

# Service Integration Continuum

## Facilitator's Guide for Partner Planning & Collaboration

### Introduction

This facilitation guide is intended to assist WIOA partner discussions around service integration. The WINTAC Team has developed some specific tools to support state and/or local partners with assessing levels of service integration and identification of areas of interest for focused efforts toward improved levels of service integration. The approach highlighted in this guide involves inviting partners to come together for a day of discussion and planning.

### Service Integration

Service integration involves a combination of strategies to align and simplify access to client services and supports with the goal of providing the best experience possible. It is the implementation of a distinctive mix of partner agencies, strategies and processes based on the resources available, the needs of the clients served and WIOA requirements. Integration can also be defined as full inclusion of new practices initiated by WIOA into the Workforce and the Core Partners' service systems, impacting the following:

- Service delivery policies and procedures
- Management information systems
- Performance management systems

Some of the benefits of service integration include:

**Economizing** scarce resources

**Enhancing** job seeker/claimant/customer outcomes

**Promoting** more effective services to employers

**Boosting** data availability

**Improving** performance accountability

### Integration Continuum

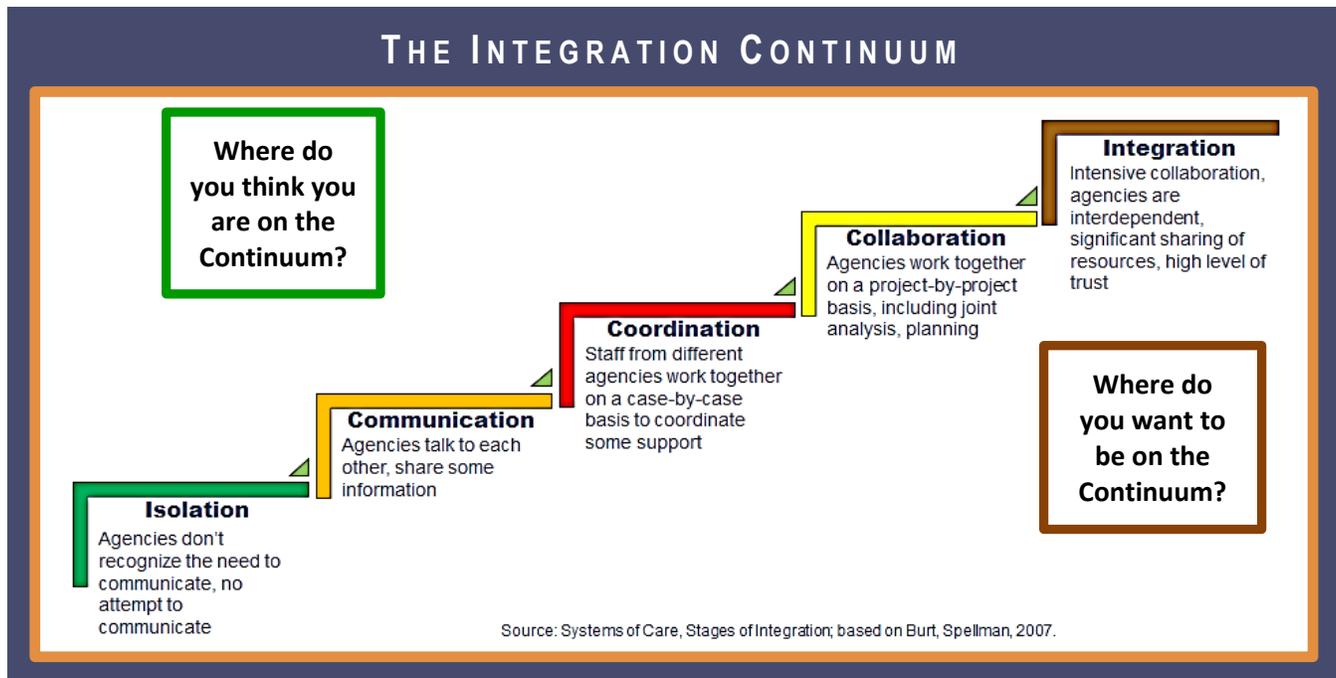
The Integration Continuum is a model of different levels of service integration that range from isolation to integration. See Figure 1 for an illustration of the Continuum (Appendix A). Service integration is going to look differently in each state and at each local Job Center depending on the mix of services and priorities. Just to be clear, service integration is about independent partners jointly determining which services to better align to meet the individual needs of clients. WINTAC's goal is to support state/local partners with identifying where they would like to improve their level of service integration and how that might be accomplished.

*"Under WIOA, partner programs and entities that are jointly responsible for workforce and economic development, educational, and other human resource programs collaborate to create a seamless customer-focused one-stop delivery system that **integrates service delivery** across all programs and enhances access to the programs' services (tac-15-01 RSA, page 3)."*

*Programs' services include the following:*

- ♦ Title I adult, dislocated worker, and youth programs;
- ♦ Title II adult education and literacy programs;
- ♦ Title III Wagner-Peyser program; and
- ♦ Title IV vocational rehabilitation program, as well as other required and optional partners identified in WIOA.

**Figure 1: The Integration Continuum**



As partners contemplate service integration, it may help to think about these major organizational changes as stepping stones to the goal of having the most integrative system you can create, to provide the highest quality services to jobseekers and employers in a seamless service delivery system.

