



Food Stamp Intensive Training

Program Overview

Version 20180428

Created for Vermont's
Department of Prevention, Assistance, Transition, and Health Access
(PATH)

By



ENTELECHY

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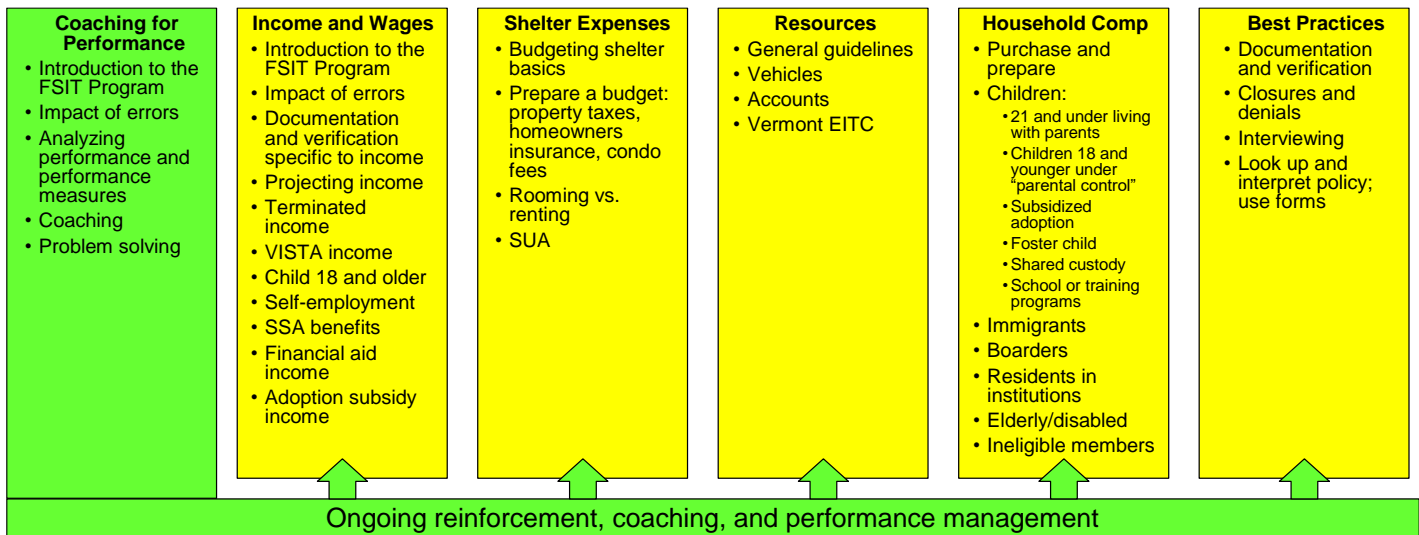
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Introduction and Overview

In the spring of 2003, Vermont's Department of Prevention, Assistance, Transition, and Health Access (PATH) selected Entelechy, Inc. from a number of qualified vendors to design, develop, and deliver *Food Stamp Intensive Training (FSIT)*.

The intent of *FSIT* was to help seasoned professionals to improve Vermont's Food Stamp payment accuracy and achieve a higher level of consistency throughout the state.

Working with the *FSIT* Oversight Committee — Martha Laing, Family Services Director; Renee' Richardson, Food Stamp Program Chief; and Richard Moffi, HRD Director — Entelechy and the project team designed the following program:



FSIT consists of five modules intended to be delivered over the period of ten months to allow for focused application of key skills and information without overwhelming the participants. *FSIT* kicks off with *Coaching for Performance*, a full-day training to help managers and supervisors hone their coaching and performance management skills required to reinforce the specific food stamp information their eligibility workers will be receiving in *FSIT*.

