



TRANSITIONS ACADEMY

Illinois Community College Board

Career and Technical Education and Adult Education and Literacy

Service Integration Policy Impact on ICAPS

Presented by:

Lavon Nelson

Senior Director for Workforce Development, ICCB

Bevan Gibson

Director, SIPDC



Introduction & Definition

- The Workforce Innovation and Opportunity Act (WIOA) requires service integration among partners.
- For the purposes of this policy, service integration is defined 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 delivery specific services or programs; across time as customer needs change; or both.”

Career Pathways

- LWIBs are to approach service integration efforts through a lens of career pathways. The career pathways approach envisions that Illinois residents will progressively build toward college and career success through aligned education, training, and employment opportunities over their lifetime. A wide range of education and training programs and initiatives administered by a variety of private, state, and local entities fall within this system of college and career pathways.
- LWIBs and all WIOA partner agency staff are encouraged to review Illinois' Career Pathways Dictionary since it defines terms essential to career pathway program and system elements prior to conducting the self-assessment.

Service Integration Requirements/Goals

- Seven service integration policy goals:
 - ✓ Customer-Centered Design
 - ✓ Staff
 - ✓ Intake and Assessment
 - ✓ Services
 - ✓ Career Pathways
 - ✓ Information
 - ✓ Evaluation

Customer-Centered Design

Goal: Partners use customer input to design and deliver integrated services to all customers

Outcome: one-stop services are shaped by customer needs and preferences

Staff

Goals:

- Competencies, values, performance expectations communicated to staff
- Cross-training and program resources made available
- Communication occurs across partners
- Staff treated as valued and respected team members

Outcome: A culture of accountability is created

Intake and Assessment

Goals:

- Customers provide basic information once
- Staff collaborate in holistic customer assessments

Outcome: Customer needs are quickly and accurately identified

Services

Goals:

- Delivered by function rather than program
- Processes are streamlined and aligned
- Service plans are “living documents”
- Customers receive timely and coordinated access to services

Outcome:

All customers are provided access to quality integrated services that meet their needs efficiently and seamlessly

Career Pathways

Goal:

Illinoisans progressively build toward college and career success through aligned education, training, and employment opportunities over their lifetimes.

Outcome:

Careers pursued by Illinois workers are aligned with the current skill needs of employers.

Information

Goals:

- Managers and staff share information on programs and services a customer has received subject to confidentiality requirements
- Current and timely labor market information informs career planning and sector initiatives

Outcome:

- Staff have access to a range of information enabling them to provide excellent customer service

Evaluation

Goal: State and local workforce board expectations drive evaluation of one-stop service integration.

Outcome: Local service integration efforts are evaluated annually to identify continuous improvement opportunities.

ICAPS and Service Integration Small Group Discussion:

- What is the direct connection between service integration and ICAPS students in terms of Customer-Centered Design, Services and Career Pathways?
- How could this policy affect/strengthen services to ICAPS individuals?
- What are three challenges to achieving the level of collaboration?
- Give an idea for addressing each of the challenges.

ICAPS and Service Integration

- As service integration is more fully implemented, customer needs will be more quickly and accurately identified because a holistic assessment of the customer needs by all partners is being done.
- Feedback from ICAPS students about their needs and preferences can help shape integrated service design and delivery.

ICAPS and Service Integration

- ICAPS Career Navigators should be aware of all services from partner programs (e.g., referral to child care, veterans services, etc.) an individual has received (subject to confidentiality requirements).
- ICAPS Career Navigators are to—
 - ✓ Be informed about the skills & knowledge, direction & focus, and expectations needed to better serve their students.
 - ✓ Have basic knowledge of all partner programs so that customers have access to all programs through co-enrollment, referrals, etc.
 - ✓ Be encouraged to obtain professional credentials, Career Navigator Professional Pathway.

Activity:

Handouts:

- Services Summary Chart: Near West American Job Center Partners
- Blank template

Process:

- Review and discuss the Services Summary Chart provided
- How can you begin in your area?
- www.icapsillinois.com

WIOA Implementation Milestones

- Service integration policy takes effect January 1, 2019, but is a long-term undertaking
- The IWIB will revise the one-stop certification process and design a self-assessment by March 21, 2019
- WIOA Summit on Service Integration – April 23-24, 2019
- Baseline one-stop self-assessment completed – September 30, 2019
- Service integration priorities in regional/local plans – March 1, 2020
- Revised One-Stop Certification application takes effect – July 1, 2020

Questions/Comments



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Lavon.Nelson@Illinois.gov 217-557-2742

Bevan Gibson

bgibson@sive.edu 618-650-2254

