



PINAL COUNTY

Innovative Workforce Solutions

**PINAL COUNTY WORKFORCE DEVELOPMENT BOARD
GOAL GROUP 1 MEETING AGENDA
August 22, 2022**

2:00 pm – 3:00 pm

Goal 1: *Enhance the talent pipeline of work-ready individuals and connect that diverse workforce with high quality, sustainable jobs*

Join Zoom Meeting

<https://us02web.zoom.us/j/83709625666?pwd=WWVaSnVYYys1TGdIcGx2bFN6NkxRQT09>

Meeting ID: 837 0962 5666

Passcode: 654035

Dial by your location: +1 669 900 9128 US (San Jose)

- I. Welcome and Roll Call**

- II. Approval of April 25, 2022 and May 23, 2022 Goal Group 1 Meeting Minutes**

- III. Review Goal Group 1 Action Plan**

- IV. Update on TRANSFRVR Headset Training Plan**

- V. “Challenging the Status Quo” – The Role of Goal Group 1 During and After the Event**

- VI. Adjourn**

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Goal Group #1 Meeting Minutes (Draft)

DATE: Mon April 25, 2022

TIME: 2:00pm - 3:00pm MST

LOCATION: ONLINE - Until Further Notice

GROUPS: Goal Workgroup 1

Meeting Called to Order: 2:03p

Members in Attendance:	Members Absent:	Staff/Guests:
<ul style="list-style-type: none">• Stacey Rich• Richard Wilkie• Logen Kelly	Mike Brewer Erica Ballesteros	Joel Millman (Staff) Moriah Robles (Staff)

1. Welcome & Roll Call

Roll call was taken. Quorum was met.

2. Approval of the March 28, 2022 Meeting Minutes

Motion made by Richard Wilkie to approve the minutes from the March 28, 2022 Goal Group 1 meeting. Logen Kelly seconded. Motion passed.

3. Virtual Reality Career Exploration Platform

Virtual reality platforms offering career exploration modules continue to be evaluated.

4. Labor Market Analysis – Trevor Stokes

Trevor Stokes of the Partnership for Workforce Innovation provided an overview of the labor market analysis he conducted for the 2020-2023 ARIZONA@WORK Pinal County Workforce Development Plan. A request was made to provide Pinal County specific data regarding job openings specifically in Pinal County and the skill sets requested to fill those openings.

5. Next Meeting – May 23, 2022

6. Adjourn

Meeting adjourned at 3:02p

**PINAL COUNTY WORKFORCE DEVELOPMENT BOARD
GOAL GROUP 1 MEETING MINUTES
MAY 23, 2022**

2:00 pm – 3:00 pm

I. Welcome and Roll Call

Roll call was taken.

Members present:

- Stacey Rich

Members Absent:

- Logen Kelly
- Richard Wilkie
- Mike Brewer
- Erica Ballesteros

Quorum was not met.

II. Approval of April 25, 2022 Goal Group 1 Meeting Minutes

Tabled until next meeting.

III. Update on TRANSFRVR Headset Purchase

A brief discussion occurred regarding the training plan for ARIZONA@WORK Pinal County partner staff on the use and deployment of the TRANSFRVR headsets.

IV. “Challenging the Status Quo” – The Role of Goal Group 1 During and After the Event

Tabled until next meeting.

V. Adjourn

Q4: The pandemic turned the world of work upside down. Many individuals are reevaluating their careers and values surrounding what work means to them. Some say that there currently exists a discord between employees and employers.

- What can our workforce system do to work to align expectations between those seeking employment and employers?

Job Recruitment

- Have employers simplify position advertisements (less jargon, for example overly complicated language)
- Include salary ranges in job advertisements
- Re-training in hiring practices for employers
- Include desired transferable skills in job posting, less internal/company specific language and acronyms
- Train job seekers to identify & verbalize transferable skill sets
- Teach soft skills- can be taught but employer has to provide a workplace culture that promotes collaboration.
- Start working with younger children. Career exploration & expectations

Q3: Diversifying the workforce to meet the demand of employment opportunities in Pinal County can be seen as a challenge.

- What cultural shifts need to occur in order to create an air of excitement in all age groups for various industry and occupational opportunities that will exist in Pinal County?
- How early should we focus on career awareness and career exploration efforts?

A.