Some factors to consider:

- Not every system or process can change at the same time.
- Core partners will be at different stages of the continuum at different times.
- It is important to recognize the stages of the interaction between the core partners so you can determine where you are at present and develop plans to move to the next stage.
- Some plan elements will be easier to implement than others.
- Core partners may not be able to move at the same pace.

### **Bringing Partners Together**

*"Coming together is a beginning. Keeping together is progress. Working together is success."*

*~ Henry Ford*

Interagency collaboration can begin in different ways, mean different things and involve a variety of activities. In the end, the quality of any collaboration depends on how it develops, why it exists and who is working to achieve it. In all stages of partnership, it is critical to build a culture that fosters relationships, trust and respect across participants.

The facilitators of the process should try and create a positive group environment where participants are engaged, can see the value of their involvement and are encouraged to share their thoughts and ideas. Establishing a warm and welcoming environment for partners to come together to participate in open and honest discussions is a key element for nurturing cross-agency collaboration.

## It Starts with a Conversation

The following is an overview of the framework and general intention of the partner meeting. The discussion and planning meeting provides an opportunity for partners to assess their level of service integration with each other, determine if partners would like to improve their level of integration in particular areas and begin to develop a plan of action based on determined priorities. Partners will be asked to review the Continuum Processes Desk Aid (Appendix B) prior to the meeting to begin evaluating where they fall on the Continuum in the different process categories.

There will be a mix of large and small group activities throughout the day of the meeting. See a sample Agenda (Appendix C) for some ideas of how to structure the meeting. The large group will come together at the start of the meeting to review some basic groundwork for the day. The majority of the day will be done in small work groups, coming back together occasionally throughout the day to share efforts as a large group.

Small group make-up should be assigned based on what makes the most sense considering the participants. For example, if you have different area offices represented, you might want to set up groups based on service areas. Or if you have an array of different partners representing multiple service areas, you may want to break up groups by putting a mix of partner representation in each group.

With the support of small group facilitators, each group will do the following:

- Ask participants to review the Integration Continuum Desk Aid that was sent out in advance and select where they believe partners currently fall on the Integration Continuum for each major process area. Have them note any examples of why they selected that level of integration on the Small Group Participant Form (Appendix D).
- Once small group participants have finished rating an area, have everyone share their individual ratings with each other. Engage in a small group discussion and identify an average rating of all small group participants for each area. The facilitator will utilize the Small Group Facilitator Form (Appendix E) to capture information.
- The facilitator will then ask small group participants to select how important it is to work on improving levels of integration for each process area. Again, have each participant share their priority rating with the small group, and the facilitator will note each rating and come up with the group's average.
- As participants are rating the level of priority for each process area, ask them to note and share any ideas, suggestions or possible opportunities for improving integration.
- Throughout the small group work, the facilitator should encourage participants to share any questions, concerns or possible technical assistance needs, and capture the information.
- Once small groups have completed the process for each area, they will identify priority areas of effort and begin to map out a plan on the Next Steps Action Planning Tool (Appendix F).

Large and small group facilitators can decide how often and when it makes sense to have small groups report out on the work to the large group. Depending on the meeting participants, facilitators may determine that they want to share identified priority areas of work and work as a large group to plan next steps.

What needs to happen to start planning your partner meeting day?

## Planning in Advance

Prior to bringing partners together, consider some of the following questions:

**Importance:** Why is service integration important? What is the value to partners beyond just meeting federal requirements?

**State/Regional/Local Goals:** What are the state, regional and/or local goals that relate to service integration? How might these goals be integrated into the group's planning and discussion?

**Individual Partner/Agency Goals:** What are some ways that service integration can complement individual partner program outcomes?

**Audience:** What partners should be invited to participate? Would there be benefit in including administrators, mid-management and frontline staff perspectives in the discussion? Are there key individuals who would be instrumental to the process of assessing partner service integration, establishing priority areas of work and implementing next steps?

**Expertise:** What unique expertise do various partners bring to the work? Do partners have a solid understanding of each other's programs and services?

Here are some steps to help with the planning process.

- 1) **Establish the planning team.** Identify key partners or colleagues who would have the interest and skills to help with planning, facilitation and coordination of next steps. Invite them to participate on the planning team.
- 2) **Arrange a preparatory call/meeting of the planning team.** Utilize the planning team to help with the steps in the planning and implementation process.
- 3) **Identify what partners you want to invite to participate.** In considering who to invite to participate, ask the planning team to review the questions outlined above and refer to the Integration Continuum Partners List (Appendix G) to review core, required and other possible partners. Think about key partners who may not be on the list but that you might want to include.
- 4) **Utilize the questions outlined above to help with planning.** The questions noted above might bring to light considerations of content you may want to include/address in the partner meeting or next steps (e.g. building understanding of partners' programs/services, discussing the benefits of service integration, explore aligning state/regional/local goals, etc.).
- 5) **Work through some logistics.** This is a list of considerations for planning.
  - Determine meeting date and timeframe.
  - Determine location of meeting.
  - Finalize meeting agenda.
  - Identify meeting large and small group facilitators and communicate responsibilities.

- Plan for any meeting materials needed (flip chart, easel, markers, fidgets, etc.).
- Coordinate any refreshments/lunch options for participants.
- Finalize invitation list with contact names/information.
- Develop and send out invitation.
- Collect RSVPs for attendees and create sign-in sheet.

