Trainer's Guide

W-2 Essentials Webinar

Purpose
Offer a forum that assists workers through problem areas, answers their questions, directs them to resources, and allows them to connect with each other.

Possible Topics
- Alerts and Worker Tasks
- DCF Forms
- Education and Job Skills Training Policies
- Participation Statuses
- Placement Determination
- Work Participation Rate (WPR)

Table of Contents

Materials

- Trainer's Guide
- PPT – be sure to share your sound
- Laptop
- Webcam
- Headset
- Link for the Zoom session
- Following Microsoft Word documents saved to your computer from the DCF Forms website (https://dcf.wisconsin.gov/forms):
  - W-2 Formal Assessment Agreement
  - Confidential Information Release Authorization
  - Voluntarily Declining Aid

Suggested Pace

This is a two-hour webinar. The following is the suggested pace.

5 minutes	Introduction
30 minutes	Pick Your Topic: Round One
35 minutes	Pick Your Topic: Round Two
5 minutes	Energizer
25 minutes	Website Round Robin
15 minutes	Knowledge Exchange/Q&A
5 minutes	Closure

Trainer Prework

Prior to the webinar, create the following poll in Zoom:

Which online resources would you like to learn more about? (Pick three)

- 2-1-1
- Aging and Disability Resource Center (ADRC)
- DCF Child Care Resources
- Job Center of Wisconsin
- Online Learning Resources for Participants

Introduction

☼ PPT 1

Welcome to the W-2 Essentials Webinar! The W-2 program is packed with so much "need-to-know" information that it can seem daunting! No wonder we are left scratching our heads regarding essential policy or process information every once in a while!

This webinar is aimed at helping you refresh your knowledge on those head-scratching topics and providing a platform for you to ask your burning questions. After we talk W-2, we'll look at some helpful websites that make your job easier. Lastly, we'll open the floor up to you, the true experts in the room, to share ideas, resources, and best practices.

Pick your Topic: Round One

☼ PPT 2

Purpose: Provide a refresher or additional instruction on everyday W-2 case management tasks.

Estimated Time: 25 minutes

Throughout this webinar, we'll give you three opportunities to choose what you want to learn. The first two rounds consist of topics related to W-2 policy and process. The last round consists of various website resources.

For round one, you get to pick from Alerts and Worker Tasks, Participation Statuses, and the Work Participation Rate (WPR).

- Alerts and Worker Tasks includes how to view alerts in CWW and the actions you may need to take based on common alerts. It also includes how to view worker tasks in WWP and the actions you may need to take based on common tasks.
- Participation Statuses includes a summary of each status and some example scenarios on when those statuses would be appropriate.
- WPR includes a review of WPR requirements, including Doc/Ver/Sup, and scenarios on how to choose activity codes to increase participants' chances of meeting WPR.

Use your stamp annotation tool to stamp the topic you want to learn about. Please stamp only one topic.

Note to Trainer: After everyone has stamped, tally up the results. If there is a tie, have folks vote again between the two that are tied. Click on the icon of the winning topic to navigate to those slides.

Alerts and Worker Tasks

☼ PPT 3

We're going to get started by looking at alerts in CWW.

☼ PPT 4

Alerts in CWW are related to a participant's eligibility. You view these alerts on the **Action Items** panel of the participant's case record. Keep in mind, some alerts may be for both FEPs and IM workers.

Clicking the check box next to the worker ID indicates you acted on and completed the alert. To clear the completed alert, click the Clear Checked Action Item(s) button.

☼ PPT 5

You also may search for alerts under the **Worker Tools** section of the navigation menu by clicking the **Case Management** tab and selecting the **Caseload Management Search** criteria page. You must complete the fields in the **Caseload Search Criteria** section, and you have the option of narrowing your search results by entering information in the **Additional Search Criteria** fields.

☼ PPT 6

Lastly, you need to choose an answer in the **What would you like to do?** section of the page by selecting to view the cases, or the counts of cases, matching the criteria above.

☼ PPT 7

Now we’re going to look at some common CWW alerts and become more familiar with the CWW Alerts Table. In a moment, you’ll see an alert text on the screen. Using the CWW Alerts Table that is part of the W-2 Alerts and Worker Task List Reference Guide, race to find the alert code and type it in the chat. To make this a bit easier, we’ll provide the alert category. A link to the Alerts Table is also in the chat. Let’s get started.

Note to Trainer: Put the link to the Alerts Table in the chat. (https://wss.ccdet.uwosh.edu/Courseware/reviews/W2_Alerts_WorkerTasks/Alerts_Table.pdf)

The first Alert Category is Child Support. The alert text is on the screen. What is the alert code?
Text: NON-COOPERATION INFO. SEE IVDI/IVDE
Answer: 92

This alert indicates the participant is not in cooperation with the child support agency. Look at the action column in the table. The column indicates you need to review the **Absent Parent** page. You may contact the participant directly to discuss the non-cooperation and the impact on the W-2 case. Send the non-cooperation letter to the participant.

The next Alert Category is Child Support. The text is on the screen. What is the Alert Code?
Text: NEW PATERNITY IND – SEE APGI
Answer: 305

This alert generates when there is an update to the **Legal Parentage Status** on the **Absent Parent** page. Review the **Absent Parent** page to determine which steps to take next. For instance, you may need to add another parent to the existing case, forming a two-parent household.

The next Alert Category is Child Care. The text is on the screen. What is the Alert Code?
Text: CC AUTH ENDS IN ONE WEEK
Answer: 211

This alert occurs when a participant’s childcare authorization is set to expire. Review the case and the participant’s record in WWP to determine if a new childcare authorization is needed. Contact the participant if necessary.

The next Alert Category is Employment. The text is on the screen. What is the Alert Code?
Text: CWW EMPLOYMENT PAGE CHANGE
Answer: 134

This alert indicates that a change occurred on an **Employment** page associated with the case. You may want to check **Case Comments** first to see if a worker made a comment indicating what change occurred. Review the **Employment** page for updates and run eligibility. You also need to document any action you take in **Case Comments**. Depending on the change that occurred, you also may need to take action in WWP.

The next Alert Category is Data Exchange – SSI/SSDI. The text is on the screen. What is the Alert Code?
Text: NEW SS INCOME ADDED
Answer: 371

This alert generates when someone in the household now is receiving Social Security income. If it is the custodial parent, and they are the only parent on the case, you would need to take steps to close the case. If a child is receiving Social Security income, it would not impact eligibility, but you still need to update the **Benefits Received** page, the **Unearned Income** page, and potentially the **Family Barriers** page in WWP.

The next Alert Category is Miscellaneous. The text is on the screen. What is the Alert Code?
Text: CONFIRM AGEC IF CORRECT
Answer: 74

This alert indicates that another worker ran eligibility, and you need to confirm if the W-2 eligibility result is correct. First, check **Case Comments** to find out why eligibility was run. Check pages associated with the change, as needed. Determine if the eligibility result is correct and confirm it. If it is not correct, make the necessary changes and run eligibility.

The next Alert Category is Reviews – Eligibility and Work Programs. The text is on the screen. What is the Alert Code?
Text: CASE IN REVIEW MODE > 30 DAYS
Answer: 418

This alert occurs when the case has been in review mode for over 30 days. Finish the review driver flow and add **Case Comments**.

☼ PPT 8

It may be helpful to keep the CWW Alerts Table handy to use as a reference when working your alerts in CWW. The action column goes over the steps to take. Remember to run eligibility when making any changes in CWW.

☼ PPT 9

Worker Tasks in WWP are similar to alerts in CWW. Worker Tasks are a combination of system generated tasks you need to complete and tasks you manually enter. These tasks roll up into the **Worker Task List**.

Ask How many W-2 System Generated Worker Task types are there? Type your guess in the chat.
Answer: 16

☼ PPT 10

You also can create manual tasks from inside the participant record by using the +Add Worker Task button.

☼ PPT 11

There are a few different options you can use to find and view your tasks. You can enter a key word in the **Search** field, or filter by **Category Type**. Another option is to sort your worker tasks by Date or Date and Priority by clicking the **Sort By** box and selecting an option from the dropdown.

After finishing a task, click the Quick Complete button to complete the task and remove it from your list.

Note to Trainer: If asked, you are not able to view tasks after they are marked as complete. It is best practice to enter a manual task if a task is marked as complete in error.

Ask What manual tasks might be helpful to create? Unmute or type your responses in the chat.
Possible Responses:

- *Follow up with a worksite supervisor*
- *Schedule an eligibility and/or EP review*
- *Time limit conversations*
- *Get a new formal assessment*

☼ PPT 12

In a moment, you will see a system generated task on the screen. Using your stamp annotation tool, mark on the **Case Management Navigation** toolbar to indicate which page or app you need to access to address this task. There could be more than one answer.

No PIN Comments in the last 30 days
Answers: Transactions, PIN Comments

This task generates when no PIN Comments have been entered within the last 30 days.

You may start by reviewing the **Transactions** page for any recent updates that occurred. Review the **PIN Comments** page to help you determine what action you need to take next, then add new PIN Comments to document the action you take.

No test scores have been documented yet in the test scores app at the initial EP after enrollment. Education Needs Assessment Due.
Answers: Test Scores, Employability Plan, PIN Comments

This task generates when test scores are not documented within the Test Scores App when the initial EP is submitted after enrollment.

Start with the Test Scores App to check if any test scores are entered. You also can check the Employability Plan to see if the participant was assigned to complete an Educational Needs Assessment. Based on your findings, you must contact the participant to find out if they completed an Educational Needs Assessment, or if you need to schedule an appointment to update the participant's EP to include the Educational Needs Assessment as an activity. Be sure to document all action you take in PIN Comments.

