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ISSUEBRIEF

Integrating Intake
Among Workforce Programs: **KEY STRATEGIES**

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SUMMARY OF BRIEF

The issue brief provides examples of key strategies for creating a common intake process for customers throughout the workforce system. We share examples of state and local tools, processes, and policies designed to create or improve integrated intake. An annotated list of additional resources is also included.

ABOUT THIS BRIEF

This brief is one of a series of technical assistance tools developed under the Technical Assistance and Training initiative of the Department of Labor's Employment and Training Administration. The initiative involves development of information on a number of topics, and dissemination is geared toward state and local workforce administrators and practitioners.

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INTRODUCTION

An effective, customer-oriented workforce development service delivery system provides job seekers an efficient and seamless process for locating and accessing available employment and training services. The Workforce Investment Act (WIA) laid the foundation for such a system. For more than a decade, job seekers have obtained an array of employment and training services through central points of contact—One-Stop Career Centers—or by using the One-Stop system to locate partner agencies online.

Even with the establishment of a One-Stop service delivery system, however, many workforce programs continue to operate separately and in relative isolation, undermining job seekers' ability to easily access and receive the full range of services they need. From a customer's point of view, the drawbacks of working within a fragmented service delivery system are experienced most directly when trying to access workforce services for the first time. It is for this reason that many states and local areas have sought to create a more integrated intake process.

"Integrated intake" refers to a single, streamlined process in which a customer enters the system, provides his or her information once, and is determined eligible or ineligible for multiple services and programs, including Trade Adjustment Assistance (TAA), Unemployment Insurance (UI), and those falling under the Workforce Investment Act (WIA) or Employment Services (ES)/Wagner-Peyser. This approach is also known as *streamlined intake*, *common intake*, or *common registration*; the latter term typically refers to integrating intake across Wagner-Peyser/ES and WIA programs. State and local efforts to integrate intake across programs and funding streams are often part of larger initiatives to achieve integration across the entire range of workforce development services.

Integrated intake provides a variety of benefits. In addition to improving customer access and system efficiency by seamlessly enrolling customers in multiple workforce programs, it promotes communication and information-sharing among workforce programs and staff. Integrated intake processes yield efficiency and enhance the system's ability to manage the increased volume of customers generated by the recent recession and subsequent slow recovery.

For workforce practitioners interested in creating a smoother, more consolidated intake process, this brief presents the key characteristics of integrated intake and provides illustrative examples of integration drawn from states and local areas that have moved toward an integrated intake model. Information presented in this brief is drawn from several sources: [1]

- A scan of online resources, including reports, policy documents, webinars, and tool kits;
- Telephone interviews with subject-matter experts and state workforce development staff; and
- Regular guidance and feedback provided by a project Work Group including federal, regional, state, and local workforce development staff.

ELEMENTS OF INTEGRATED INTAKE

Integrating intake practices and processes across multiple workforce programs is complex and challenging, no matter how much (or little) integration a state or local area has achieved to date. Successful efforts to achieve greater service access and integration at the point of intake involve three key elements: (1) policy alignment, (2) reconfigured staffing and customer flow, and (3) improved information sharing via management information systems (MISs). As the building blocks of integration, these elements are used to organize the discussions that follow.

STAGES OF INTEGRATION AT INTAKE

To help frame the discussion of promising practices used by states and local areas to achieve integrated intake, it is useful to consider the three elements of integration in a larger developmental context. Increasing the integration of intake is largely an incremental process, with states and local areas passing through several distinct stages before achieving full integration. These stages are presented in *Figure 1* and described briefly below.

FIGURE 1: STAGES OF INTEGRATION

[1] In addition to drawing from these three sources, this brief highlights relevant promising practices identified through site visits conducted in five states under the auspices of the National Evaluation of the Trade Adjustment Assistance program, funded by the Department of Labor.