**6) Determine what materials you want to share with participants in advance and on the day of the meeting.** The Pre-Training Participant Information Sheet (Appendix H) provides an example of an introduction to the day for participants and poses some questions for consideration in advance of the meeting. You will also need to include a copy of the Continuum Processes Desk Aid with the Pre-Training Information Sheet. This gives participants some time to process their thoughts around assessing where they currently land on the Continuum with service integration in the different process areas. If desired, you can share the meeting agenda in advance with participants. Below is a summary of the materials to share:

- Pre-training Participant Information Sheet (prior to meeting)
- Continuum Processes Desk Aid (prior to meeting and copies at meeting)
- Meeting Agenda (prior to meeting if desired and copies at meeting)
- Small Group Participant Forms (copies at meeting)
- Small Group Facilitator Forms (copies at meeting)
- Next Steps Action Planning Tool (copies at meeting)

**7) Facilitation planning and meeting considerations.** There are two primary facilitation functions for the meeting. There will be large and small group facilitation. The style and approach to facilitation of the meeting can either enhance or inhibit partner participation. You want to identify facilitators who can help create a welcoming and comfortable environment. Below are some things to consider that can enrich your meeting.

**Room Layout:** The way a room is arranged influences the learning experience that occurs in the space. You will want the room layout to allow participants to see the presenter and any visuals at the front of the room and still work in small groups. It works best with small tables for each group. This illustration (right) provides an example of a layout that can work well.



**Encourage Participants to Have Fun:** Participants are more inclined to relax and engage if they can have some fun. An easy way to do this is by putting small toys and fidgets on the tables. Although it may seem contrary, fidgets have been found to help calm our bodies and keep our minds attentive, alert and focused. There are many inexpensive fidgets you can get. For example, you can get Play-Doh®, pipe cleaners, stress balls, little toys, etc. from the dollar store. Mix and match and spread an array of toys and fidgets out on the tables. Encourage participants to see who can make the most interesting creations from the pipe cleaners or Play-Doh and take a few minutes throughout the

meeting to highlight what people have created. Let the participants know that the toys are there for them to enjoy and urge them to have fun.

**Welcome and Introductions:** Facilitators can use the welcome and introduction opener as an opportunity to set the stage for connecting participants with one another and creating a comfortable/fun environment for the day. Use this time to do something to get to know participants a bit better. For example, you might want to ask individuals to introduce themselves, share their agency/program and role with the program, and then ask them to share something about themselves that most people wouldn't know or guess. You can come up with many different fun question ideas to add on to the typical introduction information to make the opener a bit more playful and interesting.

## The Meeting

On the day of the meeting, facilitators will want to arrive early to make sure the room is set up and so they can greet participants as they arrive. We have already reviewed (in the Advance Planning section of this guide) the overview of the small group work and considerations for Welcome and Introductions.

The planning team should have identified any relevant information to be shared describing the purpose and intent of the meeting and any additional information to be shared with the participants prior to moving into small group work (such as reviewing the WIOA Vision: State/Regional/Local Objectives, service integration and the value to customers and partners, etc.). It would probably be beneficial to briefly review the Integration Continuum, point out how the Desk Aid will be used to illustrate examples, and share the following with participants:

- Not every system or process can change at the same time.
- Core partners will be at different stages of the continuum at different times.
- Some plan elements will be easier to implement than others.
- Core partners may not be able to move at the same pace.

Facilitators want partners to be comfortable with assessing where they believe processes fall on the Continuum and rating priorities without judgement.

The planning team may decide to allow the day to have some flexibility based on participant discussions and the progression of the work. For example, if partners bring up concerns that seem to be getting in the way of strategizing ideas for moving towards improved service integration, it may make sense to spend some time addressing the concerns before moving forward. Facilitators want to pay attention to the group -- what is working, what is not working -- and adjust as needed to keep things productive and positive.

In addition to developing the start of an action plan, one of the important benefits of the meeting is to strengthen and build relationships and understanding between partners. Everything may not be completed in one day, but if participants can leave feeling like their participation was meaningful and they are interested in working on improving service integration, then **the meeting was successful!**

In the development of next steps, facilitators should consider any issues around capacity to accomplish identified activities, note any assistance needed and identify who might provide the assistance.

Facilitators want to secure a plan with partners related to defined follow-up activities, and clearly note who is responsible for keeping things moving forward. In addition, the planning team will want to outline how they plan to keep partners informed and connected to ongoing efforts.

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*“It is not the strongest of the species that survive, not the most intelligent, but the one most responsive to change.”*

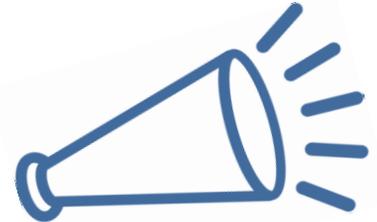
~ Charles Darwin

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## Following the Meeting

Facilitators will want to collect small group participant forms and put together a summary of the information gathered from small group discussions and planning. The planning team should identify how they want to pull the collective information together and combine into one overall report laying out the results of the meeting and outline of next steps.

The planning team will want to review how the meeting went and identify opportunities to continue to build on the efforts of fostering partner relationships, engagement and improved service integration. The planning team will need to determine how to promote ongoing communication between partners and find ways to maintain enthusiasm of the partners who were engaged in the meeting. There is great value in having participants share the vision for improvement, recognize the importance of their participation and understand their role/responsibility to contribute to improved outcomes. The planning team wants to make sure participants feel appreciated and needed to carry out plan implementation.