- More internships for young people
- Career fairs need to be more hands on. Utilize VR, headsets, more interactive
- Introduce career awareness much earlier
- Educate parents on new career opportunities
- Employers allow pay & encourage parents/employee to participate in kid school programs
- STEM should be more than an extracurricular, more mainstream such as robotics
- Break the cycle & policy of teaching to pass a test, more purpose and destiny driven
- More school counselors- both career and emotional
- Short-term training, fast track program. Understanding a 4-year degree is not needed at first.
- Celebrate kids who are looking into trade programs and giving into the work force.
- Doing an interest inventory on what kids like to do.
- Looking at a person as a whole with a criminal record or a felony.

B.

- 5th grade at the latest, but it starts at Pre-k with play dress up
- As early as you can!
- Take kids on tours to see different career paths (from nurse to truck drivers). Use funding to bus kids to those tours and setting up career days.

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Q2: Pinal County is experiencing rapid growth. Economic and Workforce Development efforts are joined at the hip in this growth.

- What strategies would you recommend ensuring a seamless coordinated approach is in place to benefit business attraction, expansion and retention efforts?
- How do we work together to get better results?

A.

- Educate County
- Work with Pinal Business's to ID better opportunities
- Attraction & Expansion- Bootcamp model "10 Day" to fulfill job demand, supports business attraction
- Understand employer demand vs employee skill set.

Q1: Many people in Pinal County including educators, parents, students, and employers have a mindset that a 4-year college degree is the only career path to success.

- How does the workforce system help change this mindset?

- Encourage community college for core credits, general ed credits
- Engage youth earlier
- CAVIT/EVIT options in 9th grade
- Challenge the mindset of either or....
- Discuss early what interests are and design the path
- Workforce needs to provide continuing education, tuition assistance, certs, credentials, etc.
- Help youth understand their options
- Engage schools/counselors
- Change requirements/eligibility to attend CAVIT
- Leverage e-cap planning
- Talk with schools (students, teachers, parents) to understand the future of the workforce needs
- Earlier age group, 7th grade as opposed to high school
- Employment and education together
- Work with employers and registered apprenticeships @ high school level
- Get recognized credentials
- Legislation applies 529 plans to the course (pay ahead college tuition)
- Build pre-apprenticeship programs
- 4-year college not the only option (on the job training, influencers (parents, counselors)
- Rural areas
- Video testimonials
- 7th grade is almost too late-earlier better
- Education is all about experience and exposure-parental engagement, field trips
- Oracle ESD- 41% of kids beginning kindergarten had never had a book read to them

Q6: It is very important to gain employer insight on their workforce needs, issues and opportunities.

- What do you feel is an effective method for the workforce development system to gain industry insight to identify workforce related issues, needs and opportunities?
- What is being done now (including what is working and what is not working)?

A.

- Employers' participant an engage in more AZ @ Work sponsored events (hiring-job fairs)

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- Understand the numbers most leaders don't understand the overall impact and how one thing affects the other.
- Talk with others in the industry
- Educate leaders.
- Communication between employers and workforce development, both sides need to actively listen to needs- then collaborating to create a sustainable plan to address the needs through out of the box thinking.

d.

- Outreach/recruitment-working?
- OJT contracts- working? Population that is entering into this = retention issues because of that.
- Working- CDL program (WIDA program) see by Trevor's numbers working?
- Internal development- promotions
- In H.C. can't do WFH for those clinical roles, difficult to fill IT roles (Not Working)
- Working- Workforce development county/city work with AZ@Work, make calls to HR and decision makers & build strong relationships. Inviting employers to work force development meeting and training employers on how to find "hidden talent" and collaborating on pipelines.
- Not working- Departmental internal silos prevent effective collaboration.

Q7: The Arizona Department of Education has provided the list of professional/soft skills in the handout.

- For each of the categories below, what are some innovative ways these professional/soft skills can be embedded into each step of the professional development of an individual?
- K-12/Adult Education system
- Post-Secondary Education system
- ARIZONA@WORK Pinal County/community organizations working with job seekers
- Current employees

A. Reinstitute social skills, oral communication skills.

- Getting kids off their phones in creative ways
- Applies to every generation/age group
- Teach eye contact, interpersonal skills
- Learning how to have different opinions respectfully
- Classroom setting=brainstorming ideas rather than instant gratification of searching on phone
- Re-teach all the "soft skill" at an early age.
- Take things back to the basics of reasoning, common sense, problem solving.
- Incorporating communications. DECA, FHA, Clubs again for the social collaboration, communication, organization, contractile skills.

B. Access to paid apprenticeships with IBEST certification

C. Adult ED/IBEST/WIOA- paid apprenticeships, OJT

D. Adult ED certificates in their current roles.

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Q9: Using labor market information can assist Career Planners/ Advisors and job seekers in making career decisions as far as what fields to pursue, the education requirements, pay expectations, where the jobs are and expected to be, etc.

