

# VSM Workshop Charter

## Title

Increasing Successful Outcomes for Contracted Educational Activities

Workshop Sponsor	Workshop Project Lead	Workshop Facilitator
Babs Roberts, Jim Crabbe	Mat Carlisle, Kelli Johnston, Debbie Davis	Susan Brown, Frances Wellsbury

## Background

1. **Federal Participation Rates** – Washington did not meet the All Family or Two-Parent Participation Rate targets in federal fiscal year (FFY) 2012. The state appears to have met the All Family target in FFY 2013 but will failed to meet the Two-Family participation rate.

FFY 2012 Actuals	FFY 2012 Target	FFY 2012 Rate	FFY 2012 Under Target
All Family	14.6%	11.1%	-3.5%
Two Parent	54.6%	11.8%	-42.8%
FFY 2013 Recomputed (Date: 3/20/14)	FFY 2013 Target	FFY 2013 Rate	Over/Under Target
All Family	12.5%	13.3%	0.8%
Two-Parent	52.5%	12.6%	-38.9%
FFY 2014 Estimates (Date: 3/20/14)	FFY 2014 Target	FFY 2014 Rate	Over/Under Target
All Family	10.2%	13.9%	3.7%
Two-Parent	50.2%	14.3%	-35.9%

Note: Data months from June 2013 thru current have been rebuild to reflect the upper limits allowance in Job Search and Job Readiness since last month's view.

2. **Successful Outcomes for Educational Activities-** The 2010 WorkFirst redesign focused on the need to engage parents in meaningful federally countable activities to meet the work requirement. Many WorkFirst parents participate in allowable education and job skills training. These activities include basic skills, skills enhancement training and vocational education provided by community and technical colleges, private career schools, community based organizations and other contractors.

SBCTC contracted colleges provide 50% of the job skills training (including basic skills) and 60% of the vocational education. Outcomes for parents served by SBCTC colleges are evaluated using student achievement data, the Trans degree database, WABERS reporting and the GED database. This data is reported in the November 2013 WorkFirstPerformance Chartbook using 5 measures:

Workfirst Performance Chartbook Barometer Measures										
	#50 Obtaining a high school diploma or equivalency		#51 Basic skills and developmental ed skill gain		#52 Transitions from Basic Skills to vocational training		#53 Vocational skill gain (earned 15,30 or 45 credits)		#54 Earned certificate or degree	
2011-12	1281	56%	7336	56%	4940	32%	5519	41%	5519	16%
2012-13	1186	61%	6345	56%	4424	34%	4424	43%	4424	15%
Captures students enrolled in academic year, classes not cohorts with different start and stop dates										

3. **Lean Initiatives.** CSD plans to conduct six Value Stream Mapping workshops between the months of December 2013 and July 2014, to identify opportunities for improvement within the WorkFirst program. This is the fourth event in the series. WF1 focused on reducing ESD job search churn. WF2 focused on the process used to prepare the required federal participation reports. WF3 focused on verifying and documenting actual hours of participation. These events resulted in Kaizen work groups with initiatives that may impact the scope of this workshop. Therefore, it will be important to have an updated briefing on the progress of these Kaizen work groups prior to starting this VSM.

### Mission Statement

The goal of the workshop is to evaluate and improve the current process of enrolling and supporting WorkFirst parents in contracted education and training activities. Increased transitions from basic skills to vocational education and completions of degrees and certificates, in conjunction with other WorkFirst Lean Processes will work to improve federal participation rates.

### Deliverables

- Current State Value Stream Map
- Future State Value Stream Map
- Improvement Implementation Plan

### Scope & Boundaries

Supplier	CSD Case manager who may get information from provider (participant, Commerce Contractor, ORIA, Colleges)
Input	Potential referral to college with education and training component entered into eJAS
Process	Steps taken by CSD case manager/social services specialist/provider once the client is referred and then the college enrolls and collectively support the client to complete education and training
Output	Basic Skills Completion (GED, Transition outcome) and/or Vocational Completion (certificate/degree)
Customer	WorkFirst Parent