## WINTAC Can Help!

WINTAC is a resource that can be utilized to support your efforts in multiple ways:

- Short- and long-term planning
- Identifying resources
- Sharing examples of how service integration can work
- Strategizing how to address challenges
- Prioritization of efforts
- Ongoing evaluation
- Service Flow Process Mapping

If we can be of service, just reach out and let us know.

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**Shannon Edam**, Project Coordinator, WINTAC [shannon.edam@wintac.org](mailto:shannon.edam@wintac.org)

## **Appendices**

**A: Integration Continuum**

**B: Continuum Processes Desk Aid (small and large font versions)**

**C: Sample Integration Continuum Meeting Agenda**

**D: Small Group Participant Form**

**E: Small Group Facilitator Form**

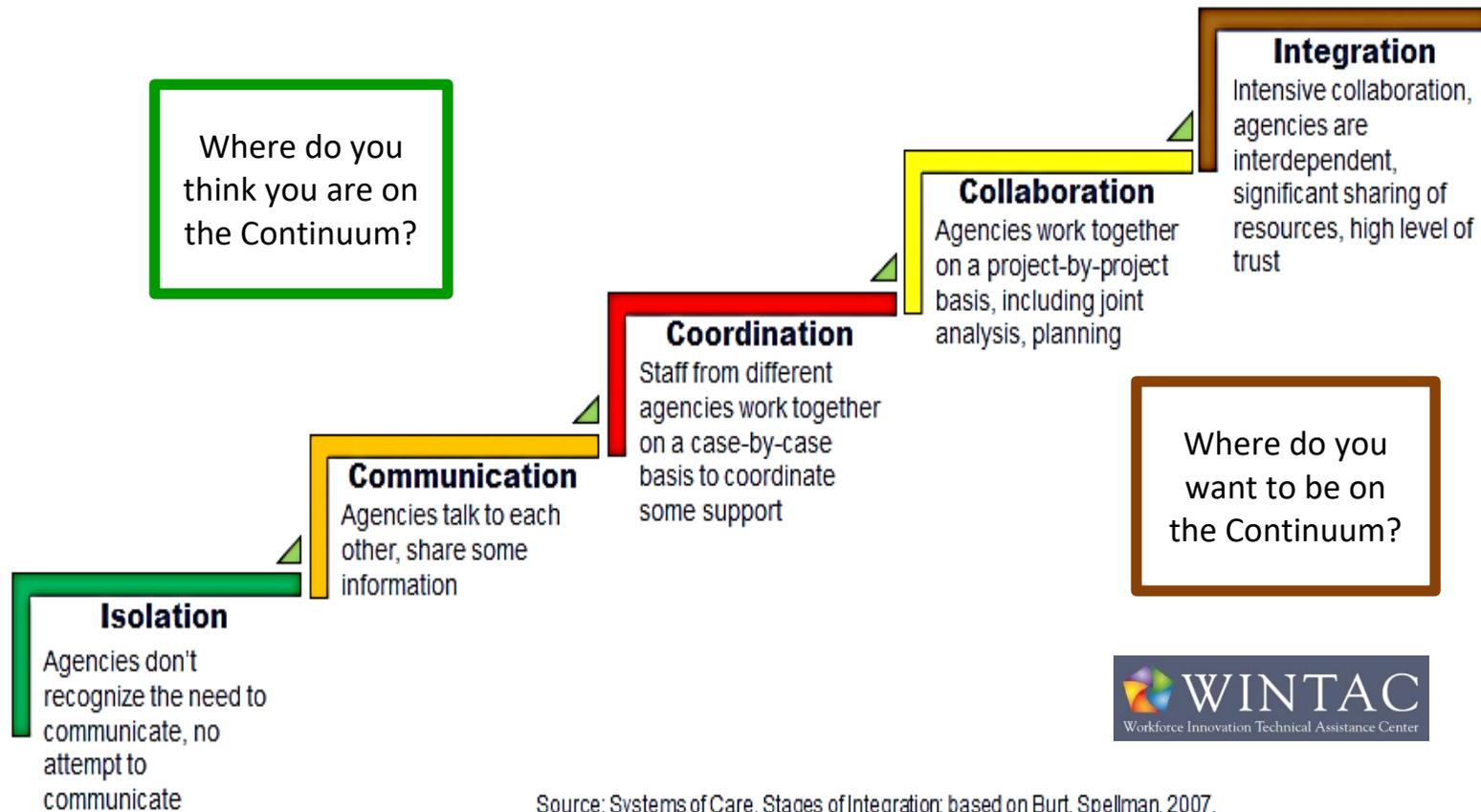
**F: Next Steps Action Planning Tool**

**G: Integration Continuum Partners List**

**H: Pre-training Participant Information**

# Service Integration

## THE INTEGRATION CONTINUUM



Source: Systems of Care, Stages of Integration; based on Burt, Spellman, 2007.