- What skill sets does a career Planner need to possess in order to maximize the use of labor market information while assisting someone with determining their career path?
- For each of the categories below, what are some innovative ways labor market information can be embedded into each step of the professional development of an individual?
 1. K-12/Adult Education system
 2. Post-Secondary Education system
 3. ARIZONA@WORK Pinal County/community organizations working with job seekers
 4. Current employees

A.

- Video testimonials (age appropriate)
- Know target audience
- Start with parents
- Skill sets- need understanding of what market looks like
- Need to know broad overview & skills needed for available jobs
- Understanding geographical regions, demographics, community culture awareness.
- Communication, education, conducting research
- Meeting people where they are
- Ability to create partnerships
- Communication skills
- Empathy for the participants and understanding where people are coming from.
- Know how to interpret the data & apply it
- Assess the participant knowledge base, goals, culture, personality, educational history and current skill set.
- Customer service skills
- Ability to personalize and customize plans
- Add into career exploration class early on
- Allow non-profits to be more engaged in career exploration
- Make data more visually appealing with VR maybe?
- Analytical skills, people skills, communication skills, ability to listen to the job seeker and match those skills with available jobs (skills assessment), goal setting/benchmarking, LOCAL knowledge.

B.

- Conduct workshops with their ideas, create and take ownership
- Innovative ways to embed information
- Exposure @ early ages
- Virtual technology, in person presentations, job shadowing and internships embedding in curriculum
- Expand on CTE advisory committees to other areas.
- Internships, partnerships, apprenticeships, career fairs, job shadowing, virtual technology
- Hub to find out where openings are, information and resource hub
- Connecting employers with training resources
- Expand service area to more rural areas

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- Untapped workforce
 - Need to find staff-bring in those from out of country
 - Understanding each communities' challenges and culture
 - Focus on certificate programs and not exclusively 2- or 4-year degrees
 - Strong interest inventory
 - Introduce potential career paths early on, add workforce related curriculum, educate students about LOCAL opportunities (and what they pay, what skills are needed, etc.)
 - Better cater courses/requirements/curriculum to relevant careers; eliminate "fluff", focus on development of critical thinking skills/more skill orientation in general; better correlate with high schools.
 - Have a thorough understanding of labor market data locally to better match job seekers to what's in demand. Personable communication of that data (engaging)
 - Upskilling or career change based on current in-demand skills and/or industries (being proactive/doing research)
- C.
- Field trips- hands-on

Q8: The Pinal County Work Development Board is charged with bringing together the stakeholders of the Pinal County's workforce system for collaborative planning.

- What is the "status quo"?
- What innovative approaches can you suggest to strengthen existing collaborative efforts to ensure alignment of effort and avoid duplication?

- A.
- Very siloed efforts
 - Groups get different funds of money & are trajectory
 - Similar KPLs in their own way
 - Industry and education not speaking the same language.
 - Teaching to pass tests & college education is the only pathway to success. Performance & Data-Purpose & Destiny
- B.
- Ask businesses what we need as employers? Then how can we businesses support? (e.g., Building curriculum, money toward common goal)
 - What forum/structure do we have for businesses to share that, and who/how does that get translated? -county work alliance? Board member groups? Regular meetings? Workforce board?
 - Challenge education funding generally tired to academic outreach & need to incorporate local economic outcomes.
 - Structurally- engage businesses in workforce development & educational advisory boards.
 - Engage in what we need as businesses
 - Education drives economic development- skilled training & post-secondary.
 - Involve governing assessment to bring both government, school and employers together.
- C.
- We suggest- AZ at Work/ Pinal County become the conveyer of all the stakeholder parties for success.

- Educate P-20- CAVIT, CVIT, CAC, K-12, University
- Cities and Towns
- Employers

Q5: Promoting the concept of career pathways could be a good way to excite job seekers about future opportunities.

- What is the best way to educate job seekers about the multiple pathways model (e.g., apprenticeships, certificates/licenses, degrees, etc.) including the concept of each pathway's "steppingstones" to achieving career success?

