



A partner of the american<sup>job</sup>center network

***Operations Manual for  
Integrated Service Delivery  
with Co-enrollment in  
Washington  
7/13/16***

## Table of Contents

INTRODUCTION TO ISD .....	3
UNDERSTANDING CO-ENROLLED ISD.....	7
FUNCTIONAL TEAMS.....	18
VALUE-ADDED CUSTOMER ENGAGEMENT .....	20
ROBUST MENU OF SERVICES FOCUSED ON LABOR MARKET OUTCOMES .....	22
CUSTOMER INPUT TO CONTINUOUSLY IMPROVE SERVICES.....	23
COMMON OUTCOMES .....	25
STAFF TRAINING AND PROFESSIONAL DEVELOPMENT .....	26
COMMUNICATIONS .....	26
APPENDICES: .....	27

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## INTRODUCTION TO ISD

In June 2015, seven Local Workforce Development Boards (LWDBs), the Employment Security Department (ESD) and the Workforce Training and Education Coordinating Board (WTECB) adopted the following definition for a pilot to implement an aligned service strategy that includes co-enrollment.

**Integrated Service Delivery (ISD)** is the delivery of WorkSource services in a manner that aligns/braids 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. This allows service delivery partners to use their resources for value-added services to assure that job seekers have the skills to succeed in the regional economy. Co-enrolled ISD creates a warm and meaningful welcome and a quick connection to resources. Rather than simply providing a “countable” service, co-enrolled ISD immediately connects the customer to a robust set of high value system resources relevant to the local and regional economy including screening, assessment, skill development, work-readiness, skill validation and certification. Staff working in a co-enrolled ISD environment are organized into teams based on functions, such as intake/assessment or career guidance, rather than to maintain programmatic boundaries. The goal is more people getting jobs, keeping jobs and getting better wages.

In Washington, implementation of co-enrolled ISD is voluntary – each local area will decide whether or not to use this model. LWDBs will initially co-enroll WIOA Title I (Adult and Dislocated Worker) and WIOA Title III (Wagner-Peyser) participants. WIOA Title I Youth programs, Trade Act, Veteran’s programs/representatives (LVERs and DVOP), WorkFirst, Title II Adult Education and Literacy, Title IV Vocational Rehabilitation, and the TANF and SNAP programs will be invited to explore implementation of ISD with co-enrollment once the WIOA Title I and Title III have identified and addressed key barriers to allow for efficient co-enrollment in those two programs.

The components of co-enrolled ISD discussed in this manual include:

- Co-enrollment of job seekers accessing WorkSource Services (all means all) **to the greatest extent possible** and braiding/directing resources to provide appropriate services, regardless of categorical eligibility.
- Organizing staff and services into functional teams, rather than programmatic ones.
- Meeting a common set of outcome measures for all customers.
- Providing a robust menu of services that result in labor market outcomes, increasing the focus on skill development, certification and work-based experiences related to labor market requirements.
- Gathering and using customer input (job seeker and business) to continuously improve services.

This manual describes common operational “minimums” necessary to implement co-enrolled ISD for WIOA Title I and Title III programs in Washington. This manual is not a comprehensive operations manual for all functions of the Washington’s workforce system. Many of the operational standards in this manual are not exclusive to a co-enrolled ISD environment and may apply in other settings as well.

**For whom is this manual written?** Staff implementing co-enrolled ISD at WorkSource Comprehensive, Affiliated and/or Connection sites (as defined in [WIOA Title I Policy 5612 – One Stop Evaluation and Certification](#)). Each LWDB will determine which local sites are part of the implementation.

*See Appendix A for a listing of WorkSource Sites implementing co-enrolled ISD in each local area.*

**Co-enrolled ISD and the Workforce Innovation and Opportunity Act (WIOA).** WIOA is the bipartisan, bicameral legislation designed to guide our nation’s workforce system. WIOA was passed in recognition of the fact that:

1. By 2022 the United States will fall short by 11 million the necessary number of workers with postsecondary education, including 6.8 million workers with bachelor's degrees, and 4.3 million workers with a postsecondary vocational certificate, some college credits or an associate's degree.<sup>i</sup>
2. Fifty-two percent of adults (16-65) in the United States lack the literacy skills necessary to identify, interpret, or evaluate one or more pieces of information; a critical requirement for success in postsecondary education and work.<sup>ii</sup>
3. Individuals with disabilities have the highest rate of unemployment of any group, and more than two-thirds do not participate in the workforce at all.<sup>iii</sup>

WIOA provides the basis for an integrated workforce system, aligned to address these issues. The Act defines a single set of outcome metrics for all the federal workforce programs included in the Act. It encourages integrating intake, case management and reporting systems. It eliminates the “sequence of services” in favor of a workforce system that can meet the unique needs of individuals seeking services. WIOA encourages local areas to provide more access to “real-world” education and workforce development opportunities through on-the-job training, incumbent worker, customized training and sector and pathway strategies.

Co-enrolled ISD is a powerful tool for realizing the potential of WIOA by streamlining administrative processes in order 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, co-enrolled ISD supports more efficient use of system resources on behalf of customers. Co-enrollment removes the barriers created by categorical customer eligibility requirements – staff are able to serve just about any customer because most customers are enrolled into multiple programs. This manual describes Washington’s approach to co-enrolled ISD.

**How Co-enrolled ISD Aligns with Washington’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 co-enrolled ISD environment:

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<sup>i</sup> The Georgetown University Center on Education and the Workforce.

<sup>ii</sup> Based on data from the Program for the International Assessment of Adult Competencies (PIAAC), 2012.

<sup>iii</sup> Based on data from the Current Population Survey, Bureau of Labor Statistics.

- **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 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.
- **Continuous Improvement** – Create a delivery system that utilizes feedback from employers and job seekers to challenge the status quo and innovates to drive measurable improvements
- **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.

## Responsibilities of State and Local Co-enrolled ISD Partners

**LOCAL WORKFORCE DEVELOPMENT BOARDS (LWDBs)** lead ISD at the local level. LWDBs decide whether to implement co-enrolled ISD in the local area, and at which sites. LWDBs identify and oversee WorkSource operator(s) and service provider(s) and certify WorkSource Comprehensive, Affiliated and Connection Sites. LWDBs also work with partners to increase service integration as appropriate based on community needs and partner resources. LWDBs are accountable for shared workforce system outcomes. They negotiate local performance measures; conduct program oversight to ensure appropriate use, management and investment of workforce resources; and clarify local goals for workforce programs, and the necessary professional development to support these goals. Expectations for the implementation of co-enrolled ISD are communicated by LWDBs throughout these interactions.

**EMPLOYMENT SECURITY DEPARTMENT (ESD)** is the state administrative entity for WIOA Adult, Dislocate Worker, Youth and Wagner Peyser public labor exchange programs; Unemployment Insurance; Trade Act; WorkFirst Employment Services; and Veterans Employment and Training programs. ESD provides staffing and infrastructure, including labor market information, customer information management and reporting systems, and, in some cases, facilities for WorkSource. In some local areas, ESD is contracted by LWDBs to provide job seeker and/or business services. ESD assures that its policies and resources support co-enrolled ISD as defined in this manual, as well as non-co-enrolled models of service delivery. ESD is a partner in the implementation of co-enrolled ISD at the state and local level is responsible for shared system development and performance.

**WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD (WTECB)** supports co-enrolled ISD with enabling policy and guidance. WTECB manages performance negotiations, reports system outcomes and provides guidance to support co-enrolled ISD.

**ONE-STOP OPERATORS** coordinate WorkSource Centers and affiliated sites in each local area. One-Stop Operators in local areas implementing co-enrolled ISD are responsible for supporting the integration of service delivery within local WorkSource sites as described in this manual. This includes maintaining standards and accountability, promoting consistent, coordinated and quality services, supporting communication within and across sites, and delivering staff training across all WorkSource partner agencies.

**SITE MANAGERS** work in cooperation with One-Stop Operators, in some local areas to manage facility-specific coordination, processes and customer flow. Site managers operating in a co-enrolled ISD environment support functional teams, guide site specific aspects of ISD, and work with the operator to continuously improve implementation.

**SERVICE PROVIDERS** support implementation of co-enrolled ISD at WorkSource Comprehensive, Affiliated and/or Connection sites implementing the model, and continuously improving customer access to services and customer outcomes. Service providers are encouraged to organize themselves into teams based on the functions necessary for meeting the needs of customers – such as intake/assessment or career guidance. Co-enrollment of job seekers makes it easier to align staff expertise and skills with customer needs, rather than focusing on funding sources.

***See Appendix B for a list of Co-enrolled ISD partners in each local area***

## UNDERSTANDING CO-ENROLLED ISD

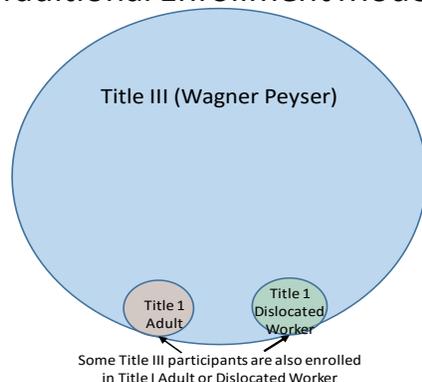
Co-enrolled ISD is designed to meet a primary expectation of the workforce system – for staff from multiple programs to serve customers seamlessly improving the customer experience and outcomes. This manual addresses co-enrollment of WIOA Titles I (Adult and Dislocated Worker) and III (Wagner Peyser). When as many job seekers as possible are co-enrolled into these programs, staff funded by these programs are able to share responsibilities for serving customers more interchangeably. To do this, co-enrolled ISD manages eligibility, enrollment, service delivery and exits differently than in the traditional managed enrollment model practiced by most WDCs under the Workforce Investment Act (WIA).

