

Trainer's Notes

PIN Comments

Webinar

Purpose

Case Managers develop skills for documenting case actions and rationale in PIN Comments.

Objectives

Upon completion of this course, you will be able to:

- Identify the benefits of proper PIN Comment documentation.
 - Develop PIN Comments that explain your actions and reasoning.
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Materials

Trainer's Notes
Participant Guide
Course PPT
Course evaluation link
Sign-in Sheet

Trainer Pre-Work

Create polls for the five questions for the Fact Check on TN 16.

Suggested Pace

This is a 1.5-hour course. The following agenda is the suggested pace for the webinar.

15 Minutes: Introduction – The Case of PIN Comments: Clue #1
10 Minutes: Benefits of PIN Comments – The Case of PIN Comments: Clue #2
15 Minutes: Reason for Actions – The Case of PIN Comments: Clue #3
15 Minutes: Placement – The Case of PIN Comments: Clue #4
10 Minutes: Goals – The Case of PIN Comments: Clue #5
10 Minutes: Time Limits – Extensions
10 Minutes: Key Points – Wrap Up

Introduction

 PPT 1 PG 4

Welcome to PIN Comments webinar.

 PPT 2

Picture it. You've just had an interaction with a parent. You and the parent discussed many different things during your appointment. Your conversation ended, and now you are staring at the **PIN Comments** page in WWP. Maybe you feel a sense of being overwhelmed. Maybe you feel confident in writing PIN comments, and you just don't know where to begin. If that's the case, then today we hope to unlock the clues to The Case of PIN comments.

We will start today with a story to find missing information.

Once Upon a Time

 PPT 3 PG 4

Purpose: Learners attempt to piece together a story with missing information.

Materials: None

Estimated Length: 6 minutes

Directions to Trainer: Learners read a story, and then attempt to answer the questions at the end. Give learners four minutes. Then debrief.

Trainer Instructions to Learner: There's a story in your Participant Guide. Read the story, and then answer the questions. We will give you four minutes to read the story, and answer the questions. When you are done put your favorite season in the chat.

Once upon a time, there was a child named Cleo. One day, Cleo went to her grandmother's house. They had lunch and played a game. Cleo stayed awhile, and then went home.

Debrief:

What did you notice about the story?

Possible Responses:

- *There was not a lot of detail given.*

- *The story did not tell “the whole story.”*

How did you notice yourself reacting to the questions?

Possible Responses:

- *Frustrated*
- *What was the point of the story?*

What insights are surfacing about telling a story?

Possible Responses:

- *The more details, the better.*
- *If you don't have all the information, you don't have the whole story.*

I invite you to take these insights with you moving forward to see what decisions you can make regarding how you handle capturing the whole story in PIN Comments.

The Case of PIN Comments

PPT 4

PG Appendix B (15)

Throughout this webinar you'll use the last page of your Participant Guide to gather clues related to PIN Comments. Pay close attention, and jot down the clues as they appear. After you have all the clues, solve The Case of PIN Comments.

Templates

PPT 5

PG 4

Ask How many of you use templates to create PIN Comments? Use your Reactions to raise your hand if you do.

We know that templates for PIN Comments can be useful. However, there are a few things to consider when using a template.

1.  Every parent is an individual and has a unique story. Ensure that you edit and modify the template every time you use it to accurately capture the parent's story.
2.  Use the template as a checklist as opposed to a model. Did you document all the things that are relevant to that parent? Did you delete, or not include those items on the template that don't apply to the parent?
3.  If you are using a template to assist you with creating multiple PIN comments, don't repeat yourself. Use Comment Type(s) to properly identify the key topic(s) in your comment.

There are benefits of entering PIN comments whether you enter them using a template.

The Case of PIN Comments – Clue #1

☀ PPT 6

📄 PG Appendix B (15)

Estimated Length: 3 minutes

Trainer Instructions to Learners: Are you ready for your first clue in The Case of PIN Comments? Turn to Appendix B in your Participant Guide and write down the clue you see on the screen.

PIN Comments must be unique to each participant.