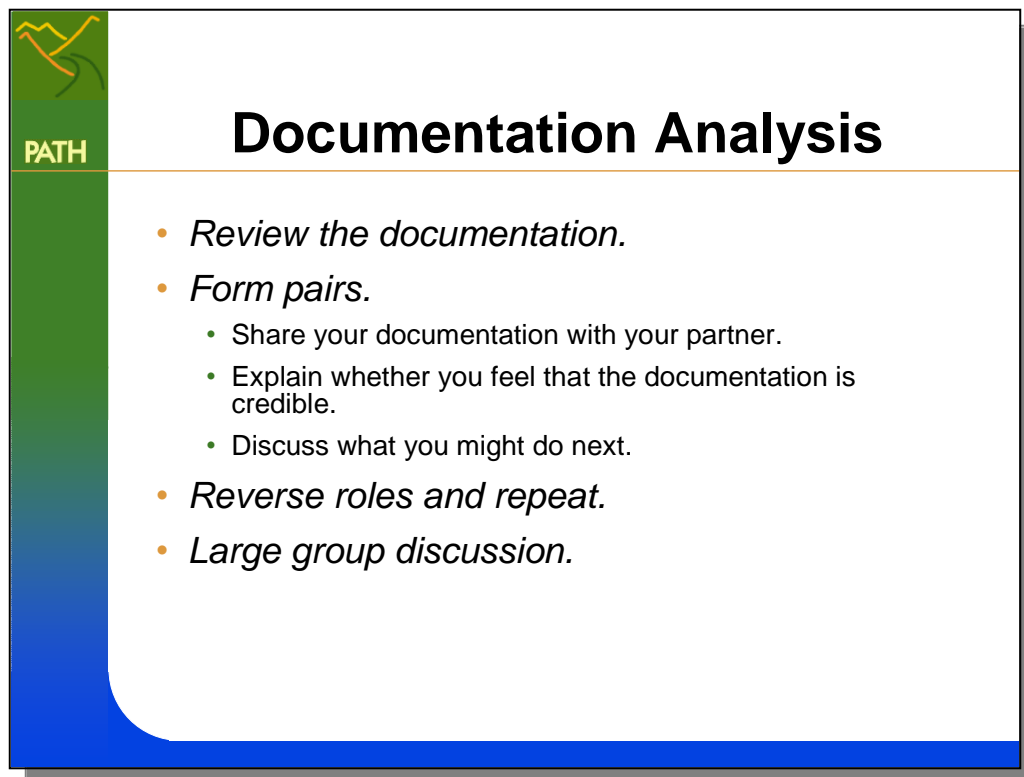
Special Features

Slide Presentation

Each module includes a PowerPoint presentation with a simple, clean look and feel as illustrated in the graphic.

The PATH logo and colors help brand this training as PATH training.

Entelechy created several different versions from which PATH could select the one that best matched its organizational personality.



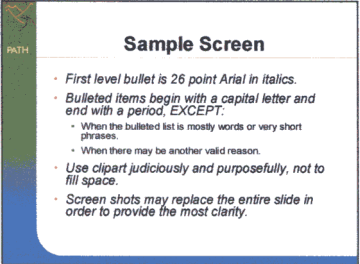
Instructor Guide

The PowerPoint presentation will incorporate comprehensive instructor notes for instructional effectiveness and consistency.

The notes are found in the Notes View of the slide presentation and include a thumbnail graphic of the slide, a special instructions box for unusual instructor requirements, and comprehensive instructions for the trainer.

This level of detail ensures that training is consistent from delivery to delivery and from instructor to instructor.

Food Stamp Intensive Training: Best Practices
Instructor Guide




Sample Screen

- First level bullet is 26 point Arial in italics.
- Bulleted items begin with a capital letter and end with a period, *EXCEPT*:
 - When the bulleted list is mostly words or very short phrases.
 - When there may be another valid reason.
- Use clipart judiciously and purposefully, not to fill space.
- Screen shots may replace the entire slide in order to provide the most clarity.