**Eligibility** – Just like WIA, each Title of WIOA has eligibility criteria. The criteria for Title I and Title III are very similar, as illustrated in the table below.

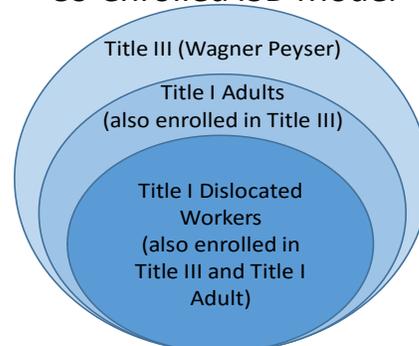
TITLE I & III ELIGIBILITY CRITERIA
- <b>Title III:</b> All Job Seekers
- <b>Title I Adult:</b> All Job Seekers who are also <ul style="list-style-type: none"> <li>○ legal to work, 18 or older; and registered for Selective Service (if appropriate)</li> </ul>
- <b>Title I Dislocated Worker:</b> All Job Seekers who are also <ul style="list-style-type: none"> <li>○ Legal to work, registered for Selective Service (if appropriate) <b>and</b></li> <li>○ unemployed due to general dislocation, facility closure/substantial lay-off, loss of self-employment, displacement as a homemaker, dislocation/separation from military service, the spouse of an active military service member.</li> </ul>

Title III funded staff may provide services to any job seekers seeking assistance through WorkSource. The vast majority of these job seekers are over 18, legal to work, and registered with Selective Service (if required to do so). Therefore, most job seekers served by Title III funded staff are also **eligible** for services funded by WIOA Title I Adult. Many of these job seekers come to WorkSource because of dislocation from work, and therefore, potentially qualify for services resourced with Dislocated Worker funds. In a traditional managed enrollment model only a small portion of eligible job seekers served by Title III funded staff are enrolled for services resourced with Title I Adult or Dislocated Worker funds. While not all job seekers are eligible for services funded by all three sources, co-enrolled ISD attempts to screen job seekers in rather than out.

Traditional Enrollment Model



Co-enrolled ISD Model



**Services** – Under WIA, job seeker services were sequenced – job seekers could receive higher levels of service only if they were unable to obtain and retain work with lower levels of service. Most job seekers received only Core Services delivered by Wagner Peyser funded staff. Less than 2% of job seekers received Intensive, Training, Support or Follow up Services funded by “WIA” or Title I. Staff often referred to Core services as the “Wagner Peyser program” and Intensive, Training, Support and Follow-up” Services as the “WIA program”. In co-enrolled ISD Career Services are not grouped into programs.

WIOA eliminated the sequence of service and identified a common set of Career Services that must be available to job seekers accessing WorkSource. Basic Career Services must be accessible to all job seekers. Individualized Career Services must be made available to job seekers who need these services to obtain or retain employment. WIOA requires Title I and/or Title III funded staff to deliver Career Services in order to assure access for job seekers ([Training and Employment Guidance Letter 03-15](#)).

**Table 1. WIOA Career Services**

Basic Career Services
<ul style="list-style-type: none"> <li>• Eligibility determination for adult, dislocated worker, or youth program services;</li> <li>• Outreach, intake, and orientation to one-stop services;</li> <li>• Initial skill assessment and supportive service needs;</li> <li>• Labor exchange, including job search, placement, and career counseling as needed;</li> <li>• Referrals to and coordination with programs and services inside and outside WorkSource;</li> <li>• Local, regional, national labor market data;</li> <li>• Performance and program cost for eligible training providers by program/provider type;</li> <li>• Local one-stop performance accountability;</li> <li>• Availability of and referral to supportive services/assistance including: child care; child support; Medicaid and Children’s Health Insurance Program; SNAP; earned income tax credit; housing counseling and HUD services; TANF, and supportive and transportation services provided through that program;</li> <li>• Eligibility for non-WIOA financial aid for training and education; and</li> <li>• Information/assistance regarding filing claims under UI programs, although <i>only merit staff may answer questions, provide advice, or make decisions that could affect claimants’ UI eligibility, although other one-stop staff may assist in claims taking by rote acceptance of information.</i></li> </ul>
Individualized Career Services
<ul style="list-style-type: none"> <li>• Comprehensive and specialized assessments of the skill and service needs of adults and dislocated workers;</li> <li>• Development of individual employment plans;</li> <li>• Group and/or individual counseling and mentoring;</li> <li>• Career planning (e.g. case management);</li> <li>• Short-term pre-vocational services (learning skills, communication skills, interviewing skills, etc. may include pre-apprenticeship);</li> <li>• Internships/work experiences linked to careers;</li> <li>• Workforce preparation activities that help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, or training, or employment;</li> <li>• Financial literacy services;</li> <li>• Out-of-area job search assistance and relocation assistance; and</li> <li>• English language acquisition and integrated education and training programs.</li> </ul>

Basic Career Services, including outreach, orientation, intake and eligibility determination for enrollment into Title I funded services may be offered by Title I or Title III funded staff. Basic Career Services are critical to helping job seekers obtain and retain employment, and should not be considered any less important than Individualized Career or Training Services. Individualized Career Services offered in group settings, via workshops, are considered Basic Services in the co-enrolled ISD model. For example, financial literacy provided to a group of job seekers in a workshop or lab would be considered a Basic Career Service. In a co-enrolled ISD environment, many services are provided via workshops as a good alternative to meeting with job seekers individually. Workshops offer a way to deliver consistent content, assess job seeker needs, and provide routine information to more job seekers in a more efficient manner. Workshops offer an opportunity to assess job seeker needs, and determine which job seekers would benefit from Individualized Career, Training and/or Support Services.

What separates Basic Career Services from Individualized ones is the level of intensity and/or the focus on a specific job seeker. Intensity can be defined by the amount of time or effort staff spends with a specific job seeker and/or whether financial resources are provided to the job seeker as part of the service. The more regular, sustained and intensive the service to an individual job seeker, the more likely the service falls into the category of Individualized Career Services. Basic and Individualized Career Services under WIOA are not differentiated by which staff provide these services. WIOA Title I and/or WIOA Title III funded staff may provide both/either Basic and/or Individualized Career Services.

The following examples illustrate the differentiation Basic and Individualized Career Services.

<b>Basic Career Service</b>	<b>Individualized Career Service</b>
A job seeker meets briefly or on an ad hoc basis with a staff member to do a quick resume review, discuss a challenge with job search, ask questions about services – this would count as either a Career Guidance Service and/or Deskside Job Seeker Assistance depending on the specific situation.	A job seeker meets with a staff person for a longer period of time, or on a more regular basis to improve their resume, gain interviewing skills or develop a detailed job search plan - this would count as Career or Vocational planning
A WorkSource Center offers a financial literacy workshop that is open to any job seeker who is interested – this would count as a miscellaneous workshop	A job seeker is working with a case manager to develop a budget and identify resources in order to be able to go to training - this would count as Financial Literacy
Staff provides a basic assessment of a job seeker to determine whether to recommend additional services – this is a Basic Assessment.	Staff refer a job seeker to take the assessment necessary to earn a National Career Readiness Certificate – this is Testing.

In a co-enrolled ISD model staff deliver at least Basic and potentially Individualized Careers Services in functional teams. Because job seekers are co-enrolled in as many Titles as possible, staff have greater flexibility to fund and share the responsibility for the services that help job seekers obtain and retain work.

**Enrollment** – in a traditional managed enrollment model, relatively few eligible job seekers are enrolled for services resourced with Title I Adult or Dislocated Worker funds. Enrollment is limited by various factors laid out in local policies. For example, some WDCs require that only those with significant barriers to employment be enrolled into services funded with Title I Adult dollars, even though those without barriers are eligible. Staff document eligibility, collecting proof of age, income, etc. as part of the enrollment process. In order to create efficiencies (it is very time consuming to collect and validate all of the information collected for enrollment) and improve the customer experience (it is uncomfortable to provide so much information before receiving a benefit), co-enrolled ISD uses a “Basic Career Services Only” eligibility process and customer self-attestation rather than documentation of eligibility. This allows job seekers to begin to access Basic Career Services more rapidly and allows any Title I or Title III funded staff to provide these services to job seekers in a seamless way.

If a job seeker enrolled via the Basic Career Services Only eligibility process would benefit from Individualized Career Services or a service with a specific cost - a Training or Support Service – staff must complete a “full” eligibility determination, including documentation of eligibility as per state and local policy. A full eligibility determination may be completed at any time staff decide that a job seeker needs Individualized Career, Training, or Support Services. Local policy/guidance should describe any local expectations for the provision of Individualized Career, Training and Support Services, which data are required to be validated by staff for these services, and how that documentation should be maintained.