A job that is associated with the current EP was edited. A new EP may be needed.
Answers: Informal Assessment, Work History app, Employability Plan, PIN Comments

This task is generated when a job was included on the submitted EP, and the job then was edited from the **Work History** page.

Access the **Work History** page or app to review the edits made to the job record. Then you may need to review the **Employments** page of the EP to determine if you need to make an update. Also check **PIN Comments** to see if comments regarding the update were entered previously, and enter any necessary comments regarding action you took based on the task.

Informal Assessment not submitted within 10 days prior to placement change.
Answers: Informal Assessment, PIN Comments

This task generates when a participant's placement changes or a new placement is made, and no Informal Assessment was submitted within the 10 days prior to the placement begin date or on the same day as the placement began.

Check the status of the Informal Assessment. An Informal Assessment may have been completed, but never was submitted. Or, you may find that an Informal Assessment needs to be completed, in which case you would contact the participant to schedule an appointment to complete the Informal Assessment. As always, check PIN comments to review any prior action taken and add any comments detailing your actions.

Nice job working through the W-2 System Generated Worker Tasks! Remember, with any tasks included on the Task List, mark them complete only after you have completed all the necessary steps to resolve the task.

PPT 13

Finding a way to incorporate Alerts and Worker Tasks into your daily work routine is a key element of good case management. Failure to act on these can cause undue hardship on participants and their families, along with severe consequences for you and your agency.

On the screen, we have six icons, along with a scrambled word, which represent one or more potential implications that may result from failing to act on an alert or task. Unmute or type in the chat to make a guess.

Note to Trainer: The **bold** words listed below are the scrambled words on the screen, and the corresponding icon is in parentheses. When a word is guessed correctly, **click** the scrambled word. After learners unscramble all the words, go through the bullet points.

- (Family) - **Families** not receiving appropriate services, activities, and/or resources
- (Safety Pin) - Family **safety** may be put at risk: domestic violence, child abuse/neglect (not processing good cause claim for Child Support appropriately)
- (Money) - Incorrect **payments** and/or incorrect case closures resulting in financial consequences; Loss of Performance Outcome Payments
- (Child Care) - Negative impacts to **Child Care** authorizations
- (Computer Monitor) - Errors in W-2 **eligibility** determination
- (Magnifying Glass) - Compliance **monitoring** impacts; Fact Finding

Ask What may be some additional consequences of failing to act?
Responses may vary.

☼PPT 14

Let's look at some best practices you can put into action to help you manage your Alerts and Worker Tasks.

Review the list on the screen. Use your stamp annotation tool to put a star next to the best practices you already use regularly.

Now use your stamp annotation tool to put a heart next to the one you want to get into the habit of using regularly.

Note to Trainer: If you notice an abundance of stars next to a certain best practice, ask learners to share a tip.

Ask What are other best practices you can use regarding alerts and worker tasks?
Responses will vary.

As previously mentioned, best practice is to act on alerts and worker tasks as soon as you are able. You may want to set aside time each day to check them, as this will make your job easier in the long run, and will help you to better serve participants.

☞ Round Two TN 22

Note to Trainer: ☼ Click to return to Pick Your Topic 1 slide. Then, click on circles at the top left to go to Pick Your Topic 2 slide.

Participation Statuses

☼ PPT 15

Participation Statuses represent factors that you must take into consideration when working with participants and developing their EPs.

☼ PPT 16

The W-2 program has six Participation Statuses:

- CD – Caring for Disabled Child,
- CF – Caring for Disabled Family Member,
- EC – Child Care for Employment Skills Training,

- EI – Employer Intervention Services,
- FA – Formal Assessment Pending, and
- SD – SS(D)I Advocacy/Application.

Which Participation Status or Statuses are you most comfortable with? Use your stamp annotation tool to mark them on our screen.

Ask Why are you most comfortable with that status? Unmute and let us know.

You use some Participation Statuses more often, so they are easier to identify, while others are a bit tougher. We are going to do a quick review of each status. Feel free to unmute and share how you've used these statuses as we go through them.

CD – Caring for Disabled Child and CF – Caring for Other Family Member

☼ PPT 17

Use the CD status when participants are caring for a dependent child with a disability or incapacitation. Prior to assigning this status, you must obtain the necessary documentation, such as the Need to Care for Disabled Child form, to verify participants need to be the sole caregiver.

Use the CF status when participants are caring for a W-2 group member with a disability or incapacitation. Prior to assigning this status, you must obtain the necessary documentation, such as the Need to Care for Disabled Family Member form, to verify participants need to be the sole caregiver.

Keep in mind, both statuses exclude participants from Federal Work Participation Requirements (WPR).

Ask What questions do you have regarding the CD or CF statuses?

EC – Child Care for Employment Skills Training

☼ PPT 18

There may be times when you need to authorize participants to receive subsidized childcare so they can voluntarily engage in education and training activities. Assign this status when they are receiving up to two years of authorized childcare.

Note to Trainer: If learners selected that they were comfortable with this status, have them unmute and give an example of how they used it.

Ask What questions do you have regarding the EC status?

Note to Trainer: If asked, historically, this status (formerly an activity) served as a reminder to workers that participants were getting subsidized childcare while in training. Now that workers can see the receipt of Wisconsin Shares in WWP, it may not be needed.

EI – Employer Intervention Services

☼ PPT 19

Remember, the W-2 program helps participants find and maintain employment. This means you may need to work with employers and employed participants to facilitate the resolution of job retention barriers. Use this status when you are working with employers and participants to do just that. Employer Intervention Services may include:

- Enhancing communication channels between employers and participants,
- Employer counseling,
- Suggesting acceptable worksite accommodations, and
- Other on-site interventions with employers on behalf of participants.

Keep in mind, this Participation Status is appropriate for employed participants only.

Note to Trainer: If learners selected that they were comfortable with this status, have them unmute and give an example of how they used it.

Ask What questions do you have regarding the EI status?

FA – Formal Assessment Pending

☼ PPT 20

Use this status when you refer participants for a formal assessment, and you are waiting to receive the completed formal assessment back. When the participant informs you they've scheduled the assessment appointment, you'll need to enter an assessment activity on the EP. Keep in mind, this status prevents any payment reductions for non-participation. After you receive the completed formal assessment, enter an End Date for the activity. This ends the FA Participation Status as well.

Ask What questions do you have regarding the FA status?

SD – SS(D)I Advocacy/Application

☼ PPT 21

Use this status when participants are applying for SSI or SSDI, and your agency or another provider are providing services to help them in that process. This may include participants meeting with an SSI/SSDI advocate or attorney, working with you to fill out SSI/SSDI forms, or attending SSI/SSDI hearings.

Ask What questions do you have regarding the SD status?

☼ PPT 22

Let's look at these statuses in action. I'll read a scenario. Your job is to determine the appropriate status or statuses and type them in the chat.

During Mica's informal assessment, she tells you that she was never good in school because she could not stay focused. In prior jobs, she had trouble paying attention in training and often forgot what she was told. You discuss this with Mica, and together you agree that a disability and learning assessment would be beneficial.

Ask What Participation Status would you assign Mica?

☼ PPT 23

Answer: FA – Formal Assessment Pending; Mica agreed to get a disability and learning assessment, and you are waiting to receive it back.

> **Follow Up Question:** What other actions would you take for Mica?
> *Answer: Assign the AD activity on her EP once she has the appointment scheduled.*

☼ PPT 24

Tanisha's daughter, Libby, was recently diagnosed with Cerebral Palsy. This morning, you received a statement from Libby's doctor stating she is receiving extensive physical therapy and that she cannot go to daycare due to her needs.

Ask What Participation Status would you assign Tanisha?

☼ PPT 25

Answer: CD – Caring for Disabled Child; You've received verification that Tanisha is the sole care provider.

☼ PPT 26

Jodie always has had trouble maintaining employment, which she attributes to her poor communication skills. She was recently placed at a TEMP worksite to work on improving her communication. Jodie meets with her supervisor and the Job Developer on a weekly basis to discuss ways she can improve.

Ask What Participation Status would you assign Jodie?

☼ PPT 27

Answer: EI – Employer Intervention Services; The Job Developer is working with Jodie and her TEMP employer to overcome job retention barriers.

☼ PPT 28

You meet with Chantelle for her initial interview. She was referred to the W-2 program by the Aging and Disability Resource Center, ADRC. She was in a car accident last year that left her with several physical limitations. Chantelle is working with an ADRC representative to apply for SSDI. She knows that SSDI will not be enough to support her family, so she wants assistance finding a part-time job as well.

Ask What Participation Status is appropriate for Chantelle?

☼ PPT 29

Answer: FA – Formal Assessment Pending and SD – SS(D)I Advocacy/Application; Chantelle is in for her initial interview, so you are referring her for a formal assessment. Additionally, she is working with a provider to apply for SSDI.

> **Follow Up Question:** What other referral might Chantelle benefit from?
> *Answer: Referral to DVR*

Remember, participants' situations change. Be sure to end Participation Statuses when they no longer impact participants' ability to partake in W-2 activities.

☞ Round Two TN 22

Note to Trainer: Click to return to Pick Your Topic 1 slide. Then, click on circles at the top left to go to Pick Your Topic 2 slide.

Work Participation Rate (WPR)

PPT 30

The W-2 Case Management: Attaining the Work Participation Rate online course covers WPR for both the All Families and the Two-Parent rate requirements. We'll focus on concepts that will help with the All Families WPR today, starting with a brief review.

PPT 31

Use your stamp annotation tool to mark your answer on the screen.

What determines the number of activity hours a participant must have in order to meet WPR?

a) The age of the participant.
b) The age of the youngest child in the family.
c) The participant's placement.
d) The number of children in the family.

PPT 32

The correct answer is b.

