BOSTON WORKFORCE DEVELOPMENT AREA GREATER BOSTON REGION WIOA LOCAL PLAN FISCAL YEAR 2018

Boston Private Industry Council Neil Sullivan, Executive Director

TABLE OF CONTENTS

WIOA LOCAL PLAN OVERVIEW The Massachusetts Local Plan represents the unified efforts of several state and local partners to administer an effective and efficient workforce system for the Commonwealth. SECTION I: REGIONAL DATA PACKAGE & ADULT BASIC EDUCATION ALLIGNMENT **DATA PACKAGES DEMOGRAPHIC CONTEXT** EMPLOYER DEMAND SUMMARY CAREER PATHWAYS INVESTIGATING THE EMPLOYMENT SUPPLY GAP ADULT BASIC EDUCATION SURVEY RESULTS ANALYSIS SECTION II: SECTION II: WORKFORCE BOARD STRATEGIC PLAN 64 SECTION III: MEMORANDUM OF UNDERSTANDING 86 METHODS OF INTEGRATED SERVICE DELIVERY COMBINING EDUCATION & WORKFORCE SYSTESMS TO SUPPORT CAREER PATHWAYS SECTION IV: PARTICIPANT SUMMARIES AND PERFORMANCE INDICATORS 114 CAREER CENTER PARTICIPANTS AND OUTCOME SUMMARIES PROFILE OF CAREER CENTER CUSTOMERS WIOA TITLE I ADULT PARTICIPANTS SUMMARY WIOA TITLE I DISLOCATED WORKERS PARTICIPANTS SUMMARY WIOA TITLE I YOUTH WORKERS PARTICIPANTS SUMMARY TRADE ADJUSTMENT ASSISTANCE PARTICIPANTS

WIOA PRIMARY INDICATORS OF PERFORMANCE

WIOA LOCAL PLAN OVERVIEW

FISCAL YEARS 2018-2021

Massachusetts' WIOA 4-Year Local Plan, as required at WIOA section 108, is the culmination of a deliberate strategy to align all of the WIOA required activities in a coherent manner that averts duplication. The MA WIOA Local Plan builds upward and outward from the documents listed in the Table of Contents, which coalesce into the first year of the Massachusetts 4-year local plan.

For FY18, the Commonwealth has focused on Local Memoranda of Understanding (MOU) that articulate integrated service strategies for priority WIOA populations and Regional Data Packages, comprised of critical data and analysis illustrating employer demand and worker supply in each of the seven new planning regions. In addition, the Local Plan includes the local Strategic Plan for the Workforce Board that describes local career pathway models, and current local data and information addressing the needs of the local Adult Basic Education population as well as performance indicators and participant summaries to support customer service planning.

SECTION I: REGIONAL DATA PACKAGE & ADULT BASIC EDUCATION ALLIGNMENT

DATA PACKAGE

DEMOGRAPHIC CONTEXT

Population growth: Projections through 2035 show the share of older residents in Massachusetts increasing, with working age population declining.

Trends in race, ethnicity, and national origin: Population growth is driven by immigration, and by the growth of non-white racial groups.

Regional commuter patterns: Illustrates percentage of residents employed in region but living outside it, residents living and employed in the region, and the percentage of residents living in region but employed outside it.

EMPLOYER DEMAND SUMMARY

General employment patterns: Comparison of state and regional unemployment rates between 2005 and January 2017, along with a comparison of median state wages and median regional wages.

Industry data: A comprehensive view of regional sector makeup, organized according to total wages and total employment. Prominent industry groups are highlighted and arranged according to average weekly wages. The largest fifteen employers of each top industry in the region are identified and ranked.

Occupational data: Jobs and professions defined by SOC codes are indexed according to share of employment, employer demand, and Demand Star Ranking.

CAREER PATHWAYS

Projected employment through 2024 and median annual earnings for key career pathways important to the region.

INVESTIGATING THE EMPLOYMENT SUPPLY GAP

Supply gap ratio: A proxy measure for understanding which occupations present labor supply deficiencies that are outstripped by employer demand. It shows which occupations have more job openings than qualified workers to fill those same job openings.

Labor supply/employer demand = supply gap ratio

ADULT BASIC EDUCATION SURVEY

SURVEY RESULTS ANALYSIS

The Massachusetts Department of Education's Adult and Community Learning Services (ACLS) Request for Proposal for Adult and Community Learning Service grants will provide adult education direct services in each of the 16 workforce development areas. The grants will support the development of innovative adult education programs to effectively serve shared customers. This section provides comprehensive information that will assist bidders in aligning Adult Education activities and services with the workforce system.



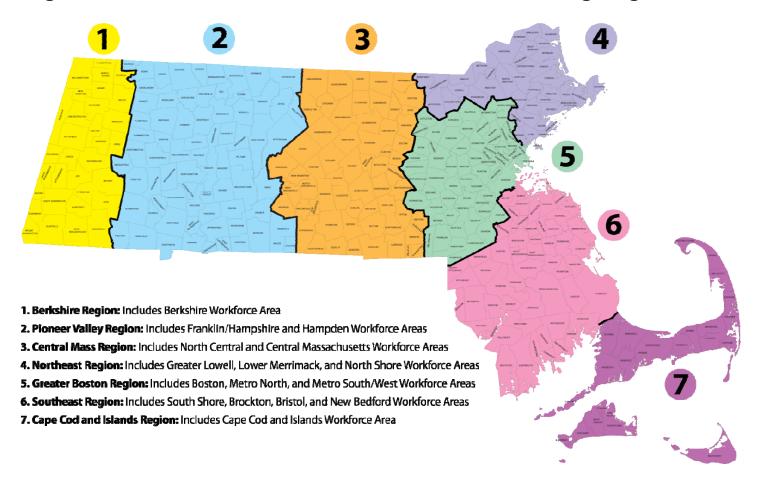


Table of Contents

This report contains critical data and analysis illustrating employer demand and worker supply in the region. Developed under the auspices of the Massachusetts Workforce Skills Cabinet to inform workplace service strategies.

- I. Regional Map
- II. Demographic Context and Overview
- III. Employer Demand Data
- IV. Supply Gap Data

Regional Structure – Workforce Skills Cabinet Planning Regions

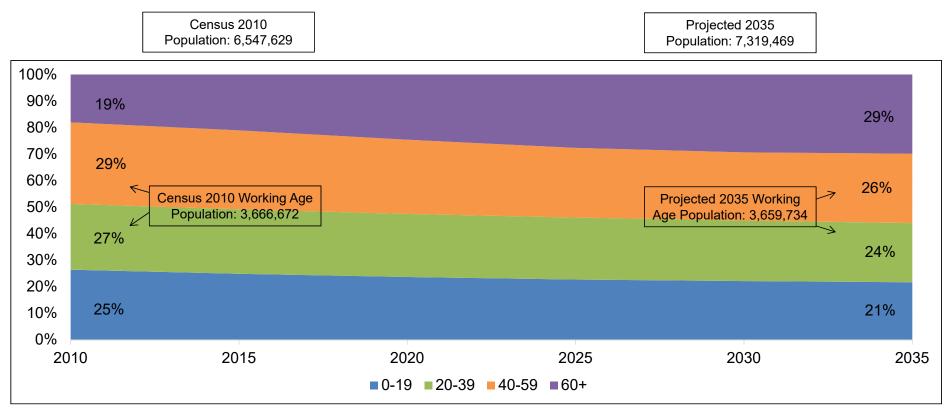


II. Demographic Context and Overview

- Population trends in age, race, ethnicity, and immigration
- Commuter patterns in and out of the region
- Data summary

Projected State Population Growth by Age, 2010-2035

The share of older residents is increasing, while the share and number of the working age population is declining.



UMass Donahue Institute, Long-term Population Projections for Massachusetts Regions and Municipalities, March 2015

State Trends, Race/Ethnicity and Place of Origin

Massachusetts population growth is driven by immigration and growth in diverse populations.

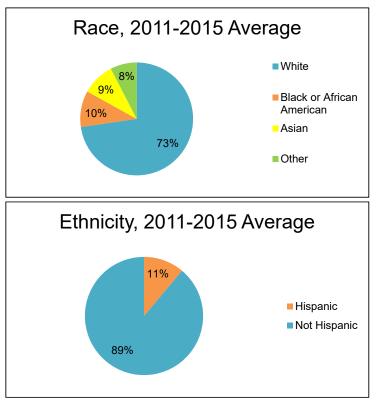
Massachusetts	2000	2012-2014	Share of Total Population 2012-2014	Absolute Change	Percent Change	Average Annual Growth Rate
Total Population*	6,131,752	6,447,295	100%	315,543	5.1%	0.4%
Nativity						
Native Born	5,279,860	5,326,213	83%	46,353	0.9%	0.1%
Foreign Born**	851,892	1,121,082	17%	269,190	31.6%	2.1%
Race/Ethnicity						
White, non-Hispanic	5,026,398	4,817,401	75%	-208,997	-4.2%	-0.3%
Black, non-Hispanic	300,758	407,723	6%	106,965	35.6%	2.4%
Asian, non-Hispanic	224,242	375,130	6%	150,888	67.3%	4.0%
Hispanic	412,496	678,193	11%	265,697	64.4%	3.9%
Other race, non-Hispanic	167,858	168,848	3%	990	0.6%	0.0%
*Civilian non-institutional population						

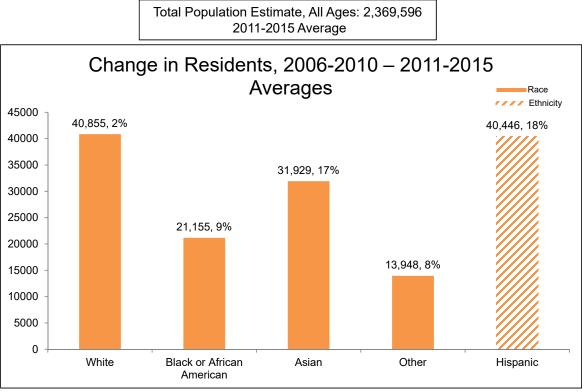
^{**}Foreign born is defined here as those born outside of the 50 states and the District of Columbia, who was not born to American parents abroad, and people born in Puerto Rico and other U.S. territories.

Source: Commonwealth Corporation via 2000 Census, 2012-2014 American Community Survey, PUMS.

Regional Trends, Race/Ethnicity

Population growth in Greater Boston is driven by non-white residents; increases in the Hispanic and Asian population are most notable.

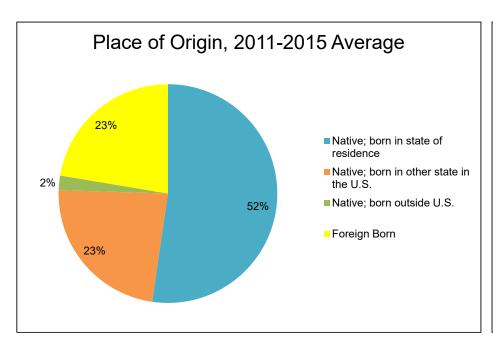


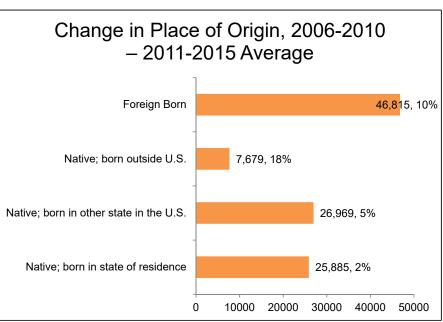


Source: American Community Survey, Selected Characteristics of the Total and Native Populations of the United States, 5 Year Averages 2011-2015

Regional Trends, Place of Origin

The foreign-born population demonstrates the most dramatic increase in the Greater Boston area.



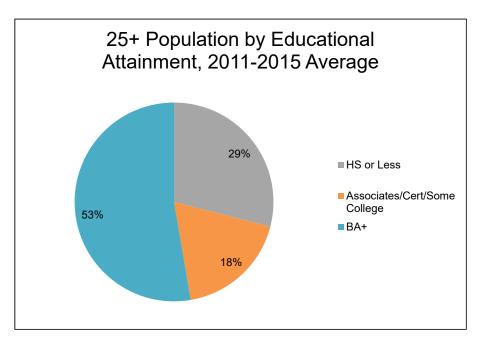


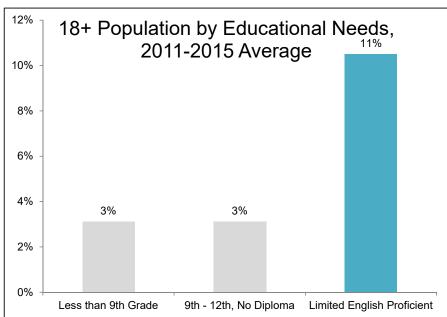
Total Population Estimate, All Ages: 2,369,596

Source: American Community Survey, Selected Characteristics of the Total and Native Populations of the United States, 5 Year Averages 2011-2015

Regional Trends, Education

Although much of Greater Boston is highly educated, a portion of residents require additional remediation or language support.





Total Population Estimate, 25+: 1,629,236

Total Population Estimate, 18+: 1,362,887

Source: American Community Survey 5 Year Averages 2011-2015

Regional Commuter Patterns

861,320 Living and Employed in Greater Boston

Greater Boston sends approximately 200,000 residents outside the region to work, and attracts approximately 600,000 residents from outside its borders, resulting in a net increase of workers in the Greater Boston area.

603,575
Employed in Region but Living Outside

213,123 Living in Region but Employed Outside

U.S. Census Bureau, OnTheMap Application and LEHD Origin-Destination Employment Statistics (Beginning of Quarter Employment, 2nd Quarter of 2002-2014).

Summary of Demographic Trends

- As our State's population ages, the share of working age and young people is declining.
- Population growth in Greater Boston is driven by nonwhite and immigrant populations.
- Greater Boston attracts more workers to the region than it loses to outside the region

III. Employer Demand Data

- A. Context
- B. Industry Overview
- C. Occupation Overview
- D. Career Pathways

A. Context

Employer Demand Data

- Contextual data illustrates broadly the employment patterns in the region.
- Industry data shows which employers are prominent in the region.
- Occupation data shows which jobs people in the region do. People often perform the same jobs at different types of employers, and in different industries.
- This data is organized across several different criteria, and should guide your consensus and decision-making process.
- Consider how to layer in criteria to view and set priorities regionally.

Unemployment Rate Deep Dive

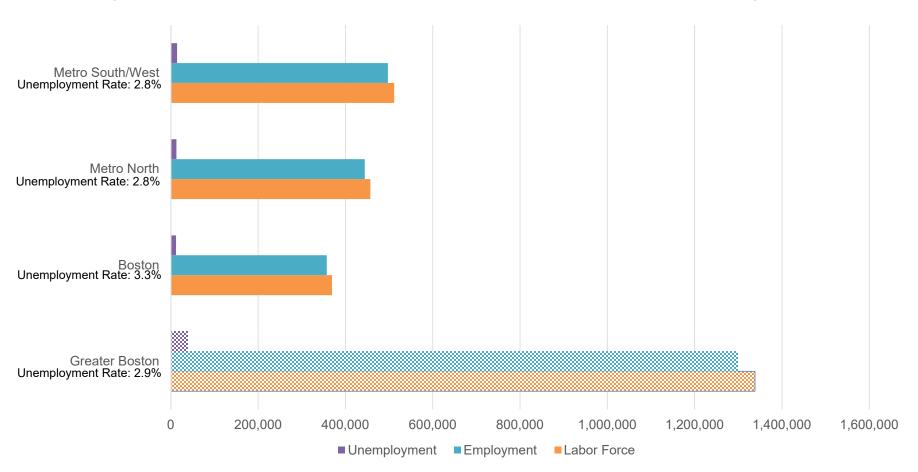
State and Regional Unemployment Rate

Greater Boston's unemployment rates trend about a .5-1 percentage point below those of the State.



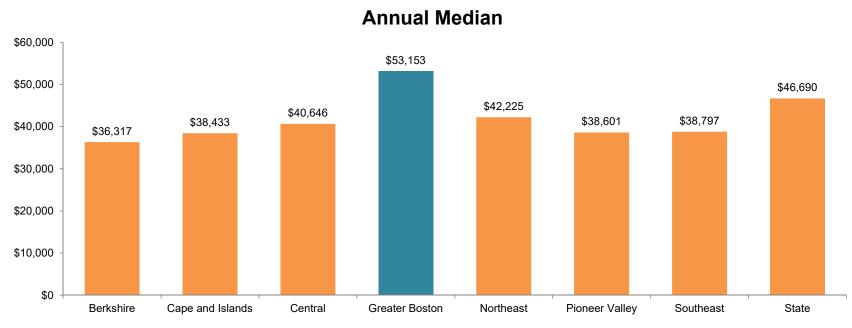
Source: Bureau of Labor Statistics, 2005-2017 Seasonally Unadjusted Data

Regional and Workforce Development Area Labor Force and Unemployment Rates between June 2016 and May 2017



Median Wage

Greater Boston has the highest regional median wage, approximately \$6,000 higher than the State's median wage.



Occupational Employment Statistics Wages, 2015

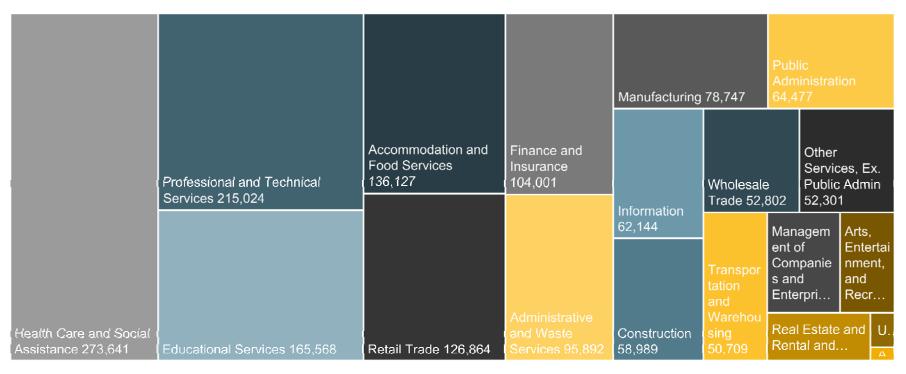
B. Industry Overview

Industry Terminology

Industry Sector	Sectors that represent general categories of economic activities, 2 digit NAICS
Industry Group	More detailed production-oriented combinations of establishments with similar customers and services, 4 digit NAICS
Total Employment	Total number of workers

Greater Boston Region Sector Makeup

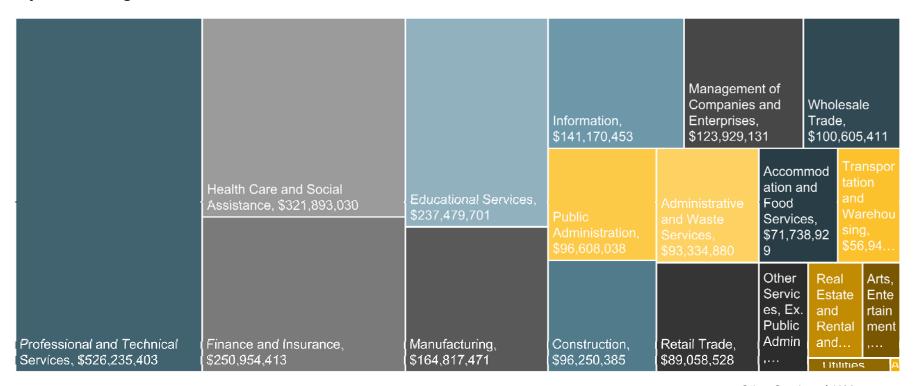
by total employment



DUA/BLS Quarterly Census of Employment and Wages, QTR 3 2016 Management 39152 Arts 29,284 RE 26,489 Utilities 4,445 Agriculture 1,768

