



**workforce**  
SOUTHWEST WASHINGTON

**Integrated Service Delivery with  
Co-enrollment Handbook  
Attachment A**

**Effective Date: September 15, 2022**

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## Introduction

The content of this procedural handbook outlines [WSW's Integrated Service Delivery Policy #4010](#). This handbook serves as the vehicle for implementing and managing Integrated Service Delivery (ISD).

This handbook provides guidance to workforce system partners and their staff for delivery and implementation of WorkSource services for the youth, adult, and dislocated worker programs under WIOA Title I of the Workforce Innovation and Opportunity Act (WIOA) and Wagner-Peyser Act under WIOA Title III.

The Integrated Service Delivery (ISD) Handbook is being issued to provide system partners with information needed for the delivery of WorkSource services in a manner that aligns the resources of participating partners to seamlessly address the training and employment needs of system customers – job seekers and businesses. ISD utilizes co-enrollment as a tool to reduce duplicative and administrative activities in favor of a positive customer experience. The information is based on the best information available at this time per WIOA law, WIOA final rules, Department of Labor (DOL) guidance, and state policies and guidance. The handbook will be revised as relevant DOL guidance is received. Compliance with this handbook will be based on the version of the handbook in effect at the time of the action or activity under review.

## Definitions

- **Basic WIOA Title I Eligibility** – A determination of eligibility for WIOA Adult and Dislocated Worker- funded programs that utilizes self-attestation for documentation of appropriate eligibility criteria, federal reporting elements, and Veteran’s priority of service as defined in [Section 6 of WSW Eligibility Policy Handbook - Attachment A](#). An individual must complete a basic WIOA Title I eligibility process for the program in question and be determined eligible to receive basic career services funded by that program.
  - **Note:** Basic WIOA Title I eligibility determination does not apply to Youth programs. All WIOA Youth program services require a full WIOA Title I eligibility determination as defined in [WSW Eligibility Policy Handbook – Attachment A](#).
- **Co-enrollment** – The process of determining eligibility for, and enrollment into, two or more WorkSource System-funded programs for the purposes of delivering basic career services, individualized career services, supportive services, and/or training services.
- **Covered Person (for Priority of Service)** – A veteran or eligible spouse.
- **Data Element Validation (DEV)** – The federally-mandated process by which the state annually assesses the accuracy of reported participant data (refer to [WorkSource System Policy 1003, Revision 2](#), [WSW Data Element Validation Policy 3037](#), and [TEGL 23-19](#)).
- **Full WIOA Title I Eligibility** – A determination of eligibility for Adult, Dislocated Worker, or Youth-funded programs that requires validation beyond self-attestation of appropriate eligibility criteria, federal reporting elements, and Veteran’s priority of service as defined in [WSW Eligibility Policy Handbook](#). Full Adult and Dislocated Worker eligibility also includes assessing need for services beyond basic career services and determination of Adult priority for service when necessary. To receive individualized career, training, and supportive services funded by an Adult or Dislocated Worker program, or Youth services funded by a Youth program, an individual must complete the full WIOA Title I eligibility process for the corresponding program and be determined eligible to receive such services under that program.
- **Self-Attestation** – Self-attestation occurs when a participant (applicant) states his or her status for a particular data element, such as pregnant or parenting youth, and then signs and dates a form acknowledging this status. The key elements for self-attestation are: (a) a participant (applicant) identifying his or her status for a permitted data element and (b) signing and dating a form attesting to this self-identification (with a disclaimer concerning the self-identification). For more information, see [Self-attestation](#) in [Section 7 of WSW Eligibility Policy Handbook – Attachment A](#), ([TEGL 23-19 – Attachment II](#)).
- **Service Provider** – The agency that WSW is contracting with to administer WIOA services.
- **State Management Information System (MIS)** – For the purpose of Data Element Validation, State MIS refers to specific, detailed information that is stored in the state’s information system that supports a data element ([TEGL 23-19](#)).

## References

- [Public Law 113-128, Workforce Innovation and Opportunity Act \(WIOA\) of 2014](#)
- [WIOA Final Rule; 20 CFR Parts 677 and 678; Federal Register, Vol. 81, No. 161, August 19, 2016](#)
- [WIOA Final Rule; 20 CFR Parts 651, 652, and 680; Federal Register, Vol. 81, No. 161, August 19, 2016](#)
- [Training and Employment Guidance Letter \(TEGL\) 10-09](#)
- [Training and Employment Guidance Letter \(TEGL\) 11-11, Change 2](#)
- [Training and Employment Guidance Letter \(TEGL\) 11-12](#)
- [Training and Employment Guidance Letter \(TEGL\) 04-15](#)
- [Training and Employment Guidance Letter \(TEGL\) 10-16, Change 1](#)
- [Training and Employment Guidance Letter \(TEGL\) 19-16](#)
- [Training and Employment Guidance Letter \(TEGL\) 07-18](#)
- [Training and Employment Guidance Letter \(TEGL\) 23-19](#)
- [ESD WIOA Policy 5612 - One-Stop Evaluation and Certification](#)
- [ESD WIOA Policy 5617, Revision 1 - Co-enrollment of TAA Participants into WIOA DW program](#)
- [WSW Trade Act and Dislocated Worker Co-enrollment Policy 3036 Rev 1](#)
- [ESD WorkSource System Policy 1003, Revision 2 - Data Element Validation](#)
- [WSW Data Element Validation Policy 3037](#)
- [ESD WorkSource System Policy 1009, Revision 3 - Priority of Service for Veterans and Eligible Spouses](#)
- [WSW Veterans Priority of Service and Eligibility Policy 3019 Rev 2](#)
- [ESD WorkSource System Policy 1019, Revision 6 – Eligibility Guidelines and Documentation Requirements](#)
- [WSW Eligibility Guidelines and Documentation Requirements Policy 3028 Rev 4](#)
- [WSW Eligibility Policy Handbook – Attachment A](#)
- [ESD WorkSource System Policy 1023, Revision 1 - Co-Enrolled ISD Policy and Operations Manual](#)