The federal requirements divide age of the youngest child into three categories: under 12 months, 1-5 years, and 6-18 years.

PPT 33

Activities are broken up into the following categories for WPR:

a) Countable, Semi-Countable, Non-Countable
b) Employment-related, Education-related, Family-related
c) Core, Non-Core, Non-Countable

PPT 34

The correct answer is c. TANF regulations consider job search and job readiness activities as core activities. To meet WPR, families with a youngest child aged 1-5 or 6-18 must participate in a minimum of 20 core hours.

Non-core activities are related to basic education and literacy skills. To meet WPR, families with a youngest child aged 6 or older must participate in an additional 10 hours of non-core activities or core activities.

Non-countable activities do not count toward WPR. Remember, all activities are available to assign, regardless of the WPR rules, and W-2 policy states that participants can participate in up to 40 hours per week if able. We didn’t mention families with a youngest child under 12 months. The federal regulations do not have requirements for activity hours for that age group. Again, W-2 policy still applies, and if a participant does participate in at least 20 hours of core activities, it helps the WPR.

☼ PPT 35

How do you know which W-2 activities fall under the core, non-core, and non-countable activities? One way is through the W-2 Manual. After each activity description, it states how the activity counts for the Federal WPR requirements. In addition to knowing how many hours to assign, and knowing which codes fall under core, non-core, and non-countable, it’s important to understand the definitions of each activity code.

Another way to find this information is to use the handout from either the online course or Desk Aid. The Desk Aid also mentions best practices for meeting WPR, such as engaging families with a child under 12 months and assigning enough hours or core activities to meet WPR.

☼ PPT 36

As you know, it is appropriate to assign non-countable activities to participants. Some common, non-countable activities include those on the screen. Many activities that fall under these codes are similar to activities that count under core activity codes. Making some slight changes to an activity description might allow you to code the activity differently.

We‘re going to put the link to the W-2 Manual in the chat. You can find all the activity codes in the Appendix.

We’ll start with parenting skills. Review the activity description in the manual, if needed. Then, find a core activity code or codes that also might fit some of the activities defined for parenting skills. Put those activity codes in the chat.

Note to Trainer: Put the link to the W-2 Manual in the chat. After a few people put some alternate codes in the chat, go over our answer below. Repeat the entire process for the remaining items, clicking the PPT when you start a new activity code.

- **Parenting Skills (PA)** – The Life Skills (LF) activity code mentions similar activities such as strengthening parenting skills, family nutrition, and understanding family relationships.
- **Personal Development (PD)** – This one is a little trickier. It mentions motivational reading as an activity. If that reading is a workshop or activity topic covered under life skills or job readiness and motivation, you may be able to count it as such. The PD activity code also mentions that healthier lifestyle activities that aren't deemed medically necessary belong here. However, if the activity is prescribed by a counselor, such a support group at the counseling agency, it could count under the Mental Health Counseling, CM, activity code.
- **Child Care Related Activities (CC)** – This activity is specific for participants who need to find child care in order to participate in W-2. If participants are working on finding better care or developing a child care back up plan, it can count under Life Skills.
- **Ongoing Medical/Personal Care (MP)** – It is possible that this activity may fit under the Physical Rehabilitation, PR, code. If the activity meets the PR requirements, especially if is anticipated to last less than six months, use this code and not MP. If the participant is participating in counseling, it could count under the CM activity code.

There are two other common non-countable activity codes that may fall under a core activity code depending on what the participant is doing. Child Care Related Activities, or CC, is specific for participants who need to find child care in order to participate in W-2. If participants are working on finding better care or developing a child care back up plan, it can count under Life Skills.

Housing-Related Activities, or HR, is another code with a very specific purpose. When participants are in a housing crisis and need to find housing, use this activity. If a participant is looking for different housing for other reasons, it may fall under Life Skills.

Now that we've identified some potential core activity codes that may be used instead of a non-countable code, there is one more thing to consider before making that change. The Federal TANF regulations also have documentation, verification, and supervision requirements for the activity types.

☼ PPT 37

Commonly referred to as Doc/Ver/Sup, these requirements also can be found in the W-2 Manual Appendix. On the screen, you'll see definitions for all three of these terms. Use your draw annotation tool to draw lines matching the definition to the term.

Documentation is the written record that substantiates or validates that the participation occurred. Most agencies use different versions of activity sheets or logs to gather documentation. Different activity codes have required information that must be on those forms.

Verification is the requirements of how and when agencies need to obtain and maintain information about the participation. The documentation forms serve as written verification that participants completed the hours of assigned activities, and the verification requirements tell you if you must collect the documentation weekly, twice per month, or monthly, based on activity type.

Supervision is provided by an individual who monitors the participant's daily attendance and can attest to the validity of the participation documentation submitted. Typically, the supervisor of the activity signs the documentation form.

☼ PPT 38

The Wisconsin Works Documentation, Verification and Supervision Criteria chart covers the requirements for each area based on the activity type. We're going to spend a little more time on supervision. If you are thinking that a non-countable activity could fall under a core activity code, you must consider that the supervision requirements are different.

☼ PPT 39

Let's start with non-countable activities. These activities are not required to have supervision while occurring. FEPs must have monthly contact with the participant to discuss their progress while assigned any of these activities.

☼ PPT 40

Supervision for core activities varies. Participants in activities such as LF and MO must be supervised, whether this activity is completed in a group setting or independently. Supervisors could include W-2 agency staff, Job Center staff, workshop providers, and so on.

PPT 41

Participants in the CM activity must be supervised by the provider agency, such as counselors, medical provider or medical provider staff, or W-2 agency staff.

PPT 42

For PR, supervision depends on whether participants complete the activity on-site with the provider or on their own as self-directed. When it is self-directed, you must have weekly contact with participants to discuss their progress. The same is true for self-directed employment search.

PPT 43

For most core activities, you're required to collect the documentation twice per month, as opposed to monthly for non-countable activities. However, when the activity becomes self-directed, such as ES and PR, you are required to collect documentation weekly.

Ask Earlier, we talked about whether some non-countable activities could be coded under core activities. In addition to the activity description, what Doc/Ver/Sup requirements must you consider before assigning it under a core activity?
Answer: If the activity will be supervised. If not, the activity must remain coded as a non-countable activity.

PPT 44

If participants are unable to obtain a supervisor's signature for an activity, you must assist them in verifying the information on their activity log. If you obtain verification by phone or email from the activity supervisor, you can note this on the activity log.

We didn't cover the supervision requirements for all core activities or for non-core activities. Be sure to review the Doc/Ver/Sup chart regularly to ensure you are meeting the requirements listed in each column.

☼ PPT 45

Let's take everything we discussed about using appropriate activity codes and put it into practice. On the screen, you will see an activity that the FEP assigned under a non-countable activity code. Based on how the activity is written currently, determine if the code could fit under a core code. Use your stamp annotation tools to indicate yes or no.

PD: Read the book "Stretched Too Thin" to focus on feeling like a good mom, prioritize self-care, and establishing boundaries. (Location: Home)
Answer: No.

Ask What did you see in this description to help you decide this could not be changed?
Possible answers: motivational reading falls under PD; because she is just reading a book, there is no way to supervise the activity to meet core code requirements.

☼ PPT 46

PA: Participate in Mother/Daughter CHOICES program by attending weekly meetings and completing suggested activities at home with your daughter. (Location: Middle School and Home)
Answer: Yes.

Ask What could make this activity fit under another code?
Possible answers: this could fall under life skills as strengthening parenting skills and understanding family relationships; weekly meetings are supervised by someone.

Ask What would you change in this description to make it obvious that it falls under life skills?
Possible answers: be clear the meetings are facilitated by someone who fits supervisor definition, indicate that the activities are assignments as part of the program, further describe program in PIN Comments.

☼ PPT 47

MP: Complete stretching and range of motion exercises as prescribed by your physical therapist for the next six months as part of the after-surgery short-term recovery plan. (Location: Home)
Answer: Maybe.

Ask What else might you need to know before making a decision?
Possible answers: is this the only thing the participant can work on, will the overall recovery last more than six months, will the physical therapist be following up with the participant.

If the answers to these questions are yes, the FEP might be able to count it as physical rehabilitation. As of right now, it's anticipated to last six months or less, and we always work with the best information possible. And, if the activity will be supervised, it could count. Remember, the FEP also must check in weekly with the participant for self-directed physical rehabilitation.

☼ PPT 48

PD: Complete the self-paced, online Happiness at Work workshop. Workshop focuses on problem solving, motivation, and goal setting. (Location: Home)
Answer: Yes.

Ask What could make this activity fit under another code?
Possible answers: if the online program has a way to track time spent and work done, the FEP could serve as the supervisor; the job readiness/motivation activity code covers activities designed to prepare someone for work, including building self-esteem and goal setting.

Thanks for thinking through these activity descriptions with us. **Ask** What questions do you have about assigning appropriate activities for WPR purposes?

☼ PPT 49

WPR is only one piece of the case management puzzle. The W-2 program offers a wide variety of activities to meet participants' needs as they prepare for work. There are times when it is necessary to engage in federally non-countable activities. Be sure to double check activity descriptions as well as Doc/Ver/Sup requirements when selecting the most appropriate activity code. Keep in mind, you can engage participants capable of participating in more hours each week while still allowing for some time to engage in non-countable activities.

☞ Round Two TN 22

Note to Trainer: ☼ Click to return to Pick Your Topic 1 slide. Then, click on circles at the top left to go to Pick Your Topic 2 slide.

Pick Your Topic: Round Two

☼ PPT 50

Purpose: Provide a refresher or additional instruction on everyday W-2 case management tasks.
Estimated Time: 25 minutes

For round two, you get to pick from DCF Forms and Publications, Education and Job Skills Training Policies, and Placement Determination.

