# Engaging Richmond, Workforce Development Action Plan

## Inputs

-*Resident engagement*

- *Network of reliable workforce partners*

-*Local Businesses*

-*Continued funding*

-*Faith Communities*

-*Governmental Agencies*

- *Non-Governmental Agencies*

- *Engaged policy makers*

## Outputs

*Strategies*

**1. Resident Engagement:** Establish resident/ community workforce forums that celebrate gifts, talents, and skills

**2. Working Partnerships:** Establish working partnerships among workforce stakeholders that will develop, plan, and implement workforce strategies.

**3. Programs, Services, and Education:** Create an inventory of existing resources (e.g., trainings) that improve jobs skills for *students* and *adults*; identify gaps; develop needed resources (e.g., trainings, apprenticeships)

**4. Information:** Identify effective ways to disseminate information about existing resources and available jobs; increase access to computers

**5. Policy:** Identify workforce initiatives, policies, regulation and guidelines that both aid and hinder putting people to work.

**6. Future Research:** Continuously assess research needs; develop monitoring and evaluation plans

*Partners/Participation*

- *Richmond Promise Neighborhood*

- *Virginia Commonwealth University*

- *Richmond Public Schools*

- *Bridging Richmond*

-*Resource Workforce Center*

-*RRHA*

-*Community College Workforce Alliance*

-*Daily Planet*

-*Federal Reserve Back*

-*City of Richmond Economic & Community Development*

## Outcomes- Goals

*Knowledge (Short-term)*

**1.** Self identification of workforce skills and building of relationships

**2.** Increased collaboration among partners and residents for developing better workforce strategies

**3-4.** *Adults*: Increased knowledge about resources and trainings to enhance job skills (e.g., how to find, obtain, and keep jobs; how to navigate bureaucracies, how to write resumes and cover letters), and become stable (e.g., budgeting)

**3-4.** *Students*: Increased knowledge about future possibilities (jobs/careers); increased guidance and preparation as early as elementary school (e.g., taking kids to field trips; incorporating career focus into after school activities

**4.** *Everyone*: Increased computer access locally for on-line applications and training

**5.** Increased knowledge of stakeholders about policies that can be navigated and or changed to increase job opportunities and support families

**6.** Increased research which engages community partners and assess community-identified priorities related to workforce development

*Action (Medium-term)*

**1.** Increased knowledge of gifts, talents, skills and social connections within and outside of the

**2.** Partners will have better understanding of resident skills, needs, and services provided

**3a.** More adults attend job skills and vocational training, receive certificates, use resources, and apply to jobs

**3b**. More students use job skills training and apprenticeships while in school; more students are optimistic about future possibilities and attend post-secondary education or vocational training and are certified

**5.** Changes made to specific policies

**6.** Research findings are disseminated in formats usable to residents, service providers, and policymakers

*Conditions (Long-term)*

-Increase in residents obtaining quality employment (fewer "dead end" jobs)

-Increased workforce interdependency

-Connection to partnerships

-A stronger workforce in the community

-Fair hiring practices

-More resourceful and informed workforce

**Assumptions:** A stronger workforce can lead to poverty reduction and less debt; better mental health, and more empowered and stable families; more role models and leaders in the community, at work, at school, and at home; all the benefits that come with more employed taxpayer such as better schools, improved roads, thriving small businesses with more patrons, more job opportunities, community development, and less crime.

**External Factors:**

-Lack of regional support around transportation -Discriminatory Hiring Practices
-The weak economy
-Different priorities for City of Richmond, which may conflict with workforce development in the East End
-Education
-Training
-Policy (Criminal Background checks, drug testing, credit checks)