No Integration

In a nonintegrated system, different workforce programs develop and implement policies largely in isolation, maintain separate staffs and MISs, and require customers to navigate different paths to access services. Staff members from different programs may not know or communicate about services offered by partners on and off site. For example, a customer may enter a One-Stop Career Center and speak with a staff member from the ES program. After entering the customer's information into the ES management information system, the staff member may determine that the customer needs training services that may be available through WIA but are definitely outside the scope of Wagner-Peyser. In the best-case scenario, the ES staff member would have enough program knowledge to refer the customer to a WIA staff member. But the customer would still need to provide the same information and documentation to the WIA staff member, and much of the information entered into the ES MIS would need to be entered again into the WIA MIS.

Low Integration

In a system with a low level of integration at intake, administrative entities share some customer information across programs, maintain some cross-program communication, and align policies between at least two workforce programs (often Wagner-Peyser/ES and WIA). The customer may still need to provide information more than once, but because there is more communication between workforce programs, the customer may be connected to the appropriate services more quickly. Each program may have a separate MIS, and staff members may need to perform some duplicative data entry, but they may be able to view customer information from other programs.

Moderate Integration

Systems with a moderate level of integrated intake have aligned their policies across multiple programs. They have also developed confidentiality agreements that allow multiple programs to house customer information in a common data warehouse. Because all programs have access to this data warehouse, customers do not need to provide the same information several times. However, staff members may still experience system inefficiencies due to the need to manually re-enter information into their own program's MIS from the data warehouse.

High Integration

With a high level of integration at intake, the customer experiences a seamless entry into the workforce system. Customers are informed about and linked to appropriate services based on their needs, and program requirements and funding streams are invisible to the customer (in some cases they are also invisible to staff members). Customers can provide their information to any staff member, who enters the data into an MIS capable of sharing this information across programs. Strong links are established between multiple programs (such as WIA, Wagner-Peyser, and TAA), ensuring that customers will be connected to the right programs.

Keys for Successful Implementation

At each stage or level of integration, states and local areas will face different challenges requiring a varying mix of strategies and solutions. But regardless of the level of integration a state or area has already achieved, moving toward a higher level of integration requires a strong commitment from leaders, with goals and strategies to guide the process identified and embraced. Leaders may come from many administrative levels; governors, state legislators, directors of state agencies, and staff members from workforce investment boards may work together to outline a process and to furnish the required resources. Integration initiatives are often most successful when carried out in phases (or through pilots), giving program staff members a chance to gather feedback and to make modifications. Finally, retooling management information systems to promote shared access to customer information is an essential component of streamlining the intake process.

STRATEGIES AND TOOLS FOR INCREASING INTEGRATION AT INTAKE

Many states and local areas are striving to achieve a seamless, customer-driven intake process by aligning policies across programs, reconfiguring the responsibilities of intake staff members, and improving the ability of management information systems to share data across programs. Their efforts are instructive and provide the basis for the strategies outlined below.

Aligning Policies

When intake is not integrated, each workforce program develops its own policies. The policies guiding Wagner-Peyser, for example, may be different from or even in conflict with the policies guiding WIA. This lack of policy alignment may act as a barrier to developing an integrated intake process because individual program policies do not consider the implications for other workforce programs. To eliminate this barrier, states and local areas have used several strategies.

A cross-program policy team develops a guiding policy document for integrated intake. It is common for a state or local area to establish a leadership council, workgroup, or policy team made up of representatives from multiple workforce programs to discuss and draft an integrated intake policy. This task includes identifying common program elements, such as staffing, data requirements, and confidentiality, and outlining ways in which the programs can use the same eligibility information. The product of this cross-program group effort is often an integrated intake policy document. This policy document provides a clearly stated vision, operational objectives, and desired outcomes for integrated intake. States that have engaged in this kind of cross-program effort emphasize that doing so often fosters the collaborative process required to realign program policies and creates a mechanism for increasing cross-program communication. In addition, it provides an overarching framework under which all workforce development staff members and partners work toward achieving integrated intake. The state of Iowa, currently engaged in a broad effort to integrate its workforce system, provides a useful example of such a document *(see Box 1)*.

