Facilitator’s Guide for Local Service Integration Assessment Process

Introduction

This guide was developed by the WIOA State agency partners for use by those facilitating the process of completing the local service integration self-assessment. It is a companion piece to the WIOA Service Integration Overview and Self-Assessment Guide (“Self-Assessment Guide”) and the Workforce Innovation Technical Assistance Center’s (WINTAC’s) “Service Integration Self-Assessment Facilitator’s Training” PowerPoint presentation, both of which are available on the Illinois workNet website on the Service Integration Self-Assessment webpage under “Guidance and Forms.” Step-by-step advice for using both of these resources is provided for guiding your team of WIOA partner organizations and agencies in a process of increasing levels of service integration.

Self-Assessment Outcomes and Process

There are five intended outcomes of the service integration self-assessment process.

1. Engaging local WIOA partners in exchanging perspectives around service integration.
2. Capturing examples, useful ideas and suggestions from the partners’ conversation that will inform action planning and contribute to the identification of state improvement opportunities.
3. Discussing and arriving at a consensus regarding each service integration goal and the current and desired levels of integration for each.
4. Identifying the top 3-5 priority service integration goals.
5. Recommending how the service integration process could be strengthened

Seven steps are suggested to achieve these outcomes. These include:

1. Advance planning to familiarize the facilitator with the overall process.

1 This guide was adapted from material developed by the Workforce Innovation Technical Assistance Center (WINTAC) with funding from the U.S. Department of Education (ED) under project #H264G15005. The information contained in this adaptation of WINTAC materials does not necessarily reflect the position or policy of the ED nor those of WINTAC.

2 https://www.illinoisworknet.com/WIOA/Resources/Pages/Service-Integration.aspx
2. Preparing the facilitator(s) and setting the stage.
3. Introducing the service integration continuum.
4. Developing consensus among the partners regarding the current and desired level of integration for each of the 15 service integration goals.
5. Identifying the top 3 – 5 service integration priorities the LWIA will focus on in its WIOA local and regional planning. **It is important to emphasize that while all 15 goals will be discussed as part of this process, only 3-5 goals will be used for action planning.**
6. Creating an action plan for each of the top priorities identified in the previous step.
7. Reviewing the final submission requirements and agreeing on any assignments.

If at any time you find you or your team require technical assistance, the following individuals are available to help:

Lora Dhom, Title 1 – WIOA Adult, Youth, and Dislocated Workers: Lora.Dhom@illinois.gov, (217) 558.2429
Lavon Nelson, Title II – Adult Education: Lavon.Nelson@illinois.gov, (217) 557-2742
Todd Lowery, Title III – IDES Business Services, todd.lowery@illinois.gov
John Marchioro, Title IV – Vocational Rehabilitation: John.Marchioro@illinois.gov, (217) 782-2280
Diana Robinson, NIU: drobinson@niu.edu, (815) 753-0912

**Background Information**

Following is information the facilitator will need to answer questions about the self-assessment process and assist in guiding the process. Additional background information may be found on pages 3-8 of the *Self-Assessment Guide*.

> **What is the purpose of the Self-Assessment Guide?**

- To help Local Workforce Innovation Boards (LWIBs) implement the State’s service Integration policy.
- The approach involves inviting partners to come together for discussion and planning by collaboratively assessing levels of service integration and identifying areas of interest for focused efforts toward improved levels of service integration.
• Each LWIB will be responsible for assessing the level of service integration in all seven functional areas and 15 associated goals for each one-stop center it oversees.

• An initial assessment will serve as a baseline for setting improvement targets, and annual self-assessments thereafter will enable LWIBs to track progress over time.

• Each local area may be at different levels on the service integration continuum, and it may take years to get to the integration stage for one or more functions and goals.

➢ Why is there a focus on Career Pathways?

• In Illinois, LWIBs are to approach service integration efforts using the lens of career pathways.

• A career pathways approach envisions that Illinois residents will progressively build toward college and career success through aligned education, training, and employment opportunities over their lifetime.

• A wide range of education and training programs and initiatives administered by a variety of private, state, and local entities falls within this system of college and career pathways. As such, several state education and workforce committees, including an extensive base of stakeholders, have defined key terms to ensure alignment across agencies, legal frameworks, and initiatives.

• LWIBs and all WIOA partner agency staff are encouraged to review Illinois’ Career Pathways Dictionary\(^3\) since it defines terms essential to career pathway program and system elements prior to conducting the self-assessment.

