BROCKTON AREA WORKFORCE DEVELOPMENT AREA SOUTHEAST REGION WIOA LOCAL PLAN FISCAL YEAR 2018

Brockton Area Workforce Investment Board Sheila Sullivan-Jordan, Executive Director

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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.



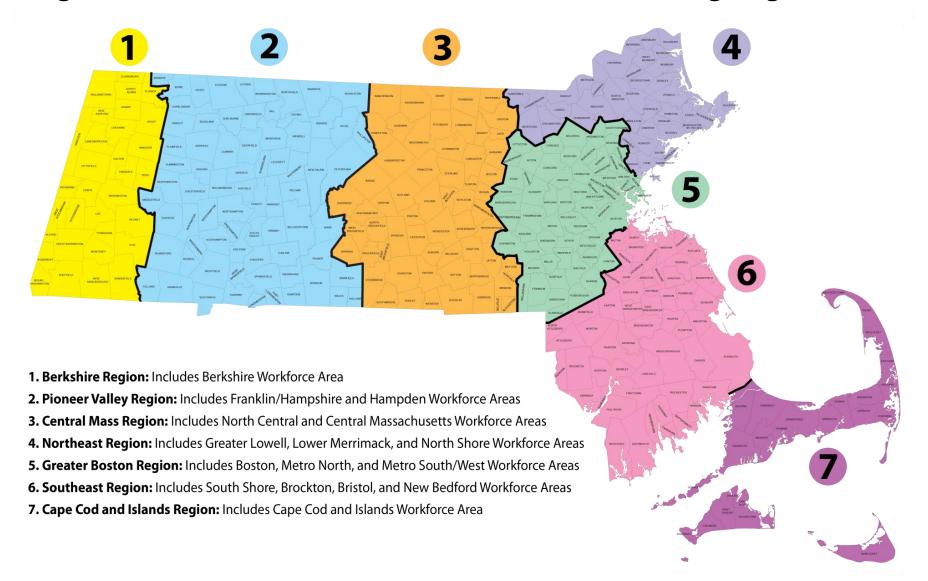


Table of Contents

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



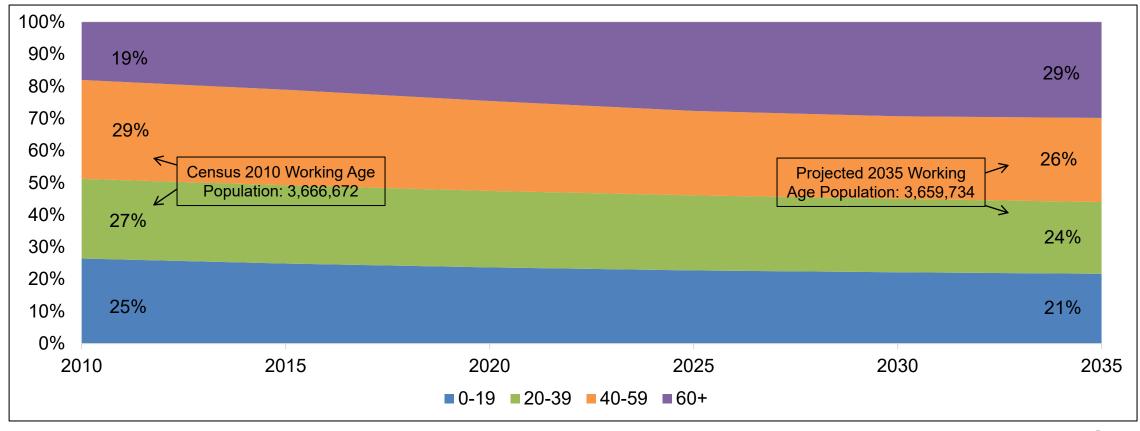
II. Demographic Context and Overview

- 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.





State Trends, Race/Ethnicity and Place of Origin

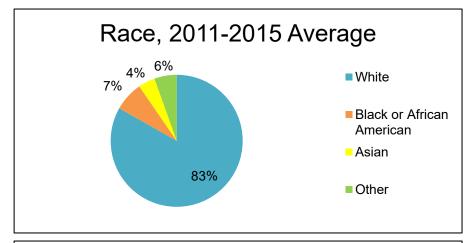
Massachusetts population growth is driven by immigration, and by growth in diverse populations.

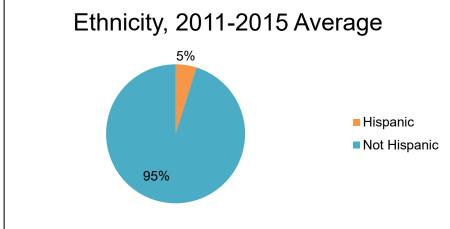
Massachusetts	2000	2012-2014	Share of Total Population 2012-2014	Absolute Change	Percent Change	Average Annual Growth Rate
Total Population*	6,131,752	6,447,295	100%	315,543	5.1%	0.4%
Nativity						
Native Born	5,279,860	5,326,213	83%	46,353	0.9%	0.1%
Foreign Born**	851,892	1,121,082	17%	269,190	31.6%	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.

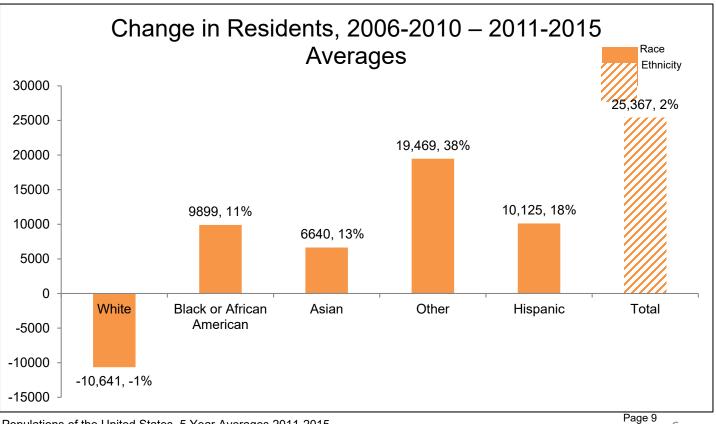
Regional Trends, Race/Ethnicity

The total population in Southeast MA has increased slightly over the past ten years, driven by growth in minority populations that counteracts a decline in the white population.



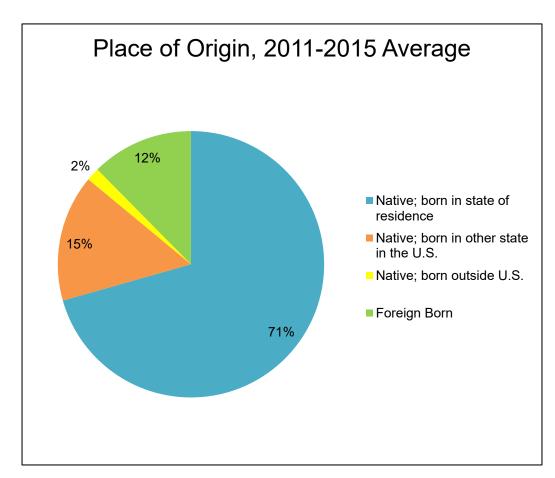


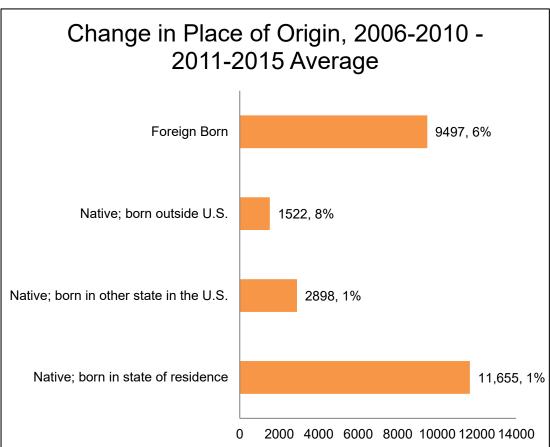
Total Population Estimate: 1,359,366 2011-2015 Average



Regional Trends, Place of Origin

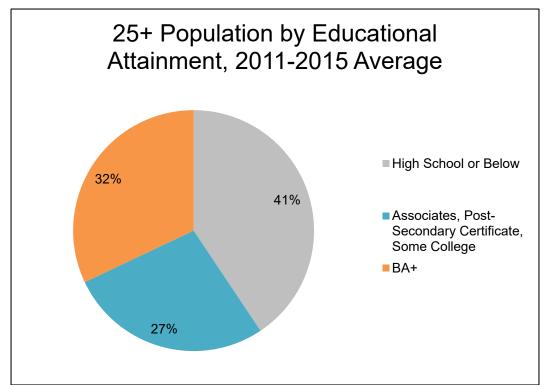
Almost ¾ of Southeast MA was born locally. The share of foreign-born residents has increased by 6% over the past ten years.

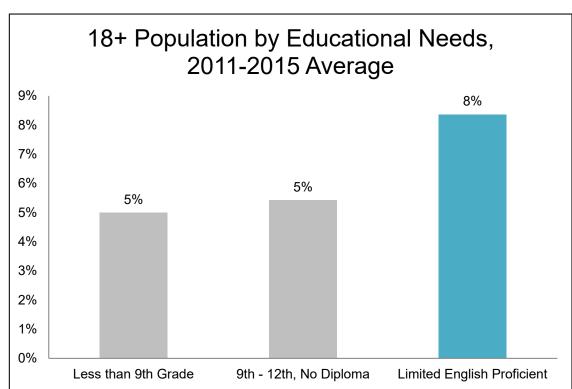




Regional Trends, Education

Although much of Southeast MA is highly educated, a significant portion of residents require language or basic skill remediation.



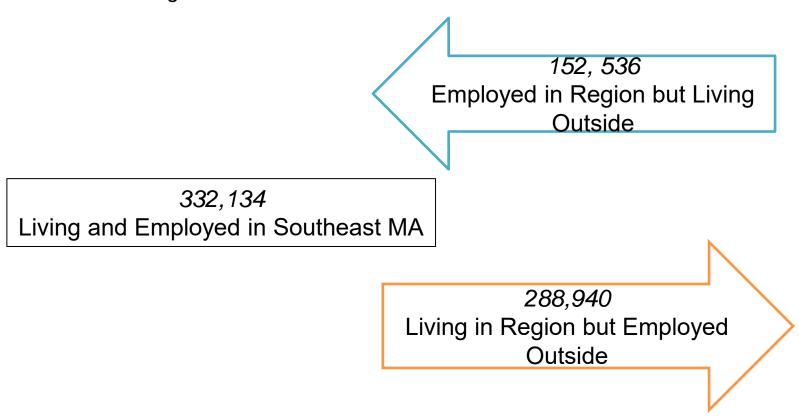


Total Population Estimate, 25+: 940,475

Total Population Estimate, 18+: 1,062,656

Regional Commuter Patterns

The Southeast MA's employers face a net loss of approximately 135,000 employers who leave the region for work.



Summary of Demographic Trends

- As our State's population ages, the share of working-age and young people is declining.
- The total population in Southeast MA has increased slightly over the past ten years, but decline in the white population has been accompanied by growth in minority and foreign-born populations.
- The Southeast region loses more workers to outside of the region than the amount of employees that it gains.

