

Request Total:

PRC: A/D

Sub2:

A/D

AD:

FR Due:

Application-- WorkFirst Innovations

Sponsoring Region or LPA: Region 4- Rainier, White Center and Renton LPA

Innovation Name: Bridge to Engagement

Contact Name, Title & Agency: Rick Krauss, WorkFirst Coordinator, DSHS Region 4, CSD

Phone Number: 206-272-2160

Email Address: krausr@dshs.wa.gov**Section 1: Description of Pilot/Project:***To be considered, all projects must be developed with an aim at improving participation.*

- A. What is the specific participation-related issue, activity gap, and/or service this pilot will address?

There is a significant gap with work readiness skills among WorkFirst parents and this is having an adverse impact on initial and ongoing engagement, meeting DRA participation requirements, and with successfully transitioning parents to employment and self sufficiency. There are currently gaps in participation with both the CE process, before the parent starts a countable activity, school breaks, and when transitioning deferred parents (X components) to countable activities.

- B. What is the caseload demographic this pilot will serve?
Please provide a copy of your office/LPA/Region's CAR. If your LPA contains multiple CSOs, include the CAR for each office participating in the pilot.

The 3 LPAs involved in the pilot are White Center, Renton, and Rainier (which includes the Rainier, Belltown, and Capitol Hill CSOs). The five CSOs include the CSO with our smallest caseload, Belltown, and our largest, White Center. There is a mix of urban populations, and South King County suburban cities where our significant portion of Region 4 caseload is migrating. The most current DCAR is attached for each of the 5 CSOs.

- C. Including start-up time, how many weeks/months will your project last?

The pilots are planned to start prior to the end of this program year utilizing SBTC college block grant funding to cover services through 6/30/2008. Each of the LPAs are planning a start date in May 2008 (Phase I), and the initial funding request is for the first 6 months of PY 2008 (Phase II), so the total initial length of the pilots are just under 8 months. However, if supported by outcome data the plan is to continue the pilots through the end of the PY (Phase III) and potentially expand the pilot to the other 3 King County LPAs.

- D. Briefly describe the overall project design:

The pilot is to provide a 35 hour per week Job Readiness (JR) workshop that targets key work readiness skills curriculum and competencies. The pilot will provide JR at the front end of enrollment, during the CE process and/or after completion, as a bridging strategy during school breaks, between other countable activities, if appropriate stacked with ES job search, and when transitioning from a deferred status (X Components) to job search, training, or work activities. The three colleges, South Seattle, Renton, and Seattle Central are developing JR curriculum that is up to 2 weeks in length, offered in modules that allows for open entry and exit dependent on the needs of the parent. For most parents, the JR workshop would be the new front end of the WorkFirst program specifically designed to engage parents from day one and to maintain engagement throughout their program. CE activities would either be integrated into

the workshop (with release time) or the parent would complete the CE prior to the workshop. The modules are being developed with the LPA partners and there is close coordination with Employment Security (and potentially help with delivery) of modules that relate to preparing parents for job search. Upon completion of the scheduled workshop modules, appropriate parents that are scheduled for ES job search will transition directly to employment readiness training with ESD so the parents can be better prepared to enter the labor market.

An additional component of the program is to engage with ES, DSHS and potentially CTED staff working directly with the parents via educational sessions. This provides counselors and case managers with firsthand knowledge of the workshop components, better enabling them to help parents utilize their developed skills and to market the benefits of participation in ES job search as well as educational and work activities.

E. How will your pilot improve participation?

The job readiness activity meets fulltime countable participation. Parents that complete all or a part of the JR workshop (dependent on individual parent need) will have the needed core work readiness skills. This should result in increased engagement, accountability, and a positive impact with both scheduled and actual participation. The workshop can help address gaps in participation that occur when waiting for activities to start and during schools breaks. An additional benefit is increased parent involvement with developing their planned WorkFirst activities.

F. How does your strategy differ from current practice?

Currently only a relatively small number of parents get to participate in a contracted JR workshop and receive needed work readiness skills. The target for the current services are the "harder to employ" parents. The current practice with CE results in significant gaps in participation prior to the start of participation in countable activities.