MOUs, waivers, and other policy-alignment tools foster integrated intake. States and local areas also draft MOUs and obtain federal and state waivers to align policies across workforce programs, using these tools to open the lines of communication between traditionally siloed workforce programs. These tools can also help states and local areas determine staff member responsibilities. Using MOUs and joint policy directives to determine the responsibilities of the team members, some states and local areas have organized staff members from different programs into teams based on the services they provide (as discussed later in this brief). Many states and local areas have obtained federal waivers that greatly simplify the reporting requirements for multiple programs and enable the development of a single policy for collecting customer information. For example, some states have acquired waivers that allow them to collect a single data element for income and still meet all federal reporting requirements. *(see Box 1)*.

Cross-program confidentiality agreements enable information sharing. To allow workforce programs to share information, states and local areas often need to modify their data confidentiality policies, agreements, and protocols. When an intake process is integrated, a staff member may have access to more customer information than is typically required for only one workforce program. The state or local area must therefore establish confidentiality agreements or contracts for all the programs involved in the intake process. These agreements can apply to staff members who have access to the information and to the data systems that store the information. The Massachusetts Department of Labor, for example, has developed and modified confidentiality agreements as part of its integration process *(see Box 1)*.

Reconfiguring Staffs

Some states and local areas have re-defined staff responsibilities to facilitate a more seamless intake process. Most commonly, they reorganize staff members into functional teams based on the services they provide. Many of these states and local areas have found that the process of realigning staffs requires extensive time and careful planning to meet the needs of the customer base. In some cases, states and local areas have implemented their plans in phases through pilots or learning labs.

BOX 1

EXAMPLES FROM THE FIELD: ALIGNING POLICIES

IowaWorks Integration Policies. In 2008, the director of the Iowa Workforce Development Agency set the goal of providing uniform services at each of the state's 15 local areas. To achieve this goal, the director led the state in developing an integrated service delivery model for all One-Stop Career Centers. The director established a state integration leadership team to develop a set of policies for the new integrated service delivery model. The team worked with a consultant to develop a comprehensive policy document—"IowaWorks Integration Policies"—to guide the integration of all workforce programs, beginning with WIA, ES, and UI. For more information on the IowaWorks integration process and policies, visit: https://www.workforce3one.org/view/4001105639246959972/info

Oklahoma Memorandum of Understanding (MOU) Toolkit. Workforce Oklahoma identified the need to improve communication between programs after the implementation of the WIA. To help local areas form partnerships and determine responsibilities, Workforce Oklahoma published the *Memorandum of Understanding (MOU) Toolkit*. In 2005, the Oklahoma Employment and Security Commission launched the integrated service delivery initiative, aimed at eliminating program silos through program co-location and integrated policies and procedures. The use of MOUs helped the various programs align their policies and procedures. Local areas also use this toolkit and the examples it provides to establish agreements between partners and programs that facilitate a smooth process for the customer. The toolkit is available at: http://www.workforceok.org/publications/mou.pdf

Data confidentiality policies at the Massachusetts Department of Labor. Massachusetts has spent several years developing an MIS capable of sharing customer information across multiple workforce programs. The development of confidentiality agreements has been a key to its success. State staff members cited the confidentiality and security of customer information as an essential component of achieving an integrated intake process. In Massachusetts, state merit staff members responsible for Wagner-Peyser and local One-Stop Career Center staff members responsible for WIA services must sign agreements to adhere to strict confidentiality polices.

Functional team alignment focuses staff members on services. To foster an integrated intake approach to the workforce system, some states and local areas have reorganized One-Stop Career Center staff members into functional teams based on the services they provide. The goal of this team-based approach is to have staff members affiliate with a functional team rather than a program, which opens the lines of communication and helps staff members learn more about other programs. Many states and local areas use a three-team model made up of a welcome team, a training team, and a business team. Under this model, the welcome team greets customers and provides initial assessments. Welcome team members are generally trained on all of the workforce programs and are able to provide basic information to customers. Many of them also help customers develop career plans. The training team assists customers in building their skills through training and other educational opportunities. The business team provides customers with information on the labor market and helps them interact with employers. Some states and local areas have found that adopting a functional team-based approach to staffing has helped break down barriers between programs and improve customer service. New York provides an example of how functional teams have changed the way customers receive services at local One-Stops *(see Box 2)*.