# 1. ISD and the Workforce Innovation and Opportunity Act

## 1.1. Purpose

The WIOA vision for the workforce system (TEGL 04-15) is that partner providers, programs, and other entities are jointly responsible for the collaboration of workforce, economic development, educational, and other human resource programs to create a seamless, customer-focused one-stop delivery system that integrates service delivery across all programs and enhances access to all services as is eligible and supportive of participant outcomes. The one-stop delivery system includes six core programs (Title I adult, dislocated worker, and youth programs; Title II adult education and literacy programs; Title III Wagner-Peyser program; Title IV vocational rehabilitation program); and the Trade Adjustment Assistance program, as well as other required and optional partners identified in WIOA. Through WorkSource, these partner programs and their service providers ensure that businesses and customers have access to information and services that lead to positive participant outcomes.

The management of the integrated service delivery (ISD) model for the One-Stop Center is the shared responsibility of WSW, the core WIOA partners, other required partners, and the one-stop center operator. ISD is a powerful tool for realizing the potential of WIOA by streamlining administrative processes to direct more of the system's limited resources to value-added customer interactions. By braiding resources and programs provided under WIOA and redefining customer flow and access to services, ISD supports more efficient use of system resources on behalf of customers and employers. Co-enrollment, a crucial part of ISD, removes the barriers created by categorical customer eligibility requirements – staff can serve nearly any customer because most customers are enrolled into multiple programs. This manual describes the One-Stop Center's approach to ISD with co-enrollment.

## 1.2. Characteristics of Integrated Service Delivery

The characteristics identified below, consistent with the purpose and authorized scope of each program participating in ISD, are designed to reflect elements that contribute to a high-quality, integrated one-stop delivery system:

### 1.2.1. Customer Service

- **Cultivate a welcoming environment:** All WorkSource center staff are courteous, polite, responsive, and helpful to customers, businesses, and others who visit the one-stop centers, either in-person or virtually. Moreover, one-stop center staff are sensitive to the unique needs of individuals with disabilities and are prepared to provide necessary accommodations. Center leadership implement trauma-informed care and Diversity, Equity, and Inclusion best practices to ensure the one-stop and included services are accessible to diverse populations and that programs and service delivery are free of discrimination and systemic inequity.
- **Develop, offer, and deliver quality business services:** Using the [Coordinated Business Services Policy](#) as a guide, assist businesses with quality jobs, or who want to improve job quality, in overcoming the challenges of recruiting, retaining, and developing talent for the regional economy. To support area employers most effectively, WorkSource

center staff identify and have a clear understanding of skill needs, identify appropriate strategies to develop talent in a way that meets those skill needs, assisting employers, and coordinating business services activities across one-stop center partner programs, as appropriate. This includes the incorporation of an integrated and aligned business services strategy among one-stop center partners to present a unified voice for the WorkSource Centers in its communications with employers.

- **Improve the skills of job seeker and worker customers:** Offer access to education and training leading to industry-recognized credentials through the use of career pathways, apprenticeships, and other strategies that enable customers, including those with disabilities, to acquire sustainable and living-wage employment. Provide businesses with access to the quantity and quality of talent they need and support upskill/backfill strategies that expand job opportunities in the community, as well as incentivize employers to adopt [quality job standards](#) including self-sufficiency wages, predictable hours, and inclusive practices that will make them employers of choice.
- **Create opportunities for individuals at all skill levels and levels of experience:** Provide all customers as much timely information as possible that is labor market and job-driven; and provide customers as much choice as possible related to education and training, careers, and service delivery options, while offering customers the opportunity to receive both skill-development and job placement services.
- **Provide career services that motivate, support, and empower customers:** Including for individuals with disabilities, provide services to make informed decisions based on local and regional economic demand and effectively attain their personal employment and education goals.
- **Value skill development:** Assess and improve each individual's basic, occupational, and employability skills.