• The following **key terms and definitions** used in the IWIB Service Integration Policy are defined in the Career Pathways Dictionary and may be useful to refer to during the training:

  **Agency**: The agency, entity, or partner that provides workforce development services or activities of the core, required, and optional partner programs.

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Career Plan: A written plan developed jointly by the career planner and the job-seeking customer outlining an individual’s career goals and the combination of services needed to reach those goals. The career plan is developed based on an assessment of the skills and abilities of the customer. The career planner regularly reviews, discusses, and updates the career plan with the customer to ensure the customer is on track and determine if any additional assistance is needed for the customer to meet their employment goals.

Career Planner: An individual who provides services to customers, such as preparing and coordinating career plans and providing job, education, and career counseling, to ensure access to necessary workforce development activities and supportive services as appropriate during program participation and after job placement.

Cross-Training: The process of providing local workforce development professionals with basic information about each one-stop agencies’ programs (e.g., eligibility requirements and benefits) to facilitate appropriate referrals for customers.

Job Competencies: The workplace and technical skills, attributes, and knowledge necessary to fulfill the job duties and responsibilities of workforce development professionals. While core workplace skills such as analytical thinking, computer competency, conceptual thinking, conflict resolution, customer service, decision making, excellent communication, and teamwork are often the same across a number of occupations, technical skill requirements can vary depending on the content area(s) in which an individual works. For example, the technical skills of a marketing professional would differ from those of a career counselor, but they both would be expected to have the same core workplace skills.

Organizational Values: An organization’s values guide how it should achieve its vision and mission. Vision and mission establish and provide direction, focus, and inspiration to accomplish shared goals. Examples of organizational values include accountability, collaboration, continuous improvement, innovation, integrity, and respect.

Performance Expectations: Performance expectations focus on the outcomes that should result from the execution of one’s job duties and are clearly linked to organizational goals and objectives. Staff should understand why their job exists, where it fits within the local one-stop system, and strategies for achieving the expected performance outcomes. For example, to communicate the performance expectation surrounding teamwork, strategies could include building internal and external alliances to solve problems and achieve objectives, working cooperatively and respectively with co-workers, using diplomacy and tact when interacting with others, fostering collegial and cooperative attitudes, and sharing
knowledge and information. Professional development should support individuals in developing the skills and deploying the strategies associated with their performance expectations.

> What is the Service Integration Continuum and why is it important?

- At the heart of Illinois service integration policy and this self-assessment is the integration continuum. This model recognizes five stages of service integration that range from isolation to full program and service integration. An illustration of the model is below. Service integration will look different in each local area and at each local one-stop center depending on the mix of services, staffing, and organizational culture. Service integration is about the workforce partners collaboratively determining how to align and coordinate services to better meet the individual needs of clients.

> What are the seven service integration functions identified by the IWIB and outlined in its service integration policy?

- Seven service integration functions are the focus of Illinois’ one-stop centers: customer-centered design, staff, intake and assessment, services, career pathways, information, and evaluation. Goals and outcomes for each function are described in the IWIB’s service integration policy and presented in Appendix A of the Self-Assessment Guide. Taken together, they represent a long-
term, high-level vision for one-stop service integration in Illinois. Operationalizing these goals occurs locally through the WIOA planning, one-stop certification, and MOU negotiation processes.

- The IWIB’s goal is to support local partners in identifying where they would like to improve their level of service integration and how that may be accomplished. To this end, the IWIB has adopted a version of the integration continuum that recognizes the importance of all seven functions provided by one-stops in Illinois. One or more goals have been identified for each of these functions to assist the LWIBs, one-stop operators, and partners in understanding the aim of service integration in Illinois. The service integration self-assessment guidelines are provided in Appendix B of the Self-Assessment Guide.

- As partners discuss the integration continuum, it may help to think about these five stages as stepping stones toward the goal of providing the highest quality services possible to jobseekers and employers in a seamless service delivery system.

**Overview of the Self-Assessment Process**

➢ What self-assessment documents does my LWIB need to submit and when?

- It is important for the facilitator to be aware of the timeline for submitting the required self-assessment information to the IWIB and to relay these to the participants. The IWIB will use this information to evaluate the effectiveness of service integration implementation across the state and identify any needed improvements.

- LWIBs must submit their completed self-assessment and related planning materials to Mark.A.Burgess@illinois.gov at the Illinois Department of Commerce and Economic Opportunity Office of Employment and Training, on behalf of the IWIB, by 5:00 p.m. on September 30, 2019.

