HAMPDEN WORKFORCE DEVELOPMENT AREA PIONEER VALLEY REGION WIOA LOCAL PLAN FISCAL YEAR 2018

Regional Employment Board of Hampden County, Inc.
David Cruise, Executive Director

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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.



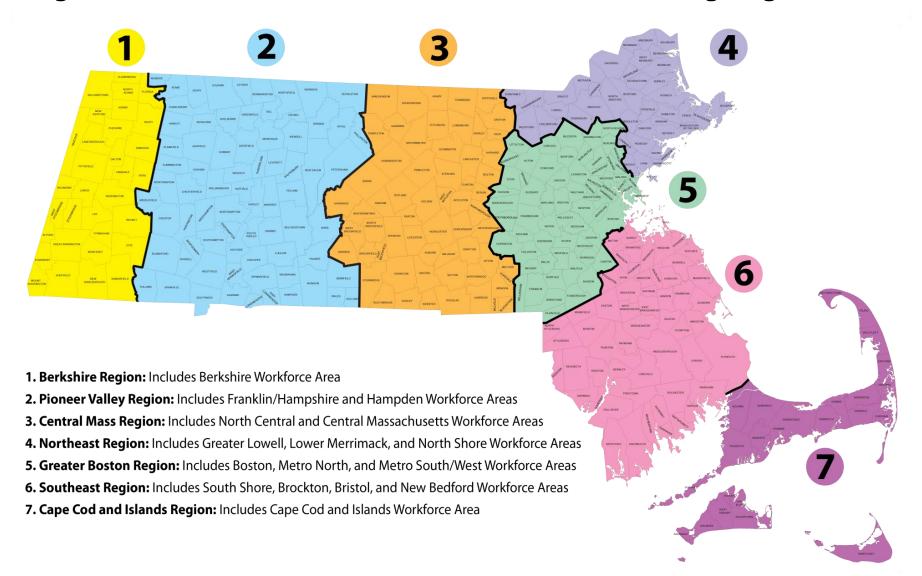


Table of Contents

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



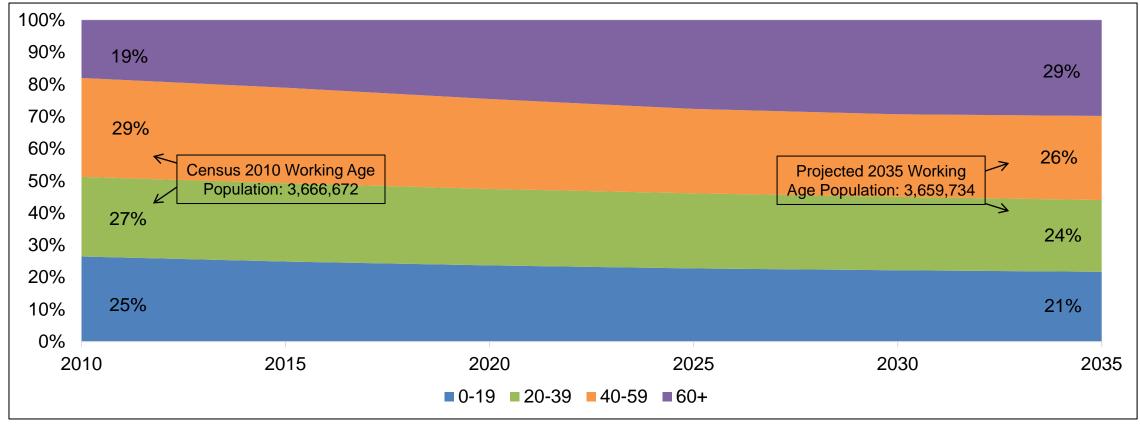
II. Demographic Context and Overview

- 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.

Census 2010
Projected 2035
Population: 6,547,629
Population: 7,319,469



State Trends, Race/Ethnicity and Place of Origin

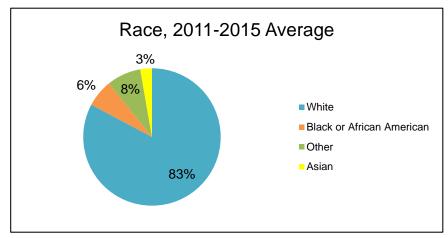
Massachusetts population growth is driven by immigration and growth in diverse populations.

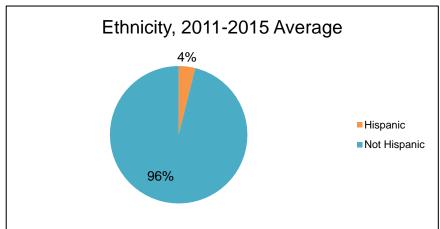
Massachusetts	2000	2012-2014	Share of Total Population 2012-2014	Absolute Change	Percent Change	Average Annual Growth Rate
Total Population*	6,131,752	6,447,295	100%	315,543	5.1%	0.4%
Nativity						
Native Born	5,279,860	5,326,213	83%	46,353	0.9%	0.1%
Foreign Born**	851,892	1,121,082	17%	269,190	31.6%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

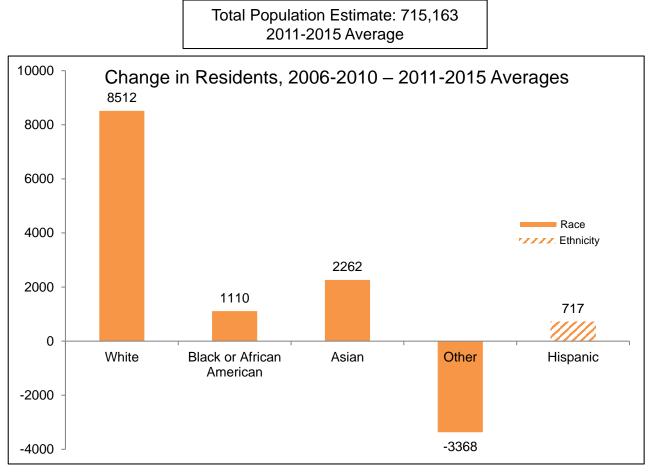
^{**}Foreign born is defined here as those born outside of the 50 states and the District of Columbia, who was not born to American parents abroad, and people born in Puerto Rico and other U.S. territories.

Regional Trends, Race/Ethnicity

While raw population growth is driven by an increase in white residents, the minority population is growing at a faster rate.

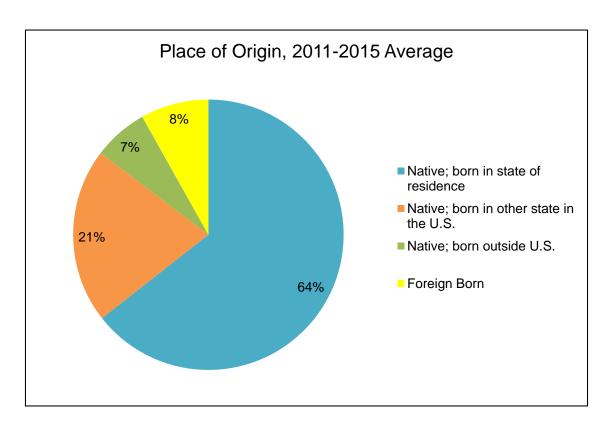


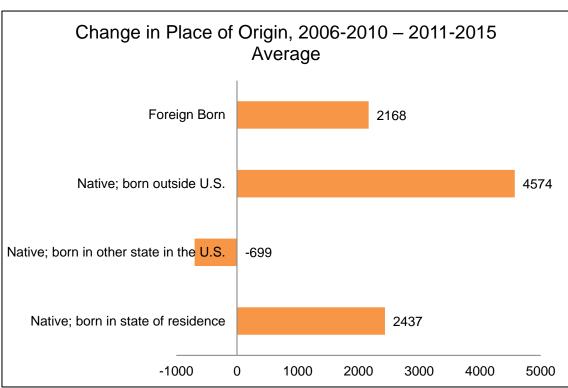




Regional Trends, Place of Origin

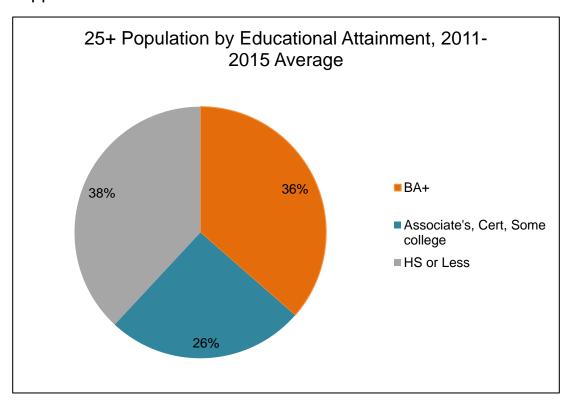
Pioneer Valley is attracting foreign-born residents, the number of migrants from other states has slightly decreased.