III. Employer Demand Data

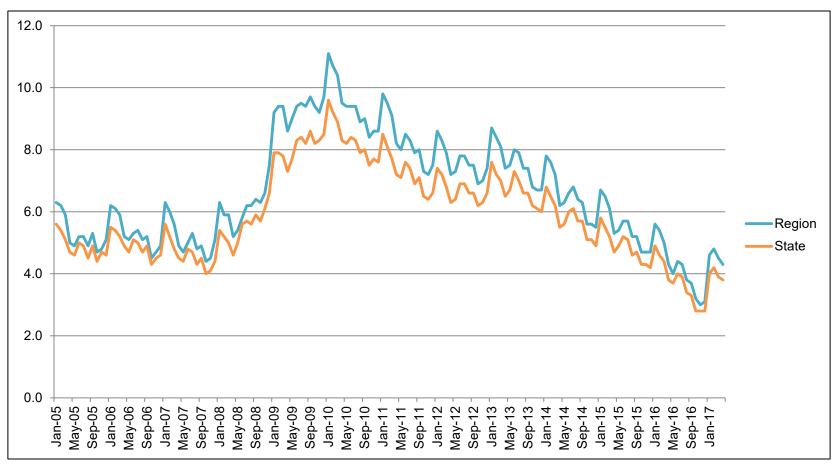
- A. Context
- B. Industry Overview
- C. Occupation Overview
- D. Career Pathways

Employer Demand Data

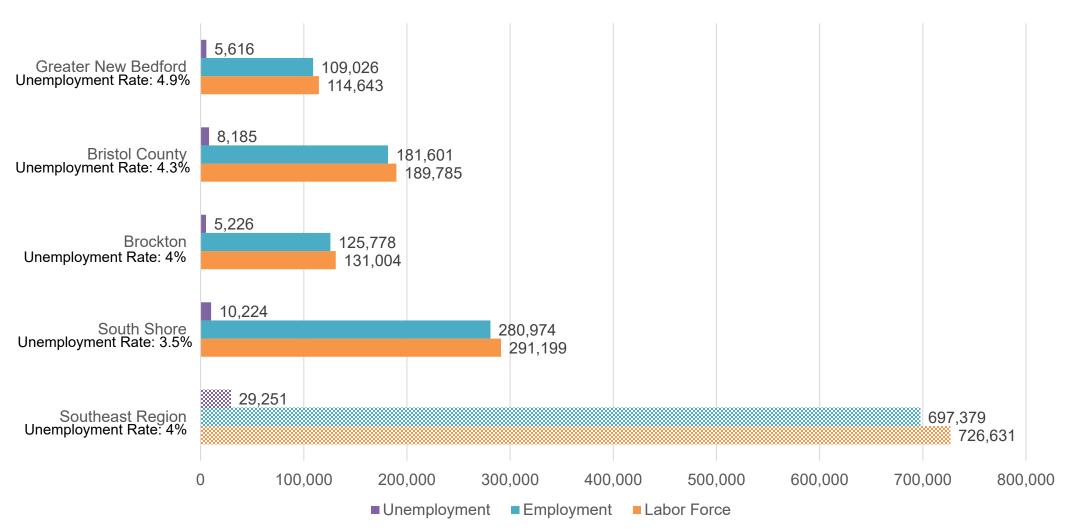
- Contextual data illustrates broadly the employment patterns in the region.
- Industry data shows which employers are prominent in the region.
- Occupation data shows which jobs people in the region do. People often perform the same jobs at different types of employers, and in different industries.
- 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.

State and Regional Unemployment Rate

Southeast MA's unemployment rates tend to exceed those of the Commonwealth by an average of approximately .4%.

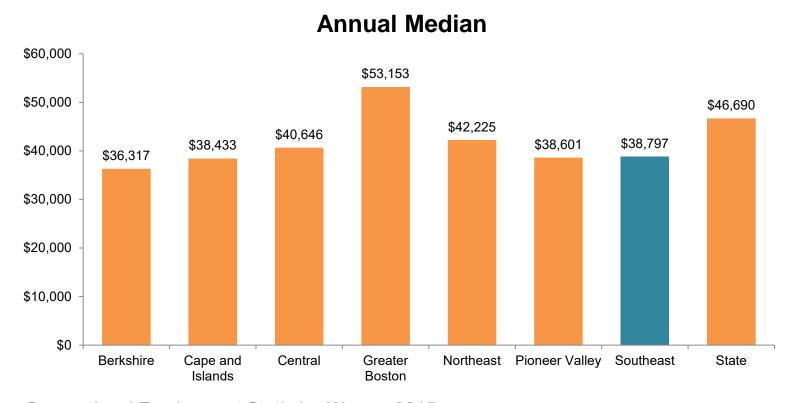


Regional and Workforce Development Area Labor Force and Unemployment Rates between June 2016 and May 2017



Median Wage

Southeast MA rivals its neighbor, the Cape and Islands, for wage, but borders Greater Boston, home to the region's highest median wage.



Occupational Employment Statistics Wages, 2015

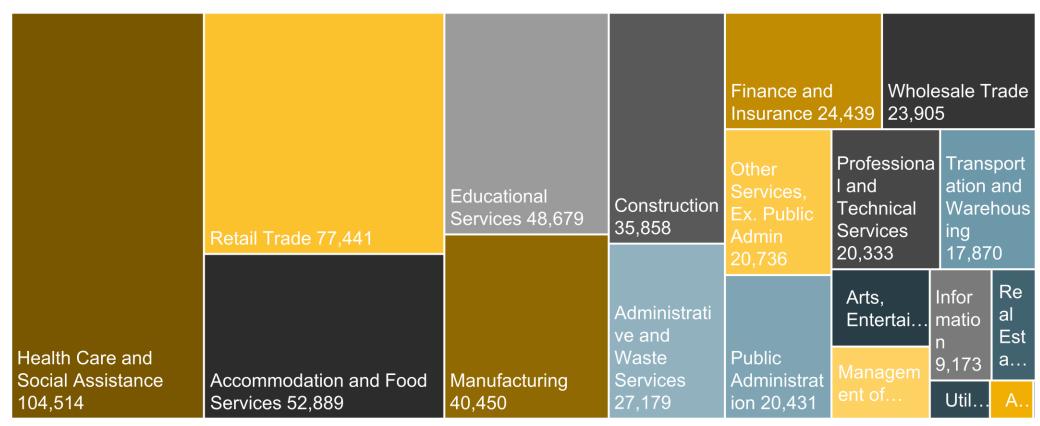
B. Industry Overview

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

Southeast Region Sector Makeup

by total employment



Arts: 10,163

Management: 9,478 Real Estate: 6,547 Utilities: 3,070

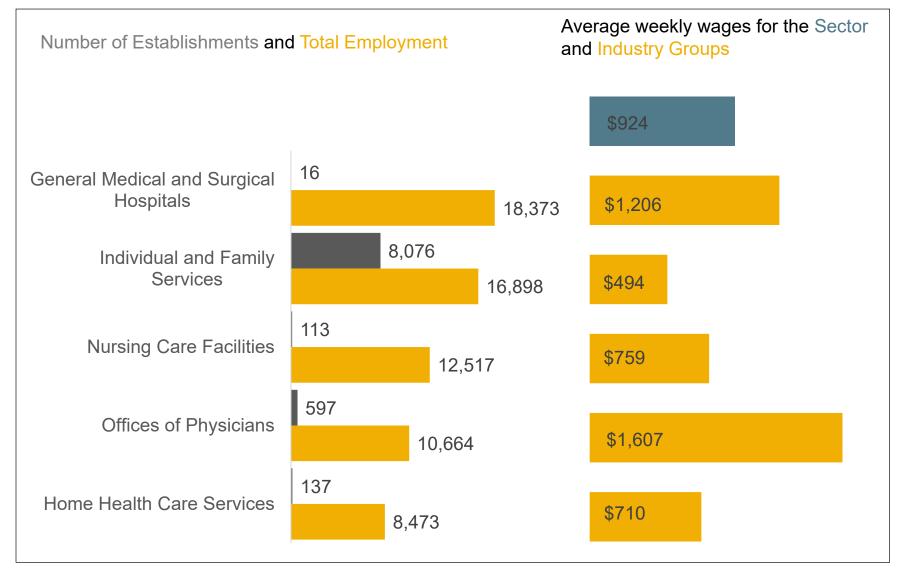
Agriculture: 2,214

Southeast Region Sector Makeup

by total wages

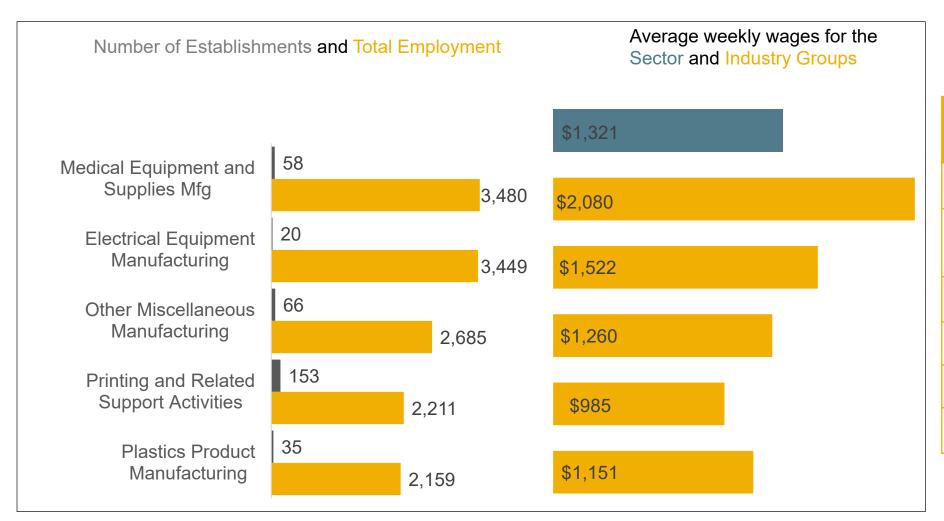


Health Care Industry Groups



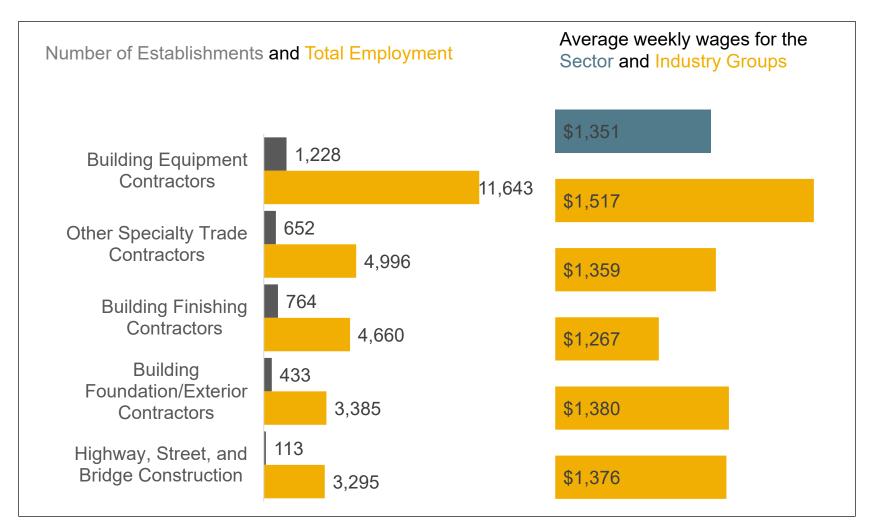
Largest Employe month Job Pos	
Employer	Postings
South Shore Hospital	265
Signature Healthcare	199
Kindred Healthcare	153
Life Care Centers of America	148
Steward Health Care System, LLC	131

Manufacturing Industry Groups



Largest Employe month Job Pos	
Employer	Postings
Johnson and Johnson Family of Companies	389
Haemonetics Corporation	372
General Dynamics	76
Blount Fine Foods	68
Smith & Nephew Inc.	63

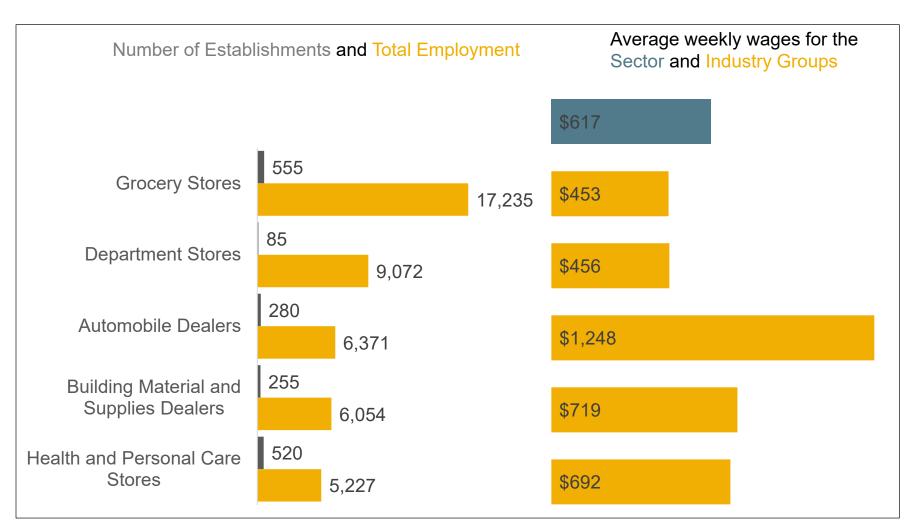
Construction Industry Groups



Largest Employe month Job Po	
Employer	Postings
DISH Network Corporation	64
State of Massachusetts	44
CAREGIVER Homes	15
American Residential Services	12
T&K Asphalt Services	10