Special Instructions:

If there are special instructions to the facilitator, they would be listed in this box. Special instructions may tell the facilitator to prepare a flipchart or assemble case study materials or be prepared to handout a desk aid.

Purpose: This purpose statement describes what we're trying to accomplish on this page.



1. The instructions for the trainer are listed in detail here.
2. The icons on the right may call attention to the appropriate page in the Participant Guide.
3. Or to a flipchart that was prepared in advance or that needs to be created now.
4. **ASK:** *What IS documentation? Take a few minutes to write down your answers.*
5. **ANSWERS:**
 - When questions are asked, possible answers are provided to ensure that the trainer is prepared and accurate.
 - Having the answers in the Instructor Guide also ensures consistent delivery regardless of who teaches the module.
6. Directions are capitalized for easy reference. These directions include words like:
 - ASK
 - ANSWERS
 - FLIPCHART
 - SAY
7. Sentences that are to be spoken verbatim are *italicized*. Most of the time, the instructor is encouraged to use his or her own words.
8. The last statement on the page is always a transition to the next page, ensuring that the trainer knows what's coming up.

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Participant Guide

Each participant is provided a Participant Guide to aid the learning process. The purpose of this guide is to help participants learn the material in class.

The Participant Guide is created in Word using the Entelechy-created template for consistent and professional look and feel. The Participant Guide contains policy information, room for note taking and exercises, key information, definitions, and learning points reducing the errors that occur when relying on participants to take accurate and complete notes.

Because of this format, the Participant Guide serves as a post-training reference.

Participant's Guide

Projecting and Terminating Income

Calculating Self-Employment Income

Interpretive Memo: Clarification to rule 273.11(a)(4)

To determine net business income, both the interest and principal paid to purchase income-producing real estate, capital assets, equipment, machinery, and other durable goods are allowed as costs of doing business.

Before April 1, 2003, only the interest portion of such payments is allowed.

How do we calculate self-employment income?

ADD	All _____ income
SUBTRACT	Allowable business _____ (the cost of producing the income) (not including _____) (including _____ and _____)
EQUALS	_____
DIVIDE BY	The _____
EQUALS	_____

Notes:

Always check the rules for allowed deductions.

- Interest and principal COUNT as deductions.
- Depreciation CANNOT BE COUNTED as a deduction.

PATH is NO LONGER doing retrospective budgeting (i.e., monthly reporting).

For the benefit of the client and staff, we do prospective budgeting and try to determine future, ongoing income. (Additionally, we had just as many errors due to data entry when we did monthly reporting.)

Exercises

A significant portion of the training is devoted to hands-on exercises using realistic paystubs, tax forms, loan and mortgage statements, agency forms, computer screens, and other materials to ensure that the training represents the participant's day-to-day work.

Professional Cleaning Supplies and Service
250 Ajax St, Waterbury, VT 38774

Year End Loan Payment Report
2002

Purchase Date: 4/4/2003 Customer: _____

Item: Super Sucker 1000XLT

Extended Warranty: Yes

Payment Received	Payment Amount	Principal	Interest
5/17/2002	\$60.37	\$52.50	
6/16/2002	\$60.37	\$52.50	
7/19/2002	\$60.37	\$52.50	
8/15/2002	\$60.37	\$52.50	
9/15/2002	\$60.37	\$52.50	
10/19/2002	\$60.37	\$52.50	
11/20/2002	\$60.37	\$52.50	
12/15/2002	\$60.37	\$52.50	
TOTAL	\$482.96	\$420.00	\$62.96

Bucket O' Suds Car Wash and Detailing

EMPLOYEE NAME: Georgia Busch EMP #: 89 SSN: 135-79-1113 PER BEGIN: 7/20/2003 PER END: 7/28/2003 RATE: 7.9500