## Integration Continuum Major Processes Desk Aid

OUTREACH AND INTAKE	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
<b>Examples:</b>	Each agency promotes services separately to community.	Share written material between staff.  Share contact information of a representative from each agency.	Develop joint brochure/flier that identifies all partner agencies in the AJC and the services they provide.  Agency orientations and intake processes are separate but coordinated to maximize customer flow of service. This may include the timing, sequence of orientations and triage processes of customers being referred to other agency orientation and/or intake processes.	Partners establish a central contact point at the AJC that can connect customers to each of the separate partner agencies.  Together, the AJC agencies promote and host resource fairs in the community and participate in rapid response events for plant closings, and provide information regarding how to access each of the separate partner agencies.	Partners establish marketing materials and resource fairs.  AJC services identified as functional as opposed to by agency.  Efforts to connect to community are planned strategically by teams representing the expertise of all partner service programs.

ASSESSMENTS	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
<b>Examples:</b>	Each agency has its own separate assessment process; does not regularly inform partners of assessment options.	Inform partners of available assessments.	Other partner staff may send their customers to VR for additional assessments and related services.	Staff may meet cross-agency with the customer to go over assessment results with individuals who are co-enrolled in other services as with AJC, Special Education, etc.	Agencies participate in assessment strategies, tools, and processes with co-enrolled consumers as a cross-agency assessment team for that consumer.

CAREER SERVICES	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
<b>Examples:</b>	Each agency has its own separate career service options; does not regularly inform partners of those services.	Inform partners of available career services (resume workshops, etc.).	Some individuals in VR receive AJC career services.	Staff may meet cross-agency with customer to develop their specific employment plans, including the utilization of career services within those plans for those individuals who are co-enrolled.	A common cross-agency employment plan is developed and shared for those individuals who are co-enrolled between agencies.





## Integration Continuum Major Processes Desk Aid

CASE MANAGEMENT	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
<b>Examples:</b>	Each agency operates its own separate case management system with no regular communication with other partners.	Seek updates on status with other programs.	Some staff share information about specific customers.	Staff may meet cross-agency with customers to provide joint case management services for those individuals who are co-enrolled.	Staff develop and utilize cross-agency case management practice as a normal practice for all those consumers who are co-enrolled.

CAREER PATHWAYS	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
<b>Examples:</b>	No cohesive, integrated agency strategy for career pathways exists. Counselors are not coordinating career pathways goals with partners. LMI or business engagement efforts are not focused on development of career pathways opportunities for individuals with disabilities.	Cross-agency communication exists at the leadership level as it relates to development and updates of the WIOA State Plan. Counselors communicate with training entities and partners as it relates to funding and planning for skill and credential attainment only.	Staff are coordinating career fairs and efforts for business and sector outreach. Staff share information concerning plan progress about specific customers.	Shared decision-making and accountability exists within leadership with procedures in place for all agency staff. Joint planning, resource leveraging and braided funding with clear plan coordination and role responsibility exists. Counselors partner through integrated resource teams, and continuum of service delivery beyond VR exit is included.	Leadership vision and strategy is operational. All intake, evaluation assessment and plan development is conducted and implemented in a fully cohesive way inclusive of all relevant partners. All partners are invested in collective outcome and continuous improvement.

BUSINESS ENGAGEMENT	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
<b>Examples:</b>	Each placement specialist in each agency makes his/her own business connections; no sharing of business information between agencies beyond the information generated and entered into the Job Center's search engine by the Wagner-Peyser business representatives.	Placement Specialists meet once a month for coffee and discuss business development strategies; partners share information on their programs, job fairs and similar events.	Placement Specialists and Business Associates meet every Thursday and share the skill needs of their business contacts to meet the business needs and share placement opportunities. VR and Title I Adult Services coordinate outreach to Veterans.	Business Service Specialists meet regularly and plan business events together (e.g., Job Fairs). They host a business event once a quarter to gain information on the needs of specific business sectors, and to provide information or training on topics identified as areas of interest by those business sectors. Partner agencies still approach businesses separately but share information with each other to meet business needs.	Cross-Agency Business Services Team is created and sets the strategy for business engagement.





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**ISOLATION**



**COMMUNICATION**



**COORDINATION**



**COLLABORATION**



**INTEGRATION**



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# Integration Continuum Partner Meeting

Add Date and Location

## AGENDA

### Welcome and Introductions

### WIOA Vision: State, Regional and/or Local Objectives

### Integration Continuum and Major Processes Examples

### Morning Break (Move into Small Groups)

### Integration Continuum Major Processes Assessment and Discussion (Small Groups)

- Small group participants will share individual ratings and come up with a general group rating in each process area.

### Priority Areas Discussion (Small Groups)

- Small group participants will individually rate the level of importance for working on improving the level of service integration in each process area, and facilitator will get a group average of scores for each area. Each small group will identify 2-3 areas they would like to work on locally this year.

### Lunch Break

### Priority Areas Report Out (Large Group)

- Small groups share their identified priority areas.

### Priority Areas Discussion and Planning (Small Groups or Large Group)

- Participants begin to develop their action plans with identifying priority area objectives and activities for the coming year.

### Afternoon Break

### Continued Planning and Implementation Considerations (Small Groups or Large Group)

- Consider issues around capacity to accomplished identified activities.
- Identify needed assistance and resources.