**Exits** – In the traditional managed enrollment model, Title I funded staff determine when to exit job seekers from services in order to assure that performance outcomes are captured and recorded to achieve negotiated performance goals. Co-enrolled ISD attempts to eliminate as many administrative tasks as possible in order for staff to spend as much of their time as possible serving job seekers. All co-enrolled job seekers receiving a staff assisted Basic Career Service become part of the Title I Adult service pool and many will also be included in the Dislocated Worker pool. Tracking and managing program exits for this large volume of job seekers becomes extremely time consuming. Co-enrolled ISD assumes that staff time spent serving job seekers rather than managing administrative tasks will create benefit for job seekers and performance will follow. Therefore, staff operating in a co-enrolled ISD model do not manage exits for job seekers enrolled for Basic Career Services only. Local Areas implementing co-enrolled ISD negotiate Title I performance goals at levels more consistent with the performance of Title III job seekers and job seekers are automatically exited from Title I funded services ninety days after the last service they receive. Local policies should clarify if staff are expected to manage exits for job seekers receiving Individualized Career, Training and/or Support services.

Although co-enrolled ISD reduces staff’s ability to manage exits, it also allows local workforce areas to have a clearer picture of the characteristics of those seeking services. The demographic information provided by job seekers can be used by staff, administrators and policy makers to better align services to the needs of job seekers. Staff in a co-enrolled environment also have far more data about the effect of their services, allowing them to make adjustments to the service mix and job seeker flow based on customer need. While achieving negotiated performance targets remains important, co-enrolled ISD focuses on the quality and quantity of services provided as a way to achieve performance, rather than the timing of exits.

## CO-ENROLLING WIOA TITLE I AND TITLE III PARTICIPANTS

Co-enrollment creates efficiencies by eliminating the need to collect eligibility documentation for the large numbers of job seekers eligible for WIOA Title I funded services. Instead, job seekers self-attest to their age, selective service registration and dislocated worker status completing a Basic Services Only" eligibility process.

Co-enrollment is facilitated by WorkSource Integrated Technology (WIT), the state's system for job matching, job seeker service management, data collection for federal reporting, enrollment and case management. Job seekers who have not used WIT, will create a single sign-in (SAW) account, create a profile in WorkSourceWA.com to become a Title III customer, and with a few extra staff assisted steps become co-enrolled into the WIOA Title I Adult and possibly Dislocated Worker using the process described below.

Data provided by job seekers to create a profile in WorkSourceWA.com generates a customer record in ETO - the Customer Management System accessed by staff. Data in the customer record is necessary for federal reporting, and development of a profile allows job seekers to access the job match functions of the system. The profile also contains data to which job seekers self-attest for Title I eligibility. Those who have not completed profiles should do so before co-enrollment.

Additionally, while it is possible to co-enroll job seekers who have opted out of data sharing, it will not be possible for Title I funded staff to access the records of these customer, make case notes, record services, etc. Those who have opted out of data sharing should be encouraged to opt in.

The co-enrollment process is completed in ETO by staff. It is possible to complete co-enrollment via Skype or over the phone, but the vast majority of co-enrollments will take place at WorkSource Comprehensive, Affiliated and Connection Sites (as determined by local policy).

Because WIOA explicitly allows Title I and/or Title III funded staff to enroll job seekers and provide Career Services, local areas have significant flexibility to determine how to staff co-enrollment and the provision of Career Services. Under the co-enrolled ISD model, WorkSource sites provide a robust menu of Basic Career Services in order to meet the needs of as many job seekers as possible, without having to complete full eligibility documentation.

Staff should explain that completing the process is important to provide access to as many services as possible. Staff should not spend time explaining program eligibility or the differences in programs to job seekers. Staff should avoid using the term co-enrollment as it has a very specific meaning in this process, different from general usage of the term. Instead, staff should help job seekers understand the benefits of using the system – the creation of a SAW allows access to multiple state services with a single log-in; the creation of a profile accesses the full functionality of the job matching system; completing the process allows the job seekers to start accessing a broad variety of resources.

Job seekers completing the Basic Career Services Only eligibility process are co-enrolled for the provision of Basic Career Services only. High quality Basic Career Services will assist the vast majority of job seekers to achieve their goals of obtaining and retaining work. Those job seekers who require additional services – Individualized Career, Training or Support Services funded with Title I resources – must complete a full eligibility determination facilitated by staff. It is possible to complete a full eligibility process at any time that a job seeker is determined to need services in addition to Basic Career Services. Staff do not need to complete a Basic Career Services only eligibility first. Job seekers who are enrolled using a full eligibility determination may still access Basic Career Services.

The flow chart included in Appendix C illustrate the steps in the co-enrollment process.

### **Key Steps-in the Enrollment Process for Basic Career Services**

The key to simplifying co-enrollment for ISD is the use of a Basic Career Services Only eligibility. Staff start by selecting Basic Career Services Only from the “WIOA Eligibility Application” touchpoint.

WIOA Eligibility Application for MATHUR D on 5/13/2016

Identifier: Auto-generated when Saved

Application Type Basic Services Eligibility Notes Complaint, Grievance, and Equal Opportunity Data Collection Signatures

Which type of eligibility form would you like to complete? \*

Basic Career Services Only

Next Page

Cancel Save as Draft Save

The “Basic Career Services Only” eligibility tab includes a number of questions. **Only the first two are required to determine eligibility for Adult and Dislocated Worker eligibility for Basic Career Services.** While the additional questions on the “Basic Services Eligibility” tab provide useful information, the additional questions **do not need to be answered in order to complete the basic eligibility process,** unless required by local policy.

Appendix D provides a script to help staff complete these two eligibility questions more easily and efficiently.

Male job seekers who are 18 or older and born on or after January 1, 1960 must self-attest to their selective service registration. Although there is a field for staff to upload Selective Service documentation, it is not necessary to do so at this point. All staff need to do is to record the response of the job seeker.

Then ask the second question on the tab shown above. Job seekers who affirm that they fit at least one dislocated worker category listed on the tab will be co-enrolled as Dislocated Workers as well as Adults. It is not necessary to provide a date of dislocation or document eligibility at this point.

Appendix E provides a form that job seekers can complete themselves in situations where high volume makes it impossible for staff to ask these questions directly of job seekers.

Next, staff must enter the word Basic on the “Notes” tab.

Then staff must share the information on the Complaint, Grievance and Equal Opportunity tab with the job seeker. The information in this tab may be made available to job seekers either on the screen or in hard copy, based on local preference. A printable copy of the information in this tab is available in Appendix E. Staff must ask the job seeker to attest to having read and understood the information provided in this tab prior to completing the basic eligibility process and check the appropriate box.

**RIGHTS** You have the right to file a complaint if you feel you have a complaint relating to your employment and/or training and will not be penalized for filing a complaint. Your complaint must contain sufficient information for us to determine who is authorized to handle the complaint. **FILING A COMPLAINT** To file a complaint, contact a local staff person and tell her/him that you want to file a complaint. Local staff will provide you with the necessary information and assistance to put your complaint in writing. Within 25 days of filing the complaint, a solution will be offered to resolve the matter. If you feel that your complaint is not resolved during this initial resolution effort, a hearing will be scheduled. **INFORMATION REGARDING HEARINGS** A hearing will be provided within sixty (60) days of the receipt of a complaint, unless the complaint is resolved prior to the hearing date. The following information will be provided to you prior to the hearing date: The date of the notice, name of the complainant, and the name of the party against whom the grievance or complaint is filed; The date, time, and place of the hearing; A statement of the alleged violations; and The name, address, and telephone number of the contact person issuing the notice. **DECISION AND APPEAL PROCESS** A hearing decision will be provided within 60 days of filing your complaint, unless the complaint is resolved without a hearing. If you are not satisfied with the final decision, or if a decision has not been reached within the 60 day timeframe, you may send a written and signed notice of appeal via e-mail to [WCDDPolicy@esd.wa.gov](mailto:WCDDPolicy@esd.wa.gov) or by mail at: Workforce Career Development Division, Employment Security Department, PO Box 9046, Olympia, WA 98507-9046. The Workforce Development Council is an Equal Opportunity Employer and Provider of Employment and Training Services. Auxiliary aids and services are available upon request to individuals with disabilities. For Washington Telecommunications Relay Service dial 711 or 1-800-833-6384.

**Equal-opportunity notice** "It is against the law for this recipient of Federal financial assistance to discriminate on the following basis: Against any individual in the United States, on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief; and Against any beneficiary of programs financially assisted under Title I of the Workforce Innovation and Opportunity Act of 2014 (WIOA), on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his or her participation in any WIOA Title I-financially assisted program or activity. Recipients, as program providers, must not discriminate in any of the following areas: Deciding who will be admitted, or have access, to any WIOA Title I-financially assisted program or activity; providing opportunities in, or treating any person with regard to, such a program or activity; or making employment decisions in the administration of, or in connection with, such a program activity. What to do if you believe you have experienced discrimination: If you think that you have been subjected to discrimination under a WIOA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either: The recipient's equal-opportunity officer (PDF, 207 KB) or The Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue NW Room N-4123, Washington, DC 20210. If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above). If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient to issue that Notice before filing a complaint with CRC. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient). If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action."