EARNINGS	HRS	CURRENT	YTD	DEDUCTIONS	CURRENT	YTD
Regular Pay	40.00	318.00	1721.93	FICA	25.70	130.07
Overtime 1.5	5.50	65.59	468.74	Federal	24.93	123.73
Premium 2.0			210.55	State VT	7.67	38.81
Other			100.00			
Total Pay	45.50	383.59	2501.22	Net Pay	325.29	2208.61

SCHEDULE C (Form 1040) Profit or Loss From Business (Sole Proprietorship) **2002**

Department of the Treasury Internal Revenue Service **123 45 6789** Social security number (SSN) **123 45 6789**

Name of proprietor **Crystal Smith** **B** Tax code from page C-3, 4, 5, 6 **123**

A Principal business or profession, including product or service (see page C-1 of the instructions) **Business and home cleaning services**

C Business name, if no separate business name, leave blank **Crystal Clean** **D** Employer ID number (EIN), if any **123 45 6789**

E Business address (including suite or room no.) **123 Dusty Way** **F** City, town or post office, state, and ZIP code **Berlin CT 05344**

F Accounting method: (1) ☒ Cash (2) ☐ Accrual (3) ☐ Other (specify) **None**

G Did you "materially participate" in the operation of the business during 2002? If "No," see page C-3 for limit on losses **Yes** ☒ **No** ☐

H If you started or acquired this business during 2002, check here **Yes** ☐ **No** ☒

I Income

1	Gross receipts or sales. Caution: If this income was reported to you on Form 1042 and the "Sole proprietor" box on that form was checked, see page C-3 and check here	1	5,914
2	Retains and allowances	2	5,914
3	Subtract line 2 from line 1	3	5,914
4	Cost of goods sold (from line 42 on page 2)	4	677
5	Gross profit. Subtract line 4 from line 3	5	5,237
6	Other income, including Federal and state gasoline or fuel tax credit or refund (see page C-3)	6	5,237
7	Gross income. Add lines 5 and 6	7	5,237

J Expenses. Enter expenses for business use of your home only on line 30.

8	Advertising	8	273
9	Bad debts from sales or services (see page C-3)	9	
10	Car and truck expenses (see page C-3)	10	370
11	Commissions and fees	11	
12	Contract labor	12	
13	Depletion	13	
14	Gifts	14	
15	Insurance	15	
16	Interest	16	
17	Medical and dental expenses	17	
18	Meals and entertainment	18	
19	Office expenses	19	
20	Other business expenses	20	
21	Repairs and maintenance	21	
22	Supplies not included in Part II	22	
23	Taxes and licenses	23	
24	Travel	24	
25	Utilities	25	
26	Wages and salaries	26	
27	Withdrawals	27	
28	Other	28	
29	Total expenses. Add lines 8 through 28	29	1,790
30	Net profit or loss. Subtract line 29 from line 7	30	3,447

31 ☐ All investment is at risk. **32a** ☐ Some investment is not at risk.

Schedule C (Form 1040) 2002

Question Cards

Because of the focus of the training and the expected number of questions from participants, we created the Q-Card for participants to write questions.

The Q-Cards are collected and answers are communicated to the entire organization.

FSIT Q-CARD

PATH

Your name: _____ Date: _____

General topic: _____

Your question (use examples to illustrate; use the back of the card to elaborate):

Assessments

A special challenge for training incumbent workers is helping them see the value of the training and the growth they've experienced. *FSIT* addresses this challenge in creative and instructionally sound ways.

Pre- and Post-Training Assessment

Each module begins with a pre-training assessment. The questions are tough enough to challenge most participants and – in the process – suggest that they may learn something from the upcoming training. The same assessment is administered at the end of the module. Participants can compare their post-training responses — and confidence in each response — to the pre-training responses and verify that the training was a valuable use of their time.