### 1.2.2. Service Design

- **Use an integrated and expert intake process for all customers:** Staff are highly familiar with the functions and basic eligibility requirements of each program and can appropriately assist customers and make knowledgeable referrals to partner programs as needed and as appropriate given the authorized scope of each program. This also must center the implementation of trauma-informed care and Diversity, Equity, and Inclusion best practices to ensure that intake practices are inclusive, and that programs and service delivery are free of discrimination and systemic inequity.
- **Balance traditional labor exchange services with strategic talent development:** Use market-driven principles and labor market information that help create a talent pipeline that is defined by a regional economy, its demographics, its workforce and its assets and gaps in skills and resources.
- **Ensure meaningful access to all customers:** Be physically and programmatically accessible to all customers, including individuals with disabilities. In so doing, the Vancouver and Cowlitz/Wahkiakum WorkSource centers use principles of universal design, trauma-informed care, and human-centered design, such as flexibility in space usage; the use of pictorial, written, verbal and tactile modes to present information for customers with disabilities or limited English proficiency; provision of clear lines of sight to information for seated or standing users; provision of necessary accommodations; and provision of adequate space for the use of assistive devices or personal assistants. Center leadership must facilitate and implement detailed Diversity, Equity, and Inclusion policies and practice to assure that all participants, especially those from historically

underserved populations, are guaranteed equitable access to services.

- **Include both virtual and center-based service delivery:** Both methods of delivery support the talent needs of the regional economy, although each may better serve different customers with different levels of service needs at any given time. The WorkSource centers expand its reach by delivering robust virtual services and increasing the accessibility of those services through community partners such as libraries, community and faith-based organizations, housing authorities and other locations as deemed as a priority by the WorkSource leadership.
- **Incorporate innovative and evidence-based delivery models:** Use models that improve the integration of education and training, create career pathways that lead to industry recognized credentials, encourage work-based learning, and use state-of-the-art technology to accelerate learning and promote career success.

### 1.2.3. Staffing

- **Establish robust partnerships:** One-stop center operators facilitate an integrated, co-located American Jobs Center that seamlessly incorporates services of the core partners and other one-stop center partners. This includes close, constant communication between in center partners, as well as active efforts to align services.
- **Organize and integrate services by function (rather than by program):** Provide services by function by coordinating staff communication, capacity building, and training efforts (when permitted by a program's authorizing statute and as appropriate). Functional alignment includes having one-stop center staff who perform similar tasks serve on relevant functional teams. Service integration focuses on serving all customers seamlessly (including priority populations) by providing a full range of services staffed by cross-functional teams, consistent with the purpose, scope, and requirements of each program.
- **Develop and implement operational policies that reflect an integrated system:** Use performance, communication, eligibility, case management, technology, and other related policies to achieve integration and expanded service offerings.
- **Use common performance indicators:** Ensure that federal investments in employment and training programs are evidence-based, labor market driven, and accountable to participants and taxpayers. Ensure that participation in programs have measurable, material benefits to participants lives, especially in achieving sustainable employment and living wages. Ensure performance is transparent and accountable to the communities and regions served; data entry staff are trained and understand the importance of data validation, data collection processes, and the importance of accurate reporting.
- **Train and equip one-stop center staff:** Provide ongoing learning to provide staff with the knowledge, skills, and motivation to provide superior service to businesses and customers, including those with disabilities, in an integrated, regionally focused framework of service delivery. WorkSource system staff are cross trained, as appropriate, to increase staff capacity, expertise, and efficiency. Cross-training allows staff from differing programs to understand every program and to share their expertise about the needs of specific populations so that all staff can better serve all customers. This includes implementing consistent, mandatory training regarding Diversity, Equity, and Inclusions topics to assure a shared vocabulary on DEI related topics for the purpose of implementing DEI best practices. WorkSource system staff are routinely trained and are keenly aware of how their particular function supports and contributes to the overall vision of the local board.



- **Staff highly-trained Case Managers:** Ensure, through hiring practices and/or upskilling, that staff who advise and support customers are knowledgeable about in-demand and high-wage occupations, have access to information about available services inside and outside the WorkSource centers, are skilled in developing customers' skills for employment success, and embody Diversity, Equity, and Inclusion best practices, to create an inclusive and non-discriminatory customer experience.

### 1.3. Alignment with Washington State's Expectations for WorkSource

[WIOA Title I Policy 5612](#) (One-Stop Certification and Evaluation) describes WorkSource as a seamless customer-focused service delivery network. The principles outlined in the policy apply to the ISD environment and are as follows:

- **Integrated** – Think and act as an integrated system of partners that share common goals with services delivered by multiple organizations with the best capabilities for a seamless customer experience.
- **Accountable** – Committed to high quality, inclusive customer services with regular program performance review based on shared data and actions that enhance outcomes.
- **Universal access** – Meet the needs of customers by ensuring universal access to programs, services, and activities for all eligible individuals, with operationalized Diversity, Equity, and Inclusion practices to ensure program access for priority populations.
- **Continuous improvement** – Create a delivery system that utilizes feedback from employers and customers to challenge the status quo and inequitable processes and innovates to drive measurable improvements in performance and outcomes.
- **Partnership** – Align goals, resources, and initiatives with economic development, business, labor, and education partners.
- **Regional strategy** - Work with counterparts to address broader workforce needs of the regional economy and leverage resources to provide a higher quality and level of services.