Benefits of PIN Comments

☀ PPT 7

📄 PG 5

PIN Comments offer benefits across the board.

For FEPs:

- 🖱 Understanding the Story: Detailed comments unveil the parent's narrative step by step. They provide insight into the shared journey, highlighting successes, challenges, and the roadmap ahead. Effective comments give credibility to your skills as a Case Manager, and allow you to analyze your own case management decisions to identify areas for improvement.
- 🖱 Time Efficiency: Well-documented comments save time by offering clear insights into past decisions. This clarity guides future actions and supports the rationale behind each choice. This, in turn, aids in explaining subsequent case management decisions.
- 🖱 Effective Organization: Using Comment Types streamlines the process, making it easy for you to find the information you need. Complete comments also invite collaborative assistance by allowing others to review and suggest improvements where necessary. This is also helpful in instances when other workers need to read PIN Comments to understand what is going on with a parent.

 PPT 8

For Parents:

-  Reliable Record Keeping: Parents depend on you for accurate records, much like in medical, financial, or payroll contexts. Mistakes can lead to significant problems for parents in W-2. Parents put their trust in you and rely on your records to be correct and thorough.
-  Motivation: Well-documented comments paint a vivid picture of parent's progress, fostering motivation and showing their journey. This empowers parents by demonstrating their growth and encourages them to keep going.
-  Multipurpose Application: Thorough documentation proves beneficial when parents apply for other programs, as it serves as a valuable resource for them seeking additional assistance. In an instance when a parent may be applying for Emergency Assistance or a part of Children First.

 PPT 9

For Agencies:

-  Program Success: The accuracy and fairness of program administration significantly impacts agency success. Thorough documentation, including eligibility, placement, and activity decisions, shapes positive outcomes for parents.
-  Transparency and Oversight: Clear comments make it easier for you to monitor parent progress, aiding oversight processes and providing a comprehensive view of each case. They also provide the reasoning for case management decisions and actions taken with the parent.
-  Policy Compliance: W-2 policy mandates this practice, underlining its essential role in meeting regulatory standards and ensuring Case Managers adherence to established protocols.

In summary, PIN Comments help everyone by telling parents' stories, building trust through transparency, and following policy.

The Case of PIN Comments – Clue #2 PPT 10 PG Appendix B (15)

Estimated Length: 3 minutes

Trainer Instructions to Learners: It's time for your second clue in The Case of PIN Comments. Go to Appendix B of your Participant Guide and record this statement.

Detailed PIN Comments benefit everyone.

So, how do you ensure your comments benefit everyone? By ensuring that your comments explain your actions!

Reason for Actions

PPT 11

PG 6

Let's unlock the mystery of reasoning by looking at the definition.  The Britannica Dictionary defines reasoning as "The process of thinking about something in a logical way in order to form a conclusion or judgement."

When entering PIN Comments, think about the evidence you gathered with the parent to make your decision. Your reasoning should be a clear and concise story about what happened during your appointment, phone call, or virtual appointment. It's important for someone reading your comments to understand why you felt your action was the best way to go.

We will look at areas assessment, placement, goals, activities, time limits, and extensions in the next sections, and reasoning for each.

Assessment

PPT 12

PG 7

You collect assessment information every day. This could be in the form of having a conversation, receiving a formal assessment, or receiving a parent's results from a Career Assessment. As you review this assessment information, you need to ask yourself a few questions. The answers to these questions uncover clues that can help you form the basis of your PIN comment.

First,  ask yourself, "what did you learn from the assessment results?" Answering this question can assist you in documenting things like  the parent's employment skills, areas of opportunity, areas of concern, strengths, and potential accommodations.

Also record a summary of what the parent thought about the assessment.  Ask yourself, "What did the parent learn from the assessment results?" "How do they feel about the results?" "What do the results mean to the parent?" Answering these questions assists you in documenting  the parent's areas of motivation, personal

strengths, and possible goals. You can document if the parent agrees or disagrees with the results, along with how they feel about the results.

PPT 13

Let's look an example.

Ask What do you see in this PIN Comment?