#	Question	Pretraining Response	Post Training Response
1.	Today is October 15, 2003. A client applies for Food Stamps only today. What period do we use to calculate income? a. Sep 1 – Sep 31, 2003 b. Sep 1 – Oct 14, 2003 c. Sep 15 – Oct 14, 2003 d. Depends on the pay stubs that the client brought in.	1. _____ Confidence Index +++I'm sure of my answer. ++ I'm somewhat sure. + I'm not very sure.	1. _____ Confidence Index +++I'm sure of my answer. ++ I'm somewhat sure. + I'm not very sure.
2.	A client gets paid weekly on Fridays the week after the workweek. She applies for Food Stamps and Health Care on June 16. Which one of the following pay stubs do we NOT	2. _____	2. _____

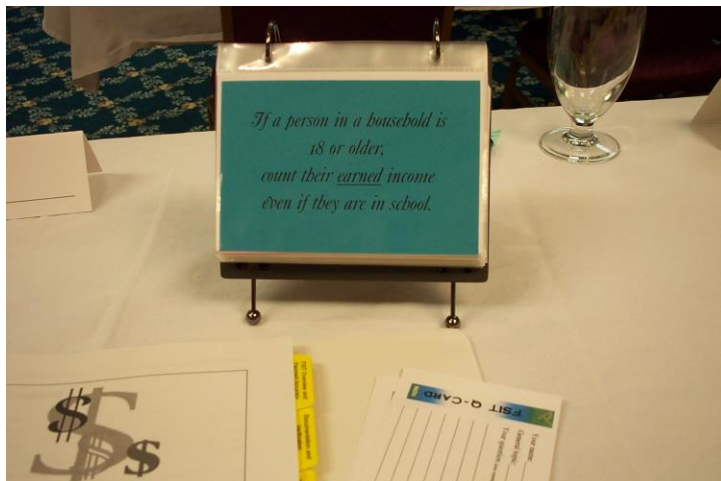
Note that the assessment includes Entelechy's **Confidence Index**, which allows participants to indicate the confidence in their response. The Confidence Index allows even the most knowledgeable workers (who may get all of the answers correct) see how their confidence in their responses increase. Not only do participants KNOW the correct answer, they KNOW THEY KNOW!

In addition to providing a gauge for participants, the assessment results are tabulated and serve as the basis to improve instruction.

Flip Frames

Many workers are reluctant to share in class. Some are shy. Many are unsure of their answer and don't want to appear lacking. At the same time, it is extremely important that the instructor continually monitor if participants are "getting it."

To address this dilemma, Entelechy created the flip frame concept. Each participant (or team) has a flip frame (a photo display stand) with a white page inserted into the last plastic sleeve. Participants use this page as a mini-whiteboard to answer questions that the instructor uses to gauge the progress of the class. By answering the question and facing the answer page forward, participants can answer relatively anonymously AND the instructor can determine whether a concept is comprehended.





Additionally, the flip frame sleeves (not including the last one, which is used for answering questions) contain pertinent information to the module topic. This allows participants to read important rules, which reinforces the information they receive during the training and exercises.

Job Aids

Entelechy provides each participant with job aids that reinforce important concepts in a concise, easy-to-read format.

All job aids are printed on bright yellow for easy reference.

All job aids are titled and dated for ease of maintenance.


Shelter Expenses Job Aid (12/11/2003)
 

Deductions		Dependent Care Max for Each Child	
Earned Income	20%		
Standard:	(P-2590 A1)		
1-4 members	\$134	Child under 2	\$200 per child (P2590 A1)
5 members	\$149	All others	\$175 per child
6 or more	\$171		
Shelter:			
Elderly/Disabled	No Max		
All others	\$378		

Utility Standard	
	(P2590 A1)
With heat	\$384
Without heat	\$149
Phone only	\$ 34.12

Resource Maximum	
	(P2590 BC1)
Age 60 or older	\$3000
Disabled person in HH	\$3000
All others	\$2000

Medical Liability (FMED)	
	(273.9d3)
All	\$35

Expenses of Providing Room/Board			
Code	1	2	(P-2590 A2)
1 Room only	\$116	\$213	
2 2/3 board	\$ 94*	\$173*	
3 Board only	\$141*	\$259*	
4 R & 2/3 B	\$210	\$386	
5 Full R&B	\$257	\$472	
*see TFP below			

Elderly and Disabled Definition				
Elderly:	Age 60 or older			
Disabled:	Receiving SSI/AABD, SSD, or determined 100% disabled by VA.			