## 2. Understanding ISD with Co-enrollment

This handbook addresses co-enrollment of WIOA Title I Adults and Dislocated Workers, WIOA Title III Wagner Peyser participants, and Trade Assistance Act participants. When as many customers as possible are co-enrolled into these programs, staff funded by these programs can share responsibilities for serving customers more interchangeably.

### 2.1. Services

WIOA identified a common set of career services that must be available to customers accessing the WorkSource system. Career services identified as basic career services must be accessible to all customers seeking employment and training services. Career Services identified as individualized career services must be made available to customers who need these services to obtain or retain employment. WIOA requires coordination in the delivery of career services by Title I and Title III funded staff to assure access for all customers. The WorkSource System accomplishes this coordination through co-enrollment into Title I and Title III programs.

Training and supportive services are also available to customers accessing the WorkSource system when determined to need such services to obtain or retain employment. While these services cannot be provided by WIOA Title III funded staff, co-enrollment into non-Title III programs will be utilized as needed to provide these services under the Integrated Service Delivery model. Basic career, individualized career, training, and supportive services are detailed in Section 1 of WSW Eligibility Handbook Attachment A.

## 2.2 Service Eligibility and Service Type

Services are divided into different categories. Each category, or type, of service has eligibility requirements that must be met (in addition to program eligibility) to receive a service under that category. There are two types of program eligibility for services, Basic and Full, described below. Staff should be aware of an individual’s level of eligibility prior to delivering a service. Staff should also be aware of which category each service falls under according to the [WSW Eligibility Handbook](#). Below is each service category and the eligibility requirements to receive a service under that category:

Basic Career – Informational & Self	Basic Career – Staff-Assisted
<ul style="list-style-type: none"> <li>• Informational services do not require WorkSourceWA.com registration.</li> <li>• Most self-services require WorkSourceWA.com registration.</li> <li>• Does not require an eligibility determination.</li> <li>• Can be provided to any customer regardless of their eligibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires WorkSourceWA.com registration.</li> <li>• Enrollment into WIOA Title III Employment Services (Wagner-Peyser) occurs automatically.</li> <li>• Basic WIOA Title I Eligibility determination is required.</li> <li>• Being determined eligible and enrolled into a WIOA Title I program is required to receive basic career services. Individuals not enrolled in a WIOA Title I program must be provided basic career services through WIOA Title III Employment Services or another program.</li> <li>• Can be provided to any customer regardless of their eligibility.</li> </ul>

Individualized Career Services	Training Services
<ul style="list-style-type: none"> <li>• Requires WorkSourceWA.com registration.</li> <li>• Enrollment into WIOA Title III Employment Services (Wagner-Peyser) occurs automatically.</li> <li>• Must have a Full WIOA Title I Eligibility determination.</li> <li>• Being determined eligible and enrolled into a WIOA Title I program is required to receive individualized career services. Individuals not enrolled in a WIOA Title I program must be provided individualized career services through WIOA Title III Employment Services or another program.</li> <li>• Can only be provided to a customer who has been determined to need individualized career services to obtain or retain employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires WorkSourceWA.com registration.</li> <li>• Enrollment into WIOA Title III Employment Services (Wagner-Peyser) occurs automatically.</li> <li>• Must have a Full WIOA Title I Eligibility determination and be enrolled in WIOA Title I program or other program that can provide training services (Training services cannot be provided using WIOA Title III Employment Service funds).</li> <li>• Because training services are not available through most fund sources, to receive a training service a customer must be determined eligible for a WIOA Title I program using a full eligibility determination and enrolled or be enrolled in another program that can provide a training service with appropriate funding sources available.</li> <li>• Can only be provided to a customer who has been determined to need training services to obtain or retain employment.</li> </ul>
Supportive Services	Follow-up Services
<ul style="list-style-type: none"> <li>• Requires WorkSourceWA.com registration.</li> <li>• Enrollment into WIOA Title III Employment Services (Wagner-Peyser) does not occur automatically. A basic career, individualized career, or training service must be provided to trigger enrollment into WIOA Title III Employment Services.</li> <li>• Must have a Full WIOA Title I Eligibility determination and be enrolled in a WIOA Title I program or other program that can provide supportive services (Supportive services cannot be provided using WIOA Title III Employment Services funds).</li> <li>• Because supportive services are not available through most fund sources, to receive a supportive service a customer must be determined eligible for a WIOA Title I program using a full eligibility determination and enrolled or be enrolled in another program that can provide a training service such as Trade Act or WorkFirst.</li> <li>• Can only be provided to a customer when necessary to participate in career or training services or when necessary to gain or retain employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires WorkSourceWA.com registration.</li> <li>• Enrollment into WIOA Title III Employment Services (Wagner-Peyser) does not occur automatically. A basic career, individualized career, or training service must be provided to trigger enrollment into WIOA Title III Employment Services.</li> <li>• Must have a Full WIOA Title I Eligibility determination.</li> <li>• Being determined eligible and enrolled into a WIOA Title I program is required to receive follow-up services.</li> <li>• Can only be provided to a customer who has obtained unsubsidized employment and who has completed all programs the customer has been co-enrolled into. Follow-up services can be provided for up to 12 months following the last date of basic career, individualized career, or training services. Follow-up services must be provided to all youth participants for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted.</li> </ul>

