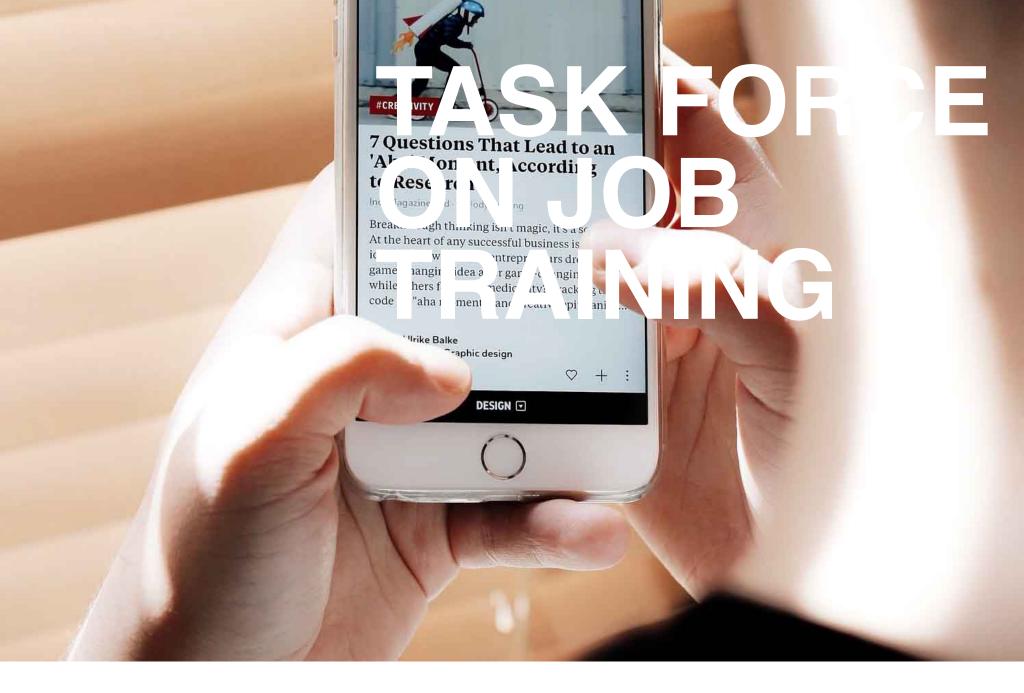**STEPS, ACTIVITIES AND A RESULT-FOCUSED PROCESS**

Task Force on Job Training

Pilot site version. Draft for in-house review.

Connecting the 10 dots.
Explore our ten interrelated Task Forces. We're upgrading the communities our children and parents live, learn and work in.

SERVICES FOR SURVIVING
- behavioral health care
- medical/dental care
- food
- housing
- transportation

SERVICES FOR THRIVING
- early childhood programs
- parent supports
- youth mentoring
- family-centered schools
- **job training**

The Resilience Leaders Task Forces are data-driven and result-focused.

WELCOME

Congratulations on completing the Resilience Leaders course, with an understanding of the four phases of continuous quality improvement (CQI): assessing, planning, acting and evaluating CQI will guide all your local community projects and innovations.

The following ten Task Force steps may be taken simultaneously after Step 1 has been completed to set Task Force ground rules for working together.

The following steps and activities are provided to guide your work. If needed, they may be changed to achieve your initiatives' goals. If you have any questions, ideas or concerns or proposed additions or deletions, please contact the Resilience Leader program director.

Note: This Task Force should work in alignment with the Medical and Dental Care Task Force and the Behavioral Health Care Task Force.

TASK FORCE STEPS

Step 1: Ensure that your Resilience Leaders Task Force has a clear vision, goals, shared understanding of data use and other components of the collective impact process.

Activities include:

1a. Creating vision statement

1b. Creating measurable goals

1c. Describing how data will be collected, analyzed, protected and shared

1d. Describing how all innovations and activities will be measured

1e. Describing how you can acquire institutional support (funder or sponsors) for your activities, innovations, and task force work

1f. Designing a process for group facilitation, managing conflict, documenting your work, and reporting out results.

Step 2: Assess the degree to which parents and youth have access to job training.

Activities include:

2a. Conducting Resilient Community Experience Survey with parents and youth

2b. Conducting an assessment of current public and private job training programs (focused on surveying providers)

2c. Identifying other sources of data to inform the gaps in services

2d. Analyzing the data and prioritizing communities with the highest need

2e. Consulting with a person with experience in surveying to ensure the surveying process can identify where the highest needs of job training for parents and youth (potential partners could include the NM Public Health Department and local universities)

2f. Ensuring that all Task Force members have a shared understanding of the concepts of short and long term job training programs, apprenticeship, school-based job training programs, vocational training, web-based training, job placement programs and apps, and support for small businesses and entrepreneurs

Step 3: Identify who in your county is already working on increasing access to job training.