Income and TFP Table				
Household Size	Maximum Gross Monthly Income to Enable Elderly/Disabled Member to be a Separate Household 165% of the Poverty Level	Maximum Gross Monthly Income 130% of the Poverty Level	Maximum Net Monthly Income	Thrifty Food Plan (TFP)
1	\$ 1,235	\$ 973	\$ 749	\$ 141
2	1,667	1,313	1,010	259
3	2,099	1,654	1,272	371
4	2,530	1,994	1,534	471
5	2,962	2,334	1,795	560
6	3,394	2,674	2,057	672
7	3,826	3,014	2,319	743
8	4,257	3,354	2,580	849
9	4,689	3,695	2,842	955
10	5,121	4,036	3,104	1,061
Each additional Member	+432	+341	+262	+106

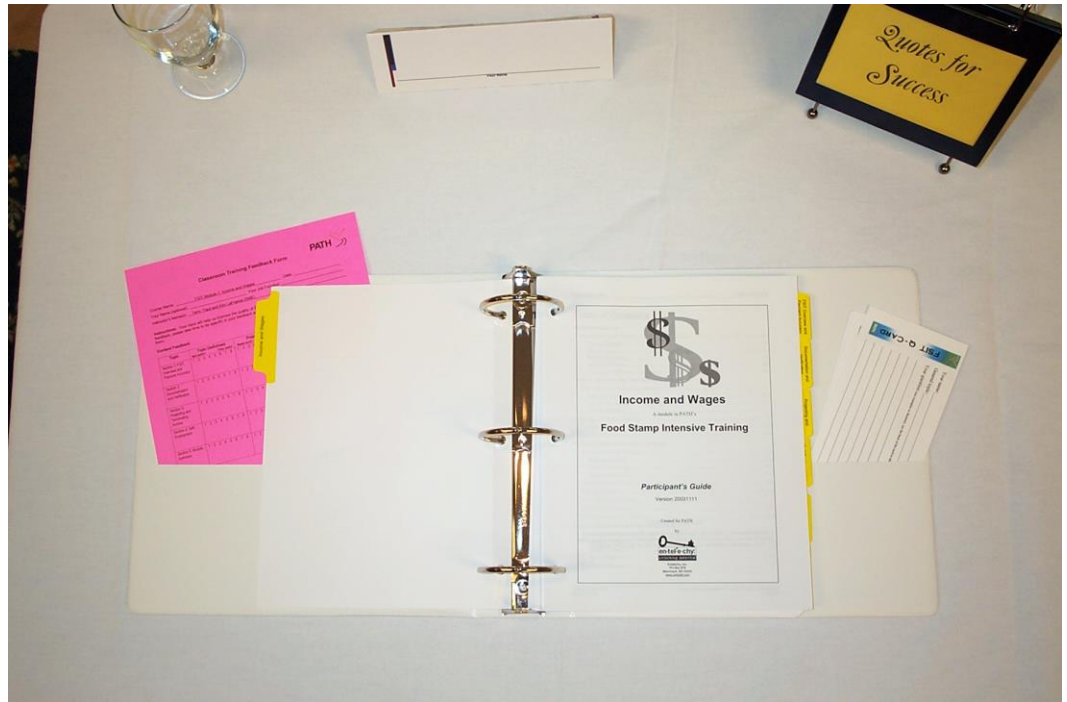
NOTE: FS households in which all members eligible for Reach Up, SSI/AABD, Vermont Earned Income Tax Credit (EITC), or Postsecondary Education Program for Low-income Vermonters (PSE) are categorically eligible and do NOT have to pass the gross or net income or resource tests to be determined eligible for Food Stamps. All other tests must be passed.