- In DCF Forms and Publications, we review how to effectively search for documents on the DCF Forms and Publications Repository websites. Additionally, we further examine a few important forms.
- In Education and Job Skills Training Policies, we take a deep dive into all things education related, including code specific policy requirements and when to use one education code over the other.
- In Placement Determination, we take a quick look at Target Types. Then, we explore different W-2 placements along with two-parent households.

Use your stamp annotation tool to stamp the topic you want to learn about. Please stamp only one topic.

Note to Trainer: After everyone has stamped, tally up the results. If there is a tie, have folks vote again between the two that are tied. Click on the icon of the winning topic to navigate to those slides.

☞ DCF Forms and Publications TN 23

☞ Placement Determination TN 30

☞ Education and Job Skills Training Policies TN 40

DCF Forms and Publications

☼ PPT 51

If you haven't noticed, W-2 has a lot of forms and publications! Some you use regularly, and others only when needed. You can find forms and publications in multiple places.

☼ PPT 52

All W-2 forms and publications are available on the Department of Children and Families (DCF) website, using their Forms Search or Publications Search pages. These sites do contain forms or publications for other DCF programs such as Child Care and Child Support.

Simply click on the title of the document to open it. The document opens as a PDF or a Word Document, as indicated under the Type column. The Language column indicates if the form is available in other languages.

Because this page contains so many forms, the fastest way to find something is to use the Search field.

PPT 53

Let's review ways you can search for forms or publications on these pages. As I go through the options, use your Reactions in Zoom to display a thumbs up if the Search page allows the type of search, or to display a thumbs down if it doesn't. Give me a thumbs up if you're ready.

Our first option is form or publication number. Use a thumbs up if you think you can search by the number, or a thumbs down if you cannot.

Searching by form or publication number is an option. You do not need to put the letters that precede the number in the search.

PPT 54

How about searching by the code in the upper right corner? Will searching by the code work?

You cannot search for a form or publication this way. This code indicates the code used when storing it in ECF.

PPT 55

Next is searching by a keyword in title. Is this an allowable search?

Yes, the Search page will display results for any form or publication with that keyword in the title.

PPT 56

How about searching for a keyword that may be associated with that form or publication, such as assessment?

This will not work. For example, searching for the word assessment will not pull up the mental health report form or the medical capacity form because that word is not in the title.

☼ PPT 57

Lastly, can you search by acronym, such as EP, or program, such as W-2?

If those terms are not part of the title, you will not get any search results. Not all forms and publications have W-2 in the title, so searching for W-2 will not give you a list of all forms and publications for the program.

☼ PPT 58

Another place you can find links to forms and publications is in the W-2 Manual. You'll see links throughout various chapters, such as the W-2 Formal Assessment Agreement form mentioned in the chapter on formal assessments.

W-2 Manual 1.4.6 covers required W-2 forms and publications during the application process, and includes direct links to those forms for you to access. Let's talk about these forms a little more.

☼ PPT 59

Per policy, you must provide anyone requesting assistance of any kind from the W-2 agency with the W-2 Benefits and Services Offered at Wisconsin Works Agencies brochure. If an individual inquires specifically about the W-2 program, you must give them the What to Bring with You publication. The other publication you must provide during the request process is the Domestic Violence brochure. This brochure must be given out during the appointment with the Resource Specialist, and the individual must be given the option to take it with them or leave it behind.

☼ PPT 60

As you move into the application process with an individual, there are several forms and publications you must provide. These include: W-2 Rights and Responsibilities; Wisconsin Works (W-2) Participation Agreement; Notice of Assignment: Child Support, Family Support, Maintenance, and Medical Support; Child Support Cooperation and Good Cause, and the TANF Electronic Benefit Transfer Transaction Restrictions Flyer. W-2 Manual 15.1.3 also mentions that you must give the Your Guide to W-2 Services, Cash Benefits Programs, & Child Support brochure to applicants referred to or already receiving child support services.

Ask Which of these forms must you provide to individuals at times other than the application process? Use your stamp annotation tool to mark all the forms you must provide at other times, per policy.
Answers:

- *Child Support Cooperation and Good Cause – you must provide this publication when a child is added or a parent leaves the household, at reapplication, and any time a participant discloses circumstances where good cause may be needed.*
- *TANF Electronic Benefit Transfer Transaction Restrictions Flyer – you must provide this flyer to participants at their eligibility reviews.*

Your agency may have internal policies about providing some of these documents at times other than application.

Remember, although you see and use these forms and publications regularly, they are new to applicants, and it is important to cover them thoroughly.
Ask What other forms do you use on a regular basis with ongoing participants?
Responses will vary.

☼ PPT 61

As we mentioned, you use some forms only when needed or for a specific circumstance. Reviewing policy in the W-2 Manual helps you know when you might need a form you don't use as often. Circumstances such as a Learnfare participant, an at-risk pregnancy applicant, setting up a new worksite or TEMP employer, time limit extensions, and setting up electronic funds transfer all require special forms.

☼ PPT 62

The final place you can find links to certain forms is in WWP. Various pages contain forms that go along with the information you need to enter, such as a formal assessment.

☼ PPT 63

The Wisconsin Works W-2 Formal Assessment Agreement form is a common form, along with the Authorization for Disclosure of Confidential Information, often referred to as a release of information, and the Voluntarily Declining Aid form.

Use your stamp annotation tool to vote for the forms that you want us to look at in more detail.

Note to Trainer: Start with the form that has the most votes by pulling it up and sharing it on the screen and covering the information listed below. Continue covering the other forms based on votes as time allows. Be sure to leave one minute to wrap up the section. Use your mouse, or the annotation spotlight tool to highlight areas on the forms indicated with 👁.

☞ Wisconsin Works Formal Assessment Agreement TN 27

☞ Authorization for Disclosure of Confidential Information TN 28

☞ Voluntarily Declining Aid TN 29

☞ Wrap up section TN 29

Wisconsin Works Formal Assessment Agreement

You must complete the Formal Assessment Agreement form any time you refer a participant for a formal assessment due to a potential barrier. Even if you know the participant plans to decline the referral, you need to complete this form with the participant.

The first page of this form asks for basic information. You fill in the 👁 participant's information, check the 👁 type or types of formal assessment you are referring them for, and discuss how you will 👁 use the information.

On the 👁 second page, the information in numbers 1-5 answers some common questions participants may have about 👁 cost, 👁 confidentiality, and 👁 what happens if they choose not to do a formal assessment.

Below that is a place to check whether the 👁 participant agrees or declines, and signature lines for the participant and you.

Ask What additional questions do you have about this form?

☞ Authorization for Disclosure of Confidential Information TN 28

☞ Voluntarily Declining Aid TN 29

☞ Wrap up section TN 29

Authorization for Disclosure of Confidential Information

The Authorization for Disclosure of Confidential Information form, or Release of Information as most people call it, contains a lot of information. It can be difficult to know if you are filling it out correctly.

Start by filling out the participant's information in the first set of boxes. Next, complete the information for you and your agency. It helps to be as specific as possible by listing not only your agency name, but also your name if you are the primary contact for this participant.

Check the Disclose to box if you only want to be able to give information to another provider. Check the Receive from box if you only want to get information from another provider. Check the Or exchange information with box if you want to be able to share information with another provider about the participant **and** have the provider share information with you. This is the most common option.

Ask What is the benefit of exchanging information with another agency or provider regarding a participant?
Possible Answers: explain participant's goals/activities in the W-2 program, coordinate activities/appointments, understand accommodations needed, check progress, resolve issues.

Moving down to the next set of boxes, enter the information for the agency or provider with which you want to share information. Again, if there is a specific person at the agency, be sure to list their name and direct phone number.

Next, check the boxes for the information you want disclosed by either the W-2 agency or the other agency. Note, there is a boxed called Specific Request. Check this box and type in the information you want included. The boxes you check depend on the participant's situation and what information may be beneficial to you or the other provider.

1. Let's say a participant is struggling to get some records regarding their most recent SSI application that was denied. They worked with an attorney for this application and have given you permission to contact that attorney.

   Ask Which boxes might you check for this situation? Use your annotation tools to put a mark next to them.
   Possible Answers: Legal, Legal Records. You also may check information about various evaluations if you know that lawyer has them, and could add a specific request indicating you want information about the SSI application denial information.

2. Another example could be a participant working with an AODA counselor.

   Ask What boxes might you check if you want to get information about the participant's progress and share the participant's progress in the W-2 program? *Possible Answers*: *Alcohol and Drug, Alcohol/Drug Initial Assessment/Evaluation, Attendance Records, Urinalysis Results, Treatment Plans, AODA Progress Summaries*

At the bottom of the page, indicate how long the release is valid. If you do not add anything here, the release automatically expires one year from the date of signature. Otherwise, you can add a specific date or a specific action for when the release expires.

The second page requires signatures of the participant and you. Keep in mind that some agencies also will want their own release form signed by the participant in addition to this one.

Ask What additional questions do you have about this form?

☞ Wisconsin Works Formal Assessment Agreement TN 27

☞ Voluntarily Declining Aid TN 29

☞ Wrap up section TN 29

Voluntarily Declining Aid

The Voluntarily Declining Aid form serves one purpose, which is to document that a participant no longer wants to receive assistance. Use this form when the participant's situation has changed, and they no longer want to be in the program. Add the participant's name, case number, and the program they are declining. Then, ask the participant to sign it. As indicated at the top, it is not necessary for the participant to sign this form, but it would help with accurate record keeping.

Ask What additional questions do you have about this form?

Remember, forms are one piece of the documentation process. Any time you complete a form with a participant, there is additional documentation to complete in WWP or CWW, as well as in PIN or Case Comments.

