



Illinois WIOA Service Integration

Overview and Self-Assessment Guide
July 2019



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.

Table of Contents

	Page
I. Introduction	3
II. Definitions	4
III. Timeline	5
IV. Integration Continuum	5
V. Overview of the Self-Assessment Process	7
VI. Advance Planning	7
VII. Framing the Conversation	10
VIII. Final Self-Assessment Submission	11

Appendices

A: IWIB Service Integration Policy	14
B. Illinois Service Integration Self-Assessment Guidelines	18
C: Schedule of Planning Events for Service Integration Self-Assessment	29
D. Partners List	30
E. Pre-Meeting Participant Information	34
F: Sample Integration Continuum Meeting Agenda	35
G: Small Group Participant Form	36
H: Small Group Facilitator Form	47
I: Summary of Service Integration Partner Self-Assessments	55
J: Next Steps Action Planning Tool	58
K: Service Integration Self-Assessment Identifying Information	59

Service Integration in Illinois under the Workforce Innovation and Opportunities Act An Overview and Self-Assessment Guide¹

I. Introduction

For purposes of implementing the federal Workforce Innovation and Opportunities Act (WIOA), the Illinois Workforce Innovation Board (IWIB) defines service integration as a combination of strategies to align and simplify access to one-stop center services and supports for employers, job seekers, and system customers with the goal of providing the best experience possible. Service integration may occur across entities delivering specific services or programs, across time as customer needs change, or both.

Seven service integration functions identified by the IWIB and outlined in its service integration policy (*Appendix A*)² are the focus of Illinois' local one-stop delivery system: customer-centered design, staff, intake and assessment, services, career pathways, information, and evaluation. Taken together, the goals and outcomes for these functions 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.

This self-assessment guide has been developed by an IWIB interagency team to help local workforce innovation boards (LWIBs) implement the State's service integration policy. This tool and the continuum model on which it is based were adapted from material developed by the Workforce Innovation Technical Assistance Center funded by the U.S. Department of Education.

The approach highlighted in this guide 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. The IWIB recognizes that each local area may be at different levels on the service integration continuum and that it may take years to get to the integration stage for one or more functions and goals.

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

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²The IWIB's Service Integration Policy may be found in the Illinois workNet's ePolicy Portal: <https://apps.il-work-net.com/WIOAPolicy/Policy/Home>

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 Dictionary³ since it defines terms essential to career pathway program and system elements prior to conducting the self-assessment. Definitions of selected key terms are provided in the next section.

II. Definitions

Following are definitions of selected key terms used in the IWIB Service Integration Policy and referenced in this guide.

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

Career Plan: A written plan developed jointly by the career planner and the 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 fulfil 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 would both be expected to have the same core workplace skills.

Organizational Values: An organization's values guide how the organization 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, but are not limited to, accountability, collaboration, continuous improvement, innovation, integrity, and respect.

³https://www2.illinois.gov/sites/wlg/resources/Documents/Career%20Pathways%20Dictionary_Illinois.pdf

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 respectfully 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.

III. Timeline

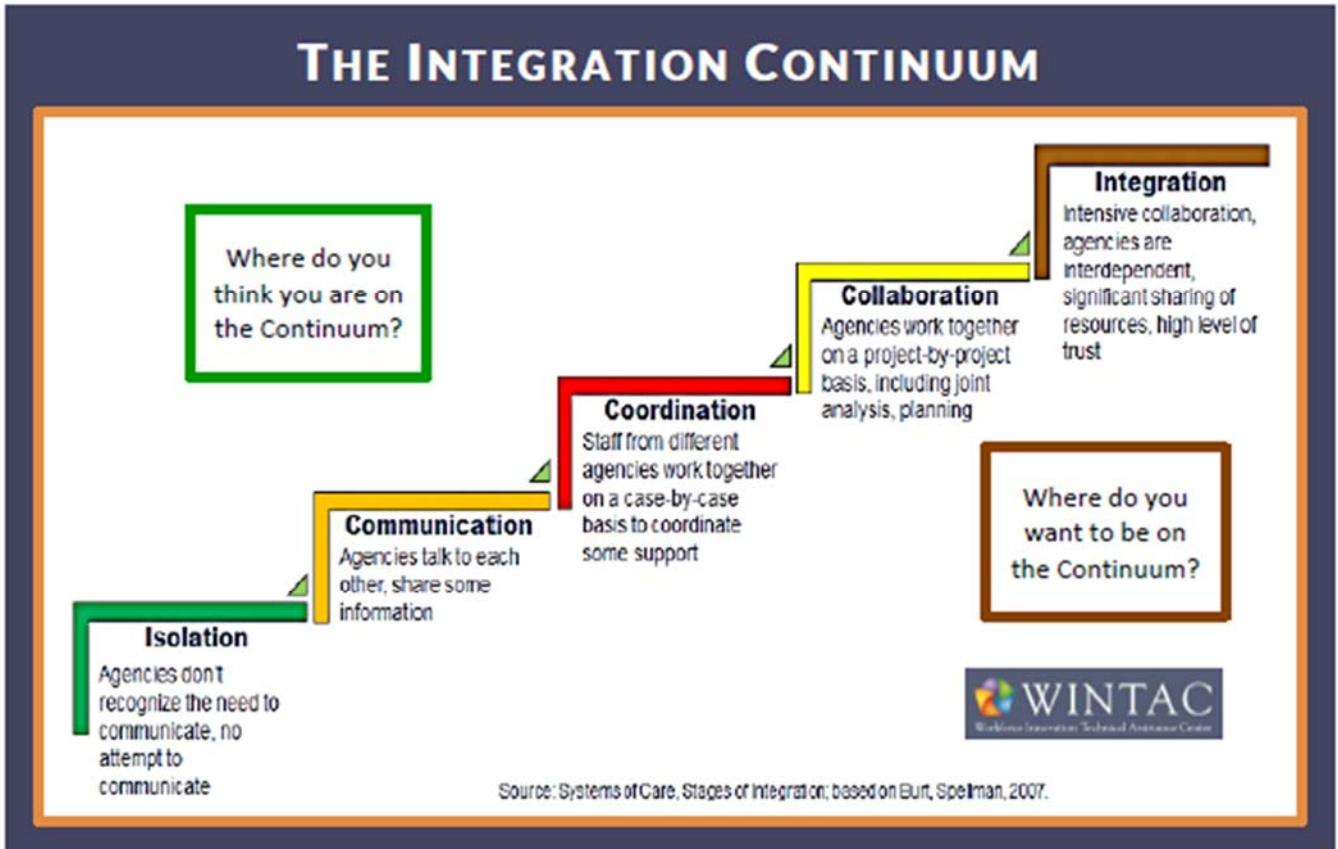
The IWIB’s service integration policy that took effect on January 1, 2019, establishes that LWIBs, in coordination with the one-stop operators and partners, are responsible for conducting annual self-assessments regarding service integration in their local one-stop delivery systems. An accurate baseline assessment is essential so that meaningful improvement targets to progress along the service integration continuum may be set and incorporated into local and regional WIOA plans.

LWIBs must submit their completed self-assessment and an action plan to the IWIB. The IWIB will use these self-assessments and action plans to evaluate the effectiveness of service integration implementation across the state. An implementation timeline of state and local level activities through March 1, 2020 is provided below. **All required documentation must be submitted electronically 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.**

<u>Action</u>	<u>Completion</u>
Begin capacity building to implement the WIOA Service Integration Policy	January 1, 2019
Attend WIOA Summit focusing on service integration	April 23-24, 2019
Complete baseline service integration self-assessment and action plan	September 30, 2019
Incorporate service integration into regional/local plans	March 1, 2020

IV. Integration Continuum

At the heart of the 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 provided 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.



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 seven functions provided by one-stops in Illinois:

- Customer-centered design
- Staff
- Intake and Assessment
- Services
- Career Pathways
- Information
- Evaluation

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 as *Appendix B*.

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.