Possible Responses:

- *The Case Managers attempted to document various assessments.*
- *There is not a lot of detail.*

Ask What is a challenge for you in reading this comment?

Possible Responses:

- *I would like more information.*
- *I don't feel like I know what is going on or what happened with these assessments.*

Ask What implications might this PIN Comment hold for you?

Possible Responses:

- *Others will not know what is going on with this parent. We don't have the full story.*
- *The FEP may forget what was important to the parent about these assessment results.*
- *We don't know what the results meant or what actions the Case Manager took based on the results of these assessments.*
- *There is no actual discussion between the Case Manager and parent.*

Ask How will we apply what we just learned?

Possible Responses:

- *I can recognize, in my own comments, areas where I can better explain what I am doing.*
- *I will take the time to review my comments to ensure that I am capturing all the necessary information.*

Assessment Documentation

PPT 14

Let's look at some key points when documenting assessments.



Do not record any confidential information. This is especially important when documenting formal assessments.

Ask Where can you document confidential assessment information?

Possible Responses:

- *Participant Barriers page*
- *Family Barriers page*
- *Confidential ECF folder*

 Document your reason for asking the parent to complete the assessment. Perhaps the assessment is required by policy, or maybe there is a different reason you would like the parent to complete the assessment.

 Document the results and how you will use them. Explain how the assessment results relate to the parent's goals and activities. Be specific and detailed.

 Document if the results from one assessment will lead you to request additional assessments or take further action. Often, assessments can assist you in uncovering part of the story. The results of one assessment can lead you and the parent to investigate and ask further questions. The answers to those questions may be in other assessments.

The Case of PIN Comments – Clue #3

 PPT 15

 PG Appendix B (15)

Estimated Length: 3 minutes

Trainer Instructions to Learners: Now's your opportunity to gather another clue. This one is related to assessment documentation. Go ahead and record this statement in Appendix B of your Participant Guide.

Assessment documentation includes the who, what, why, when, and how.

You can use the evidence you've gathered from the results of formal and informal assessments in many ways, one of which is determining an appropriate placement.

Placement

 PPT 16 PG 8

When you place a parent, use the clues you have available to help you determine the most appropriate placement. You must document the placement you selected with the parent, the reason as to why you selected the placement, and why it's the most appropriate placement. Remember, you need to provide evidence to support the reason for the placement.

When determining the parent's initial placement, look at the facts. Does the parent have a work history, a child under the age of eight weeks, barriers, or any current employment? The answers to these questions provide the evidence you need to make a placement determination. They also help you determine the next steps of your investigation.

As you work with the parent, you will gather more information and discover more clues about their current situation. When you consider a new placement for the parent, determine what changed and why the parent needs a new placement.

To solve the mystery of placement reasoning, think about the following questions for each placement type.

 PPT 17

CSJ or Pro-Rated CSJ placement

- What is the parent's work history?
- What are the barriers the parent can or cannot overcome with supportive services or accommodations?
- What is the parent's attitude toward working to enter the job market?
- Does the parent have any educational background, including high school diploma, GED, certifications, or post-secondary education?
- What are the parent's limitations to increasing to working full time?

Keep in mind that when determining a Pro-Rated CSJ Placement the parent should have limitation or barrier to full time employment. See W-2 Manual 7.4.1.4. The most important thing to remember, is you must document in PIN Comments what the parent's limitation or barrier is to full time employment. The employer not offering full time hours is not a limitation the parent has.

 PPT 18

W-2 T placement

- What are the barriers the parent or their child(ren) have that they may not be able overcome with supportive services or accommodations?

- Has the parent completed a formal assessment, or do they need to complete for themselves or their child(ren)?
- What is the parent's work history?

PPT 19

CMF/CMF+ placement (some of these are not criteria for this placement)

- How many hours per week is the parent working?
- Have you entered the employment on the **Work History** page/app?
- What hours does the parent meet for their family type?
- What other activities is the parent assigned?

In a two-parent household, you must evaluate each parent to determine who is most employable, and appropriate for placement. Use the information you've gathered to help make that determination. Document in PIN Comments, for each parent, how you came to your determination. Include the evidence that helped you reach your decision.