Be sure to access the DCF Forms Search or Publications Search pages, W-2 Manual, or WWP when you need a form or publication. This ensures you always use the latest version.

☞ Energizer TN 48

Note to Trainer: ☼ Click to return to Pick Your Topic 2 slide. Then, click on circles at the top left to go to Energizer slide.

Placement Determination

☼ PPT 64

The W-2 Manual Chapter 7 focuses on placement types and criteria used to determine which placement is the most appropriate for the individual. Use the policy guidance in addition to what you know about the individual and their family situation when determining the appropriate placement. Each individual and family situation is unique.

☼ PPT 65

As situations change, you must re-assess to determine if the placement needs changing. Per policy, you must complete the Informal Assessment in WWP prior to making the initial placement and when making placement changes. This means completing a new informal assessment, visiting each page, making necessary changes, and submitting it. This ensures you select the most appropriate placement based on the participant's current barriers to employment and job readiness.

☼ PPT 66

Each placement within the W-2 program has its own requirements. Many of them are meant for custodial parents, and are the ones you use most often. Other placements are for non-custodial or minor teen parents. Those types of placements require a target type on the **W-2 Request** page in CWW.

In turn, the placements available in the dropdown on the **W-2 Placement** page depend on the options you chose on the **W-2 Request** page. If you didn't select a **Target Type** and individual, CWW assumes it is a Custodial Parent case, and gives you placement options associated with a custodial parent.

☼ PPT 67

Let's take this opportunity to match the placement options with the target type. Use your annotation tool to draw a line from the Placement to the target type associated with it. Not all placements require a target type.

Good work. Let's double check your answers.

☼ PPT 68

The CSJ, W-2 T, CMC, and CMF placements do not require a target type. CWW knows that you want to consider placements for a custodial parent when you leave this field blank.

☼ PPT 69

Both the ARP and CMP placements require a **Target Type** of PREGNANT WOMAN. If a woman is eligible for one of these placements, she cannot have custody of other children.

☼ PPT 70

Lastly, the CMM placement requires a **Target Type** of MINOR PARENT. Although this is an unpaid placement, it ensures minor teen parents can receive other services through the W-2 program.

☼ PPT 71

One thing we want you to walk away with is to use target types in instances where an individual won't meet the W-2 non-financial criteria for a custodial parent. If you don't select a **Target Type**, a minor teen parent and households with no minor children will fail eligibility, causing you to go back and troubleshoot the failure. A good rule of thumb is to ask yourself, "Is this a Custodial Parent case?" If it is, then you won't need to select a **Target Type** and **Target Individual** on the **W-2 Request** page.

☼ PPT 72

Now that we've reviewed **Target Types**, we can take a closer look at common W-2 placements. Use your stamp annotation tool to mark the placement you want to review. If you don't want to review any of the placements, stamp N/A.

Note to Trainer: Cover the topics with the most stamps first, then the second most, and so on. Be sure to leave 6 minutes to cover the Two-Parent section. ☼Click on the placement to navigate to the corresponding slide(s). On the last slide of that placement, click on the circles at the top left to return to this slide. Click N/A to jump to the two-parent placement slides.

☞ CMF and CMF+ TN 32

☞ CSJ TN 33

☞ Prorated CSJ TN 34

☞ W-2 T TN 35

☞ ARP TN 37

☞ Two-Parent TN 39

CMF and CMF+

☼ PPT 73

Both the CMF and CMF+ placements are for participants who gain employment while in W-2. The difference between them is that the CMF+ has a $50 supplemental payment each month for up to 12 months, and participants must meet a minimum work requirement in order to be eligible. The minimum work requirement varies, depending on the participant's Family Type. Remember, employment counts as a Core, so participants in a CMF+ count toward meeting WPR.

Keep in mind, not all participants who find work while in W-2 are placed in the CMF+ placements. Participants may choose to opt out of the placement if the monthly supplemental payment puts them over an income limit for other programs, such as subsidized housing. Additionally, participants must be in certain placements prior to finding employment in order to be eligible.

Ask Which prior placements qualify participants for the CMF+ placement?
TMP, CSJ, W-2 T

Participants who previously were placed in CMC, CMJ, or CMU and find employment are not eligible for CMF+, but may be eligible for CMF.

Participants in both the CMF and CMF+ placements are eligible for case management follow-up services for 12 months. During this time, you must provide appropriate services and maintain contact, at a minimum, of once a month.

Ask What follow up case management services does your agency provide?

Note to Trainer: Per policy, the follow up services can include job retention, literacy skills, and adult basic education, as well as GED and HSED activities. This also includes the vocational literacy skills and adult basic education and ESL activities.

☞ CSJ TN 33

☞ Prorated CSJ TN 34

☞ W-2 T TN 35

☞ ARP TN 37

☞ Two-Parent TN 39

Note to Trainer: ☼ Click on the circles at the top left to return to the placements slide.

CSJ

☼ PPT 74

The CSJ, or Community Service Job, placement is appropriate for individuals who have little or no work history, no evidence of reliable work habits, or a work history with frequent job quits or terminations, and would benefit from building work experience or developing their soft skills. They could have physical or mental conditions or other personal limitations to regular employment. Or, they could be experiencing a domestic violence situation or temporary illness to themselves or a family member. Keep in mind, participants in a CSJ placement are required to participate in 40 hours per week of activities.

Ask Under what circumstances would a CSJ placement still be appropriate for a participant experiencing physical or mental conditions?
Possible Answers: the severity of the conditions; how long they are expected to last; condition is ongoing, but manageable

☞ CMF and CMF+ TN 32

☞ Prorated CSJ TN 34

☞ W-2 T TN 35

☞ ARP TN 37

☞ Two-Parent TN 39

Note to Trainer: ☼ Click on the circles at the top left to return to the placements slide.

Prorated CSJ (CS1, CS2, CS3)

PPT 75

There are three prorated CSJ placements: 1/3 CSJ or CS1, 1/2 CSJ or CS2, and 2/3 CSJ or CS3. These prorated placements are designed for participants who are working less than 30 hours a week, want to work more hours a week, and are unable to increase those hours due to limitations or barriers or the local labor market. Keep in mind, participants in prorated placements still have requirements to engage in other activities to earn the partial payment that goes along with each prorated placement.

Let's break down the CSJ prorated placements. For future reference, you also can find this information and a copy of the chart in the W-2 Manual 7.4.1.

You determine the appropriate CSJ placement based on the hours per week the participant is working in unsubsidized employment.

Participants working in unsubsidized employment 20 to 29 hours per week are eligible for the 1/3 CSJ placement. This means they are working 2/3 of the time and participating in activities 1/3 of the time. In this placement, participants continue to engage in up to 10 hours of work training and up to 10 hours of education and training activities per week.

Participants placed into 1/2 CSJ work in unsubsidized employment 15 to 19 hours per week, and continue to engage in 11 to 15 hours of work training and up to 10 hours of education and training activities per week.

Participants placed into 2/3 CSJ work in unsubsidized employment 10 to 14 hours per week, and continue to engage in 16 to 20 hours of work training and up to 10 hours of education and training activities per week.

If a participant is working less than 10 hours per week, you would place them in a full CSJ.

Now let's give you an opportunity to choose the correct CSJ placement. When I read a scenario, use your stamp annotation tool to select the correct placement on the screen.

PPT 76

Jada works one hour a day as a caregiver.
Ask What is the appropriate placement for her?
Answer: CSJ

Brenda is working 18 hours per week at a local grocery store as a cashier.
Ask What is the appropriate placement for her?
Answer: CS2

Elsa is working 25 hours per week as a CNA.
Ask What is the appropriate placement for her?
Answer: CS1

Monique is working 12 hours per week at a local day care center.
Ask What is the appropriate placement for her?
Answer: CS3

To summarize, determine the appropriate pro-rated placement based on the hours per week the participant is working. Then, engage them in additional activities as needed. The goal is to engage participants in activities that will help them reach their employment goals and increase their likelihood of success.

☞ CMF and CMF+ TN 32

☞ CSJ TN 33

☞ W-2 T TN 35

☞ ARP TN 37

☞ Two-Parent TN 39

Note to Trainer: ☼ Click on the circles at the top left to return to the placements slide.

W-2 T

☼ PPT 77

The W-2 T, or W-2 Transitions, placement has similar characteristics to CSJ; however, the severity of the participant's barrier or barriers typically is more severe and expected to last longer. This also could be a barrier that another family member has, requiring the participant to care for that individual. Remember, this placement requires that the participant or their family member complete a formal assessment with a licensed professional. Within 30 days of placement, you must document the referral and scheduled date of the assessment in WWP. It may take longer for the provider to complete the actual assessment. During this time, you use the current information you have to complete the Employability Plan and assign activities. A good starting point is to ask the participant what their average week looks like, and go from there.

Keep in mind that participants in a W-2 T placement still can be assigned up to 40 hours week of activities based on their abilities. A participant even can be marginally employed, and in a W-2 T placement if they have long-term, severe barriers that prevent them from increasing the hours they are working.

Let's look at two scenarios and decide what would be the most appropriate placement based on the information provided.

☼ PPT 78

Thomas is a single father with two teenage boys. He has worked at Menards in the lumber yard for 15 years driving a forklift. Last spring, he had a work-related injury and has not been able to go back to work since. Thomas had an operation on his back right after the incident, and still is in therapy. He states his therapist feels he is making improvements; however, he still has a long road to recovery, and his therapist does not advise he return to physical labor. Thomas agrees to a formal assessment.