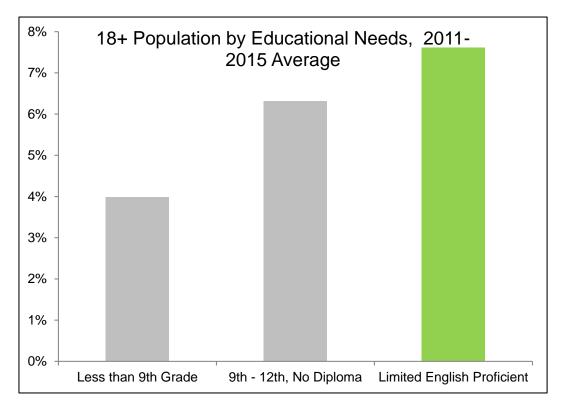




Regional Trends, Education

Although much of Pioneer Valley is highly educated, a notable portion of residents require basic education or English language supports.





Total Population Estimate, 25+: 472,029

Total Population Estimate, 18+: 567,466

Regional Commuter Patterns

Pioneer Valley sends approximately 85,000 residents outside the region to work, and attracts approximately 60,000 residents from outside its borders.

59,425 Employed in Region but Living Outside

205,169 Living and Employed in Pioneer Valley

> 85,524 Living in Region but Employed Outside

Summary of Demographic Trends

- As our State's population ages, the share of working-age and young people is declining.
- Pioneer Valley is still largely white, but small increases in population are driven by minority populations, foreign-born individuals, and residents whose primary language is not English.
- The number of people migrating to Pioneer Valley from other States has declined.
- The labor pool draws from outside the region, and employers hire employees from outside of Pioneer Valley.

III. Employer Demand Data

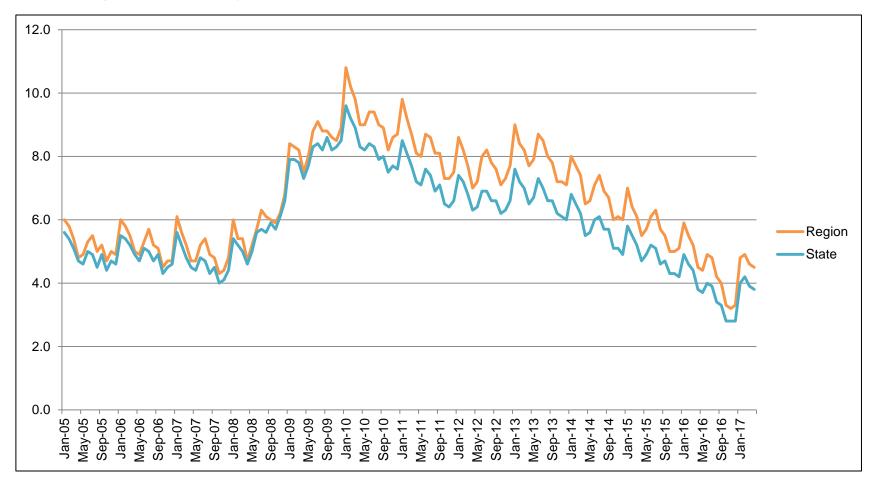
- A. Context
- B. Industry Overview
- C. Occupation Overview
- D. Career Pathways

Employer Demand Data

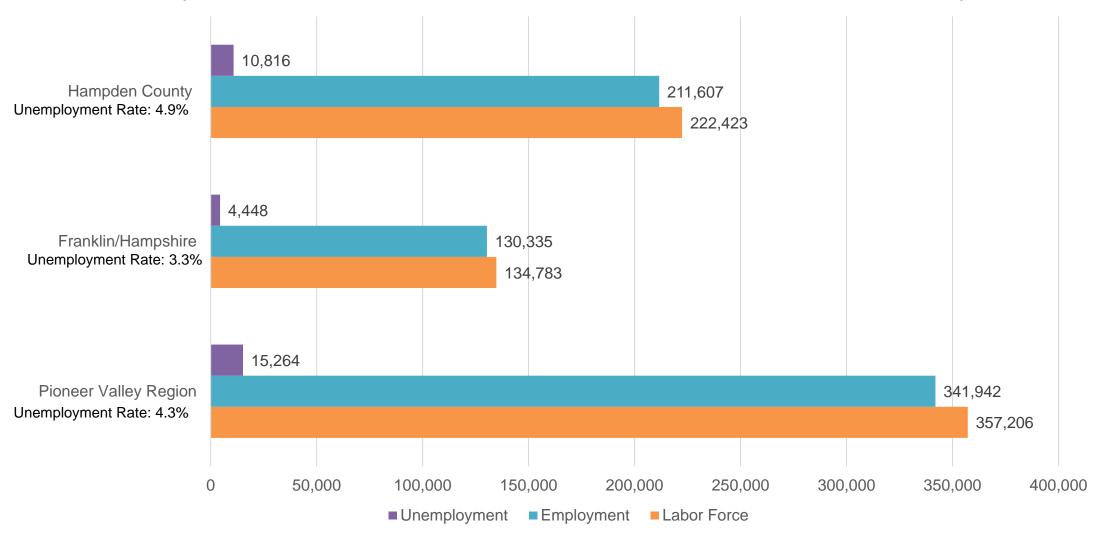
- Contextual data illustrates broadly the employment patterns in the region.
- Industry data shows which employers are prominent in the region.
- Occupation data shows which jobs people in the region do. People often perform the same jobs at different types of employers, and in different industries.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

Pioneer Valley unemployment rates trend about a .5-1 percentage point above those of the State, and have diverged more sharply from the State's rate since 2010.

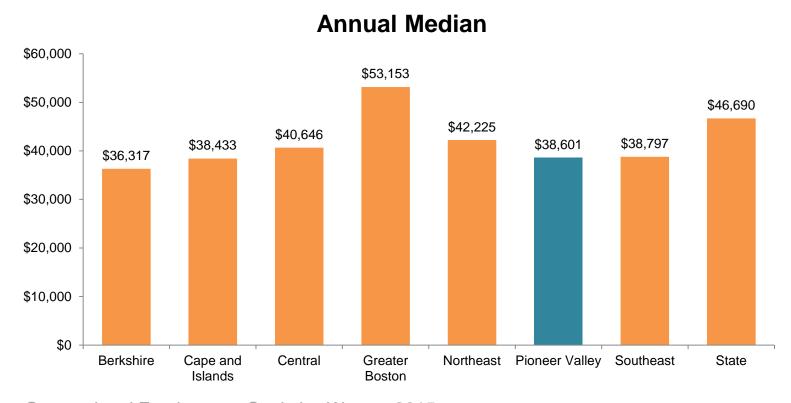


Regional and Workforce Development Area Labor Force and Unemployment Rates between June 2016 and May 2017



Median Wage

Pioneer Valley Region median wages are higher than neighbors to the west (Berkshire) but lower than neighbors to the east (Central).



