

Integrating Services to Connect Youth to Their Future

One Great Session in the Integrated Services Track

Presented by the U.S. Departments of Labor, Education, Health and Human Services and Partner Organizations

WIOA Vision of Integrated Services

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"The purposes of this Act are the following:
(1)To increase access to, and opportunities for, the employment , education, training, and support services that **individuals** need to succeed in the labor market, particularly those with barriers to employment."

- WIOA Sec. 2

This is accomplished by connecting **all customers** with the **full range of services** available in their communities.

- Vision for the One-stop Delivery System under WIOA (joint policy guidance)

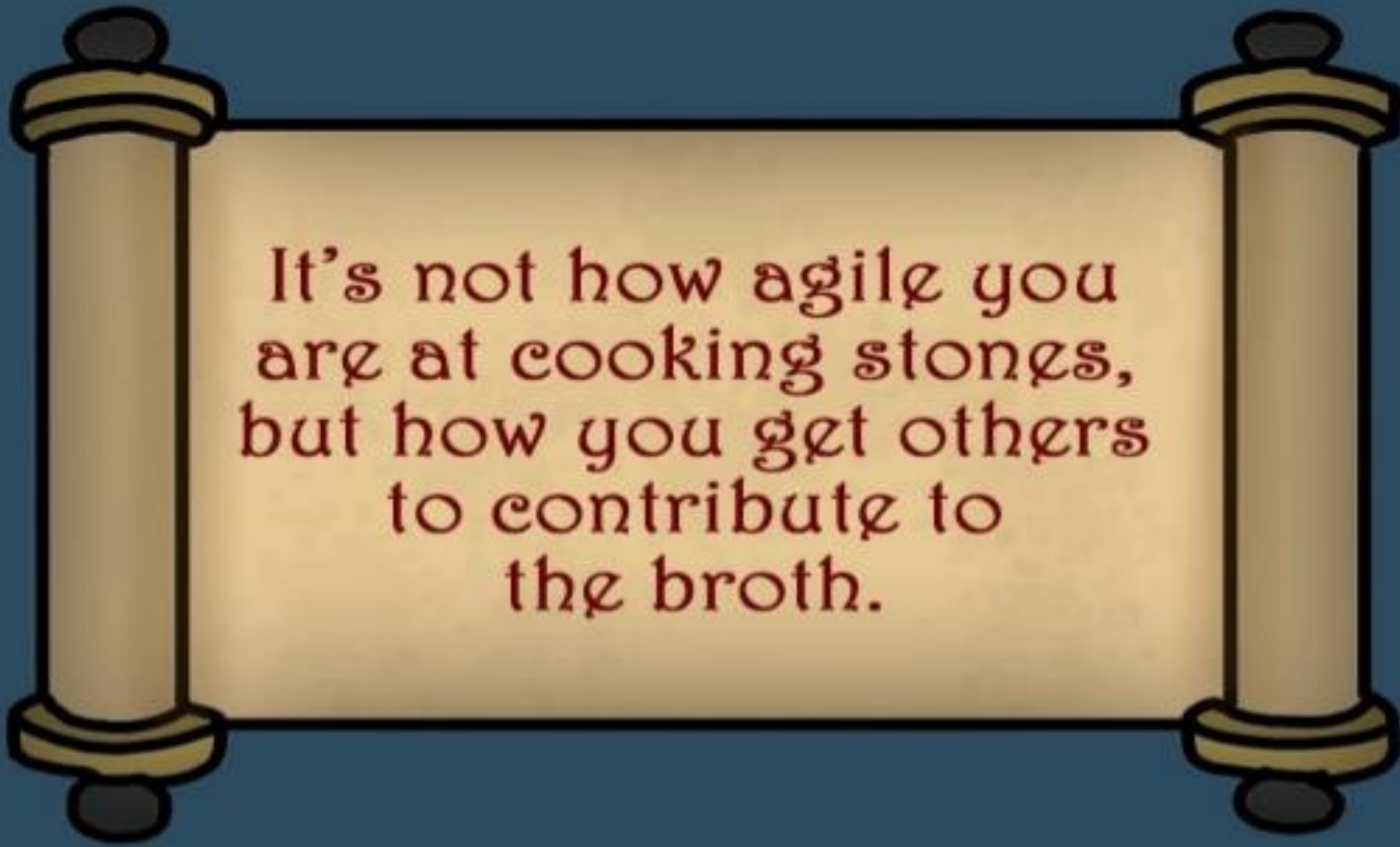
Integrated Services are a Process that Includes…

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- Accessing the full range of services – the full force of the workforce system
- Making available information about those services and eligibility criteria for them
- Working with each client to individually select the specific combination of services they need to succeed in the labor market, and
- Organizing them in a coherent and seamless way.