Greater Boston Region Sector Makeup

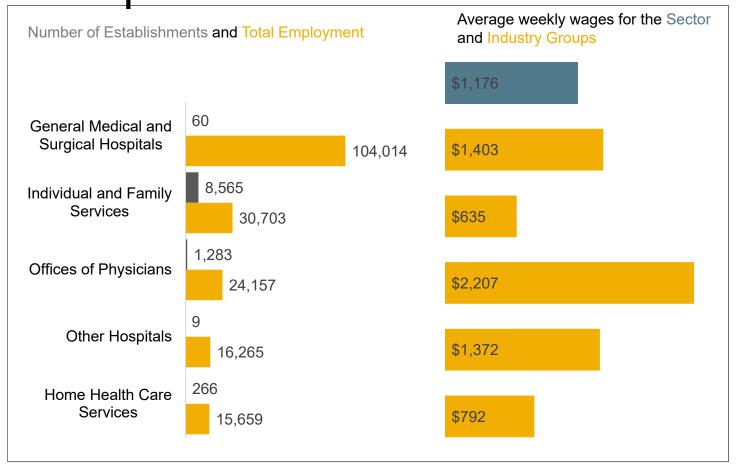
by total wages



DUA/BLS Quarterly Census of Employment and Wages,

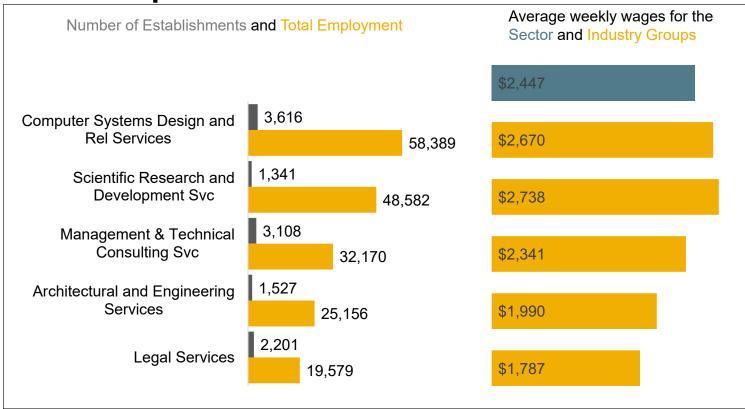
OTR 3 2016

Other Services \$43M RE \$41M Arts \$28M Utilities \$9M Agriculture \$1M Health Care and Social Assistance Industry Groups



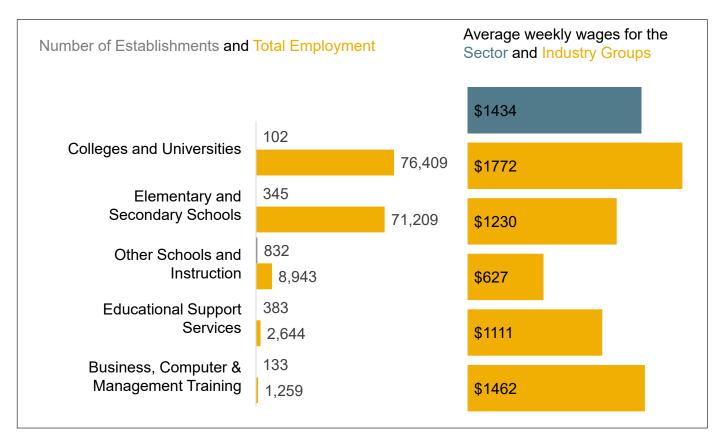
Largest Employers by 12- month Job Postings		
Employer	Postings	
Harvard Medical School	1,640	
Lahey Clinic, Inc	973	
Beth Israel Medical Center	815	
Kindred Healthcare	796	
Cambridge Health Alliance	566	

Professional and Technical Industry Groups



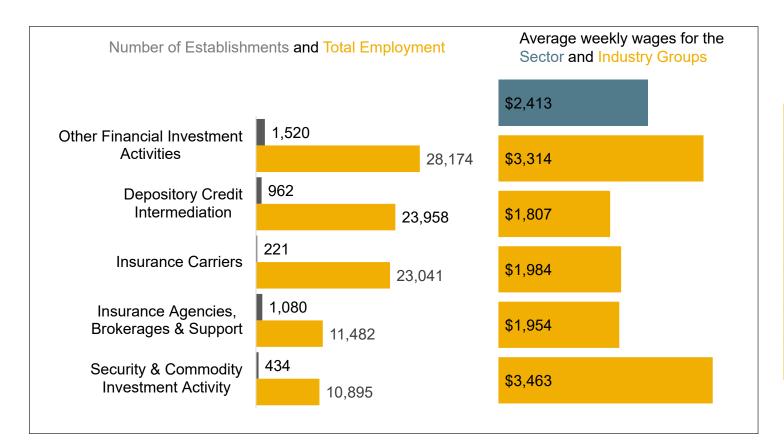
Largest Employers by 12- month Job Postings		
Employer	Postings	
Harvard Clinical Research Institute	2,576	
Tufts-New England Medical Center	1,289	
Broad Institute	707	
Biogen Idec	664	
Pfizer	554	

Educational Services Industry Groups



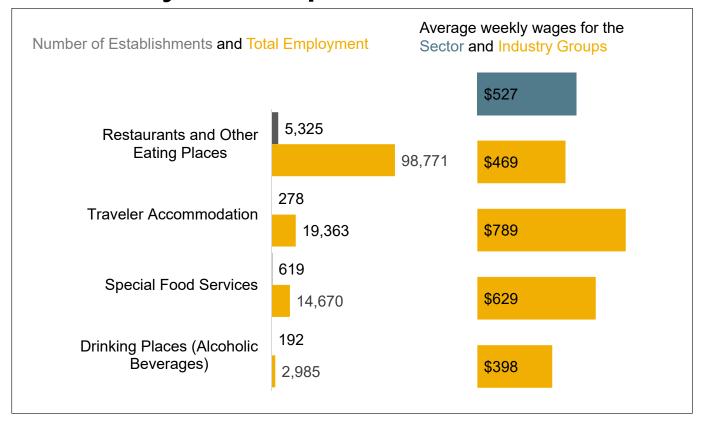
Largest Employers by 12- month Job Postings		
Employer	Postings	
Boston University	2,383	
Harvard Medical School	916	
Tufts University	551	
University of Massachusetts Boston	328	
Framingham Public Schools	260	

Finance and Insurance Industry Groups



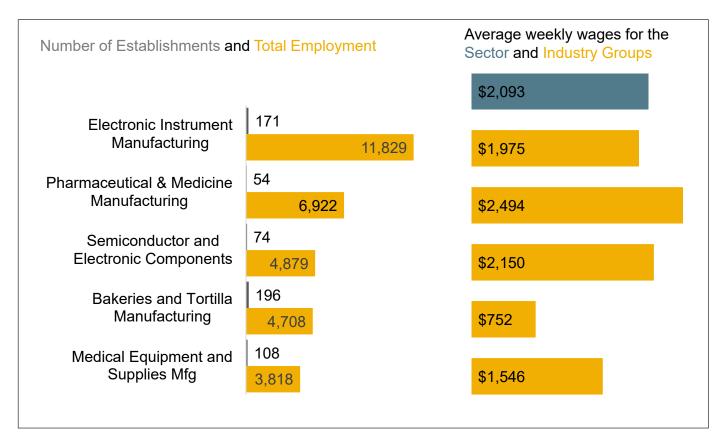
Largest Employers by 12- month Job Postings		
Postings		
1,959		
414		
409		
402		
324		

Accommodation and Food Services Industry Groups



Largest Employers by 12- month Job Postings		
Employer	Postings	
Compass Group	538	
Ritz-Carlton	305	
Chipotle	261	
Hilton Worldwide	195	
Panera Bread	170	

Manufacturing Industry Groups



Largest Employers by 12- month Job Postings		
Employer	Postings	
Biogen Idec	1,540	
Thermo Fisher Scientific Inc.	1,440	
Vertex Pharmaceuticals	875	
Alkermes, Inc.	717	
Boston Scientific	689	

C. Occupation Overview

C1: Occupations Indexed by Share of Employment

C2: Occupations Indexed by Employer Demand

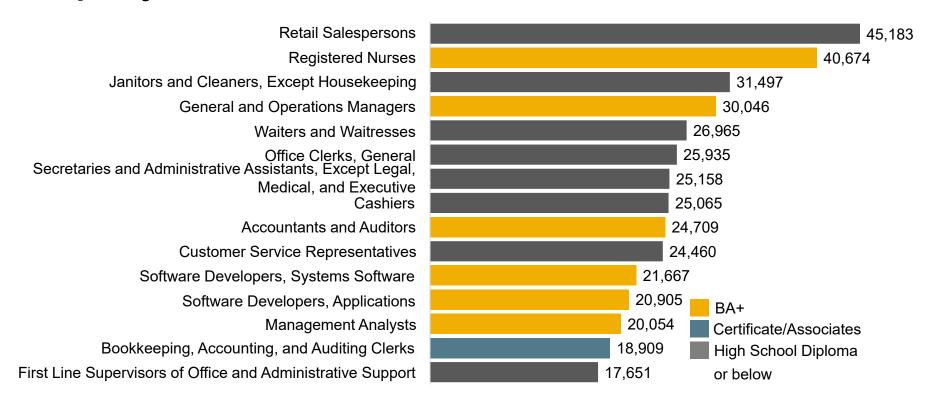
C3. Occupations Indexed by Demand Star Ranking

What jobs are people doing, and what types of work do employers need people to do.

Occupation Terminology

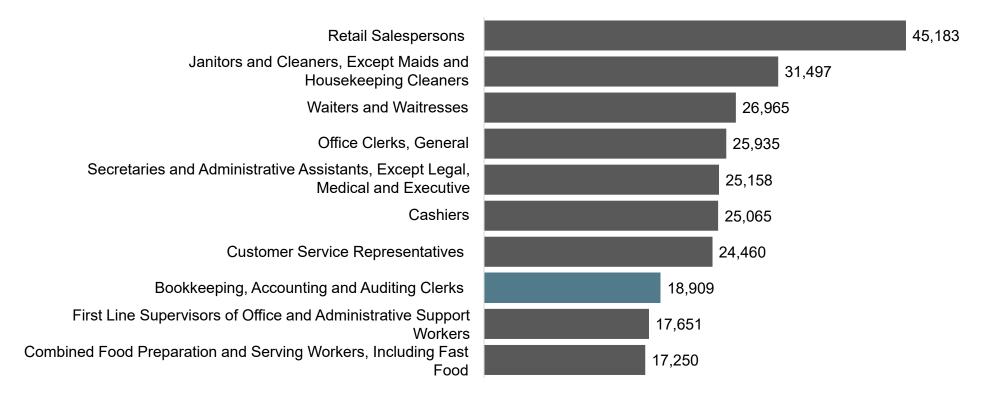
Employment Share	Number of employees currently working in a specific industry or sector across all employers
Occupation	A job or profession, not specific to an industry, defined by SOC code

Top 15 Occupations by Share of Employment, 2015



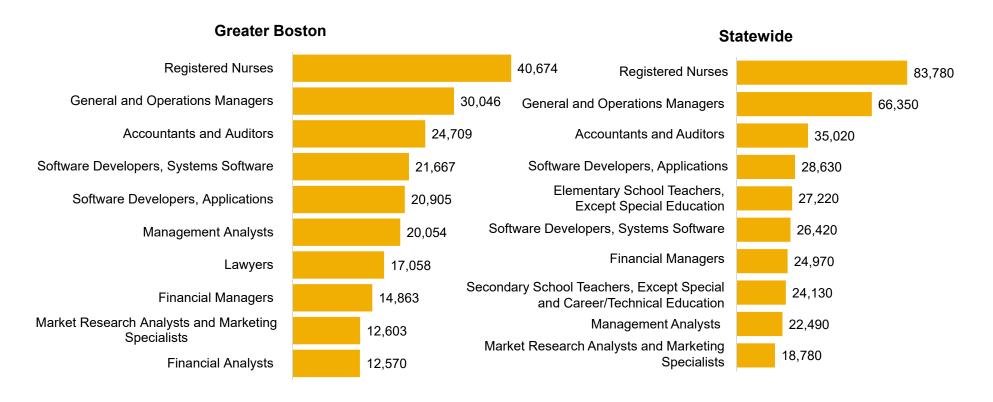
Occupational Employment Statistics, 2015 Short-Term Projection Employment Base

Top 10 Occupations by Employment Share, 2015 Sub-BA todo



Occupational Employment Statistics, 2015 Short-Term Projection Employment Base

Top 10 Occupation by Employment Share, 2015, BA+

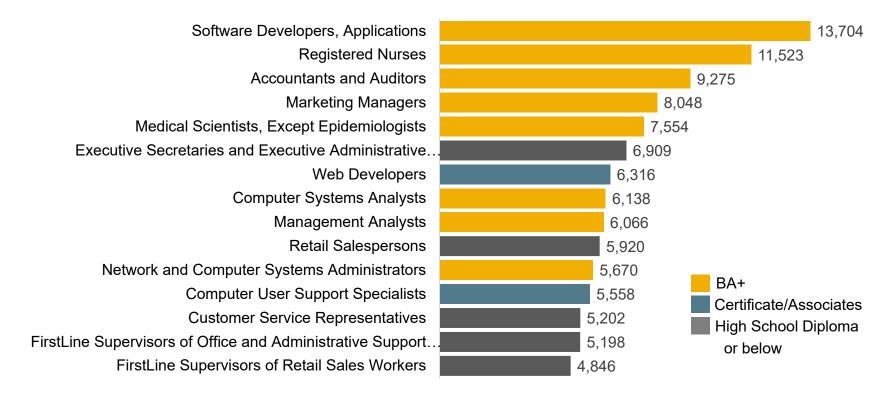


Occupational Employment Statistics, 2015 Short-Term Projection Employment Base

Employer Demand Terminology

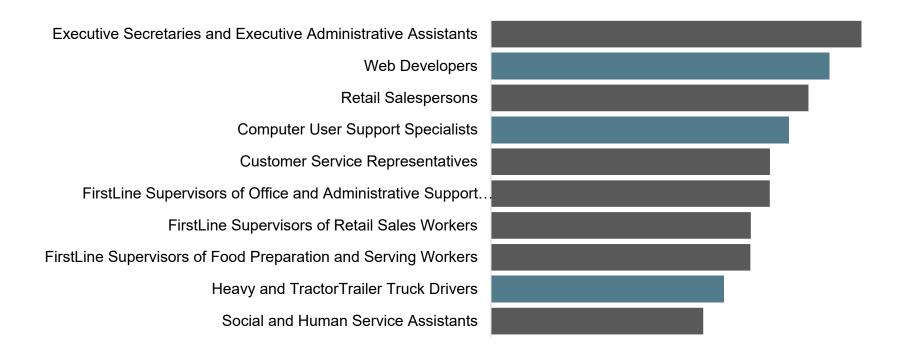
Employment Projections	Expected employment in 2017 (short term) and 2024 (long term) for a particular occupation, based on surveyed employers
Weighted Employer Demand	Short term openings from replacement and growth (2017), long term openings from replacement and growth (2024), and advertised online postings, averaged Note: there are many different ways to measure "employer demand." The WSC team acknowledges that none are perfect, and thus an average of three different measures seeks to find middle ground.

Top 15 Occupations by Indexed Employer Demand, All Education Levels



Occupational Employment Statistics, 2017 Projections and 2024 Projections, Conference Board Help Wanted OnLine

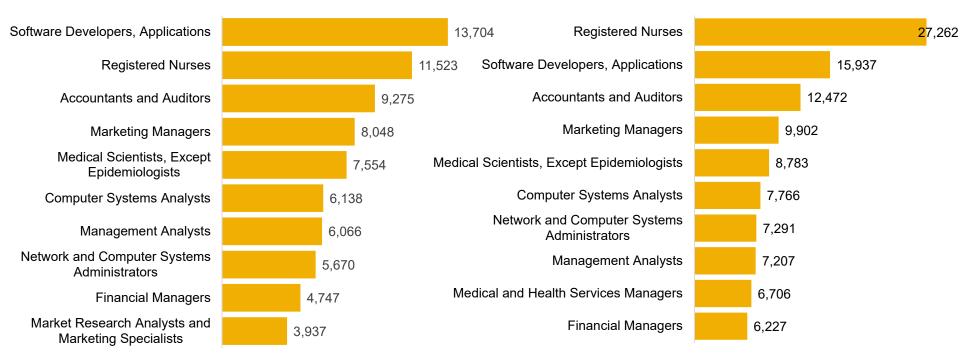
Top 15 Occupations by Indexed Employer Demand, Sub-BA



Occupational Employment Statistics, 2017 Projections and 2024 Projections, Conference Board Help Wanted OnLine

II.C.3: Top 15 Occupations, BA+, by Indexed Employer Demand

Statewide



Occupational Employment Statistics, 2017 Projections and 2024 Projections, Conference Board Help Wanted OnLine

Terminology

Demand Star Ranking

Ranking of highest-demand, highest-wage jobs in Massachusetts, based on short-term employment projections (2017), long-term employment projections (2024), current available openings from Help Wanted Online, and median regional wage.

Ranking developed by State of Louisiana's workforce system and implemented with support of Boston Federal Reserve.

Selected 4- and 5- Star Occupations Requiring a High School Diploma

Occupation	Related Industry	Median Wage
Customer Service Representatives	Finance and Insurance	\$41,177
Production, Planning, and Expediting Clerks	Manufacturing	\$51,918
Executive Secretaries and Executive Administrative Assistants	Educational Services	\$60,420
Legal Secretaries	Professional and Technical Services	\$55,553
Medical Secretaries	Health Care and Social Assistance	\$41,657
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	Professional and Technical Services	\$45,943
Office Clerks, General	Health Care and Social Assistance	\$36,566
FirstLine Supervisors of Construction Trades and Extraction Workers	Construction	\$81,360
Brickmasons and Blockmasons	Construction	\$83,849
Carpenters	Construction	\$63,691
Construction Laborers	Construction	\$63,216
Operating Engineers and Other Construction Equipment Operators	Construction	\$70,550

Occupational Employment Statistics, 2017 Projections and 2024 Projections, Occupational Employment Statistics Wages, Conference Board Help Wanted OnLine

Selected 4- and 5-Star Occupations Requiring an Associates/Certificate

Occupation Title	Associated Industry	Wages Annual Median
Web Developers	Professional and Technical Services	\$79,864
Computer User Support Specialists	Professional and Technical Services	\$60,892
Computer Network Support Specialists	Information	\$78,221
Electrical and Electronics Engineering Technicians	Manufacturing	\$67,847
Paralegals and Legal Assistants	Professional and Technical Services	\$48,778
Preschool Teachers, Except Special Education	Educational Services	\$36,150
Respiratory Therapists	Health Care and Social Assistance	\$72,186
Dental Hygienists	Health Care and Social Assistance	\$85,307
Cardiovascular Technologists and Technicians	Health Care and Social Assistance	\$78,211
Diagnostic Medical Sonographers	Health Care and Social Assistance	\$84,805
Radiologic Technologists	Health Care and Social Assistance	\$73,065
Magnetic Resonance Imaging Technologists	Health Care and Social Assistance	\$85,609
Surgical Technologists	Health Care and Social Assistance	\$49,341
Licensed Practical and Licensed Vocational Nurses	Health Care and Social Assistance	\$55,133

Occupational Employment Statistics, 2017 Projections and 2024 Projections, Occupational Employment Statistics Wages, Conference Board Help Wanted OnLine

Selected 5-Star Occupations Requiring a BA+

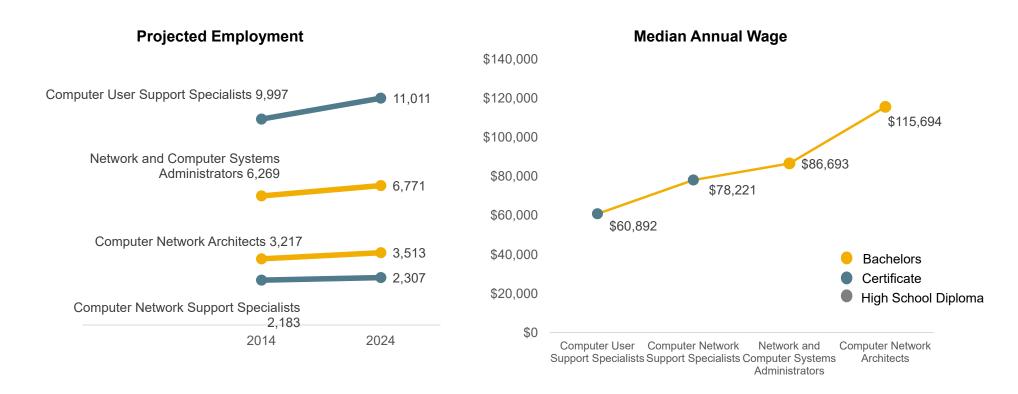
Occupation Title	Associated Industry	Annual Median Wages
General and Operations Managers	Professional and Technical Services	\$129,718
Advertising and Promotions Managers	Professional and Technical Services	\$117,321
Marketing Managers	Professional and Technical Services	\$133,966
Sales Managers	Retail Trade	\$141,627
Public Relations and Fundraising Managers	Educational Services	\$114,665
Administrative Services Managers	Professional and Technical Services	\$100,505
Computer and Information Systems Managers	Professional and Technical Services	\$140,912
inancial Managers	Finance and Insurance	\$129,369
ndustrial Production Managers	Manufacturing	\$107,964
Purchasing Managers	Manufacturing	\$122,377
Compensation and Benefits Managers	Professional and Technical Services	\$129,819
luman Resources Managers	Professional and Technical Services	\$118,626
raining and Development Managers	Professional and Technical Services	\$123,377
Construction Managers	Construction	\$110,573
Education Administrators, Preschool and Childcare Center/Program	Educational Services	\$67,598
Education Administrators, Elementary and Secondary School	Educational Services	\$106,439