Occupational Employment Statistics Wages, 2015

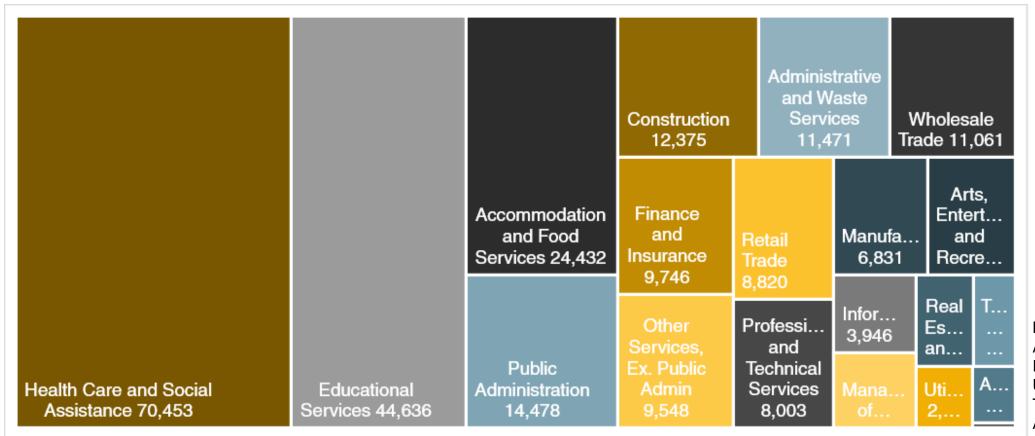
B. Industry Overview

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

Pioneer Valley Region Sector Makeup

by total employment



Management: 3863 Arts: 6404

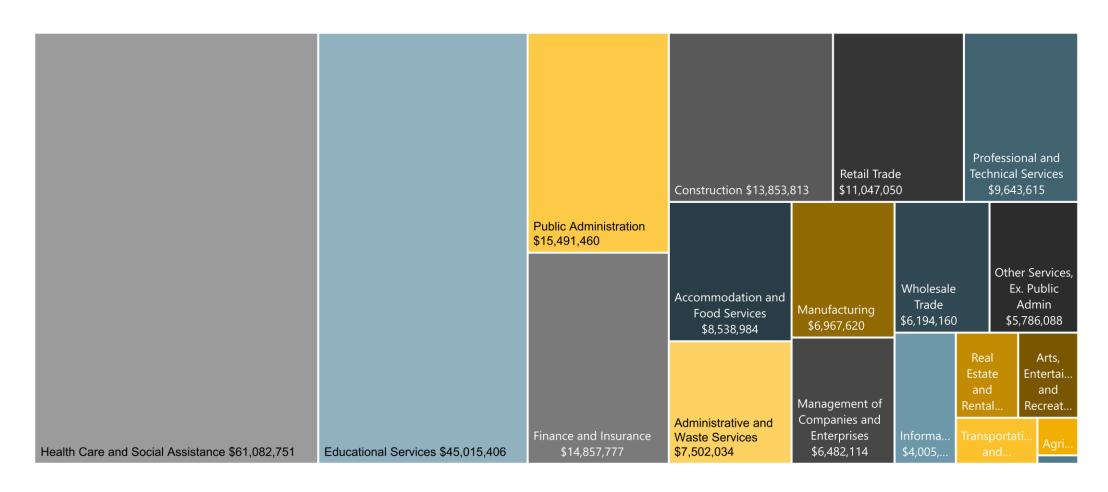
Real Estate: 3231

Utilities: 2200

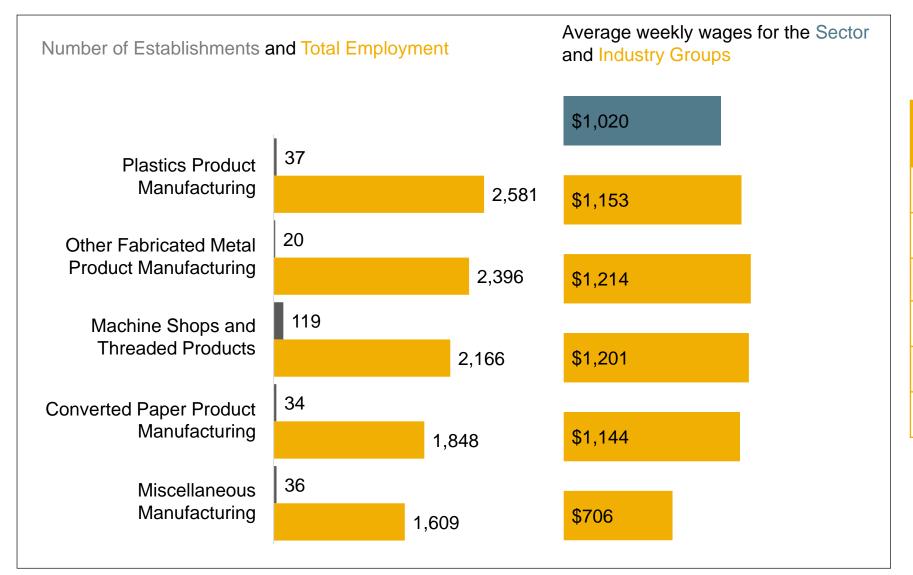
Transportation: 2376 Agriculture: 1492

Pioneer Valley Region Sector Makeup

by total wages

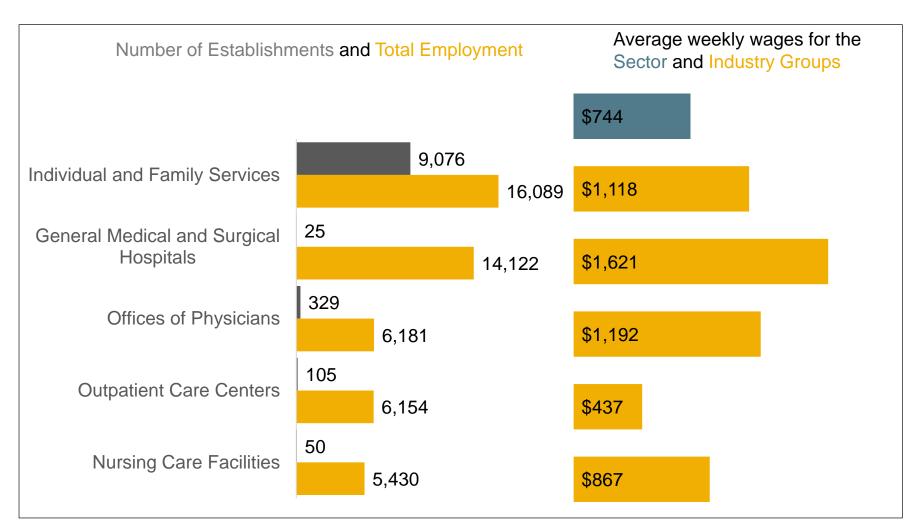


Manufacturing Industry Groups



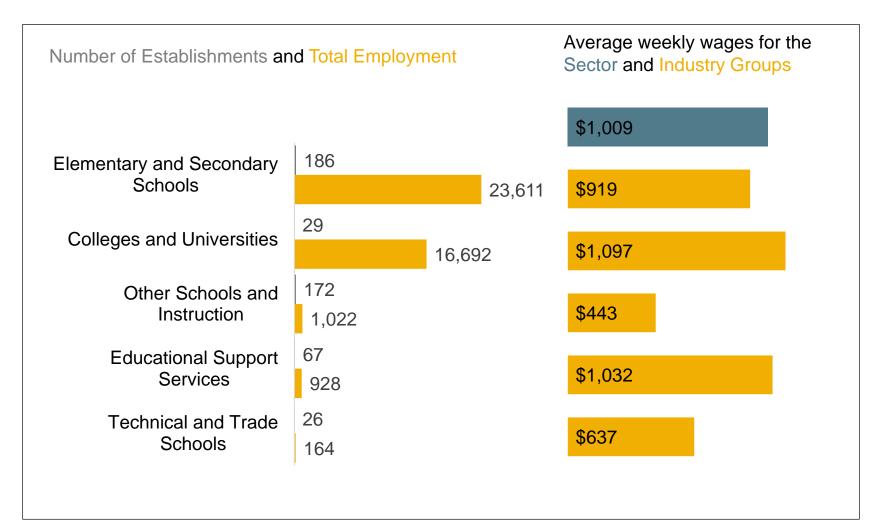
Largest Employers by 12- month Job Postings		
Employer	Postings	
L-3 Communications	88	
HP Hood LLC	49	
Smith & Wesson Holding Co.	38	
The Coca-Cola Company	28	
Advanced Drainage Systems	23	