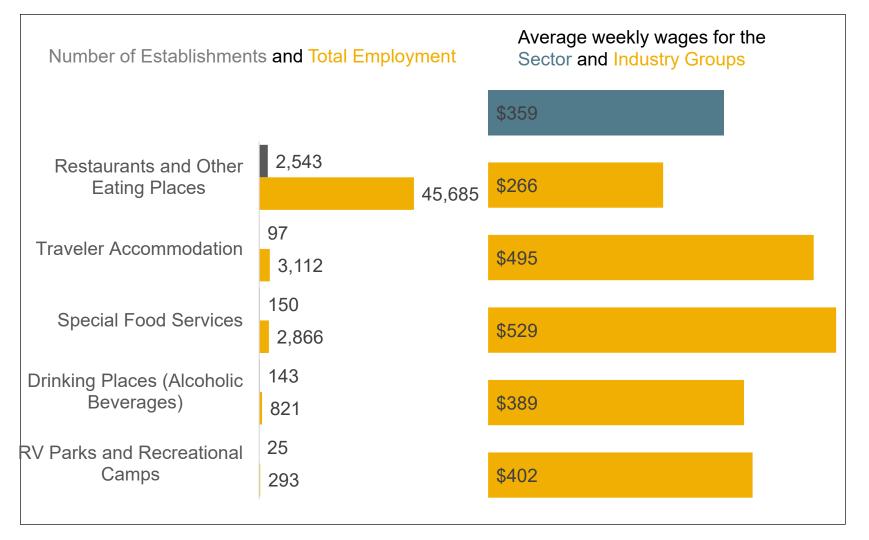
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Retail Industry Groups



Largest Employers by 12- month Job Postings		
Employer	Postings	
Lowe's	846	
Target Corporation	458	
Macy's	408	
Bridgestone	235	
Kohl's Corporation	175	

Accommodation Industry Groups



Largest Employers by 12- month Job Postings		
Employer	Postings	
Red Robin	116	
Dell	103	
Panera Bread	81	
Chipotle	65	
Marriott	60	

C. Occupation Overview

C1: Occupations Indexed by Share of Employment

C2: Occupations Indexed by Employer Demand

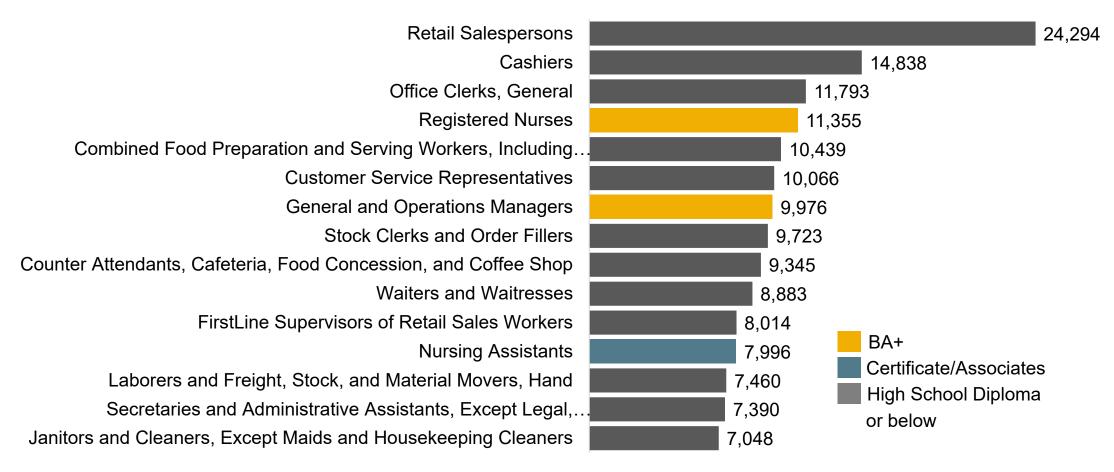
C3. Occupations Indexed by Demand Star Ranking

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

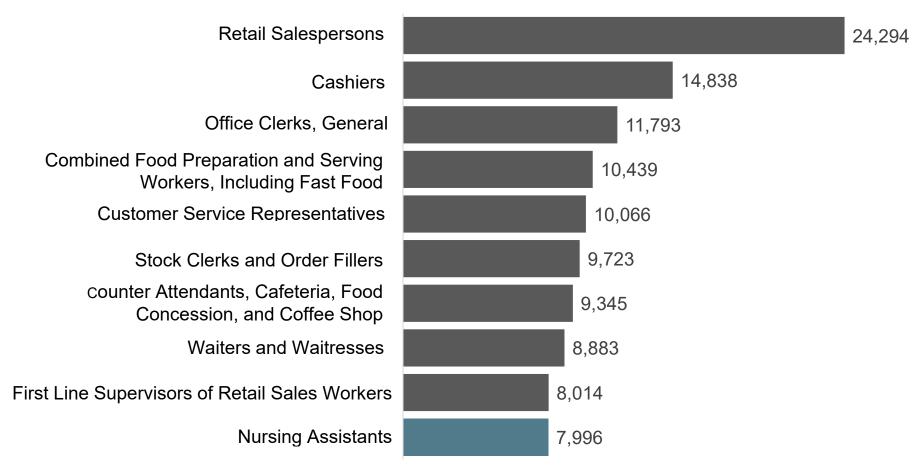
Occupation Terminology

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

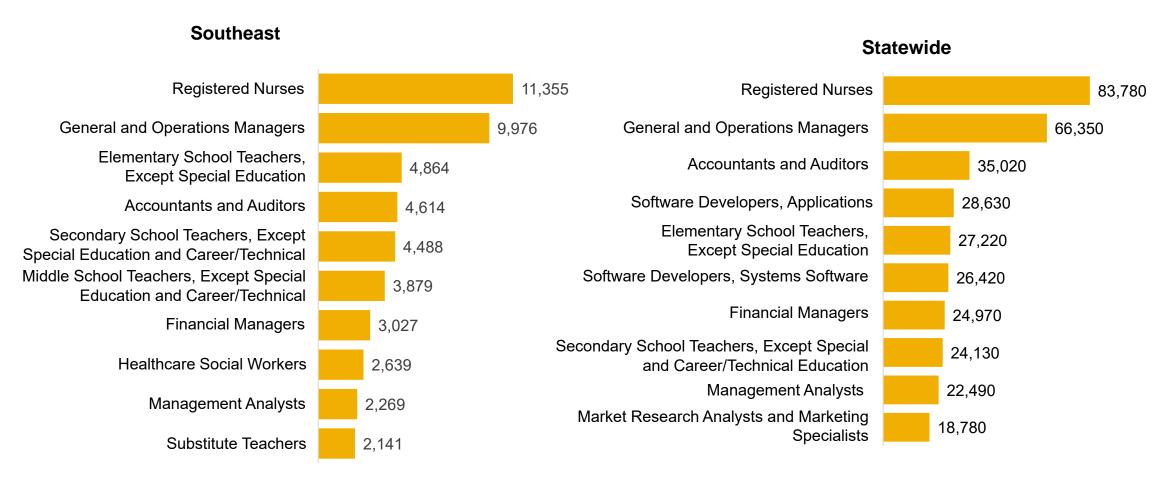
Top 15 Occupations by Share of Employment, 2015



Top 10 Occupations by Employment Share, 2015 Sub-BA



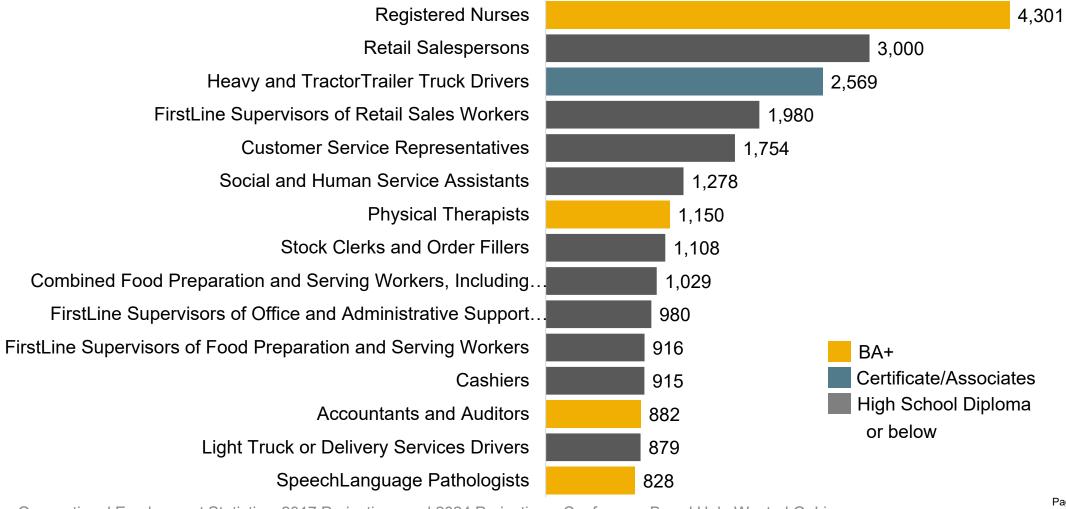
Top 10 Occupation by Employment Share, 2015, BA+



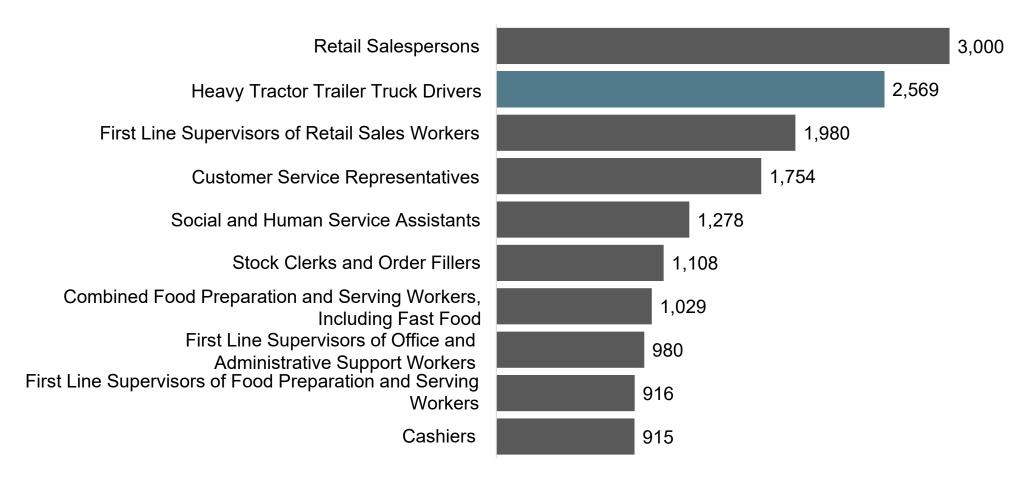
Employer Demand Terminology

•	r a particular occupation, based on surveyed employers
te ac No de ar	nort term openings from replacement and growth (2017), long rm openings from replacement and growth (2024), and divertised online postings, averaged ote: there are many different ways to measure "employer emand." The WSC team acknowledges that none are perfect, and thus an average of three different measures seeks to find iddle ground.

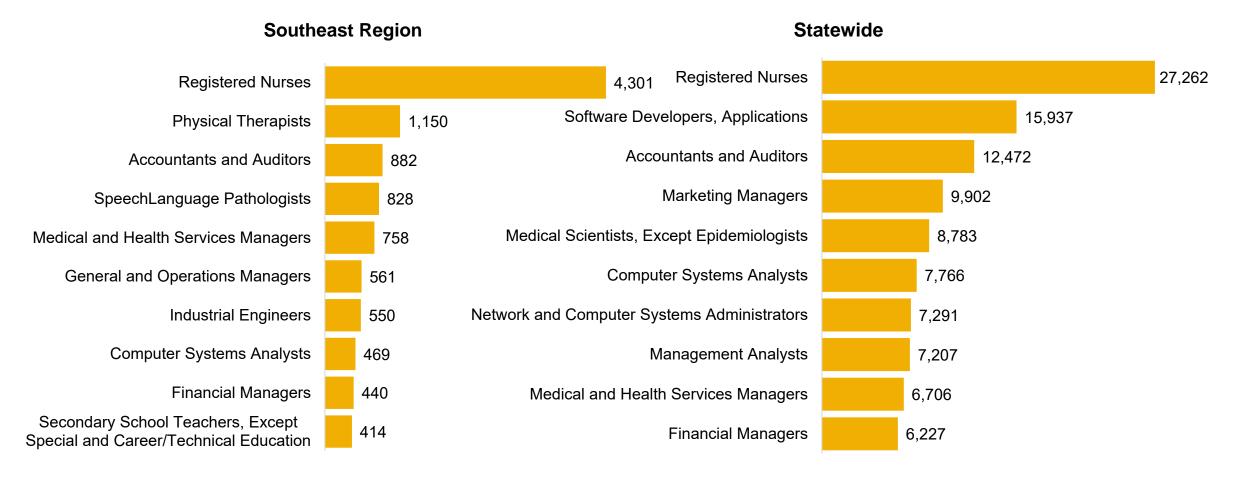
Top 15 Occupations by Indexed Employer Demand, All Education Levels