Stone Soup: The Ancient Wisdom behind WIOA

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Goals: In the Integrated Services track, we will…

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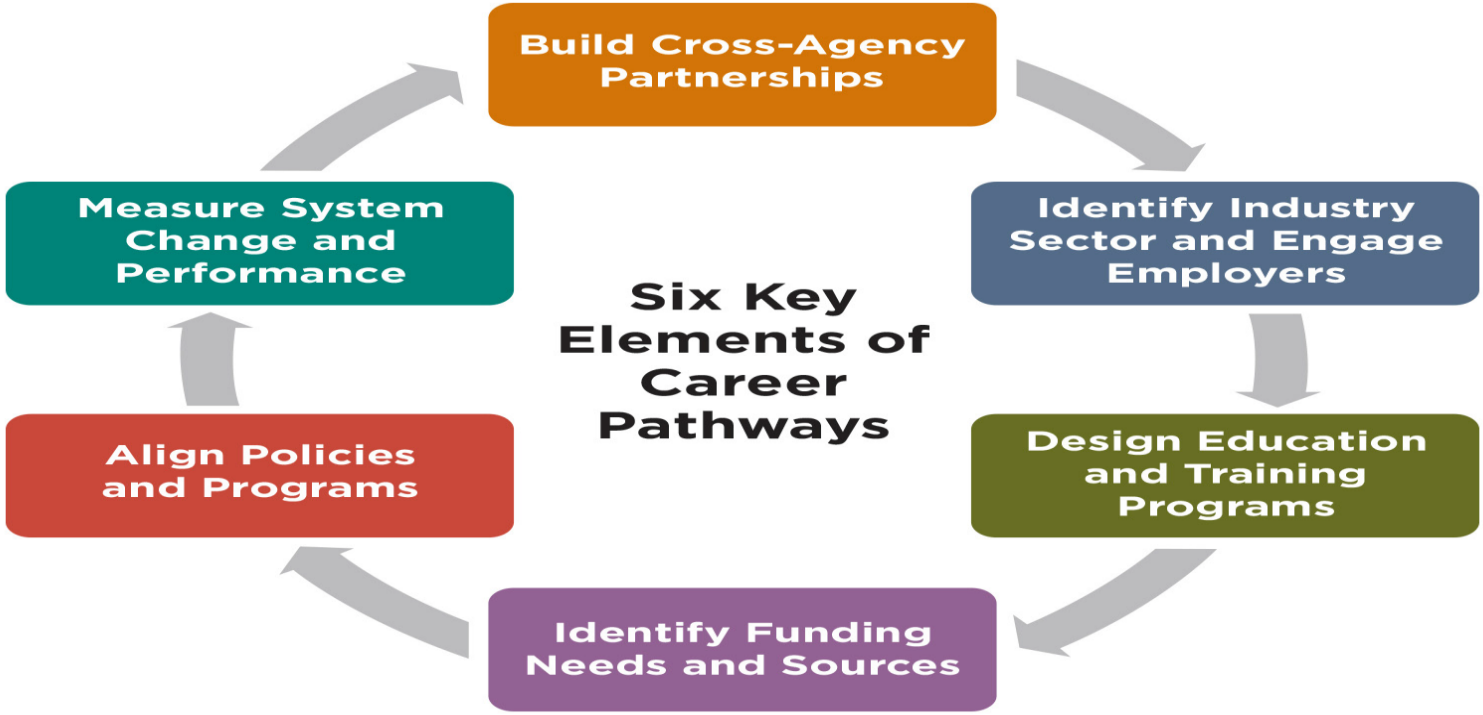
- Learn about two successful, research-validated **integrated service delivery models** and **technical assistance** to implement them
- Discover an **IT platform** to support integrated services
- Discuss how to create synergy across programs to **put Americans to work**



- Hear from practitioners how they integrate services in targeted ways that meet the needs of **youth** and **persons with disabilities**
- Hear from practitioners how **community colleges,** can enrich your integrated service delivery