Healthcare Industry Groups



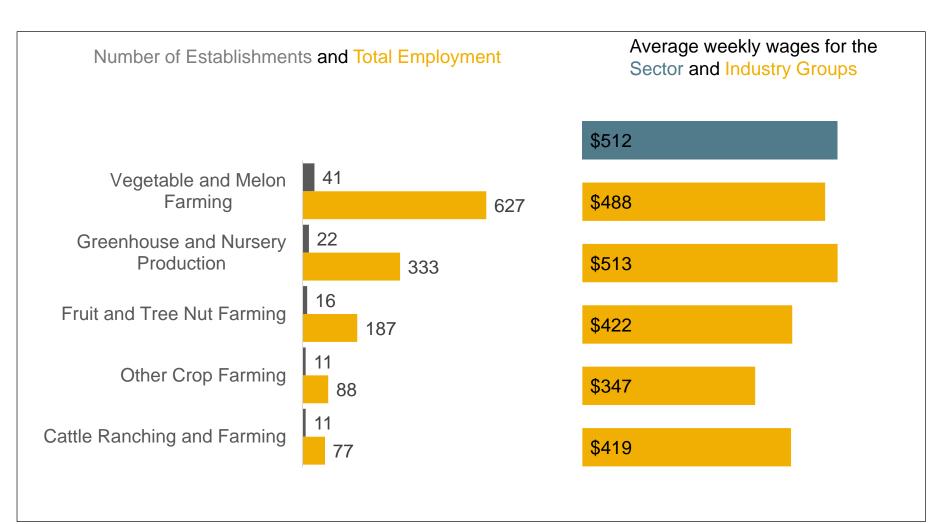
Largest Employers by 12- month Job Postings		
Employer	Postings	
University of Massachusetts	798	
University of Massachusetts Boston	540	
Milford Regional Medical Center	500	
UMass Memorial Medical Center	349	
Burncoat Family Center	231	

Education Services Industry Groups



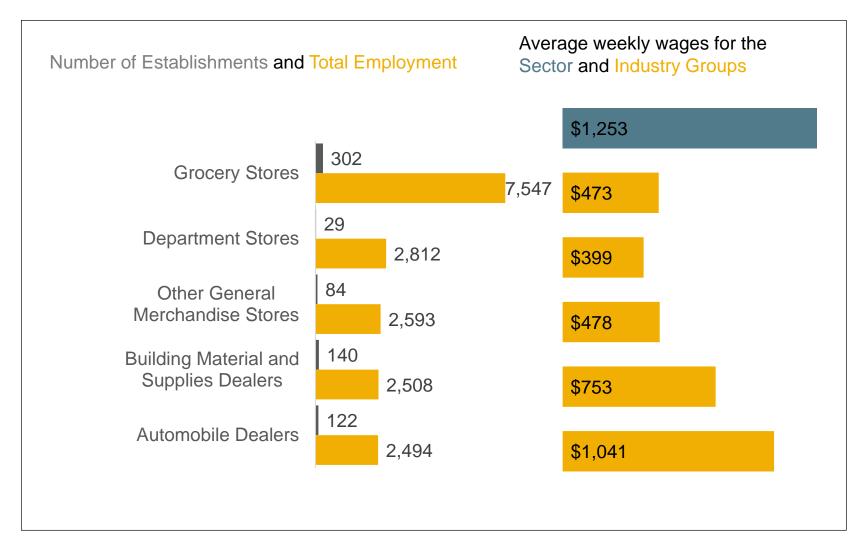
Largest Employe month Job Pos	
Employer	Postings
Smith College	163
Greenfield Community College	129
Bay Path University	96
Hampshire College	82
Benedictine University	45

Agriculture Industry Groups



Largest Employers by 12- month Job Postings		
Employer	Postings	
River Valley Market	7	
VCA Antech Inc	5	
Atkins Farms	5	
Cumberland Farms	3	
Savage Farms	3	

Retail Trade Industry Groups



Largest Employers by 12- month Job Postings		
Employer	Postings	
Lowe's	512	
Target Corporation	406	
BJ's Wholesale Club, Inc	284	
Hannaford Brothers	189	
Kohl's Corporation	123	

Industry Summary

- Manufacturing and Agriculture are likely to face labor shortages due to the aging population.
- Healthcare demonstrates the most employee diversity.
- Current employee educational attainment in Professional Technical Services and Education Services is dominated by post-secondary educational attainment (70% of workers) whereas Healthcare, Agriculture and Manufacturing offer more opportunities for individuals with less than post-secondary attainment.

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.

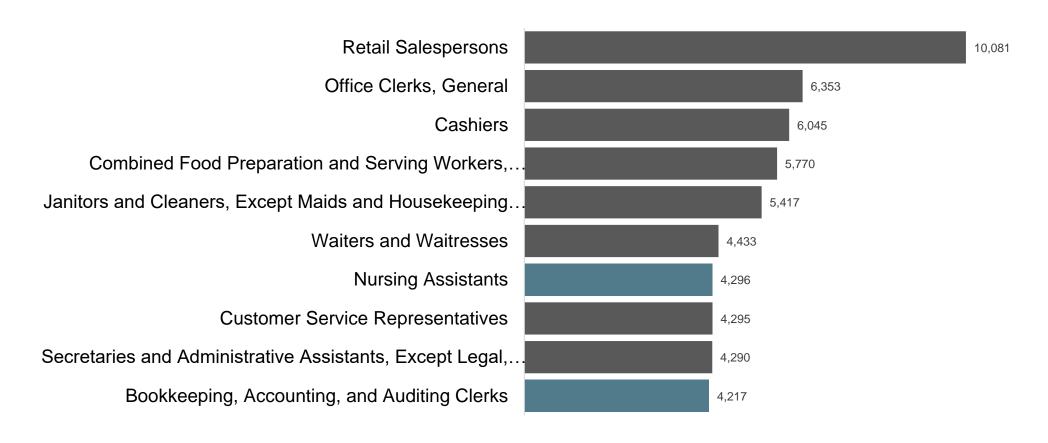
Occupation Terminology

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

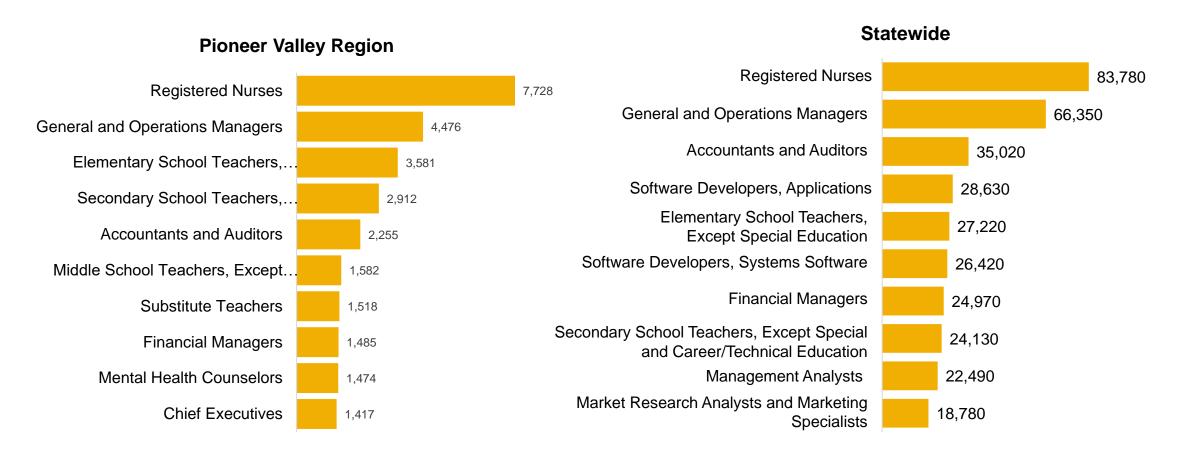
Top 15 Occupations by Share of Employment, 2015



Top 10 Occupations by Employment Share, 2015 Sub-BA



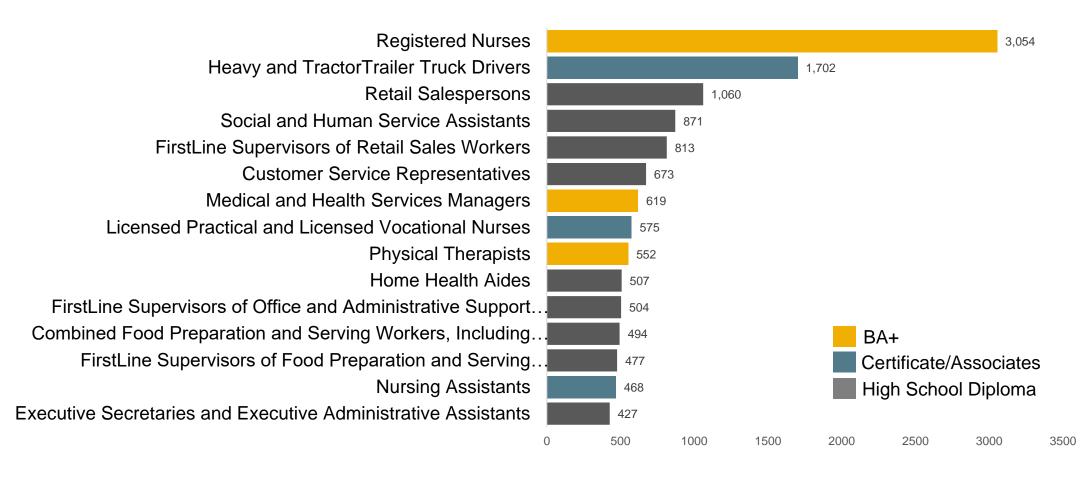
Top 10 Occupation by Employment Share, 2015, BA+