The evidence you have may include, but is not limited to, things like:

- Assessment results,
- Information from the local labor market,
- The ages of children in the home,
- Past work experience and education, and
- Barrier(s) that may exist for a parent.

Every placement reasoning should be based on evidence and supported by documentation in PIN Comments. Ensure you add comments about the follow up you take with the parent after placement has been determined.

Now that we uncovered the mystery for placement reasoning, let's put what we learned into practice.

Placement Evidence

PPT 20 - 22

 PG Appendix A (13 – 14)

 TN Appendix A (21 – 22)

Purpose: Learners determine placement comment reasoning for three scenarios.

Estimated Length: 8 minutes.

Directions to Trainer: Divide learners into three groups. Each group will go to a breakout room facilitated by a trainer. Assign one scenario per breakout room. Each scenario is in the PowerPoint. Trainers will share the PowerPoint for their specific

breakout room. Learners determine the appropriate placement and PIN Comments. Trainers provide feedback and debrief in their breakout room. Note to Producer: Create breakout rooms to last 7 minutes with 60 second countdown timer.

Trainer Instructions to Learner: We will send you out into breakout rooms with a trainer. A trainer will display your scenario in your breakout room. You also can find the scenarios in the Appendix of your Participant Guide. Read the scenario, and as a group, determine the most appropriate placement and the PIN comments you would enter. You will have eight minutes to work in your breakout rooms.

Silvia Scenario:

Ask What would be the most appropriate placement for Silvia and why?

Answer: *CSJ, because there are no barriers we know about from the scenario, she has a willingness to work, and has previous work history from 9 months ago.*

Ask What PIN comments would you enter for the reasoning for that placement?

Possible PIN Comment: *Met with Silvia today and determined a CSJ placement is most appropriate. She has recent work history as a cashier from 9 months ago, however, wants something in the clerical field. She did not disclose any barriers to employment, and wants to work but needs something on the bus line. Silvia does not have a GED or HSD but wants to obtain her GED. Provided Silvia with resource to register for GED at the Tech College.*

Layla Scenario:

Ask What is the placement you came up with for Layla and why?

Answer: *W-2 T, because she has some barriers (memory loss, sore neck) from her car accident.*

Ask What PIN comments would you enter for the reasoning for that placement?

Possible PIN Comments: *Met with Layla today; she has worked previously as a waitress 3 months ago until she had a car accident. Layla has seen a doctor regarding her accident and will be seeing a physical therapist starting next week. Due to Layla's medical issues, W-2 T is the most appropriate placement. Gave Layla a formal assessment form today to provide to her doctor at her next appointment. We will follow up with Layla when we meet in 2 weeks.*

John Scenario:

Ask What is the placement you came up with for John and why?

Answer: *½ CSJ or CS2, because he's only working 15 hours per week and can't get additional hours at his job.*

Ask What PIN comments would you enter for the reasoning for that placement?

Possible PIN Comments: Met with John today and placed him as a ½ CSJ because he obtained his first job at Walgreens working 15 hours per week making \$9/hr. He stated they do not have additional hours for him to work. He does not have an HSD but wants to obtain his HSED, which he feels would help him find full time employment. Connected John with the agency's Education Navigator to assist with addressing education barriers.

The Case of PIN Comments – Clue #4

PPT 23

PG Appendix B (15)

Estimated Length: 3 minutes

Trainer Instructions to Learners: You are one step closer to solving The Case of PIN Comments. Here's your fourth clue. Be sure to write this down!

Placement reasoning is just one piece of evidence you leave behind in PIN Comments.

Let's continue our investigation by looking at a parent's goals.

Goals

PPT 24

PG 9

It's crucial to document how a parent's goals align with their current abilities, skills, and interests that you uncovered during the assessment process. This documentation helps to pinpoint areas of strength and improvement. When examining the relationship between goals and assessment, there are several key points to document.