WIOA Models of Integrated Services

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The Career Pathways Community of Practice, Joint Letter and Toolkit are downloadable at **https://careerpathways.workforcegps.org**

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WIOA Models of Integrated Services

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ETA's Sector Strategies Implementation Framework



This framework and other sector strategies resources are available at **https://businessenggement.workforcegps.org**

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Technology to Support Integrated Services

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- ✓ Share Code
- ✓ Share Example RFPs
- ✓ Grab IT Tools
- ✓ Get Procurement Advice
- ✓ Collaborate on IT Projects

IT Support Center:
Visit www.itsc.org

WORKFORCE CONNECT
Your link to an integrated workforce system

Session Outline

- Key Elements of Integration
- Vision for the System
- Case Studies for Discussion
- Peer Sharing

What Will You Learn?

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- In this session, we will focus on the use of a customer-centered and customer-driven approach to service delivery.
- We will highlight some of the key strategies for integration within each of the titles that serve youth:
  - ✓Braided funding
  - ✓Informed access to services
  - ✓Overlap of services and missions and ways to minimize duplication
- We will use case studies to help you think about the diverse issues affecting youth served by our systems and how integrated service delivery can be provided in a seamless and effective way.

Key Elements of Integration: Title I

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- Strong focus on serving out-of-school youth (75% minimum expenditure requirement)
- Strong focus on providing work experience opportunities
- Title II and Title IV (as well as other partner programs) are required members on State and local WDBs
- Common Performance Measures for Youth encourage greater collaboration and alignment

Key Elements of Integration: Title II

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- Common Performance Measures for Youth
- The Department **of Labor** does not consider providers of Adult Education under Title II of WIOA, to be "schools." Therefore, WIOA youth programs may consider a youth to be OSY for purposes of WIOA youth program eligibility if they are attending Adult Education provided under Title II of WIOA.
- **The Department of Education, however, does consider an individual with a disability enrolled in an Adult Education program under title II to be a "student with a disability" for purposes of the VR program so long as they meet the State-specific age range. "Students with disabilities" are eligible to receive pre-employment transition services under the VR program.**
- Last program year (July 2015 – June 2016) nearly 30% of the 1,525,868 individuals served by the AEFLA program were OSY between the ages of 16 – 24.

Key Elements of Integration: Title II

Partnership and Collaboration Opportunities with Title II – Individuals who are 16 years old or older and not enrolled in secondary school or required to be enrolled in secondary school under State law and meet the requirements of Section 203(4)(C) are eligible for Title II services. In this way, age eligibility for Title II services varies among states similar to youth eligibility criteria for OSY.

Key Elements of Integration: Title II

Additionally, under WIOA, AEFLA expands what activities can be provided to eligible individuals.

New activities include:

- workforce preparation
- integrated education and training

These are two activities that are prominent in the WIOA Youth program. This presents an important opportunity for Title I youth and Title II programs to coordinate to ensure successful education and employment outcomes for OSY. There are important changes in WIOA that should allow for increased alignment and coordination with WIOA Title I youth and Title II programs.

Title II – Collaboration Opportunities

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Emphasis on low-skilled adults:

- Title II (AEFLA) includes requirements for states to consider a number of factors when awarding grants or contracts.
- Factors include whether providers are serving individuals who are most in need of adult education and literacy services, including those with low levels of literacy skills or who are English language learners and the past effectiveness of providers in improving literacy of eligible individuals, especially with respect to individuals who have low levels of literacy.

Title II – Collaboration Opportunities

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Integrated Education and Training(IET), Workforce Preparation, and Career Pathways:

- WIOA promotes the integration of adult education with occupational education and training and workforce preparation, as well as the creation of career pathways for youth in Title I WIOA Youth Programs.
- Title II authorizes the use of funds for IET and workforce preparation activities. Leveraging funding between WIOA Title II and the Title I Youth Program provides an opportunity to create a service strategy that concurrently enrolls OSY in education programs combined with workforce prep and training.
- Partnering with Title II programs and leveraging resources effectively can assist local areas in meeting their requirement to develop and implement career pathways by aligning the employment, training, education, and supportive services youth need. (WIOA Section 107(d)(5))

Key Elements of Integration: Title IV

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- Common Performance Measures for Youth
- WIOA emphasizes that the workforce system must meet the needs of individuals with disabilities, including students and youth with disabilities served under the VR program.
- WIOA places significant emphasis on serving students and youth with disabilities by increasing work opportunities to improve workplace skills, including internships and apprenticeships, with the end goal being competitive integrated employment.