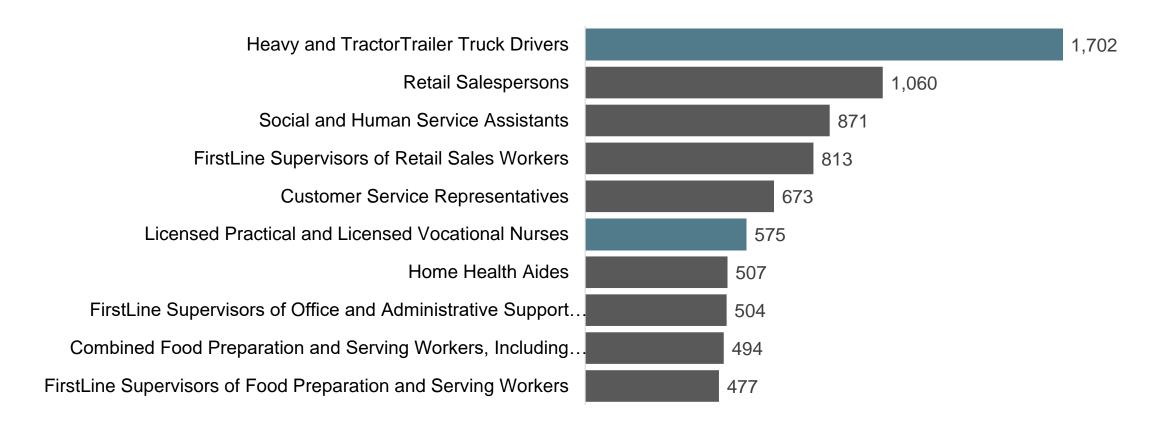
Employer Demand Terminology

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

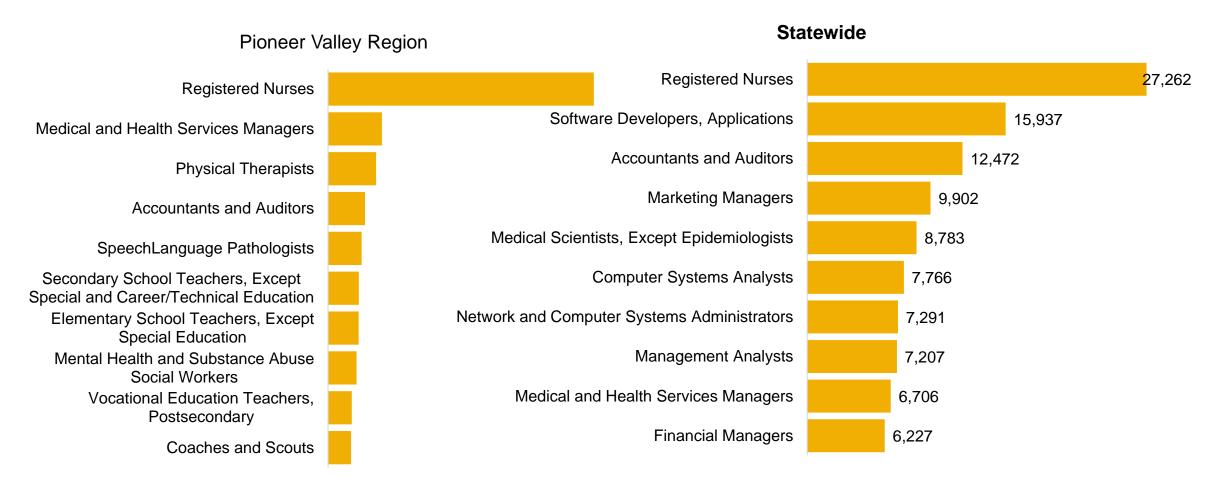
Top 15 Occupations by Indexed Employer Demand, All Education Levels



Top 15 Occupations by Indexed Employer Demand, Sub-BA



Top 15 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.

II.B.1: Selected 4- and 5- Star Occupations Requiring a High School Diploma

Occupation Title Insurance Sales Agents	STARS 4	Associated Industry Finance and Insurance	Median Wages \$68,277
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	5	Wholesale Trade	\$62,440
FirstLine Supervisors of Office and Administrative Support Workers	4	Wholesale Trade	\$54,102
Billing and Posting Clerks	4	Health Care and Social Assistance	\$37,755
Customer Service Representatives	4	Finance and Insurance	\$34,330
Production, Planning, and Expediting Clerks	4	Manufacturing	\$51,692
Medical Secretaries	4	Health Care and Social Assistance	\$39,010
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	4	Educational Services	\$37,526
FirstLine Supervisors of Construction Trades and Extraction Workers	4	Public Administration	\$65,601
Carpenters	4	Construction	\$49,187
Construction Laborers	4	Construction	\$44,891
Operating Engineers and Other Construction Equipment Operators	4	Construction	\$60,936
Electricians	4	Construction	\$57,449

II.B.2: Selected 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	\$62,615
Computer User Support Specialists	4	Professional and Technical Services	\$49,603
Paralegals and Legal Assistants	4	Professional and Technical Services	\$47,326
Respiratory Therapists	4	Health Care and Social Assistance	\$64,781
Medical and Clinical Laboratory Technicians	4	Health Care and Social Assistance	\$43,266
Dental Hygienists	4	Health Care and Social Assistance	\$78,982
Cardiovascular Technologists and Technicians	4	Health Care and Social Assistance	\$55,706
Diagnostic Medical Sonographers	4	Health Care and Social Assistance	\$73,912
Radiologic Technologists	4	Health Care and Social Assistance	\$58,344
Surgical Technologists	4	Health Care and Social Assistance	\$48,947
Licensed Practical and Licensed Vocational Nurses	4	Health Care and Social Assistance	\$48,166
Medical Records and Health Information Technicians	4	Health Care and Social Assistance	\$39,845
Physical Therapist Assistants	4	Health Care and Social Assistance	\$56,780

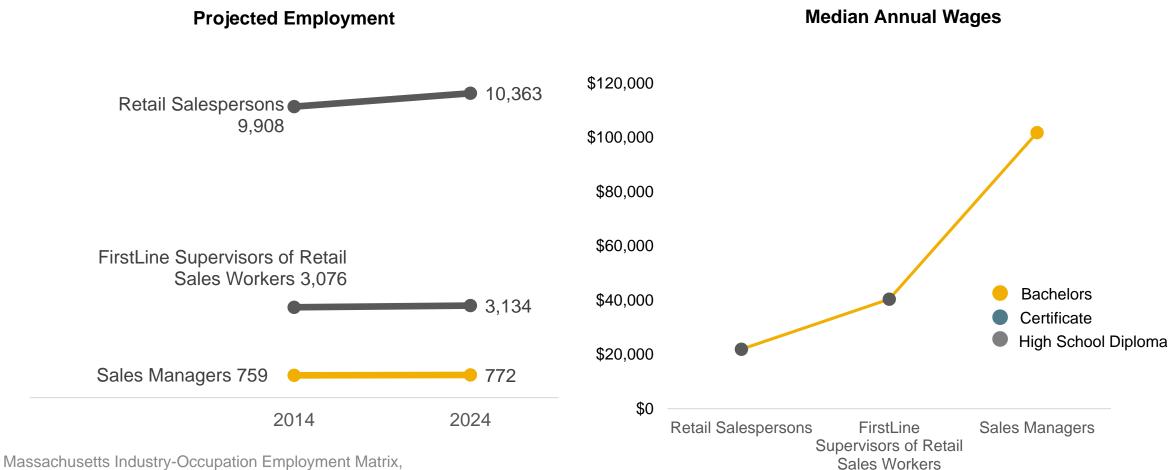
II.B.2: Selected 5-Star Occupations Requiring a BA+

