No Wrong Door to Help Youth & Adults with Disabilities Achieve Their Goals

One Great Session in the Integrated Services Track

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

- Vision for the System
- Key Elements of Integration
- What’s Working – Examples of Integration
- Case Study for Discussion
- Peer Sharing
"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
Integrated Services are a Process

- 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.
It’s not how agile you are at cooking stones, but how you get others to contribute to the broth.
Goals: In the Integrated Services track, we will...

- Learn about two successful, research-validated integrated service delivery models and technical assistance to implement them
- Discover an IT platform to support integrated services
- Hear from practitioners how they integrate services to serve youth and adults
- Discuss how to create synergy across programs to put Americans to work
- Hear from practitioners how community colleges can enrich your integrated service delivery
WIOA Models of Integrated Services

ETA’s Sector Strategies Implementation Framework

Data-Informed Decision Making

Industry Engagement

Sector-Based Service Delivery

Sustainability & Continuous Improvement

Organizational Capacity & Alignment
## Technology to Support Integrated Services

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IT Support Center: [www.itsc.org](http://www.itsc.org)

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**WORKFORCE CONNECT**

*Your link to an integrated workforce system*
No Wrong Door to Help Youth & Adults with Disabilities Achieve Their Goals

Vision: To create a workforce development system in which individuals with disabilities have full and easy access to WIOA-related programs and services.

Session Roadmap:
• Braided funding and its benefits.
• Key elements to integrate disability-related services.
• Examples of integration.
About Braided Funding

- Goes deeper than simply “aligning” resources.
- Not the same as blended funding
- Part of a customer-focused strategy
- Customer is at the center… always
WIOA - How do we start to braid funding?

- TITLE I – Workforce Development Activities
- TITLE II – Adult Education
- TITLE III – Wagner-Peyser/Labor Exchange
- TITLE IV – Vocational Rehabilitation
Collaborative Success Factors (1)

- Partnerships and leadership essential to systems change
- Shared goals and strategies
- Contribution versus attribution
- Co-location helpful, need collaboration
Collaborative Success Factors (2)

- Service planning and funding investment are essential
- Service mapping will capitalize on partners’ strengths
- Staff capacity necessary for financial/admin oversight
- Data sharing between programs
How can collaboration begin between Titles?

Integrated Resource Team Approach

One of the key strategic service delivery components of the Disability Employment Initiative, a project U.S. DOL implemented in the workforce development system.
IRTs – Why should we integrate systems?

Provides opportunity to address multiple challenges to employment simultaneously and build a richly resourced plan

- Share in more substantial employment outcomes for shared customers.
- Benefit from the coordinated application of other systems resources and expertise in the context of their own service plans.
- Meet or exceed outcome measures while reducing the amount of staff time needed to effectively implement service plans.
A Success Factor: Pre-Apprenticeship & RA Program

- Quality Pre-Apprenticeship Programs have a direct entry provision into a RA program
  - Pre-Apprenticeship programs can prepare individuals with disabilities for entry into a RA program
  - Training and Employment Notice 13-12 defines quality pre-apprenticeship programs
“Individuals with Disabilities” is a new target group for RA and ApprenticeshipUSA

- Example: Recent (2016) State Apprenticeship Expansion grants designate individuals with disabilities as key target group (37 grantees, mostly states)

- RA programs are no longer only time-based but competency-based as well
Pennsylvania’s Dept. of Labor and Industry: Bureau of Workforce Development Partnership (Titles I and III), Office of Voc. Rehab. (Title IV), and Dept. of Education (Title II)

- Partners participated in DOL’s Customer-Centered Design.

- Partners’ research with employers found:
  - Many workforce organizations operate in a local area but few have enough people to provide talent to every employer at every given time.
  - Employers approach all of the agencies individually and fatigue results.
Partners quickly recognized that they could address the problem from both the employer side and the talent pool side and came up with the Partner Referral Network (PRN).

PRN allows employers to search customers’ profiles and resumes.

PRN demonstrates integrated service delivery aimed at employers while also meeting the needs of customers.

The PRN allows the partners to:
- Refer clients between agencies to make the candidate pool bigger.
- Maintain a single point of contact to minimize employer fatigue.
Example of Customer Centered Design (1)

Partner Referral Network

- Shared assessment
- Inter-agency communication
- Single point of communication for employer

Bigger talent pool, Qualified candidates

Satisfied Employers

PRN builds a bigger talent pool for employers.
Youth Corps New Jersey: Out-of-school youth high school equivalency attainment strategies

- Many of the states Youth Corps program also accepts WIOA Title I youth in their programs.
- Two Youth Corps programs use local Adult education system to assist with academic remediation for youth participants, prior to attainment of high school equivalency credential.
Example of Integration (2)

New Brunswick Youth Corps Program: Co-location at New Brunswick Adult Learning Center

- New Brunswick WIOA Title II consolidated Adult Basic Skills and Integrated English Literacy and Civics Program.

- New Jersey Youth Corps of Middlesex County.

- CARES (Creating Alternative Routes to Educational Success) alternate high school program.
Ohio Department of Higher Education: Adult Basic and Literacy Education Division and Opportunities for Ohioans with Disabilities and Bureau of Services for the Visually Impaired

- Partnership assists individuals with visual impairments in gaining basic literacy skills (Braille or print) and obtain a high school equivalence and/or to be ready for post-secondary education, training, or employment.

- Initiative is first step in multi-year comprehensive plan to better meet the literacy needs of adults.
Example of Integration (3)

- Partnership fulfills mission of both ABLE and OOD and serves dual purposes in continuum of service delivery
- Shared investment that is customer-focused
- Mechanics of integrated service delivery are behind the scenes
How would you help Gary...
Gary’s Story…

- Gary is a 21 year old man that recently walked into an America's Job Center looking for employment. His previous employment history includes a few part-time, underemployed jobs, and several volunteer work experiences.

- Gary is not aware of the intricacies of his disability. Gary knows that he received extra help in high school and met with his school counselors and teachers every couple months to discuss his course load.
Gary’s Story continued...

- Gary visits the one-stop center with a poorly constructed resume.

- Cindy, Gary’s wife, accompanies him to the center. She is also 21 years old and works part-time in Target.

- During the initial intake, Gary is adamant about not receiving services from the Vocational Rehabilitation program, as he does not identify himself as having a disability.
How can we help Gary?

What questions could Gary’s first point of contact in the AJC ask to better understand his needs?

What combination of services could meet Gary’s needs?

How could staff make this combination of services seamless?
How do you ensure integrated and seamless delivery of services in your area?
Resources (1)

Office of Disability Employment Policy
• www.dol.gov/odep or (866)633-7365 or (877) 889-5627 (TTY)

National Collaborative on Workforce and Disability for Youth
• http://www.ncwd-youth.info

Job Accommodation Network
• http://www.Ask.JAN.org or (800) 526-7234 or (877) 781-9403 (TTY)

EARN
• www.askearn.org
Resources (2)

Pre-Apprenticeship Guide


Workforce Connect - Information Technology Support Center

- www.itsc.org

Workforce GPS - https://www.workforcegps.org/

- The Playlists: Disability Resources for WIOA Practitioners
- Career Pathways Toolkit https://careerpathways.workforcegps.org
Contact Information

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

DOL.WIOA@dol.gov

Integrated Services Track as the subject line.
Thank you!