Required materials are:

1. A “Report on the Self-Assessment Process and Results” that has been presented to the LWIB. This will include:
   a. What went well in the self-assessment process.
   b. Whether any problems were encountered and how they were dealt with
   c. Examples of service integration ideas and suggestions that were raised during discussions with partners
d. How to strengthen the overall self-assessment process for the next cycle

e. When the report was presented to the IWIB

2. Small Group Participant Forms (Appendix G)

3. Small Group Facilitator Form (Appendix H)


5. Identifying Information (Appendix K)

➢ How do I go about producing this information?

- There are two main steps in Illinois’ service integration self-assessment process.

  **Step 1:** Each participating partner at the LWIA level completes Appendix G, the Small Group Participant Form, to (a) identify where they fall on the continuum for each of the 15 service integration goals; and (b) agree on the priority actions needed to move the needle on the most strategically important service integration goals.

  Ideally, each partner team should have leadership, mid-management, and front-line staff participants. The LWIB and other community stakeholders, such as employers, may also wish to field a team. These conversations could occur in a group setting or individually and compiled by the facilitator.

  **Step 2:** Each team selects a representative to carry their priorities to the next step, which is a meeting of all the LWIA partners and stakeholders to reach a consensus on service integration priorities and begin action planning. Objectives for this step are to:

  ✓ Agree where the LWIA system falls on the service integration continuum for each of the 15 service integration goals;
  ✓ Develop consensus around which goals should be priorities for the LWIA; and
  ✓ Form teams to develop action plans for priority goals and address how the LWIA will advance on the service integration continuum.

  The result of this second activity will be incorporated into the local and regional WIOA planning. Preparing for this process involves advance planning, which will be described in the next section.
Advance Planning

✓ Where do I begin?

- Because service integration self-assessment is a collaborative process, an early step should be to establish a planning team to design and support this process. Likely candidates are key partners or colleagues with the interest and skills to help with planning, facilitation, and coordination of next steps. Members of the planning team should be identified and recruited in consultation with your local workforce innovation board and/or the one-stop operator.

- Once a planning team is formed, arrange a call or meeting of the team to help with planning and implementation of the process.

- Identify which partners you want to invite to participate in the self-assessment process. Representatives from all core and required partners involved in the local one-stop system should be included. Local workforce areas with more than one one-stop center should ensure that all centers are represented. Other potential participants include a cross-section of administrators, mid-management, and frontline staff as well as individuals who will be instrumental in the process of assessing partner service integration, establishing priority areas of work, and implementing next steps. The Partner List (Appendix D) of the Self-Assessment Guide will help identify potential participants.

- Work through basic logistics:
  - Determine meeting date and timeframe
  - Determine location of the meeting
  - Finalize meeting agenda
  - Identify large and small group facilitators and communicate responsibilities
  - Plan for needed meeting materials (flip charts, easels, markers, projector and screen, computer for PowerPoint, 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 a sign-in sheet
  - Prepare a budget to cover the meeting costs and agree who will provide funding
August 26, 2019

- Determine which materials to share with participants in advance and on the day of the meeting. This information could include the following appendices from the *Self-Assessment Guide*: (additional information can be found on page 9 of the Overview and Self-Assessment Guide)
  a. the Pre-Meeting Participant Information Form with the date, location, and time of the meeting entered in the fillable spaces (Appendix E),
  b. a meeting agenda (Appendix F provides a suggested format),
  c. the “Illinois Service Integration Self-Assessment Guidelines” (Appendix B), and
  d. the “Small Group Participation Form” (Appendix G). This form could be completed in advance of the meeting for all 15 goals by each partner organization or agency and brought to the meeting, or representatives from each agency could fill them out together.

- You will need to download the WINTAC Powerpoint and the *Self-Assessment Guide* to use as facilitator. Both documents are available on the Illinois workNet website on the Service Integration Self-Assessment webpage under “Guidance and Forms”.

  ✓ Our advance planning has taken place and our first meeting has been scheduled. What’s next?

  The balance of this guide provides the facilitator with the information needed to lead a discussion that will produce a consensus around priority service integration goals for the coming year and the action steps needed to address those goals. For each activity, the preparation needed to facilitate the discussion, the discussion material (i.e. a slide, form, or other information, and the discussion questions are provided. Again, it is strongly recommended that the facilitator be familiar with the entire *Self-Assessment Guide* and the WINTAC facilitator Powerpoint presentation before convening the partners.