Occupation	Demand STARS	Associated Industry	Median Annual Wages
Human Resources Managers	4	Professional and Technical Services	\$86,281
Construction Managers	4	Construction	\$87,651
Education Administrators, Preschool and Childcare Center/Program	4	Educational Services	\$54,357
Education Administrators, Elementary and Secondary School	5	Health Care and Social Assistance	\$89,837
Education Administrators, Postsecondary	5	Educational Services	\$74,636
Architectural and Engineering Managers	4	Professional and Technical Services	\$126,094
Medical and Health Services Managers	5	Health Care and Social Assistance	\$93,572
Social and Community Service Managers	4	Health Care and Social Assistance	\$51,071
Purchasing Agents, Except Wholesale, Retail, and Farm Products	4	Manufacturing	\$59,634
Compliance Officers	4	Public Administration	\$67,519
Cost Estimators	4	Construction	\$62,112
Human Resources Specialists	4	Administrative and Waste Services	\$59,673

D. Career Pathways

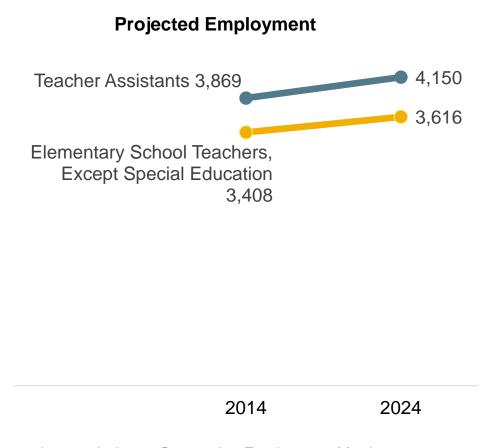
 Projected employment and median earnings for key career pathways important to the region

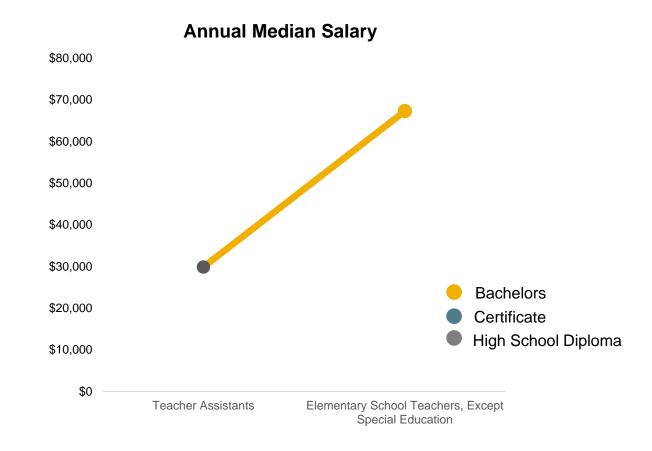
Retail Career Pathway



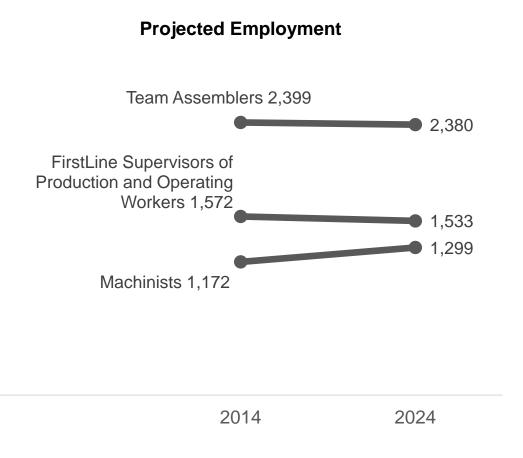
Massachusetts Industry-Occupation Employment Matrix, 2014-2024, DUA/BLS Quarterly Census of Employment and Wages, QTR 3 2016

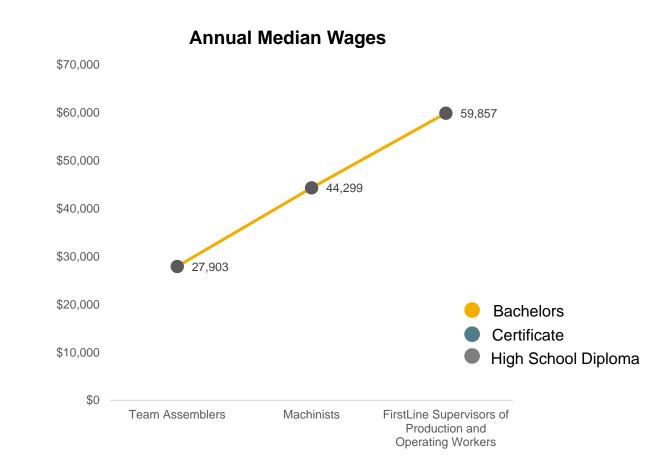
Teaching Career Pathway



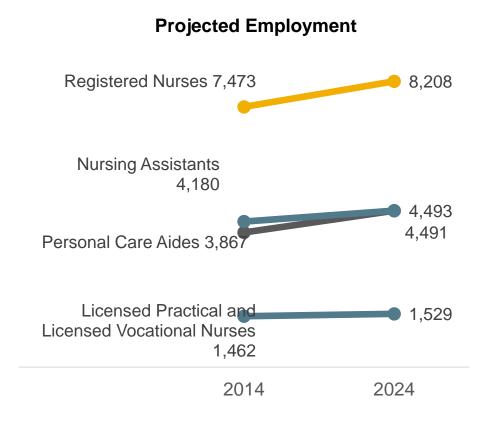


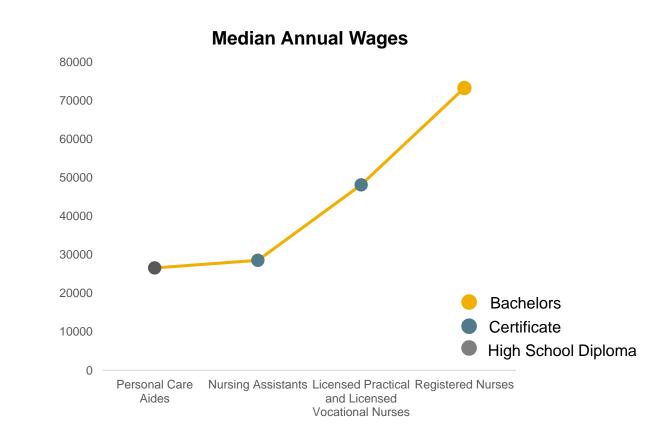
Manufacturing Career Pathway





Nursing Career Pathway





IV. Supply Gaps

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

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

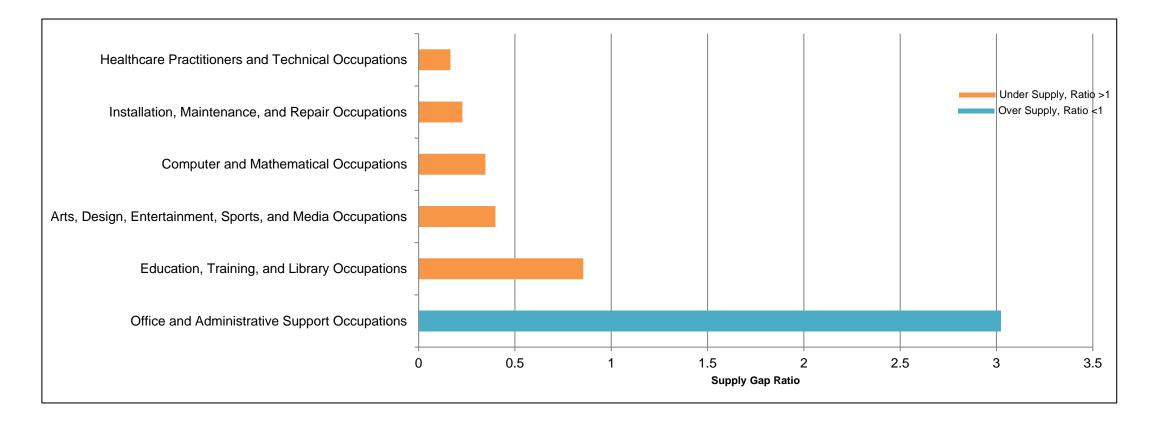
How many qualified individuals are potentially available to fill a relevant job opening?