**Equal opportunity and...** on complaint process If you have questions regarding discrimination complaint matters in which WorkSource Washington or the Employment Security Department are a party, you may contact your local equal-opportunity officer (PDF 207 KB). If you wish to file or inquire about filing a discrimination complaint in which WorkSource Washington or the Employment Security Department are a party, you have not been a party, please contact: The U.S. Equal Employment Opportunity Commission, Seattle Office, 800-669-4000 (toll-free) and/or The Washington State Human Rights Commission, 800-233-3247 (toll-free)

Full policy and links to resources here: <https://esd.wa.gov/newsroom/equal-opportunity>

Applicant attests to reading and understanding the EEO and Complaint & Grievance Procedures

Yes  
 No

Next, staff collect and save applicant and staff signatures. By signing the electronic signature box on the screen, job seekers self-attest that the information provided in their profiles is accurate. Job seekers may use a mouse, stylus or finger to sign, depending on the technology available for this function. Staff then signs. Staff save the record, and take the "Program Enrollment" touchpoint.

WIOA Eligibility Application for MATHUR D on 5/13/2016

Identifier:

Application Type | Basic Services Eligibility | Notes | **Complaint, Grievance, and Equal Opportunity** | Data Collection Signatures

I certify that the information provided on this document is true and accurate to the best of my knowledge and belief. I understand that such information is subject to verification and further understand that the above information, if misrepresented or incomplete, may be grounds for immediate termination from any WIOA program and/or penalties as specified by law.

**Applicant Signature**

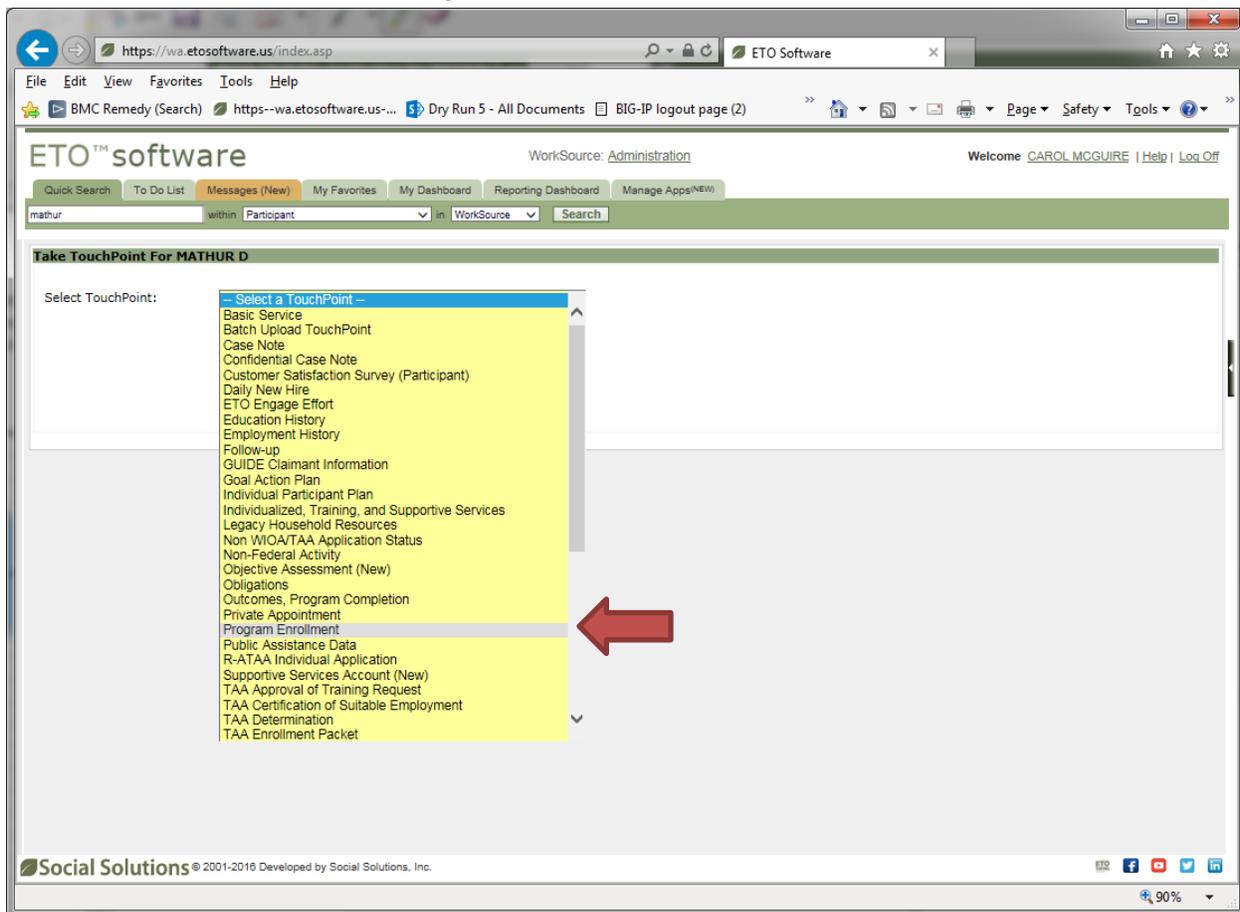
Signature: \_\_\_\_\_ MATHUR D

I certify that the individual whose signature appears above provided the information recorded on this form.

**Staff Signature**

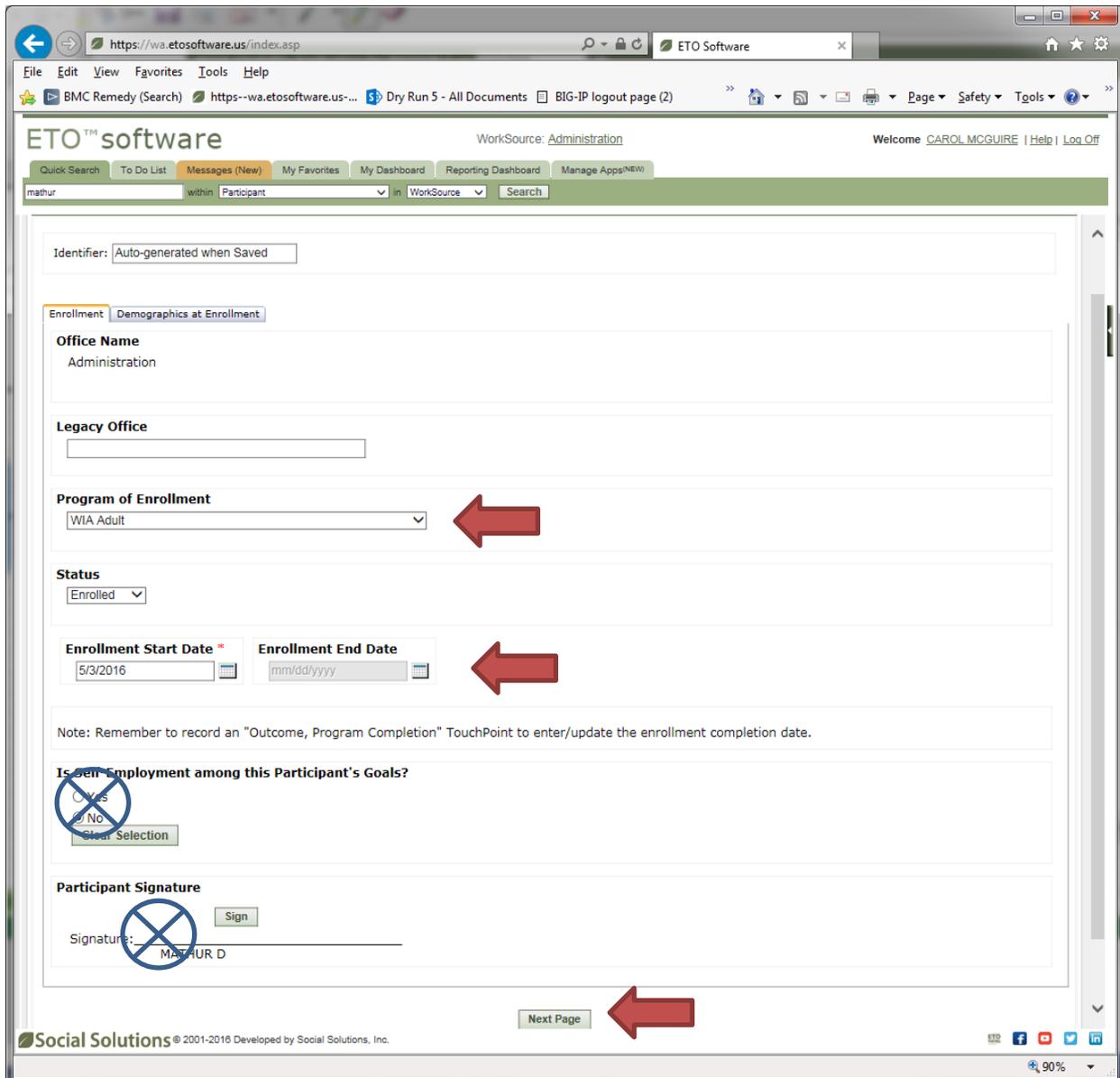
Signature: \_\_\_\_\_

Staff select “WIOA Adult” for the Program of Enrollment.



Select “enrolled” for status, enter the start date and click on the “next page” button. It is not necessary to collect an additional signature to complete the enrollment process. At this point the job seeker is a Wagner Peyser participant co-enrolled as an Adult for Basic Career Services. The job seeker is not counted in the service pool until a qualifying service is accessed and recorded.