G. How is your pilot innovative?

The pilot will allow for a significant number of parents access to work readiness skills needed for successful program participation. To maximize flexibility, the workshops will be offered in modules, with morning and afternoon sessions, and be open entry/open exit. Each college/LPA is developing their own curriculum but they all cover components of the Dependable Strengths Articulation Process (DSAP). The CSOs (and other LPA partners) plan on having staff attend Dependable Strengths Introduction Sessions to provide program marketing/ information, and to highlight the strength of the partnership to workshop participants.

As the JR workshop is an all day activity, with an educational activity planned during the lunch hour, the LPAs are planning on providing lunch for workshop participants utilizing CSO support services funds.

H. What data and/or research, if applicable, support your idea?

In Region 4, we have conducted a contracted service review that focused on those parents who received JR workshops earlier in the PY. It was clear that a significant number of these participants successfully moved to countable activities and a number to employment and TANF exit. This is consistent with both research and common practice with employment and training providers in that participants have better outcomes when they have obtained the core work readiness competencies.

Regarding the use of Dependable Strengths, a five-year study was conducted by the Dependable Strengths Project at the University of Washington, aided by funds from the National Science Foundation. Before-and-after tests showed that people who participated in DSAP classes or workshops significantly increased their: self-esteem, motivation to achieve, internal locus of control, mental health and self-efficacy. DS has been incorporated into WF programs at colleges and CSOs with positive responses from parents and staff.

Additionally, many of the modules the colleges are incorporating in their workshops mirror the “skill needs” that were identified on a recent LPA JT/Non-Core Survey regarding the gap in providing skills to parents.

I. What other alternatives have you explored?

The pilot will start utilizing existing resources to fund workshops through 6/30/08. The colleges report that the PY 2008 block grant will not be at a level that allows for ongoing funding from that source.

Section 2: Implementation:

In narrative form, please describe how your pilot will be implemented including pilot timelines and specific staff activities. *If applicable, attach any MS Project, Excel, etc. pilot timelines you have created to track your progress.*

The pilot will be implemented in 3 phases:

Phase I May-June 2008

- ◆ Pilots will start during May 2008 utilizing existing funding.
- ◆ This initial phase will allow for modifications in the referral and service delivery model.
- ◆ Curriculum will be assessed and potentially modified to meet parent need.
- ◆ Dependable Strengths Facilitators Training will be offered to JR workshop instructors and potentially an overview version to CSO and partner staff.
- ◆ Participants will be tracked and some initial participation outcome data compiled.

Phase II July-December 2008

- ◆ If innovative funding received, contracts will be developed prior to the PY.
- ◆ The model and curriculum will be further refined based on Phase I experience and initial outcome data.
- ◆ Participants will be tracked and data compiled to determine pilot outcomes and to potentially support ongoing funding and potential expansion across Region 4.

Phase III January-June 2009

- ◆ Funding obtained to cover the balance of the PY.
- ◆ Extend contracts through the end of the PY.
- ◆ Expansion to the other 3 Region 4 LPAs and potentially statewide.
- ◆ Continued outcome tracking and refinement of the model as needed.
- ◆ Regular meetings with Pilot partners.

Section 3: Specific Requirements:

Identify and explain any changes/waivers necessary to carry out your proposal. (Note: Projects requiring IT system changes may be postponed or rejected due to resource and prioritization requirements)

Policy Waiver Procedure Change IT System Change

Contract Amendment Other: _____

Section 4: Outcomes and Evaluation:

- A. Describe the anticipated outcomes. Provide data as available to support your assumptions.

More parents would successfully engage in full time countable activities and meet actual hour requirements. The primary measures will be DCAR for scheduled participation and MCAR for actual hours. In addition, parents will be asked to complete evaluations at the end of the workshops.

The current schedule participation for the 5 CSOs based on 4/28/08 DCAR report:

Rainier	42%
Capitol Hill	32%
Belltown	43%
White Center	38%
Renton	33%

The current actual participation based on the March MCAR Report:

Rainier	5.07%
Capitol Hill	7.09%
Belltown	5.71%
White Center	6.61%
Renton	4.24%

B. What is the estimated impact on your regional or local participation rate?
(percentage points, # of parents participating full-time, etc.)