Ask What is the most appropriate placement for Thomas?
Answer: W-2 T, this is the best placement for Thomas, as he has barriers that would prevent him from returning to work at this time

☼ PPT 79

Celia is a 19-year-old single mother with a 2-year-old daughter, Rebecca. Celia has some work experience with customer service jobs she held while in high school. Celia indicates she sees a therapist every other week to help manage anxiety. She says that seems to help and she doesn't feel like it will be a barrier to her finding employment. Celia tells you she has always wanted to be a Dental Assistant. She completed high school and received her diploma. Celia states she was a good student and always made honor roll.

Ask What is the most appropriate placement for Celia?
Answer CSJ, is the best placement for Celia; she presents no significant barriers at this time.

☞ CMF and CMF+ TN 32

☞ CSJ TN 33

☞ Prorated CSJ TN 34

☞ ARP TN 37

☞ Two-Parent TN 39

Note to Trainer: ☼ Click on the circles at the top left to return to the placements slide.

ARP

PPT 80

The ARP placement is for women in their 3rd trimester with a diagnosed at risk pregnancy. There are five special eligibility criteria for this placement.

1. Participants must not have any dependent children living in their home.
2. They must be unmarried.
3. You must medically verify they are in their 3rd trimester.
4. You must medically verify they have an at risk pregnancy.
5. You must medically verify they are unable to work due to their at risk pregnancy.

That is a lot of information to medically verify! **Ask** How can you verify this information? *At Risk Pregnancy (ARP) Medical Information/Verification form, letter/memo from physician containing all required information*

Keep in mind, you cannot accept medical verification earlier than 30 days prior to the beginning of the participant's 3rd trimester. If verification is provided earlier, it must be re-verified within the required timeframe before you can place participants in the ARP placement. Additionally, pregnant teens under the age of 18 are not eligible for this placement.

Let's look at a few scenarios and determine if the participant is appropriate for the ARP placement. If you believe the participant is appropriate for the ARP placement, put a thumbs up in the chat. If you believe the participant isn't appropriate for the ARP placement, put a thumbs down.

PPT 81

Betty is a 29-year-old single mother with one child, age 4, who lives with her. She is currently 30 weeks pregnant and was just placed on bed rest by her doctor. Is she eligible for the ARP placement?

No, Betty is not eligible. She has a dependent child living in her home.

PPT 82

Rhea is 23 years old. She is single and has no dependent children. She was diagnosed with pre-eclampsia at her 28-week check-up and has not worked since then. Is she eligible for the ARP placement?

Yes, Rhea meets all eligibility criteria.

☼ PPT 83

Jay is 36 years old, has one son, age 12, and is due in 4 weeks. Because of legal issues, her mom has custody of her son. Jay works at a factory that requires frequent physical labor. Due to her age and physical work, she has experienced several medical complications with this pregnancy. At her last appointment, her doctor told her that she must stop working. Jay tells you she is trying to get her son back and cannot afford to not work for the next four weeks. Is Jay eligible for the ARP placement?

Yes. Even though Jay has a child, he does not live with her.

☼ PPT 84

Jim and Aggie are married and have been trying to have children for several years. The stress of not being successful has taken its toll on their marriage, and they separated seven months ago. Shortly after the separation, Aggie found out she was pregnant with twins. They continue to live separately, but are actively trying to repair their relationship and have not finalized their divorce. At Aggie's last doctor's appointment, she found out that one of the twins is not developing properly and her pregnancy is now considered high risk. Is Aggie eligible for the ARP placement?

No. Jim and Aggie are still married, so she does not meet the eligibility criteria for this placement.

☞ CMF and CMF+ TN 32

☞ CSJ TN 33

☞ Prorated CSJ TN 34

☞ W-2 T TN 35

☞ Two-Parent TN 39

Note to Trainer: ☼ Click on the circles at the top left to return to the placements slide.

☼ PPT 85

So far, we have covered the target types and common placements; now, let's talk about how this all fits together with a Two-Parent household. When working with a case that has two adults in the household, your first step is to determine if the household meets the two-parent definition in the W-2 Manual Chapter 14. If the household meets the two-parent definition, your next step is to determine which parent to place. The ultimate goal is to increase both parents' earning capacity, but you must determine which parent is best able to quickly increase the family's income by getting and keeping employment. Regardless of which parent you place, keep in mind that this person isn't always the primary person on the case. The placed parent is a separate determination, and you would never change the primary person just so the check would come in the placed parent's name.

Ask How do you determine which parent is more employable?
Possible answers: complete informal assessments, capacity to work full time hours, etc.

Now it's your turn to look at a few scenarios with a two-parent household. Use the information provided to determine which parent you would place in W-2.

☼ PPT 86

Erica and Kyle are applying for W-2. Erica and Kyle have one child together. Legal parentage is established. Kyle has been out of work for a little over a month. Kyle worked in a local factory and is off work due to a non-work-related injury. He is hoping to go back to work in the next few weeks. He states he liked his job, but would like to do something else, as he doesn't think he can physically stand for extended periods of time. Erica has been out of the workforce since the birth of their child.

Ask Who would you pick as the placed parent? *Kyle. He has most recent work history and will be off due to injury for only a short time.*

☼ PPT 87

Reid and Candy are married with two small children. Candy is applying for SSI. Reid has a medical condition that limits his ability to work full time. He currently is employed and working 4 hours per day at Goodwill Industries. He states he would really like to work more, and feels if he could get some training, he would be able to.

Ask Who would you pick as the placed parent? *Reid. He is interested in working more, with the right training and accommodations.*

☼ PPT 88

Maria and Marcus are married. They have a son, and Maria is two months pregnant. Marcus is a full-time student at UW-Madison. He is in his last semester to finish his degree. Maria has worked off and on in retail, but states she would like to find a different line of work that wouldn't require her to work nights or weekends. Maria states she needs to get her HSED and would like to go to college when Marcus has completed his degree.

Ask Who would you pick as the placed parent? *Maria is able to look for work at this time. You would not be able to count Marcus' schooling because he is not attending an approved technical college. But, you could change him to the placed parent after he graduates.*

☼ PPT 89

Great work! Let me wrap up with a few key points about placement.

- Always complete an informal assessment prior to placement and each at placement change. Use this information to make the best placement decision.
- When needing to place a non-custodial parent or minor parent, use a Target Type on the **W-2 Request** page.
- Not all households with two adults meet the criteria for a two-parent household.
- For two-parent households where both adults are included, determine which parent is most likely to increase the family's self-sufficiency the quickest.
- And, with two parents, the primary person on the case and placed person don't have to be the same person.

☞ Energizer TN 48

Note to Trainer: ☼ Click on the circles at the top left to return to Pick Your Topic 2 slide. Then, click on circles at the top left of that slide to go to Energizer slide.

Education and Job Skills Training Policies

☼ PPT 90

We know that increasing a participant's education level can lead to better opportunities for sustainable employment and open the doors for job advancement. W-2 has some very specific policies around education and training. You can find this information in the W-2 Manual in Chapter 8.

One of the most important tips I have for you is to make sure you are assigning the correct activity code for the education activity the participant is engaged in. This is very important for the Work Participation Rate, WPR, and ensures we are following policy.

Let's take a closer look at the policies for Education and Training.

☼ PPT 91

W-2 policy emphasizes that education and training is a pathway to meaningful employment. Education and training should be short-term and provide tangible employment skills. A best practice is to combine work or work training activities with education. You must complete both an educational needs assessment with participants who have not obtained a post-secondary degree or certificate, and a career assessment with all participants. Then, use that information when developing their Employability Plan. Quite often, education will be a part of their plan.

Remember, there is a limit to how many hours of education and training participants have assigned on their EP. For a participant in a CSJ placement, you may assign up to 10 hours per week. You can assign participants in a W-2 T placement up to 12 hours per week.

You may be wondering: What if a person is taking a CNA course or some other type of short-term certificate program that consists of more than 10-12 hours per week? Well, policy allows you to aggregate hours by combining those weekly hours into a larger amount. You can aggregate those 10 or 12 hours per week to enable a participant to engage in a short-term, intensive education or training program. Participants must be able to complete the program within a one-year period. In this instance, you can aggregate education hours up to 516 hours. These hours can be spent in classroom, doing lab work, or studying. You must include these hours on the Employability Plan. You can assign up to one hour of unsupervised study time for each hour of class time. As always, add PIN comments to justify your rationale for aggregating the education hours.

☼ PPT 92

There are three categories of education and training activities in the W-2 program: general education, which includes fundamental education participants may need, W-2 training, and full-time technical college. **Ask** Which category, or categories, do you want to learn more about? Use your stamp annotation tool to mark them on the screen. If you do not want to learn more about any category, stamp N/A.

Note to Trainer: Cover the topics with the most stamps first, then the second most, and so on. Be sure to leave 5 minutes to wrap up the section. ☼Click on the category to navigate to the corresponding slide(s). On the last slide of that category, click on the circles at the top left to return to this slide. Click N/A to jump to the scenario slides.

☞ General Education TN 42

☞ W-2 Training TN 45

☞ Full-Time Technical College TN 46

☞ Wrap up section TN 46

General Education

☼ PPT 93

General education activities include Adult Basic Education, English-as-a-Second-Language, General Educational Development, High School Equivalency Diploma, Literacy Skills, and Regular School. Each of these activities has its own criteria, and you can find that information in the W-2 Manual Appendix, Activity Codes.

General education activities can be broken down further into two subcategories: fundamental education and diploma attainment.

☼ PPT 94

Let's start with fundamental education. Assign English-as-a-Second-Language, or EL, to participants whose primary language is not English. Participants engaged in this activity need to learn basic English skills, such as reading, writing, speaking, and listening, to prepare for employment.

☼ PPT 95

Assign Literacy Skills, or LS, to participants who have basic English skills and need to learn, or increase, their reading, writing, math, and communication skills. These classes should help participants prepare for adult basic education classes, occupational programs, or employment. Typically, literacy councils and other similar providers offer these types of classes.