### **2.3. Program Eligibility and Enrollment into WIOA Title I Adult and Dislocated Worker**

ISD with co-enrollment aligns eligibility processes to service delivery by separating enrollment into either the Basic WIOA Title I eligibility process or the Full WIOA Title I eligibility process. Each level of eligibility is defined as follows:

- **Basic WIOA Title I Eligibility:** A determination of eligibility for WIOA Adult- and/or Dislocated Worker- funded programs that allows self-attestation for documentation of appropriate eligibility criteria, federal reporting elements, and Veteran's priority of service as defined in [Section 6 of WSW Eligibility Handbook Attachment A](#).
- **Full WIOA Title I Eligibility:** A determination of eligibility for Adult-, Dislocated Worker-, or Youth-funded programs that requires validation beyond self-attestation of appropriate eligibility criteria, federal reporting elements, and Veteran's priority of service as defined in [Section 6 of WSW Eligibility Handbook Attachment A](#). Full Adult and Dislocated Worker eligibility also includes assessing need for services beyond basic career services and determination of Adult priority of service designation when necessary.

Enrollment into Adult and/or Dislocated Worker occurs after eligibility has been determined and a qualifying service is attached to the relevant program in the state MIS.

Staff are not required to complete a Basic WIOA Title I eligibility determination prior to a Full WIOA Title I eligibility determination. When appropriate, customers may skip the Basic WIOA Title I determination and go through the Full WIOA Title I eligibility determination.

If a customer enrolled via the Basic WIOA Title I eligibility process is subsequently determined to need individualized career, training, or supportive services, to obtain or retain employment, staff must complete a Full WIOA eligibility determination to receive these services. A full eligibility determination may be completed at any time.

### **2.4 Co-enrolling WIOA Title I and Title III Participants**

Enrollment into both WIOA Titles I and III is managed in the state MIS. After registration, simply providing a staff-assisted basic or individualized career service will automatically make a customer a Title III participant. Co-enrollment into a WIOA Title I program requires additional steps as described in WSW Eligibility Handbook.

When providing an intake, staff should explain that completing the intake process will in no way effect their eligibility to receive career services (such as resume review, workshops, or UI assistance). The questions asked are to assure all available services will be provided to the customer. If the seeker is asking for training or supportive services, staff should explain that to receive those services a few more questions need to be asked and that eligibility to receive those services is not guaranteed.

Staff should not spend time explaining program eligibility or the differences in programs to customers and should instead focus on concrete and specific program activities, benefits, and services. Staff should avoid using the term co-enrollment as it has a very specific meaning in this process. Instead, staff should help customers move efficiently through the process, answering customer questions completely and respectfully in a manner which focuses on the customer experience rather than granular questions of policy.

## 2.5. Trade Adjustment Assistance (TAA) Co-enrollment

[Per ESD Policy 5617, R1](#) and [WSW Policy 3036 Rev 1](#), TAA participants must be co-enrolled in the WIOA Title I Dislocated Worker program if they are determined eligible, unless the participant declines. Co-enrollment under ISD supports the requirements listed in this policy as follows:

- **Referrals from TAA** – Under ISD, all participants, including TAA program participants, are screened for eligibility for WIOA Title I Adult and Dislocated Worker programs and enrolled in these programs.
- **Enrollment in a timely manner** – As part of the WIOA Title I Full Assessment process, participants must be co-enrolled into WIOA Title I Adult and/or Dislocated Worker as soon as eligibility and service need have been established. There is no waiting period for enrollment into Dislocated Worker.
- **TAA program coordination** – Eligibility screening for WIOA Title I programs is initiated by TAA staff. TAA staff offer the participant the chance to decline eligibility screening for Dislocated Worker programs at this time, ensuring that the TAA program is aware of the participant's enrollment status.

## 2.6. Program Completion and Exit under ISD

All co-enrolled customers receiving a staff-assisted service become part of the Title III Employment Service exit pool, most will become part of the Title I Adult exit pool, and many will be included in the Title I Dislocated Worker and Trade Assistance Act exit pools. Tracking and managing program outcomes for this large volume of customers exiting each program may be time consuming. Co-enrolled ISD processes are designed to assure that staff time is spent serving customers rather than managing administrative tasks, like recording outcome information. Therefore, staff operating in a co-enrolled ISD model do not manage program outcomes for customers enrolled for Basic Career Services only. Customers are automatically exited from all program-funded services ninety days after the last service they receive. Outcome information does not need to be collected and entered into the state MIS. If services are requested after program exit, follow-up services may be provided, or the customer may have their eligibility for basic services re-determined as appropriate.