Occupational Employment Statistics, 2017 Projections and 2024 Projections, Occupational Employment Statistics Wages, Conference Board Help Wanted OnLine

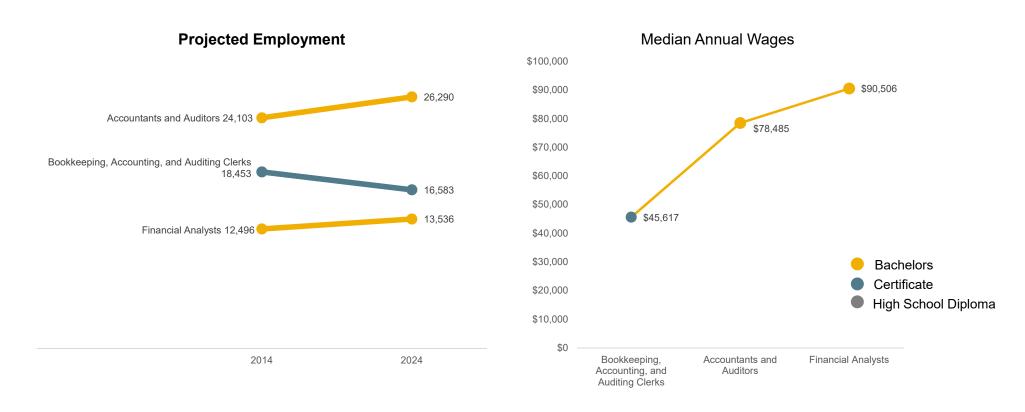
D. Career Pathways

 Projected employment and median earnings for key career pathways important to the region

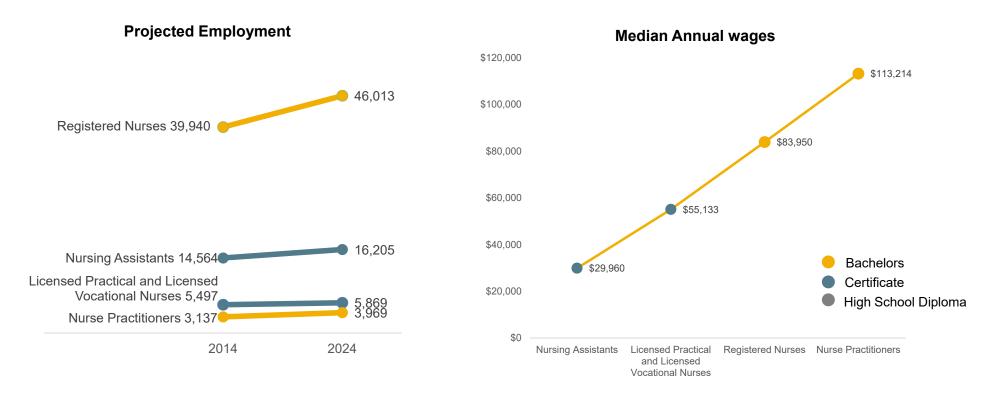
IT Career Pathway



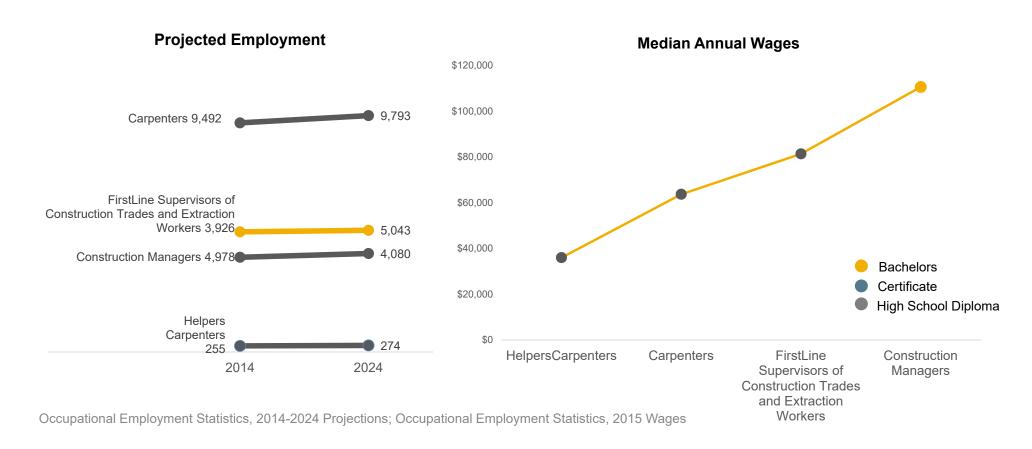
Accounting Career Pathway



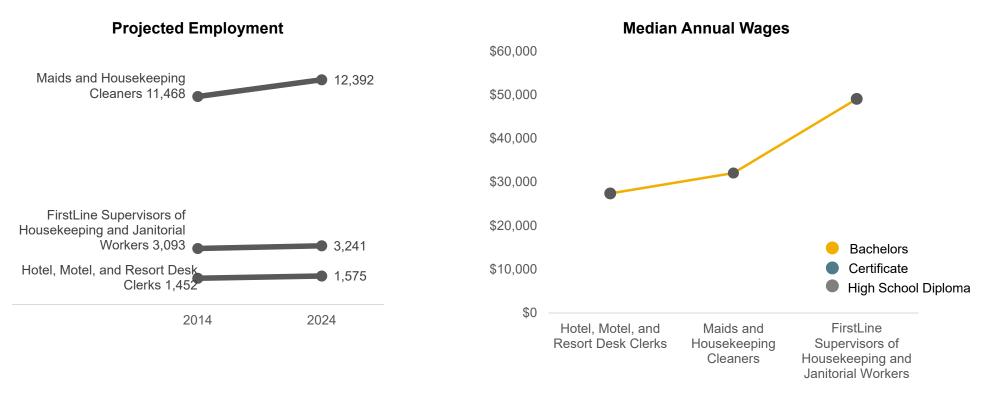
Nursing Career Pathway



Construction Career Pathway



Hotel Career Pathway



IV. Supply Gaps

- A. Calculating Supply Gap Ratio
- B. Calculating Labor Demand & Labor Supply
- C. Supply Gap Analysis

How do we calculate a supply gap ratio?

Supply Gap Ratio = Projected Qualified Individuals Per Opening

- Supply Gap Ratio is a proxy measure for understanding what occupations are likely to not have enough talent to meet employer demand.
- Supply / Demand = Supply Gap Ratio
 - 100 qualified individuals / 50 potential openings = supply gap ratio of 2
 - 2 qualified individuals per opening (More supply than demand)
 - 6 qualified individuals / 12 potential openings = supply gap ratio of 0.5
 - 0.5 qualified individuals per opening (Less supply than demand)

Calculating the Supply Gap Ratio

Supply Gap Ratio = Projected Qualified Individuals Per Opening

- Supply Gap Ratio is a proxy measure for understanding which occupations are likely to NOT have enough talent to meet employer demand.
- Supply / Demand = Supply Gap Ratio
 - 100 qualified individuals / 50 potential openings = supply gap ratio of 2
 - 2 qualified individuals per opening (More supply than demand)
 - 6 qualified individuals / 12 potential openings = supply gap ratio of 0.5
 - 0.5 qualified individuals per opening (Less supply than demand)

Calculating Labor Demand & Labor Supply

Demand

How many potential job openings do are expected for a given occupation?

Average of total number of jobs for each occupation across three data sets...

- 2017 projections from openings and replacement (OES)
- 2024 projections from openings and replacement (OES)
- Help Wanted Online annualized 2016 job postings

Supply

How many qualified individuals are potentially available to fill a relevant job opening?

Sum of available workers or graduates related to an occupation from multiple data sets...

- Unique UI claims, 2016 (DUA)
- Relevant completer data
 - Voc-Tech completers, 2013-2015 average (DESE), 50% available*
 - Community College completers, 2013-2015 average (DHE), 90% available
 - State University completers, 2013-2015 average (DHE), 71% available
 - Private University completers, 2013-2015 average (iPEDS), 55% available
 - *All retention figures are statewide, studies cited in Data Tool
 - **Occupations requiring post-secondary education only

How do we calculate demand and supply?

Demand

How many potential job openings do we expect for a given occupation?

Average of total number of jobs for each occupation across three data sets...

- 2017 projections from openings and replacement (OES)
- 2024 projections from openings and replacement (OES)
- Help Wanted Online annualized 2016 job postings

Supply

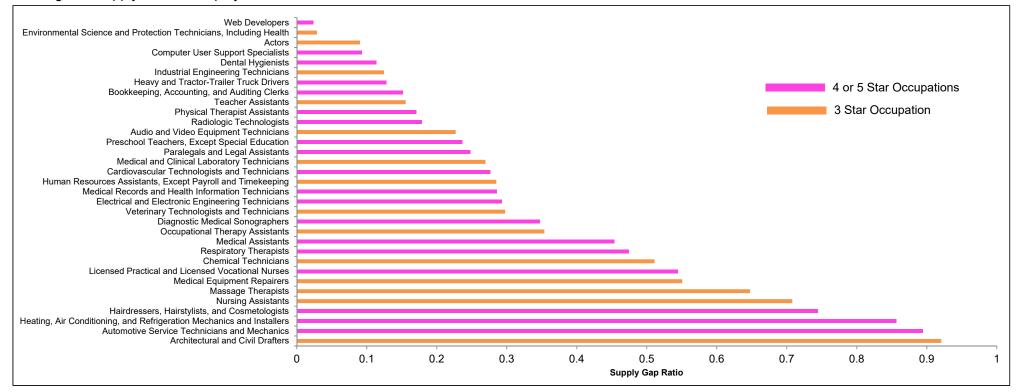
How many qualified individuals do we potentially have available to fill a relevant job opening?

Sum of available workers or graduates related to an occupation from multiple data sets...

- Unique UI claims, 2016 (DUA)
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 - *All retention figures are statewide, studies cited in Data Tool
 - **Occupations requiring post-secondary education only

More Openings than Qualified: Regional Sub-BA Occupations

Among all occupations requiring an Associates or Certificate, a number of four and five star occupations in STEM fields do not have enough regional supply to meet employer demand.



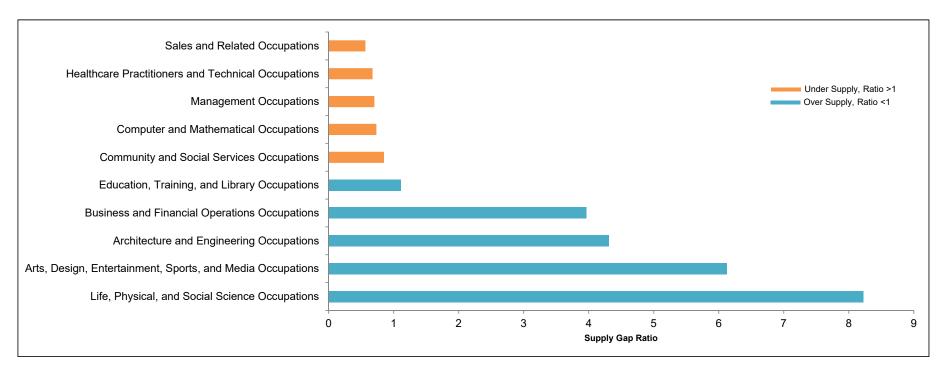
Occupations requiring a postsecondary non-degree award, some college, or an Associate's Degree, 100+ Demand Index Only

Source: OES Projections 2014-2024, OES Projections 2015-2017, HWOL 2016 average, PEDS, Massachusetts Department of Higher Education, Department of Unemployment Assistance

Supply Gap Analysis

State Supply Gap Overview: BA Clusters

Sales, Healthcare, Management, and Computer and Mathematical Occupations average the lowest ratios of qualified individuals per opening at the BA level.



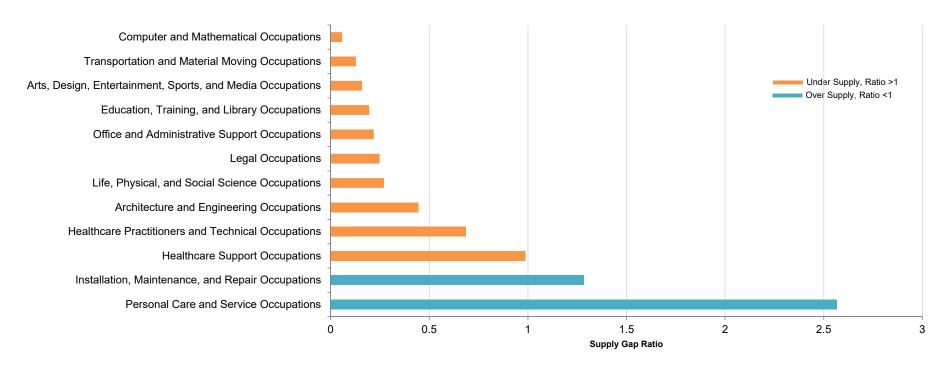
Occupations requiring a Bachelor's Degree, Demand Index 100+ Only

Source: OES Projections 2014-2024, OES Projections 2015-2017, HWOL 2016 average, iPEDS, Massachusetts Department of Higher Education, Department of Unemployment Assistance

Supply Gap Analysis

Regional Supply Gap Overview: Sub-BA Clusters

Computer and Mathematical occupations face the largest supply gap.

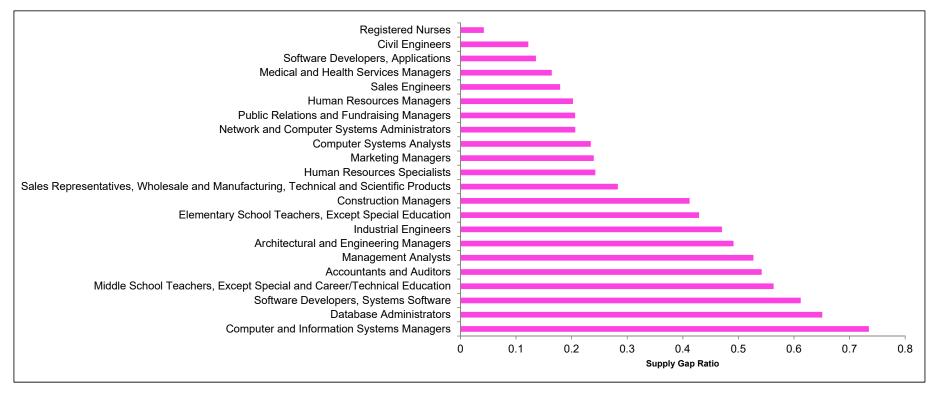


Occupations requiring a postsecondary non-degree award, some college, or an Associate's Degree, 100+ Demand Index only

Source: OES Projections 2014-2024, OES Projections 2015-2017, HWOL 2016 average, iPEDS, Massachusetts Department of Higher Education, Department of Unemployment Assistance

More Openings than Qualified: State BA Occupations

A number of 4 and 5 star occupations, largely in STEM fields, are in short supply.



Occupations requiring a Bachelor's Degree, 4 and 5 stars, Demand Index 100+ only

Source: OES Projections 2014-2024, OES Projections 2015-2017, HWOL 2016 average, PEDS, Massachusetts Department of Higher Education, Department of Unemployment Assistance

Labor Supply Gap Summary

Associate's, Some college, Post-secondary Certificate

• In Greater Boston, can expect a wide variety of supply gaps in 4 and 5 star occupations, including healthcare support and IT/computer/engineering professions.

Bachelor's Degree

 Across the State, we expect supply gaps in 4 and 5 star occupations primarily in STEM fields, with an emphasis on Healthcare and Computer and Mathematical occupations.

Boston Private Industry Council

Local Area Information Related to Adult Education and Literacy

1. ALIGNMENT WITH ADULT EDUCATION AND LITERACY ACTIVITIES

The Boston Private Industry Council serves as the City's Workforce Development Board (WDB) in partnership with the Mayor's Office of Workforce Development, which serves as the fiscal agent for the WDB.

In Boston, Adult Basic Education and English for Speakers of Other Languages (ABE/ESOL) is provided by a publicly funded ABE system, a partnership with the MA Department of Elementary and Secondary Education's (DESE) Adult and Community Learning Services (ACLS) and the City of Boston's Office of Workforce Development (OWD) It is complemented by a number of ABE/ESOL programs funded through charitable foundations and individual donations, and volunteer services that do not receive public funds.

The Massachusetts Department of Elementary and Secondary Education (DESE) partners with the Mayor's office of Workforce Development (OWD) to provide structured guidance to this publicly funded Adult Basic Education (ABE) programs through the Adult Literacy Initiative (ALI), which includes 28 ABE providers in Boston. OWD convenes ALI on a quarterly basis to facilitate a conversation on the overall vision, opportunities, and needs in the Boston's ABE system with a goal of collaboratively improving the quality and access to services for low-income adults that allow them to develop the academic, work-readiness, and support necessary to be economically secure.

In addition, OWD directly oversees 12 ABE programs¹, which allow us to directly hear how the WDB can align workforce investment activities with the adult education and literacy.

In 2016, with funding from DESE, OWD, together with the ALI member organizations, embarked on a year-long strategic planning process that mapped out the current assets and gaps in the Boston's ABE system as they pertained to integration with the workforce development system. OWD and ALI worked with Strategy Matters, a consulting group to identify existing needs for integration of

¹ This includes 4 programs funded under HUD's Community Development Block Grant; 5 under DESE; 2 under DESE's Career Pathway programs; and 1 under the city's Neighborhood Jobs Trust.

workforce development with adult education, consistent with WIOA guidelines. The assessment included provider surveys and interviews as well as review and analysis of secondary data. Some of the findings were:

- Need for professional development in workforce development for teachers/educators;
- Significantly expanded employer relationships;
- Contextualized ABE/ESOL curriculums for work-related contexts;
- Instruction aligned with goals of adult learners such as gaining employment, getting a better job, or obtaining a postsecondary or occupational training credential; and
- Need for creative solutions to track job outcomes and conduct long-term follow-up.

As a result of this year-long strategic planning session, OWD invested a total of \$113,094 in technical assistance grants to four Boston organization for the integration of workforce preparedness with adult education. The grants awarded to the four recipient organizations – Boston Public Schools (BPS), International Institute of New England, Jewish Vocational Service, and Notre Dame Education Center – will support a variety of workforce integration projects. These include staff training, computer literacy programming, curriculum development, and strategies to track students' workforce outcomes. The populations served range from recent immigrants and English language learners to adults who have returned to school to complete their high school credentials.

Organization	Funding	Project
International Institute of New England (IINE)	\$35,000	Development of a standardized job tracking system across ESOL and workforce development programs
Jewish Vocational Service (JVS)	\$34,377	Staff training in job development and placement for the Hyde Park ESOL program
Boston Public Schools (BPS) Adult Education	\$18,717	Revision of the Adult Diploma Pathway curriculum
Notre Dame	\$25,000	ESOL-appropriate computer literacy program

Organization	Funding	Project
Education Center		and an initiative to track students' career outcomes

Additionally, the needs of immigrant population are often different than those born in the United States. The immigrant population brings specific assets to the world of work, including multiculturalism and bilingualism which is a fit for some of the skills required in specific sectors. For example, Boston has taken the sector-based approach to place low-income, low-skilled immigrant workers in a pipeline to a set of employers in the hospitality industry. A prime example is through OWD's Greater Boston American Apprenticeship Initiative (GBAAI) grant, which is a \$3 million, 5-year US Department of Labor funds with a goal of placing participants in two of the booming industries in the region: hospitality and construction trades.

Hospitality, through BEST Corp, is of a particular interest to the immigrant population; 88% of participants are immigrants. The curriculum focuses on ESOL contextualized for the hospitality sector; students learn appropriate English vocabulary and do mock interviews; following graduation, their union benefits allow participants to come back and take additional ESOL classes, also contextualized for the hospitality industry, and hotel employers pay the cost. The belief is with higher level English skills, the immigrant employees will not only be more likely to provide a greater level of customer service, but better positioned for career advancement within the hospitality sector.