V. Overview of the Self-Assessment Process

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

Step 1: Each participating partner at the LWIA level will conduct the service integration self-assessment to:

- Identify where they fall on the continuum for each of the 15 service integration goals; and
- 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 locally with skilled facilitators, or partner teams may be invited to a large regional venue and have facilitators work with all of the teams in a group setting.

Step 2: Each team will select a representative to carry their priorities to the next step, which is a meeting of all the LWIA partners and stakeholders to identify priorities and begin action planning. Meeting objectives are to:

- Agree where the LWIA falls on the service integration continuum for each of the 15 service integration goals;
- Develop consensus around which goals and activities 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 results of this second activity will be incorporated into the local and regional WIOA planning.

As with the first step, local facilitators may work with the WIOA partners and/or the LWIA teams to develop consensus around priorities, or the teams may travel to a regional meeting at which skilled facilitators conduct a group process.

A calendar of suggested activities to undertake between June and September 2019 is provided as *Appendix C*.

VI. Advance Planning

Prior to bringing partners together, the following questions may be useful to consider:

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 your local and regional discussion and planning?

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

Participants: 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.

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

Following are suggested steps to help with the planning process.

- 1) **Establish the planning team.** Identify key partners or colleagues who 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 planning and implementation process. An early task for the planning team is to identify a meeting facilitator. This individual should be approved by the LWIB and/or one-stop operator and invited to participate in as much of the planning as feasible.
- 3) **Identify which 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 D)* to review core, required, and other possible partners. Also think about key community partners who may not be on the list, but you might want to include.
- 4) **Use the questions outlined above to help with planning.** The questions noted above might bring to light content you may want to address in the partner meeting or next steps (e.g. building understanding of partners' programs/services, discussing the benefits of service integration, aligning state/regional/local goals, etc.).
- 5) **Work through basic logistics.** Considerations for planning include:
 - Determine meeting date and timeframe
 - Determine location of meeting
 - Finalize meeting agenda
 - Identify large and small group facilitators and communicate responsibilities.
 - Plan for needed meeting materials (flip charts, easels, 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
 - Prepare a budget to cover the meeting costs and agree who will provide funding
- 6) **Determine which materials to share with participants in advance and on the day of the meeting.** The *Pre-Meeting Participant Information* document (*Appendix E*) 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 Illinois Self-Assessment Guidelines with the Pre-Meeting Information Sheet. This gives participants some time to think about where they currently are on the continuum with the service integration functions and goal areas. Below is a summary of suggested materials to share:

- Pre-Meeting Participant Information (prior to meeting)
- Illinois Self-Assessment Guidelines (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)
- Next Steps Action Planning Tool (copies at meeting)

An important option to consider in planning both the partner meetings and the LWIA service integration priorities and action planning event is whether to require participants to provide basic information in advance of the face-to-face meeting. For example, the various partner organizations or agencies may be asked to complete the *Small Group Participant Forms (Appendix G)* for all 15 goals and either provide that information in advance to the facilitator or bring it with them to the meeting. Similarly, providing the completed *Small Group Facilitator Forms (Appendix H)* and/or *Summary of Service Integration Self-Assessments (Appendix I)* form to the partner and stakeholder representatives who will participate in the second LWIA priorities and action planning meeting could help jumpstart that conversation.

However, for this to be successful, the participants must have a basic familiarity with the continuum and the operation of the local one-stop center(s). If they do not, an opportunity to educate them about service integration will be lost and they may become frustrated by the exercise.



- 7) **Facilitation planning and meeting considerations.** The style and approach to facilitation can either enhance or inhibit partner participation. You want to identify facilitators who can help create a welcoming and comfortable environment. Room configuration and introductory activities can also enrich your meeting.
- **Room Layout:** The way a room is arranged influences the conversations that occur in the space. Participants should be able 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 provides an example of a layout that can work well.
 - **Welcome and Introductions:** Facilitators can use the welcome and introductions to set the stage for connecting participants with one another and creating a comfortable environment for the day. For example, individuals may be asked to introduce themselves, describe their agency/program and role with the program, and share something about themselves that most people wouldn't know or guess. Other creative ice-breakers can set a positive tone for the day.

VII. Framing the Conversation

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 collaboration, it is critical to build relationships, trust, and respect across participants. The owners of the process (the LWIBs, the One-Stop Operators, and the meeting facilitator) should create a positive group environment where partner programs are engaged, can see the value of their involvement, and are encouraged to share their thoughts and ideas. Creating a warm and welcoming space in which partners come together to participate in open and honest discussions is a key element for nurturing cross-agency collaboration.

Following is an overview of the framework and general intention of the local service integration assessment meeting. The discussion and planning meeting(s) provide an opportunity for partners to assess their level of service integration with each other, determine how they can improve their level of integration in specific areas, and begin to develop a plan of action based on determined priorities. Partners will be asked to review the *Illinois Self-Assessment Guidelines (Appendix B)* which reflect Illinois' policy goals and outcomes on service integration prior to the meeting to begin evaluating where they fall on the continuum in the different function categories.

A brief review of the Integration Continuum would be useful, pointing out how the Illinois Self-Assessment Guidelines will be used to illustrate examples. The following considerations are important to share with participants:

- There is no incorrect rating on the continuum. The intent is to establish where a center or system currently is and identify and implement improvements to progress along 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.
- Some action plan elements will be easier to implement than others. It is important to balance some “low hanging fruit” targets with others that will take more time and are more complex.

There will be a mix of large and small group activities throughout the self-assessment meeting. *Appendix F* provides a sample agenda for structuring the meeting. The large group will come together at the start of the meeting to review some basic groundwork. The majority of the meeting will occur in small work groups, coming back together throughout the day to share progress.

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 partners representing multiple service areas, you may want a mix of partner representatives in each group.

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

- 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 goal. Have them note any examples of why they selected that level of integration on the *Small Group Participant Form (Appendix G)*.
- Once small group participants have finished rating an 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 use the *Small Group Facilitator Form (Appendix H)* 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 function and goal. Again, each participant will share their priority rating with the small group, and the facilitator will note each rating and come up with the group's average (*Appendix H*).
- As participants are rating the level of priority for each function and 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 I: Summary of Service Integration Partner Self-Assessments*.
- 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.
- When each small group has 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 J)*.

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. Facilitators may determine that they want to share identified priority areas of work and work as a large group to plan next steps.

VIII. Final Self-Assessment Submission

After both steps have concluded, the One-Stop Operator should convene the planning team to debrief on the process. An important outcome of that conversation should be to identify continuous improvement opportunities for the LWIB and strategic considerations for local/regional WIOA planning. It is suggested that a report to the LWIB be prepared and discussed.

The following information is to be submitted electronically to the IWIB by 5:00 p.m. on September 30, 2019 in care of Mark.A.Burgess@illinois.gov at the **Illinois Department of Commerce and Economic Opportunity, Office of Employment and Training**.

1. The completed *Service Integration Self-Assessment Identifying Information* form (*Appendix K*).
2. A copy of any report on the process and results to the LWIB.
3. Copies of the completed *Small Group Participant Form (Appendix G)* for each participating agency. The names of the completers may be redacted as long as the partner or program affiliation is indicated.
4. Completed *Small Group Facilitator Form (Appendix H)* and *Summary of Service Integration Self-Assessments (Appendix I)*.

5. Completed *Next Steps Action Planning Tool (Appendix J)*.
6. Recommendations to the IWIB for improving the self-assessment process.

Questions on the submission package may be addressed to Mr. Burgess at the above email address or (217) 785-6387. Questions about the service-integration self-assessment process may be addressed to Lora Dhom at lora.dhom@illinois.gov or (217) 558-2429.