Top 15 Occupations by Indexed Employer Demand, Sub-BA



Top 10 Occupations Requiring a BA by Indexed Employer Demand



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 Title	Demand STARS	Associated Industry	Annual Median Wages
Transportation, Storage, and Distribution Managers	4	Transportation and Warehousing	\$77,660
Food Service Managers	4	Accommodation and Food Services	\$55,019
Property, Real Estate, and Community Association Managers	5	Real Estate and Rental and Leasing	\$81,055
Claims Adjusters, Examiners, and Investigators	4	Finance and Insurance	\$68,750
FirstLine Supervisors of Police and Detectives	4	Public Administration	\$90,240
Police and Sheriff's Patrol Officers	4	Public Administration	\$62,743
Chefs and Head Cooks	4	Accommodation and Food Services	\$50,296
FirstLine Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	4	Administrative and Waste Services	\$44,203
FirstLine Supervisors of Retail Sales Workers	4	Retail Trade	\$42,599
FirstLine Supervisors of NonRetail Sales Workers	5	Retail Trade	\$83,744
Insurance Sales Agents	4	Finance and Insurance	\$58,947
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	4	Wholesale Trade	\$62,715

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

Occupation Title	Demand STARS	Associated Industry	Annual Median Wages
Web Developers	4	Professional and Technical Services	\$60,924
Computer User Support Specialists	4	Professional and Technical Services	\$55,342
Respiratory Therapists	4	Health Care and Social Assistance	\$66,822
Dental Hygienists	4	Health Care and Social Assistance	\$84,601
Cardiovascular Technologists and Technicians	4	Health Care and Social Assistance	\$71,590
Diagnostic Medical Sonographers	4	Health Care and Social Assistance	\$85,447
Radiologic Technologists	4	Health Care and Social Assistance	\$70,650
Magnetic Resonance Imaging Technologists	4	Health Care and Social Assistance	\$84,830
Licensed Practical and Licensed Vocational Nurses	4	Health Care and Social Assistance	\$54,209
Occupational Therapy Assistants	4	Health Care and Social Assistance	\$59,160
Physical Therapist Assistants	4	Health Care and Social Assistance	\$58,469
Dental Assistants	4	Health Care and Social Assistance	\$42,246
Medical Assistants	4	Health Care and Social Assistance	\$34,569
Telecommunications Equipment Installers and Repairers, Except Line Installers	4	Information	\$71,759
Automotive Service Technicians and Mechanics	4	Retail Trade	\$44,387
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	4	Construction	\$53,519
Heavy and TractorTrailer Truck Drivers	4	Construction	\$46,788

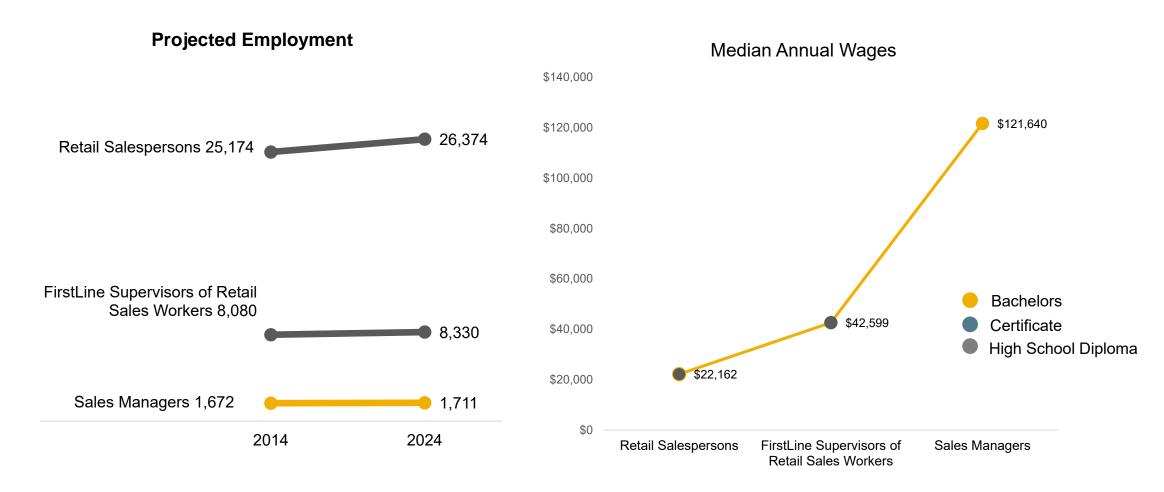
Selected 5-Star Occupations Requiring a BA+

Occupation Title	Demand STARS	Associated Industry	Annual Median Wages
General and Operations Managers	5	Professional and Technical Services	\$96,257
Advertising and Promotions Managers	4	Professional and Technical Services	\$91,976
Marketing Managers	5	Professional and Technical Services	\$119,113
Sales Managers	5	Retail Trade	\$121,640
Public Relations and Fundraising Managers	4	Educational Services	\$110,368
Administrative Services Managers	4	Professional and Technical Services	\$86,317
Computer and Information Systems Managers	5	Professional and Technical Services	\$122,022
Financial Managers	5	Finance and Insurance	\$92,770
Industrial Production Managers	4	Manufacturing	\$97,019
Purchasing Managers	4	Manufacturing	\$105,845
Human Resources Managers	4	Professional and Technical Services	\$93,508
Training and Development Managers	4	Professional and Technical Services	\$125,488
Construction Managers	4	Construction	\$98,050
Education Administrators, Preschool and Childcare Center/Program	4	Educational Services	\$52,306
Education Administrators, Elementary and Secondary School	5	Educational Services	\$105,419

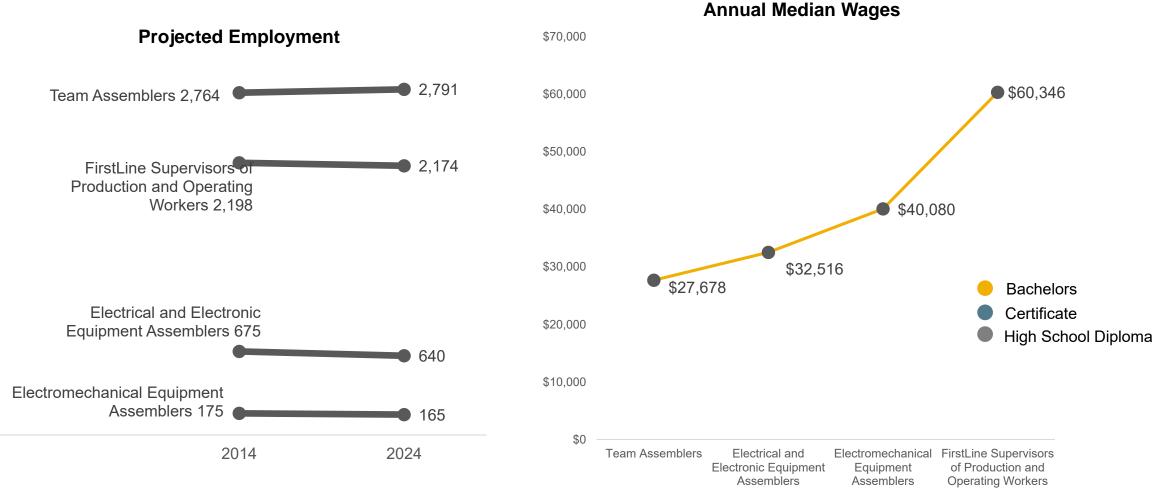
D. Career Pathways

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

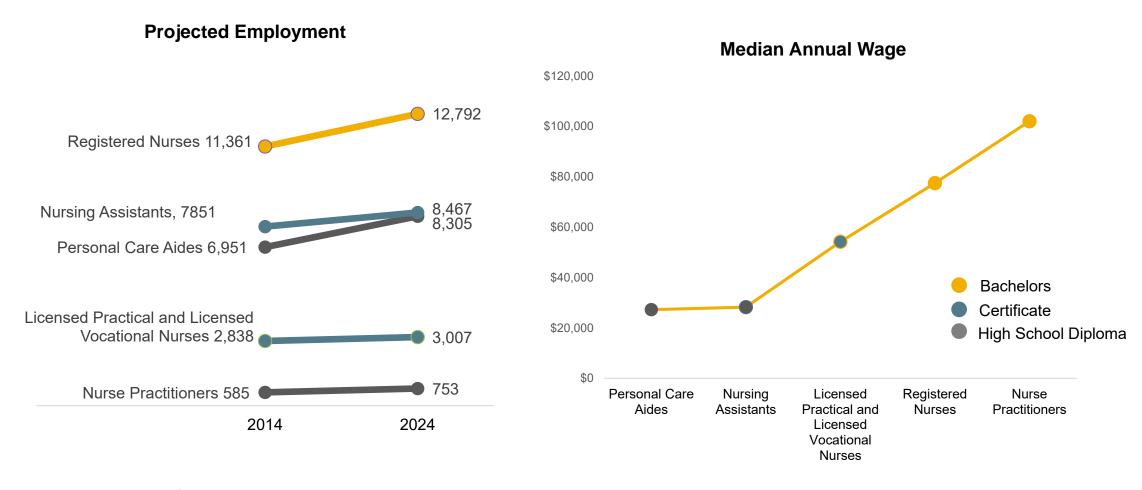
Retail Career Pathway



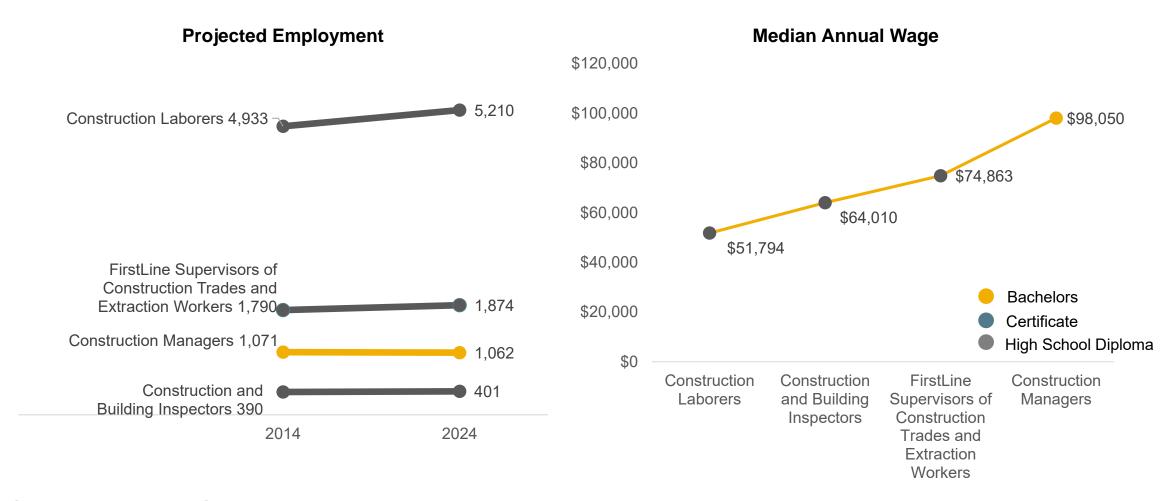
Manufacturing Career Pathway



Nursing Career Pathway



Construction Career Pathway



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

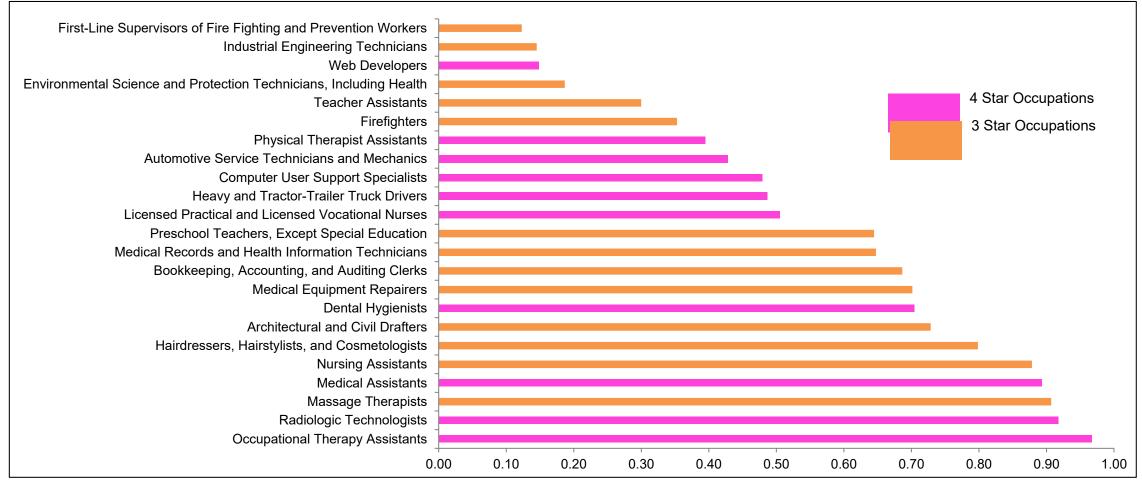
How many qualified individuals are potentially available to fill a relevant job opening?

