Phoenix Workforce Connection

Youth Programs
Strategic Plan Implementation Action Plan

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Task/Subtask	Start Date	Complete Date	Assigned to	Resources Needed	Outcome & Tangible Products
1. **Define standards for the Youth Learning System.** Convene partners to define common system standards for • Learning, • Career and youth development, • Transition, and • Workforce access. Combine Tasks 1 and 2. (See Diana May for specifics). Need assessment of costs to evaluate Tasks 1 and 2. Need clarification of some terms: exactly what are we setting standards for. Intentionally include front-line staff, since they will implement the tasks. Involve front-line staff in implementation process.	02/15/06	09/30/06	L. Moskowitz		**Outcome:** Clear definitions of service elements (quality, duration, intensity) that organizations ca use to en-sure their services meet minimum community expectations. Clear set of comprehensive standards for educational, workforce and youth development. **Tangible Products** Adopted Workplace Skills Standards.
a. Research & adapt workplace skills standards to align with Arizona Education system, as guidance for WIA training programs.	04/01/06	05/30/06	T. Valencia	Arizona Skill Attainment	
b. YIC adopt standards (Workplace Skills Standards and PEPNet Youth Development Model) through the Youth Policies & Procedures Manual.	05/01/06	07/25/06	L. Moskowitz	PWC Staff	
c. Investigate development of a work-place readiness certification through a community college (see Rhode Island model).	09/01/06	08/01/07	L. Wilham T. Valencia P. Smith J. Buschbacher		

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d. Develop training programs and materials on the Manual (training should include identifying what is or is not presently being done to reflect these standards. Groups will then recommend implementation strategies for standards).	07/14/06	09/31/06	B.J. Skillman		
e. Train organizational principals and case managers on standards. Train across provider organizations to build "team thinking."	09/01/06	12/30/06	B.J. Skillman		

Obstacles to accomplishing Tasks 1 and 2:

- Lack of front-line staff. Specifically need front-line staff input on educational standards.
- Different bodies have different standards; all need to adopt single set of standards, regardless of funding source.
- Staff turnover.
- Cost to implement higher standards.
- Commitment to holding us accountable and supporting additional standards.

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2. **Strengthen Phoenix's network of youth services providers** by adopting a best-practices standard (such as PEPNet) to guide program quality and service improvement.			P. Smith		**Outcomes:** Establishment of an external quality standard that can be used as one factor in iden-tifying eligible providers in program pro-curements.
a. Customize category 1 of PEPNet standards for local circumstances and conditions. Add standards to Youth Policies & Procedures Manual.	2/06	05/31/06	P. Smith	YIC and COP input	
b. Research necessary approvals for adopting PEPNet standards		05/31/06			City and each Provider identifies annual program improvement goals based on self-assessment against PEPNet standards.
c. YIC adopt standards.	2/06	07/25/06	L. Moskowitz		
d. Explore linking with NYEC for technical assistance.	04/01/06	06/30/06	P. Smith		
e. Develop separate PEPNet Quality Standards training programs and materials on standards (Part of training should include identification of what is and is not presently being done to reflect these standards. Groups will then recom-mend implementation strategies for standards.)	7/01/06	10/30/06	P. Smith B.J. Skillman D. May	COP staff to assist with training	
f. Train internal assessment teams for providers, City and YIC case managers on standards. Train across provider organizations with intra-organizational break-outs to build "team thinking?"					**Tangible Products:** Standards adopted based on PEPNet Standards.
i. Organizational Principals (train across orgs):	01/07	06/30/07			
ii. Case Managers (by organization and	01/07	06/30/07			

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across orgs):					
g. Begin process to assess current system. City will self-assess for Standard 1., Managing for Quality. Providers self-assess for all four standards. Both City and Providers interpret Standards based on appropriateness to level of system. City and Providers will set annual program improvement goals based on the self-assessments.	07/01/06	10/30/06	NYEC (certification process)	Does it make sense for a provider to be responsible for this task?	
Question to consider: Will these standards be used for potential new providers or just existing providers?					