Activities include:

3a. Assessing what the city is currently funding and planning

3b. Assessing what the county is currently funding and planning

3c. Assessing what the school board is currently funding and planning

3d. Assessing community-run campaigns/coalitions

3e. Assessing private ventures focused on housing

3f. Mapping your findings to illustrate gaps in service

3g. Assessing state agencies and associations who may be promoting policies and programs

3h. Assessing existing programs for alignment and overlap

3i. Focusing on solutions, assessing private sector products and services (apps to job training, placement, interviewing skills, use to teleconferencing for job and career mentors, Artificial Intelligence Coaching mentors, etc.)

Step 4: Identify how many of communities offer job training programs.

Activities include:

4a. Assessing level, quality and quantity of job training programs in your community (including target audiences to ensure services meet needs of all parents and youth seeking job training)

4b. Assessing level of transport for youth seeking job training

4c. Assessing the amount of services for non-English speakers or special audiences

4d. Collecting names and email addresses of all known leaders within agencies and organizations sponsoring job training programs and support in the community

Step 5: Identify how many of your job training program options are affordable to low income parents and youth.

Activities include:

54a. Assessing use of technology that allows clients to rate job training and placement programs (websites, rating systems like Trip Advisor)

5b. Assessing waiting time for getting access to job training

5c. Assessing waiting time for getting access to support for identifying job options

5d. Assessing use of technology to address client access needs (TeleMed model)

5e. Collecting names and email addresses of all known community agencies providing job training and supports

Step 6: Create an email list of key elected officials and stakeholders that allows you to promote timely job training and increase dialogue.

Activities include:

6a. Identifying mayor, councilors, and city manager

6b. Identifying county commissioners and county manager

6c. Identifying school board members and superintendent (who must address low-income and homeless students and families)

6d. Identifying state lawmakers

6e. Identifying school district staff who may be able to support school-based job training programs for students

6f. Identifying existing non-profit agencies and coalitions focused on job training

6g. Identifying state program managers working in job training (such a child welfare)

6h. Communicating with identified officials on performance measures related to current funded job training supports. Performance measures could focus on accessibility, affordability, cultural relevance, and quality

6i. Collecting names and email addresses of all identified stakeholders (and identify all stakeholder agency websites)

Step 7: Create a sense of community awareness of the causes, costs, and prevention of ACEs and family trauma.

Activities include:

7a. Producing forums/engagement events for all those involved in job training

7b. Producing forums/engagement events for parents, youth and family members

7c. Producing forums/engagement events for business community members

7d. Producing forums/engagement events for legislators

7e. Sharing updates on task force activities and articles posted on social media and emails

Step 8: Provide the Resilience Leaders course to agency leaders who are providing job training and seek to innovate and address gaps in services and quality issues.

Activities include:

8a. Identifying trainers for Resilience Leaders course

8b. Recruiting participants for the course

8c. Serving as coaches or mentors for course participants

8d. Supporting all graduates of the course in their innovation development (these are local projects focused on increasing the quality of services and quantity of services to meet the needs of children, youth and parents)

8e. Identifying local professionals to provide technical assistance to agencies needing help improving quality

8f. Showcasing the best practice models that are presented in the course

8g. Getting on the same page with course participants and graduates, ensuring a shared understanding of ACEs, CQI concepts, and using data to inform action

Step 9: Use technology to support all Resilience Leaders innovations, and communicating with the other Resilience Leaders Task Forces (and other county work that aligns with Resilience Leaders).

Activities include:

9a. Providing opportunities to network via Zoom, Skype, Facetime

9b. Providing opportunities for professional development with web-based learning experiences

9c. Sharing and housing promotional and educational materials in a product management system (such as Google Forms, Basecamp/project management system)

9d. Highlighting innovation in social media and creating youtube channels to showcase solutions

9e. Researching the "Uber-ization" of job training supports, resume-making, cover letter creation, online recruitment, networking, and community-building (Video conferencing with job training specialists, AI coaching on job selection, interviewing, small business growth, entrepreneurship, etc.)

Step 10: Collect data in order to create a yearly process for evaluating measurable and meaningful progress toward goals.

Activities include:

10a. Publishing a yearly report on all activities and innovations (the report should answer the following question: precisely how far did we move the needle on improving the quality of services and quantity of services to meet the needs of children, youth and parents?)

10b. Creating events to showcase progress made, successes and challenges

10c. Communicating with other Resilience Leaders programs within your locality to transfer learning

10d Communicating with other Resilience Leaders programs outside your locality to transfer learning

10e. Creating a retreat for Task Force Members to reflect on progress and rethink next year's activities, focus and innovations

10f. Identifying new recruits for task force to avoid stagnation and increase innovation