The projected increase with participation is:

Rainier and Renton: 5% increase in scheduled (DCAR) and a 2% increase actual (MCAR)

White Center: 5% increase in scheduled (DCAR) and a 3% increase actual (MCAR)

C. What data will you collect and use to monitor your pilot?
(reports, ad hoc, eJAS, ACES, etc.)

eJAS DCAR and MCAR reports, CE reports, and ad hoc to track the cohort that completes the workshops

D. How will you know if you are successful?

The partners will report and participation data will support, that there is increased engagement and more parents successfully completing work, education, and job search activities. This should have a positive impact on the number of parents who exit TANF due to employment.

Section 5: Partnership Involvement

A. Identify the LPA partner(s)/regional staff that will act as lead(s) for the pilot.

Rainier LPA:

Helen Campbell, Rainier CSOA
Mark Dalton, Belltown CSOA
Klaire Harry, Capitol Hill CSOA
Gerry Ketchum, Belltown WorkFirst Supervisor/LPA Lead
Pam Aden, Seattle Central Community College
Millicent Blocquer, Employment Security Rainier WorkSource Administrator

White Center LPA:

Mike Morris, White Center CSOA
Keith Marler, South Seattle Community College
Katie Hearn Zang, Renton Technical College/LPA Lead
Millicent Blocquer, Employment Security Rainier WorkSource Administrator

Renton LPA

Pat Smith, Renton CSOA
Maggie Sutthoff, Renton Technical College WorkFirst Coordinator
Katie Hearn Zang, Renton Technical College

Region 4 CSD
Rick Krauss, WorkFirst Coordinator

B. What partners will be involved and what will their roles be?

DSHS:

- ◆ Will promote the workshops to parents and refer appropriate participants.
- ◆ WorkFirst staff may be presenters at some of the workshops and utilize this opportunity to market WorkFirst services and address potential client issues.
- ◆ Utilize support service funds to provide lunch for participants.
- ◆ Regional contract and fiscal support if services are funded through the standard WorkFirst contract process.

ES:

- ◆ Promote the workshops and identify parents through both the CE process as well as among current job search participants who would benefit from part time or full time participation.
- ◆ ES staff may be presenters at some of the workshops to market job search and the Career Services Program.

Colleges:

- ◆ Provide the work readiness workshops.
- ◆ Work with partners to refine and revise the curriculum as needed.
- ◆ Help identify potential participants through the CE process.
- ◆ Market educational activities to participants.
- ◆ Coordinate with partners to ensure that the workshops are an expected activity for students on school breaks and prior to the start of educational programs.

CTED:

- ◆ Promote the workshops and help identify parents who would participate prior to the start of their work activity.
- ◆ Market work activities during one of the workshop modules.

C. Describe the impact your pilot may/will have on other partner agencies:

Parents will successfully engage with educational, work, or job search activities at a higher rate. Parents will be more accountable for meeting actual hour's participation requirements.

Section 6: Budget (if applicable)

A. What are the overall anticipated costs of the project? \$275,283 for 6 months

B. State Fiscal Year split: SFY 2008 \$ 0 as covered by SBTC Block Grant

SFY 2009 \$ 275,283 for 6 months

C. What is the cost per parent served? \$ range of \$253- 354 for the full 2 weeks

D. Will you be re-allocating FTE's? YES NO other than dedicated college staff

If YES, how many? _____

E. What other local resources will be leveraged to support this project?

- DSHS support services will be utilized to provide lunch, transportation, and WCCC.
- The Renton CSO will provide classroom space for the workshops provided by Renton Technical College.
- South Seattle and Seattle Central Community College will provide classroom space.
- Public Health Nurses may be brought in to help provide appropriate curriculum.
- Coordination with agencies that provide parenting services to potentially provide curriculum.

Section 7: Partnership Sign-Off

Signature

Name, Title and Agency: _____

Signature

Name, Title and Agency: _____

Signature

Name, Title and Agency: _____

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Name, Title and Agency: _____

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