If any of the dislocated worker categories were selected on the Basic Services Eligibility tab, staff should take the “Program Enrollment” touchpoint again, select WIOA Dislocated Worker, enter the start date and click on the “next page” button. It is not necessary for the job seeker to sign the screen. At this point the job seeker is a Wagner Peyser participant co-enrolled as an Adult and Dislocated Worker for Basic Career Services. The job seeker is counted in the service pool when a qualifying service is recorded.



## Services that Require a Full Eligibility determination: Individualized Career, Training and Support Services resourced with Title I Funds

Staff will use ETO to track the services that job seekers access and upload documents required for data validation when completing full eligibility determination for Title I Adult and/or Dislocated Worker funded services. State and local policy clarifies how priority of services must be applied for those receiving services under the Title I Adult program while state policy denotes eligibility requirements for those funded via the Dislocated Worker program.

Because WIOA does not require job seekers to receive services in any particular order, staff may decide to complete full eligibility for job seekers likely to need Individualized Career, Training and/or Support Services without first completing a basic career services only eligibility. The vast majority of job seekers in the co-enrolled ISD model will only receive a full eligibility determination if they are able to benefit from Individualized Career, Training and/or Support Services funded by Title I resources.

### **Individualized Career Services**

For job seeker who require Individualized Career Services funded with WIOA Title I Adult or Dislocated Worker funds, should complete a full eligibility determination using the “Full WIOA Eligibility Application” in the Eligibility touch point.

Job seekers do not need to complete a full eligibility determination to receive Individualized Career Services that are delivered in workshop or group settings. These workshop will be recorded as “miscellaneous workshops” and each local area will develop guidance to help service providers identify which, if any, Individualized Career Services will be provided as Basic Career Services in workshop settings.

### **Support Services**

Support Services are generally delivered in an individualized manner and have job-seeker specific financial resources attached, and therefore it is recommended that a full eligibility determination be completed for job seekers before they receive Support Services. Locals should refer to local Support Services Policy to determine whether there are any situations in which Support Services may be provided without full eligibility determination.

### **Training Services**

All Training Services require full eligibility determination using the Full Eligibility WIOA Application touch point.

***See Appendix F for a local list of services which require full eligibility determination.***

***See [WorkSource System Policy 1019](#), namely the Revised Eligibility Policy Handbook, and [WorkSource System Policy 1020](#), namely the Data integrity and Performance Handbook and your Local Policy for specific information regarding eligibility and enrollment into the Adult and Dislocated Worker Program.***

## FUNCTIONAL TEAMS

Functional teams group staff based on functions like intake/assessment or career advising, rather than by program. Staff report to their supervisors in the organization that funds their positions, but their day to day work may be coordinated by a leader from a different organization, like a site operator.

Functional teams support increased coordination and collaboration within WorkSource to maximize system capacity to serve customers more effectively and efficiently. While functional teams are used in contexts other than co-enrolled ISD, it is critical for those providing services in a co-enrolled ISD environment to embrace a cooperative, functional leadership model in order to leverage the capacity, talents and skills of staff for a larger and more diverse customer pool. Functional teams help staff utilize their skills in support of common processes and goals, regardless of which agency funds them.

The table below illustrates how functional leaders and supervisors share responsibility for staff supervision. The table does not represent the full list of supervisory or leadership roles and responsibilities in a functional leadership situation. It only illustrates *some* potential differences between supervisory roles performed by an agency supervisor and functional leadership roles performed by functional leaders. Staff continue to be responsible for reporting to their home agency supervisors while keeping partner leads and peers informed as part of their cross-functional communication responsibilities. Specific arrangements may vary.

Supervisor Expectations	Functional Leader Expectations
<ul style="list-style-type: none"> <li>• Collaborate with partners to ensure strong communication is in place.</li> <li>• Hire/terminate agency staff, conduct performance evaluations for agency staff.</li> <li>• Manage agency staff performance including improvement plans or re-deployment.</li> <li>• Approve schedule for agency staff.</li> <li>• Approve agency staff payroll.</li> <li>• Approve agency staff vacation and other leave requests.</li> <li>• Approve agency staff travel requests and reimbursements.</li> <li>• Respond to formal and informal complaints of harassment or discrimination made by and/or against agency staff.</li> <li>• Schedule meetings with agency staff and maintain minutes.</li> <li>• Collaborate on One-Stop internal and external inquiries and requests.</li> <li>• Prepare and provide agency required training for staff.</li> <li>• Identify and facilitate the timely resolution of problems, issues and risks.</li> <li>• Ensure EEO legal requirements.</li> <li>• Manage procurement and other fiscal matters related to agency staff that impact state funding.</li> <li>• Communicate outcomes of any issues involving agency staff with the functional leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with WorkSource manager and agency supervisors to ensure strong communication is in place.</li> <li>• Provide guidance and technical assistance to agency staff.</li> <li>• Schedule meetings with staff and maintain minutes.</li> <li>• Organize, maintain and communicate schedule for all partners.</li> <li>• Communicate customer requests to the appropriate staff/team, with notification to direct supervisor.</li> <li>• Collaborate on One-Stop internal and external inquiries and requests.</li> <li>• Prepare and provide WorkSource system training for staff.</li> <li>• Draft, submit and share required reports.</li> <li>• Track and analyze services provided.</li> <li>• Forward issues regarding agency staff to the agency supervisor to resolve.</li> <li>• Provide input to staff agency supervisor regarding staff evaluations.</li> <li>• Ensure EEO legal requirements.</li> </ul>

**Implementation Considerations**

- Diverse leadership should be embraced – WIOA supports a broader role for partners as leader in the one-stop system.
- Stay focused on common goals – adding value to the customer (job seeker, employer) experience.
- Stop perpetuating silos.
- Focus on the team – cross-train talent for common knowledge and better service to customers.
- Professional development and career progression are broader than just within an organization. The more staff know and understand the services offered within the WorkSource system, the better they can serve common customers and enhance their chances to be competitive for any job opportunities that occur.
- Joint communication to ensure that everyone is getting the same information at the same time in order to strengthen local integration and collaboration efforts.
- Provide training on the skills and abilities needed to work effectively on cross-functional teams.
- Assess and develop staff competencies to maximize capacity.
- Define expectations and make sure everyone understands them and buys-in.
- Define common terms, processes, values, so that all staff are empowered as knowledgeable contributors.

*See Appendix G for any locally developed functional leadership agreements*

## VALUE-ADDED CUSTOMER ENGAGEMENT

Co-enrolled ISD is designed to provide job seekers with a value added service as close to the first point of contact as possible - where job seekers develop their first impression of WorkSource and begin experiencing high value, relevant and efficient services – and then throughout the customer experience. Every interaction is intended to help customers achieve their goals by accessing information, resources and services that support success. Co-enrolled ISD is intended to remove barriers that limit customer access to services.

**Greeting and Welcome** – Data shows that one-stop customers who take advantage of multiple workforce services are more effective in their job search efforts than those who don't. Engaging job seekers within a few minutes of their arrival (ideally within the first five minutes) to assess the reason they "visit" and help them complete processes and gain access to services is the key. WorkSource sites practicing co-enrolled ISD organize their space and staff to reduce customer wait time, eliminate lines, and connect job seekers to value added services as quickly as possible.

**Discovery** - Discovery is about helping job seekers better identify their needs in order to refer them to the right resources at the right time. Discovery requires staff to be knowledgeable about all WorkSource services and programs and have the skill and expertise to guide customers to the best service available to them. Discovery requires that staff approach each customer with empathy and without judgment, practicing active and whole person listening, and asking the appropriate next question(s) to clearly define next steps and inspire hope, even when dealing with customers who are under stress.

**Interactive Resource Rooms** - Resource Rooms connect job seekers with services and expand the availability of online resources that help customers achieve their goals more efficiently. Resource rooms provide an ideal opportunity for staff to interact with customers and ask "next question(s)" that help customers progress and receive tangible value each time they visit. While being mindful of those who choose to work independently, staff endeavor to engage customers, be available when customers need assistance, and readily offer assistance. Staff operate in a manner that allows other customers in close proximity to benefit from these interactions as appropriate. Staff monitor the resource room to ensure only job search, career or pathway related activities are occurring and intervene appropriately when customers do not honor this policy.

It is everyone's responsibility within a site implementing co-enrolled ISD to ensure resource rooms are staffed appropriately at all times.

**Online materials** - WIOA emphasizes the importance of maximizing access to services to all customers. This includes making services available outside regular business hours, serving customers with barriers to employment, and increasing accessibility to resources. In a co-enrolled ISD environment this becomes critically important due to the volume of job seekers accessing services. Staff must be ready to help job seekers access user-friendly, web-based technology to the greatest extent possible to

support assessment, learn online, increase opportunities for certification, and open the door to resources for those with disabilities or other barriers to access.

Staff must have the skills to support advances in digital literacy skills, use social media, and accelerate skill acquisition and credential attainment of jobseekers.

**Wireless Access** - Secure wireless internet allows customers to use their own devices to access resources and services in WorkSource Centers, allows those with disabilities to utilize their own adaptive software, and allows staff to be more mobile in their service of customers. Staff must have the skills to use secure wireless internet to support customer interactions and more efficiently help customers access information and services they need in a co-enrolled ISD model.