Service Provider staff are expected to manage program outcomes for customers receiving training services and must make available follow-up services to all program completers obtaining unsubsidized employment (including registered apprenticeship) or self-employment for up to 12 months after their last qualifying service.

Customers who are entered into Launchpad's Qualified Talent Pool will be managed for placement outcomes. Service provider staff are expected to document placement in Launchpad following the instructions in the Launchpad Desk Aid for Talent Pool & Business Services.

## 3. Functional Teams

Part of the ISD framework is a concept known as functional teams. Functional teams are groupings of staff based on functions, such as assessment or career advising, rather than by

program or employing organization. Staff are still expected to report to their direct supervisor in the organization that funds their position, but their day-to-day work is coordinated by a supervisor within the functional team they reside, who may work for a different organization and/or be funded by a different fund source, and who are designated by the One Stop Operator and other WorkSource Leadership. Functional teams support increased coordination and collaboration within WorkSource to maximize system capacity and to serve customers more effectively and efficiently. It is critical for those providing services in a co-enrolled ISD environment to embrace a cooperative, functional leadership model so that the capacity, talents, and skills of staff can be leveraged for a larger and more diverse population of customers. Staff should utilize their skills in support of common processes and goals, regardless of which agency funds them.

### 3.1 Agency Supervision vs Functional Supervision

Functional teams are led by a functional supervisor, who likely will supervise staff who are employed both by their own agency and by other partner agencies. The table below illustrates how functional and agency supervisors share responsibility for staff supervision. The table does not represent a full list of supervisory or leadership roles and responsibilities in a functional leadership situation. It only illustrates some common differences between the roles of an agency supervisor and functional supervisor. Staff continue to be responsible for reporting to their agency supervisor while keeping functional supervisors and peers informed as part of their cross- functional communication responsibilities.

Agency Supervisor Expectations	Functional Supervisor Expectations
<ul style="list-style-type: none"> <li>• Collaborate with functional supervisors and one- stop operator to ensure strong communication is in place.</li> <li>• Approve work schedules created by functional supervisors.</li> <li>• Conduct performance evaluations and manage staff performance, including improvement plans or redeployment, considering input from functional supervisors.</li> <li>• Hire or terminate staff.</li> <li>• Approve staff vacation and other leave requests.</li> <li>• Approve staff travel requests and reimbursements.</li> <li>• Respond to formal and informal complaints of harassment or discrimination made by or against staff and notify Local EO Officer.</li> <li>• Communicate outcomes of any issues involving agency staff with their functional supervisor.</li> <li>• Ensure EEO legal requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with agency supervisor and one-stop operator to ensure strong communication is in place.</li> <li>• Provide guidance and technical assistance to staff.</li> <li>• Organize, maintain and communicate schedule for team staff.</li> <li>• Prepare and provide functional team training for staff.</li> <li>• Create and share reports regarding team activity, including tracking and analyzing services provided by each team.</li> <li>• Forward issues regarding staff to the agency supervisor to resolve.</li> <li>• Provide input to agency supervisor regarding performance evaluations.</li> <li>• Respond to formal and informal complaints of harassment or discrimination made by or against customers and notify Local EO Officer.</li> <li>• Ensure EEO legal requirements.</li> </ul>

## **3.2 Common Goals of Functional Teams**

Below are common goals to be achieved through the use of functional teams:

- Focus staff expertise on a few specific skills rather than limited expertise on many general skills.
- Eliminate language, processes, and activities that perpetuate program “silos” or program operations in which partners or departments are isolated based on task, employer, or role.
- Develop staff competencies, including Diversity, Equity, and Inclusion practice.
- Cross-train staff to develop strategic competencies and talents and knowledge.
- Provide opportunities for professional development.
- Improve communication and collaboration between different programs and agencies.
- Define staff expectations by function rather than program or agency.
- Defined common terms, processes, and outcomes.

## **3.3 Customer Engagement**

Functional teams are designed in ways to provide customers and employers with a value-added service as close to the first point of contact as possible. This is where these customers develop their first impression of WorkSource. Every interaction with a functional team should be a value-added interaction for the customer. Below are components of ISD that help ensure customers have the greatest opportunity to receive a value-added interaction.

### **3.3.1. Customer Flow**

Functional teams under ISD organize their space, staff, and processes in ways to reduce customer wait times, eliminate lines, and connect customers to value-added services as quickly as possible. This includes maintaining flexibility with staff coverage to respond to changes in customer volume.

### **3.3.2. Discovery**

Discovery is a process adopted by each functional team that helps staff identify a customer’s service needs and employment goal (including employer hiring/service needs) to provide or refer to the right resources. Discovery requires all staff to be knowledgeable about all WorkSource services and which functional teams provide these services. This process also requires empathy without judgement, active listening, intercultural competency and anti-discrimination practice, and asking appropriate questions to clearly define next steps in the customer’s journey. The results of the discovery process must be documented in the state MIS so that it can be reviewed by other staff as necessary.

