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.	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.
a. Publish a report cross-walking Common Measures with Workplace Skills Standards to ensure "fit" with Common Measures and to avoid redundancy.	04/01/06	05/01/06	T. Valencia	Arizona Skill Attainment	
b. Create measurement processes to ensure standards are being followed.	04/01/06	05/01/06	T. Valencia		**Tangible Products** Adopted Workplace Skills Standards.
c. Adopt standards for Youth Learning System	05/01/06	07/13/06	L. Moskowitz	PWC Staff	
i. YIC adopt standards	05/01/06	05/23/06	L. Moskowitz	PWC Staff	
ii. WIB adopt standards	05/24/06	07/13/06	L. Moskowitz	PWC Staff	
d. Investigate development of a workplace readiness certification through a community college (see Rhode Island model).	07/01/07	08/01/07	L. Wilham T. Valencia P. Smith J. Buschbacher		
e. Develop training programs and materials on standards (training should include identifying what is or is not presently being done to reflect these standards. Groups will then recom-mend implementation strategies for standards).	07/14/06	08/31/06	B.J. Skillman		

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f. Train organizational principals and case managers on standards. Train across provider organizations to build "team thinking."	09/01/06	09/30/06	B.J. Skillman		

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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		**Outcome:** Establishment of an external quality standard that can be used as one factor in iden-tifying eligible providers in program pro-curements.
a. Publish a report cross-walking Common Measures, Workplace Skills Standards, and PEPNet Quality Standards for youth programs. City of Phoenix will need to adapt these before WIB and YIC adopt them.	2/06	05/31/06	P. Smith	YIC and COP input	
b. Explore linking with NYEC for technical assistance.	04/01/06	04/30/06	P. Smith		**Tangible Products:** Standards adopted based on PEPNet Standards.
c. WIB and YIC adopt standards.	2/06				
i. YIC adopt standards		Sept. mtg.	L. Moskowitz		
ii. WIB adopt standards		Nov mtg.	L. Moskowitz		
d. Develop 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 recommend implementation strategies for standards.)	9/06	1/07	P. Smith B.J. Skillman	COP staff to assist with training	
e. Train organization principals and case managers on standards. Train both by provider and across provider organizations to build "team thinking?"					
i. Organizational Principals (train across orgs):	01/07	06/30/07			
ii. Case Managers (by organization and across orgs):	01/07	06/30/07			

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f. Begin process to evaluate current providers. *Question to consider:* Who should conduct evaluations? Outside independent auditor? City of Phoenix auditor? Peer review? Internal checklist self-evaluation?	07/01/07	06/30/08	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?	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	12-31-06	PWC One-Stop Mgmt. Team work group		
c. After improvements are implemented, integrate existing youth programs into the One-Stop Centers.	7-1-06	12-31-06	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.	2/06	9/06	P. Smith L. Wilham	PWC support; T. Valencia M. Daggett MWC support; Other COP department supports; provider input	**Outcomes:** Resource map, operational connections (common assessment, aligned service strategy) coordinated case management, integrated tracking system, etc., with a major system partner.
a. Develop a resource map for a target client group: juvenile offenders.	4/06	5/06	P. Smith L. Wilham		
b. From resource map, meet with all identified resources and create a catalog of resources and services available to the target client group.	5/06	7/06	P. Smith L. Wilham		**Tangible Products:** One resource map for juvenile offenders.
c. Train case managers to use catalog to serve the target client group.	7/06	9/06	P. Smith L. Wilham	B.J. Skillman	
d. Reiterate steps 1-3 for:					
i. Summer jobs	4/06-7/06	9/06	P. Smith L. Wilham M. Carr		
ii. Foster care	4/06-7/06	9/06	L. Wilham		
iii. Drop outs	4/06-7/06	9/06	P. Smith L. Wilham		
e. Evaluate effectiveness of each catalog within two years after implementation.	ongoing	9/08	YIC City Staff		

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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.
a. Assess training needs across the system quarterly. Identify number needing training in: technical & systems use; effective case management skills, and case management best practices.	11/05	Quarterly	B.J. Skillman Training working group		
b. Catalog training that is currently available in provider organizations.					**Tangible Products:** • Quarterly training catalog.
c. Develop training 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	07/06	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	10/06	B.J. Skillman Training working group	Training contractor funds	
iii. *Advanced:* How to benchmark and share best practices across providers.	10/06	12/06	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?	07/06	08/06	B.J. Skillman Training working group	Provider agencies' personnel.	
	01/07	02/07			
	07/07	08/07			

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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 from any place in the system.	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.
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	**Tangible Products:** Sample career pathway from Career Voyager.
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	05/23/06	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 or education and employment outcomes.** Use data as a benchmark for measuring performance by all youth service investments, especially the equity of outcomes across youth.	2/06	10/06 (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.
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:	4/06	7/06	D. May; T. Valencia	YIC support; funds for survey	**Tangible Products:**
i. Survey a scientific random sample of the target population (youths 14-18).			D. May; T. Valencia	Funds for survey consultant, or internal expertise	• Draft survey instrument. • Description of proposed sample survey population group.
ii. Use schools' educational data for drop out statistics.	4/06	5/06	D. May; T. Valencia	Staff; D. Dillon; other community contacts	
iii. Canvass criminal justice system for youth offender data.	4/06	5/06	D. May, T. Valencia	Staff; D. Dillon; other community contacts	
iv. Obtain vital statistics data for pregnancy and teen marriage statistics.	4/06	5/06	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.	5/06	12/06	D. May	System to provide demo data on participants; anticipate VOS improvements	

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c. Cross-walk Common Measures against VOS to ensure appropriate data are captured in a user-friendly methodology.	10/06	12/06	D. May; T. Valencia	Access to Common Measures data; for current program year, report both performance measures and Common Measures.	
d. Periodically report outcome-based performance data based on Common Measures.	Ongoing		D. May		
e. 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.			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.			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, 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	
c. Develop strategies to fill the gaps.	08/01/06	10/30/06	T. Valencia	Focus Group	
d. Implement strategies.	11/01/06	06/30/07	T. Valencia	Provider agencies	**Tangible Products:** • Proposed date for conference. • 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		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.			T. Valencia		• Meeting schedules through end of year:
c. Report status updates of these sessions at provider and board meetings.	?	?	?	?	• State Administrator • Providers • Status update report as permanent 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.			P. Smith L. Wilham		**Outcomes:** Program model that has: a clearly-defined career pathway; learning standard; identified credentials; map of service pro-viders; identified employers for work-based opportunities, etc.
a. Fill vacant employer positions with high demand employers on both:					Demonstrate that the City can coordinate program resources within its own administrative structure.
i. Youth Initiatives Committee					
ii. Workforce Investment Board		12/31/06			
b. Appoint youth advocates to the Regional Business Services team.		05/31/06	Jill B.	Provider agencies	Connect providers, employer recruitment strategies, define co-enrollment options, coordinate how WIA services can wrap around summer jobs.
c. Create a network that will formalize operational connections between employers in high-demand industries and provider agencies.		06/30/07	Jill B.; provider agency busi-ness out-reach (job developers)		
i. Focus on Health Care for pilot test; meet with trade associations of key careers (*e.g.*: Hospital Association) to discover needed skills, career eligibility requirements, barriers and disqualifications, career pathways, etc.		12/31/06		Associations Community Colleges	
ii. Cascade results of Health Care pilot test to other high-demand careers.		06/30/07			**Tangible Products:** List of new YIC and WIB members representing target industries.