### Engagement Best Practices:

- Engage 100% of customers 100% of the time.
- Use of positive engagement behaviors increases trust, which leads to increased customer engagement with services, which leads to increased positive outcomes.
- Connect job seekers to the right employers and openings to build credibility.
- Connect job seekers to the right services, including training and certification to increase credibility.
- Maintain flexible staff coverage to respond to changing customer volume.
- Place staff as close and readily available to customers as possible.
- Continually assess and improve customer service delivery and flow.
- Gather and use customer feedback to continually improve customer engagement.

### Customer Engagement minimum expectations:

- Offer warm and sincere greetings, "How may we assist you today?", within 5 minutes.
- Honor Veterans Priority of Service, "Have you or your spouse served in the military?" (Thank you for your service), check for veteran status in WorkSourceWA, verify and/or update WorkSourceWA customer information.
- Discover the purpose for the visit and the best next step(s) and resource(s) for progression.
- Immediately transition customer to the next identified step.
- Ensure that customers with appointments do not wait more than 10 minutes without a conversation or status update.
- Provide quick resource room orientations for new customers/customers waiting for services.
- Assess whether the customer has the computer literacy skills to take advantage of online resources.
- Recognize inappropriate or concerning behaviors and proactively take appropriate steps including early involvement of peers and leadership.

**Note:** WorkSource sites are often in public buildings which are not very welcoming to job seekers and businesses. While creating a physically welcoming environment is not a requirement of co-enrolled ISD, anything staff and managers can do to improve the physical environment will improve the customer experience.

## ROBUST MENU OF SERVICES FOCUSED ON LABOR MARKET OUTCOMES

Strong customer engagement improves the job seeker experience; however, meeting job seeker needs requires the availability of an easily accessible robust menu of services delivered in a variety of formats designed to support labor market outcomes. One of the primary assumptions of co-enrolled ISD is that in today's labor market, job seekers need to know and be able to demonstrate/document their skills if they are going to be successful in their job search. As a result, co-enrolled ISD has a greater focus on assessment, skill development and skill certification than in the past. Because co-enrolled ISD also increases the number of job seekers accessing services, staff in WorkSource Centers need to rethink how to provide access to assessment, skill development and certification, even when resources do not grow proportionally.

In a co-enrolled ISD environment, WorkSource staff and partners often make greater use of online assessments, training and certifications; workshops; and technology enabled access to services to ensure greater access for more job seekers. This requires staff to become more knowledgeable about these options and be able to connect job seekers to them.

Many of these services can and should be made available as Basic Career Services, although some of these tools may have an associated cost that requires full eligibility determination of the job seekers if WIOA Adult and/or Dislocated Worker resources are used to cover that cost. These types of activities can be made available in a variety of formats, via staff directed workshops or classes, on a more individualized/ self-guided fashion in resource rooms or other off-site venues.

Staff and WorkSource leadership should look for opportunities to provide services in highly interactive and effective workshops whenever possible. Workshops provide the opportunity to provide a consistent message to larger numbers of job seekers, utilize the skills of staff who are best suited to delivering content in a group setting, and identify those job seekers who potentially need additional assistance to succeed in their efforts to obtain and retain work. These job seekers can then be invited to complete a full eligibility determination and enter into Individuals Career Services and Training as appropriate. Workshops can also be used to help job seekers complete processes like applying for financial aid or determining the need for training for occupations of interest. The "Miscellaneous Workshops" category in the services catalog provides the opportunity to easily add appropriate workshops to the menu of services for job seekers.

For a list of assessments, trainings and workshop expectations, see Appendix H.

## CUSTOMER INPUT TO CONTINUOUSLY IMPROVE SERVICES

The ISD model is built on an expectation that customer feedback drives continuous improvement and helps the system tailor its services to meet the needs of both individual job seekers and businesses and groups of job seekers and businesses. Areas implementing a co-enrolled ISD model are encouraged to utilize as many sources of customer feedback as possible, both formal and informal, and act on the information they receive in a timely fashion and creating a culture that is constantly evolving in order to best meet the real needs of customers, rather than perceptions about what customers might want.

Co-enrolled ISD sites should utilize multiple methods for consistently securing quality customer feedback to help ensure they are responsive and continuously improving their products and services. These methods include but are not limited to the following:

- **Online Customer Satisfaction Survey:** These are shortcuts on the computer desktops in resource rooms, kiosks and classrooms so customers can easily give us feedback from computer workstations. Staff 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 Pen & Paper Customer Satisfaction Survey:** These are conveniently located at multiple access points so customers can easily provide feedback. Staff 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. These surveys allow local customer satisfaction teams to readily access feedback and act quickly when appropriate.
- **Feedback boxes:** Sometimes the easiest and most effective way to engage customers is to provide an anonymous feedback box, where customers can voice their own thoughts about what needs to be improved, what's working, or anything else that's on their minds.
- **System-wide Quarterly Surveys:** The Operator Team conducts broad quarterly surveys across the system using standard criteria.
- **Annual Review & Customer Focus Groups:** The Operator Team conducts an annual review of the Customer Satisfaction and Continuous Improvement Program, which includes customer focus groups.
- **Customized Surveys for local area needs:** Design an efficient and accessible survey method for local site leadership to conduct valuable custom surveys that meet program or other local area needs such as TANF, Veterans, TAA, etc. The traditional "Blitz" method would fall under this category (if sites still wanted to utilize this method).
- **Workshop Customer Feedback:** At the end of every jobseeker workshop, customers are asked to complete workshop evaluations. After the workshop facilitator has reviewed the evaluations, they are collected by the Workshop Facilitator Team member at each site, and are reviewed by the facilitator team as part of the workshop curriculum development process.

### All customer feedback is:

- Reviewed by a team of leadership and staff at the local level for immediate consideration and follow up.

- Utilized to make adjustments to service flows, expand/change the resources available to customers, and streamline unnecessary or low value processes.
- Included in the regular reporting to staff, workforce board members and other stakeholders.

**Service Delivery Evaluation and Monitoring**

Working with state and local leaders WorkSource ensures investments in employment, education and training programs are evidence-based and data-driven, and programs are accountable to participants and taxpayers. This includes evaluating approaches and aligning performance accountability and data systems to support program management, facilitate common case management systems, and inform policy.

See Appendix I for the local area approach to collecting and using customer feedback

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## COMMON OUTCOMES

WIOA supports the implementation of co-enrolled ISD by requiring a common set of outcome measures for the Title I and Title III programs, as indicated below. The outcomes for 2<sup>nd</sup> Quarter Employment, 2<sup>nd</sup> Quarter Median Earnings and 4<sup>th</sup> Quarter Employment should be identical for the Title I Adult and Title III Wagner Peyser programs in local areas practicing co-enrolled ISD, and will likely track the performance levels for the Title III program.

Title I Adult	Title I Dislocated Worker	Title III Wagner Peyser
2nd Quarter Employment	2nd Quarter Employment	2nd Quarter Employment
2nd Quarter Median Earnings	2nd Quarter Median Earnings	2nd Quarter Median Earnings
4th Quarter Employment	4th Quarter Employment	4th Quarter Employment
Credential- during or by 4th Quarter	Credential- during or by 4th Quarter	
Measurable Skill Gain	Measurable Skill Gain	

Staff implementing co-enrolled ISD will not be able to manage the performance of Title I Adult and Dislocated Worker enrolled participants in the same way they have in the past – by managing exits. This will free staff to focus instead on providing the services to job seekers and connecting more job seekers to available services. The expectation is that increased access to services results in better performance. Staff will no longer be able to manage enrollments and exits for most job seekers, and therefore should not be too concerned about capturing exit data. The system will automatically exit any job seeker who has not received a service after 90 days. Job seekers still receiving services from other providers are still enrolled in WIOA.

The performance measures discussed above are lagging indicators – in other words, the outcome data is not available until many months after the service is delivered. Therefore, these indicators do not provide a lot of useful data for making improvements in the short terms.

In a co-enrolled ISD environment, staff and leadership identify the data that will help them know whether the model is working and how and when to make adjustments to get even better results. Therefore, co-enrolled ISD shifts the focus to local measure and the use of data for learning rather than just as an accountability measure.

**Additional measures.** Co-enrolled ISD is about improving results by conducting business differently. Therefore, many co-enrolled ISD sites regularly collect information to help:

1. Monitor what is changing in the implementation process
2. Identify promising practices in the short term and
3. Staff and leadership determine when and how to tweak the model

See Appendix J for a list of local additional measures.

## STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

Successful implementation of co-enrolled 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 cross-functional teams, and jointly assisting customers identify and implement their next steps can be facilitated by on-going training/professional development. Training can be facilitated in person (brick-and-mortar sessions), through webinars, and/or as self-paced e-learning modules. Certifications help staff document their knowledge and skills and advance in their careers.

Staff who are part of the co-enrolled ISD WorkSource model are expected to participate in training. Organizations providing staff to WorkSource are expected to ensure that their staff participate in the appropriate trainings.

**Certification** – State agencies and/or local areas may also promote or require the attainment of certification of staff.

For specific expectation related to training in your local area, see Appendix K.

## COMMUNICATIONS

Communication at many different levels is crucial to successful implementation of the co-enrolled ISD model. It is impossible to share customer and functions without effective communication.