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

More Openings than Qualified: Regional Sub-BA Occupations

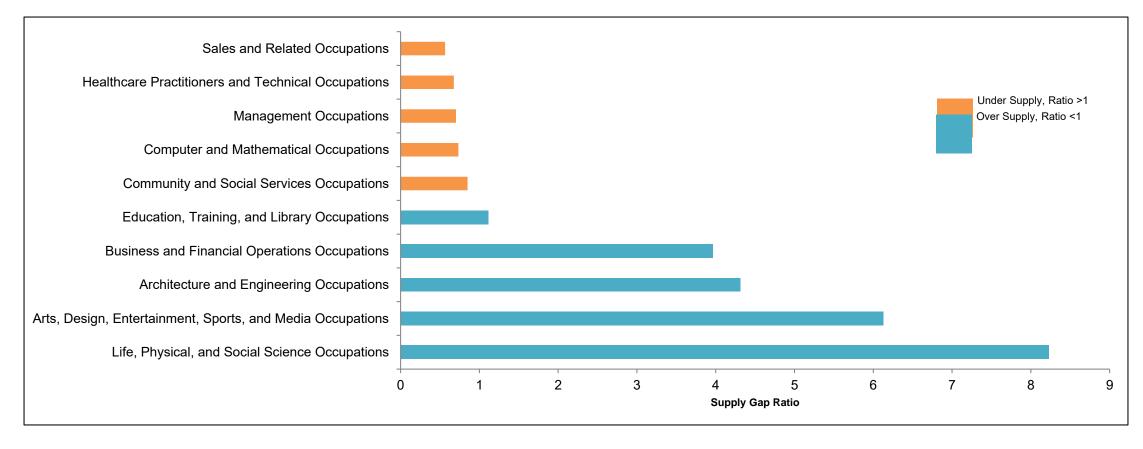
Among all occupations requiring an Associates or Certificate, computer/IT, healthcare support occupations, transportation, and a number of installation professions face supply gaps.



Occupations requiring a postsecondary non-degree award, some college, or an Associate's Degree, 20+ Demand Index only

State Supply Gap Overview: BA Clusters

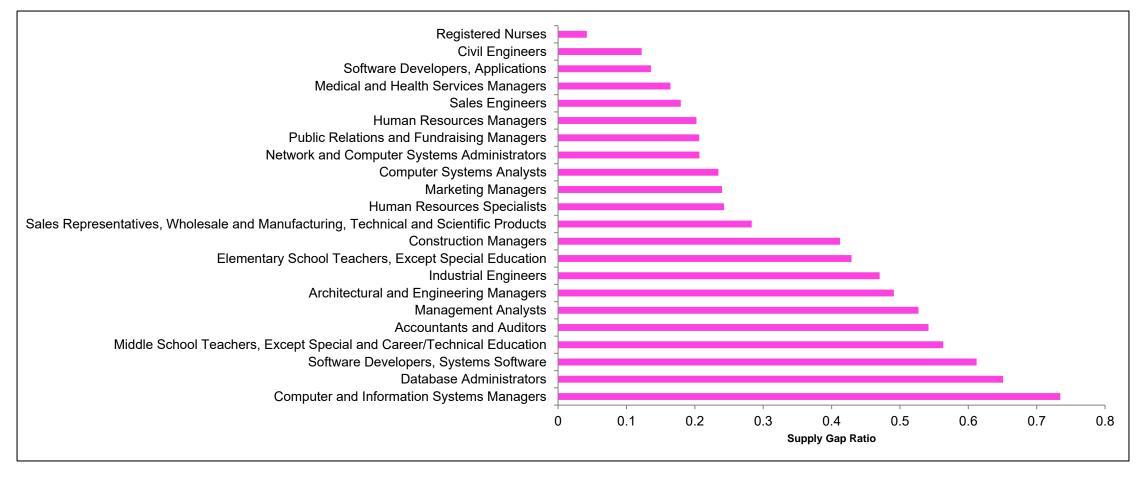
Sales, Healthcare, Management, and Computer and Mathematical Occupations average the lowest ratios of qualified individuals per opening at the BA level.



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

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

Supply Gap Summary

Associate's, Some college, Post-secondary Certificate

• In the Southeast, a specific set of 3 and 4 star occupations face supply gaps – most notably in healthcare support, computer support/IT, engineering, installation, and transportation fields.

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.

Brockton Area Workforce Investment Board

Local Area Information Related to Adult Education and Literacy

1. ALIGNMENT WITH ADULT EDUCATION AND LITERACY ACTIVITIES

BAWIB will align workforce investment activities with adult education and literacy activities in our local area by keeping constant communications open between our partners and employers to make sure there is a match between our activities and workforce needs. Starting with the evaluation and analysis of our local labor market, we determine which occupations and industries are in demand for our region and determine the most effective way to deliver workforce services to our communities.

Our programs and activities are communicated in several ways to ensure complete coverage. As members and frequent presenters at the Community Partners for Adult Education (CPAE), we share the training programs that are sponsored by BAWIB, along with grant initiatives and policy issues related to ABE/ESOL. Serving as a broker, BAWIB also connects ABE/ESOL programs to our partners and their resources, including employment and training programs sponsored by CareerWorks and YouthWorks that provide credentials and career pathways.

The advent of WIOA provides the workforce system with a unique opportunity to utilize agency specific expertise while leverage resources to serve common customers. A contributing member of the Partner MOU, Adult Basic Education has been represented as common intake forms, criteria and processes are established.

Working directly with our ABE providers, we provide labor market information and commitment of support, such as with the programming for the Integrated English Literacy and Civics Education grant submitted by the Brockton Public Schools Adult Learning Center. Working together to design the workforce activities component of the grant, since it's award, BAWIB is in the process of investigating a bridge program for the Home Health Aide program sponsored by DESE, to the Certified Nursing Assistant Certification, that has become of great value in the marketplace.

To assist the customers of ABE/ESOL programs in discovering occupational opportunities, BAWIB sponsors industry tours to facilities and companies that have current and future employment needs. The tours assist in identifying possible career paths for students while also serving as an introduction to an unfamiliar sector environment, such as manufacturing and health care. Arranging many of these visits through our Board members, the Board also serves as a great resource for sharing information and has consistently focused on ABE/ESOL services to the residents of our communities.

Operating a GED/HiSet program, BAWIB has included workforce activities to these older out of school youth. Addressing career pathways, students in the program are provided career awareness tools and resources as they work with the program tutors. Students also participate in discovering careers through attendance at the BAWIB Career Day and the Construction Career Day, a hands-on fair that focuses on trades and skilled labor.

The process for aligning workforce activities with Adult education will rely on effective and efficient communication as we focus on the following;

- Developing relevant Labor Market Information
- Using Community Partners to inform and distribute information on activities & programs
- Build capacity of Adult Education program through LMI, grant applications and resource development
- Utilize Adult Basic Ed providers as Partners for shared customers as it relates to workforce activities
- Continue career awareness and industry orientation for ABE/ESOL students to evaluate match for career pathways
- Maintain an open enrollment tutoring and advisement center for older out of school youth (18-24) seeking to obtain their GED/HiSet that is coupled with individual and group workforce activities.
- Serving on the Dept. of Higher Education's Allied Health Advisory Group

2. EDUCATIONAL AND SERVICE NEEDS OF PRORITY POPULATIONS

The population within Brockton and surrounding towns is diverse and complicated. Some towns in our region have a moderate to high level of income and educational attainment. For many of these residents, they currently have access to our system or are aware how to use it. For the purposes of analyzing the population to be served by the Adult Ed programs in our area, the city of Brockton is the focus of much of the data.

With a population of 94,532, 61,172 in the labor force, Brockton has great need for Adult Basic Education and English as a second languages services. The educational attainment of our residents has frequently been a barrier to reaching economic success. In 2015, 9.7% of our residents had less than a 9th grade education, an additional 9.4% with some HS but no diploma and only 34.5% possessed a HS degree. The lack of educational foundation increases the odds of a cycle of poverty as 15% of families live below the poverty level, 24% of them with children under 18 and 17.7% with children under the age of five. Adding socio-economic factors, our 2015 population overview includes the identification of 39.5% of households that have children under 18 where no husband is present, a 10% increase from 2010, and only 15% of our residents

have lived in the same house for over a year, presenting challenges to case management and consistent communications.

Census data on immigration and English language acquisition also helps to define our service population. A city built by immigrants, 2017 is no different, 12.4% of our residents have entered the US between 2010 and 2015 with a total population of 26% foreign born. Of the foreign-born residents, 55.2% are citizens, a 10% increase in the last five years. These residents face challenges as they adjust to a new societal culture as well as language assimilation. In the 38% of homes in Brockton, where English is not the first language, 18.5% speak less than "very well", an increase from the 2010 figure of 15.3%. Additionally, the top ten countries of origin are;

Foreign-Born Country of People Living in Brockton, MA	
Country	Brockton
Cabo Verde	35.5%
Haiti	29.4%
Brazil	5.2%
Vietnam	2.2%
Dominican Republic	2.1%
Portugal	1.9%
Jamaica	1.9%
Nigeria	1.5%
Cameroon	1.4%
Greece	1.1%

As we examine our population for services, key items for identification include;

- Single women with children under the age of 18 who are at poverty level
- Consistent methods of communication for transient populations
- Creating opportunities to inform new immigrants of services
- Opportunities for English language acquisition and citizenship and legal residence in the US

3. PROJECTED NEED FOR ADULT EDUCATION AND ESOL PROGRAMS

The next 2-3 years are going to bring special challenges for the Adult Education population. Services to our native-born adults will continue, with an emphasis on raising the educational attainment and increasing the percentage of individuals with a HS diploma/degree. There will be a continuation of career readiness programs designed to introduce careers of the 21st century, emphasizing pathways that present buildable credentials. Many of these workers will become the replacement workers for the upcoming departure of the baby boomer generation, especially in manufacturing. Additionally, the MA healthcare system is transitioning from acute care hospitals to community-based environments, opening the demand for Home Health Aides and Certified Nursing Assistants and the expected growth will continue for the next decade.

The need and how that is met for the foreign-born resident is much more uncertain. Our current political environment has put fear into many of our non-citizen residents, and this has the potential to inhibit participation in programs, specifically, state or federally run programs. The federal government has demonstrated an incomprehension of the immigration situation in our country and by presenting an isolationist view, is prohibiting individuals from participating and contributing to society. As the federal government continues to develop policy, we will emphasize citizenship as a method to retain ESOL services for our communities and work with diverse organizations and agencies to foster services that we cannot provide.

4. CAREER PATHWAYS FOR ABE AND ESOL POPULATIONS

The top three priorities for employment in our region that are targeted are; Healthcare with 292 establishments and 11,734 employees, Manufacturing with 68 establishments and 2,116 employees and Finance with 89 establishments and 1,047 employees. Examining our labor market data along with our employer relationships, we are highlighting several career pathways for our region, all of which start with English language acquisition.

Healthcare

CERTIFIED NURSING ASSISTANT PLUS

Certified Nursing Assistant Plus (CPR, First Aid & Alzheimer's unit) 122 hours of classwork & clinical



Certified Nursing Assistant 106 hours of classroom & clinical



Home Health Aide 75 hours of training



Personal Care Attendant – online application, no experience required

DIRECT CARE WORKER

Direct Care Worker Plus (CPR & First Aid) 60 hours of training



Direct Care Worker 52 hours of training



Personal Care Attendant – online application, no experience required

Manufacturing

MACHINIST

Machinist Lathing & milling instruction 65 hours



Blueprint reading



Shop Math

Finance

BANK TELLER

Sales Customized training



Customer Service Customized training



Teller Training Customized training

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.

MISSION STATEMENT

The Brockton Area Workforce Investment Board (BAWIB) provides services to employers and job seekers by brokering relationships and directing funding to priority areas for workforce and economic development.

VISION STATEMENT

BAWIB will foster relationships and collaborate with regional partners to design education and training initiatives for the workforce in our ten communities, facilitating sustainable growth and regional economic development.

BAWIB serves as the primary source for the development of the regional workforce by investing in our people and our resources. Brokering collaborations between the demands of the workforce and the available resources, BAWIB strives to close the gap through education and training. Utilizing our Career Center partner, CareerWorks, to provide funding to job seekers and employers, BAWIB sets and monitors performance, administration and fiscal management for the region. Our services target underrepresented and disadvantaged segments of our community including unemployed, at risk youth and Veterans in the ten communities that we represent.