Appendices

	Page
A: IWIB Service Integration Policy	14
B. Illinois Service Integration Self-Assessment Guidelines	18
C. Schedule of Planning Events for Service Integration Self-Assessment	29
D: Partners List	30
E. Pre-Meeting Participant Information	34
F: Sample Integration Continuum Meeting Agenda	35
G: Small Group Participant Form	36
H: Small Group Facilitator Form	47
I: Summary of Service Integration Partner Self-Assessments	55
J: Next Steps Action Planning Tool	58
K. Service Integration Self-Assessment Identifying Information	59

Appendix A

IWIB Service Integration Policy



Illinois Workforce Innovation Board

JB Pritzker, Governor

John Rico, Co-Chair

Erin Guthrie, Co-Chair

March 21, 2019

WIOA POLICY 18-WIOA-1.13

SERVICE INTEGRATION

I. POLICY

1.13 Service Integration Purpose

1. This policy establishes the service integration requirements that all Illinois one-stop centers must meet to be certified as an Illinois workNet® Center and part of the national American Job Center (AJC) network. It also describes the process by which Local Workforce Innovation Boards (LWIBs) pursue and document progress toward service integration.

1.13.1 Service Integration Overview

1. The Workforce Innovation and Opportunity Act (WIOA) establishes a national network of one-stop centers branded as the American Job Center (AJC) network. This network provides central points of contact for job seekers and businesses to access employment and training services. All one-stop centers must deliver six core programs: Title I Youth, Adult and Dislocated Worker; Title II Adult Education and Literacy; Title III Wagner-Peyser; and Title IV Vocational Rehabilitation. Additionally, WIOA requires 12 partner programs to provide access through the one-stops:
 - a. Career and Technical Education (Perkins)
 - b. Community Services Block Grant
 - c. Indian and Native American Programs
 - d. HUD Employment and Training Programs
 - e. Job Corps

- f. Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program
- g. National Farmworker Jobs Program
- h. Senior Community Service Employment Program
- i. Temporary Assistance for Needy Families (TANF)
- j. Trade Adjustment Assistance Programs
- k. Unemployment Compensation Programs
- l. YouthBuild

Local boards may include additional partners in one-stop centers such as employment and training programs operated by other federal agencies (e.g., the Social Security Administration and Small Business Administration), local employers, community-based, faith-based and/or not-for-profit programs.

Effective planning and coordination among these many workforce development programs are needed to maximize their value and benefits to business and job seeking customers.

2. This policy builds on the existing guidance and support for service integration under WIOA in Illinois.
 - a. The *Governor's Guidelines to State and Local Program Partners Negotiating Costs and Services under WIOA* guides how one-stops coordinate and jointly use WIOA resources.
 - b. The IWIB has embedded service integration expectations in key state planning and policy documents, including the *Unified State Plan* and the IWIB's strategic plan.
 - c. The IWIB's Certification of One-Stop Centers policy was adopted in March 2017.
 - d. The *Career Pathways Dictionary* provides a framework for the definition of career pathways in Illinois developed by workforce, education, and other stakeholders.

1.13.1.1 Service Integration Definition

1. The IWIB defines service integration as a combination of strategies to align and simplify access to one-stop center services and supports for employers, job seekers, and system customers with the goal of providing the best experience possible. Service integration may occur across entities delivering specific services or programs, across time as customer needs change, or both.

1.13.2 Service Integration Goals and Outcomes

1. 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 listed below and represent a long-term, high-level vision for one-stop service integration in Illinois. Operationalizing these goals will occur locally through the WIOA planning, one-stop certification, and MOU negotiation processes.

1.13.2.1 Service Integration Policy Goals and Outcomes

1. Customer-Centered Design Goal. One-stop partners collect and use customer input to design and deliver integrated services to all job seeker, employer, and system customers.

The outcome of this goal is that one-stop services are shaped by customer needs and preferences.

2. Staff Goals. Four service integration goals pertain to one-stop staff:
 - a. Core job competencies, organizational values, and performance expectations related to service integration are communicated to all center staff.
 - b. Cross-training and program information resources addressing the role, services, and eligibility requirements of all WIOA partner programs are provided for all one-stop staff, including information and encouragement to acquire professional credentials.
 - c. Communication across one-stop partners is consistent, comprehensive, and timely.
 - d. All one-stop staff are treated as valued and respected team members.

The outcome of these goals is that a culture of accountability is created in which every partner agency's representative has ownership in achieving desired results.

3. Intake and Assessment Goals. Two service integration goals address intake and assessment:
 - a. Customers provide basic information once through a common intake form or information-sharing across programs.
 - b. Center staff collaborate in providing a holistic assessment of customer needs that serves as the basis for their service plan.

The outcome of these goals is that one-stop customer needs are quickly and accurately identified.

Service Goals. Four goals address how one-stop services are provided as a result of service integration:

- a. Services for all one-stop customers are delivered by function rather than by individual programs.
- b. Processes through which customers experience the system, including referral and follow-up, are streamlined and aligned.
- c. Individual service plans for job seeker and employer customers are living documents used to provide and coordinate services and follow-up and are updated over time to respond to changing customer needs.
- d. Customers receive timely and coordinated access to all WIOA employer and job seeker services whether on-site, through technology, at a partner site, or by other appropriate and accessible community services.

The outcome of these goals is that all customers are provided access to quality integrated services that meet their needs in an efficient and seamless manner.

4. Career Pathways Goal. A shared philosophy among education, workforce development, and economic development regarding college and career pathways aims to enable Illinois residents to progressively build toward college and career success through aligned education, training, and employment opportunities over their lifetimes.

The outcome of this goal is that one-stop services are shaped through the lens of career

pathways.

5. Information Goals. Two service integration goals address information:
 - a. Managers and staff share information, as appropriate and feasible, on all one-stop partner programs and services an individual has received subject to confidentiality requirements.
 - b. Current and timely labor market information informs career planning and sector-based initiatives.

The outcome associated with these goals is that one-stop staff have access to a range of information that enables them to provide excellent customer service.

6. Evaluation Goal. State and local workforce board expectations drive the evaluation of one-stop performance, operations, and compliance for service integration.

The outcome of this goal is that local service integration efforts are evaluated regularly to identify and implement continuous improvement opportunities.

1.13.3 Service Integration Implementation

1. LWIBs and one-stop operators shall use Illinois' one-stop certification policy and process to address the service integration goals contained in this policy. The IWIB will regularly update the State's one-stop certification criteria and evidence measures to reflect current service integration goals.
2. Each LWIB will be responsible for assessing the level of service integration in all seven functional areas for the local one-stop system which includes all one-stop center(s) it oversees. This assessment requires annual updates to evaluate progress and identify improvement targets. A self-assessment tool is available as an attachment to the policy for use by LWIBs.
3. In the event any local partner is unable to fulfill the provisions of this policy, the matter will first be taken to the appropriate State partner(s).
 - a. If resolution is not successful at that level, the local board will attempt to resolve the matter.
 - b. If this is unsuccessful, relevant procedures established by the State Interagency Technical Assistance Team and/or State Leadership Team will be pursued, followed by consultation with the IWIB and Governor's Office.
4. A complete self-assessment must be on file and must describe how the results were used to improve service integration efforts.
5. An implementation timeline of state and local level activities through July 1, 2020 is attached to this policy.

