

#: Used for hashtags on social media, sometimes for numbering.

\$: Currency symbol, often used in online transactions.

%: Percentage symbol.

&: Ampersand, used in abbreviations and to join words.

*: Asterisk, used for bullet points, multiplication, or wildcards.

-: Hyphen, used to connect words or numbers.

_: Underscore, used in filenames and formatting.

=: Equal sign, used in equations and comparisons.

+: Plus sign, used in math and sometimes for lists.

/: Forward slash, used for division, URLs, and date separators.

: Backslash, used for file paths and escape characters.

~: Tilde, used for diacritics, accents, and sometimes as a negation symbol.

^: Caret, used for superscripts, exponentiation, and keyboard shortcuts.

`: Backtick, used for code formatting and inline code blocks.

": Double quote, used for quotations and dialog.

': Single quote, used for contractions and nested quotes.

(): Parentheses, used for grouping terms or explanations.

[]): Brackets, used for additional information or clarification.

{ }: Curly braces, used for grouping code blocks or complex expressions.

<>: Angle brackets, used for HTML tags and sometimes for comparisons.

Navigation and Editing:

Arrow keys (↑, ↓, ←, →): Move the cursor or scroll in certain directions.

Home/End: Move the cursor to the beginning or end of a line or document.

Page Up/Page Down: Scroll up or down a page.

Delete/Backspace: Delete characters to the right or left, respectively.

Enter/Return: Create a new line or submit a form.

Tab: Insert spaces or indent text.

Caps Lock: Toggle between uppercase and lowercase letters.

Shift: Hold to type uppercase letters or use special symbol functions.

Ctrl (control): Used in combination with other keys for advanced functions or shortcuts.

Alt (alternate): Used in combination with other keys for alternative functions or shortcuts.

Assessment

It should be with minimum errors in a 5-minute timed test. Students should develop a moderate comfort level of basic computer/use skills.

Utilize any of the following websites to administer the keyboarding assessment:

<http://www.learntotype.com>

<http://www.gcflearnfree.org/typing/typing/1/>

<http://www.freotypinggame.net>

The websites can be used as well to prepare and polish up on skills.

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Wall, Aimee N. (2014). In *County and Municipal Government in North Carolina*. UNC School of Government. (Vol. Social Services, pp.665-666).

ACT Workkeys – *workforce development solutions*. ACT. (n.d.).

<https://www.act.org/content/act/en/products-and-services/act-workkeys.html>

Pitt County North Carolina Earn Your Career Readiness Certificate

<https://www.pittcountync.gov/626/Earn-Your-Career-Readiness-Certificate>

Keyboarding Skills: Definition and How to Improve Them. Indeed Editorial Team |Updated June 27, 2024

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<https://www.forbes.com/sites/forbesbusinesscouncil/2022/09/06/3-in-demand-ai-skills-that-will-offer-new-career-opportunities/?sh=3ce4d12e26dd>.” Accessed March 15, 2023.