Our vision for delivering services to the workforce in the Brockton area includes:

- Promoting, supporting, and developing education and training opportunities to move people to higher paying
 jobs and increasing attainment of post-secondary degrees;
- Defining employer skill needs and providing appropriate training programs;
- Providing entry-level job skills (for example, English for Speakers of Other Languages and computer literacy) to adults and youth;
- Prioritizing and organizing the work of the Board and refining its committee structure;
- Increasing private sector involvement in the work of the Board; and
- Broadening the Board's resource base (public, private, and foundations).

CORE VALUES

The Brockton Area Workforce Investment Board, values quality at all levels of the system; customer satisfaction, continuous improvements, and a focus on employer needs among critical existing and emerging industries are its hallmarks. Quality shall be evidenced in the Brockton Area Workforce Investment System by:

- A management-led focus on quality throughout the system, which is clearly delineated in all Memoranda of Understanding signed by partnering organizations.
- A quality-driven strategic plan, both annual and long-range, on which all goals are set and system-wide decisions are based.
- Customer satisfaction drives change; customer satisfaction is measured often and results are freely shared throughout the system.
- Vendors and suppliers shall be held to quality and customer satisfaction standards.
- Service offerings are determined based on the needs of the customer (especially employers) with the focus on critical existing and emerging industries.

Staff are valued as key partners in the workforce development system, evidenced by measurement of
employee satisfaction, employee career development plans, continued investment in employee training,
employee participation in planning for continuous improvement, and staff empowerment.

COMPETITIVE ADVANTAGES

- State designation as local WIB & fiscal agent
- State certification and independent audit documents compliance in fiscal policies and procedures.
- Strong representation from the private sector.
- Demonstrated ability to broker training opportunities with multiple partners.
- Well established community partnerships with the ability to respond to immediate changes in the workforce.
- Concrete measurement system in place to ensure positive movement towards achieving our goals.
- Organizational profile attracts dedicated staff with supported professional development activities.
- Provide direct College & Career training to youth.
- Knowledge of current analysis practices for labor market data providing the ability to develop and commission targeted reports for sector initiatives.
- Established leader for workforce development initiatives.

ORGANIZATION-WIDE STRATEGIES

- To fulfill the organizational goals with integrity and professionalism.
- To facilitate and broker relationships that result in job creation and/ or retention.
- To implement the marketing plan to create increased awareness of available opportunities.
- To foster professional development and growth for staff that will enhance dedication and motivation.

CUSTOMER SEGMENTS

Employers

Strategy/Services: To develop sustainable and mutually beneficial partnerships to serve the training, educational, and staffing needs of our SDA's employers in high demand industries.

Customer Profile •High Demand Industry Businesses •Temp Agencies •Emerging Entrepreneurs

Segment Attractiveness: •Opportunity for partnerships •Staffing help •Connection to Career Center •Public Awareness •Board membership •MA WTFP

Product/Service: •Training •Education •Peer to peer connection •Recruitment & Screening services

Funding: •Fee for service training •Administrative costs in grants •MA WTFP **Promotion**: •Social media, LinkedIn, Twitter, Facebook •Electronic mailing •Flyer •Board meetings

Delivery of Services: •Collaborative Meetings •Newsletters •Presentations •Individual visits •Technical Assistance •On site staffing recruitments

Job Seeker

Customer Profile: Adult 21+ years of age that meet eligibility requirements with a special focus on the unemployed and underemployed.

Segment Attractiveness: Dedicated formula funding – annual (WIA) Focused funding – multiple funding streams

Product/Service: Training, Education, Skills

Promotion: Flyers, Social Media, Partners, Website, CareerWorks **Delivery of Services:** Direct and through partnerships- collaborations

Youth

Strategy/Services: Our goal is to provide quality educational, employment and training services to youth in the SDA.

Customer Profile: • 14-21 • Low Income • At risk youth, Basic Skills Deficient, Disability, School Dropout, Homeless/Runaway, Foster Child, Pregnant/Parenting, Offender/DYS, Failed MCAS, Not on target to graduate in 4 years,

Truant/Attendance Issues, ESOL, Single Parent Household, Parents employed for less than 6 months •

Segment Attractiveness: •Services to youth •Accomplish goals

Product/Service: •Job Search Skills •Job Application Assistance •Resume Writing

•Interviewing Skills •Internships •Career Awareness & Career Development

•Summer Employment •Job Leads & Referrals •Volunteer Opportunities •GED

Preparation • Work Readiness Workshops • Resource Room/Computer Lab

•Academic Support •Mentoring •Leadership Development •Entrepreneurial

•Referrals to Training and Employment

Funding: •WIA •Connecting Activities •YouthWorks •United Way •Fee For Services

Promotion: •Word of Mouth •Community Partnerships •Community Networking, •Social media Electronic mailing •Flyer •Board meetings & Youth Council

Delivery of Services: •Workshops •One-on-One Meetings •Events •YouthWorks Universal Services •Referrals •Case Management Services

Community Partners

Strategy/Services: To develop sustainable and mutually beneficial partnerships to leverage funds and resources to serve the employment and educational needs of our SDA.

Customer Profile: •Nonprofit •Educational, Social and Civic purposes •Community based

Segment Attractiveness: •Leverage funds •Partnerships •To accomplish similar goals •Board membership

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Product/Service: •Training •Education •Job search skills •Peer to peer connection

Funding: •Fee for service •/WTF •General Operating

Promotion: •Social media, Business Associations •Electronic mailing •Flyer •Board

meetings, Community Report

Delivery of Services: •Collaborative Meetings •Newsletters •Presentations •Individual

visits •Technical Assistance

Legislative Partnerships

Strategy/Services: To inform area elected and appointed officials of the return on investment for public funding and to encourage advocacy for the programs and services we provide.

Customer Profile: •Elected or appointed officials •Representing the BAWIB SDA on the local, state or federal level •Key legislators that are not in district but are advocates for components of BAWIB's strategic planning.

Segment Attractiveness: •Can create awareness of BAWIB's programs & services •Can advocate for funding opportunities •Can broker partnerships with organizations with similar goals •Can help to set policy for the SDA

Product/Service: •Successful legislation/Advocacy Funding: •DWD WIB •General Operating funds •Connecting Activities •YouthWorks

Promotion: •Press releases •Community Report •Website •Electronic correspondence **Delivery of Services**: •Board meetings •Social Media •Presentations by program

STRATEGIC PLAN FY14 — AT-A-GLANCE

FINANCIAL STRATEGIC OBJECTIVES & ORGANIZATION GOALS

1 To diversify the funding streams available to carry out the organizational goals.

- 1.1 Develop a strategy for designing a process on grant selection.
- 1.2 To build the capacity of the staff through professional development in Grant writing and acquisition.

2 To maintain a fiscally responsible organization that practices procedures that are in compliance with federal and state funding agencies.

- 2.1 Review and monitor on a monthly basis, revenue and expense statements to determine expenditure rate.
- 2.2 Demonstrate best practices through State Certification of fiscal policies & procedures.

3 To examine cost saving measures that will provide additional dollars for direct services.

3.1 Purchase and redesign facilities that will lower monthly rent and consolidate services.

CUSTOMER STRATEGIC OBJECTIVES & ORGANIZATION GOALS

4 To facilitate the growth of small businesses and job creation through education and training for Entrepreneurship.

- 4.1 Promote the growth of small businesses by brokering resources that bridge concept to creation.
- 4.2 Sponsor/Cosponsor workshops on available services and programs for emerging businesses.
- 4.3 Sponsor the Youth Entrepreneurship Business Plan Competition for youth 16-18 & 19-21.
- 4.4 To develop a career path for Entrepreneurs

5 To broker relationships with employers that will enable them to sustain and expand their businesses.

- 5.1 To increase the number of employers that are engaged in our work.
- 5.2 To increase the number of employers who are engaged in training activities.

6 To identify the regional job vacancy outlook and facilitate training that will meet that need.

- 6.1 Develop a quarterly report on regional occupation data that demonstrates job vacancy rate.
- 6.2 Analyze data quarterly on occupational outlook to determine regional job vacancy as it relates to training.
- 6.3 Issue an RFQ to determine vendors who meet the qualifications of group training related to regional job vacancies.

7 To present career readiness activities for youth 14-21 that will provide a foundation for future employment.

- 7.1 Broker employment experiences for youth.
- 7.2 Work with youth and employers to complete a Work Based Learning Plan on employment experience.
- 7.3 To conduct Work Readiness Training for youth that prepares them to apply for and obtain employment.
- 7.4 To provide instruction in Business etiquette and leadership characteristics to youth.
- 7.5 To provide Financial Literacy classes throughout the year.

8 To provide educational pathways for in and out of school youth that will increase their educational attainment and identification of occupational goals.

- 8.1 To provide youth with access to technology and tutoring for the HS equivalency exam.
- 8.2 Sponsor a Career Fair for youth that exposes them to different career options
- 8.3 Sponsor a STEM event that introduces youth to different career occupations in the STEM field.
- 8.4 To broker successful internships that help youth explore careers.
- 8.5 Increase Community collaborations for effective delivery of services
- 8.6 To fund and monitor the delivery of WIA Youth Service elements

9 To sponsor programming that encourages multiple educational pathways and language acquisition.

- 9.1 Increase the capacity of ESOL programming through workplace initiatives and Adult Learning Centers.
- 9.2 Advocate for public transportation options to provide access to key economic & workforce locations.

INTERNAL/OPERATIONAL STRATEGIC OBJECTIVES & ORGANIZATION GOALS

10 To establish and maintain a customer database to expand organizational outreach goals.

10.1 To improve communication with our community, business and public entities.

11 To create awareness of programs and services.

- 11.1 Develop marketing plan
- 11.2 Develop messaging and deliver "On The Road" presentations with Board members for presentations.
- 11.3 Expand usage of social media tools.
- 11.4 Compile and publish annual Community Report.

PEOPLE AND LEARNING STRATEGIC OBJECTIVES & ORGANIZATION GOALS

12 To develop an expert staff through training and professional development.

- 12.1 Present opportunities for staff to refine and develop their skills that will enhance services to our customers
- 12.2 To develop an employee externship program, enabling staff to experience a different working environment and gain additional skills.

13 To provide quality and diverse benefits at low employee cost.

13.1 To negotiate the best rates for health services and organizational benefits for services to employees.

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 Memorandum of Understanding



The Brockton Service Delivery Area



Workforce Innovation and Opportunity Act

Memorandum of Understanding

I. PURPOSE

The purpose of this Memorandum of Understanding (MOU) is to define the parameters within which education, workforce, economic development, and other partner programs and entities operating in the Brockton Service Delivery Area, create a seamless, customer-focused Career Center network that aligns service delivery across the board and enhances access to program services. By realizing one-stop opportunities together, partners can build community-benefiting bridges, rather than silos of programmatic isolation. These partnerships will work towards reducing administrative burden and costs and increase customer access and performance outcomes.

This Memorandum of Understanding (MOU) communicates the agreement developed and executed between the Brockton Area Workforce Investment Board, with agreement of Mayor Bill Carpenter, the One Stop Career Center (CareerWorks) Operator, UMass Donahue Institute and the Partners signed below, relating to the operation of the one-stop delivery of service in the local workforce area. The Brockton Area Workforce Investment Board will act as the convener of MOU negotiations and together with Partners will shape how local One-Stop Career Center Services are delivered.

This MOU defines the roles and responsibilities of the OSCC 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

In accordance with WIOA Section 121(c), this Local Memorandum of Understanding has been developed and executed with agreement of the Chief Elected Official of the Brockton Area Workforce Investment Board, and the Workforce Innovation and Opportunity Act (WIOA) OSCC Required Partners as defined by WIOA in WIOA Regulations 20 CFR Part 678.400.

Required One Stop Career Center Partners		
Adult, Dislocated Worker & Youth Title I	Department of Career Services (DCS)	
Jobs for Veterans State Grants Program		
The Wagner-Peyser Act Program, Title III		
• The Adult Education and Family Literacy Act Program (Title II)	Department of Elementary and Secondary Education (DESE)	
The Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973, as amended by Title IV	 Massachusetts Rehabilitation Commission (MRC) Massachusetts Commission for the Blind (MCB) 	
Federal-state unemployment compensation program	Department of Unemployment Assistance (DUA)	
Temporary Assistance for Needy Families Program	Department of Transitional Assistance (DTA)	
Supplemental Nutrition Assistance Program	,	
Title V of the Older Americans Act	Senior Community Service Employment Program	

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, also including effectiveness, 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 shall terminate on June 30, 2018, unless otherwise terminated by agreement of all parties or superseded.