Appendix B

Illinois Service Integration Self-Assessment Guidelines

Function and Goal	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
<p>Customer-Centered Design Goal 1:</p> <p>Customer input drives service design for job seekers, employers and system customers</p>	<p>Each agency promotes services separately to community.</p> <p>Partner agencies do not use customer input to design and integrate services.</p>	<p>Partner agencies share information about service design related to customer input with each other.</p>	<p>Mechanisms that collect customer input concerning service design have been developed. Regular meetings, including discussion at Local Workforce Innovation Board (LWIB) meetings, are held to analyze and discuss both job seeker and business customer input.</p>	<p>Partners meet regularly and plan service design together. Partner agencies still approach service design separately but share information with each other to meet customer needs.</p>	<p>Teams representing all partner programs, the one-stop operator, and the LWIB regularly use customer feedback to design, implement and improve all aspects of service delivery.</p>
<p>Staff Goal 1:</p> <p>Job competencies and expectations (as defined in the Self-Assessment Guide) are communicated to one-stop staff</p>	<p>Staff and leadership are not trained on core job competencies, organizational values, and performance expectations related to their role in service integration.</p>	<p>Staff and leadership are rarely trained on core job competencies, organizational values, and performance expectations related to their role in service integration.</p>	<p>Staff and leadership are sometimes trained on core job competencies, organizational values, and performance expectations related to their role in service integration.</p>	<p>Staff and leadership are usually trained on core job competencies, organizational values, and performance expectations related to their role in service integration.</p>	<p>A process in place to ensure staff and leadership are regularly trained on core job competencies, organizational values, and performance expectations related to their role in service integration.</p>

Function and Goal	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
<p>Staff Goal 2:</p> <p>Cross-training (as defined in the Self-Assessment Guide) on program information occurs among staff</p>	<p>Staff and leadership are not cross-trained to stay current on programs and services.</p>	<p>Staff and leadership are rarely cross-trained to stay current on programs and services.</p>	<p>Staff and leadership are sometimes cross-trained to stay current on programs and services.</p>	<p>Staff and leadership are usually cross-trained to stay current on programs and services.</p>	<p>A process in place to ensure staff and leadership are regularly cross-trained to stay current on programs and services.</p>
	<p>The MOU does not accurately reflect the way in which required partners integrate services.</p>	<p>The MOU somewhat reflects the way in which required partners integrate services.</p>	<p>The MOU accurately reflects the way in which required partners integrate services.</p>	<p>The MOU accurately reflects the way in which required partners integrate services.</p>	<p>The MOU accurately reflects the way in which required partners integrate services.</p>
<p>Staff Goal 3:</p> <p>Communication is consistent, comprehensive, and timely</p>	<p>All staff are not informed of changes/ updates/ trends in service design, program policies, and services to customers.</p>	<p>All staff are rarely informed of changes/ updates/ trends in service design, program policies, and services to customers.</p>	<p>All staff are sometimes informed of changes/ updates/ trends in service design, program policies, and services to customers.</p>	<p>All staff are usually informed of and trained on changes/ updates/ trends in service design, program policies, and services to customers.</p>	<p>A process is in place to ensure all staff are regularly informed of changes/ updates/ trends in service design, program policies, and services to customers.</p>

Function and Goal	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
	Regular meetings are not held with on-site staff. Communication vehicles, such as newsletters and meeting minutes, are not utilized to provide important information to one-stop staff (whether on-site or off-site).	Regular meetings are rarely held with on-site staff. Communication vehicles, such as newsletters and meeting minutes, are rarely utilized to provide important information to one-stop staff (whether on-site or off-site).	Regular meetings are sometimes held with on-site staff. Other communication vehicles, such as newsletters and meeting minutes, are used to provide important information to one-stop staff who may be off-site or unable to attend staff meetings.	Regular meetings are usually held with on-site staff. Other communication vehicles, such as newsletters and meeting minutes, are used to provide important information to one-stop staff who may be off-site or unable to attend staff meetings.	Regular meetings are held with on-site staff. Other communication vehicles, such as newsletters and meeting minutes, are used to provide important information to one-stop staff who may be off-site or unable to attend staff meetings.
<p>Staff Goal 4:</p> <p>Team members are valued and respected</p>	Staff do not communicate suggestions and concerns to management on such issues as customer flow, customer services, and related issues for continuous improvement purposes.	A process is not in place, but on-site staff are able to share suggestions and concerns to management on such issues as customer flow, customer services, and related issues for continuous improvement purposes.	A process is in place for staff of all programs to communicate suggestions and concerns to management on such issues as customer flow, customer services, and related issues for continuous improvement purposes.	Staff of all programs are usually consulted in the design of services, action planning, and analysis of indicators and trends.	A process is in place to ensure staff of all programs are consulted and engaged, as appropriate, in the design of services, action planning, and analysis of indicators and trends.
<p>Intake and Assessment Goal 1:</p> <p>Common intake/ Information sharing including outreach</p>	Each agency has its own separate intake process; does not regularly inform partners of intake procedures.	<p>Share written material between staff.</p> <p>Share contact information of a representative from each agency.</p>	Develop joint brochure/flier including electronically such as a website that identifies all partner agencies in the center and the services they provide.	Partners establish a central contact point at the center that can connect customers to each of the separate partner agencies.	<p>Partners establish outreach materials and resource fairs.</p> <p>Efforts to connect to community are planned strategically by teams representing the</p>

Function and Goal	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
			<p>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.</p>	<p>Together, the center agencies promote and host resource fairs in the community, participate in rapid response events for plant closings, and provide information regarding how to access each of the partner agencies.</p>	<p>expertise of all partner service programs.</p>
<p>Common intake/information sharing including outreach (cont'd)</p>	<p>A common intake system is not used to collect and report on customer information across one-stop programs.</p>	<p>A common intake system is used by some programs to collect and report on customer information across one-stop programs.</p>	<p>A common intake system is used to collect and report on customer information across one-stop programs.</p>	<p>A common intake system is used to collect and report on customer information across one-stop programs.</p>	<p>A common intake system is used to collect and report on customer information across one-stop programs.</p>
<p>Intake and Assessment Goal 2: Collaboration on assessment that serves as a basis for the career plan</p>	<p>Each agency has its own separate assessment process; does not regularly inform partners of assessment options.</p>	<p>Partners are Informed about available assessments.</p>	<p>Partner staff may send their customers to other partners for additional assessments and related services.</p>	<p>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.</p>	<p>Agencies participate in assessment strategies, tools, and processes with co-enrolled consumers as a cross-agency assessment team for that customer.</p> <p>Staff coordinate and share comprehensive and specialized assessments of the skill</p>

Function and Goal	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
<p>Collaboration on assessment that serves as a basis for the career plan (cont'd)</p>					<p>levels and service needs of customers, which may include diagnostic testing and use of other assessment tools and in-depth interviewing and evaluation to identify barriers and develop appropriate goals that make up the career plan.</p>
	<p>Customers are not co-enrolled in all appropriate one-stop partner programs.</p>	<p>Customers may be co-enrolled, but those programs, services, and/or activities may not be in the career plan.</p>	<p>Most customers are co-enrolled in all appropriate one-stop partner programs. Most programs, services, and/or activities are reflected in the customer's service plan.</p>	<p>Customers are co-enrolled in all appropriate one-stop partner programs in accordance with their service plan.</p>	<p>Customers are co-enrolled in all appropriate one-stop partner programs in accordance with their service plan. Program staff communicate to ensure customers are successfully completing programs, services, and/or activities.</p>
<p>Services Goal 1: Services delivered by function</p>	<p>Each agency has its own separate service options and does not regularly inform partners of those services. Services are promoted separately to the community.</p>	<p>Agencies talk to each other but have no planned or required contact. Contact is intermittent.</p>	<p>Core partners work together at all levels (from management to direct service) to align services on a case-by-case basis. There is no formal structure to their interaction.</p>	<p>Partners work together and use each other's strengths and expertise. Communication and coordination are consistent.</p>	<p>Core agencies create an organizational structure to share information, data, and resources to achieve common goals and mutually agreed upon outcomes.</p>

Function and Goal	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
	<p>Each agency has its own separate career services options; does not regularly inform partners of those services.</p>	<p>Partners are informed of available career services (resume workshops, etc.).</p>	<p>Some individuals receive center career services from more than one partner (co-enrollment).</p>	<p>Staff may meet cross-agency with the customer to develop their specific employment plans, including the use of career services within those plans for individuals receiving services from multiple agencies.</p>	<p>A common cross-agency employment plan is developed and shared for individuals receiving services from multiple agencies.</p>
<p>Services delivered by function (cont'd) - Business Services</p>	<p>Each business services specialist in each agency makes his/her own business connections; no sharing of business information occurs between agencies beyond the information collected by the Wagner-Peyser business representatives.</p>	<p>Business services specialists meet occasionally to discuss business development strategies; partners share information on their programs, job fairs and similar events.</p>	<p>Partner agencies still approach businesses separately but share information with each other to meet business needs. Business services specialists periodically meet with each other (and with placement specialists) to share the skill needs of their business contacts for the purpose of meeting those needs and sharing placement opportunities.</p>	<p>A cross-agency Business Services Team (BST) is created and sets strategy for business engagement. The business service specialists that make up this team meet regularly and plan business events such as job fairs. They host business events to gain information on the needs of specific business sectors and provide information or training on topics identified as areas of interest by those business sectors.</p>	<p>Roles, responsibilities and expectations within BSTs support a business engagement process that eliminates multiple points of contact and presents a 'unified' system to businesses. A single, reliable, agreed upon strategy supports engagement and contact between the workforce, education and economic development system partners and businesses. Information about business needs, contacts, services, and outcomes is shared. Businesses are offered services that deliver solutions to their</p>