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

Regional Supply Gap Overview: Sub-BA Clusters

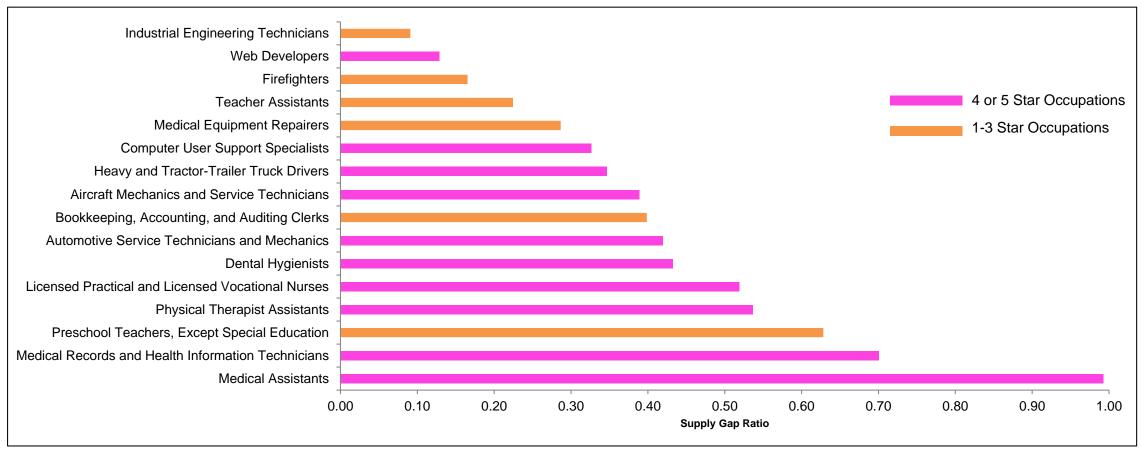
Healthcare, Installation, and Computer and Mathematical occupations average the lowest ratios of qualified individuals per opening at the sub-BA level.



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

More Openings than Qualified: Regional Sub-BA Occupations

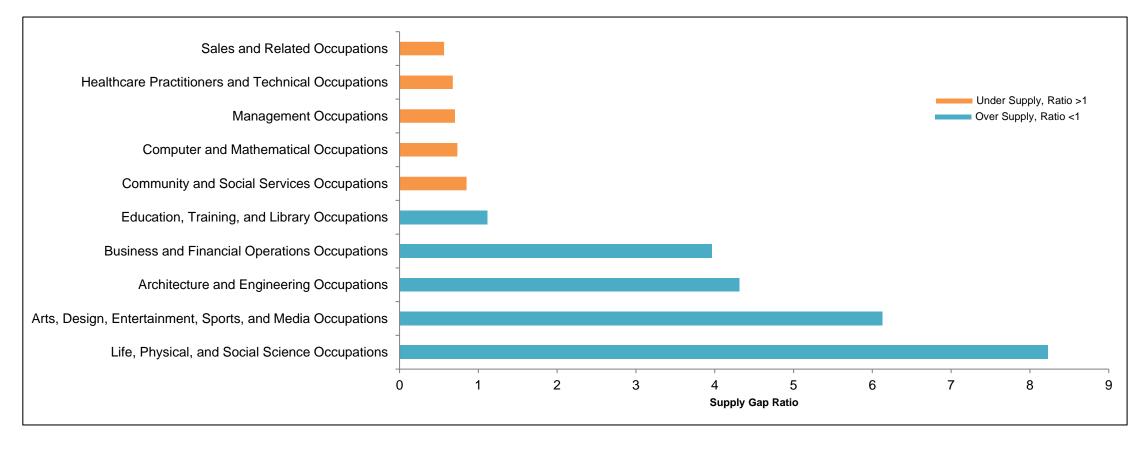
Among all occupations requiring an Associates or Certificate, a number of four and five star occupations do not have enough regional supply to meet employer demand.



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

State Supply Gap Overview: BA Clusters

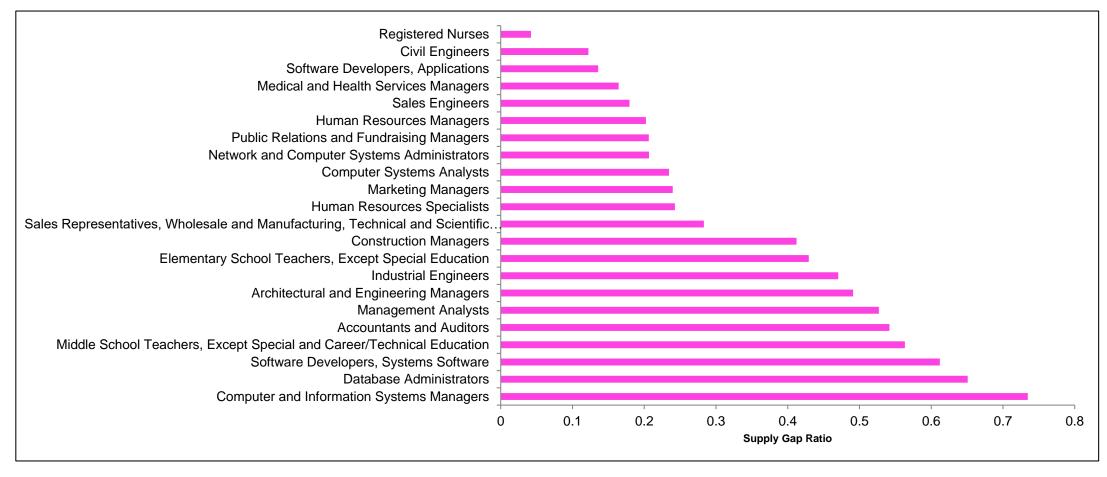
Sales, Healthcare, Management, and Computer and Mathematical Occupations average the lowest ratios of qualified individuals per opening at the BA level.



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

Labor Supply Gap Summary

Associate's, Some college, Post-secondary Certificate

 In Pioneer Valley, we can expect supply gaps in 4 and 5 star occupations primarily in categories of Computer Support/IT, Installation, Transportation, and Healthcare Support.

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.

Regional Employment Board of Hampden County, Inc.

Local Area Information Related to Adult Education and Literacy

1. ALIGNMENT WITH ADULT EDUCATION AND LITERACY ACTIVITIES

The Regional Employment Board of Hampden County, Inc. (REB) will have an updated Strategic Plan for the period covering July 1, 2017 – June 30, 2020 (link below under question 5 a). Our new Strategic Plan aligns with federal WIOA legislation and the MA WIOA Plan, which provide opportunities to align with required Core Partners, including adult education programs funded by ACLS. Our Plan includes 4 Strategic Priorities, the second of which is to "Improve Education and Employability Skills of Adults for Quality Careers;" this Strategic Priority outlines the following strategies specifically related to adult education and literacy activities in Hampden County:

Goal: Increase adult literacy program capacities to ensure adult learners are prepared to successfully transition to college and careers.

Strategy 1) Accelerate adoption of promising practices among literacy, transition to college and workplace education providers.

Strategy 2) Develop business champions to advocate for and support increased program capacity and expanded business and industry commitment to adult literacy.

Strategy 3) Align resources to incentivize literacy and training providers, and their business partners, to integrate promising practices into their workforce delivery programming. Strategy 4) Provide alternative supports to individuals waiting to access literacy programs and services.

In addition, we will include ABE providers in the planning, development and implementation of industry sector partnerships, associated career pathways, and work-based learning opportunities.

Over the next 3 years we will continue to convene all WIOA Core Partners to create a system that aligns education and workforce development activities. This ongoing process will strengthen partnerships between ABE programs and the workforce development system, as well as between ABE programs and programs serving individuals with disabilities, low-income individuals, veterans, etc. and will increase the capacity of ABE programs to help students access more resources and better prepare them for college and career. In addition to working to create more integrated resources and access to services for adult learners who are also job seekers, we will work with partners to establish shared understanding of workplace readiness skills and effective methods to develop those skills. We will also work with all partners to coordinate business/employer services.

2. EDUCATIONAL AND SERVICE NEEDS OF PRORITY POPULATIONS

The population in Hampden County had a moderate increase in the last 5 years and includes approximately 468,000 people. Whites increased from 67 - 79%, Black or African Americans declined from 11 - 8%; Asians remained the same at 2%; Hispanic or Latinos remained the same at 22%. "Other races" increased from 1 - 8%, suggesting possible increases in immigration from other countries.