Key Elements of Integration: Title IV

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The Rehabilitation Act, as amended by WIOA:

- Expands not only the population of students with disabilities who may receive certain services under the VR program, but also
- Expands the kinds of services VR agencies may provide to students and youth with disabilities who are transitioning from secondary school to postsecondary education and employment.

WIOA encourages pro-active engagement between the workforce development system and VR agencies around:

- Strategic planning process, including the strategic vision and goals for preparing and educating all individuals served by the workforce system and for meeting the needs of employers.

WIOA also strengthens the collaboration between VR agencies and schools by emphasizing coordination of transition services provided under an IEP (school based) with those VR services provided under an IPE (employment based).

Title IV – Collaboration Opportunities

Pre-Employment Transition Services:

- WIOA requires VR agencies to reserve at least 15 percent of Federal VR funds for the provision of pre-employment transition services to assist students with disabilities who need such services.
- WIOA requires VR agencies and schools to coordinate and ensure the provision of pre-employment transition services for students with disabilities.
- Local workforce development boards should coordinate with VR agencies in serving students with disabilities and complement those services with additional title I services that VR agencies and schools may not provide.

Title IV – Collaboration Opportunities

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WIOA requires that the State Plans address:

- The needs of youth with disabilities be identified through the comprehensive statewide needs assessment, jointly conducted by the VR Agency and the State Rehabilitation Council (if the State has such a Council), and incorporated into the goals of the VR services portion of the Unified or Combined State Plan.

- The interagency cooperation with other Federal, State, and local agencies and programs, including non-educational agencies, serving out-of-school youth.

- State planning provides an excellent opportunity for the workforce system and VR agencies to coordinate.

LWDB Standing Committees

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Youth and Disability Standing Committees:

- WIOA permits local workforce development boards to have standing committees, such as youth committee or one focused on individuals with disabilities.

- Both the Youth and Disability Standing Committees could serve as important forums to influence the ability of the workforce system to meet the needs of youth, including youth with significant disabilities. If both committees are created, the Department encourages collaboration between them to coordinate services to youth with disabilities.

Full List of WIOA Partner Programs

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- WIOA Title I programs (e.g., adult, dislocated worker, and youth programs; Indian and Native American (INA) programs; migrant and seasonal farmworker (MSFW) programs; Job Corps; and the YouthBuild program)
- Wagner-Peyser Act Employment Service
- Adult Education and Family Literacy Act program
- Vocational Rehabilitation program
- Temporary Assistance for Needy Families (TANF) program
- Senior Community Service Employment Programs (SCSEP)
- Career and Technical Education programs under the Perkins Act
- Trade Act Title II, chapter 2 trade adjustment assistance activities

Full List of WIOA Partner Programs, con't.

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- Jobs for Veterans State Grants (JVSG) Programs and other Veterans Programs authorized under 38 U.S.C. chapter 41
- Community Services Block Grant Employment and Training Programs
- HUD Employment and Training programs
- Unemployment Insurance (UI) programs authorized under State unemployment compensation laws
- Second Chance Act sec. 212 reintegration of offenders programs
- Supplemental Nutrition Assistance Program (SNAP)
- Supplemental Nutrition Assistance Program (SNAP Employment & Training)

Vision for the System

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- What would an ideal customer-centered youth system look like to you?
- Does your system look like that ideal?
- If not, what changes in programming, policy, governance, infrastructure, etc. would need to be made to help get to that ideal system?

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Case Studies for Discussion

For each scenario, we will provide time for small group table discussions. Consider your table to be an integrated services case management team who has to determine how best to serve the needs of each youth described through the mandate of integrated services.

Case Study: Teresa

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- Teresa is a 18-year old HS dropout with an 18-month old daughter. She lives with her aunt and receives SNAP to help put food on the table.
- She also waitresses 2 nights a week earning less than minimum wage.
- Teresa is hard working and wants a better life for her daughter. She's also willing to work in non-traditional fields.

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Case Study: Teresa, con't.

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- Let's add more detail to the case study:
  - Teresa saw a sign in the local laundromat advertising that the local job center was looking for female apprentices to work in some manufacturing plants.
  - The fine print said something about a federal grant aimed at increasing the number of women and minorities in advanced manufacturing careers.