Function and Goal	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
Services delivered by function (cont'd)					expressed needs – not siloed or menu-driven offerings.
	Center services are identified as separate/specific agency functions. A chart outlining services by function doesn't exist.	Most center services are identified as separate/specific agency functions. Discussions about creating a chart outlining services from all partners by function has occurred.	Some center services are identified as separate/specific agency function. A chart outlining services from all partners by function has been created.	Most center services are identified by function. A chart outlining services from all partners by function has been vetted and finalized.	Center services identified by function as opposed to by agency. A chart outlining services from all partners by function has been fully implemented.
	Staff are identified (e.g., name badge) and introduce themselves as agency staff.	Most staff are identified as and introduce themselves as agency staff.	Some staff still identify and introduce themselves as agency staff.	Most staff are identified as center staff and introduce themselves as such.	Staff are identified as center staff and introduce themselves as such. Customers aren't aware of agency affiliation.
	The common identifier is not visible in the center and does not appear on products and materials.	The common identifier may be visible in the center and may appear on some products and materials.	The common identifier is somewhat visible in the center and may appear on the majority of products and materials.	The common identifier is visible in the center and appears on most products and materials from each partner agency.	The common identifier is highly visible in the center and appears on products and materials from each partner agency.

Function and Goal	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
<p>Services Goal 2:</p> <p>Referral and follow-up process alignment</p>	<p>Each agency operates its own separate referral and follow-up services with no regular communication to other partners.</p>	<p>Staff seek updates on referral and follow-up status with other programs.</p>	<p>Some staff share referral and follow-up information about specific customers.</p>	<p>Standard referral procedures across agencies are developed and are beginning to be implemented. Staff may meet cross-agency with customers to provide joint follow-up services.</p>	<p>Standard referral procedures across agencies have been developed and implemented. Staff develop and utilize cross-agency follow-up practices.</p>
<p>Services Goal 3:</p> <p>Individual service plans are living documents</p>	<p>Staff develop an Individual Service Plans as appropriate without communication with other partner programs that are also providing services to customers.</p>	<p>Staff development of Individual Service Plans as appropriate are completed for some customers after consultation with some partner programs that are also providing services to those customers.</p>	<p>Staff development of Individual Service Plans as appropriate are completed for customers after consultation with some partner programs that are also providing services to those customers.</p>	<p>Staff development of Individual Service Plans as appropriate are completed for customers after consultation with most of the partner programs that are also providing services to those customers.</p>	<p>Staff development of Individual Service Plans as appropriate are completed for customers after consultation with all partner programs that are also providing services to those customers.</p>
	<p>Individual Service Plans are either not developed or not altered once developed.</p>	<p>Individual Service Plans are rarely updated as the customer progresses through the program.</p>	<p>Individual Service Plans may or may not be updated as the customer progresses through the program.</p>	<p>Most Individual Service Plans are updated on a regular basis.</p>	<p>Individual Service Plans are consistently updated in a timely manner.</p>
<p>Services Goal 4:</p> <p>Timely and Coordinated Access for Customers</p>	<p>Customers (job seekers, workers, and businesses) don't have timely and coordinated access to all services whether on-site, through technology, at a partner site, and other</p>	<p>Customers (job seekers, workers, and businesses) have limited access to services as timely and coordinated whether on-site, through technology, at a partner</p>	<p>Customers (job seekers, workers, and businesses) describe their access to services as somewhat timely and coordinated whether on-site, through technology, at a partner</p>	<p>Customers (job seekers, workers, and businesses) describe their access to services as mostly timely and coordinated whether on-site, through technology, at a partner</p>	<p>Customers (job seekers, workers, and businesses) describe their access to services as timely and coordinated whether on-site, through technology, at a partner</p>

Function and Goal	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
	<p>appropriate accessible community services.</p> <p>Services as described on the center’s website, resource/outreach materials, do not align and are not provided as described in the local service matrix and narrative contained in the MOU.</p>	<p>site, and other appropriate accessible community services.</p> <p>Services as described on the center’s website, resource/outreach materials, align somewhat and may not be provided as described in the local service matrix and narrative contained in the MOU.</p>	<p>site, and other appropriate accessible community services.</p> <p>Services as described on the center’s website, resource/outreach materials, are somewhat aligned and provided as described in the local service matrix and narrative contained in the MOU.</p>	<p>site, and other appropriate accessible community services.</p> <p>Services as described on the center’s website, resource/outreach materials, are mostly aligned and provided as described in the local service matrix and narrative contained in the MOU.</p>	<p>site, and other appropriate accessible community services.</p> <p>Services as described on the center’s website, resource/outreach materials, are aligned and provided as described in the local service matrix and narrative contained in the MOU.</p>

Function and Goal	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
<p>Career Pathways Goal 1:</p> <p>Career Pathway strategies drive service delivery and collaboration efforts among partners</p>	<p>No cohesive, integrated agency strategy for career pathways exists. Career Planners are not coordinating career pathways goals with partners. LMI or business engagement efforts are not focused on development of career pathways opportunities.</p>	<p>A strategy for agency integration of career pathways following the Career Pathway Dictionary is being developed. Career Planners are beginning to coordinate career pathways goals with partners. Some LMI or business engagement efforts focus on developing career pathways opportunities that align with the skill needs of employers.</p>	<p>A strategy for agency integration of career pathways following the Career Pathway Dictionary has been developed. Career Planners are beginning to coordinate career pathways goals with partners. Most LMI or business engagement efforts focus on developing career pathways opportunities that align with the skill needs of employers.</p>	<p>The strategy for agency integration of career pathways following the Career Pathway Dictionary has been implemented. Career Planners coordinate career pathways goals with partners. LMI or business engagement efforts focused on development of career pathways opportunities that align with the skill needs of employers.</p>	<p>The strategy, for agency integration for career pathways following the Career Pathway Dictionary, is reviewed and updated on a regular basis. Career Planners coordinate career pathways goals with partners following the strategy for integration. LMI or business engagement efforts are updated and refreshed to ensure they are focused on development of career pathways opportunities that align with the current skill needs of employers.</p>
<p>Information Goal 1:</p> <p>Sharing Information</p>	<p>Each agency operates its own separate case management system with no regular communication with other partners.</p>	<p>Agencies seek updates on status of some client information with other programs.</p>	<p>Some staff share information about specific customers.</p>	<p>Staff may meet cross-agency with customer to provide joint case management services for those individuals who are co-enrolled.</p>	<p>Staff develop and utilize cross-agency case management practice as a normal practice for all those consumers who are co-enrolled.</p>