### Debrief and Next Steps

OUTREACH AND INTAKE	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION			
Current Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	
<b>Examples:</b>																
<b>Circle Priority Rating:</b>		<b>Low = 1</b>			<b>Low/Medium = 2</b>			<b>Medium = 3</b>			<b>Medium/High = 4</b>			<b>High = 5</b>		
<b>Ideas/Opportunities:</b>																
<b>Questions/Concerns/Areas for Assistance?</b>																
	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION			
✓ Current Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	
<b>Examples:</b>																
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✓ Current Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Examples:															
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Questions/Concerns/Areas for Assistance?																

OUTREACH AND INTAKE	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
<p>✓ <b>Current Level of Integration</b>                      Mark individual ratings for each group member. Discuss any significant differences in participants' ratings, and determine if there is consensus within the group. Note the results to report out.</p>	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
<p>Capture any examples shared in the discussion.</p>															
<p><b>Priority Rating:</b> Note individual ratings for each group member. Add them together and then divide by the total number of participants to get the group average.</p> <p style="text-align: center;"> <b>Low = 1</b>                      <b>Low/Medium = 2</b>                      <b>Medium = 3</b>                      <b>Medium/High = 4</b>                      <b>High = 5</b> </p> <p style="text-align: right;"><b>Group Average:</b></p>															
<p>Capture any ideas/opportunities group members share.</p>															
<p>Note any questions, concerns and/or areas for assistance.</p>															

ASSESSMENTS	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
<p>✓ <b>Current Level of Integration</b>                      Mark individual ratings for each group member. Discuss any significant differences in participants' ratings, and determine if there is consensus within the group. Note the results to report out.</p>	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
<p>Capture any examples shared in the discussion.</p>															
<p><b>Priority Rating:</b> Note individual ratings for each group member. Add them together and then divide by the total number of participants to get the group average.</p> <p style="text-align: center;"> <b>Low = 1</b>                      <b>Low/Medium = 2</b>                      <b>Medium = 3</b>                      <b>Medium/High = 4</b>                      <b>High = 5</b> </p> <p style="text-align: right;"><b>Group Average:</b></p>															
<p>Capture any ideas/opportunities group members share.</p>															
<p>Note any questions, concerns and/or areas for assistance.</p>															

CAREER SERVICES	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
<p>✓ <b>Current Level of Integration</b></p> <p>Mark individual ratings for each group member. Discuss any significant differences in participants' ratings, and determine if there is consensus within the group. Note the results to report out.</p>															
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<p>Capture any ideas/opportunities group members share.</p>															
<p>Note any questions, concerns and/or areas for assistance.</p>															

CASE MANAGEMENT	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
<p>✓ <b>Current Level of Integration</b></p> <p>Mark individual ratings for each group member. Discuss any significant differences in participants' ratings, and determine if there is consensus within the group. Note the results to report out.</p>															
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<p>Capture any ideas/opportunities group members share.</p>															
<p>Note any questions, concerns and/or areas for assistance.</p>															

CAREER PATHWAYS	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
<p>✓ <b>Current Level of Integration</b></p> <p>Mark individual ratings for each group member. Discuss any significant differences in participants' ratings, and determine if there is consensus within the group. Note the results to report out.</p>															
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<p>Capture any ideas/opportunities group members share.</p>															
<p>Note any questions, concerns and/or areas for assistance.</p>															

BUSINESS ENGAGEMENT	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
<p>✓ <b>Current Level of Integration</b>                      Mark individual ratings for each group member. Discuss any significant differences in participants' ratings, and determine if there is consensus within the group. Note the results to report out.</p>	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
<p>Capture any examples shared in the discussion.</p>															
<p><b>Priority Rating:</b> Note individual ratings for each group member. Add them together and then divide by the total number of participants to get the group average.</p> <p style="text-align: center;"> <b>Low = 1</b>                      <b>Low/Medium = 2</b>                      <b>Medium = 3</b>                      <b>Medium/High = 4</b>                      <b>High = 5</b> </p> <p style="text-align: right;"><b>Group Average:</b></p>															
<p>Capture any ideas/opportunities group members share.</p>															
<p>Note any questions, concerns and/or areas for assistance.</p>															

**Priority Objective:** What do we want to do?

<b>Activities and Tactics</b> How will we do it?	<b>Key Players</b> Who should be involved?	<b>Expected Outcomes</b> What is the result?	<b>Timeline</b> When will we do it?	<b>Questions and Assistance Needed</b> Where do we need assistance?

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## Integration Continuum: Partners List

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### Core Partners:

#### Title I Programs:

The WIOA **Title I Adult Program** is a program that addresses the employment and training needs of adult job seekers, based on eligibility requirements established at state and local levels. Services focus on career and training services, as well as case management. Providers of these services are identified locally by Local Workforce Investment Boards.

The Title I **Dislocated Worker Program** is a program that addresses the employment and training needs of job seekers that have recently lost their position for a variety of reasons. Services focus on career and training services, as well as case management. Providers of these services are identified locally by Local Workforce Investment Boards.

The Title I **Youth Program** is a program that addresses the Career Pathway support, employment and training needs of youth, with an emphasis on out-of-school youth. Services focus on education, career and training services, as well as case management. Providers of these services are identified locally by Local Workforce Investment Boards.

#### Title II Program:

WIOA Title II, the **Adult Education and Family Literacy Act (AEFLA)**, provides states with funding for a variety of services to help adults develop basic skills (examples include reading, writing, math, English language proficiency), transition to postsecondary education and training, and gain employment. The program serves adults who are at least 16 years of age and not currently enrolled, or required to be enrolled, in high school.