Cross-trained staff members are capable of assisting customers with variety of tasks. Another important part of integrating the intake process is cross-training staff members to perform a variety of tasks related to intake regardless of program, funding source, or functional team. In some states and local areas, administrators require staff members to learn about the basics of all the workforce programs and redesign customer flow in the local One-Stop Career Centers so that cross-trained staff members can assist any customer who walks in the door. Some states and local areas rely solely on cross-trained staff members who function as generalists and others rely on a staff composed of both generalists and specialists. The configuration of staff responsibilities within One-Stop Career Centers may depend, in part, on the size and population of the area served. For example, One-Stop Career Centers in rural areas typically have only a few staff members and therefore have traditionally cross-trained all staff members to serve as generalists. In One-Stop Career Centers with more staff resources, a hybrid staffing configuration may be put into place in which all staff are cross-trained but some staff members may also specialize by program (e.g., TAA) or population (e.g., persons with disabilities). Utah Department of Workforce Services, for example, allows local centers to determine if they want staff members to be specialists or generalists, but requires that all staff members have a basic knowledge of all the workforce programs offered and are able either to assist customers or direct them to needed services *(see Box 2)*.

BOX 2

EXAMPLES FROM THE FIELD: RECONFIGURING STAFFS

Functional teams at New York One-Stop Career Centers. Some local areas of New York have adopted a functional team-based approach to improving customer service at One-Stop Career Centers. A staff member is assigned to one of three teams: a job-seekers unit, a career-development unit, or a business-services unit. Local administrators make the assignments based on the skills of the staff member and the needs of the area, and they appoint a team leader from one of the workforce programs. All units meet with local administrators monthly to learn about new policies and procedures and to provide feedback on current practices.

Flexibility of staff organization under the Utah Department of Workforce Services. In 1996, Utah Governor Michael O. Leavitt and the Utah State Legislature restructured the workforce development system to integrate all job-placement, job-training, and welfare functions into a single state department, the Utah Department of Workforce Services (DWS). Since then, Utah has continued to refine its service delivery by training staff members and providing local areas with the flexibility to meet the needs of their customers. Local centers decide whether to train their staff members as specialists or generalists. Many urban centers require their staff members to specialize; for example, one urban One-Stop Career Center has staff members devoted to TAA participants. On the other hand, rural One-Stop Career Centers with fewer staff members often take a more generalized approach, training all staff in all DWS programs (including TAA).

California's Integrated Service Delivery Initiative. In 2007, the California Employment Development Department (EDD) and the California Workforce Association (CWA) worked with a consultant to develop an integrated service delivery framework. The framework outlines the following three elements: (1) a common customer pool for WIA, Wagner-Peyser, veterans, the long-term unemployed, migrant seasonal farm workers, and TAA; (2) common services for this common customer pool; and (3) an integrated staff organized into functional teams based on the services they provide. To review the first evaluation report for this initiative, visit: http://www.cwib.ca.gov/page/library/ISD%20Report%20Master%20V-1-120710.pdf

Sharing Data

To make system integration possible, management information systems must usually be significantly modified or even replaced—a complex and resource-intensive activity. Some states and local areas choose to develop new, integrated MISs, while others use data warehouses or create linkages between existing systems. Regardless of the method used, the ultimate goal of these system-support upgrades is the same: to move beyond separate MIS systems—which require multiple rounds of data entry and have no standard definitions of data elements—to a system that shares uniform information across programs.