NOTE: Consider combining Tasks 1 and 2.

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3. Increase the capacity of One-Stop Career Centers to serve the career development and workforce preparation needs of youth.			S. Flowers T. Valencia A. Bratcher E. Dow Organizations that are providers to both adults and youth: OIC CPLC Aspire Goodwill AWEE		**Outcome:** "Youth-friendly" one-stop system that partners with schools and service providers to provide access to career development resources. **Tangible Products** • Evaluation criteria template. • Process for evaluation.
a. Evaluate current one-stop centers in terms of their infrastructure capacity to serve youth in a "youth friendly" way, with recommendations to create a youth friendly environment. *Question to consider*: how do the One-Stops integrate with schools? Note: Define "youth friendly." Part is to have One-Stops open at "youth friendly" times, such as every other Saturday. One-Stop staff do outreach to schools, to tell them what is available at One-Stops.	2-24-06	6-30-06	PWC One-Stop Management Team work group		
b. Implement the improvements identified in subtask 3.a., above.	7-1-06	09/30/06	PWC One-Stop Mgmt. Team work group		
c. After improvements are implemented, integrate existing youth programs into the One-Stop Centers.	1-1-07	6-30-07	PWC One-Stop Mgmt. Team work group	Not yet sure	

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4. **Build a network of youth services that coordinates resources for summer jobs, foster care, reintegration of juvenile offenders and dropouts.** Leverage WIA funds through the establishment of operational connections with providers and programs that use other funding streams.	08.01/06	12/31/08	L. Wilham P. Smith	PWC support; T. Valencia M. Daggett M. Trujillo MWC support; Other COP department supports; provider input; MCJP Maricopa Youth Alliance	**Outcomes:** Resource map, operational connections (common assessment, aligned service strategy) coordinated case management, integrated tracking system, etc., with a major system partner. **Tangible Products:** One resource map for juvenile offenders.
a. Review & revise subtasks; set realistic target dates	08/01/06	08/31/06			
b. Develop a resource map for a target client group: juvenile offenders.			L. Wilham P. Smith		
c. From resource map, meet with all identified resources and create a catalog of resources and services available to the target client group.			L. Wilham P. Smith		
d. Train case managers to use catalog to serve the target client group.			L. Wilham P. Smith	B.J. Skillman	
e. Reiterate steps 1-3 for:					
i. Summer jobs (health care and business entrepreneurship, as well as traditional summer employment)			L. Wilham P. Smith M. Carr		
ii. Foster care			L. Wilham	FAAST Casey Family	
iii. Drop outs			L. Wilham P. Smith		

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f. Evaluate effectiveness of each catalog within two years after implementation.			YIC City Staff		

Note:

- Getting assistance from right groups; e.g. law enforcement.
- Are WIB members potential resources for these resource maps?

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5. Develop the capacity for youth caseworker training to serve the needs of different youth providers across programs.			D. Torres B.J. Skillman		**Outcome:** Standard skill-sets for case managers addressing: (i) interactions with PWC systems and requirements, (ii) effective case management and (iii) benchmarking and sharing best practices. **Tangible Products:** • Quarterly training catalog.
a. Assess training needs across the system annually. Identify number needing training in: technical & systems use; effective case management skills, and case management best practices.	10/05	Annually starting 12/06	B.J. Skillman	Training working group	
b. Catalog training that is currently available in provider organizations.		Quarterly training calendar	B.J. Skillman	T. Valencia S. Flowers D. May	
c. Develop & continually improve training process and curricula in each of three areas.					
i. *Basic:* How to interact with Phoenix Workforce Connection, VOS and the WIA systems and their requirements.	04/06	12/08	B.J. Skillman Training working group	Training contractor funds	
ii. *Intermediate:* How to become a more effective case manager for youth clients. (Use of career pathway maps, ISS's, etc.)	07/06	12/08	B.J. Skillman Training working group	Training contractor funds	
iii. *Advanced:* How to benchmark and share best practices across providers.	10/06	12/08	B.J. Skillman Training working group	Training contractor funds	