#### Title III Program:

WIOA Title III Services are also referred to as the **Wagner-Peyser Act Program**. These services are operated from the state level and include the management of the state's Labor Market Information and the services to business sectors that generate the "job order" information that is a basis for labor exchange.

#### Title IV Program:

WIOA Title IV is known as the **Amendments to the Rehabilitation Act of 1973**, and includes **Vocational Rehabilitation Services**. All states have a VR agency that addresses Career and Training services for individuals with disabilities. Many states have two VR agencies, a general agency and a VR agency that focuses on the Career and Training supports for individuals who are blind. In states where there are two VR agencies, both function as Core State Partners.

## Required Partners

### Section V of the Older Americans Act

**The Senior Community Service Employment Program (SCSEP)**, designed to respond to the needs of older jobseekers with barriers to employment, offers training for low-income, unemployed seniors 55 years and older. Authorized by the Older Americans Act, SCSEP provides them with part-time jobs working in local nonprofit, government, and faith-based agencies providing services in the community.

### Carl D. Perkins Act programs (post-secondary)

**The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)** is a source of federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education programs across the nation. The purpose of the Act is to develop the academic, career, and technical skills of secondary and postsecondary students in career and technical education programs.

### Trade Act

**The Trade Adjustment Assistance (TAA) program** is a federal entitlement program authorized by the Trade Adjustment Assistance Reauthorization Act of 2015. The TAA Program provides aid to workers who lose their jobs or whose hours of work and wages are reduced as a result of foreign trade. Petitions for TAA are filed with the U.S. Department of Labor.

### Community Services Block Grant

**The Community Services Block Grant (CSBG)** provides funds to alleviate the causes and conditions of poverty in communities. Discretionary grants are available at the statewide or local level, or for associations with demonstrated expertise in addressing the needs of low-income families.

### Housing and Urban Development

The **U.S. Department of Housing and Urban Development (HUD)** offers the **Job Plus** program, which provides services to public housing residents to support employment including job placement, career counseling and educational services. Federal funds are allocated through a competitive grant process.

### Unemployment Insurance

**Unemployment Insurance (UI)** is a program jointly financed through federal and state employer payroll taxes. The Federal Unemployment Tax is used to fund state workforce agencies. The state unemployment tax is used for the payment of benefits to eligible unemployed workers. In order to continue to receive UI payments, participants must participate in programs that assist them with finding a job.

### Jobs for Veterans State Grants

The **Jobs for Veterans State Grants** (JVSG) program provides federal funding through a formula grant to 54 State Workforce Agencies to hire dedicated staff to provide individualized career and training-related services to veterans and eligible persons with significant barriers to employment and to assist employers fill their workforce needs with job-seeking veterans.

### Second Chance Act (Corrections)

Programs offered under the **Second Chance Act** of 2007 are intended to break the cycle of criminal recidivism and to help those formerly incarcerated to return to their communities. Re-entry programs provide employment and training services to individuals who have been released from jail or prison or who are preparing to be released. Funding for this program is provided through a competitive grant program to nonprofit organizations on a periodic basis.

### Temporary Assistance to Needy Families (TANF)

The **Temporary Assistance for Needy Families** (TANF) program provides block grant funds to states to provide families with financial assistance and support a range of services to improve employment opportunities. Federal funds are allocated based on historical funding levels. *Note: A governor can exclude the TANF program from operating as required partner.*

### Other Title I Programs

The **Job Corps** program was reauthorized by WIOA and is a comprehensive, residential education and job-training program for at-risk youth, ages 16-24. Private companies, state agencies, federal agencies and unions recruit young people to participate in Job Corps, where they can train for and be placed in jobs. Job Corps centers are operated for the U.S. Department of Labor by private companies through competitive contracting processes, and by other federal agencies through interagency agreements.

The **Migrant and Seasonal Farmworker Program** assists migrant and seasonal farmworkers and their dependents by providing employment and training services. Formula grants are awarded to local organizations based on the state's share of farmworkers who are eligible for enrollment.

The **Indian and Native American Program** provides employment and training services to qualifying American Indians, Alaska Natives and Native Hawaiians. Federal funds are allocated on a formula basis to Indian and Native Americans (INA) grantees based on the share of Native American persons in the designated INA area living in poverty and the share of unemployed Native Americans in the designated INA service area.

The **YouthBuild** program is a community-based alternative education program that provides job training and educational opportunities for at-risk youth ages 16-24. Youth learn construction skills while building or rehabilitating affordable housing, and earn their GED or high school diploma. The YouthBuild program is funded via competitive grants.

## Other Partners

*Local boards have the flexibility to include additional partners in one-stop centers.*

### Medicaid Waiver Services

Medicaid Waivers help provide services to people who would otherwise be in a nursing home or hospital to receive long-term care in the community.

### Developmental Disability Services

*Developmental Disabilities* is an umbrella term that includes *intellectual disability* but also includes other disabilities that are apparent during childhood. Agencies who serve individuals with developmental disabilities offer job training and placement as well as independent living skills.

### Mental Health Agencies

Mental Health Services can include assessment, diagnosis, treatment or counseling in a professional relationship to assist an individual or group in alleviating mental or emotional illness, symptoms, conditions or disorders. This may also include job training and placement as well as independent living skills.