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4 https://www.illinoisworknet.com/WIOA/Resources/Pages/Service-Integration.aspx
## Setting the Stage

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Slide or Form and Instructions</th>
<th>Script/Discussion Questions</th>
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<tbody>
<tr>
<td>Provide a sign-in sheet for participants</td>
<td>Be sure to get each participant’s name and contact information</td>
<td>Ask all participants to sign in</td>
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<tr>
<td>Arrive early and ensure planning team facilitators have their assignments for small groups</td>
<td>Give each small group facilitator copies of the Small Group Participation forms to distribute at the appropriate time.</td>
<td>Ask participants to sit in small groups when they arrive.</td>
</tr>
<tr>
<td>Bring copies of meeting material for all participants</td>
<td>Agenda, Small Group Participation Form (Appendix G), slide 6 of the WINTAC PowerPoint (see below), Illinois WIOA Overview and Self-Assessment Guide</td>
<td>Hand out an agenda and Illinois WIOA Overview and Self-Assessment Guide to all participants.</td>
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<tr>
<td>Place Post-it notes on tables for questions participants have that may not be addressed.</td>
<td>At the end of the day collect the Post-it note questions and address to the group.</td>
<td>Tell participants during the introduction that they can use these Post-it notes to write down any questions that were not answered.</td>
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</table>

The day of the meeting:

1. Check lighting and the temperature in the meeting room(s) for comfort and functionality.
2. Room layout: Participants should be able to see the presenter and any visuals at the front of the room and still work in small groups.
3. Test technology *before* the participants arrive
4. Be energetic!
5. Make good eye contact and move around the room.
6. Greet and engage people as they come in; thank them for coming.
7. Encourage participants to interact by posing a small or large group ice-breaker question.
About Facilitating

- Be sure you are giving participants ample opportunity to express their views, share their knowledge and ask questions.
- To the degree the schedule allows, try to add information that supports or highlights points being made. Add examples from your own experience or information from the background section of this guide.
- Admit what you don’t know. There may be questions for which you don’t immediately know the answer. See if anyone in the group has an idea, or suggest that you’ll do some research and get back to the group with the answer.
- Encourage participation. Ask questions or have the participants interact as directed. This may help uncover areas of misunderstanding and create opportunities for additional learning.
- Encourage participants to speak in turn.
- Keep the atmosphere informal so that the participants are comfortable asking questions, participating in activities, and sharing their knowledge or concerns.
- Remain in control as facilitator by dealing with participants who dominate the discussion. For example: “That’s an interesting thought; maybe we can talk about that after we wrap up this discussion?” or “Could you send me an email so I can follow up with you after this meeting?”

Meeting Kick-off and Introducing the Integration Continuum

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<tr>
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<tbody>
<tr>
<td>Have the WINTAC PowerPoint loaded onto your computer and ready to begin.</td>
<td>“Facilitator Training Powerpoint”</td>
<td>Welcome participants.</td>
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<tr>
<td>Select an icebreaker exercise</td>
<td>Provide a slide that describes the exercise</td>
<td>Ask participants to pair up. Have them each tell the other one their name (if appropriate) and one thing they want to learn today. Then have them introduce the other to the group and share what the other person hopes to learn.</td>
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<tr>
<td>Finalize agenda</td>
<td>Agenda</td>
<td>Review the agenda. Ask if there are questions or modifications.</td>
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Outline the points you wish to make in explaining the context for the meeting

**Use Framing the Conversation, page 10 of the *Self-Assessment Guide***

1. **Provide a context for the meeting:** why the participants are here, what you hope to accomplish, and how it will benefit them. Emphasize the collaborative nature of the process.

2. **Show slides 6, 10, and 16 of the WINTAC Powerpoint to introduce the Service Integration Continuum**

   - The IWIB’s goal is to support local partners in improving their level of service integration. To this end, the IWIB has adopted a version of the integration continuum based on the five stages of integration.

   - One or more goals have been identified for each of these functions to assist the LWIBs, one-stop operators, and partners in understanding the aim of service integration in Illinois. The service integration self-assessment guidelines are in Appendix B of the *Self-Assessment Guide*. The objective is to assess your current and desired level of integration for each goal.

   - There is no incorrect rating on the continuum. What matters is an accurate baseline assessment and annual progress along the integration continuum.

   - Not every system or process can change at the same time. It is likely that the local one-stop system will be at different stages depending on the function and goal. For example, the local self-assessment team may determine that the system is at the “isolation” stage in evaluation but a
“communication” stage in intake and assessment.

Core partners may be at different stages of the continuum at different times and may not be able to move at the same pace.

Show slides 7 and 9

Point to the benefits of integrated service delivery to customers and providers of workforce and education services. Ask if the participants see other benefits.

Review how self-assessment can help workforce systems be strategic in identifying priority improvement opportunities.