### Core Communications Values

- We focus on honest, respectful, transparent and direct communications that build system value, and staff and partner trust.
- All staff identify themselves with WorkSource first, not their agency/organization.
- Frontline staff are included early in new program or service change considerations and receive timely and consistent communication from leadership regarding changes in their service delivery or programs.
- We understand the extra challenge of an effective job search for those with Limited English Proficiency; staff are patient and diligent listeners and comfortable engaging translation or interpretation services as appropriate.

## APPENDICES:

### APPENDIX A: LOCAL WORKSOURCE SITES IMPLEMENTING CO-ENROLLED ISD

#### ***TO BE COMPLETED LOCALLY***

Site:	Address:	Phone Number:
WorkSource Center		
WorkSource Center		
WorkSource Affiliate Site		
WorkSource Affiliate Site		
Connection Site		
Connection Site		

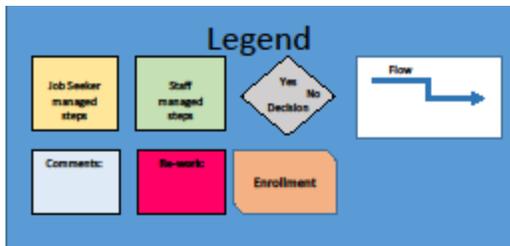
### APPENDIX B: LOCAL WORKSOURCE SITES IMPLEMENTING CO-ENROLLED ISD

#### ***TO BE INSERTED LOCALLY***

## APPENDIX C: ENROLLMENT FOR BASIC SERVICES FLOW CHART

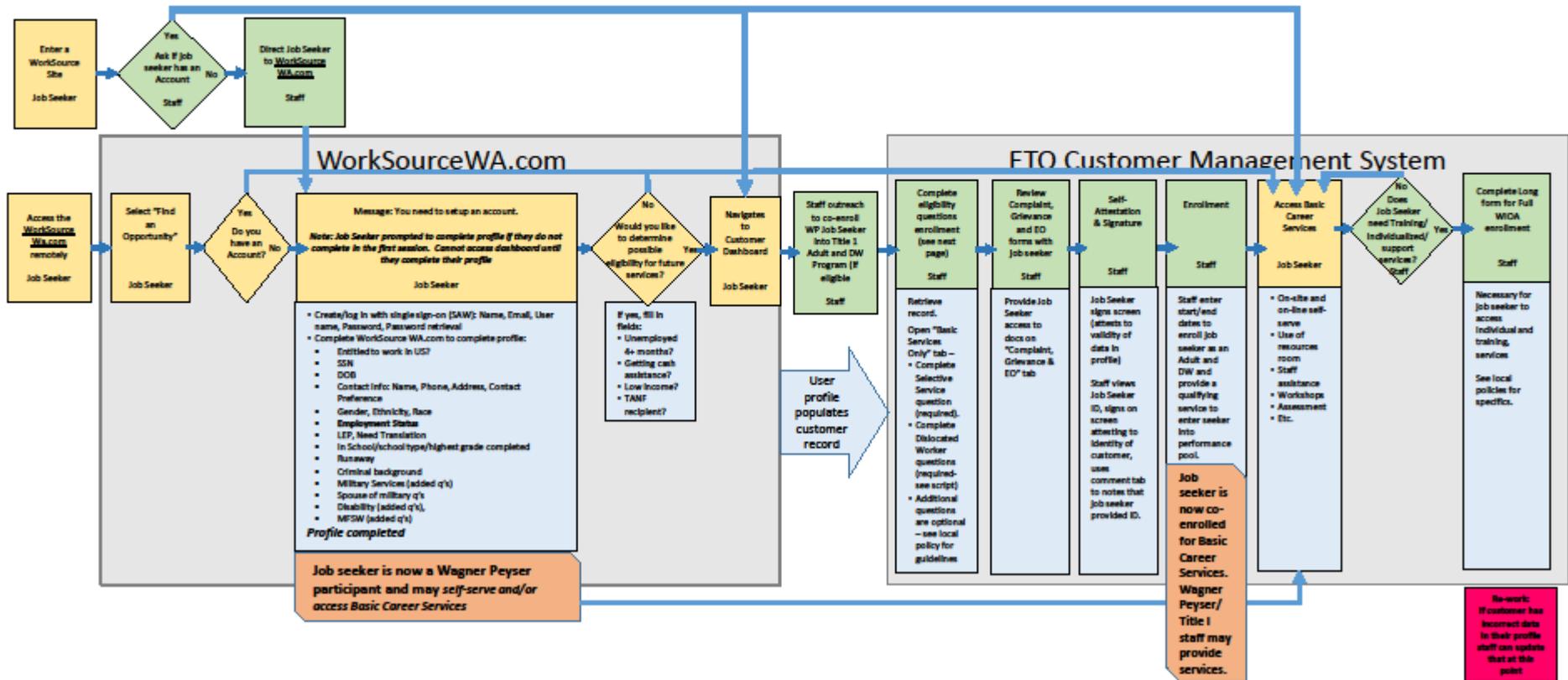
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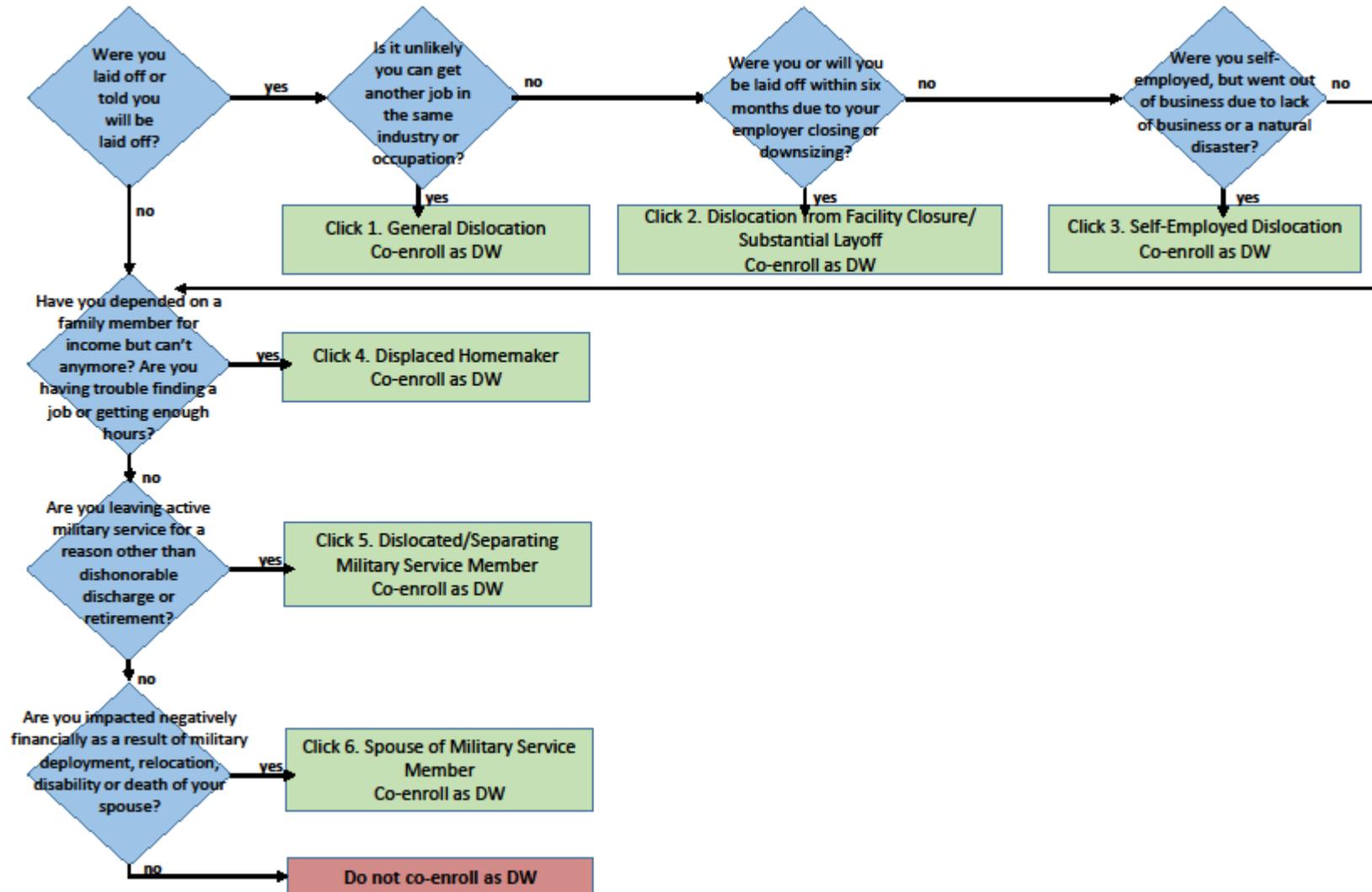


# WP/WIOA Title I Co-Enrollment Process

- allows all WP/WIOA Title I funded staff to provide basic services



DETAILS FOR DISLOCATED WORKER ELIGIBILITY QUESTIONS



## APPENDIX D: BASIC ELIGIBILITY SCRIPT

**Directions:** The following script is provided for staff to use to simplify the eligibility process for Basic Services funded by WIOA Adult and Dislocated Worker as described in the **Operations Manual for Integrated Service Delivery with Co-enrollment in Washington**.