A single MIS integrates data from multiple workforce programs. Some states and local areas create a single integrated MIS that is capable of storing, securing, and sharing the customer data needed for meeting the eligibility and reporting requirements of all workforce programs. The systems are designed to be easy to use and to reduce administrative burden. Many of these systems determine funding streams automatically and provide front-line staff with information about other programs for which customers may be eligible. For the customers, a single MIS eliminates the need to provide information several times and creates a seamless process for enrollment in multiple programs. New York State's One-Stop Operating System (OSOS) is an example of single integrated MIS *(see Box 3)*.

Data warehouses store customer information for multiple workforce programs. A data warehouse system allows a state or local area to collectively store information for all workforce programs in a central, easily accessible location without altering its existing management information systems. The data stored in the warehouse can be viewed by authorized staff from different programs, thereby eliminating the need for customers to provide the same information more than once. However, it may not be possible to electronically transfer the information stored in the warehouse into a particular MIS; thus, staff members may need to manually enter a customer's information separately into each program's MIS. The publication Integrated Performance Information for Workforce Development: A Blueprint for States provides states and local areas guidance on how to create and implement a data warehouse system *(See Box 3)*.

Linkages between existing MISs allow the sharing of customer information. States and local areas that do not wish to create new systems or data warehouses will sometimes opt to create software linkages between existing management information systems that allow the secure transfer of information from system to system. Program staff members use the linking software to automatically transfer customer information to all systems. From a customer's perspective, this arrangement appears seamless and eliminates the need to provide information more than once, but some program-specific information may require duplicative entry by staff members. Oregon's Common Registration Project is an example of this information-sharing option *(see Box 3)*.

MOVING FORWARD

Realizing the vision of a streamlined and integrated workforce system is a difficult and evolving challenge. As the many examples provided in this document make clear, however, much progress has been made in overcoming the inherent obstacles to integration, and there are many resources available for states and local areas to use and adapt, regardless of what

BOX 3

EXAMPLES FROM THE FIELD: SHARING DATA

Single Integrated MIS: New York's One-Stop Operating System (OSOS). New York uses the OSOS, a statewide integrated MIS, for its Wagner-Peyser and WIA programs. Customer information is entered once and stored in the system, where staff members can view it. Depending on their roles, some staff members may be permitted to access sensitive information in the system. For example, when a person submits an initial UI claim, OSOS automatically registers the UI claimant's basic information into the system. However, more detailed information is only accessible to those staff members with the proper permission. OSOS has evolved over time, with different upgrades and iterations of the program. Local workforce investment boards are able to track certain measures or service indicators and generate their own reports from the system.

Data Warehouses: A Blueprint for States. The publication Integrated Performance Information for Workforce Development: A Blueprint for States provides information on how to develop a data warehouse, covering topics from authorization and governance to data-sharing agreements and confidentiality. Developed by the Washington State Workforce Training and Education Coordinating Board, the report suggests that a data warehouse provides states and local areas with a solution to integrated intake without requiring significant changes to existing systems. The report is available at: http://www.nga.org/files/pdf/0603IPIBLUEPRINT.pdf

MIS Linkages: Oregon's Common Registration Project. In 2008, the Oregon Employment Department (ODE), the Oregon Department of Community Colleges and Workforce Development (CCSWD), and seven local workforce investment boards worked together to develop a common registration process for the programs they administered. The Common Registration Project led to the development of a statewide registration process for Wagner-Peyser and WIA customers, using common measures. Wagner-Peyser and WIA continue to use separate operating systems, but the systems have linkages that allow information to be transferred between the systems. Some information still requires duplicative entry at the local level. Oregon is continuing to improve its integrated intake process and is currently creating a data warehouse to store customers' registration information.

stage they have reached in the integration process. The continuing challenge of serving the massive number of people who have lost their jobs due to the recession should serve to underline the importance of working toward an intake process that works more efficiently and better meets customers' needs.