-  **Goal Alignment:** Assessments help gauge parent's current skills, interests, strengths, weaknesses, and potential areas for growth. You then compared these findings with the parent's goals. If the goals are well-aligned with the parent's strengths, it can indicate a higher likelihood of success. Conversely, goals that are significantly different from assessed capabilities may require adjustments or additional support. Document the alignment in PIN Comments. Be specific when explaining how you and the parent determined how the goals aligned with the assessment results and how you used results of the assessment to develop the goals.
-  **Identifying Skill Gaps:** Assessments provide specific data on various skills, competencies, or knowledge areas. By comparing these results to the parent's

goals, you can identify gaps or areas that need development to achieve those objectives. Documenting these gaps or areas of development can assist you and the parent in seeing progress they've made toward a goal. Use this documentation to celebrate the successes and milestones the parent is achieving.

-  **Setting Realistic Goals:** Understanding assessment results can aid in setting realistic and achievable goals. If there's a substantial gap between a parent's current skill level and the goal they aspire to achieve, it may be necessary to break down larger objectives into smaller, manageable steps. This way, you can measure and celebrate progress along the way. Documenting the steps gives the parent a clear pathway to success. They can monitor what they need to do to achieve their goal and adjust along the way.

Use PIN comments to document the findings from assessments, and directly link those results to the parent's goals, and discussions with the parent about their career aspirations. What information that you gathered from the assessment is directly related to the purpose of the goal? Document that relationship in PIN Comments.

Now that you uncovered the parents' goals, the next mystery is linking the activities.

Activities

PPT 25

PG 9

It is essential to link parent activities to their goals in order for you to plan effectively and track their progress. When you assign activities, you must enter information in PIN Comments regarding why you assigned activity, and link its purpose back to the parent's goals. Simply stating the activity and the number of hours you have assigned is not enough. Remember, the regional monitors and other agency staff are looking at your comments, so make sure they understand what activity you have assigned and why. You want to leave evidence that helps you and others uncover the bigger picture.

As you document this rationale, address the following factors:

-  Provide specific details on the relationship between the assigned activity and the parent's goals. Explain how you expect this particular activity to help them achieve these goals.
-  Outline the expected outcomes or skills you anticipate the parent will gain from engaging in this activity. This could be improvements in specific areas, acquisition of new skills, or personal growth.
-  Include measurable targets or ways to indicate progress, which may be specific milestones, such as completing a certain number of training hours or obtaining a certificate.

-  Record any feedback from the parent regarding how the assigned activities are helping them move toward achieving their goals. This reinforces their involvement in the goal setting and activity assignment process.

Goals and Activities Fact Check

 PPT 26

Purpose: Learners check their knowledge from the Goals and Activities section.

Estimated Length: 5 minutes.

Directions to Trainer: Display polling question 1 on the screen. Read the question and allow learners 30 seconds to respond. Share poll results and the correct answer. Repeat for questions 2-5.

Trainer Instructions to Learner: In a moment, a multiple-choice question will appear on the screen. Answer the question and click submit.

Question 1: What should you document in PIN Comments regarding goal alignment based on assessment results?

- A. Specific details explaining how goals align with assessment findings**
- B. Goals without any reference to assessment results
- C. Generalized statements regarding goals

Question 2: When identifying skill gaps, what should you include in PIN Comments for effective documentation?

- A. Avoiding any mention of skill gaps to maintain parent motivation
- B. Detailed documentation of identified gaps and areas of opportunity**
- C. Focusing solely on the parent's strengths

Question 3: What is essential to include in PIN Comments when setting realistic goals based on assessment results?

- A. The clear steps breaking down larger objectives into manageable tasks
- B. Details on how the goals relate to the parent's assessments
- C. All of the above**

Question 4: What information should you include in PIN Comments when linking activities to parent goals?

- A. Just the activity name and assigned hours
- B. Specific details on the relationship between the activity and goals**
- C. Only the expected outcomes of the activity

Question 5: What does documenting feedback from the parent regarding assigned activities accomplish?

- A. Reinforces their involvement in the goal-setting process**
- B. Has no impact on the planning process

C. Diminishes parent engagement

The Case of PIN Comments – Clue #5

 PPT 27

 PG Appendix B (15)

Estimated Length: 3 minutes

Trainer Instructions to Learners: You've just about cracked the code in The Case of PIN Comments. Here's another clue you can document in Appendix B of your Participant Guide.