IV. ASSURANCES

The Brockton Area Workforce Investment Board and the MOU Partners agree to conduct the following activities at a local level:

- Enter a local MOU with the Local Workforce Development Board relating to operation of the one-stop delivery system.
- 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.
- Define "shared" customers between Partners to create a clear understanding of how multiple providers, services and resources should support youth, job seekers, and businesses.

- Redesign the One-Stop Career Center customer flow and service practices across partner agencies, including ensuring the accessibility and availability of services to "shared" customers.
- Utilize robust technology tools to scale-up practices and provide more significant supports for individuals with barriers to employment, including basic skills assessment, remediation, and career development tools.
- Track and evaluate the outcomes for individuals who face barriers to employment.
- Use a portion of the funds available for programs and activities to maintain the one-stop delivery system, including infrastructure and shared costs of One-Stop Career Centers, through methods agreed upon by the Local Board, Chief Elected Official, and Partners. If no consensus on methods is reached, the Governor, after consultation with the Chief Elected Official, Local Board, and State Board shall determine the portion of funds to be provided (WIOA sec. 121(a) (h) (1) (C)).
- Provide representation on the local workforce boards to the extent possible and/or participate in Local Board ad hoc activities/events or on standing committees.

The MOU will be reviewed, and if substantial changes have occurred, renewed, not less than once every 3-year period according to WIOA Sections 121(c) (g) 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. require that the MOU shall be reviewed not less than once every 3-year period to ensure appropriate funding and delivery of services, also including effectiveness, physical and programmatic accessibility, WIOA Regulations Subpart C 20 CFR Part 678.500

V. MEMORANDUM OF UNDERSTANDING CONTENT

The MOU partners will meet monthly to review progress towards achieving common goals as described within this document. Stable agenda items for the monthly meetings will include training updates, labor market information and a discussion of successes and challenges. The local review of LMI will guide the career pathways developed through this partnership. The partners involved in this MOU are all focused on serving the neediest populations within our region. While each agency has specific eligibility requirements for funded services, this partnership will focus on individuals who need assistance in training, education and case management for obtaining and retaining a career pathway.

The target population served under this MOU is based on WIOA guidelines. CareerWorks' eligibility criteria prioritize those individuals confronted by the greatest barriers to employment. These persons include individuals and youth with disabilities; displaced homemakers; low-income individuals; older individuals; ex-offenders; homeless individuals; youth who are in or have aged out of the foster care system; individuals who are English language learners; individuals who have low levels of literacy; individuals facing substantial cultural barriers; farmworkers; individuals within two years of exhausting lifetime eligibility under the TANF

program; single parents and single pregnant women; and long-term unemployed individuals. Job seekers who face particular barriers to employment, along with veterans, are prioritized for services under WIOA Title I. BAWIB, CareerWorks and Partners will provide accessible resources for people with disabilities, including a full range of adaptive technologies. CareerWorks will maintain a specialized work station for customers with disabilities, conduct routine staff training in its use and will remain compliant with DCS and DOL policies on accessibility and services to customers with disabilities.

A customer flow chart describing the shared customer and customer centered design is included as Attachment A

Methods for referring individuals or business customers between the partners for appropriate services and activities is included as Attachment B

The Brockton Area Workforce Investment Board and its Partners will develop and implement a strategic outreach plan that will include, at a minimum:

- Specific steps to be taken by each partner,
- ❖ An outreach plan to the region's human resources professionals,
- ❖ An outreach and recruitment plan to the region's job seekers, including targeted efforts for populations most at-risk or most in need,
- ❖ An outreach and recruitment plan for out-of-school youth,
- Industry Sector strategies and career pathways,
- Connections to registered apprenticeship,
- ❖ A plan for messaging to internal audiences,
- ❖ An outreach tool kit for Partners,
- * Regular use of social media,
- Clear objectives and expected outcomes, and
- ❖ Leveraging of any statewide outreach materials relevant to the region.

At a minimum, Partners will make the below services available, as applicable to the program, consistent with and coordinated via the One Stop Career Center

	JOBSEEKER SERVICES	
Basic Career Services	Individualized Career Services	Training
Outreach, intake and orientation to the information, services, programs, tools and resources available through the Local workforce system	Comprehensive and specialized assessments of skills levels and service needs	Occupational skills training through Individual Training Accounts (ITAs)
Initial assessments of skill level(s), aptitudes, abilities and supportive service needs	Development of an individual employability development plan to identify employment goals, appropriate achievement objectives, and appropriate combination of services for the customer to achieve	Adult education and literacy activities, including English language acquisition (ELA), provided in combination with the training services described above
In and out of area job search and placement assistance (including provision of information on indemand industry sectors and occupations and non-traditional employment)	Referral to training services	On-the-Job Training (OJT)
Access to employment opportunity and labor market information	Group counseling	Incumbent Worker Training
Performance information and program costs for eligible providers of training, education, and workforce services	Literacy activities related to work readiness	Programs that combine workplace training with related instruction which may include cooperative education
Information on performance of the Local workforce system	Individual counseling and career planning	Training programs operated by the private sector
Information on the availability of supportive services and referral to such, as appropriate	Case management for customers seeking training services; individual in and out of area job search, referral and placement assistance	Skill upgrading and retraining
Information and meaningful assistance on Unemployment Insurance claim filing	Work experience, transitional jobs, registered apprenticeships, and internships	Entrepreneurial training

Determination of potential eligibility for workforce Partner services, programs, and referral(s)	Workforce preparation services (e.g., development of learning skills, punctuality, communication skills, interviewing skills, personal maintenance, literacy skills, financial literacy skills, and professional conduct) to prepare individuals for unsubsidized employment or training	Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
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YOUTH SERVICES			
Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.	Alternative secondary school services, or dropout recovery services, as appropriate.		
Paid and unpaid work experiences that have as a component academic and occupational education, which may include: Summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities.	Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved.		
Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.	Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate.		
Supportive services.	Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.		
Follow-up services for not less than 12 months after the completion of participation, as appropriate.	Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.		
Financial literacy education.	Entrepreneurial skills training.		

Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.

Activities that help youth prepare for and transition to postsecondary education and training.

BUSINESS SERVICES			
Serve as a single point of contact for businesses, responding to all requests in a timely manner	Provide information and services related to Unemployment Insurance taxes and claims	Assist with disability and communication accommodations, including job coaches	
Conduct outreach regarding Local workforce system's services and products	Conduct on-site Rapid Response activities regarding closures and downsizings	Develop On-the-Job Training (OJT) contracts, incumbent worker contracts, or pay-for-performance contract strategies	
Provide access to labor market information	Provide customized recruitment and job applicant screening, assessment and referral services	Provide employer and industry cluster-driven Occupational Skills Training through Individual Training Accounts with eligible training providers	
Assist with the interpretation of labor market information	Conduct job fairs	Develop customized training opportunities to meet specific employer and/or industry cluster needs	
Use of one-stop center facilities for recruiting and interviewing job applicants	Consult on human resources issues	Coordinate with employers to develop and implement layoff aversion strategies	
Post job vacancies in the state labor exchange system and take and fill job orders	Provide information regarding disability awareness issues	Provide incumbent worker upgrade training through various modalities	
Provide information regarding workforce development initiatives and programs	Provide information regarding assistive technology and communication accommodations	Develop, convene, or implement industry or sector partnerships	

As part of the MOU process, CareerWorks will provide basic infrastructure on an as-negotiated basis to all partners who will be stationing staff at the Center. Services available to those staff may include: office/cubicle space, internet access, telephone access, fax access, use of a high-capacity copier/scanner, use of shared printers, computers (as negotiated) use of classroom and computer lab space.

CareerWorks will be responsible for wired internet connectivity up to the point of connection to the partnering agencies technology. Partnering agencies are responsible for maintenance, repair, and configuration of their own equipment. CareerWorks will provide maintenance, repair, and configuration of their equipment provided to partnering agencies. CareerWorks will provide secured wireless connectivity to partnering agencies (not customers) on an as-negotiated basis. Use of CareerWorks networks will require acceptance of an Acceptable Use policy.

Partnering agencies will work towards information sharing systems as options become available, if required, partnering agencies will be responsible for obtaining, paying for, and maintaining their own licenses to the state's MOSES system as well as the CITRIX system used to access it. Partnering agencies will not be able to access MOSES information through CareerWorks credentials. Information obtained through MOSES for use in program management and center coordination will be shared as negotiated in a separate agreement. All phone lines used by partnering agencies while at CareerWorks will be part of the existing phone system.

CareerWorks will staff reception services at the Front Desk, providing an initial point of contact for customers. This position will direct customers to appropriate programs and assist with ensuring proper customer flow. Partnering agencies will be responsible for providing current program and contact information to CareerWorks to facilitate this process.

Building Access: Partnering agency staff will be provided access to the facility during normal business hours (Monday – Friday, 8:30-4:30). Any activities outside of those hours will need to be expressly approved by the Center Director. Partnering agencies will keep CareerWorks informed on their staffing patterns at the Center and hours/days that those staff will be on-site. Partners will inform CareerWorks of deviations to this schedule to ensure customers are informed. If CareerWorks closes due to inclement weather, partnering agencies will be informed in a timely manner via the CareerWorks website.

Partners will be trained on and comply with CareerWorks Emergency and Safety policies and procedures.

Universal access to Career Center services through an automated application process. Through this use of JobQuest CareerWorks enjoys a paperless application, conforming with the state's long-term vision of all required partners beginning to use one system as a point of entry for services.

All partners will be provided with weekly lists of job openings at area employers as developed by the Employers Services team along with access to the CareerWorks Calendar of Events including workshops, job fairs, recruitments and other specific employer events.

The customers of all partnering agencies who become Center members may enjoy the full use of CareerWorks' resources. These include:

Use of CareerWorks' state of the art Resource Room. Resources available through the room include:

State-of-the-art-computers Faxing services

Reference Books On-site employer recruitments
Internet Access Local "hot jobs" listings

Company information Brochures

High-quality laser printers

Links to many on-line job hunting sites

Community resources Calendar of events

High-capacity copy machine

Local labor market information

Adaptive equipment for the disabled

Resources for Customers with Disabilities: CareerWorks is fully ADA compliant, and maintains a host of resources and adaptive technology to provide appropriate accommodates to customers who need them. These technologies include:

Dialogue III TTY Text Telephone CCTV

Mass Relay Phone Service BioAid Sound Enhancer Zoom Text Dragon Naturally Speaking

JAWS for Windows Large print format versions of presentations and

Microsoft Accessibility Features materials as requested

Workshops: CareerWorks offers a wide variety of workshops and trainings to enhance the skills of job-seekers.

Plan for Coordinated Staff Development and Training

Each Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement. All partnering agency staff will receive training on Career Center services from CareerWorks. In turn, the partners will provide training on their individual programs at the Career Center, which will be made available to all partnering agency staff. This will allow for a comprehensive understanding of all partner programs and integration and alignment of services.

These training sessions will be coordinated through BAWIB's Brockton Region Workforce Partners' monthly meetings. Each partnering agency will create a desk guide on their programs that they will share with other partnering agencies.

8. Financial Contributions (Cash, In Kind, etc.)

Financial Contributions will be made by partners for either infrastructure or service costs, or both related to the system and will satisfy the requirements of § 121 (h) of WIOA for the purposes of funding the one-stop system. The purpose of the financial contributions and funding, which will be established, includes, but, is not limited to:

• Maintain the system to meet the needs of the Shared Customers;

- Reduce duplication of services among Partners;
- Improve program effectiveness of Partners;
- Encourage efficient use of information to technology to deliver services;
- Ensure proportionate costs by Partners in the system;
- Support a universal career pathway system in the service area;
- Ensure delivery of services through the one-stop center.

Partners who are co-located, either required or voluntary, will contribute financial contributions of cash, in-kind, etc. to the system including the Career Center infrastructure costs as outlined in 20 CFR § 678.715 and 20 CFR § 678.705. Partners who are mandated to will contribute a proportionate share as outlined in 20 CFR § 678.720. Under 20 CFR § 678.720 of these final regulations, one-stop partner programs must adhere to the administrative and program cost limitations and requirements to which they are subject.

Partners (or their respective state entity) may provide cash, non-cash, and third-party in-kind contributions to cover their proportionate share of infrastructure costs per 20 CFR § 678.720 (c). If non-cash or in-kind contributions are used, they cannot include non-infrastructure costs (such as personnel), and they must be valued consistent with Uniform Guidance Section 200.306 to ensure they are fairly evaluated and meet the partner's proportionate as dictated under 20 CFR § 678.720. If third-party in-kind contributions are made that support the system as a whole (such as space), that contribution will not count toward a specific partner's proportionate share of infrastructure. Rather, the value of the contribution will be applied to the overall infrastructure costs and thereby reduce the contribution mandated for all Partners. When determining the use of non-cash and in-kind contributions, overall costs must be kept in mind as there must first be enough cash contributions to cover those.