### SCRIPT

“Thanks for completing your profile. Now I just need a few minutes of your time to finish the process so that you can begin to access services to help you with your job search.”

*Pull up participant record in ETO, take the eligibility touchpoint and select “Basic Services Only”. If the applicant is male, 18 or older and born after January 1, 1960, ask:*

“Are you registered for Selective Service?”

- *If the applicant asks what is Selective Service: “Selective Service is the system that keeps the names of people on record in case a military draft is instated. American males over the age of 18 born after 1960 and immigrant males who came to the U.S. before they were 26 are required to register.”*
- *If the applicant answers yes, click the radio button and move to the next question.*
- *If the applicant answers no, refer to local policy to determine whether the lack of registration precludes participation in Title I of WIOA. Job seekers are not eligible for Title I of WIOA may still receive Basic Career Services. Local policies should clarify any restrictions on this.*
- *If the applicant is unsure, staff may look up the registration on the federal selective service data base or ask the job seeker to do so.*

**Job seekers who should have registered but haven’t may be provided with information about how to register.**

*If the applicant is a female click the “not applicable” radio button.*

See <https://www.sss.gov/Registration-Info/Who-Registration> for more information on selective service

“Have you been laid off from a job recently, or do you anticipate being laid off soon?”

- *If yes, ask “Do you think you can get a new job in same occupation or industry?”*
- *If they don’t think so or are unsure, click the 1. General Dislocation radio button*
- *If they think it is likely they will return to the same occupation or industry, ask “Were you laid off (or are you going to be laid off) because your employer closing or downsizing”*
- *If yes, click the 2. Dislocation from Facility Closure/Substantial Layoff radio button*
- *If no, ask “Did you own your own business? Did you go out of business because you didn’t have enough customers or because of a natural disaster?”*
- *If yes, click the 3. Self-Employed Dislocation radio button*

- *If no, ask “Have you depended on a family member for income but can’t anymore? Are you having trouble finding a job or getting enough hours?”*
- *If yes, click on the 4. Displaced Homemaker radio button*
- *If no, ask “Are you leaving active military service for a reason other than dishonorable discharge or retirement?”*
- *If yes, click the 5. Dislocated/Separating Military Service Member radio button*
- *If no: “Are you the spouse of a service member having financial challenges as the result of their deployment, relocation, disability or death?”*
- *If yes, click the 6. Spouse of Military Service Member radio button*

*NOTE: if any of the radio buttons are clicked in the dislocated worker status questions, co-enroll the job seeker as both an adult and dislocated worker.*

*Next, type the word “basic” in the Eligibility Case Note box on the Notes tab*

*Open the Complaint, Grievance and Equal Opportunity tab. Share the information provided on the screen with the job seeker or provide a hard copy.*

“This information is provided in case you ever have a concern or complaint that you are being served in a way that discriminates against you. It explains how to pursue a complaint in such a situation.”

*Ask the job seeker if he or she understands what has been stated, and click the “yes” radio button.*

“To complete the process, I need you to sign on the screen, confirming that the information you’ve provided is accurate.

Once the job seeker has signed, you sign completing the eligibility determination for Basic Career Services. You will still need to take the Enrollment Touchpoint to complete the process and enter a qualifying service to enter the job seeker into the performance pool.

## APPENDIX E: FORMS FOR JOB SEEKER COMPLETION OF BASIC ELIGIBILITY QUESTIONS AND EEO COMPLAINT & GRIEVANCE PROCEDURES

**Directions:** In situations where it is impossible for staff to ask the job seeker the eligibility questions due to high volume, job seekers may be asked to complete the questions on the form on the next pages and submit their responses to staff during the co-enrollment process. Staff still need to request a signature and verify identity to complete the registration process. The forms are formatted so that staff can easily print them off and hand them to job seekers.

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## Job Seeker Questions

7/1/2016

**Directions:** please put an "x" on the line in front of the answer to each question that best fits your situation.

**Selective Service:** Selective Service is the system that keeps the names of people on record in case a military draft is instated. American males over the age of 18 born after 1960 and immigrant males over the age of 18 who came to the U.S. before they were 26 are required to register.

Are you registered for Selective Service?

- Yes  
 No  
 Not sure/Don't know  
 Not applicable (this means you not required to register)

### **Dislocated Worker:**

Have you been laid off recently, or will you be laid off soon?

Yes  No

Do you think it's **unlikely** that you can get another job in same occupation or industry?

Yes  No

Were you laid off (or are you going to be laid off) because your employer is closing or downsizing?

Yes  No

Were you self-employed, but went out of business due to lack of business or a natural disaster?

Yes  No

Do you depend on a family member for income who is no longer providing that income? Are you having trouble finding a job or getting enough hours?

Yes  No

Are you leaving active military service for a reason other than dishonorable discharge or retirement?

Yes  No

Are you the spouse of a service member and needing help finding a job as the result of their deployment, relocation, disability or death?

Yes  No

**EEO Complaint & Grievance Procedures:** Do you attest to reading and understanding the EEO Complaint & Grievance Procedures on the next page?

Yes  No

## COMPLAINT, GRIEVANCE AND EQUAL OPPORTUNITY RIGHTS

You have the right to file a complaint if you feel you have a complaint relating to your employment and/or training and will not be penalized for filing a complaint. Your complaint must contain sufficient information for us to determine who is authorized to handle the complaint. **FILING A COMPLAINT** To file a complaint, contact a local staff person and tell him/her that you want to file a complaint. If you feel your complaint is not resolved during this initial resolution effort, a hearing will be scheduled. **INFORMATION REGARDING HEARINGS** A hearing will be provided within sixty (60) days of the receipt of a complaint, unless the complaint is resolved prior to the hearing date. The following information will be provided to you prior to the hearing date: The date of the notice, name of the complaint, and the name of the party against whom the grievance is filed; The date, time and place of the hearing; A statement of the alleged violations; and The name, address, and telephone number of the contact person issuing the notice. **DECISION AND APPEAL PROCESS** A hearing decision will be provided within 60 days of filing your complaint, unless the complaint is resolved without a hearing. If you are not satisfied with the final decision, or if a decision has not been reached within the 60 day timeframe, you may send a written and signed notice of appeal via e-mail to [WCDDPolicy@esd.wa.gov](mailto:WCDDPolicy@esd.wa.gov) or by mail at:

Workforce Career Development Division  
Employment Security Department  
PO Box 9046

Olympia, WA 98507-9046 *The Workforce Development Council is an Equal Opportunity Employer and Provider of Employment and Training Services. Auxiliary aids and services are available upon request to individuals with disabilities. For Washington Telecommunications Relay Service dial 711 or 1-800-833-6384.*

**Equal-opportunity notice** "It is against the law for this recipient of Federal financial assistance to discriminate on the following basis: Against any individual in the United States, on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief; and Against any beneficiary of programs financially assisted under Title I of the Workforce Innovation and Opportunity Act of 2014 (WIOA), on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his or her participation in any WIOA Title I-financially assisted program or activity. Recipients, as program providers, must not discriminate in any of the following areas: Deciding who will be admitted, or have access, to any WIOA Title I-financially assisted program or activity; providing opportunities in, or treating any person with regard to, such a program or activity; or making employment decisions in the administration of, or in connection with, such a program activity. What to do if you believe you have experienced discrimination: If you think that you have been subjected to discrimination under a WIOA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either: The recipient's [equal-opportunity officer](#) (PDF, 207 KB) or The Director, Civil Rights Center (CRC) U.S. Department of Labor 200 Constitution Avenue NW Room N-4123 Washington, DC 20210

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above). If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient to issue that Notice before filing a complaint with CRC. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient). If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action."

**Equal opportunity and nondiscrimination complaint process.** If you have questions regarding discrimination complaint matters in which WorkSource Washington or the Employment Security Department are a party, you may contact your [local equal-opportunity officer](#) (PDF 207 KB). If you wish to file or inquire about filing a discrimination complaint in which WorkSource Washington or the Employment Security Department **have not** been a party, please contact:

[The U.S. Equal Employment Opportunity Commission](#)

Seattle Office  
800-669-4000 (toll-free)

**and/or**

[The Washington State Human Rights Commission](#)

800-233-3247 (toll-free)

Full policy and links to resources here: <https://esd.wa.gov/newroom/equal-opportunity>

## APPENDIX F: SERVICES THAT REQUIRE FULL ELIGIBILITY

*Insert local list*

## APPENDIX G: LOCAL AGREEMENTS RELATED TO FUNCTIONAL LEADERSHIP

***INSERT ANY LOCAL AGREEMENTS***

## APPENDIX H: LOCAL LIST OF ASSESSMENT, TRAININGS, AND WORK SHOP EXPECTATIONS

***INSERT ANY LOCAL EXPECTATIONS***

## APPENDIX I: LOCAL APPROACH TO COLLECTION AND USING CUSTOMER FEEDBACK

***INSERT LOCAL APPROACH TO CUSTOMER FEEDBACK***

## APPENDIX J: LOCAL MEASURES

***INSERT ANY LOCAL MEASURES***

## APPENDIX K: LOCAL TRAINING EXPECTATIONS

***INSERT ANY LOCAL TRAINING EXPECTATIONS***