Looking ahead, Boston, through OWD, will continue to facilitate the ALI, working with DESE and ABE providers to better integrate its workforce development activities with adult basic education and literacy-related efforts. Specific tasks include the following:

- 4 ABE representatives from ALI have been selected and participating in the local WIOA MOU process;
- Ensuring that services at Career Centers are accessible and effective for all levels of adult education students, including those with low-levels of literacy and English language skills,
- Actively seeking to develop and implement skills training programs that are accessible and effective for low-level learners, including programs that offer integrated ABE and skills training activities,
- Actively marketing workforce development opportunities to students and staff of ABE programs, and

 Providing ABE programs with current and relevant labor market information.

2. EDUCATIONAL AND SERVICE NEEDS OF PRORITY POPULATIONS

According to the recent report on *The Importance of Immigrants to Boston's Continued Prosperity*², there are currently 1,095,953 foreign born in Massachusetts, accounting for 16.1% of the state population. Boston has 190,123 foreign-born, 28.4% of the city population, representing 130 different countries. The majority of the Boston's immigrant population is Hispanic/Latino or Asian, accounting for 52.4% of the total foreign born populations.

Although Boston is becoming more diverse, 70% of foreign born in Boston are proficient in English in 2015, down from 74% in 2000. 27% of foreign-born adults age 25+ lack a high school diploma.

In addition, the correlation between educational attainment and income is evident. A recent study by the Boston Planning and Development Agency highlighted that the median earnings of Boston residents in 2014 was \$35,273 – a figure that has remained the same, in real terms, for nearly three decades. An associate's degree holder is 1.7 times more likely to make \$35,000 or more compared to someone with only a high school degree. This overall finding is also confirmed with the immigrant population: the 27% of Boston immigrants with less than a high school diploma are concentrated in low-paying jobs; and 15% of Boston immigrants with graduate degrees are concentrated in high-paying jobs. Among full-time workers, the foreign born average \$41,000 in median salary compared to \$57,000 native born.

The need for education beyond high school is growing and will continue to grow. Nearly two-thirds (65%) of all US jobs will require some form of postsecondary education or training by 2020³. In Boston, 77% of jobs will require some form of postsecondary education or training⁴.

In Boston, populations most in need of services include:

² http://www.bostonplans.org/getattachment/1eeaf05e-6505-4268-8ebc-6a3c6b16fdca?hootPostID=a8081a6bb73cc3c76d11edc94d1b0f9f

³ Recovery: Job Growth and Education Requirements Through 2020, Georgetown University, 2013. Retrieved from https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_Web_.pdf

⁴ Boston's Workforce. An Assessment of Labor Market Outcomes and Opportunities. Retrieved from http://www.bostonredevelopmentauthority.org/getattachment/3cd80bc1-68bc-4fed-a4d5-e94dada942c1

- Low or beginning level ESOL students, including those lacking native language literacy and/or having very limited formal education history;
- Higher level ESOL students looking to transfer to a high school credential track; and
- Native English speakers who have Reading and Math skills in the GLE 4
 8 range, including out-of-school youth.

Populations most ready to become shared customers of the workforce system:

- ESOL learners at an SPL 4 or above with transferable skills, degrees, or credentials, and/or relevant work experience;
- ESOL learners at an SPL 4 or above who need improved English proficiency to apply for specific employment or training opportunities;
- ABE learners who are within six months of obtaining a high school credential;
- Customers who are already Career Center members but are in need of ABE services;

Important note: bidders need to know the priority populations in each local area so they can describe how their programs will be responsive to the needs of the specific priority populations.

3. PROJECTED NEED FOR ADULT EDUCATION AND ESOL PROGRAMS

As the Boston increases the surge of immigrant population, we expect the demand for ABE/ESOL classes far exceeding the supply. With dwindling public resources, a dramatic increase in funding is not going to happen any time soon, so leveraging limited resources to serve more students is what we need to do, in addition to developing innovative approaches to serving this population.

In addition, OWD conducted a needs assessment process in April 2017, visiting 14 out of the 19 ESOL providers. The current waiting list is over 400, clustered in the lower-level classes. Some providers have taken an innovative approach to obtain private funds to prepare those students on the wait-list, so that once they are enrolled in ABE/ESOL class, they are "ready to go."

The need for bridge program has also been voiced by many providers, especially for those that are transitioning from ESOL high level to workforce development programs. In addition, a need for bridge program from ESOL to pre-HiSET is also an issue.

4. CAREER PATHWAYS FOR ABE AND ESOL POPULATIONS

In Boston, there are existing training and apprenticeship programs that offer access to entry-level positions and continued career paths in culinary, hospitality, healthcare, building trades and maintenance, banking and finance, IT support, and coding (among others) that are generally accessible and of interest to ABE and ESOL students. Depending on the industry, the training may require a high school credential and an SPL level 4 or above.

Below are some examples of career pathway programs that OWD funds through an open and competitive procurement process based on projected employment opportunities, existence of career ladders, employer partnerships, and the insurance of living wages.

The Greater Boston American Apprenticeship Initiative: The Greater Boston American Apprenticeship Initiative (GBAAI), funded by the U.S. Department of Labor is a 5-year, \$3 million initiative that provides an accelerated career pathways from pre-apprenticeship to apprenticeship to higher-paying, diverse job opportunities in the construction and hospitality industries.

Construction: The pre-apprenticeship program includes partners Building Pathways and Youth Build Boston. These partners introduce workers to the different trades and train them in specific skills, and place participants in union apprenticeships. The initiative provides pathways for persons of color and women to access jobs in industries where they have been traditionally underrepresented. Participants are able to increase their incomes from about \$9/hr. to initial union wages of about \$16/hr. to journeyman wages of \$21/hr. and potentially higher post-secondary incomes, depending on occupation.

The initiative also allows participants to earn while they learn, earn college credit, and reduce the costs and debts associated with college. Through the articulation agreements with 5 unions, participants may attend Wentworth Institute of Technology to earn their associate's degrees. The articulation agreements allow completers of the pre-apprenticeship program to accrue 50% of credits towards an associate's degree.

Hospitality: A WDB member, BEST Corp, is building a pre-apprenticeship to apprenticeship pathway in housekeeping working with the hotel workers union and local hotels. In addition to doubling wages from the start of pre-apprenticeship to finishing apprenticeship in housekeeping and full benefit packages, BEST has secured the articulation agreement with Bunker Hill

Community College, where completers of the pre-apprenticeship program will be granted a total of 12 credits towards an associate's degree in Hospitality Management. This will help participants pursue other kinds of jobs in the industry and enhance their earning potential. Over 85% of their participants are immigrants.

A more recent example was featured in the *Boston's Immigrants: An Essential Component of a Strong Economy*⁵, highlighting the Jewish Vocational Services' work with the immigrant population. "An example of what is possible was found in the nursing home we visited. The CNA position is generally low paid and very physically challenging. Working with Jewish Vocational Service, the firm is providing cross-training to CNAs, offering tuition assistance, and working to open up channels for upward mobility within the nursing home. It is important that initiatives along these lines be supported at a much larger scale throughout our labor market."

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⁵ https://jvs-boston.org/images/pdf/Osterman%20Report%20-%20Final.pdf

SECTION II: WORKFORCE BOARD STRATEGIC PLAN

STRATEGIC VISION

The Strategic Plan demonstrates utilization of "business intelligence" to develop data driven strategies based on analysis of Labor Market Information. The Strategic Plan includes strategies for the Board to convene, broker and leverage partnerships with key stakeholders, e.g., WIOA Core Partners, career and technical education, community colleges and other higher education entities, organized labor, and others.

The Strategic Plan develops and/or replicates successful career pathway models and industry sector interventions that involve significant employer engagement activity and includes use of job driven strategies & innovative use of work-based models of training interventions – OJT, apprenticeship, internship, etc. It describes the role of the board in the development of the region's comprehensive economic development strategies as well as the coordination of the workforce activities with economic development strategies.

STRATEGIC PLAN FOR THE BOSTON PRIVATE INDUSTRY COUNCIL

BOSTON'S WORKFORCE INVESTMENT BOARD

FY2014-FY2017



Contents

Introduction

Overview of the PIC

Labor Market and Education Environment Analysis

Strategic Priorities: FY2014-FY2017

Highlights of Current and On-going Cross-Regional Initiatives

Performance Measurement

Introduction

The Boston Private Industry Council (PIC) serves as Boston's Workforce Investment Board and its school-to-career intermediary organization. Our collaboration with the Boston Public Schools (BPS) dates back to the signing of the Boston Compact in 1982. Whether partnering with the Mayor's team to oversee the allocation and use of public funding for workforce development programs or brokering students into summer and school-year paid internships, the PIC works where business and community interests intersect, addressing the talent and diversity needs of employers while creating career pathways for Boston youth and adults.

The PIC uses its experiences as a practitioner as well as broader research to influence policy and systems change. The combination of these approaches results in a tight loop between policy and practice, where each informs the other and contributes to the continuous quality improvement of the PIC's work and the workforce development system in the region. The PIC has provided leadership to the business and civic community, framing issues and piloting unique initiatives to broker populations that have historically struggled in the workforce into successful, lasting careers.

Our work is grounded in the belief that meaningful employment changes lives, lifts people out of poverty, and strengthens the local economy. To make things happen, we depend on a community of collaborators willing to offer their time, their resources, and their affiliation. At the PIC, we succeed only when our partners succeed.

The PIC used this strategic planning process to reevaluate the 2011 high performance board strategic plan and update its priority initiatives. This new strategic plan is based on current projected labor market developments locally and statewide. It reflects progress made on the PIC's strategic priorities since 2011, including two new industry initiatives: the Skilled Careers in Life Sciences (SCILS) initiative and a convening of Greater Boston Hospitality sector's employers, labor groups, and training institutions. The PIC also received a planning grant in 2013 along with the Boston Opportunity Agenda to lead a collaborative to build pathways for opportunity youth to obtain postsecondary credentials and employment. The resulting fiscal year 2014-2017 plan builds on recent successes and challenges the PIC to strengthen its impact.

Overview of the PIC

Mission

The mission of the PIC is to strengthen Boston's communities and its workforce by connecting youth and adults with education and employment opportunities that prepare them to meet the skill demands of employers in a changing economy.

Vision

We envision a local education and workforce system that organizes a continuously expanding sequence of classroom and workplace experiences that support the progress of youth and adults from communities that have faced significant barriers historically.

We envision the pipeline as one that visibly advances those who are succeeding and recovers those who have fallen out. We envision strengthening this pipeline by grounding all activities in labor market intelligence, such as the clear need to support a steady increase in the number of Boston residents achieving academic credentials.

Ultimately, we seek to break the cycle of poverty in our communities and to develop a financially secure, diverse, skilled and motivated Boston workforce that contributes to economic growth in our region and prosperity in our communities.

The Boston PIC's Theory of Action

The PIC is relatively unique in its theory of action. Rather than choosing between policy development and practice in the field, the PIC strives to create a balance and an interaction between policy and practice in its activities, its staffing, and its committee membership.

Policy informs practice, and practice informs policy. For example, the PIC resolved to take on dropout reduction as a major priority and launched a broad collaboration with the school system and community organizations to develop a data-driven analysis of the dropout problem in Boston and a set of recommendations for reducing the number of dropouts. Then the organization immediately hired outreach workers to reenroll hundreds of dropouts, which moved the issue onto the front burner through the lives of these returning students. Similarly, the PIC developed a methodology for measuring college success rates for BPS graduates over time and then hired —transition coaches to support a discrete cohort of students entering community college in order to learn what was necessary to pursue the Mayor's goal of doubling the college graduation rate, in the context of newly brokered partnerships with colleges the students attend.

In every case, the PIC uses the information it gathers in its intermediary role to pursue policy changes and initiatives. Successes have taken shape in the form of —graduation for all surfacing at the top of the former BPS Superintendent's Acceleration Agenda, the opening of BPS' Re-Engagement Center (REC), as well as state legislation that created a commission to position dropout reduction within the Commonwealth's education reform agenda. The college completion goal finds its home within the Mayor's Success Boston initiative. Time and again, the PIC puts its own reputation and organizational capital in play alongside other organizations to make a measurable difference.

Organizational Functions

In its role as a workforce investment board and school-to-career intermediary, the PIC functions in four ways:

Convening: The PIC convenes business and labor leaders, government and school officials, higher education and community leaders. The workforce investment board and its committees provide important venues for integrating the education and workforce systems with the needs of employers and the aspirations of the community.

Brokering: The PIC actively brokers relationships across sectors - between employers and schools, between career centers and social service agencies, between city and state issues.

Connecting: The PIC, directly through the staff and indirectly through the career centers, connects individual students and job seekers with education and employment opportunities. Increasingly, the PIC reconnects those who left school or fell out of other public systems.

Measuring: The PIC develops baseline measures for each of its various initiatives and documents progress continuously. In partnership with the Center for Labor Market Studies, the PIC measures the impact of its initiatives on the lives of those it serves. We measure scale, quality, progress, outcomes and impact.

Unifying the PIC Strategy

In Boston's evolving knowledge-based economy, credentials matter. Therefore, we must strive to increase continuously the number of youth and adults who achieve academic milestones such as high school graduation, college enrollment, and postsecondary certification and degree attainment in areas of projected labor demand.

The PIC believes that paid work experience motivates and sustains progress, particularly within low income communities. Therefore, we must increase the integration of work and learning at all levels.

Finally, we believe that all our education and training activities and initiatives must be grounded in the labor market intelligence that a workforce board must strive to develop and apply. It is not enough to graduate. Our success must be measured in the labor market attachment and career success of those who go through Boston's education and workforce development systems.

Labor Market and Education Environment Analysis

Research and evaluation shape PIC program design and public policy priorities. In preparing this plan, the PIC reviewed recent labor market research prepared by the Center for Labor Market Studies (CLMS) at Northeastern University and also employment and job vacancy data for the Boston WIA region and statewide made available on the Massachusetts Executive Office of Labor and Workforce Development's website. To inform youth and adult postsecondary initiatives, the PIC reviewed recent findings on the graduation and dropout rates of BPS students, and a recent CLMS study on the college enrollment, persistence, and graduation experiences of BPS graduates.

Adult Labor Market Conditions

Despite being in the fourth year of recovery since the massive economic recession of 2007-2009, labor market conditions in Massachusetts and Boston WIA region remain relatively weak. By the end of 2012, Massachusetts still had not yet matched the number of payroll jobs that existed during the first quarter of 2001, the previous high-water mark for employment. Unemployment rates at 6.7% in Boston (Jan-Aug.) and 7% statewide are high relative to the 2.7% rate that prevailed in 2000, near the height of the 1990's economic expansion.

Labor market conditions are particularly weak for less educated workers. A recent study on the 2013 labor market experiences of Massachusetts adults between the ages of 22 and 64 revealed large socioeconomic differences in unemployment and underutilization rates. Unemployment rates of adults in Massachusetts are much higher for the less educated, ranging from 15% for high school dropouts to 9% for those with a diploma or some college, and to a low of 3% for adults with a Master's or higher degree (Table 1). Underutilization rates, which factor in unemployment, underemployment, and hidden unemployment, range from over 30% for those without a high school diploma to 18% for those with a diploma to lows of 9% and 6% for bachelor's degree and Master's or higher degree holders (Table 1, Column D). The better educated have fared much better in the labor market in recent years compared to their lesser educated peers.

The labor market plight of the less educated is particularly relevant to the Boston WIA region. During fiscal year 2013, over 11,000 job seekers with a high school diploma or less visited one of the region's three career centers. A substantial share of these job seekers has been out of work for more than 6 months. Many are from lower income families, which may limit their ability to finance further education and training, to prepare them for new careers. Through work on the Opportunity Youth Collaborative, we know that over 7,000 high school graduates between the ages of 16-24 are neither in school nor working. Their future labor market prospects in the Boston area are quite bleak unless they are reconnected to postsecondary school/training or full-time employment in the near future.

¹ See: (i) Andrew Sum, Ishwar Khatiwada, and Walter McHugh, <u>The Labor Market Problems of Massachusetts</u> Workers in the Recovery from the Great Recession: The Great Socioeconomic Divergence, Center for Labor Market Studies, Northeastern University, October 2013; Edward Mason, —Knowledge Economy is Leaving Some Behind, <u>The Boston Globe</u>, October 27, 2013.

<u>Table 1: The Labor Force Participation Rates, Unemployment Rates, Employment Rates and Underutilization Rates of Massachusetts Adults, 22-64 Years Old by Educational Attainment at January – August 2013 (in %)</u>

Educational Attainment	(A) L.F. Participation Rate	(B) Unemployment Rate	(C) E / P Ratio	(D) Underutilization Rate
No high school diploma or GED	49.5	14.9	42.1	30.3
H.S. Diploma or GED, no college	74.3	9.0	67.6	17.6
13-15 Years, no degree	76.4	9.4	69.2	18.7
Associate's Degree	84.9	5.2	80.4	11.3
Bachelor's Degree	87.2	4.2	83.5	8.5
Master's or higher degree	89.9	2.9	87.2	5.6
All (22-64)	80.2	6.3	75.2	12.6

Source: Center for Labor Market Studies, Northeastern University, 2013

Youth Labor Market Environment

The 2000-2010 decade has been referred to as a —Lost Decade for youth by several prominent economists. A primary reason for this characterization of the decade is the steep declines in employment rates of youth during this time period. Unfortunately, conditions have not improved since 2010. In 2013, nationally and in Massachusetts, teens are working at historically low rates during the summer months, a traditional time for youth to be exposed to the world of work. Only 31% of the nation's 16 to 19 year olds worked during the 2013 summer, the same employment rate as 2012, and down sharply from 52% in 2000. Teen summer employment rates have been at or near post-World War II lows over the past five summers, with the lowest rate being recorded in 2011 (29.6%).

In Massachusetts, only 33% of teenagers worked during the 2013 summer, a massive 34 percentage points decline from 67% in 1999 or a halving of the 67% rate (Chart 1). This marked the lowest teen summer employment rate in our state over the past 45 years. Despite the abysmal labor market conditions for America's youth, there is no longer a federally funded summer jobs program to provide low income youth with subsidized employment opportunities. As a result of a deep youth labor market depression and

²U.S. Bureau of Labor Statistics, *Labor Force Statistics From the Current Population Survey*, Accessed August 2013

³ Andrew Sum et.al, *The Summer Employment Experiences and the Personal/ Social Behaviors of Youth Violence Prevention Employment Program Participants and Those of a Comparison Group*, Center for Labor Market Studies, Northeastern University, Prepared for the Youth Violence Prevention Funder Learning Collaborative, July 2013.

the lack of any comprehensive federal response, far too many teenagers are not able to obtain any type of paid work experience over the summer months.

80% 67% 70% 60% 50% 49% 50% 40% 37% 36% 40% 30% 20% 10% 0% 1999 2003 2007 2009 2010 2012 2013

Chart 1: Trends in the Teen (16-19) Summer Employment Rate in Massachusetts, 1999-2013

Source: PIC and Center for Labor Market Studies, Northeastern University, 2013

Unfortunately, the teen employment crisis is not limited to the summer. Year-round employment rates of teenagers in the nation and state also are at historic lows. In Massachusetts, the year-round employment rate of teenagers fell to 27% during 2012, the lowest rate recorded since Current Population Statistics (CPS) state data collection began in the late 1960s.⁴

Although all subgroups of teens are working less now than in previous years, large age, race-ethnic, and socioeconomic disparities in employment rates of teens still exist. In 2011, annual average employment rates of Massachusetts high school students ranged from lows of 9% among youth in families with household incomes below \$20,000 per year to 33% for those in families earning \$100,000-\$150,000 per year. The relative gap in teen high school employment rates between the highest and lowest income group was nearly 4 to 1 in Massachusetts during 2011.⁵

As the WIB and school-to-career intermediary in Boston, the PIC brokers a substantial number of summer jobs and school-year internships for Boston Public School students. Many of these employment opportunities go to low income, minority youth, who in the absence of these jobs programs, would have very bleak employment prospects. The collapse of the teen labor market make these brokering efforts a crucial workforce development investment to ensure that Boston's youth are developing employability skills and work experiences to prepare them for future careers.

⁴ Andrew Sum and Don Gillis, *The Continued Depression in Teen Labor Markets in Massachusetts and U.S: The Economic Case for Increased Funding for Youth Workforce Development Programs*, Center for Labor Market Studies, March 2013.

⁵ Ibid.