Partners are individually responsible for ensuring that all of the related infrastructure costs are paid according to the provisions of the MOU. The estimated proportionate share of costs for each partner are based on budgeted expectations and until the actual costs are known, and the usage and benefits are calculated, each partner's true proportionate share of cost will be unknown. Therefore, all Partner contributions, regardless of the type, must be reconciled on a regular basis (e.g., monthly or quarterly), comparing expenses incurred to relative benefits received. The reconciliation process is necessary in order to ensure that the proportionate share each Partner program is contributing remains consistent with the cost methodology, is up to date, and in compliance with the terms of the MOU. The MOU will identify responsibilities for this regular reconciliation.

The local MOU will reflect an agreement of the MOU Partners to jointly review the WIOA mandated performance metrics for the region or metrics negotiated as part of any shared and infrastructure contract costs between a local area (Board) and the mandated OSCC Partner, including incentives and penalties.

VI. COMPETITIVE SELECTION OF ONE STOP CAREER CENTERS

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

VII. PERFORMANCE MEASURES

The Brockton Area Workforce Investment Board in agreement with the MOU Partners agree to jointly review the WIOA mandated performance metrics for the workforce areas or metrics as 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.

VIII. OTHER

- 1. DUA only will provide information under this agreement to another party to this agreement:
- a. 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;
- b. following approval by DUA of an Application for Unemployment Insurance and/or Wage Reporting Data (currently in the form attached and marked "," which DUA reserves the right to modify in its sole discretion); and
- c. following execution by DUA and an approved applicant of a Data Sharing and Cost Reimbursement Agreement (currently in the forms attached and marked "" for confidential data and "" for nonconfidential data, 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.

IX. SIGNATORIES

By signing this agreement, all parties agree to the provisions contained herein are subject to all applicable, Federal, State, and local laws, regulations and/or guidelines relating to nondiscrimination, equal opportunity, displacement, privacy rights of participants, and maintenance of data and other confidential information relating to One-Stop Career Center customers. By signatures affixed below, the parties specify their agreement:

Local Chief Elected Official Mayor Bill Carpenter	Local Board Chair Suzanne Fernandes
Local Board Executive Director Sheila Sullivan-Jardim	Local Career Center Lead Operator John G. Murray
DCS Operations Manager James Schmitt	DUA Representative Marie-Lise Sobande
Adult and Community Learning Services Kathy Quinn	MA Rehabilitation Commission Alice Oliveira
MA Commission for the Blind Julie A. Boren	MA Department of Transitional Assistance Sean Beasley
Senior Community Service Employment Program Gail Bernier	

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Adult and Community Learning Services Kathy Quinn

MA Commission for the Blind

Julie A. Boren

Senior Community Service Employment Program Gail Bernier

MA Rehabilitation Commission

tabieur Menelien-Honnigum

Alice Oliveira

MA Department of Transitional Assistance Sean Beasley

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 BROCKTON WORKFORCE DEVELOPMENT AREA FISCAL YEAR 2017

Gender Male 3,087 52% Female 2,904 48% Ethnicity White 2,904 48% Black or African American 1,988 33% Hispanic or Latino 495 8% American Indian or Alaskan Native 72 1% Asian 127 2% Hawaiian Native or Other Pacific Islander 18 0% Other 1,157 19% Age 8 18 or under 39 1% 19-21 183 3% 22-45 3,263 54% 46-54 1,280 21% 55+ 1,226 20% Education 1 2278 38% Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 364 6% <	Total Individuals Served	5,991	
Female 2,904 48% Ethnicity White 2,827 47% Black or African American 1,988 33% Hispanic or Latino 495 8% American Indian or Alaskan Native 72 1% Asian 127 2% Hawaiian Native or Other Pacific Islander 18 0% Other 1,157 19% Age 39 1% 19-21 183 3% 19-21 183 3% 22-45 3,263 54% 46-54 1,280 21% 55+ 1,226 20% Education 2 278 38% Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% <	Gender		
Ethnicity White 2,827 47% Black or African American 1,988 33% Hispanic or Latino 495 8% American Indian or Alaskan Native 72 1% Asian 127 2% Hawaiian Native or Other Pacific Islander 18 0% Other 1,157 19% Age 39 1% 19-21 183 3% 22-45 3,263 54% 46-54 1,280 21% 55+ 1,226 20% Education 2 278 38% Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 <td>Male</td> <td>3,087</td> <td>52%</td>	Male	3,087	52%
White 2,827 47% Black or African American 1,988 33% Hispanic or Latino 495 8% American Indian or Alaskan Native 72 1% Asian 127 2% Hawaiian Native or Other Pacific Islander 18 0% Other 1,157 19% Age 39 1% 18 or under 39 1% 19-21 183 3% 22-45 3,263 54% 46-54 1,280 21% 55+ 1,226 20% Education 518 9% Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 344 </td <td>Female</td> <td>2,904</td> <td>48%</td>	Female	2,904	48%
White 2,827 47% Black or African American 1,988 33% Hispanic or Latino 495 8% American Indian or Alaskan Native 72 1% Asian 127 2% Hawaiian Native or Other Pacific Islander 18 0% Other 1,157 19% Age 39 1% 18 or under 39 1% 19-21 183 3% 22-45 3,263 54% 46-54 1,280 21% 55+ 1,226 20% Education 518 9% Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 344 </td <td>Ethnicity</td> <td></td> <td></td>	Ethnicity		
Hispanic or Latino 495 8% American Indian or Alaskan Native 72 1% Asian 127 2% Hawaiian Native or Other Pacific Islander 18 0% Other 1,157 19% Age	· · · · · · · · · · · · · · · · · · ·	2,827	47%
American Indian or Alaskan Native 72 1% Asian 127 2% Hawaiian Native or Other Pacific Islander 18 0% Other 1,157 19% Age 18 or under 39 1% 19-21 183 3% 22-45 3,263 54% 46-54 1,280 21% 55+ 1,226 20% Education Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 344 39% Employers Receiving Referrals 332 38%	Black or African American	1,988	33%
Asian 127 2% Hawaiian Native or Other Pacific Islander 18 0% Other 1,157 19% Age 18 or under 39 1% 19-21 183 3% 22-45 3,263 54% 46-54 1,280 21% 55+ 1,226 20% Education 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	Hispanic or Latino	495	8%
Hawaiian Native or Other Pacific Islander Other 18 0% Other Other 1,157 19% Age 18 or under 39 1% 19-21 183 3% 22-45 3,263 54% 46-54 1,280 21% 55+ 1,226 20% Education Education Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	American Indian or Alaskan Native	72	1%
Other 1,157 19% Age 18 or under 39 1% 19-21 183 3% 22-45 3,263 54% 46-54 1,280 21% 55+ 1,226 20% Education Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	Asian	127	2%
Age 39 1% 19-21 183 3% 22-45 3,263 54% 46-54 1,280 21% 55+ 1,226 20% Education Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Receiving Referrals 332 38%	Hawaiian Native or Other Pacific Islander	18	0%
18 or under 39 1% 19-21 183 3% 22-45 3,263 54% 46-54 1,280 21% 55+ 1,226 20% Education Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Receiving Referrals 332 38%	Other	1,157	19%
19-21 183 3% 22-45 3,263 54% 46-54 1,280 21% 55+ 1,226 20% Education Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Receiving Referrals 332 38%	Age		
22-45 3,263 54% 46-54 1,280 21% 55+ 1,226 20% Education Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	18 or under	39	1%
46-54 1,280 21% 55+ 1,226 20% Education Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	19-21	183	3%
55+ 1,226 20% Education Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	22-45	3,263	54%
Education Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	46-54	1,280	21%
Less than High School 518 9% High School Diploma or Equivalent 2,278 38% Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	55+	1,226	20%
High School Diploma or Equivalent Some College/Vocational Degree Associate Degree Bachelors Degree Bachelors Degree Advanced Degree Bachelors	Education		
Some College/Vocational Degree 1,127 19% Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	Less than High School	518	9%
Associate Degree 585 10% Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	High School Diploma or Equivalent	2,278	38%
Bachelors Degree 915 15% Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	Some College/Vocational Degree	1,127	
Advanced Degree 364 6% Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	Associate Degree	585	
Self-Identified Persons With Disabilities 290 5% Unemployment Insurance Claimants 4,557 76% Veterans 349 6% Employers Served 880 Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	Bachelors Degree	915	15%
Unemployment Insurance Claimants4,55776%Veterans3496%Employers Served880Employers Listing Job Orders Employers Receiving Referrals344 39% 33239% 38%	Advanced Degree	364	6%
Veterans3496%Employers Served880Employers Listing Job Orders Employers Receiving Referrals344 39% 33239% 38%	Self-Identified Persons With Disabilities	290	5%
Employers Served880Employers Listing Job Orders34439%Employers Receiving Referrals33238%	Unemployment Insurance Claimants	4,557	76%
Employers Listing Job Orders 344 39% Employers Receiving Referrals 332 38%	Veterans	349	6%
Employers Receiving Referrals 332 38%	Employers Served	880	
Employers Receiving Referrals 332 38%	Employers Listing Job Orders	344	39%
	Employers Who Hired a Job Seeker Referral	88	10%

BROCKTON WORKFORCE DEVELOPMENT AREA - FY 2017 - 3RD QUARTER ENDING MARCH 2017 TITLE I ADULT AND DISLOCATED WORKER, AND TRADE PARTICIPANT SUMMARIES

	Title I Adult	Title I Dislocated Worker	Trade Adjustment Assistance
Partic	ipant Characteristics	s (%)	
Total Participants YTD	83	299	128
Female	75%	44%	38%
Age 55 or Over	11%	36%	52%
Less than High School	6%	11%	21%
Limited English	1%	1%	3%
Math or Reading Level < 9.0	5%	13%	31%
Disabled	1%	2%	0%
Cash Welfare	19%	na	na
UI Claimant	na	93%	89%
Offender	0%	0%	0%
Veteran	2%	5%	4%
Single Parent	51%	11%	7%
Low Income	98%	na	3%
Er	nrollments By Activity	У	
Total Program Participants YTD	83	299	111
New Program Enrollments	49	169	57
New Training Enrollments	22	109	68
New & Carry-in Training Enrollments	30	168	100
ABE/GED or Equivalent	0	25	25
ESL	0	21	22
Occupational Skills Training	40	134	66
OJT	0	10	2
Other.	0	7	0
Exit	and Outcome Summa	ary	
Total Exits YTD	32	128	19
Entered Employments YTD	25	102	16
Entered Employment Rate at Exit	78%	82%	89%
Average Pre-Wage	na	na	\$23.95
Average (Post) Wage	\$16.09	\$22.00	\$22.77
Wage Retention Rate (post/pre-wage)	na	na	95%
Degree/Certification	30	72	na

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

BROCKTON WORKFORCE DEVELOPMENT AREA - FY 2017 - 3RD QUARTER ENDING MARCH 2017 TITLE I YOUTH PARTICIPANT SUMMARY			
	In-School	Out-of-School	Total Youth
Partic	cipant Characteristics	5 (%)	
Total	3	15	17
Age 14-18	33%	50%	47%
Age 19-21	33%	21%	24%
Age 22-21	33%	29%	29%
Female	33%	50%	47%
Disabled	0%	21%	6%
HS Student	100%	0%	18%
HS Dropout	0%	79%	65%
Limited English	0%	0%	0%
Math or Reading Level < 9.0	0%	0%	0%
Offender	0%	14%	12%
Welfare	0%	7%	6%
Foster Child	0%	7%	6%
Homeless/Runaway	0%	0%	0%
Pregnant/Parenting	0%	0%	0%
Requires Additional Assistance	0%	0%	0%
	nrollments By Activity		
Educ., Trng, & Tutoring	2	14	16
ABE/GED or Alternative	2	14	16
Financial Literacy	2	14	16
Summer Employment Opportunity	2	14	16
Work Experience/OJT	2	14	16
Occupational Skills Trng	2	14	16
Leadership Dev/Community Services	2	14	16
Mentoring	2	14	16
Guidance/Comprehensive Counseling	2	14	16
Other (non program)	2	12	14
Exit and Outcome Summary			
Total Exits YTD	1	5	6
Entered Employments YTD	0	0	0
Entered Post-HS Training YTD	0	0	0
Placed in Employment/Education Rate	0%	0%	0%
Average Wage	\$0.00	\$0.00	\$0.00
Degree/Certification	0	1	1

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

BROCKTON 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	WIOA TITLE I ADULT				
Employed 2 nd Quarter After Exit	83% 86%				
Employed 4th Quarter After Exit	75%	77%			
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	59.6%	65.3%			
Employed 4th Quarter After Exit	59.6%	65.3%			
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.