BOX 4 TRADE ADJUSTMENT ASSISTANCE AND INTEGRATED INTAKE

The Trade Adjustment Assistance program was a special focus of the Integrated Intake project. As a program with stringent eligibility requirements and deadlines for applying for certain services, it presents a particular challenge for states and local sites attempting to create a general intake process that is the same across all population groups.

To better understand how states and local areas are integrating the TAA program, evaluation team members studied five sites that were selected through a nomination process that included the input of project Work Group members. This study was conducted as part of a much larger evaluation of the TAA program, commissioned by ETA, which began seven years ago in 2004 and will continue through September 2011. Results suggest that TAA-specific parallels exist for states and sites seeking to integrate the TAA program and its participants into their common intake processes. That is, sites integrating TAA into their intake processes aligned policy, reorganized staff, and developed methods of sharing data.

Missouri and Pennsylvania are both states with integrated intake processes and significant TAA activity. They support the inclusion of TAA participants in the common intake process through a variety of policies and initiatives.

Aligning Policy

- In Missouri, a federal waiver allows the state to collect only two pieces of information from customers seeking services for the first time. New customers provide a social security number and proof of birth date in order to enroll in Wagner-Peyser and WIA core services, allowing a simplified intake process across all customer groups.
- Missouri state policy supports LWIAs to contract for functional teams rather than program-specific operators. Although TAA participants are eventually served by state merit staff members, all customers at the point of intake are served by members of a functional "Welcome Team."
- In Pennsylvania, the three divisions that share financial responsibility for the state MIS (the Commonwealth Workforce Development System, or CWDS) are all housed in the state's Department of Labor & Industry, fostering data-sharing across programs.

Reconfiguring Staffs

- Missouri's Next Generation Career Center initiative integrates and streamlines intake and service delivery for customers across a variety of workforce programs, including TAA, WIA Adult and Dislocated Worker, Wagner-Peyser, and Food Stamps Employment & Training. Rather than being organized according to program affiliation, staff members are divided into three functional teams—Welcome, Skills Development, and Employment. In some local areas, the teams are staffed by both state merit staff members and WIA contractor staff members. To serve their TAA customers, local areas balance function-specific team assignments and the specialized knowledge of procedures and deadlines that TAA requires. Thus, all customers—including TAA participants and potential TAA participants—first meet with a member of the Welcome Team for intake and enrollment into Wagner-Peyser and WIA core services. Next, customers identified as potentially Trade-eligible upon intake are referred to a specific member of the Skills Team—that is, a state merit staff person who specializes in TAA—for determination of eligibility for TAA.

Sharing Data

- In Pennsylvania, the MIS (CWDS) is the integrated MIS that the state released in 2007. It was developed (and continues to be maintained and used) by three state agencies: the Bureau of Employment and Training programs, the Office of Vocational Rehabilitation, and Pennsylvania CareerLinks. For every new customer of one of these agencies, CWDS creates a *base record* containing basic demographic information and assigns a *Keystone ID* that is used to identify customers across programs. As customers receive services from the different programs, including TAA, information about those services and the outcomes that result is recorded in the system and is visible to staff from each of the participating agencies.

BOX 5

UNEMPLOYMENT INSURANCE AND WORKFORCE SYSTEM CONNECTIVITY: A VISION FOR THE 21ST CENTURY REEMPLOYMENT SYSTEM

The Department of Labor, Employment and Training Administration's Office of Unemployment Insurance engaged the Center for Employment Security Education and Research, Information Technology Support Center (CESER/ITSC) to organize a National UI Connectivity Workgroup. This workgroup, made up of individuals at the federal, state, and local levels, was charged with developing a vision and implementation plan to better connect the UI program with the larger publicly funded workforce system. The workgroup's vision hinges on integrated intake and highlights many of the same goals discussed in this brief:

> We envision a system that is driven by a single workforce system registration (WSR) as the entry into the nation's "reemployment system"—and offers a coordinated customer-centric focus with full partner access. The UI claimant process is seen as a part of the broader "job seeking" process and customers are treated as jobseekers first and foremost (their UI claim being just one aspect of the services available to job seekers). Services are available via the Internet as well as other means—but the internet access is supported by dynamic social networks linking customers, career counselors, employers, and educators. Integrated service delivery focuses on customer outcomes. The system is focused on skills transferability, and is data-driven, measurable and accountable (both to the law and to the customer needs).