Participant Binder

The Participant Guide, job aids, and handouts are three-hole-punched for insertion into a *FSIT* participant binder.

The participant binder has a slipcover and spine displaying the *FSIT* program information for easy identification.

The binder contains tabs demarking each module. Materials within modules also have tabs or may be printed on colored paper for easy access.



Reinforcement Tools

In addition to the paper-based job aids, Entelechy also creates other reinforcement tools such as ballpoint pens with payment accuracy tips and mouse pads with error reduction strategies and reminders.

These reinforcement tools help remind eligibility workers to remain diligent in their efforts to reduce Food Stamp payment errors.

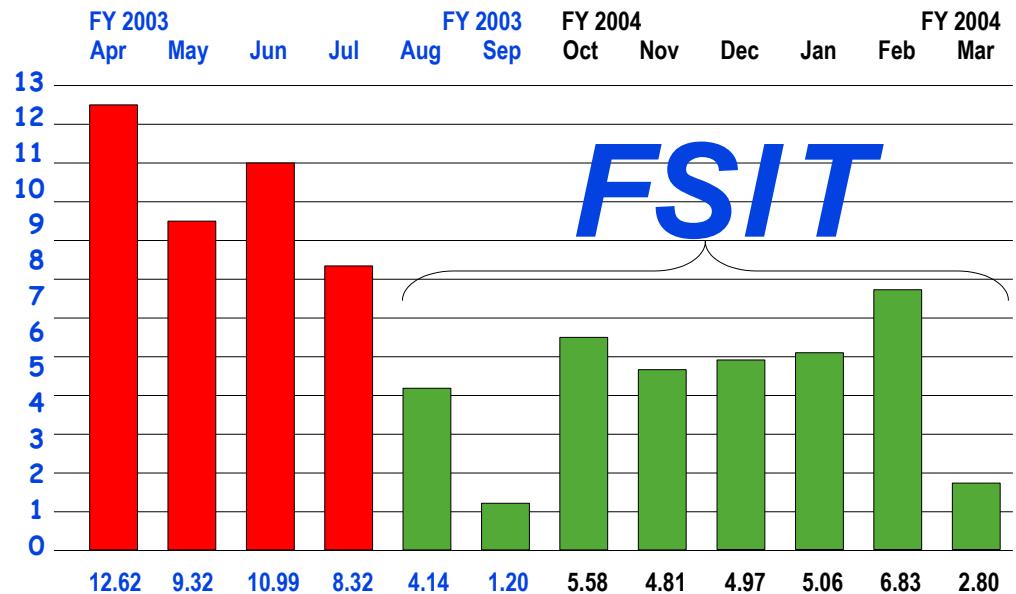


Results

“Show me the money!” Training can impact performance in many ways — from the immediate to the long-term; from the measurable to the not-so-easy-to-measure-but-oh-so-important. In this section, we’ll illustrate the impact *FSIT* had on payment accuracy — and on the PATH workers.

Payment Accuracy Improvement

As you can see from the graph, the Food Stamp error rate has decreased dramatically since April 2003. This decrease has been attributed to *Food Stamp Intensive Training* as well as several other initiatives including the Payment Accuracy Committee, the Error Busters Team, and Q-TIPS error communications.



Participant Feedback

A program that is well liked by attendees is more likely to have an immediate and lasting impact. The feedback from participants has been overwhelmingly positive with the following comments indicative of the vast majority of attendees:

- “Very knowledgeable trainer, great activities-very safe learning environment, very open to questions.”
- “Just the right number of scenarios to work through.”