PIN Comments need to be specific, clear, and concise.

This helps you, the parent, and others viewing the case understand the purpose behind the assigned activities and how they fit into the parent's larger goal framework.

Time Limits

 PPT 28

 PG 10

Time limits can be a stressful conversation for both you and the parent. There are specific instances where you must document the conversation you have with parents regarding their time limit. When we are talking about the time limit discussion, we are not talking about extension discussions; those are separate conversations we will learn more about in a bit.

Per W-2 Manual 2.10.4, "At a minimum, FEPs must go over the parent's time limit status at every  eligibility review, Employability Plan review, and when assigning parents to a new paid placement." When you are discussing time limits with parents, you can use the **Time Limit** page in WWP to view the time the parent has used and the remaining time on their State and Placement time limits while ensuring you promote their engagement with their employability plan.

State Using reactions, raise your hand if you have entered time limit discussions with parents in PIN Comments.

Ask  What should you include in your PIN Comments from your time limit discussion?

Possible Responses:

- *The number of months the parent has used, and the months remaining for each time limit*

- *Ways the parent is engaging in their Employability Plan*
- *Steps I am taking as the Case Manager to ensure the parent has the supportive services and accommodations they need to participate in the program*
- *The parent's short and long term plan for forward momentum in the program with their time remaining in the W-2 program*

Let's look at a PIN Comment and uncover the missing information.

Uncover the Missing Information

PPT 29

Purpose: Learners identify the missing information from a real example of a time limit PIN Comment.

Estimated Length: 2 minutes.

Directions to Trainer: Give learners one minute to review the real example of a time limit PIN Comment in the PowerPoint. Ask learners to unmute and share what information is missing from the PIN Comment.

Trainer Instructions to Learner: On the PowerPoint, there is an example of a real PIN Comment about a time limit discussion. Read the information on the screen, and identify what is missing from the PIN Comment. After you finish reading it, put your favorite beverage in the chat.

Debrief:

Ask What information is missing from these PIN Comments about time limits?

Note to trainer: Review the possible answers for those learners not identified.

Possible Responses:

- *No information about the conversation the FEP had with the parent.*
- *No information about engagement or increasing engagement in activities.*
- *No information about what type of appointment – eligibility review, EP review, placement change, etc.*

The Case of PIN Comments – Clue #6

PPT 30

PG Appendix B (15)

Estimated Length: 3 minutes

Trainer Instructions to Learners: You are just about to wrap up this case. Record this next clue in your Participant Guide.

Time limit conversations promote a parent's full engagement in the W-2 program.

This conversation may also increase the parent's participation in their goals and activities so they can move toward gainful employment.

Now that we've covered time limits, let's talk about extension discussions.

Extensions

PPT 31

PG 10

You must complete the time limit extension discussions at specific times. There are initial extensions and subsequent extensions. There are instances when a parent is reaching their 24-month and 48-month time limits concurrently. Review the W-2 Manual section 2.10.6 Time Limit Extensions for more information about processing and criteria.

The FEP and the parent must discuss the time limit extension no later than month 18 of the 24-month placement time limit, and month 42 of the 48-month state time limit. Review the **Time Limit** page in WWP to see which extension discussion you need to have.

If you do not enter the extension in WWP, check with your agency for the specific process you should follow after you have had the extension discussion with the parent.

Whatever time limit extension discussion you are having with the parent, you must document the following:

Note to Trainer:  for each bullet point.

- The type of extension, whether it's initial, subsequent, or concurrent;
- The results of the completed Informal Assessment in WWP. Include a summary of what you learned;
- Whether you approved or denied the extension;
- The criteria you used to approve or deny the extension;
- Document you offered and/or completed a Supportive Service Plan;
- The barriers or limitations you identified from Informal Assessment;
- You reviewed or changed the Employability Plan;
- The parent's progress in meeting their goals and assigned activities; and
- Your action plan for assisting the parent while on an extension.

If you deny an extension, document that you offered the CMD placement, why you denied the extension, and if the parent accepted or denied the CMD placement.