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d. Train case managers in curricula.	04/06	06/09	B.J. Skillman Training working group	Contractor funds	
e. Evaluate semi-annually the role of training as an element of achieving Common Measures. Is the PWC Youth Programs' outcome-based performance improving or declining as a result of the training? *Note:* assess effectiveness of training outcomes, more than just training process. Use the evaluations more seriously. Ask 90 days later how you are using the training on your job.	07/06 01/07 07/07	Basic: 08/06 and semi-annually Intermediate: 02/07 and semi-annually Advanced: 08/07 and semi-annually	B.J. Skillman Training working group	Provider agencies' personnel.	

Note: Add on-line FAQ to capture Q&A that arise in training; also get quick-turn-around (24 hrs.) answer to questions, even if just acknowledgement.

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6. **Define and map workforce and career pathways to guide youth access to the labor market.** Ensure that youth can access pathways system-wide. Participants are not always interested in the high-demand occupations; how do we generate more interest in those occupations? Talk to schools on services available for youth.	2/06	9/06	P. Smith L. Wilham	Input from PWC staff as to selected industries in strategic plan.	**Outcome:** Clear definitions (e.g., location, duration and intensity) or work-based options that fully describe role of employer, youth, education sector and youth service provider. **Tangible Products:** Sample career pathway from Career Voyager.
a. Select pilot industry based on high-demand careers in the Greater Phoenix area.	2/06	4/06	P. Smith L. Wilham	See above	
b. Meet with employers of high demand careers to cross-walk with employer qualifications.	4/06	5/06	P. Smith L. Wilham	Provider input, CEDD input	
i. "Reality check" *Career Voyages* (www.careervoyages.gov) path-ways with high demand career employers in Phoenix area.					
c. Demonstrate use of Career Voyages tool to providers, showing them how to access information from Career Voyages. Focus on Health Care as demonstration industry.	5/06	08/06	P. Smith L. Wilham	CEDD support for publication	

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7. **Lead an effort to collect and publish data on the condition of youth within Phoenix, including key indicators of education and employment outcomes.** Use data as a benchmark for measuring performance by all youth service investments, especially the equity of outcomes across youth.	11/06	05/07 (leading into ongoing process)	D. May		**Outcome:** Provides a baseline for promoting common performance measures and system benchmarks. Identifies technical or legal barriers that need to be addressed prior to moving forward with a common reporting system. **Tangible Products:** • Draft survey instrument. • Description of proposed sample survey population group.
a. Implement many methodologies to assess status of City of Phoenix youth relative to common outcome measures, and demographic characteristics, including, but not limited to: *Note:* Have outside 3rd party collect the information, to make sure it's not skewed.	11/01/06	3/31/07	D. May; T. Valencia	YIC support; funds for survey	
i. Use schools' educational data for drop-out and graduation rate statistics.			D. May; T. Valencia	Staff; D. Dillon; other community contacts	
ii. Canvass criminal justice system for youth offender data.			D. May, T. Valencia	Staff; D. Dillon; other community contacts	
iii. Obtain vital statistics data for births & parenting.			D. May; T. Valencia	Staff; D. Dillon; other community contacts	
b. Compare Phoenix demographic data with current program population; identify gaps and opportunities for improvement.	11/01/06	04/30/07	D. May	System to provide demo data on participants; anticipate VOS improvements	

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c. YIC review data and set goals. YIC participate in implementing needed improvements & changes (add this line-item to each Task.)		05/07 meeting			
d. Compare external data against internal outcome-based performance data and reallocate resources to meet highest needs and eliminate barriers to success. *Consider:* Training needs on how to fill gaps; pay forward to improve performance reports in future periods.		Ongoing	D. May; T. Valencia	B.J. Skillman	