Employment Growth and Job Vacancies in the Boston WIA region

Following the massive economic recession of 2007-2009, the Boston WIA region's job picture slowly began to improve. Table 2 below displays private sector employment changes in the Boston WIA region by industry between 2010 and 2012, the most recent year for which a full annual data set is available. Over the 2010-2012 time period, the total number of private sector jobs in the Boston WIA increased by nearly 22,500, or 4.7%. During this same time period, the state's overall job based increased by 3.4%.

In terms of absolute job growth, professional and technical services (+7,134), accommodation and food services (+6,971), and health care and social assistance (+4,424) led the way. These industries are projected to continue to grow over the next 5 years. On a relative basis, construction employment grew at almost twice the rate of the overall Boston region (8.5%) as improving economic conditions helped this industry begin to recover. Educational services, a large industry in the Boston region, also exhibited strong growth (+6.5%). Finance and insurance employment continued to decline, with a loss of nearly 3,000 jobs or 4.3%. Despite this decline, the finance and insurance industry segment remained the second largest industry in the region behind health care and social assistance.

Table 2: Recent Private Employment Growth/ Decline By Major Industry, Boston WIA, 2010-2012

				%
Industry	2010	2012	Change	Change
All	476,800	499,296	22,496	4.7%
Construction	9,081	9,856	775	8.5%
Manufacturing	8,664	8,688	24	0.3%
Durable Goods Manufacturing	3,470	3,081	-389	-11.2%
Non-Durable Goods Manufacturing	5,194	5,607	413	8.0%
Utilities	2,352	1,416	-936	-39.8%
Wholesale Trade	7,855	7,618	-237	-3.0%
Retail Trade	26,605	27,912	1,307	4.9%
Transportation and Warehousing	14,374	14,808	434	3.0%
Information	14,423	14,080	-343	-2.4%
Finance and Insurance	68,920	65,976	-2,944	-4.3%
Real Estate and Rental and Leasing	11,034	11,413	379	3.4%
Professional and Technical Services	55,489	62,623	7,134	12.9%
Management of Companies and Enterprises	6,082	7,029	947	15.6%
Administrative and Waste Services	26,963	27,427	464	1.7%
Educational Services	32,770	34,884	2,114	6.5%
Health Care and Social Assistance	114,674	119,098	4,424	3.9%
Arts, Entertainment, and Recreation	7,995	8,349	354	4.4%
Accommodation and Food Services	47,595	54,566	6,971	14.6%
Other Services, Ex. Public Admin	21,885	23,528	1,643	7.5%

Source: Massachusetts Department of Labor and Workforce Development, ES-202 database

⁶ Due to a lag in reporting, only the 1st quarter 2013 employment data from the state's ES-202 database were available as of November 2013.

The Massachusetts Department of Workforce Development produces a semi-annual job vacancy survey. This survey provides information on the number and characteristics of the job vacancies across the state and regions by occupation. Combined with Quarterly Census of Employment & Wages employment data (ES-202), the job vacancy data can help identify industries and occupations that are both growing in employment and exhibiting higher than average vacancy rates. The most recent data available are from the 2^{nd} quarter of 2012.

The overall job vacancy rate for the Greater Boston region during the 2nd quarter of 2012 was 2.9%, on par with the statewide vacancy rate of 2.8%. As was the case statewide, a substantial share of the job vacancies were part-time, although the Greater Boston region did have a higher share of full-time jobs. Of the 39,830 job vacancies in the Greater Boston region, 53% were full-time vacancies compared to a statewide average of only 43%.

Among the major occupational groups, several STEM related occupations had higher than average vacancy rates, including jobs within the computer and mathematical and life and physical science occupational categories. In terms of absolute vacancies, food preparation and serving related occupations had the highest number with over 6,000 vacancies, representing a 5% vacancy rate. However, the vast majority of these vacancies were part-time (82%). The construction and production occupational groups were characterized by very low vacancy rates (1.0% and 1.2%) during the 2nd quarter of 2012.

The PIC is involved in life sciences, healthcare, and hospitality industry projects. A summary of each of these initiatives appears in a latter section of this plan. Employment in these industry/ occupational areas has been growing, and is projected to grow over the coming years. Among the goals of each initiative, are to assist employers with filling projected job openings and in collaboration with employers, schools, and training providers, develop career pathways for Boston youth and adults to obtain the skills needed for employment in these industries and occupational areas.

Dropout Prevention and Reduction

The Massachusetts Department of Elementary and Secondary Education (DESE) released its annual report on high school graduation and dropout rates earlier this year. State graduation rates continue to increase while dropout rates and counts continue to fall. The state's four-year high school graduation rate continued a five-year climb from 80.9% in 2007 to 84.7% in 2012, increasing 1.3 percentage points from 83.4% in 2011. The five-year graduation rate increased from 84% to 86.3% between 2007 and 2011. In another positive trend, the groups usually most behind made the greatest gains in the four-year graduation rates, including limited English-proficient students, Latino students and students with disabilities.

Even more dramatically, the annual dropout number decreased by 4,385, from a high of 11,436 in 2007 to a low of 7,051 in 2012, falling by 843 in the last year. The 2012 dropout rate of 2.5% represents the lowest overall rate in decades and a welcome downward trend from 3.8% in 2007. The state credits the dropout trends to major five-year decreases in the dropout rate in large cities such as Boston, Lawrence, Fall River, New Bedford and Lynn. Specifically, DESE attributes the recent improvements overall to new practices piloted since 2010 through the \$15 million High School Graduation Initiative, led by the ESE, and to the Dropout Prevention and Recovery Work Group, a seven-year effort to help high-dropout districts use data to inform dropout reduction strategies.

In Boston, the graduation rates continued to increase as well. The four-year graduation rate increased by 3.8 percentage points between 2007 and 2012, from 80.9% to 84.7%, while the five-year graduation rate increased by 2.3 percentage points during the same period, from 84% to 86.3%. However, the dropout

numbers and rates have leveled off after a period of sharp decline, even increasing slightly in the past couple of school years. During the 2006-2007 school year, based on BPS district reports, 1,936 students left BPS before earning a diploma. In 2011-2012, the number of dropouts was 1,219, a reduction of over 700 or 38% from the 2006-2007 school year, but up from a recent lows of 1,116 in 2009-10 and 1,165 in 2010-11. Dropout reports for the BPS district prepared by DESE show a similar pattern of a sharp decline in the number of BPS dropouts followed by recent plateauing in the 2010-2011 and 2011-2012 school years (Chart 2).

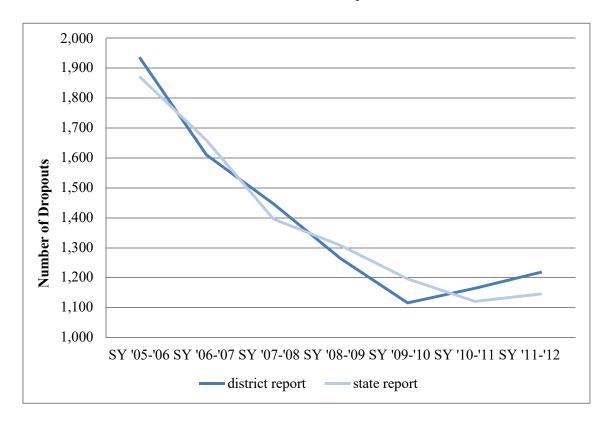


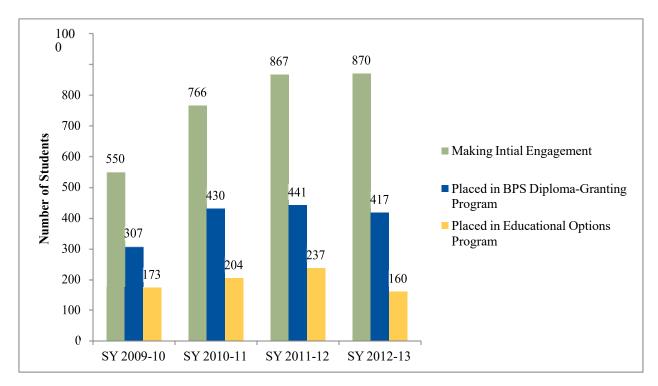
Chart 2: Decline in the Number of BPS Dropouts, 2005-06 to 2011-12

The substantial decline in the dropout population is largely due to the culmination of both local dropout prevention and recovery efforts over the past several years. To reduce the number of 12th grade dropouts, BPS developed an online Credit Recovery program to assist12th graders with completing required courses in time for graduation. Credit Recovery currently serves about 300-400 seniors per school-year. According to BPS, Credit Recovery led to a 4.8 percentage point increase in the 4-year cohort graduation rate of the Class of 2012. On the dropout recovery front, BPS, through a partnership with the PIC, began in the 2006-2007 school year reaching out to recent dropouts and encouraging them to re-enroll in educational programs to earn a high school diploma or its equivalency. The early success of these re- engagement efforts coupled with BPS broader goal to serve enrolled off-track youth led to the creation of the Re-Engagement Center (REC), a BPS dropout recovery center staffed with both PIC and BPS employees.

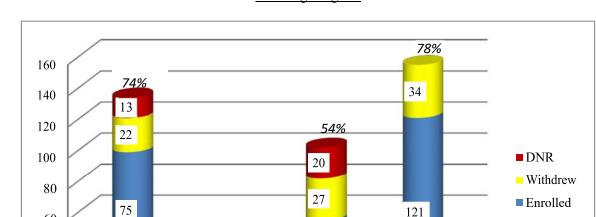
The REC completed its fourth year of operation last year. During the 2012-2013 school year, 870 youth visited the REC, a clear indication of the desire among former dropouts or currently disengaged students

to continue their education or seek alternative education programs. Of the 870 youth making initial contact, 417 enrolled in a BPS program and 60 were connected with GED or other out-of-district programs (Chart 3). A total of 160 youth were placed in BPS Educational Options programs, or alternative high schools. Another 157 remained at the REC, most of whom desired an educational options placement, but could not obtain one immediately upon re-enrollment.

<u>Chart 3: Re-Engagement Center (REC) Student Volume Since Opening: Number Making Initial Engagement, Number Placed in BPS, and Number Placed in Educational Options</u>



To assess progress toward graduation, the PIC calculates a —stick ratel for re-enrolled students each year, defined as the percent of students remaining in school by the end of the year. The —stick ratel of the 417 students placed in a BPS diploma-granting program through the REC was the highest ever this year, with 71% of students completing the school year at their placement (compared with 69% in 2011-2012 and 67% in 2010-2011). The stick rate varied by type of program, as summarized in Chart 4 below. Almost three of every four students in BPS Educational Options programs completed the school year or graduated. The small CBO-operated alternative programs had the highest stick rate, but were able to accept only 26 students in total. The stick rate of BPS District schools—that is, the traditional, small, and comprehensive high schools—remained unchanged from the past two years at 54%.



52

BPS District

(n=102)

REC

(n=155)

85%

22

CBO Alt Ed

(n=26)

60

40

20

24

BPS Ed Options

(n=134)

<u>Chart 4: Stick Rates of 2012-2013 Re-Enrolled Students at the End of the School Year By BPS Diploma</u>

Granting Program

There are 1,300 seats in the district portfolio of alternative education options, a combination of district alternative high schools and district-CBO partnership schools. These schools combine smaller class sizes, innovative instruction, wraparound supports and a more personal environment to address these students' needs. However, even though dropouts and off-track students likely make up a quarter to a third of our high school population, only 8% of high school seats are provided by schools and programs designed to serve them. Now that dropouts are returning through the Re-Engagement Center, the impact of the gap is compounded each year, as fewer and fewer seats are available because they are filled with last year's reenrollees. Despite steady interest in alternative education placements, only 160 returning students were placed in alternative education during the 2012-13 school year, down from over 200 in the previous two years.

Our data and conversations with dropouts at the REC tell us that the most frequent reasons for leaving school are disconnection from adults and peers in the larger schools, falling too far behind to catch up, or personal problems. When they return, overwhelmingly, they choose the smaller, more personalized environments offered by alternative programs.

The PIC will continue to work with BPS, the Youth Transitions Task Force, and other partners to expand alternative education placements and improve the graduation rates of all BPS students, including those that re-enroll in school through the REC. The bleak labor market prospects for high school dropouts in the Boston economy make reducing the size of the dropout population a crucial workforce development and education policy priority.

Graduated

Postsecondary Enrollment, Persistence, and Completion

In January 2013, the Center for Labor Market Studies and The Boston Foundation released: <u>Getting Closer to the Finish Line</u>, a longitudinal postsecondary tracking study of Boston Public Schools <u>Graduates from the Classes of 2000 to 2010</u>. The 2013 study is an update of the 2008 study titled <u>Getting to the Finish Line</u>. Among the key findings of the 2013 study were the following:

- College enrollment rates are up. First year enrollment has increased from 61% for the Class of 2005 to 70% for the Class of 2010. Cumulative college enrollment rates were above 75% for the classes of 2007, 2008, and 2009, indicating that 3 out of every 4 graduates will enroll in a postsecondary institution within a few years from high school graduation.
- College persistence rates of the Classes of 2007, 2008, and 2009 are higher than for the Class of 2001, but have remained consistent in recent years. Two-year persistence rates averaged 44% for two-year college attendees, and 78% for four-year college attendees from the Classes of 2007, 2008, and 2009. Boosting the persistence rates of two-year attendees is critical to achieving the graduation goals of the Success Boston Initiative.
- College completion is up. The six year completion rate for the Class of 2006 reached 49%, eight percentage points higher than that of the Class of 2000. However this completion rate is well short of the 70% goal for the Class of 2011 established through the Success Boston initiative.
- Gender and race-ethnic gaps permeate all measures. Females fare much better than males BPS graduates in college enrollment, persistence, and graduation. Over 70% of White and Asian BPS graduates from the class of 2005 who enrolled in college graduated by 2012, versus only 41% of Black and 38% of Hispanic enrollees from this class.
- The Success Boston coaching program is working, with regression adjusted persistence rates that are nearly 17 percentage points higher than a comparison group of BPS students who did not receive coaching.

The progress on enrollment and graduation and the positive findings on the impact of coaching are important achievements for Success Boston partners. However, far too many BPS graduates who start college fail to attain a degree. This is particularly true for those attending two year colleges and Black and Hispanic BPS graduates. The college graduation rates of two year attendees from recent classes range from 13-17 percent. The low graduation rates of boys of color represent a key education and workforce development challenge for the Boston region.

⁷ Center for Labor Market Studies with the assistance of the Boston PIC and BPS, <u>Getting Closer to the Finish Line:</u> the College Enrollment and Completion Experiences of Graduates of the Boston Public Schools, Prepared for The Boston Foundation, January 2013.

Strategic Priorities: FY2014-FY2017

The PIC has set seven strategic priorities to guide its activities over the next three fiscal years. The priorities are based on the multi-year strategic vision that the PIC developed in 2010. The strategic priorities have been updated to reflect progress made to date, current labor market conditions and developments, and the new Opportunity Youth initiative. The updated plan was shared with the Board and its Executive Committee in November 2013.

The first four priorities pertain to strengthening workforce development systems to enhance universally available services, support populations that have been disproportionately challenged and meet the workforce needs of the private sector. The fifth, sixth, and seventh priorities guide the PIC's strategic initiatives, namely better-preparing young people for the knowledge-based economy by improving high school graduation rates through keeping more students in school and reconnecting those who have left without a diploma, and by boosting college enrollment, persistence, and completion. With men of color feeling the greatest impact of the recent economic downturn and ensuing weak labor market recovery, the PIC brings explicit intention in each of its systems and initiatives to seeing boys and men of color make visible progress attaching to the workforce and educational institutions. All of these priorities are tied to the broader economic development goals of preparing all Boston residents, both youth and adults, for successful careers in Boston's knowledge-based economy.

The PIC's strategic priorities for FY14-FY17 are to:

- I. Manage a high-performing Workforce Investment Board, partnering closely with the Mayor's Office of Jobs and Community Services (JCS), to ensure that public investments in Boston's workforce development systems are allocated and used responsibly, strategically and creatively.
- II. Ensure that Boston's Career Centers broker residents into pathways and programs that help them move towards the education, training and work experiences needed to progress in the workforce and achieve economic self-sufficiency.
- III. Collaborate with industries and higher education systems to better align education, training and certification pathways for particular occupations with significant projected hiring growth, and continue to convene employers in the health care, life sciences, and hospitality industries with colleges and training vendors that prepare workers for these industries in order to address workforce challenges and skill gaps in these key sectors of Boston's economy.
- IV. Serve as a premier School-to-Career intermediary for Boston Public School high school students by sustaining, enhancing, and increasing the quantity and quality of youth jobs, internships, and other career readiness activities so that students gain critical soft and hard employability and occupational skills and are exposed to potential career paths in the local and state economy.
- V. Innovate practices and influence policies to keep more high school students in school through graduation and to reconnect those who have already dropped out to educational programs that will allow them to earn a diploma or GED, thereby increasing their access to post-secondary education and training and, in turn, financial independence in the knowledge-based economy

- VI. Bridge the crucial transition to post-secondary education through coaching and mentoring students and driving institutional reforms that support students while in college, and increase the connection between postsecondary education and future careers.
- VII. Co-convene the new Opportunity Youth Collaborative by bringing together over 40 youth agencies and funder organizations to design a blueprint for educational and career pathways for Boston's disconnected high school dropouts and high school graduates between the ages of 16 and 24.

Highlights of Cross-Regional Initiatives

The PIC is currently engaged in four cross-regional, cross-sector planning activities to support its strategic priorities. They are the SCILS, Healthcare Career Consortium, Greater Boston Hospitality Sector, and Boston STEM initiatives. Each initiative seeks to strengthen collaboration among employers, workforce development agencies, including Boston's One Stop Career Centers, and educational institutions to enhance the alignment between education/training pathways and future employment opportunities.

These initiatives are targeted to large industry sectors of the economy or in the case of life sciences, areas of high projected labor demand from employers. STEM is an initiative that cuts across multiple industry sectors of the economy. The current focus of the Boston STEM initiative is to build educational pathways for future STEM occupations. All of these workforce initiatives intersect with local, regional, and statewide economic development strategies. Below is a description of how we are mobilizing each initiative to address workforce challenges and skill gaps.

Skills for Careers in Life Sciences (SCILS)

In April 2012, JCS was awarded a four year, \$5 million U.S. Department of Labor grant to focus on meeting the workforce needs in healthcare and life sciences in Metro Boston, two sectors that rely on H1B visas to bring employees with critical skills to the United States. This grant project is funded with the fees that employers pay for these visas and targets non-entry level workers in these sectors. More specifically, the initiative targets occupations including Biological Technicians, Medical Lab Technicians and Medical Lab Technologists. SCILS-funded programs support occupational training, contextualized learning, customized training, program development and the recruitment, case management and placement of eligible participants.

The newly-created SCILS Employer Advisory Group has met three times in 2013 – on March 6th, May 15th, and September 26th. Since the May meeting, the group has expanded to 60 people to incorporate additional life sciences employers and community colleges that operate biotechnology programs outside of the grantfunded programs. The meeting on September 26th featured a special presentation by the MA Bio Ed Foundation about entry level employment demand in the life sciences industry. The meeting also included a brainstorming session to determine the content of future meetings.

Additional agenda items included the roll-out of the Life Science Credential Achievement Fund which provides the SCILS initiative an opportunity to target and support unemployed or under-employed workers who would benefit from new credentials to re-enter the life sciences workforce or advance within their career. A process is in place to approve training vendors and qualified individuals are being encouraged to apply for SCILS financial assistance. Recruitment of unemployed and under-employed workers occurs at one-stop career centers throughout the region. The PIC employs a health sciences and career center project manager to lead this new initiative and educate career center staff on training opportunities.

Boston Healthcare Careers Consortium

The Boston Healthcare Careers Consortium (BHCCC), convened by the PIC, is a network of over 40 different organizations, representing 21 different healthcare providers or employer associations, 9 colleges and universities plus the state Department of Higher Education, and 12 workforce development

partners. In November 2011, the Consortium released the report: Critical Collaboration: Improving Education & Training Pathways to Careers in Health Care.

The report contained 16 recommendations for better aligning employers, education and the workforce system to train Boston's healthcare workforce. BHCCC published this document in an effort to articulate the challenges students face in our current system and create a blueprint for moving forward collectively to bring about change. Following the report's publication, the consortium is now focused on moving forward on three recommendations made in the report: moving toward consistent and transferable developmental education classes, encouraging employers to publish information about hiring preferences, and encouraging community colleges to publish job placement statistics.

BHCCC successfully launched a Request for Proposals to fund forward-thinking employers and educational institutions to research and publish employer hiring preferences and student employment outcomes. With support from SkillWorks and the SCILS grant, the RFP was released on October 30, 2012. After committee deliberation, the group decided to fund two employers and three educational institutions for the one-year project. The work is currently underway and expected to conclude by February 2014. We are learning a great deal from this project and anticipate holding a large public event in spring 2014 to share outcomes and lessons learned from this project with the broader Massachusetts community.