☼ PPT 96

Adult Basic Education, or BE, is similar to LS. Assign this to participants who need to brush up on basic education such as reading and math. The key difference is that participants engaged in this activity have their diploma or GED/HSED, but need to increase their basic education skills.

☼ PPT 97

On the screen are example activity descriptions for the EL, LS, and BE activity codes. Use your stamp annotation tool to select the correct activity code for each one.

Note to Trainer: **Click** to reveal answers after learners have responded.

Work one-on-one with a tutor at the Adult Learning Center to increase your reading ability.
Answer: LS

Attend Job Literacy for Refugees and Immigrants at the Milwaukee Public Library to increase your job-related English vocabulary.
Answer: EL

Attend Math class at the Adult Learning Center to work on fractions, decimals, and geometry in order to get into the welding program.
Answer: BE

☼ PPT 98

Now, let's look at the diploma attainment codes. General Education Development, or GE, is to prepare adults for the GED testing. Assign this when participants are prepping for and taking their GED tests.

☼ PPT 99

High School Equivalency Diploma, or HE, is for participants who are going for their HSED. An HSED is similar to the GED, but includes a few more tests, including civics and health.

☼ PPT 100

Regular School, or RS, is assigned to a participant who is attending an education program that results in a high school diploma. Policy allows this to be the only activity assigned to participants who are 18-19 years old, and placed in a CSJ placement.

☼ PPT 101

On the screen are example activity descriptions for the GE, HE, and RS activity codes. Use your stamp annotation tool to select the correct activity code for each one.

Note to Trainer: **Click** to reveal answers after learners have responded.

Attend high school equivalency classes at Northcentral Technical College.
Answer: HE

Attend Gateway to College classes at Madison College to earn your Madison Metropolitan School District High School Diploma.
Answer: RS

Attend general education classes at the Omega School.
Answer: GE

Be sure to always check the definitions of the activity codes to ensure you are using the best option based on the participant's need and the actual activities they are completing.

Remember to include study time regardless of which activity code you use, which goes under the same activity code.

Ask What questions do you have regarding the general education activity codes?

☞ W-2 Training TN 45

☞ Full-Time Technical College TN 46

☞ Wrap up section TN 46

Note to Trainer: ☼ Click on the circles at the top left to return to the categories slide.

W-2 Training

PPT 102

W-2 training activities fall under the Job Skills Training, or JS, activity code. This is a short-term training that is no less than 40 hours, but no more than 516 hours of classroom time. W-2 agencies can coordinate with their local technical colleges to offer certified training programs. The training courses must be tied directly to occupations for which there are job openings in the community. Some employers also provide training that would fall under the JS activity, and some W-2 agencies have developed their own short-term training programs that meet the criteria for JS.

The short-term training must provide skills to help the participant obtain employment or to advance or adapt to the changing demands of the workplace. Training may include customized skills training to meet the needs of a specific employer, or it can be general training that prepares an individual for a specific occupation within a particular employment sector.

If a participant is enrolled in an associate degree program at a state technical college and is in their last semester or has less than 516 hours to complete the degree, you would code it as JS on their Employability Plan.

Ask What short-term trainings are you aware of in your area? Where are they offered? You can unmute and shout out or type in the chat.
Possible responses: basic welding, keyboard/data entry, CNA, medical assistant, utility installation, office software, food prep, electronic assembly, childcare, and hospitality

JS can have one hour of unsupervised study time for each hour of class time plus supervised study time. Include this in the hours assigned under the JS code, and add PIN comments to support the hours assigned.

Ask What questions do you have regarding the JS activity code?

☞ General Education TN 42

☞ Full-Time Technical College TN 46

☞ Wrap up section TN 46

Note to Trainer: Click on the circles at the top left to return to the categories slide.

Full-Time Technical College

☼ PPT 103

The full-time technical college category consists of Technical College Activities, or TC, and Technical College Study Time, or TT. This is the only education activity that has a separate activity code to track time spent on studying. The key policy to keep in mind is that a TC activity must be full time up to 15 hours per week, and must be at a Wisconsin Technical College. The participant must maintain at least a 2.0 GPA, and must be employed or engage in work activities for 25 hours per week in addition to class time. The 25 hours must include study time for the program as well as other work activities. The work activities can include work study, career planning, and work experience that relate to the training program.

Ask What questions do you have regarding the full-time technical college activity codes?

☞ General Education TN 42

☞ W-2 Training TN 45

☞ Wrap up section TN 46

Note to Trainer: ☼ Click on the circles at the top left to return to the categories slide.

Now you have the opportunity to review a few scenarios and choose the correct education and training activity code. Use your stamp annotation to mark the activity code you believe is the best fit.

☼ PPT 104

Angie works 15 hours per week as a dishwasher. During informal assessment, she shares she would like to get some training and be able to find a job in the medical field. You have her complete career assessments, and this is a good fit for her. The local technical college offers a Medical Billing class that is 20 hours a week and will last 16 weeks.

Ask What activity code would you assign?

☼ PPT 105

Answer: JS – this meets the criteria for a JS, as aggregating the hours will be less than 516 for her to complete the program.

☼ PPT 106

Rodney graduated high school; however, he needs to brush up on his math skills to enter a Welding program at the local technical school.

Ask What activity code would you assign?

☼ PPT 107

Answer: BE – he already has a diploma and needs to increase his math skills.

> **Follow-Up Question:** After Rodney gets his scores up and is enrolled and attending the Welding Program, what activity would you assign on his EP?
> A*nswer: JS*

☼ PPT 108

Karla is a 19-year-old who left school when she got pregnant. She was in the last semester of high school. She states she would really like to go back and finish her diploma. She can complete this at the local high school through their alternative program.

Ask What activity code would you assign?

☼ PPT 109

Answer: RS – she is obtaining her actual high school diploma and not a GED/HSED.

☼ PPT 110

Stella attends the local technical college enrolled full-time in Cosmetology, a 2-year program. She has a long-term goal of owning her own salon. She also is in work experience 10 hours a week at the local nursing home where she washes and sets residents' hair and does mini-mani/pedis. She has maintained a 4.0 GPA. She states that she spends 10 hours per week studying.

Ask What activity code would you assign?

☼ PPT 111

Answer TC, TT (bonus WE 10)

☼ PPT 112

LaTanya currently is working on her GED. She states that she now is interested in getting her HSED, as it is only a few more tests.

Ask What activity code would you assign?

☼ PPT 113

Answer: HE

☼ PPT 114

Remember, all the policies for Education and Training Activities are found in Chapter 8 of the W-2 Manual. When someone is starting an education or training program, it is common to create a layered EP to allow for varied start and end times. Take a look at the Training on Demand video on Layering an Employability Plan, available in the Learning Center, for more information on how you would build that in WWP.

☞ Energizer TN 47

Note to Trainer: ☼ Click on the circles at the top left to return to Pick Your Topic 2 slide. Then, click on circles at the top left of that slide to go to Energizer slide.

Energizer

Purpose: Give learners a quick brain break.
Estimated Time: 5 minutes

☼ PPT 115

We've made it through our W-2 policy and process information! Before we showcase a few helpful websites, let's pause and reboot our minds with a brain break by identifying the differences between the two photos. Use your annotation tools to circle the differences on the right photo.

Note to Trainer: Allow up to two minutes for learners to annotate. When all seven differences are identified, or two minutes are up click to reveal the differences and, move to the next slide and repeat.

☼ PPT 116

Here are the seven differences we spotted between the two pictures. Let's try another one.

☼ PPT 117

This time, we are looking for eight differences. Again, use your annotation tools to circle the differences on the right photo.

☼ PPT 118

Here are the eight differences we found between these two pictures.

Website Round Robin

☼ PPT 119

Purpose: Showcase external resources that learners can use in case management.
Estimated Time: 25 minutes

Directions to Trainer:
Part One: Launch website round robin poll. Instruct learners to choose the top three websites they would like to learn about. If there is a tie, have learners re-vote on the tied topics.

Part Two: Break learners up into three breakout rooms. Do not have breakout rooms automatically close. Assign each trainer one topic and have each trainer go to one breakout room. After the trainer is done with their topic, they rotate to the next breakout room. Keep rotating until all trainers have visited every breakout room. Each "round" should take roughly 6 minutes (2 minutes to introduce the website(s) and 4 minutes for learners to explore). Each trainer will have to share their own screen with sound in the breakout rooms.

Part Three: Return to the main session. After all trainers have returned, close the breakout rooms in case learners do not return on their own. Then, ask the debrief questions.

Trainer Instructions to Learners:
Part One: We've made it to our final round! While knowing the ins and outs of W-2 is important, knowing other resources to help serve participants is just as important. We're going to explore three different online resources with what we like to call "website round robin." We've just launched a poll with five different website options. Pick the top three you would like to learn about and click submit.

Part Two: It looks like we will be exploring XX, XX, and XX today. In a moment, we'll send you into breakout rooms. A trainer will join your room and talk about one of these online resources. When they are done, that trainer will leave your breakout room, and the next trainer will come in to talk about another resource. We'll repeat this one more time with the last trainer and resource. You will stay in your breakout room the entire time and a trainer will let you know when it is time to return to the main room.

Ask Is there anything I can clarify before we get started?

Note to Trainer: Click on the words to navigate to that set of slides.

☞ Job Center of WI TN 50

☞ ADRC TN 52

☞ 2-1-1 TN 53

☞ DCF Child Care TN 54

☞ Online Learning TN 55

Part Three: Welcome back to the main room! You've had the opportunity to learn about XX, XX, and XX.

Debrief Questions

- What's something that stood out to you about any of the websites you visited?
- In what ways could the websites be beneficial?