### **3.3.3. Priority of Service**

Under ISD, service delivery must align with federal law, regulations, and guidance on Priority of Service. Since most customers served by WorkSource staff are co-enrolled in WIOA Title I Adult and WIOA Title III Employment Services (Wagner-Peyser), Priority of Service must be determined for all customers seeking individualized career, supportive, or training services. Priority of service entitles eligible veterans and spouses, individuals who are low-income or

receiving public assistance, and individuals who are basic skills deficient, to enrollment and services before eligible non-covered persons.

Customers seeking basic career services are not subject to this requirement. Customers seeking individualized career, training, or supportive services must be assessed to determine their eligibility and priority level. Individuals must be given priority to services in the order of their priority level. The matrix below describes the order and rationale for prioritization based on the requirements in WIOA. For purposes of this section, the term “covered person(s)” refers to veterans and eligible spouses per [Section 5 of WSW Eligibility Handbook – Attachment A](#).

Priority requirements for enrollment and service delivery are as follows:

Priority	Mandatory Priority Group
First	Covered persons (veterans and eligible spouses) who are recipients of public assistance, other low-income individuals, or are basic skills deficient (see Definitions)
Second	Non-covered persons who are recipients of public assistance, other low-income individuals, or are basic skills deficient.
Third	Covered persons who are not recipients of public assistance, not other low-income individuals, and not basic skills deficient.
Fourth	Individuals (non-covered persons) who are not low-income and are not recipients of public assistance with income under 175% of poverty and are not basic skills deficient.
Fifth	<p>Eligible adults who do not fit into the four priorities listed above may be served on a case-by-case basis. Customers served under this fifth priority must:</p> <ul style="list-style-type: none"> <li>• Be approved in writing by a designated WSW staff person; <b>and</b></li> <li>• Be submitted &amp; given approval using a standard format; <b>and</b></li> <li>• Include the estimated amount of WIOA adult funds to be spent on the individual; <b>and</b></li> </ul> <p>The adult applicant must have one or more significant barriers to full-time employment leading to self-sufficiency, including but not limited to a disability.</p>

### 3.3.4. Interactive Resource Rooms

Interactive Resource Rooms allow staff to easily connect customers with services and expand the availability of online resources that help customers achieve their goals. Resource rooms provide an ideal opportunity for staff to proactively interact with customers. Staff should still be mindful of those who choose to work independently but be available when customers need assistance and readily offer assistance to new and returning customers. Virtual services and resources may also be provided.

### 3.3.5. Alternate Access

ISD emphasizes the importance of maximizing access to services for all customers. This could include making services available outside regular business hours, providing services over the phone or by e-mail, via other virtual platforms, providing services at connection sites, and providing services elsewhere out in the community. Functional teams should consider mechanisms that allow staff to be flexible in accommodating access to services for customers where possible and practical.

### 3.3.6. Web-based Technology



Web-based technology and virtual services are commonplace in the job market. Staff must be ready to help customers and employers' access user-friendly, web-based technology to the greatest extent possible. These technologies include WorkSourceWA.com and could also include electronic assessments, online learning/certification, and solutions for those with disabilities or other barriers to access, as well as virtualized assessment, workshops, and case management. Staff must have the skills to support advances in digital literacy skills, use social media, and accelerate skill acquisition and credential attainment of customers.

#### **4. Menu of Services**

Meeting customer needs requires the availability of an easily accessible and robust menu of services delivered in a variety of formats and designed to support positive labor market outcomes. As a result, ISD with co-enrollment has a greater focus on assessment, skill development and skill certification.

To accomplish this, WorkSource staff and partners will make greater use of online assessments, online training courses and certification exams; recorded workshops or workshops available through web-based technology; and other online services where possible and practical. This requires staff to become more knowledgeable about these options and be able to connect customers to them.

#### **5. Continuous Quality Improvement**

One of the pillars the ISD model is built on is an expectation of continuous quality improvement (CQI). CQI is managed primarily in three ways: customer feedback, staff/stakeholder feedback, and data analysis. To ensure customer interactions remain value-added, continually assessing and improving customer service delivery and flow is necessary. Staff should continually gather and utilize customer feedback to improve customer engagement.

##### **5.1 Customer Feedback**

Customer feedback helps drive continuous improvement by soliciting information directly from those who are the most impacted by the services WorkSource provides. Staff are encouraged to utilize as many sources of customer feedback as possible, both formal and informal. Routinely acting on the information they receive creates a culture in which continued evolution better meets the real needs of customers, rather than perceptions about what customers might want. It is incumbent upon WorkSource to request customer feedback in accessible, inclusive, and culturally competent ways that assure that all WorkSource customers are able to have their feedback heard.