### Community Rehabilitation Provider Agencies

Community Rehabilitation Providers are agencies or individuals approved to provide employment support to individuals with disabilities served by the Bureau of Rehabilitation Services and/or the Department of Health and Human Services Office of Adult Mental Health Services.

### Supplemental Nutrition Assistance Program

The Supplemental Nutrition Assistance Program (SNAP) is the program formerly known as food stamps. It is a federal nutrition program overseen by the U.S. Department of Agriculture.

### Centers for Independent Living

The Rehabilitation Act describes a center for independent living as a consumer-controlled, community-based, cross-disability, nonresidential private nonprofit agency that is designed and operated within a local community by individuals with disabilities and provides an array of independent living services.

### Transportation Authorities

A transit district or transit authority is a special-purpose district organized as either a corporation chartered by statute, or a government agency, created for the purpose of providing public transportation within a specific region.

### K-12 School Districts

A local educational agency (LEA) is a public board of education or other public authority within a state to direct a public elementary school or secondary school in a city, county, township, school district or for a combination of school districts or counties that is recognized as an administrative agency for its public schools.

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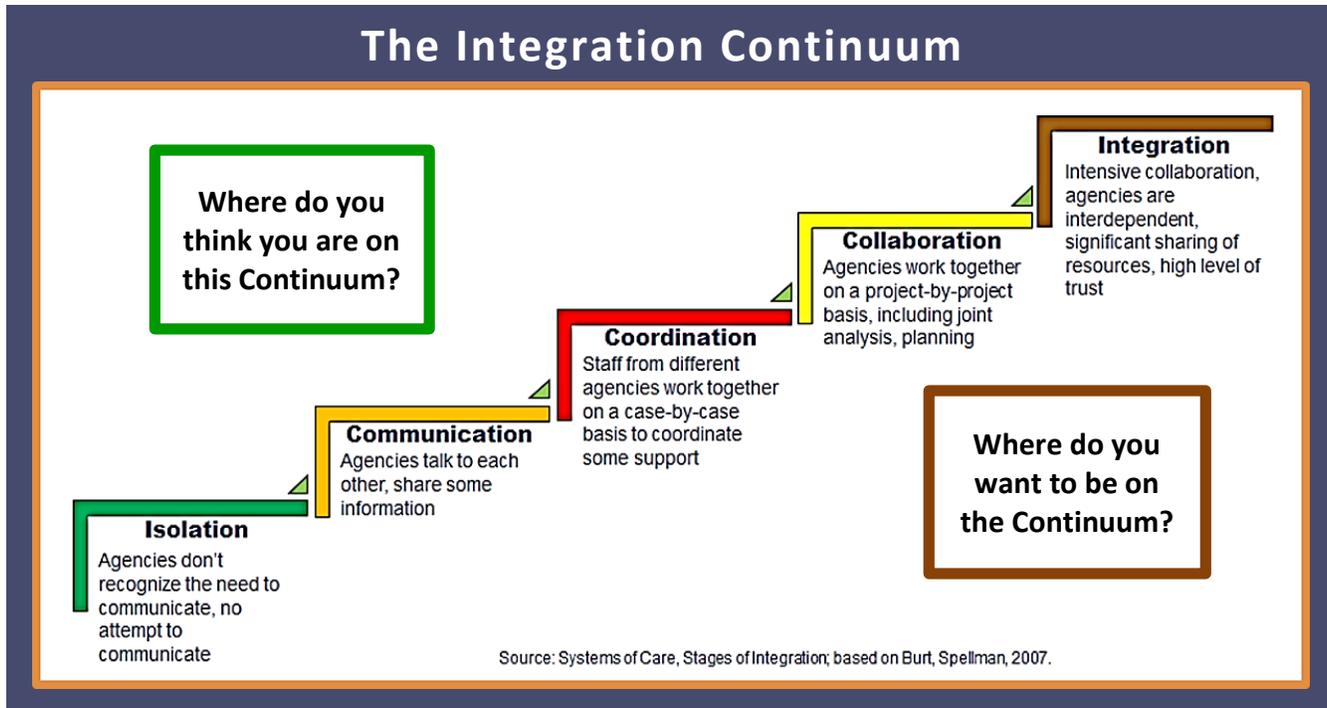
## Integration Continuum Meeting

Add Location

Add Date

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We are excited to be joining **regional** partners to have a discussion around service integration. We wanted to share some information with you ahead of time for consideration. Below is a graphic called the Integration Continuum.



[Add narrative regarding intention/purpose of meeting.] (e.g., *The WINTAC Team recognizes that service integration is going to look different in each state and at each local Job Center depending on the mix of services and priorities. Our goal is to support state/local partners with identifying where they would like to improve their level of service integration and how that might be accomplished.*) We will be using the attached Integration Continuum Processes Desk Aid for discussion on where local partners think they currently fall on the Continuum. We will then move into a conversation about what are a few priority areas of work that local partner groups might want to focus on for the coming year. We thought it would be helpful to ask you to review the Desk Aid and consider the following questions prior to the discussion:

- What do you see as benefits to customer service in system integration/alignment?
- Does WIOA make a difference?
- Think of an example of a partnership activity you are currently doing in your local area.
- Where would you place it on the continuum?
- In looking at the Desk Aid, where do local partners land on the Continuum in the different process areas?
- What are some priority areas you would like local partners to focus on over the next year?

Thank you for your time, and we look forward to seeing you on the [Add Date]!

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