As we close out this webinar, let's look at some key points.

Key Points

 PPT 32 PG 11

As we worked to solve The Case of PIN Comments, here are some key points to remember.

-  Ensure you thoroughly document the actions you take with the parent.
-  Tell the story of what took place, and the evidence you used to make your decisions.
-  Don't enter confidential information in PIN Comments; it's not a secure page.
-  Take some extra time to add details to your PIN Comments. It will be worth it to you and the parent in the long run.

The Case of PIN Comments - Wrap-Up

 PPT 33 PG Appendix B (15)

Estimated Length: 6 minutes

Trainer Instructions to Learners: Throughout this webinar, you've collected and recorded clues in The Case of PIN Comments. Now, it's time to solve the case! In the Participant Guide Appendix, reveal the statement at the bottom of the page by writing the letter of the corresponding number in the space above the number. For example, the first number is 9, which corresponds to the letter I. I'll give you a couple of minutes to write down the statement.

Now, write the statement in the chat, but **DO NOT** press Enter. Wait until I say go. [Pause to allow time for learners to type.] On the count of 3, press Enter. 1 2 3 Go!

-  If it's not entered in PIN Comments, it didn't happen! Be sure to document the good case management that you are providing to the families of Wisconsin. Thank you for this work that you do.

That is all we have for you today. Thanks for solving The Case of PIN Comments.

Appendix A: Placement Scenarios

Silvia Scenario

You meet with Silvia and complete the informal assessment. During the informal assessment, she informs you she does not have a High School Diploma and would like to obtain her GED. She has some work history as a cashier at The Home Depot from 9 months ago, but wants something in the clerical field. She really wants to work but needs something on the bus line because she does not have a vehicle.

Ask What would be the most appropriate placement for Silvia and why?

Answer: CSJ, because there are no barriers, we know about from the scenario that is the most appropriate placement.

Ask What PIN comments would you enter for the rationale for that placement?

Possible PIN Comment: Met with Silvia today and determined a CSJ placement is most appropriate. She has recent work history as a cashier for 9 months, however, wants something in the clerical field, did not disclose any barriers to employment, and wants to work. Silvia does not have a GED or HSD but wants to obtain her GED. Provided Silvia with resource to register for GED at the Tech College.

Layla Scenario

You meet with Layla for the first time; she informs you she worked as a waitress 3 months ago when she got into a car accident. Since the car accident, she has had some significant memory issues and a chronic sore neck. She has seen the doctor once so far, and has another appointment in 2 weeks. Her doctor referred her for physical therapy, which she will start next week. You provide her with a formal assessment form.

Ask What is the placement you came up with for Layla and why?

Answer: W-2 T, because she has some barriers (significant memory loss, chronic sore neck) from her car accident.

Ask What PIN comments would you enter for the rationale for that placement?

Possible PIN Comments: Met with Layla today; she has worked previously as a waitress 3 months ago until she had a car accident. Layla has seen a doctor regarding her accident and will be seeing a physical therapist starting next week. Due to Layla's medical issues, W-2 T is the most appropriate placement. Gave Layla a formal assessment form today to provide to her doctor at her next appointment. We will follow up with Layla when we meet in 2 weeks.

John Scenario

You meet with John today; he began working at Walgreens as a cashier for 15 hours per week making \$9/hour. He is excited about his job because this is his first job. John does not have an HSD and takes the bus to work. He would like to obtain his HSED, which he feels will help to find a full-time job. Based on his TABE results that show he needs practice in math.

Ask What is the placement you came up with for John and why?

Answer: ½ CSJ or CS2, because he's only working 15 hours per week and can't get additional hours at his job.

Ask What PIN comments would you enter for the rationale for that placement?

Possible PIN Comments: Met with John today and placed him as a ½ CSJ because he obtained his first job at Walgreens working 15 hours per week making \$9/hr. He stated they do not have additional hours for him to work. He does not have an HSD but wants to obtain his HSED, which he feels would help him find full time employment. Connected John with the agency's Education Navigator to assist with addressing education barriers.