### Out of Scope:

- A new IT system
- Changes to Federal rules
- Federal Reporting Process (at ACES, ITS and RDA)
- Redesign of instructional programs
- Participants who are referred and don't enter an educational activity from the referral

## Workshop Date/Time/Location

Date	Time	Location
April 21-25	Monday 10am-4pm Tuesday-Thursday 9am-4pm Friday 9am-12pm	Everett Community Services Office, Conference Room 103, 840 North Broadway Suite 200, Everett WA 98201

## Workshop Participants

Name	Role/Function	Name	Role/Function
Candy Banker	CSOA	Stephen Hall	SSS Sup
Susan Pole	WFPS	Melanie d'Amada Remedios	Coordinator
Terri James	WFPS	Dave Plassman	SSS 2
Terri Kirker	CSD Ops	Melissa Matthson	CSD Ops
Tom Berry	CSD Policy	Shelly Riddle	EJAS IT
Debbie Davis	CSD Policy	Artur Arakelyan	ORIA
Kelli Johnston	SBCTC	Mat Carlisle	SBCTC
Jennifer Lewis	Bellingham TC	Laura Brodgen	Peninsula College
Irene Reynolds	LWTI	Sherrie Holmes	Renton TC
Penny Robins	Edmonds CC	Dena Rader	Highline CC
Lynda Wolf	Everett	Diana Leach	DSHS QA
Sabra Murray	Tacoma CC	Louise Clark	Edmonds
Sara Stiffler	Spokane	Jane Blackman	Olympic

## VSM Workshop Guiding Principles

1. Demonstrate trust to other VSM Workshop participants.
2. Follow through on any commitments you make or assignments you accept.
3. Display professional courtesy during meetings and discussions with other VSM Workshop participants.
  - a. Listen to different points of view.
  - b. Maintain self-esteem of all participants.

- c. Listen while others are speaking.
  - d. Provide VSM Workshop participants equal opportunity to speak on a topic.
  - e. Be positive and constructive.
  - f. Focus comments on the process, not the person.
4. Provide regular progress reports to the VSM Workshop sponsor(s).
  5. Consider cost-benefit aspects of our products and actions.
  6. Use consensus decision-making process.
    - a. Use multi-voting decision as our secondary decision-making process.
    - b. Use majority rules decision making as our tertiary decision-making process.
  7. Keep sensitive information within the group.
  8. Ask for help if you cannot complete your assignments on time.
  9. Do not let cell phones, pagers, & laptops disrupt the workshop.
  10. Have fun.

## Roles and Responsibilities

The table lists who does what before and after the VSM Workshop.

Who	Does What
<b>Before the VSM Workshop Starts</b>	
Sponsor	Provides guidance and authorization to the Workshop Project Lead in <ul style="list-style-type: none"> <li>• preparing the workshop charter and</li> <li>• selecting workshop team members</li> </ul>
	Commits resources for the workshop
	Ensures leaders of associated function commit to providing resources for the workshop
	Provides opening comments to the workshop participants
	Attends the report-out on the final day of the workshop
Project Lead	Organizes the evaluation meeting to develop the workshop charter
	Ensures completion of the VSM Evaluation & Planning Phase Checklist
	Ensures the correct team members are committed to participating in the entire workshop
	Sends a meeting notice out to the workshop participants
<b>After the Workshop Ends</b>	
Sponsor	Hold Project Lead and Implementation Team responsible for achieving improvements (final results)
	Commit resources necessary to execute process improvement implementation plans
	Ensure leaders of associated functions commit resources necessary to execute process improvement implementation plans
	Support follow-on action plan status meetings
	Sponsor appropriate out-of-scope improvement recommendations and go-forward plans
Project Lead	Ensure workshop participants begin implementing their assigned actions

	Hold implementation meetings with key team members
	Keep track of all open action items and measure progress (i.e. first pass yield, number of transaction, cycle time)
	Link action plan improvements to the future state map

Signature of Workshop Sponsor:	
Signature of Workshop Sponsor:	
Signature of Workshop Project Lead:	
Signature of Workshop Project Lead:	
Signature of Workshop Project Lead:	

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