Sources of customer feedback may include but are not limited to the following:

- **Online customer satisfaction survey:** Shortcuts to online surveys on the computer desktops in resource rooms, kiosks, or classrooms so customers can easily give feedback from computer workstations. Staff should regularly encourage customers to fill these out and assure them that their input and opinions matter and have a direct impact on how services are designed, and business is conducted.
- **Traditional customer satisfaction survey:** Copies conveniently located at multiple access points so customers can easily provide feedback. Staff should regularly

encourage customers to fill these out and assure them that their input and opinions matter and have a direct impact on how services are designed, and business is conducted.

- **Feedback boxes:** A passive and anonymous feedback box, where customers can voice their own thoughts about what needs to be improved, what's working, or anything else that is on their minds.
- **System-wide quarterly survey events:** Proactive survey events of the workforce system (customers and employers) each quarter to track trends over time. These events typically occur over a set period of time and are frequently advertised by WorkSource leadership.
- **Customer focus groups:** Convening groups of customers (job seekers and employers) using a specific set of questions to solicit feedback to improve service delivery.

All customer feedback should be reviewed on a regular basis by leadership and staff for consideration and follow-up. This feedback should be utilized to adjust service flows, expand or change resources available, and streamline processes. Any feedback and actions resulting from such feedback should be available for review by WorkSource staff, WSW Staff, and other relevant stakeholders.

## **5.2 Staff / Stakeholder Feedback**

Staff and stakeholder feedback helps drive continuous improvement by soliciting information from staff and stakeholders of the WorkSource system rather than customers and employers. Staff often have perspectives about customer flow and processes from behind the scenes that customers and employers are not aware. Stakeholders often have perspectives about WorkSource and its services from an external viewpoint that may not be apparent to customers or staff. WorkSource leadership is encouraged to utilize as many sources of staff & stakeholder feedback as possible, both formal and informal. It is incumbent upon WorkSource to request staff feedback in accessible, inclusive, and culturally competent ways that assure that all WorkSource staff are able to have their feedback heard.

## **5.3 Data Analysis**

The ISD model promotes the collection of data not otherwise available in a managed enrollment model. Access to a more robust amount of data allows WorkSource staff to better analyze and interpret information regarding investments in services, changes in customer flows, and organization into functional teams. Examples of how this information can be used are:

- Improve program outcomes and performance,
- Enhance the WorkSource menu of services,
- Improve program design, and
- Accommodate common case management systems.

## **6. Common Outcomes**

WIOA provides a common set of outcome measures for Title I and Title III programs. In a traditional managed enrollment model, Title I participation episodes are closely monitored to manage performance outcomes. Under ISD, it is not possible to manage the performance of Title I Adult and Dislocated Worker enrolled participants in the same way that has been done under a managed enrollment model. Staff will no longer be able to manage enrollments and exits for most customers, and therefore should not be concerned about capturing

completion data for those receiving only basic career services. This will free staff to focus instead on providing high quality services to customers and employers and connecting more customers to more careers. The expectation is that increased access to staff and services results in better performance.

While staff do not have to capture completion data for customers receiving basic services only, staff are still expected to capture program outcomes for customers receiving individualized career, training, and/or support services and must provide follow-up services to all program completers obtaining unsubsidized employment (including registered apprenticeship) or self-employment for up to 12 months after their last qualifying service.

The common outcome measures shared by Title I and Title III programs are as follows:

<b>WIOA Title I Adult &amp; Dislocated Worker</b>	<b>WIOA Title III Employment Services</b>
For seekers receiving any staff-assisted service	
2 <sup>nd</sup> Quarter Employment	2 <sup>nd</sup> Quarter Employment
2 <sup>nd</sup> Quarter Median Earnings	2 <sup>nd</sup> Quarter Median Earnings
4 <sup>th</sup> Quarter Employment	4 <sup>th</sup> Quarter Employment
For seekers receiving training services only	
Credential Earned	
Measurable Skill Gain	

## 7. Staff Training and Professional Development

ISD requires staff to operate in new ways and to continually update service delivery based on customer input and changing labor market requirements. Finding ways to help customers more successfully access resources, working in functional teams, and jointly assisting customers identify and implement their next steps can be facilitated by on-going training and professional development. Training can be facilitated in variety of ways, such as in-person, through webinars, and self-paced e-learning modules. Professional certifications can help staff document their knowledge and skills and advance in their careers.

One-Stop Operator are expected to regularly develop training opportunities and staff are expected to participate regularly in training. Organizations providing staff to WorkSource are expected to ensure that their staff participate in appropriate trainings.

WorkSource is expected to implement regular staff training focusing on Diversity, Equity, and Inclusion best practices, and take steps to operationalize these best practices into service delivery, staff interaction, and other WorkSource functions.

WorkSource leadership or WSW may also promote or require the attainment of specific certifications of staff.

## **8. Communication**

Communication at all levels is crucial to the success of ISD. To share customers and functions, effective and frequent communication is necessary. Communication guidelines for ISD are as follows:

- Transparent and direct communication must be consistently applied to all partners of ISD.
- All staff identify themselves as employees of WorkSource rather than their agency or program.
- Frontline staff are included early in new program or service change considerations and receive timely and consistent communication from WorkSource leadership regarding these changes.