☞ Knowledge Exchange/Q&A TN 56

Note to Trainer: ☼ Click on the circles at the top left to go to the Knowledge Exchange slide.

Job Center of Wisconsin

☼ PPT 120

The Job Center of Wisconsin website is helpful for both you and participants. When you are on the website, notice the box on the lower right, titled Labor Market Exploration. There are two options to open: the Skill Explorer and the WisConomy.

☼ PPT 121

You can click on both of these and spend some time exploring. There is also a More section. Clicking on this displays additional useful information.

☼ PPT 122

Additionally, there is a section for Job Seekers. This section includes a list of current job openings, a tab to create or edit a resume, and a tab to search for employment. To create a resume, participants need to log in or start by creating a username and password.

☼ PPT 123

Clicking on More at the bottom will open more resources for job seekers. On the Searching for Jobs tab, you can use various search methods to find jobs by area, by skills match, and even by a military code.

☼ PPT 124

You also will notice various icons on the bottom of the page. These are links to events, resources, education and training, as well as information on Unemployment, Veterans services, and Job Center locations.

☼ PPT 125

Next, it's your turn to spend some time exploring this website. Go ahead and search for information you might need, see how to navigate the areas of the site we identified, and note some benefits this site might have for you. I put the link in the chat. You have four minutes.

Note to Trainer: Put the website link in the chat - **https://jobcenterofwisconsin.com/**.
Start the 4-minute timer. After the timer ends, inform learners time is up.
That is all the time we have to explore Job Center of Wisconsin. Stay put, another trainer will be in shortly to talk about the next topic you chose. OR Let's all head back to the main room.

Note to Trainer: If the website round robin is done, ☼ click to return to the Website Round Robin slide and return to TN 50 to debrief.

Aging and Disability Resource Center (ADRC)

PPT 126

The ADRC website offers unbiased information about navigating through life experiences related to aging and/or living with a disability. Some of the resources offered by the ADRC include in-home care, housing options, housekeeping services, adaptive equipment, and caregiver supports and respite.

PPT 127

Scroll to the bottom of the page and click the link to Find an ADRC in your area.

PPT 128

You can either click on your county on the map, or click on the name of your county in the list. This will bring you to the page with the contact information and address for the ADRC office that serves your county. Clicking the ADRC of (your region or county's name) will direct you to the individual page for your county.

PPT 129

Next, it's your turn to spend some time exploring this website. Go ahead and search for information you might need, see how to navigate the site, and note some benefits this site might has for you and participants. I put the link in the chat. You have four minutes.

Note to Trainer: Put the website link in the chat **https://www.dhs.wisconsin.gov/adrc/index.htm**. **Start** the 4-minute timer. After the timer ends, inform learners time is up.

That is all the time we have to explore ADRC. Stay put, another trainer will be in shortly to talk about the next topic you chose. OR Let's all head back to the main room.

Note to Trainer: If the website round robin is done, click to return to the Website Round Robin slide and return to TN 50 to debrief.

2-1-1

PPT 130

The 2-1-1 Wisconsin website is your one-stop connection to the local services you need, like utility assistance, housing, food, elder care, crisis intervention, alcohol, and other drug recovery, and much more. You can access information through the online database, chat, phone call, or text.

PPT 131

You can start the search right from the home page by entering what you're looking for and a zip code. You can enter more than one search item. This type of search displays area resources that match your search and gives you advanced search options.

You also can try a guided search for a plethora of resources about a specific topic. This search not only leads you to community resources, but also provides information on the topic, has links to screenings, and much more.

PPT 132

Next, it's your turn to spend some time exploring this website. Go ahead and search for information you might need, see how to navigate the site, and note some benefits this site might have for you and participants. I put the link in the chat. You have four minutes.

Note to Trainer: Put the website link in the chat https://211wisconsin.communityos.org/. **Start** the 4-minute timer. After the timer ends, inform learners time is up.

That is all the time we have to explore 2-1-1. Stay put, another trainer will be in shortly to talk about the next topic you chose. OR Let's all head back to the main room.

Note to Trainer: If the website round robin is done, click to return to the Website Round Robin slide and return to TN 50 to debrief.

☼ PPT 133

The Wisconsin Department of Children and Families General Wisconsin Child Care Information and Links website provides a plethora of information and resources that are useful for workers and participants alike. Some of the most common links you may use include the Wisconsin Shares page and Youngstar.

Parents with young children need to have childcare in place in order to participate in W-2 activities and maintain employment.

☼ PPT 134

The Wisconsin Shares page provides information about the Wisconsin Shares Child Care Subsidy Program. There are resources available for parents seeking a Child Care Subsidy, along with resources for workers wanting to know the latest on Wisconsin Shares policies and procedures.

Youngstar provides parents seeking childcare with the tools and resources they need to research potential childcare centers and make the best decision for their families.

☼ PPT 135

Now, it's your turn to spend some time exploring this website. Go ahead and search for information you might need, see how to navigate the site, and note some benefits this site might have for you and participants. I put the link in the chat. You have four minutes.

Note to Trainer: Put the website link in the chat - https://dcf.wisconsin.gov/childcare. **Start** the 4-minute timer. After the timer ends, inform learners time is up.

That is all the time we have to explore DCF Child Care Resources. Stay put, another trainer will be in shortly to talk about the next topic you chose. OR Let's all head back to the main room.

Note to Trainer: If the website round robin is done, ☼ click to return to the Website Round Robin slide and return to TN 50 to debrief.

Online Learning Resources for Participants

☼ PPT 136

We're highlighting two websites, Gale courses and GCFLearnFree.org, both of which offer online learning opportunities on a variety of topics.

☼ PPT 137

First are Gale courses. Gale Courses offers a wide range of highly interactive, instructor led courses. Courses run for six weeks, and new sessions begin every month. Several public libraries pay for access to these courses. All you need is a library card, and you can take the classes for free.

After you find the Gale course section on your library's website, click on a topic to open the course catalog. From here, you can find all the courses offered and information about what the courses entail. Keep in mind, not all library systems pay for Gale courses. If you cannot find Gale information on your library's website, they may not have it.

☼ PPT 138

GCFLearnFree.org provides training topics on essential skills people need to live and work in the 21st century. From Microsoft Office and email, to reading, math, and more — GCFLearnFree.org offers more than 200 topics, including more than 2,000 lessons, more than 1,000 videos, and more than 50 interactives and games, completely free. On this site, the courses are self-paced.

From the home page, you can click on Topics to see a list of common topics. Clicking on a topic will take you to that tutorial and provide a list of modules, as well as any other suggested tutorials to go along with the topic.

☼ PPT 139

Now, it's your turn to spend some time exploring these websites. Go ahead and search for information you might need, see how to navigate the sites, and note some benefits they might have for you and participants. I'll put two links in the chat. One will take you directly to GCFLearnFree, and the other will take you to a map of the Wisconsin Library System. Click on your library system from the list to go to their website to find the Gale courses. You have four minutes.

Note to Trainer: Put the website links in the chat. (GCFLearnFree – https://edu.gcfglobal.org/en/ and Map of WI Public Library systems –

https://dpi.wi.gov/pld/directories/systems). **Start** the 4-minute timer. After the timer ends, inform learners time is up.

That is all the time we have to explore Online Learning Resources. Stay put, another trainer will be in shortly to talk about the next topic you chose. OR Let’s all head back to the main room.

Note to Trainer: If the website round robin is done, click to return to the Website Round Robin slide and return to TN 50 to debrief.

Knowledge Exchange/Q&A

Purpose: Answer learner questions and encourage sharing among learners.
Estimated Time: 15 minutes

PPT 140

So far, we’ve discussed two W-2 policy and process topics, and you’ve had the opportunity to explore three helpful resources. Now, we have time dedicated for you all to share ideas, experiences, and expertise. You also can pose other questions to us or to each other. Take a look at the sentence starters on the screen. Choose a sentence starter to complete.

Let’s hear from a few of you. **Ask** Who is ready to share what they chose?

Note to Trainer: You also could ask if anyone chose the “A question I have” starter first, and move on from there. As people share, encourage others to comment, give a thumbs up if they have experienced the same thing, or ask follow-up questions. This acts as the closure, do not end on a negative comment, or question you cannot answer.

Closure

PPT 141

Note to Trainer: Put the link to the course evaluation in the chat and instruct learners to click the link prior to starting the closure.

Throughout this webinar, we’ve reviewed the W-2 policy and process surrounding [Alerts and Worker Tasks OR Participation Statuses OR WPR] and [DCF Forms and Publications OR Placement Determination OR Education and Job Skills Training Policies]. Then, we explored [Job Center of Wisconsin OR ADRC OR 2-1-1 OR DCF Child Care Resources OR Online Learning Resources]. Finally, you showcased your expertise by sharing best practices, ideas, and experiences with each other.

Remember, W-2 is a vast program, and nobody expects you to know it all. When you are stumped on a certain policy or process, use your resources such as the W-2 Manual, the Learning Center, and, most importantly, each other. Thank you all, and have a fantastic rest of your day!

TN Appendix A – Website Links

2-1-1 – https://211wisconsin.communityos.org/

ADRC – https://www.dhs.wisconsin.gov/adrc/index.htm

Alerts Table –
https://wss.ccdet.uwosh.edu/Courseware/reviews/W2_Alerts_WorkerTasks/Alerts_Table.pdf

DCF Childcare Resources – https://dcf.wisconsin.gov/childcare

GCFLearnFree – https://edu.gcfglobal.org/en/

Job Center of Wisconsin – https://jobcenterofwisconsin.com/

Map of WI Public Library systems – https://dpi.wi.gov/pld/directories/systems

W-2 Manual – https://dcf.wisconsin.gov/manuals/w-2-manual/Production/default.htm