Function and Goal	ISOLATION	COMMUNICATION	COORDINATION	COLLABORATION	INTEGRATION
	There is no method or system for capturing client information as appropriate and feasible subject to confidentiality being used to share important customer data across programs.	Discussions about developing methods or systems for capturing client information as appropriate and feasible subject to confidentiality are being held.	Methods or systems for capturing client information as appropriate and feasible subject to confidentiality are in place and used to share important customer data across programs.	Methods or systems for capturing client information as appropriate and feasible subject to confidentiality are in place and used regularly to share important customer data across programs.	Methods or systems for capturing client information as appropriate and feasible subject to confidentiality are in place and used regularly to share important customer data across all programs
Information Goal 2: Current and timely labor market information drives services	Staff are not using current and timely labor market information by career pathway to drive services.	Staff use current labor market information by career pathway to develop a service plan for a few job seeker, worker, and business customers.	Staff use current labor market information by career pathway to develop a service plan for some job seeker, worker, and business customers.	Staff use current labor market information by career pathway to develop a service plan for most job seeker, worker, and business customers.	Staff use current labor market information by career pathway to develop service plans for job seeker, worker, and business customers.
Evaluation Goal 1: Local Workforce Innovation Boards drive evaluation (Self-Assessment and Action Plan) towards continuous improvement.	No evaluation of one-stop performance, operations, and compliance for service integration is being requested or done by the LWIB. Partners do not meet to discuss continuous improvement.	The LWIB and partner staff are aware of service integration principles, but no formal evaluation of one-stop performance, operations, and compliance for service integration is being completed. An action plan for continuous improvement has been discussed, but not developed.	LWIB and partner staff conduct an evaluation of one-stop performance, operations, and compliance for service integration with specific partners. An action plan for continuous improvement has been developed.	LWIB and partner staff conduct an evaluation of one-stop performance, operations, and compliance for service integration with all partners. An action plan for continuous improvement has been developed and reviewed at regularly.	LWIB and partner staff conduct an evaluation of one-stop performance, operations, and compliance for service integration with all partners on a consistent basis. An action plan has been developed and is reviewed routinely and adjusted as the situation warrants. The action plan drives continuous improvement on service integration.

Appendix C

Schedule of Planning Events for Service Integration Self-Assessment

Event	June	July	August	September
Overall Process (LWIBs and One-Stop Operators)	<ul style="list-style-type: none"> a. Message out to all participants re: self-assessment process b. Invitation out to all agencies/stakeholders to participate c. June 12 – Service Integration self-assessment webinar d. June 26 – Effective service integration practices webinar 	<ul style="list-style-type: none"> a. July 10 – Building and Supporting an Accountable One-Stop Culture webinar b. July 31 – Strategies to Implement Successful Collaboration webinar 	August 7 – One-Stop Certification	<ul style="list-style-type: none"> a. Sept. 11-27 – Draft plans circulated to LWIB members and one-stop partners for review and comment b. Sept. 30 – Final action plans due to IWIB
WIOA Partner Planning	Participating agencies/stakeholders identify leadership, management, front line staff to participate	<ul style="list-style-type: none"> a. July 8 – Meeting information sent to partners for self-assessment b. July 29 - Aug. 2 – Partner self-assessments held 	Aug. 2 – Self-assessment results sent to LWIB/One-Stop Operator(s)	
LWA System-Level Planning	<ul style="list-style-type: none"> a. LWA planning teams formed b. Logistics for LWIA event determined <ul style="list-style-type: none"> • Select facilitator • Set date, time, location • Identify participants • Determine any needed material, refreshments, equipment 	July 1 - “Save the date” sent to LWIBs/OSOs for distribution to partners	<ul style="list-style-type: none"> a. Aug. 6 – Prep material sent out for LWIA priority setting and action planning b. Aug. 20 - Sept. 6 – LWIA service integration planning meetings held 	<ul style="list-style-type: none"> a. Sept. 11 – Draft service integration plans due for local circulation and finalization b. Sept. 28 – Final changes made and report sent to LWIB

Appendix D

Partners List

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 (VR) 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 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.

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.

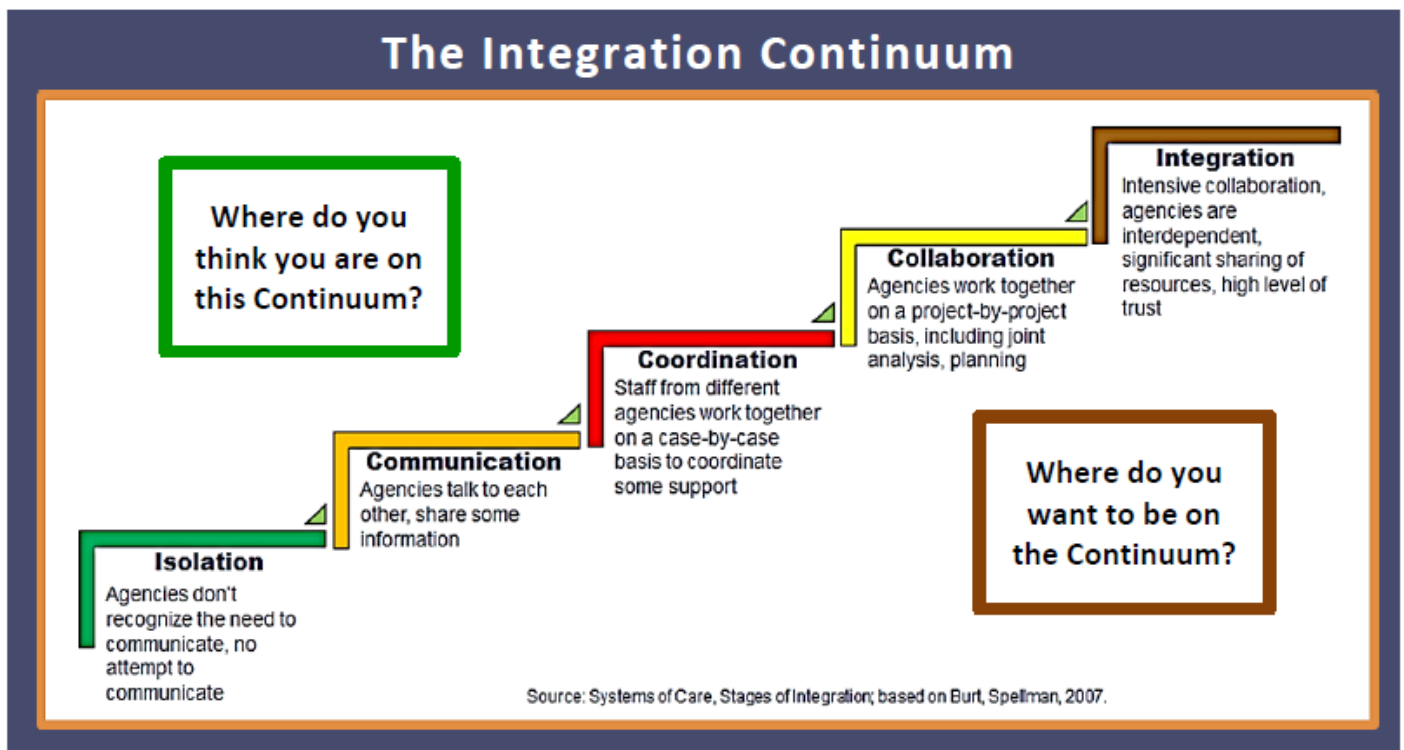
Appendix E

Pre-Meeting Participant Information

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We are excited to be joining local/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 of the Service Integration Continuum that will be the focus of our discussion.



We will be using the attached “Illinois Service Integration Self-Assessment Guidelines” for discussion on where local partners think they currently fall on the continuum. We will then move into a conversation about a few priority areas of work that local partner groups might want to focus on for the coming year. Please review the guidelines and consider the following questions prior to the discussion:

- What do you see as benefits to customer service in system integration/alignment?
- 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 guidelines, 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?

Appendix F

Sample Integration Continuum Meeting Agenda

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Welcome and Introductions

WIOA Vision: State, Regional and/or Local Objectives

Integration Continuum and Examples of Major Functions and Goals

Morning Break (Move into Small Groups)

Integration Continuum Major Function/Goal Assessment and Discussion (Small Groups)

- Small group participants will share individual ratings and come up with a general group rating in each function and goal 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 function/goal area, and the facilitator will calculate 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 accomplish identified activities.
- Identify needed assistance and resources.

Debrief and Next Steps

Appendix G

Small Group Participant Form – CUSTOMER-CENTERED DESIGN

Goal 1: Customer input used to design and deliver services.	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current Level of Integration	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>
Desired Level of Integration	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>

Why You Selected the “Current Level” You Did: Click or tap here to enter text.