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Case Study: Teresa, con't.

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- What services might be appropriate for Teresa?
- How might those services be funded?
- How can the workforce system support Teresa's efforts in this possible career path?

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Case Study: Trevor

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- Trevor is a low-income 23 year old with a high school diploma.
- Trevor began a registered apprenticeship program to be an electrician after he graduated high school.
- Three years ago, he suffered a traumatic brain injury in a car accident. Since that time, he has been unable to continue his registered apprenticeship training or to work due to his disability.

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Case Study: Trevor, con't.

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- Trevor is receiving Social Security Disability Insurance.
- He lives with his high school girlfriend who has been unable to work for the past four months due to a high-risk pregnancy and subsequent premature birth of their first child.

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Case Study: Trevor, con't.

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- Based on this scenario, how would you begin helping Trevor?
- How would you assess his needs?
- Which services would you prioritize to best assist him and his family to become independent?

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Case Study: Juan Carlos

- Juan Carlos is an 18-year-old male who moved to the U.S. from Sinaloa, Mexico when he was 14 years old.
- Juan Carlos struggled for two years in ESL classes in high school before eventually dropping out without his diploma. His teachers knew him to be very friendly, a team player and a very hard worker, but he didn't seem to fully catch on to reading in English, which impacted his ability to learn in all his classes.
- Since he learned to speak and understand English fairly well, one teacher saw signs of a potential learning disability but Juan Carlos dropped out before he could be assessed by the school.

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Case Study: Juan Carlos, con't.

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- Juan Carlos has work authorization and has worked a few low-wage jobs here and there since he dropped out but they don't pay the bills. And, because he doesn't have a diploma, he worries he won't "get anywhere" in life.
- Ever since he was a little boy, Juan Carlos has loved to play with machines, pulling apart the pieces and putting them back together. He has a knack for understanding how things work and wonders what careers are out there that could tap into that innate skill set.

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Case Study: Juan Carlos, con't.

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- What service strategy or strategies would be appropriate for Juan Carlos?
- What funding sources/programs could be tapped to provide that service strategy?

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Peer Sharing

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- Local examples of what's working
- Where are there challenges to be addressed?
- What are the takeaways?

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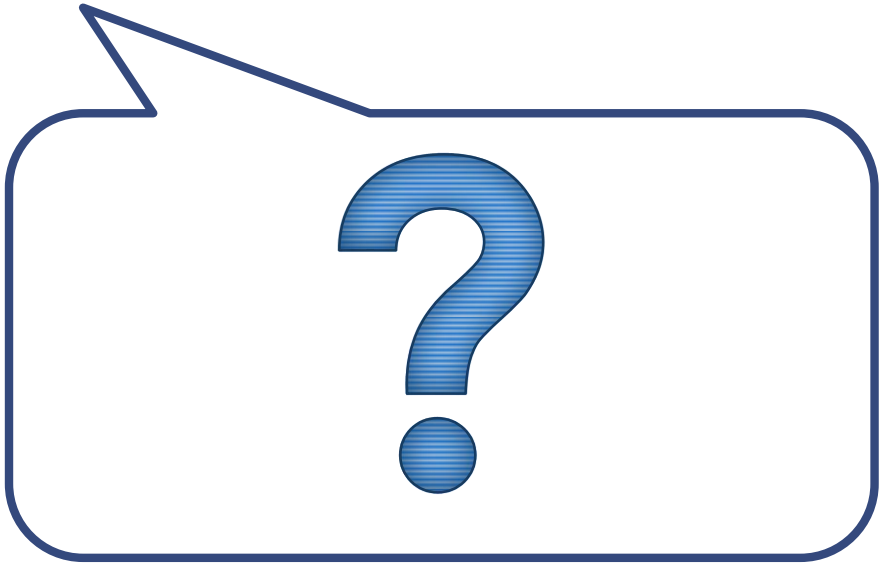
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Wrap-up

- Integrated services allows for service design and delivery where the customer comes first
- WIOA includes key elements throughout the titles to encourage and support integrated service delivery for youth
- Many opportunities exist to start discussions with WIOA partner programs to support a youth service delivery approach that is comprehensive, integrated, and unduplicated

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Any Questions?



Contact Information

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For questions regarding the information in this presentation, send an email to*:

DOL.WIOA@dol.gov

*Please use "Integrated Services Youth Session" as the subject line.

Thank you!