For more information, see *A National Call for Innovation: Rethinking Re-Employment Services for UI Claimants, A Report of the Unemployment Insurance and Workforce System Connectivity Workgroup*, at:
https://www.workforce3one.org/view/4011107031158575200/info

ADDITIONAL RESOURCES

The following is a list of additional resources from states and local areas that are implementing or have achieved integrated intake. The full array of resources can be accessed on the project's landing page on Workforce3One:
https://integratingintake.workforce3one.org

Aligning Policies

Iowa's Workforce Statewide Innovation Plan. The Iowa Workforce Development Board worked with partners to design an integrated, customer-focused workforce development model. See pages 34–35. January 2009.
Available at: http://www.iowaworkforce.org/IntegrationReport.pdf

Integrated Service-Delivery Policy. This policy document from the Oklahoma Eastern Workforce Investment Board describes how the state's Employment Security Commission created functional teams to meet customers' needs. The document also includes a customer flow chart. 2008.
Available at: http://www.easternwib.com/Integrated%20Service%20Delivery%20Policy%205-2009.pdf

WorkSource Service-Delivery System Policy. Developed by the Washington WorkSource, this policy document is intended to guide the Workforce Development Council and the One-Stop operators in conducting the activities described in the Washington Integration Framework. July 2010.
Available at: http://www.wa.gov/esd/policies/documents/archive/OneStopOperator.doc

Reconfiguring Staffs

The Customer Flow Toolkit. The New York Association of Training and Employment Professionals (NYATEP) and the New York State Department of Labor Customer Flow Work Team developed this toolkit through grant funding from the New York State Department of Labor. 2001. Available at: http://www.nyatep.org/files/public/CustomerFlowtk.pdf

Southwest Washington: Lean and the Value-Stream Mapping Model. This PowerPoint shows the integrated customer flow pattern employed by Southwest Washington. It also presents the old service delivery model, discusses the value of stream mapping, and describes the functional teams providing services at each One-Stop Career Center. June 2010. Available at: http://www.wa.gov/esd/1stop/docs/framework_initiative/Integration_Framework-VSM_June_2010.pdf

IowaWorks Integration Resources. Iowa has developed a plan to optimize and integrate its workforce development system. The state is now integrating all of its One-Stop Career Centers, with the goal of completing this process by the end of 2012. Visit the link below to view the materials developed in support of this initiative. January 2011. Available at: https://www.workforce3one.org/view/4001105639246959972/info

Sharing Data

Common Registration. This document describes Oregon's development of a common registration process for workforce development programs, including the challenges the state encountered throughout the process. May 2010. Available at:
http://www.nascio.org/awards/nominations/2010/2010OR1-Oregon%20-%20OED%20-%20CCWD%20-%20Cross-Boundary%20Collaboration%20-%206.1.10.pdf

Client Success through Partnership: Best Use of Resources; Integrating the Work; How Systems Help. This PowerPoint presentation illustrates the key elements of a customer-focused, integrated system designed by the Utah Department of Workforce Services. The system is fully connected, with all MIS systems capable of sharing information, and the system's design enables caseworkers to develop service plans while the system determines the funding stream. July 2010. Available at: http://peerta.acf.hhs.gov/uploadedFiles/Integration%20and%20technology%20dallas%207-10%20%5BCompatibility%20Mode%5D.pdf

Promising Practices Research Brief 5: Integrating Data Systems. This issue brief by the Maryland Workforce Creation and Adult Education Transition Council presents examples of integrated data systems for adult education and workforce programs in Tennessee and Florida. It also includes Ohio's plan to integrate its workforce systems. December 2008. Available at:
http://www.dllr.maryland.gov/adulted/aedoc-sribrief5.pdf