Check Priority Rating: Low Medium High

Ideas/Opportunities: Click or tap here to enter text.

Questions/Concerns/Areas for Assistance for the Customer-Center Design Function? Click or tap here to enter text.

* A “low” rating for the isolation stage means that little effort or success has occurred in overcoming agency or program siloes in addressing customer-centered design. Conversely, a “high” rating means that the one-stop center or local workforce area has succeeded in addressing this challenge.

Small Group Participant Form - STAFF

Goal 2: Job expectations communicated to staff	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current Level of Integration	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>
Desired Level of Integration	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>
Why You Selected the "Current Level" You Did: Click or tap here to enter text.															
Check Priority Rating: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High															
Ideas/Opportunities: Click or tap here to enter text.															
Goal 3: Cross-training provided to staff	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current Level of Integration	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>
Desired Level of Integration	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>
Why You Selected the "Current Level" You Did: Click or tap here to enter text.															

* A "low" rating for the isolation stage means that little effort or success has occurred in overcoming agency or program siloes to addressing staff needs. Conversely, a "high" rating means that the one-stop center or local workforce area has effectively worked across agencies and programs to support and develop staff.

Check Priority Rating: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High															
Ideas/Opportunities: Click or tap here to enter text.															
Goal 4: Communication occurs across one-stop partners	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desired Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Why You Selected the “Current Level” You Did: Click or tap here to enter text.															
Check Priority Rating: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High															
Ideas/Opportunities: Click or tap here to enter text.															
Goal 5: All staff valued and respected	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desired Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* A “low” rating for the isolation stage means that little effort or success has occurred in overcoming agency or program siloes to addressing staff needs. Conversely, a “high” rating means that the one-stop center or local workforce area has effectively worked across agencies and programs to support and develop staff.

Why You Selected the “Current Level” You Did: Click or tap here to enter text.

Check Priority Rating: Low Medium High

Ideas/Opportunities: Click or tap here to enter text.

Questions/Concerns/Areas for Assistance for the Staff Function? Click or tap here to enter text.

Small Group Participant Form – INTAKE AND ASSESSMENT

Goal 6: Customers provide basic information once	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Current Level of Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desired Level of Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Why You Selected the “Current Level” You Did: Click or tap here to enter text.

* A “low” rating for isolation means that little success has been achieved in overcoming agency or program siloes to addressing integrated intake and assessment. Conversely, a “high” rating means that the one-stop center or local workforce area has effectively worked across agencies and programs to provide integrated intake and assessment services.

Check Priority Rating: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High															
Ideas/Opportunities: Click or tap here to enter text.															
Goal 7: Staff collaborate on customer assessment	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desired Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Why You Selected the "Current Level" You Did: Click or tap here to enter text.															
Check Priority Rating: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High															
Ideas/Opportunities: Click or tap here to enter text.															
Questions/Concerns/Areas for Assistance for the Intake and Assessment Function? Click or tap here to enter text.															

Small Group Participant Form - SERVICES

Goal 8: Services delivered by function	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Desired Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Why You Selected the “Current Level” You Did: Click or tap here to enter text.

Check Priority Rating: Low Medium High

Ideas/Opportunities: Click or tap here to enter text.

Goal 8a: Services delivered by function: BUSINESS SERVICES	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desired Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Why You Selected the “Current Level” You Did: Click or tap here to enter text.

Check Priority Rating: Low Medium High

Ideas/Opportunities: Click or tap here to enter text.

Goal 9: Processes are streamlined and aligned	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High

* A “low” rating for the isolation stage means that little effort or success has occurred in overcoming agency or program siloes to addressing staff needs. Conversely, a “high” rating means that the one-stop center or local workforce area has effectively worked across agencies and programs to support and develop staff.

Current Level of Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desired Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Why You Selected the “Current Level” You Did: Click or tap here to enter text.

Check Priority Rating: Low Medium High

Ideas/Opportunities: Click or tap here to enter text.

Goal 10: Service plans are living documents	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desired Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Why You Selected the “Current Level” You Did: Click or tap here to enter text.

Check Priority Rating: Low Medium High

* A “low” rating for the isolation stage means that little effort or success has occurred in overcoming agency or program siloes to addressing staff needs. Conversely, a “high” rating means that the one-stop center or local workforce area has effectively worked across agencies and programs to support and develop staff.

Ideas/Opportunities: Click or tap here to enter text.

Goal 11: Access to services is timely and coordinated	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Current Level of Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desired Level of Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Why You Selected the "Current Level" You Did: Click or tap here to enter text.

Check Priority Rating: Low Medium High

Ideas/Opportunities: Click or tap here to enter text.

Questions/Concerns/Areas for Assistance for the Services Function? Click or tap here to enter text.

Small Group Participant Form – CAREER PATHWAYS

Goal 12: Partners share an under-standing of career pathways	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Current Level of Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desired Level of Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Why You Selected the “Current Level” You Did: Click or tap here to enter text.

Check Priority Rating: Low Medium High

Ideas/Opportunities:

Questions/Concerns/Areas for Assistance for the Career Pathways Function? Click or tap here to enter text.

* A “low” rating for the isolation stage means that little success has been achieved in overcoming agency or program siloes to focus on career pathways for clients. Conversely, a “high” rating means that the one-stop center or local workforce area has effectively worked across agencies and programs to provide career pathway services.

Small Group Participant Form - INFORMATION

Goal 13: Customer Information is shared	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current Level of Integration	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>
Desired Level of Integration	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>

Why You Selected the “Current Level” You Did: Click or tap here to enter text.

Check Priority Rating: Low Medium High

Ideas/Opportunities: Click or tap here to enter text.

Goal 14: Current LMI informs services and programs	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current Level of Integration	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>
Desired Level of Integration	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>	Low <input type="checkbox"/>	Mid <input type="checkbox"/>	High <input type="checkbox"/>

Why You Selected the “Current Level” You Did: Click or tap here to enter text.

Check Priority Rating: Low Medium High

Ideas/Opportunities: Click or tap here to enter text.

* A “low” rating for isolation means that little success has been achieved in overcoming agency or program siloes to addressing integrated intake and assessment. Conversely, a “high” rating means that the one-stop center or local workforce area has effectively worked across agencies and programs to provide integrated intake and assessment services.

Questions/Concerns/Areas for Assistance for the Information Function? Click or tap here to enter text.

Small Group Participant Form – EVALUATION

Goal 15: Board expectations drive one-stop evaluation	ISOLATION*			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desired Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Why You Selected the “Current Level” You Did: Click or tap here to enter text.

Check Priority Rating: Low Medium High

Ideas/Opportunities: Click or tap here to enter text.

Questions/Concerns/Areas for Assistance for the Evaluation Function? Click or tap here to enter text.

* A “low” rating for the isolation stage means that little success has been achieved in overcoming agency or program siloes to evaluate programs and services. Conversely, a “high” rating means that the one-stop center or local workforce area has effectively worked across agencies to conduct and use evaluation to improve services.

Appendix H

Small Group Facilitator Form

Customer-Centered Design	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current and Desired Level of Integration	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
<p>Mark individual ratings for each group member. Use an X for current level and a check mark for desired level. Discuss any significant differences in participants' ratings and see if a group consensus can be reached in the group for both current and desired. Note the results to report out.</p>															
<p>Capture any examples shared in the discussion. Click or tap here to enter text.</p>															
<p>Priority Rating: 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;"><input type="checkbox"/> Low = 1 <input type="checkbox"/> Medium = 3 <input type="checkbox"/> High = 5</p> <p style="text-align: right;">Group Average: Click or tap here to enter text.</p>															
<p>Capture any ideas/opportunities group members share. Click or tap here to enter text.</p>															
<p>Note any questions, concerns and/or areas for assistance. Click or tap here to enter text.</p>															

STAFF	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current and Desired Level of Integration Mark individual ratings for each group member. Use an X for current level and a check mark for desired level. Discuss any significant differences in participants' ratings and see if a group consensus can be reached in the group for both current and desired. Note the results to report out.	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Capture any examples shared in the discussion. Click or tap here to enter text.															
<p>Priority Rating: 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;"> <input type="checkbox"/> Low = 1 <input type="checkbox"/> Medium = 3 <input type="checkbox"/> High = 5 </p> <p style="text-align: right;">Group Average: Click or tap here to enter text.</p>															
Capture any ideas/opportunities group members share. Click or tap here to enter text.															
Note any questions, concerns and/or areas for assistance. Click or tap here to enter text.															