<table>
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<tr>
<th>Benefits of Integrated Service Delivery</th>
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<tbody>
<tr>
<td>• Economize scarce resources</td>
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<tr>
<td>• Enhance job seeker, claimant, customer outcomes</td>
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<tr>
<td>• Provide effective services to employers</td>
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<tr>
<td>• Boost data availability</td>
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<td>• Improve performance accountability</td>
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<tr>
<th>Self-Assessment</th>
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<tr>
<td>How does self-assessment help us?</td>
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<tr>
<td>• Provides an environmental scan</td>
</tr>
<tr>
<td>• Identifies which partnerships might be strategically strengthened</td>
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<tr>
<td>• Meets agency operational objectives</td>
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<tr>
<td>• Meets customer objectives</td>
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<tr>
<td>• Establishes a basis for evaluating agency progress</td>
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Show slides 11-16 one at a time to explain the model more in-depth. (Only slides 11 and 16 are pictured to the right.)

Walk through each of the five stages of integration, highlighting the differences. Go back to slide 16 if there are questions about the difference among the slides.

Ask if the model is clear and understandable and makes sense to the participants. It’s essential they understand all five stages for purposes of rating each goal.

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### Scoring and Prioritizing Service Integration Goals

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<tr>
<td>If the Small Group Participant Forms (Appendix G) were completed in advance, summarize the scores on Appendix H. If they were not completed, provide a blank copy of Appendix G for each participants.</td>
<td>Blank Appendix G forms and/or copies of completed Appendix H, and Self-Assessment Guide</td>
<td>Ask participants to review the Illinois Self-Assessment Guidelines sent in advance and select where they believe their one-stop partners currently fall on the Integration Continuum for each major function and</td>
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goal. Have them note any examples of why they selected that level of integration on the Small Group Participant Form (Appendix G).

Once participants have finished rating each area, have everyone share their individual ratings with each other. Discuss as a small group and calculate an average rating for each area.

The facilitator will then ask small group participants to assign a priority rating for each goal. Again, each participant will share their priority rating with the small group and the facilitator will note each rating on Appendix H. The form will automatically tally the results.

As participants rate the level of priority for each goal, ask them to note and share any ideas, suggestions, or possible opportunities for improving integration. The facilitator may wish to summarize the results of the ratings by all partners using Appendix H: Small Group Facilitator Form.

Throughout the small group work, the facilitator should encourage participants to share any questions, concerns, or possible technical assistance needs, and capture that information in the summary.

You and the small group facilitators can decide how often and when it makes sense to
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<tr>
<th><strong>August 26, 2019</strong></th>
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<tr>
<td><strong>WINTAC ppt presentation</strong></td>
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### Action Planning

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<tr>
<th>Preparation</th>
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<tr>
<td>Copies of Appendix J: Next Steps Action Planning</td>
<td>This next to last activity of the day is to begin to identify how the LWIA will address each of the 3-5 priority goals identified in the preceding activity. Appendix J provides a framework for doing this. Each policy priority should be on a separate blank template. Emphasize this is a first pass at an action plan and other partners and stakeholders will have an opportunity to review and comment on the draft. Beginning with the first service integration policy priority, work through the template from left to right beginning by identifying the major activities that will be undertaken to “move the needle” on that particular goal. Each major activity should be on a separate row so the key players, expected outcomes, timeline, and questions/assistance needed all relate to that activity. There is no prescribed number of activities and tactics. The group should consider activities that are already underway and could be expanded, discontinuing practices that are not effective, and exploring new models or practices that hold promise. Conducting research to identify promising practices is an acceptable and often essential activity. Some action plan elements will be easier to implement than others. It is important to balance some “low hanging fruit” targets</td>
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Final Self-Assessment Submission

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<tr>
<th>Preparation</th>
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<tbody>
<tr>
<td>Self-Assessment Guide</td>
<td>Appendix K: Identifying Information</td>
<td>After the group has identified the key information for the Next Steps Planning Tool (Appendix J), the final steps needed to prepare the self-assessment submission should be discussed. Remaining tasks should be identified, responsible parties assigned, and due dates identified so the September 30th deadline is met. Final submission instructions are available on page 11-12 of the Self-Assessment Guide. Be sure to include time for review by the LWIB and any other key stakeholders and partners.</td>
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Wrap-Up

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<tr>
<th>Preparation</th>
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<tbody>
<tr>
<td>Tie back into the beginning activity</td>
<td>Script: Ask volunteers to share the single most important thing they learned today and whether it was what they wanted to learn from the icebreaker this morning.</td>
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