- Having a learning assessment to determine student needs/learning style. Education on different pathways, HS, GED, IET, Etc., embed exploration in curriculum, look at interests and aptitudes.
- Collaborating with professionals/experts within each of the fields to be able to provide real life experiences to truly understand what to expect before entering and to see if that aligns with their goals/wants/wishes/job shadowing/informational interviews/ NEEDs.
- Establishing relationship with the job seekers earlier on to help to create and establish life goals so that their careers will align with them.
- Prepare to be able to adapt on how the profession may change in the future.
- What's in it for me? How by learning this concept can it be applying to the job?
- Awareness- what is available (jobs & training), use tools to show careers, job growth- show data and how to get yourself, wages, ETPL: eligible training providing list
- Personality assessment
- Build and demonstrate partnerships between industry and schools
- No such thing as "traditional pathway", career exploration
- Soft skills v. hard/technical skills
- Awareness- Exploration- Development

Goal 1: Enhance the talent pipeline of work-ready individuals and connect that diverse workforce with high quality, sustainable			
Strategies	Actions	Metrics	Timelines
Invest in Career Pathways that respond to employers' needs and job seekers' interests.	Develop specific Career Pathways through integrated core and other partners based on industry sector needs.	Diagram of career pathways by targeted industry sector.	Mar-21
	Publicize Career Pathways information on the ARIZONA@WORK Pinal County website.	Update website.	Mar-21
Stimulate the development of small and micro businesses in Pinal County.	Prepare approaches for attracting and expanding small and micro-businesses in Pinal County, fully integrating business retention and expansion, including adult and youth as resources.	Recommended approaches reported to board for approval; number of job seekers starting businesses; number of people completing training on entrepreneurial effort; number of new small businesses and expansion of existing small businesses.	Semi-annually beginning June 2021
	Integrate partner providers such as SBA and Arizona Commerce Authority, small business collaboration, as well as local chambers of commerce in Pinal County.	Report to board demonstrating partners included.	Nov-20
	Partner with Cities' economic development endeavors supporting small business.	Report to board demonstrating involvement of cities.	Nov-20
	Establish a focused entrepreneurial training and education in Pinal County in collaboration with educational partners.	Report to board on streamlined approach to entrepreneurial training.	Jan-21
Integrate quality of education at all levels to support a strong talent pipeline with longevity of purpose.	Invest in the capacity to address soft skills and hard skills needed in targeted industry sectors.	Number of graduates in ACRC (soft skills). Number of relevant industry certifications, licenses, and credentials per industry sector (hard skills).	Oct-21
	Integrate stackable credentials into programs to serve employers and job seekers.	Number of stackable credentials earned by industry sector.	Quarterly, beginning Oct 2021
Direct and shape work readiness through education (K-12), GED/HSE preparation, and workforce development.	Specify work readiness needs for industry sectors and employer organizations.	Present a list of work readiness needs by industry sector to the PCWDB.	Dec-20
	Explore current programs and approaches that K-12 partners offer to prepare students for general work readiness and for careers in targeted industry sectors.	Present a list of programs and approaches by partner to the PCWDB.	Mar-21
	Facilitate the process of earning licenses, certifications, or credentials in targeted industry sectors.	Report to the PCWDB number of licenses, certifications, or credentials in targeted industry sectors.	Quarterly, beginning March 2021
	Use technology to introduce careers to high school students.	Report to the PCWDB on number of students reached via technology.	Quarterly, beginning Aug 2021
Coordinate workplace training, including post-secondary and college-readiness initiatives.	Collaborate with Business Service Delivery team on ongoing business needs assessment and follow up measurement with businesses on skill readiness.	Needs assessment report; Evaluation report to the PCWDB.	Quarterly, beginning Aug 2021

	Systematically deliver and refine the information that ARIZONA@WORK career advisors receive relative to real-world career needs and opportunities.	Summary of what is provided to career advisors; survey of career advisors and results reported to the PCWDB.	Quarterly, beginning Oct 2021
Design a robust system of referrals to community-based services to transcend barriers to employment.	Explore and identify currently existing services and their needs for resource support.	Report to PCWDB of services and needs.	Mar-21
	Confer with partner providers to identify resources to support job-seeking clients for mutual benefit of industry and job seekers.	Report to PCWDB on defined process for guiding job seekers to career preparation.	Oct-21
	Implement community-based services, including housing, transportation, and other identified support needs.	Report to the PCWDB on documented list of supportive services.	Apr-21
	Measure the effectiveness of supportive services to support job readiness.	Evaluation of support services.	Quarterly, beginning Aug 2021
Connect people seeking jobs with high-quality, sustainable	Establish a common method of pre-qualifying job applicants to meet specific company needs.	Summary report to PCWDB of pre-qualification method by industry sector.	Mar-21
	Identify gaps in the job pipeline.	Summary report to PCWDB of gaps by industry sector.	Mar-21
	Track hiring retention, and promotions by industry sector.	Quarterly report to PCWDB of hiring, retention, promotion	Quarterly, beginning Oct 2021
	Establish a Youth Council that emphasizes needs and communication regarding building the talent pipeline of youth.	Recruit five members to Youth Council.	Mar-21