In addition to the occupational hiring and program completion research projected funded by the SCILS grant, BHCCC continues to structure on-going conversations about occupations that are changing or are especially in demand. Spaulding Rehabilitation Hospital and Network raised issues around the lack of higher skilled CNAs at our February meeting. This has since led to a more comprehensive survey on varied employer needs in CNA-type roles, in partnership with the Healthcare Partnership of Western Massachusetts. We also recently conducted a more limited survey on Chinese-speaking medical interpreters in the greater Boston area. The consortium is working on strategies to integrate immigrants with credentials earned abroad into the healthcare sector. PIC staff is part of MIRA's ongoing New Americans Integration Institute and the director of this institute is now a regularly participating member in the Consortium, ensuring consistent representation for the immigrant community in our dialogues on healthcare and workforce development. Lastly, PIC staff members are working with Jewish Vocational Services and JCS to develop specialized one stop career center services for the healthcare industry at The Work Place.

STEM Network

The Boston STEM Network is one of seven regional collaborative bodies which advise the Governor's STEM Council. Co-chaired by the United Way of Massachusetts Bay and Merrimack Valley, the Boston Public Schools, and the PIC, the network is comprised of representatives from the public education system, STEM businesses, afterschool programs, labor organizations, philanthropic partners, and others from the community. Through this collaboration, the network analyzes effective instruction and partnership in order to increase student interest and achievement in STEM subjects. The group also builds the STEM Network in Boston, inventories partnerships and programs, and submits a plan that develops local initiatives.

The STEM Network meets on a quarterly basis, bringing community members together to discuss ongoing initiatives and opportunities in the Boston area. Recent projects include organizing a green energy conference (Get Energized! Powering the Future with Green STEM Education) with the Boston Youth Environmental Network, the use of social media to keep network members and the greater

community apprised of STEM news, and a pilot study – in collaboration with the Massachusetts Afterschool Partnership and Harvard University and McLean Hospital's Program in Education, Afterschool & Resiliency – to investigate the quality of summer STEM programming available to middle school students.

Greater Boston Hospitality Sector Initiative

In October 2013, the PIC and Community Work Services, Inc. (CWC) held the first convening of employers and education and training providers in the Greater Boston Hospitality sector. The two organizations are coming together as a result of a Workforce Competitiveness Trust Fund grant that CWS recently received to provide skill training and to map industry pathways. Recognizing that the hospitality sector already has a substantial footprint in Boston and is forecasted to grow, the PIC views this as an opportune moment to catalogue the existing pathway opportunities, identify gaps, and communicate the findings from this work to the residents of Greater Boston.

The goals for the initial convening meeting are 1) to explore developing a community of practice and 2) to identify the pathways into the industry through training and degree programs. This convening also will facilitate a renewed emphasis on winning Workforce Training Fund grants for Boston employers to advance the skills of their current employees.

Performance Measurement

The PIC assesses its impact on the community and its Board members through quantitative measures of the organization's and its partners' accomplishments as well as qualitative feedback. The PIC and its partners have created performance reports to track progress made and measure the effectiveness of individual programs and activities. These performance reports are shared on a regular basis with board subcommittees and program staff. Table 3 summarizes the primary performance reports used to establish benchmarks and track outcomes for the activities undertaken to achieve progress on the PIC's seven strategic priorities.

In addition to these performance reports, the PIC conducts more thorough internal evaluations of certain programs and initiatives and partners with the CLMS and the Rennie Center for Education Research and Policy to undertake external evaluations. Recent evaluation efforts have focused on the REC, the Youth Violence Prevention Funder Collaborative's Meaningful Employment Initiative, and the efficacy of Success Boston coaching services. Each of these external studies generated positive media coverage, raised the profile of these initiatives, and drew interest from public policy leaders and practitioners. The findings from these studies inform future practices.

<u>Table 3:</u>
<u>Key Performance Reports for Tracking Progress on Strategic Priorities and Managing Services</u>

Performance Reports	Description	Frequency
	A career center performance	
Career Center Dashboards	dashboard	Quarterly
	Provides employment and wage	
WIA ITA Quarterly Report	outcomes by training program	Quarterly
	Provides employment and credential	
WIA Youth Performance Quarterly Report	attainment outcomes by vendor	Quarterly
	Provides information on employer	
	involvement, training providers	
	participating, number of adults served,	
Healthcare Career Consortium Memorandums	and general updates on activities and	
SCILS Reports	initiatives	Quarterly
	Provide number of jobs, wages paid, a	
	listing of top employers and	
	characteristics of those served and	
School-Year and Summer Jobs Reports	their jobs.	Quarterly
	Provides number of participating	
	students, employers, and key lessons	
Job Shadow Day Report	learned	Annual
	Summer and school-year reports on	
	participation, # of classes by subject,	
	employment outcomes, and retake	
	passing rates by subject	Twice Per
Classroom at the Workplace		Year
	Provides job placement and employer	
Tech Apprentice	participation information	Annual
Academic Persistence Through Employment	Provides update on students served,	Twice Per

	persistence rates, and job placements	Year
	Comprehensive analysis of	
	reconnected students with historical	
Dropout Outreach and Recovery Reports	comparisons	Quarterly
	Comprehensive analysis of each	
	cohort and their persistence and	
Success Boston Initiative Reports	graduation outcomes	Quarterly
	Comprehensive analysis of the college	
	enrollment and completion outcomes	Every 2
BPS Longitudinal Study	of all BPS graduates	years
	Provides information on students	
College Navigator Report	served and persistence outcomes	Quarterly
	Memorandums on the progress of the	
	initiative and preparation of detailed	
	baseline data and characteristics of the	
	size of the population and an analysis	
Opportunity Youth Collaborative Progress	of currently available programming to	
Reports	serve these youth	Quarterly
	Provides status reports on corporate	
Corporate and Foundation Support Reports	and foundation fundraising campaigns	Quarterly

A few years ago, PIC staff developed a higher-level scorecard to monitor progress on its strategic priorities. The scorecard identifies key objectives for each priority and the primary measures that are used to assess progress on each objective. The measures include educational and training enrollment and completion, job placement, and earnings outcomes. The scorecard also tracks key policy goals, such as the creation and passage of state legislation to expand or support PIC priorities and increased appropriations for current public funding streams relied on by the PIC and its partners. To evaluate the PIC's convening and connecting functions, measures of industry collaborations and employer participation were included. A copy of the FY14 scorecard has been included with this strategic plan.

SECTION III: MEMORANDUM OF UNDERSTANDING

METHODS OF INTEGRATED SERVICE DELIVERY

The Local Board convened the OSCC Partners and other stakeholders into "MOU Teams" (defined locally) to strategize integrated, coordinated, person-centric service design and delivery within the One-Stop Career Center for youth, job seekers, and businesses. The OSCC service design is articulated in the Local WIOA Joint Partner Umbrella MOUs, effective July 1, 2017.

The Local Boards engage with businesses to understand their needs and develop an integrated education and workforce system that supports career pathways to prepare residents with foundation, technical, professional skills and information and connections to postsecondary education and training.

WIOA partners are working to construct career pathways aligned with business demand across federal, state and community-based partnerships that will improve foundation skills and facilitate the transition to postsecondary education and training for individuals with barriers to employment, including adults who are undereducated and with limited English proficiency.

Workforce Innovation and Opportunity Act Boston Private Industry Council and WIOA Partners Umbrella Memorandum of Understanding

I. PURPOSE

This Memorandum of Understanding (MOU) communicates the agreement developed and executed between the Boston Private Industry Council (Local Workforce Development Board), with agreement of Mayor Martin J. Walsh (Chief Elected Official), and the One-Stop Career Center (OSCC) Required Partners relating to the operation of the one-stop delivery of service in the local workforce area.

The Boston Private Industry Council (hereinafter referred to as Boston PIC or PIC) will act as the convener of MOU negotiations and, together with OSCC Required Partners, will shape how local One-Stop Career Center services are delivered.

This MOU defines the roles and responsibilities of the OSCC Required Partners to operationalize the delivery of services necessary to produce the best possible outcomes for shared customers – youth, job seekers, and businesses.

The MOU may include other provisions agreed to by all parties that are consistent with all Partner programs, services, and activities authorizing statutes and regulations.

II. OSCC REQUIRED PARTNERS

This Local Memorandum of Understanding has been developed and executed with agreement of the Chief Elected Official, the Boston PIC, and the Workforce Innovation and Opportunity Act (WIOA) OSCC Required Partners (hereafter referred to as "Partners"), as defined in WIOA Regulations 20 CFR Part 678.400 as mandatory Partners in the One-Stop Career Centers and include:

- 1. **The Adult Program** (Title I), as part of the Department of Career Services (DCS), Executive Office of Labor and Workforce Development (EOLWD);
- 2. **The Dislocated Worker Program** (Title I), as part of DCS, EOLWD;
- 3. The Youth Program (Title I), as part of DCS, EOLWD;
- 4. **The Mayor's Office of Workforce Development (OWD),** the fiscal and program agent for Title I Adult, Dislocated Workers and Youth;
- The Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by Title III), as part of DCS, EOLWD;

- 6. **The Vocational Rehabilitation Program** (Title I of the Rehabilitation Act of 1973, as amended by Title IV), as part of the Massachusetts Rehabilitation Commission (MRC) and Massachusetts Commission for the Blind (MCB), Executive Office of Health and Human Services (EOHHS);
- 7. **Federal-state unemployment compensation program**, as part of the Department of Unemployment Assistance (DUA), EOLWD;
- 8. **Trade Adjustment Assistance for Workers Programs** (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)), as part of DCS, EOLWD;
- 9. **Jobs for Veterans State Grants Program** (Programs authorized under 38, U.S.C. 4100 et. seq.), as part of DCS, EOLWD;
- 10. **Temporary Assistance for Needy Families Program** (42 U.S.C. 601 et seq.), as part of Department of Transitional Assistance (DTA), EOHHS;
- 11. Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C.2015(d)(4)), as part of DTA, EOHHS;
- 12. **Senior Community Service Employment Program** (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- 13. **The Adult Education and Family Literacy Act Program** (Title II), as part of Adult and Community Learning Services (ACLS), Department of Elementary and Secondary Education (DESE), Executive Office of Education (EOE), and represented by 20 community partners listed:
 - Action for Boston Community Development Boston (North End, Southside Roslindale, Mattapan)
 - Asian American Civic Association, Inc.
 - BCYF Perkins
 - Boston Chinatown Neighborhood Center
 - Boston Public Schools
 - Catholic Charitable El Centro and Haitian Multi-Service Center
 - Charlestown Adult Education
 - College Bound Dorchester
 - East Boston Harborside Community Center
 - Ecumenical Social Action Committee Boston
 - Education Development Group
 - International Institute of New England Boston
 - Jamaica Plain Community Center
 - Jewish Vocational Service Boston and Hyde Park
 - Little Sisters of Assumption Family Health Services, Inc. dba Project Hope Boston
 - Mujeres Unidas En Accion Boston
 - Notre Dame Education Center, Inc.
 - Roxbury Community College
 - St. Mary's Women & Children Center / Julies Learning Center
 - YMCA International Learning Center Greater Boston

III. DURATION OF THE MOU

WIOA Section 121(c) (g) requires that the MOU shall be reviewed not less than once every 3-year period to ensure appropriate funding and delivery of services, including effectiveness and physical and programmatic accessibility. WIOA Regulations Subpart C 20 CFR Part 678.500 further requires MOU renewal following the 3-year review if substantial changes have occurred.

This agreement shall commence on July 1, 2017 and terminate on June 30, 2020 unless superseded or terminated by agreement of all parties.

IV. ASSURANCES

The Boston PIC and the OSCC Partners agree to conduct the following activities at a local level:

- 1. Enter into a local MOU with the Local Workforce Development Board relating to operation of the one-stop delivery system.
- 2. Participate in the operation of the one-stop delivery system consistent with the terms of this MOU, the requirements of WIOA, and the requirements of Federal laws authorizing the programs and activities.
- 3. Define "shared" customers between Partners to create a clear understanding of how multiple providers, services, and resources should support youth, job seekers, and businesses.
- 4. Redesign the One-Stop Career Center customer flow and service practices across Partner agencies to ensure the accessibility and availability of services to "shared" customers.
- Utilize robust technology tools to scale-up practices and provide greater supports for individuals
 with barriers to employment including basic skills assessment, remediation, and career
 development tools.
- 6. Monitor and evaluate program outcomes for individuals facing barriers to employment on an annual basis.
- 7. Use a portion of the funds available for programs and activities to maintain the one-stop delivery system, including infrastructure and shared costs of Career Centers, through methods agreed upon by the Local Board, Chief Elected Official, and Partners. If, however, no such consensus is reached, the Governor, in consultation with the Chief Elected Official, Local and State Boards, shall determine the portion of funds to be provided (WIOA sec. 121(a) (h) (1) (C)).
- 8. Where possible, provide representation on local workforce boards, and/or participate in Local Board ad hoc activities/events, or on standing committees.
- 9. The MOU will be reviewed and, if substantial changes have occurred, renewed not less than once in every 3-year period to ensure appropriate funding and delivery of services. The MOU

must be updated to reflect any change in the One-Stop Partner infrastructure cost contributions.

V. MOU PROCESS

The Workforce Innovation and Opportunity Act (WIOA) Sec. 121 (c) and WIOA Regulations 20CFR Parts 678.500-510 require that a Memorandum of Understanding be executed between Local Workforce Development Boards (Boston Private Industry Council) and the One-Stop Career Center (OSCC) Partners, with the agreement of the chief elected official.

Phase One

The Boston PIC convened monthly meetings, beginning November 2016, with OSCC required Partners and non-required Partners to develop an umbrella MOU to shape the delivery of local One-Stop Career Center services. Each Partner gave a presentation on their program: the populations served, their role in the workforce system, and how they could both utilize and expand Career Center services. Each agency designed a customer flowchart for service delivery, identifying the "shared" customer, and their role at the OSCC. The Partners reached agreement on services to shared customers in June 2017.

The MA Department of Career Services is responsible for negotiating agreements on the specific infrastructure and shared program costs, including the method by which revenue and costs will be supported by each Partner.

Phase Two

The Partners will meet on a quarterly basis to review systems, outcomes, and identify best practices. Outputs of Phase Two will include the development of a common intake form, a shared assessment tool, and cross training for all relevant Partner staff.

VI. ONE-STOP CAREER CENTERS (American Job Centers)

The Boston OSCCs (Boston Career Link and JVS CareerSolution) approach serving WIOA customers is an integrated service model. This model requires integration of the customer pool – individuals coming to the Career Centers are "our" shared customers. The centers are committed to establishing an integrated service flow for customers. The goal is to provide services that meets the needs of the customers – regardless of funding source. Staff at each Career Center will work to engage the Partner agency staff as a service team, providing all resources available to the customer from a variety of sources, and building a customer centered solution for all WIOA customers.

This MOU is a commitment between Boston OSCC and WIOA Partners to collaborate on serving shared customers. One-Stop Career Centers will:

- Create a transparent customer flow process and determination of eligibility for Wagner-Peyser and WIOA customers
 - Coordinate with WIOA Partners to create a shared customer process flow

- Designate a lead staff member to work collaboratively with colleagues at Partner agencies on behalf of shared WIOA clients
- As appropriate, attend Partner program orientations and identify shared customers
- Establish referral mechanisms between OSCC and WIOA Partner agencies
- Train Partner agency staff, as needed, on programs and services of the OSCC
- 2. Provide individualized services to WIOA eligible customers referred from Partner organizations
 - Collaborate with Partner agency staff to ensure that shared customers are appropriately triaged to receive tailored and relevant job readiness, job matching, coaching, and employment supports.
- 3. Assign a staff member as a direct point of contact for each WIOA Partner
 - Cross train designated OSCC staff and WIOA Partner staff to insure a clear understanding of roles and responsibilities

4. Data sharing

- All co-located staff should have access to MOSES. OSCC staff and co-located Partner
 agencies will document participation of shared WIOA customers using the MOSES
 database, including placements and outcomes. OSCC will generate reports as agreed
 upon with Partners.
- 5. Provide accommodation for WIOA Partners to co-locate on a schedule and frequency that is mutually agreeable and based on available space at OSCC
- 6. Co-located Partner staff will provide support, information, and resources to OSCC staff and shared WIOA customers
- 7. Participate in WDB-organized quarterly meetings to discuss MOU operationalization with WIOA Partners

VII. PRIOROTY POPULATIONS

To be a shared customer, an individual must meet the eligibility criteria of the Career Center and the Partner agencies. The eligibility criteria for shared customers will vary by organization depending on the Partner services, participant characteristics (e.g., academic level, level of English proficiency), and regional employment needs (e.g., healthcare, hospitality, advanced manufacturing).

a) Unemployment Insurance Recipients

Individuals receiving Unemployment Insurance represent 50% of the current customer base at the Boston Career Centers.¹ Boston claimant characteristics recorded December 2016 reflect age, educational attainment, and Industry prior to UI claim.² Individuals under 34 years old represented 38.7% of claimants, 35-55 years were 44.3%, and 17% were aged over 55 years. On average, Boston

¹ Reemployment Services and Eligibility Assessment (RESEA) Plan VS Actual January 1, 2016 –December 31, 2016

² http://lmi2.detma.org/lmi/claimant/201612BostonWDAClaimant.pdf

Career Centers accommodate customers with higher levels of educational attainment. 32% of Boston UI claimants have a High School degree or GED, 22% have some college or vocational training, and 32% have a Bachelor's degree or higher. The industries with the highest number of claimants include Administration and Support Services, Construction, Hospitality, and Health and Social care.

Shared customers are claimants who are WIOA eligible and are required to attend both Career Center Seminar and RESEA services.

Referral: In 2017 the Career Centers will serve 7,500 UI claimants through the RESEA program. Both the Department of Unemployment Assistance (DUA) and the Career Centers will ensure that the reemployment goals of the UI claimants are embedded within its job seeker / customer flow strategy.

Access to re-employment services will be available through the One-Stop Career Center and will include:

- UI eligibility services
- Eligibility assessments
- UI Claimant registration for employment services
- Assistance in finding a job
- Placement services
- Referring UI Claimants to, and providing assistance for training, education resources, and programs.

DUA staff will contribute to an integrated service delivery strategy at the OSCC by:

- Provision of OSCC staff training in assisting claimants to navigate the UI process.
- Co-location of staff at selected OSCCs.
- Support OSCC staff to assist UI claimants in applying for UI benefits online.
- Ensuring OSCC visitors have access to "meaningful assistance" from UI staff in order to resolve issues and questions relating to their claim.
- UI Staff will support OSCCs with administration of required RESEA services.

Any other provision in this agreement notwithstanding:

- 1. DUA only is authorized to provide information under this agreement to another party to this agreement: upon the determination by the DUA Director that the information lawfully may be provided in accordance with applicable law, including, but not limited to, G. L. c. 151A, § 14P and § 46, and 20 C.F.R. Pt. 603;
 - following approval by DUA of an Application for Unemployment Insurance and/or Wage Reporting Data which DUA reserves the right to modify in its sole discretion; and
 - 3. following execution by DUA and an approved applicant of a Data Sharing and Cost Reimbursement which DUA reserves the right to modify in its sole discretion).
 - 2. DUA will not be bound by any provision of this agreement that does not expressly mention DUA by name.

b) Low-Income Adults including TANF and SNAP

Boston Transitional Assistance Offices (TAO), based at Dudley Square and Newmarket Square, expect to refer a number of participants to career centers for services based on the volume of customers, the needs of the local catchment area, and the availability of Department of Transitional Assistance (DTA) staff.

Each DTA, TAO, and Career Center will designate a lead person to work together on behalf of the customer. DTA will refer customers to the Career Center for services where they will be provided with an eligibility assessment before being enrolled in WIOA. Information on DTA programs, services, and resources will be made available at the OSCCs.

The Local TAO will:

- Co-locate DTA staff at the OSCC in order to provide support, information, and resources to OSCC staff and DTA clients on a schedule and frequency to be determined
- Support OSCC staff participation in DTA client orientations, share information regarding OSCC services, and recruit participants.
- Train OSCC staff on the eligibility, work participation, and other requirements of the TAFDC and SNAP Programs.
- Establish formal referral mechanisms between DTA and the OSCC.
- Collaborate to address any challenges for TAFDC and SNAP clients to participate in OSCC activities, such as transportation and childcare.
- Collaborate to ensure that TAFDC and SNAP clients receive tailored and appropriate job readiness, job matching, coaching, and employment supports.