Appendix H

Small Group Facilitator Form

INTAKE AND ASSESSMENT	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
<p>Current and Desired Level of Integration</p> <p>Mark individual ratings for each group member. Use an X for current level and a check mark for desired level. Discuss any significant differences in participants' ratings and see if a group consensus can be reached in the group for both current and desired. 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. Click or tap here to enter text.</p>															
<p>Priority Rating: 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;"><input type="checkbox"/> Low = 1 <input type="checkbox"/> Medium = 3 <input type="checkbox"/> High = 5</p> <p style="text-align: right;">Group Average: Click or tap here to enter text.</p>															
<p>Capture any ideas/opportunities group members share. Click or tap here to enter text.</p>															
<p>Note any questions, concerns and/or areas for assistance. Click or tap here to enter text.</p>															

Appendix H

Small Group Facilitator Form

SERVICES	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
<p>Current and Desired Level of Integration</p> <p>Mark individual ratings for each group member. Use an X for current level and a check mark for desired level. Discuss any significant differences in participants' ratings and see if a group consensus can be reached in the group for both current and desired. Note the results to report out.</p>															
<p>Capture any examples shared in the discussion. Click or tap here to enter text.</p>															
<p>Priority Rating: 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;"><input type="checkbox"/> Low = 1 <input type="checkbox"/> Medium = 3 <input type="checkbox"/> High = 5</p> <p style="text-align: right;">Group Average: Click or tap here to enter text.</p>															
<p>Capture any ideas/opportunities group members share. Click or tap here to enter text.</p>															
<p>Note any questions, concerns and/or areas for assistance. Click or tap here to enter text.</p>															

Appendix H

Small Group Facilitator Form

BUSINESS SERVICES	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current and Desired Level of Integration Mark individual ratings for each group member. Use an X for current level and a check mark for desired level. Discuss any significant differences in participants' ratings and see if a group consensus can be reached in the group for both current and desired. Note the results to report out.	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Capture any examples shared in the discussion. Click or tap here to enter text.															
<p>Priority Rating: 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;"> <input type="checkbox"/> Low = 1 <input type="checkbox"/> Medium = 3 <input type="checkbox"/> High = 5 </p> <p style="text-align: right;">Group Average: Click or tap here to enter text.</p>															
Capture any ideas/opportunities group members share. Click or tap here to enter text.															
Note any questions, concerns and/or areas for assistance. Click or tap here to enter text.															

Appendix H

Small Group Facilitator Form

CAREER PATHWAYS	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current and Desired Level of Integration Mark individual ratings for each group member. Use an X for current level and a check mark for desired level. Discuss any significant differences in participants' ratings and see if a group consensus can be reached in the group for both current and desired. Note the results to report out.	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Capture any examples shared in the discussion. Click or tap here to enter text.															
<p>Priority Rating: 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;"> <input type="checkbox"/> Low = 1 <input type="checkbox"/> Medium = 3 <input type="checkbox"/> High = 5 </p> <p style="text-align: right;">Group Average: Click or tap here to enter text.</p>															
Capture any ideas/opportunities group members share. Click or tap here to enter text.															
Note any questions, concerns and/or areas for assistance. Click or tap here to enter text.															

Appendix H

Small Group Facilitator Form

INFORMATION	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
<p>Current and Desired Level of Integration</p> <p>Mark individual ratings for each group member. Use an X for current level and a check mark for desired level. Discuss significant differences in participants' ratings and see if a group consensus can be reached in the group for both current and desired. 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. Click or tap here to enter text.</p>															
<p>Priority Rating: 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;"> <input type="checkbox"/> Low = 1 <input type="checkbox"/> Medium = 3 <input type="checkbox"/> High = 5 </p> <p style="text-align: right;">Group Average: Click or tap here to enter text.</p>															
<p>Capture any ideas/opportunities group members share. Click or tap here to enter text.</p>															
<p>Note any questions, concerns and/or areas for assistance. Click or tap here to enter text.</p>															

Appendix H

Small Group Facilitator Form

EVALUATION	ISOLATION			COMMUNICATION			COORDINATION			COLLABORATION			INTEGRATION		
Current and Desired Level of Integration Mark individual ratings for each group member. Use an X for current level and a check mark for desired level. Discuss any significant differences in participants' ratings and see if a group consensus can be reached in the group for both current and desired. Note the results to report out.	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Capture any examples shared in the discussion. Click or tap here to enter text.															
<p>Priority Rating: 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;"> <input type="checkbox"/> Low = 1 <input type="checkbox"/> Medium = 3 <input type="checkbox"/> High = 5 </p> <p style="text-align: right;">Group Average: Click or tap here to enter text.</p>															
Capture any ideas/opportunities group members share. Click or tap here to enter text.															
Note any questions, concerns and/or areas for assistance. Click or tap here to enter text.															

Summary of Service Integration Partner Self-Assessments (Continued)

Partner or Stakeholder	Goal 6 – Customers provide basic information once		Goal 7 – Staff collaborate on customer assessment		Goal 8 – All one-stop services delivered by function		Goal 8a – Business services delivered by function		Goal 9 – Processes are streamlined and aligned	
	Current Stage/Level	Priority (L, M, H)	Current Stage/Level	Priority (L, M, H)	Current Stage/Level	Priority (L, M, H)	Current Stage/Level	Priority (L, M, H)	Current Stage/Level	Priority (L, M, H)

Summary of Service Integration Partner Self-Assessments (Continued)

Partner or Stakeholder	Goal 10 – Service plans are living documents		Goal 11 – Access to services is timely and coordinated		Goal 12 – Partners share an understanding of career pathways		Goal 13 – Communication occurs across one-stop partners		Goal 14 – Customer information is shared		Goal 15 – Current LMI informs services and programs	
	Current Stage/Level	Priority (L, M, H)	Current Stage/Level	Priority (L, M, H)	Current Stage/Level	Priority (L, M, H)	Current Stage/Level	Priority (L, M, H)	Current Stage/Level	Priority (L, M, H)	Current Stage/Level	Priority (L, M, H)

Appendix J: Next Steps Action Planning Tool

SMART* Policy Goal Being Addressed: _____

Strategies What specific tactics will we use to address the goal?	Key Players Who is responsible? Who else should be involved?	Expected Outcomes What will be the result of these strategies?	Timeline What is the due date of each expected outcome?	Questions and Assistance Needed

* SMART goals are Specific, Measureable, Attainable, Realistic, and Timely

Appendix K

Identifying Information

Name of LWIB: Click or tap here to enter text.		
LWIA #: Click or tap here to enter text.		
Contact Person: Click or tap here to enter text.		
Contact Phone Number: Click or tap here to enter text.	Contact E-mail: Click or tap here to enter text.	Date of Assessment: Click or tap to enter a date.
Local Facilitator: Click or tap here to enter text.		
Members of Self-Assessment Planning Committee by Affiliation: Click or tap here to enter text.		
Partners Participating in Self-Assessment: Click or tap here to enter text.		
<p>Documents to be Included in the Submission:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of any Report on the Process and Results to the LWIB <input type="checkbox"/> Small Group Participant Form (Appendix G) for each participating agency <input type="checkbox"/> Small Group Facilitator Form (Appendix H) <input type="checkbox"/> Summary of Service Integration Self-Assessments (Appendix I) <input type="checkbox"/> Next Step Action Planning Tool (Appendix J) <input type="checkbox"/> Recommendations to the IWIB for Improving the Self-Assessment Process <input type="checkbox"/> Other: Click or tap here to enter text. 		