- “Good exercises.”
- “Very well organized and presented. Written material very helpful.”
- “Extremely well organized; good sense of humor.”
- “Exercises and handouts are very pertinent. Fast moving.”
- “Handouts and materials are awesome. Great tools!”
- “This is the type of training forum that I learn best from: utilizing real-life situations and having access to information truly helps. Great job!”
- “I am very much a hands-on learner and all activities gave me the opportunity to learn the way I do best. Thank you! The entire training was very helpful and I look forward to future trainings.”
- “One of the most useful, well-paced, informative trainings I’ve attended in 10 years.”

Stakeholder Feedback

A third indication of a successful program is the feedback from the stakeholders — those who made the investment decision and whose reputation is at stake. Renee Richardson, Food Stamp Program Chief, and Martha Laing, Family Services Director, wrote about *FSIT* and Entelechy’s involvement:

FSIT was designed to improve the accuracy of food stamp eligibility determinations performed by district PATH staff, thus enhancing customer service and avoiding federal fiscal sanction. You kicked off the project by conducting several “Coaching for Performance” sessions with PATH district supervisors. This module addressed the critical role of supervisors to help their staff achieve excellence by providing the supervisors with coaching and feedback skills. Post-training activities were relevant, reinforced the learning, and poised the supervisors to support their workers through FSIT.

FSIT required that you create a new training program with stand-alone components targeting error-prone areas of food stamp administration. You have delivered four of the five modules to approximately 200 PATH staff, with the fifth module rolling out as planned later this month. Each module entailed 10 presentations at locations across the state.

The structured evaluation tool you developed clearly documented the overwhelming success of this training, with staff consistently reporting they gained knowledge and skills to improve how they do their jobs. We often relay to you the informal feedback PATH employees constantly give to management, which boils down to a clamor to hire Entelechy for any and all training projects.

You engendered this positive response by demonstrating your early commitment to understanding the worker’s job and their environment. You visited several district offices to observe and gather information, and effectively mined other resources to become highly conversant with PATH’s structure, mission, customers and challenges.

Although you utilized members of the project team to provide content for the modules, they are your final product. As workers will continue to refer to the material in the participant guides, it's critical this be clearly presented and accurate. The quality of this printed material, and that of the accompanying job aids, is top notch. These speak to how well you immersed yourself to learn PATH's rules, procedures, operational best practices, and customer interactions to deliver a product that is real to the trainees.

Much of the FSIT subject matter is dry, but you enlivened the experience and excited participants through your varied use of media and training tools. These included the participant guide notebooks, videos, collages, flipframes, mouse pads, letter openers, and the great pens that display key error-reduction reminders. The innovative games, challenges, and team activities you created for the sessions helped to make the learning experience enjoyable and reinforced the messages.

In summary, we can't speak highly enough of Entelechy's work on the FSIT project and recommend you without reservation.

An error doesn't become a mistake until you refuse to correct it.

— O. A. Battista

Contact Entelechy, Inc.

Entelechy is a Greek word meaning “unlocking potential.” Entelechy is who we are and what we do. From customized Food Stamp training to employee and management skills training, Entelechy has one goal – effective training created just for you.

We work with you to identify your needs and design training that meets those specific needs while addressing your unique challenges.

We can design, develop, and deliver the training you need. Or, we can work with your staff to help THEM increase the effectiveness of their training. We can support you to the degree you need.

Since 1992, Entelechy has offered unique training and consulting services to develop high performance employees. We specialize in delivering effective comprehensive programs that improve employee performance.

Entelechy’s extensive experience in training development includes:

- Instructor-Led Training
- Web-Based Training
- Performance Support Tools
- Curriculum Development
- Documentation and Printed Courseware
- One-on-One Coaching

As a result of this broad range of experience and offerings, Entelechy can deliver the most effective custom performance programs available.

Visit our website at www.unlockit.com for more information about Entelechy, our products and services, and our clients.

Call Terence Traut at 603-424-1237 or email him at ttraut@unlockit.com for a no-cost, no-obligation, no-hassle discussion about YOUR organization’s training needs.