The OSCC will:

- Dedicate staff liaison, trained and knowledgeable about DTA programs/requirements, for DTA and DTA clients.
- Make available information on DTA programs, services, and resources.
- Ensure OSCC staff training to respond to and/or make referrals for current or potentially eligible DTA clients about programs, services, and resources available through DTA.
- Attend DTA Orientations and recruit DTA clients.
- Designate space for DTA Full Engagement Worker to co-locate at agreed upon scheduled times.
- Establish a case record for each participant documenting activities, records, evaluations, test results, and case narratives.
- Document DTA client participation including placements and outcomes, and generate a report to DTA based on an agreed format and frequency.
- Review, verify, and sign DTA client participation forms for OSCC registered DTA clients.

Shared customers are clients considered "work ready" and who may come from both the exempt and non-exempt pool of clientele, as exempt clients may volunteer to do job search, especially those who were recently employed. Customers that only receive SNAP benefits in both catchment areas may also become customers of the OSCCs.

Referral: DTA will issue letters of referral to the Employment Ready program at the OSCC. OSCCs accept participants to the program by signing and returning the letter to DTA. Of the 1,528 total TAFDC cases in the Newmarket office, 381 are work program required. Of the 1,291 total TAFDC cases in the Dudley office, 333 are work program required. The remainder are work program exempt (1,147 cases & 958 cases for each office, respectively).

c) Adult Education Participants

Boston has twenty DESE funded ABE agencies providing a range of ABE and ESOL programs. An estimated 74,000 residents have less than a high school diploma, not including 15% to 25% of H.S. graduates with limited literacy and math skills; their limited basic skills impede their efforts to succeed in higher education and enter careers that pay a living wage and afford opportunities for advancement. There are currently 2,912 residents enrolled in programs with 50% of the students working, and 33% seeking employment.

Adult and Community Learning Services (ACLS) ensures meaningful access to Adult Basic Education (ABE) services at the Boston area OSCCs by funding a Career Navigator co-located at each center. The role of ABE out-stationed staff is to serve as a liaison between regional ABE programs and local OSCCs. The out-stationed staff is expected to:

- schedule and maintain posted hours at their assigned OSCC and be available by phone or email on days when not on site
- develop and monitor a two-way referral system with OSCC staff
- maintain accurate records of customer intakes, assessments, referrals, and other services
- connect eligible ABE students looking for employment or training to OSCCs
- train OSCC staff on ABE program intake, assessment, and referral procedures
- take OSCC walk-in customers and phone calls when on site
- disseminate information about OSCC services to regional ABE programs (e.g., make presentations at ABE programs, organize informational trips to OSCCs)
- provide accurate and comprehensive information about OSCC services

Shared customers are ABE/ESOL students who enrolled in more than one core Partner program at any time during a fiscal year. Criteria for shared customers is: proof of right to work in the US, SPL 4+, GLE 9-12, and on track to get a high school diploma or equivalent in 6 months.

Referral to OSCC: ABE programs anticipate co-enrolling 200 students to OSCCs. Educational providers will assist customers to enroll in Job Quest and make a direct referral to the ABE Career Center Navigator.

d) Massachusetts Rehabilitation Commission

MRC is a required Partner and will participate in the local area and will contribute to the local service delivery strategies. MRC will provide information regarding services and will contribute vocational counseling and guidance for eligible consumers. MRC counselors will develop individual employment plans and services to assist consumers in establishing a vocational goal toward competitive integrated employment and will monitor the plan through to completion.

MRC local area assigned staff worked with the workforce team to establish a schedule of meetings and agenda as well as a course of action resulting in a successful MOU. Career Pathway services were established for all populations served along with shared definitions of consumers. MRC's responsibility as part of the MOU will be to provide vocational and rehabilitation employment services for people with disabilities determined eligible for services in each local area. MRC provided input to each local team to establish the process utilized to develop and complete the MOU.

MRC serves individuals with disabilities identified as part of the population served under WIOA. To receive MRC services, these individuals must meet eligibility requirements. MRC assists these individuals in obtaining competitive integrated employment and, to that end, services provided are based on individuals needs and could include but are not limited to:

- Assessment
- Counseling and guidance
- Job placement
- Training, education, and financial assistance towards post-secondary education
- Adaptive equipment and extended supports

The priority population might benefit from these services by participating in job-driven trainings based on industry needs in the local labor market. MRC will collaborate with workforce Partners to meet the individual needs of shared consumers. Career Centers must ensure that facilities, technology, and training curricula are accessible for individuals with disabilities. MRC will provide subject matter expertise to the Career Centers to address accessibility issues based on individual needs such as Dragon, JAWS, ASL, and other adaptive equipment and devices.

Plan for Coordinated Staff Development and Training

MRC will provide services orientations to Career Center staff and will participate in Career Center information training sessions to ensure appropriate referrals and ongoing information sharing between Partner program staff. MRC will track individuals referred to and from the Career Centers and those determined eligible for services, and have a plan for employment in its case management system (MRCIS). MRC has the ability to run reports on shared customers and can provide information on a regular basis to Partners as needed until a system that can capture information across Partner agencies, such as a dashboard, is developed.

Shared Customers: MRC will track individuals referred to and from the Career Centers and those determined eligible for services and have a plan for employment in its case management system

(MRCIS. MRC can provide career counseling and guidance, assessments, referrals, training, job placement, education, financial assistance towards post-secondary education, and adaptive equipment for eligible consumers. These will be incorporated into a career pathways plan along with services that might be provided by Partners based on the shared consumer's needs. Individuals with disabilities might need ESL classes, adult basic education, or can benefit from TANF/SNAP, transition services from schools, pre-employment services, and other opportunities offered by Partners.

Referrals: MRC will ensure appropriate referrals for the continuum of services offered or available through Partners in the local service areas. MRC provides these services to individuals determined eligible under federal VR standards.

e) Massachusetts Commission for the Blind

Access to MCB programs, services, and resources will be made available at all OSCCs. Local areas will determine how MCB programs and services are accessed through the OSCCs based on the volume of customers and the availability of MCB staff. Legally Blind and visually impaired consumers will receive access to MCB services at the OSCCs in one or more of the following ways:

- Based on need, MCB staff will be physically present at the OSCC to provide services.
- OSCC staff will be appropriately trained to provide information to legally blind and visually impaired consumers about programs, services, and activities available through MCB.
- OSCC staff will make a direct link between the legally blind and visually impaired consumer and MCB staff to schedule an appointment, or to receive useful information about programs and services.

MCB will support an integrated service delivery strategy in which OSCC staff will provide Career Center services to legally blind and visually impaired customers by:

- Assisting the Local Boards with training OSCC staff to use assistive technology with visually impaired or legally blind consumers who seek career center services.
- Providing training to OSCC staff on accessibility requirements for legally blind and visually impaired consumers.
- Assisting with accommodations related to workshops for legally blind and visually impaired consumers.
- Providing training to OSCC staff so that staff have basic knowledge of programs, services, and resources available through MCB.
- Ensuring that MCB Employment Services Representatives and OSCC Business Service
 Representatives collaborate so that legally blind and visually impaired consumers receive
 appropriate job matching by reviewing consumers skills, communicating employer
 qualifications and organization culture, and sharing employer contacts.
- Providing sensitivity training to OSCC staff.

Shared Customers: Legally blind and visually impaired consumers who seek Career Center services through the One-Stop Career Centers (OSCCs).

Referrals: MCB Regional Directors will work in partnership with the local Career Center staff to establish a single point of contact for referrals to/from the Career Centers.

f) Youth with Barriers to Employment

The goal of Boston's WIOA youth system is to ensure that youth who are not being effectively served in mainstream education and workforce development systems have the skills and credentials necessary to access career-oriented employment. Overall 75% of WIOA Youth funding must be spent on out-of-school youth, and 20% on employment. The Mayor's Office of Workforce Development (OWD) allocates WIOA Youth funds to community-based agencies that provide alternative education, career exploration, training, and employment to at-risk youth ages 16-21.

- The WIOA youth providers (CBOs) screen youth for WIOA eligibility, and will refer those who
 are 18 and older to Career Centers for job readiness and employment services
- The Career Centers refer youth ages 16 and 17, as well as young adults ages 18-24 to WIOA youth providers, as appropriate
- WIOA youth providers and Career Centers collaborate on joint job readiness and career exploration workshops, hosted either at the Career Centers or at the CBOs.
- WIOA youth providers bring youth to job fairs and on-site recruitments organized by the Career Centers.
- Youth providers recruit for programs through Career Centers.
- Both WIOA youth providers and Career Centers count outcomes for youth 18-24 who enter employment; both track retention after 6 months and 12 months.

Shared Customer: 18-24 year olds in need of education and/or employment.

Referral: The youth providers (CBOs) screen youth for WIOA eligibility, and will refer those who are 18 and older to Career Centers for job readiness and employment services.

g) Veterans

Veterans' Representatives from the Disabled Veterans' Outreach Program (DVOP) of the Department of Career Services are co-located at the One-Stop Career Centers to provide timely career services. Veterans receive priority of service status and will be provided immediate access to Career Center services. The Partners will refer Veterans to the One-Stop Career Centers for services.

h) Older Worker

The Senior Community Service Employment Program (SCSEP) is a community service and work-based job-training program for older Americans. Operation Able and Greater Boston Chinese Golden Age Center (GBCGAC), the Boston SCSEP providers, provide training for low-income, unemployed seniors and collaborate with One-Stop Career Centers (OSCC) to maximize opportunities for participants to obtain workforce development, education, and supportive services to help them move into unsubsidized employment. The GBCGAC program provides services to primarily Asian older workers.

Operation Able will:

- Make every effort to place a staff person at the OSCCs for a set number of hours per week to provide SCSEP program information or services to customers
- Develop and monitor processes and procedures with OSCC staff and the SCSEP programs in the region on how customers will be identified and referred to SCSEP
- Maintain accurate records of customer intakes, assessments, IEPs, community services assignments, referrals, and any other service provided
- Provide referrals to WIOA intensive and training services and access to other activities and programs carried out by other One-Stop Partners

Greater Boston Chinese Golden Age Center will:

- Coordinate services to help Asian SCSEP clients register in Job Quest
- Work with OSCC staff to offer specialized Career Center Seminars to Asian SCSEP clients
- Provide referrals to WIOA intensive and training services

Shared Customer: SCSEP individuals looking for employment or training who enroll in the OSCC and receive services from both agencies

Referral: Customer enrolled in Career Center as part of SCSEP enrolment.

VIII. SERVICE TO EMPLOYERS

All core WIOA Partners are members of the Boston Workforce Development Board and are engaged in the oversight and management of the local Career Center system. They also hold responsibility for leveraging employer relationships at all levels of service within the local area. The PIC engages employers through sector initiatives as envisioned by the Massachusetts business engagement model, Demand 2.0. It convenes forums of employers, education, and workforce development practitioners in the Healthcare and IT fields to identify gaps and opportunities for growth. These forums allow for a real-time discussion of both the employer needs and ways to address skill gaps in high demand sectors.

Career centers provide a continuum of services to employers through the business service teams. They assist employers to:

- Find talent through outreach, recruitment, business incentives, and connecting them with Apprenticeships and On-the-Job (OJT) programs
- Develop and maintain a workforce through tax incentives and workforce training programs
- Mitigate the impact of downsizing by working with Rapid Response teams to provide training and reemployment services
- Connect with community partners to provide work readiness support such as transportation, childcare, and clothing.

WIOA Partners will work with the OSCCs to maximize business engagement in Boston and, as such, commit to working collaboratively to:

- Share labor market information
- Disseminate job opportunities to Partners

- Participate in joint recruitment and job fairs
- Share resources that benefit customers
- Streamline the employer engagement to a single point of contact, where possible
- Share placement and hire information, as appropriate
- Educate Partners on benefits available to employers

IX. TECHNOLOGY

Technology is an essential tool in the management of shared customers throughout the workforce system. Career services are now available in two OSCC locations, with expanded access through Partner organizations and One-Stop Access Points. Phase Two of this MOU development will include technological enhancements that allow interfaces of common information needs, including customer tracking, common case management, reporting, and data collection.

OSCCs will provide:

- Data tracking and case management through MOSES
- Access to MOSES off-site through Citrix connectivity
- ZoomText screen magnification software
- JAWS speech software
- Large print materials
- MicroSoft software on computers and laptops
- Barcode scanning for tracking service
- Mobile barcode scanners for off-site activity
- Online registration for workshops
- Mass JobQuest and Transferable Occupational Relationship Quotient (TORQ) for online job search assistance
- Career Readiness 101
- Online Labor Market Information tools

Future plans:

- To expand virtual access by conducting remote welcome sessions and workshops
- To open Saturday hours

Boston OSCC operating hours are:

	Boston Career Link	CareerSolution
Monday	9 a.m. – 5 p.m.	9 a.m. – 5 p.m.
Tuesday	9 a.m. – 7 p.m.	9 a.m. – 5 p.m.
Wednesday	9 a.m. – 2:30 p.m.	9 a.m. – 7 p.m.
Thursday	9 a.m. – 5 p.m.	10 a.m. – 5 p.m.
Friday	9 a.m. – 5 p.m.	9 a.m. – 5 p.m.

X. TRAINING AND STAFF DEVELOPMENT

All Partners agree to participate in training and staff development activities that will enhance their understanding of the service delivery system designed for the "shared" customer. Training may include workshops, webinars, peer-to-peer trainings, best practice materials, and other sources identified by Partners. Partners will provide training content material for staff cross training.

XI. COMPETITIVE SELECTION OF ONE-STOP CAREER CENTERS

The WIOA Partners agree to participate in the selection process of One-Stop Operators as required by WIOA, at least once every 4 years.

IX. FUNDING AND SHARED INFRASTRUCTURE COSTS OF THE OSCC

The Parties of this MOU agree that all required Partners have a joint funding responsibility to support and maintain an effective local integrated service delivery system. In addition, all parties to the MOU recognize that shared and infrastructure costs are applicable to the all required Partners.

To ensure that the Local Board and all the required local Partners can focus on the provision of quality services to our shared customers, the State Level Partners will issue allocations for shared and infrastructure cost to the Local Workforce Area. State Partners will establish a methodology that will ensure costs are allowable, reasonable, necessary, and allocable. As appropriate, State Partners will enter into Inter-agency Service Agreements (ISAs) with the Department of Career Services (DCS), the designated State Workforce Agency (SWA), to issue the local allocations. Local Boards will ensure all allocations are incorporated into the local integrated budget during the annual planning process.

X. DATA SHARING FOR INTEGRATED SERVICE DELIVERY FOR SHARED CUSTOMERS

Subject to applicable legal constraints, including but not necessarily limited to those contained in G. L. 151A and 20 C.F.R. Pt. 603, the parties of this MOU agree to seek increased sharing of data with a view to improving the quality of service-delivery to both job-seekers and business customers. The Party whose data is requested to be shared shall be the judge, in its sole discretion, of the legal constraints governing whether and how its data may be shared. The parties of this MOU understand that a shared data system is being designed at the state level and will fully support the development and implementation of a state-level data system, subject to the foregoing limitations.

XI. PERFORMANCE MEASURES

The Boston PIC, in partnership with the OSCC Partners, agree to jointly review the WIOA mandated performance indicators for the workforce areas, or metrics negotiated as part of any shared and infrastructure contract costs between a Local Board and the mandated One-Stop Career Center Partner, including incentives and penalties.

Adults	Measures
Employment	Employed in the 2nd quarter after exit
Employment Retention	Employed in the 4th quarter after exit
Median Earnings	Median earnings in the 2nd quarter after exit
Credential Attainment Rate	Obtain recognized postsecondary credential by
	4th quarter after exit
Measurable Skill Gains	During program year achieve documented skill
	gain from education/training
Youth	Measures
Employment	Employed or in education or training in the 2nd
	quarter after exit
Employment Retention	Employed or in education or training in the 4th
	quarter after exit
Median Earnings	Median earnings in the 2nd quarter after exit
Credential Attainment Rate	Obtain recognized postsecondary credential by
	4th quarter after exit
Measurable Skill Gains	During program year achieve documented skill
	gain from education/training
Employers	Measures
Effectiveness in Serving Employers	Increase in new employers
Effectiveness in Serving Employers	Retention rate of repeat employers
Effectiveness in Serving Employers	Industry penetration rate

Effectiveness in Serving Employers Industry penetration rate

XII. AMERICANS WITH DISABILITIES ACT AND AMENDMENTS COMPLIANCE

The Partners of this MOU agree to ensure their policies, procedures, programs, and services are in compliance with the Americans with Disabilities Act of 1990 and its amendments, in order to provide equal access to all customers with disabilities. Additionally, Partners agree to fully comply with the provisions of WIOA, Title VII of the civil Rights act of 1964, the Age Decimation Act of 1975, Title IX of the Education Amendments of 1972, 29 CRF Part 37, and all other regulations implementing the aforementioned laws.

XIII. **MODIFICATIONS TO MOU**

The MOU may only be modified by mutual agreement of the WIOA Partners and the Boston Private Industry Council (example: funding changes). Any such modification must be preceded by a 30-day written notice to all Partners of the intent to modify this agreement, the purpose of such modification, and the Workforce Development Board meeting at which the modification will be discussed.

a) Any individual party to the umbrella MOU may request a modification to the agreement by making such request in writing to the Workforce Development Board. If such a request affects any other party to the agreement, the Board will provide notification to the other parties.

- b) The MOU may be modified at any time to include additional Partners (mandatory or non-required) who will sign the agreement and appropriate attachments at the time they are added. All parties to the umbrella MOU will be notified in writing of the intention to add parties to the agreement.
- c) If a Required WIOA Partner's appeal to the State regarding infrastructure costs results in a change to the Partners infrastructure cost contributions, the MOU must be updated to reflect the final One-Stop Partner infrastructure contributions [WIOA §678.500(e)].

XIV. SIGNATORIES

By signing the MOU, all Parties agree to reviewing and modifying the local MOU on an as-needed basis to ensure further development and alignment with local area priorities and strategies to serve shared customers as well as to update the MOU to satisfy all requirements as identified by WIOA.

Mayor Martin Walsh Mayor of Boston

Kenneth Montgomery

Chair, Boston Private Industry Council

Neil Sullivan

Executive Director, Boston PIC

Joanne K. Hilferty, President and CEO Morgan Memorial Goodwill Industries. Carol Ozelius, COO

Jewish Vocational Services

DCS Operations Manager

DUA Director

Jennifer Barthelemy Department of Transitional Assistance

Neycole Howell

Department of Transitional Assistance

Ulyena McPherson, Regional Director

MA Commission for the Blind

Mary Malion-McCauley, Area Director MA Rehabilitation Commission

Kun Chang, SCSEP Director

Greater Boston Chinese Golden Age Center

Joan S Cirillo

Joan Cirillo , President and CEO

Operation A.B.L.E / SCSEP

Adult Basic Education signatories were selected by the Department of Elementary and Secondary Education(DESE) to represent all Boston DESE providers listed on page 2-3.