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8. **Engage the education sector in ensuring comprehensive learning and workforce options, especially for youth who are pushed out or drop out of the public systems.** Ensure that the system is organized to ensure appropriate support for the development of academic and workforce preparation. Some policies concern the joint recognition of standards. Implement dropout/transition reporting with an education partner. *Note:* You have to know the right people, to get in the door. This is a potential political obstacle. Front-line staff can help identify right people to contact.			L. Moskowitz		**Outcome:** Academic standards (AIMS, graduation standards) incorporate career development and workforce goals, not just pure academic goals. Learning assessment is performance-based. Work-readiness skills and career development competencies are integrated into academic standards and measured in standard learning assessments. School system defines risk factors for youth who might drop out. There is a a process for timely automatic and systematic referral of youth to WIA, One-Stop or youth system when a dropout choice is made.
a. Convene a focus group of high school educators, vocational/technical educators, charter schools, health & mental health practitioners; youth program providers; employers; and chambers of commerce to evaluate comprehensive learning and work force options for target youth.	04/01/06	08/31/06	L Moskowitz T. Valencia	Focus Group	
b. Identify gaps in system.	07/01/06	09/30/06	T. Valencia	Focus Group	**Tangible Products:**
c. Develop strategies to fill the gaps.	08/01/06	10/30/06	T. Valencia	Focus Group	• Proposed date for conference.
d. Implement strategies.	11/01/06	06/30/07	T. Valencia	Provider agencies	• Draft agenda for conference.

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9. **Work at the state level to seek resolution of the data management issues.** Phoenix must work to ensure a well-functioning information system that has the capacity to receive or accept tracking and information data across providers.	7-1-2004	Until decision is made either to enhance or use another system.	P. Rucker		**Outcome:** The City, however, cannot act on its own, since the current information system (VOS) is a state-required element.
a. Convene regular monthly or quarterly meetings with state administrators of VOS to improve information system function.	7-24-2004	Until task is complete	P. Rucker	Commitment from the State.	**Tangible Products:**
b. Include a youth advocate in regular VOS system meetings to adapt the system to the uniqueness of youth programs.	6/1/06	Until task is complete	T. Valencia		• Meeting sche-dules through end of year: • State Admini-strator • Providers
c. Report status updates of these sessions at provider and YIC meetings.	5/23/06	Monthly	T. Valencia	?	• Status update report as perman-ent agenda item on YIC, WIB and provider meeting agendas.

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10. **Begin formal efforts to organize youth employers** to provide input into the youth system, and to serve as operational partners by providing youth with work-based learning opportunities. Integrate Phoenix summer jobs program with WIA Title I youth program.			J. Buschbacher T. Valencia		**Outcomes:** Program model that has: a clearly-defined career pathway; learning standard; identified credentials; map of service providers; identified employers for work-based opportunities, etc.
a. Fill vacant employer positions with high demand employers on both:					
i. Youth Initiatives Committee		08/31/06	L. Moskowitz		Demonstrate that the City can coordinate program resources within its own administrative structure.
ii. Workforce Investment Board		12/31/06	L. Moskowitz		
b. Establish regular communications to youth providers through One-Stop management meetings and other media.		05/31/06	J. Buschbacher	Provider agencies	Connect providers, employer recruitment strategies, define co-enrollment options, coordinate how WIA services can wrap around summer jobs.
c. Include youth providers in Cluster Team meetings for one High-Demand Industry (Health Care)	05/01/06	08/15/06	J. Buschbacher	G. Holmes ACYR Rep. Aspire Rep.	
d. Expand Cluster Team participation for other High-Demand Industries.	07/01/06	12/30/07	J. Buschbacher		Increased training and work experience in each of the High-Demand Clusters. **Tangible Products:** List of new YIC and WIB members representing target industries.