Richard Goldberg, Director of Education

Asian American Civic Association

Adult and Community Learning Services

Barbara Garner, Director, Education

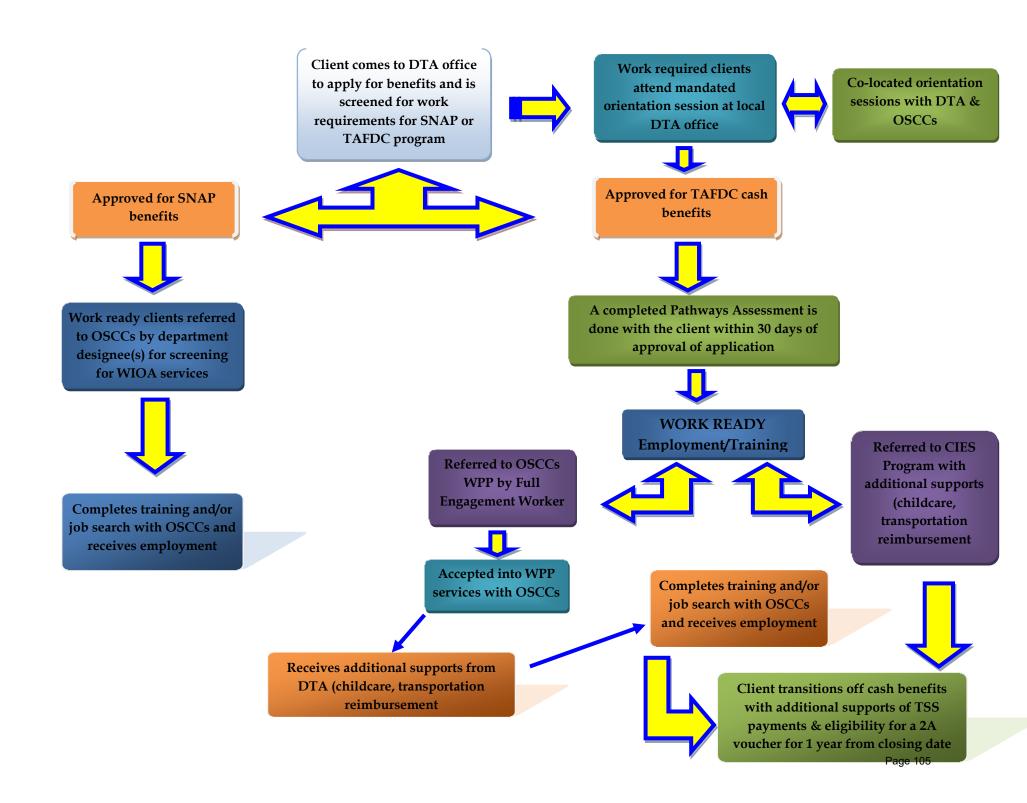
Jewish Vocational Services

Adult and Community Learning Services

Carol Baglio, Education Director *

East Boston Harborside Community School

Adult and Community Learning Services



Customer Flow with Partners

BUSINESS CUSTOMERS/Demand Driven 2.0





Assessment, Triage & Referral



Account Management



Outcomes

Business Services Rep Solicitation

Community Outreach

Chambers of Commerce

Business to business referral

Job Fair

Job Posting

Business Services Rep to determine if employer expectation is realistic to the current labor market

Determine employers eligibility for WTF, OJT or Apprentice Program

Business Service Representative refers employer to other agencies i.e. Rapid Response, MOBD, DOL, DOR BSR post jobs to JobQuest

Conduct stand up meetings daily if needed

Announcements at weekly staff meetings of current openings

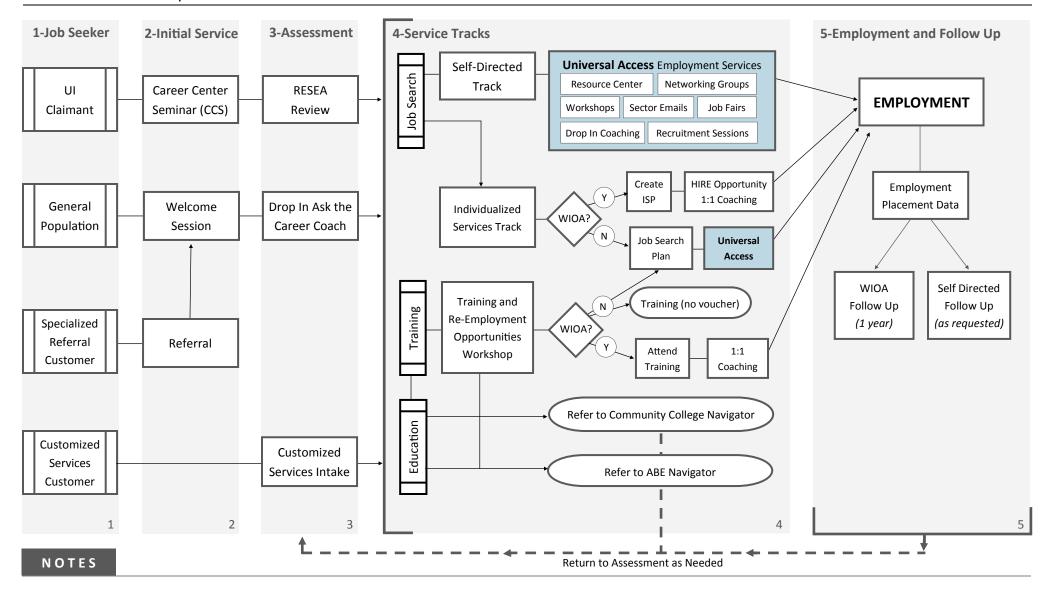
Referrals into job orders

E-mail blasts to partner contact

Successful hires

Employee retention

Repeat business/referrals



1-Job Seeker: Customers find the career center through Unemployment, a warm referral, or through outreach and word-of-mouth.

2-Initial Service: UA claimants must attend a CCS. Other customers may attend a Welcome Session, which provides an abbreviated orientation to all the career center offers.

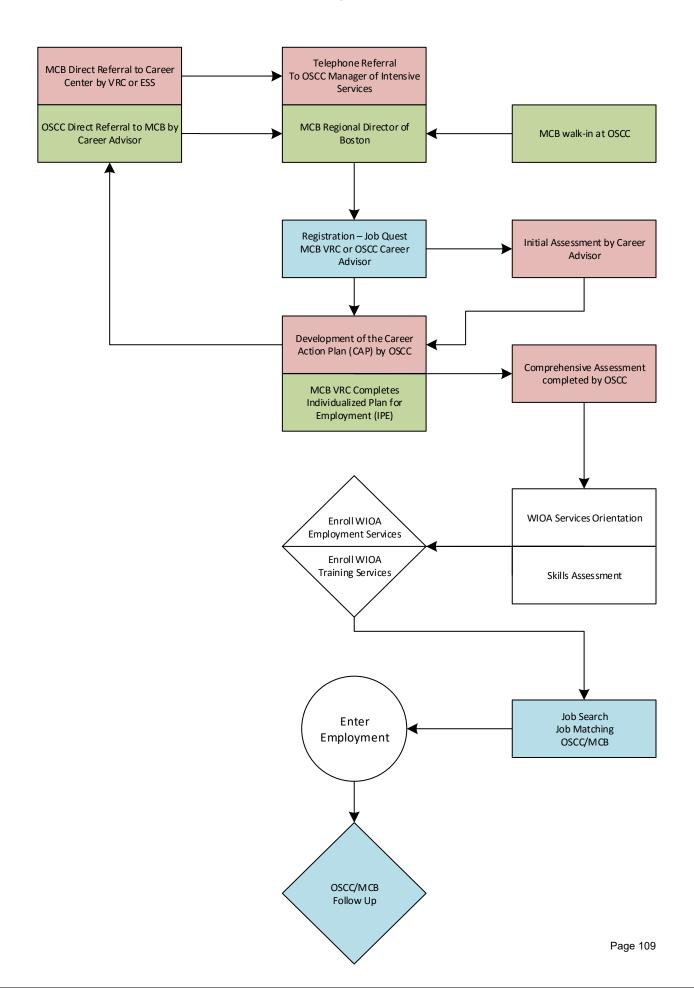
3-Assessment: Our staff assess customer to determine service needs and prescreen for WIOA eligibility. Customer is made aware of all options for services, and selects one of three service tracks: Job Search, Training or Education.

4-Service Tracks: <u>Job Search</u> customers (employment-ready) access universal services. WIOA-eligible customers who provide documentation receive an Individual Service Plan (ISP); may enroll in HIRE Opportunity. <u>Training</u>: Customers in need of skill-building attend a workshop to learn about opportunities; may pursue training through WIOA or other funding. <u>Education</u>: Customers who need ABE or Higher Ed. may attend workshop; meet with a Navigator to access appropriate services: may return for reassessment and additional services as needed.

5-Employment and Follow Up:

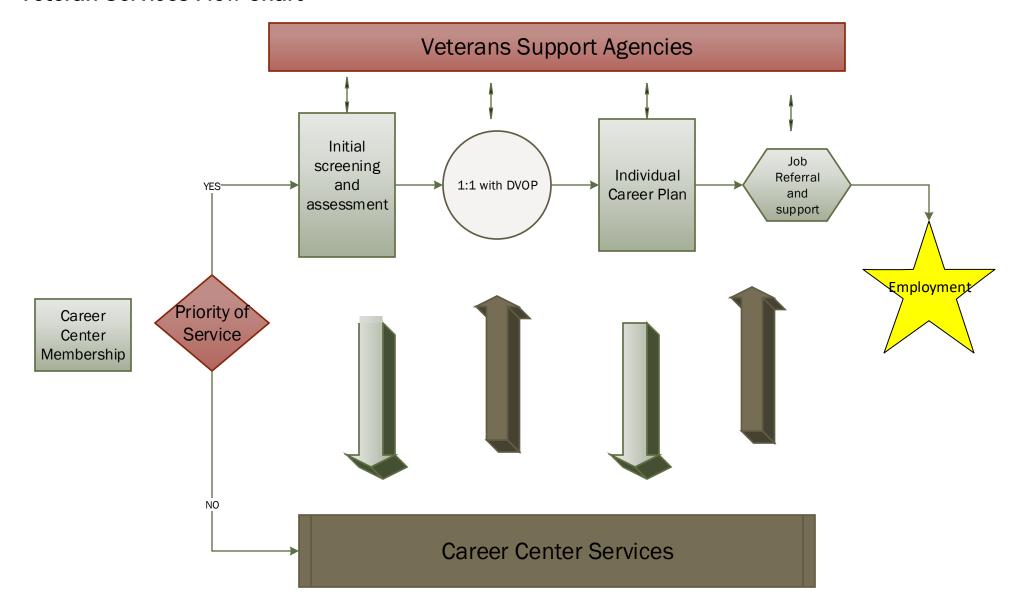
All our service tracks point toward employment. Once a customer is employed, our staff provide follow up support. As customers are ready to advance or lose a job, they may return at any point for a new assessment and plan development.

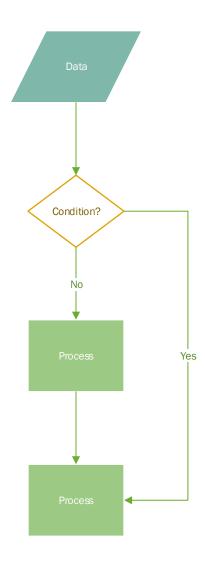
MCB "Job Ready" Customer Flow



Unemployment Assistance Criteria 53,615 Boston - Claimant receives UI payment **New Claims** - Receives letter from DUA Referral - Enrolled in 10,394 scheduled **RESEA** 3 Weeks Intake - JobQuest Membership card Attend Career Center Seminar **Assessment:** Complete customer action plan (CAP) 4,998 Sanctions **Career Center** 2 Weeks **Services** 10,096 Assessment: RESEA review completed Career Center Services **Employment** 522 (EE) Shared Customer Page 110

Veteran Services Flow Chart





WIOA Youth Flowchart for Shared Customer Model



Referral/ Entry

CBOs refer to WIOA Youth for youth employment services. The career centers refer youth to WIOA education and training

Workshops for Population Job Readiness Career centers partner with providers for resume building, interview

Joint

Career centers partner with provider for resume building, interview preparation, and work etiquette.

Career Preparation Career centers provide information on high demand occupations and local career pathways.

Training Job Fairs WIOA Youth providers bring youth to job fairs at career centers.

OY-Site RecruitersWIOA youth providers recruit for

Employment

Centers and

programs through career centers. **Referrals**

Career centers refer out to youth providers.

WIOA Youth 18-24

Shared outcomes

WIOA youth entering employment.

WIOA Youth retention in employment after 6 months and 12 months

Page 113

WIOA Youth 18-24

WIOA Youth 18-24

programs.

All WIOA Youth

SECTION IV: PARTICIPANT SUMMARIES AND PERFORMANCE INDICATORS

CAREER CENTER PARTICIPANT AND OUTCOME SUMMARIES

PROFILE OF CAREER CENTER CUSTOMERS

A profile of customers served at the One-Stop Career Centers in the workforce area during Fiscal Year 2017 (July 1, 2016 – June 30, 2017). Profiles and outcomes data are provided for customers who received services at the One-Stop Career Centers under the WIOA Title I Adult, Dislocated Worker and Youth Programs and the Trade Adjustment and Assistance Program.

WIOA TITLE I ADULT PARTICIPANTS SUMMARY

The Adult program provides job search assistance and training opportunities to unemployed and other job seekers, with priority to public assistance recipients, low-income individuals, and those that are basic skills deficient and others who face barriers to employment.

WIOA TITLE I DISLOCATED WORKER PARTICIPANTS SUMMARY

The Dislocated Worker program provides job search assistance and training opportunities to individuals experiencing job dislocation resulting from a layoff or business closing or who have exhausted Unemployment Insurance, to help them return quickly to the labor force.

WIOA TITLE I YOUTH PARTICIPANTS SUMMARY

The Youth program provided employment and training activities to provide youth assistance in achieving careers and academic and employment success and provides opportunity for training and supportive services.

WIOA TRADE ADJUSTMENT ASSISTANCE

The Trade Adjustment Assistance (TAA) program assists workers impacted by foreign Trade providing training, employment and case management services, job search and relocation allowances, wage supplements for those 50 or older, and Trade Readjustment Allowances (TRA).

WIOA PRIMARY INDICATORS OF PERFORMANCE

The Primary Indicators of Performance for the WIOA Title I Programs, WIOA Title III, Wagner Peyser and WIOA Title II, Adult Education will be used to measure and evaluate performance for the local area. These are federal performance indicators negotiated with the U.S. Department of Labor and the U.S. Department of Education.

ADDITIONAL PERFORMANCE DATA

Career Center Performance Reports are located at: http://www.mass.gov/massworkforce/ccpr/

PROFILE OF CAREER CENTER CUSTOMERS BOSTON WORKFORCE DEVELOPMENT AREA FISCAL YEAR 2017

Total Individuals Served	15,556	
Gender		
Male	7,437	48%
Female	8,116	52%
Ethnicity		
White	5,433	35%
Black or African American	6,098	39%
Hispanic or Latino	2,491	16%
American Indian or Alaskan Native	208	1%
Asian	1,111	7%
Hawaiian Native or Other Pacific Islander	73	0%
Other	3,188	20%
Age		
18 or under	167	1%
19-21	458	3%
22-45	9,350	60%
46-54	2,861	18%
55+	2,720	17%
Education		
Less than High School	1,221	8%
High School Diploma or Equivalent	4,388	28%
Some College/Vocational Degree	2,355	15%
Associate Degree	1,072	7%
Bachelors Degree	3,405	22%
Advanced Degree	2,004	13%
Self-Identified Persons With Disabilities	789	5%
Unemployment Insurance Claimants	8,141	52%
Veterans	461	3%
Employers Served	754	
Employers Listing Job Orders	400	53%
Employers Receiving Referrals	316	42%
Employers Who Hired a Job Seeker Referral	147	19%
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BOSTON WORKFORCE DEVELOPMENT AREA - FY 2017 - 3RD QUARTER ENDING MARCH 2017 TITLE I ADULT AND DISLOCATED WORKER, AND TRADE PARTICIPANT SUMMARIES Title I Dislocated **Trade Adjustment** Title I Adult Worker **Assistance** Participant Characteristics (%) **Total Participants YTD** 142 175 61 Female 65% 56% 70% Age 55 or Over 6% 29% 51% Less than High School 2% 2% 28% Limited English 1% 1% 11% Math or Reading Level < 9.0 61% 57% 7% Disabled 6% 4% 0% Cash Welfare 20% na na **UI** Claimant 91% 87% na Offender 1% 2% 0% 4% 3% 3% Veteran Single Parent 32% 13% 10% Low Income 81% 8% na **Enrollments By Activity** 142 Total Program Participants YTD 175 61 **New Program Enrollments** 76 97 18 **New Training Enrollments** 42 53 24 New & Carry-in Training Enrollments 57 132 111 ABE/GED or Equivalent 0 0 1 ESL 0 33 0 Occupational Skills Training 98 111 27 OJT 0 0 0 1 Other. 1 0 **Exit and Outcome Summary** Total Exits YTD 64 73 16 **Entered Employments YTD** 40 40 8 0% **Entered Employment Rate at Exit** 63% 56%

na

\$14.62

na

58

na

\$18.36

na

65

Note: Data on entered employments and wages obtained from the participants. Source: DCS, CCPR http://www.mass.gov/massworkforce/ccpr/fy-2017/

Average Pre-Wage

Average (Post) Wage

Degree/Certification

Wage Retention Rate (post/pre-wage)

\$11.58

\$11.93

103%

na

BOSTON WORKFORCE DEVELOPMEI	NT AREA - FY 2017 - 3 OUTH PARTICIPANT S		NG IVIAKUT ZUT/	
IIILETTO	In-School	Out-of-School	Total Youth	
Participant Characteristics (%)				
Total	14	124	138	
Age 14-18	87%	34%	40%	
Age 19-21	13%	44%	40%	
Age 22-21	0%	23%	20%	
Female	33%	48%	47%	
Disabled	0%	44%	6%	
HS Student	87%	0%	9%	
HS Dropout	0%	62%	55%	
Limited English	7%	2%	2%	
Math or Reading Level < 9.0	67%	86%	84%	
Offender	7%	15%	14%	
Welfare	27%	21%	22%	
Foster Child	13%	2%	4%	
Homeless/Runaway	0%	13%	12%	
Pregnant/Parenting	0%	16%	14%	
Requires Additional Assistance	20%	22%	22%	
Enrollments By Activity				
Educ., Trng, & Tutoring	9	63	72	
ABE/GED or Alternative	8	55	63	
Financial Literacy	0	0	0	
Summer Employment Opportunity	3	26	29	
Work Experience/OJT	10	82	92	
Occupational Skills Trng	4	38	42	
Leadership Dev/Community Services	10	64	74	
Mentoring	6	47	53	
Guidance/Comprehensive Counseling	11	107	118	
Other (non program)	0	1	1	
Exit	and Outcome Summ	ary		
Total Exits YTD	5	41	46	
Entered Employments YTD	4	20	24	
Entered Post-HS Training YTD	0	3	3	
Placed in Employment/Education Rate	80%	56%	59%	
Average Wage	\$9.75	\$10.13	\$12.11	
Degree/Certification	2	14	19	

Note: Data on entered employments and wages obtained from the participants. Source: DCS, CCPR http://www.mass.gov/massworkforce/ccpr/fy-2017/

BOSTON WORKFORCE DEVELOPMENT AREA				
PRIMARY INDICATORS OF PERFORMANCE	FISCAL YEAR 2017 7/1/16 -6/30/17	FISCAL YEAR 2018 7/1/17 - 6/30/18		
WIOA TITLE I ADULT				
Employed 2 nd Quarter After Exit	83%	86%		
Employed 4th Quarter After Exit	75%	78%		
Median Earnings at 2 nd Quarter After Exit	\$4900	\$5200		
Credential Attainment Rate	Baseline Indicator			
Measureable Skill Gains	Baseline Indicator			
Effectiveness in Serving Employers	Baseline Indicator			
WIOA TITLE 1 DISLOCATED WORKER				
Employed 2 nd Quarter After Exit	84%	86%		
Employed 4th Quarter After Exit	83%	85%		
Median Earnings at 2 nd Quarter After Exit	\$7500	\$7600		
Credential Attainment Rate	Baseline Indicator			
Measureable Skill Gains	Baseline Indicator			
Effectiveness in Serving Employers	Baseline Indicator			
WIOA TITLE 1 YOUTH				
Employed 2 nd Quarter After Exit	80%	81%		
Employed 4th Quarter After Exit	72%	73%		
Median Earnings at 2 nd Quarter After Exit				
Credential Attainment Rate	Baseline Indicator			
Measureable Skill Gains	Baseline Indicator			
Effectiveness in Serving Employers	Baseline Indicator			
WIOA TITLE III WAGNER-PEYSER				
Employed 2 nd Quarter After Exit	60.0%	64.0%		
Employed 4th Quarter After Exit	60.0%	62.0%		
Median Earnings at 2 nd Quarter After Exit	\$5,100.00	\$5,500.00		
WIOA TITLE II ADULT EDUCATION				
Measureable Skill Gains	41.0%	42.0%		

Goal Setting:

- State level performance goals for Title I and Wagner-Peyser programs were negotiated by the Department of Career Services, Executive Office of Labor and Workforce Development (DCS/EOLWD) with the U.S. Department of Labor, Employment and Training Administration. (DOL/ETA).
- DCS/EOLWD negotiated performance goals for Title I with each local Workforce Development Board. Local Boards adopt the State Wagner-Peyser goals.
- Adult and Community Learning Services, Massachusetts Department of Elementary and Secondary Education (ACLS/DESE) negotiated for Measureable Skill Gains only with the U.S. Department of Education, Office of Career, Technical, and Adult Education (ED/OCTAE). Each provider's final performance will be assessed against the State goals based on individual local factors.
- A Baseline Indicator is one for which States did not propose goals. Data will be collected during FY17 and FY18 that will be used for goal setting beginning in FY19.