The adult population in the region continues to face interrelated challenges of inadequate educational attainment, low labor force participation rates and high poverty, particularly in our Gateway cities (Chicopee, Holyoke, Springfield and Westfield). Hampden County still has the highest share of individuals in Massachusetts with a high school diploma or less. Statewide projections show that more than half (60%) of all new growth jobs will require an Associate's Degree or higher. Low literacy rates continue to be a barrier to labor market participation for a significant number of adult job seekers. Community college graduation rates are heavily impacted by the high number of 1st year students requiring developmental courses before taking college credit courses resulting in the inability of many students to persist in school. Programs sending students to community colleges, and the community colleges receiving adult learners, must work together to narrow the academic achievement gap that leads to the need for developmental courses.

High school graduation rates in Springfield and Holyoke have improved in the past three years; however they still lag behind other cities in Hampden County and in the Commonwealth. Youth participation in the labor force is decreasing, and while all teens have experienced steep drops in their employment rates over the past decade, young teens, males, African- Americans, Hispanics and low-income students have fared the worst. There is a need to serve the high volume of at-risk youth not enrolled in school, not working, or in low-wage jobs.

The most recent MCAS proficiency levels show gaps in reading, mathematics, and science and technology-all critical to the skills competencies that will be required for 21st century careers. The region has a pronounced challenge ahead to eliminate achievement gaps. Because low-income residents tend to have higher dropout rates with lower levels of academic achievement, education and job training are critical for closing the skills gap and building a better workforce.

The high volume of adults in Hampden County in need of ABE and ESOL services often require individualized planning and one-on-one support to access services that will help them make progress toward their educational and career goals. Experiential learning and supported work experiences greatly benefit the population and increase the likelihood of persistence to completion of training certificates, college degrees, or retention of employment. Many learners begin with very low academic skill levels and need employment opportunities that allow them to work while making a long-term commitment to complete HiSet or GED. Workplace readiness

skill development is a significant need. This population often needs skill development to prepare for training opportunities. Child care, transportation, and lack of income are barriers to education and training required to gain employment. For some, undiagnosed or undisclosed mental health issues or learning disabilities need to be addressed. Digital literacy skills are a priority. Schedules that accommodate day and evening availability are necessary.

3. PROJECTED NEED FOR ADULT EDUCATION AND ESOL PROGRAMS

Approximately 37,000 (15%) of adults age 25+ living in Hampden County do not have a high school diploma. 32% of this population lives below the poverty level, as the lack of a high school credential is a major barrier to employment. Every ABE and ESOL program in Hampden County maintains a wait list, and for some learners it can take 6 months to 2 years to gain entry into a program.

4. CAREER PATHWAYS FOR ABE AND ESOL POPULATIONS

The top five industries in Hampden County, with top in-demand occupations and job openings are Healthcare and Social Assistance; Manufacturing; Accommodation and Food Services; and Administrative and Waste Services. Career pathways within each of these industries are relevant for ABE and ESOL populations.

Healthcare and Social Assistance is by far the largest industry sector. Almost 30% of all jobs in the region fall into this category. Not only do we have the highest share of jobs in Healthcare statewide, but also the largest concentration of jobs in any one industry. The Social Assistance subsector, comprised of Child Care, Vocational Rehabilitation, Emergency Services, Ambulatory Services, Hospitals and Nursing, and Residential Care Facilities are the largest contributors to this industry.

The REB's industry cluster deployment strategies in advanced manufacturing, health care, financial and business services and hospitality and tourism, are clearly aligned with employment data as well as regional economic development approaches to business expansion. We are actively involved in creating integrated career pathways that respond to employer demand, and include strategies to engage adult learners.

The REB is currently analyzing labor market data and employment trends to determine the efficacy of adding a new sector strategy focused on STEM-IT skills that crosses industry sectors and includes new Health IT jobs.

In collaboration with Springfield Technical Community College and Holyoke Community College, we will be working with the One-Stop Career Centers, education institutions, community-based organizations, economic development and tourism partners to assist with

applicant outreach, recruitment, assessment and skills development in preparation for the opening of MGM Springfield in September 2018, and to ensure the availability of a workforce ready to fill jobs at other businesses that may compete with MGM for talent possessing similar skill sets.

SECTION II: WORKFORCE BOARD STRATEGIC PLAN

STRATEGIC VISION

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

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



Strategic Plan



July 1, 2017-June 30, 2020

Since 1980, the Regional Employment Board (REB) of Hampden County, Inc. has been the region's primary planner, intermediary and convener to address workforce development issues. Our only business is workforce development. In partnership with government, business, labor, and education and training providers, we coordinate, fund and oversee the publicly funded workforce development and job placement programs in Hampden County.

Your connection to workforce development

www.rebhc.org



Dear Friends,

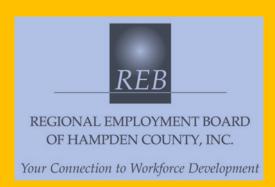
It is our pleasure to welcome you to the Strategic Plan of the Regional Employment Board of Hampden County, Inc. covering the time period of July 1, 2017-June 30, 2020. Talent attraction, development, and retention is today's economic imperative, and will significantly impact the competitiveness of the Region and the Commonwealth in the future. Our FY 2018-2020 Strategic Plan embodies the basic principles of our enabling federal legislation, the Workforce Innovation and Opportunity Act (WIOA), and continues our aggressive and thoughtful agenda to ensure that all our residents are prepared to access career pathways that lead to economic self-sufficiency, and that our regional companies have the skilled workforce they need to grow their business, create wealth opportunities for their companies and employees, and strengthen the regional economy.

The Strategic Plan is grounded in the REB's commitment to use labor market data to inform decision making, strengthen regional cluster development, create innovative workforce development practices and programs, accelerate job creation by developing career pathways for all Hampden County residents, and enhance the quality of life and social fabric of our communities. The workforce development eco-system in Hampden County is arguably the strongest in the State, and is well positioned to implement workforce development programming that will drive economic expansion.

The Plan's Strategic Priorities and Goals reflect the REB's values, beliefs, and purpose, and are embedded in the principles of equity and access. Our business and industry partners, One Stop Career Center Operators, and training and educational providers share these principles and are committed to working with us in finding the best way forward. This work is not easy. It will require our continued commitment and engagement, leveraging of shared resources, and willingness to be innovative and take prudent risks.

We invite you to read the FY 2018-2020 Strategic Plan, join us in the exciting work ahead, and follow our progress on www.rebhc.org.

J. Jeffrey Sullivan, REB Chair President, M&M Consulting, LLC David M. Cruise, President & CEO Regional Employment Board of Hampden County, Inc.



The Regional Employment Board of Hampden County, Inc. is a business-led, 501(c) (3) non-profit corporation that engages its members from business, education, labor and community-based agencies to set public policies that will build a better workforce. Our only business is workforce development.

In partnership with government, business, labor, and education and training providers, we coordinate, fund and oversee the publicly funded workforce development and job placement programs in Hampden County.

REB Board Officers

Chair: J. Jeffrey Sullivan, President, M&M Consulting, LLC

Vice Chair: Vacant

Treasurer: Eugene J. Cassidy, President & CEO, Eastern States Exposition

Clerk: Judge William H. Abrashkin, Executive Director Springfield Housing Authority

President and CEO: David M. Cruise

WWW.REBHC.ORG

A complete list of REB Board Members can be found at: http://www.rebhc.org/pages/membership committees.html

For a listing of REB Staff, please go to: http://www.rebhc.org/pages/about_reb_professional_staff.html

Strategic Plan

July 1, 2017 – June 30, 2020

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STRATEGIC PLAN EXECUTIVE SUMMARY

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FY2018-2020 STRATEGIC PLAN EXECUTIVE SUMMARY

In the Commonwealth and in our Region, there is increased recognition of the importance of workforce development for overall economic development. Since 1980, the Regional Employment Board of Hampden County, Inc. (REB) has been convening employers, business and industry associations, economic development agencies, and education and workforce development entities to develop collaborative, coordinated, practical and measurable solutions to workforce development issues.

The FY **2018-2020 Strategic Plan** presents a framework and a menu of implementable and measurable approaches that will help job seekers access employment, education, training, and support services to succeed in the labor market, and match employers with the skilled workers they need to compete in the global economy.

Strategic Priority 1 Be the leading source of regional labor market information and innovative ideas for advancing workforce development **Employer and workforce needs assessment** Research, align, disseminate innovative approaches and best practices **WIOA Regional Planning in the Pioneer Valley Strategic Priority 2 Strategic Priority 3** Improve education and Develop 21st century youth employability skills of adults for education and employability skills for quality careers quality careers Across Pipeline: By Targeted Groups: Demand driven strategies • Career pathways with alternative routes • Sectors, career pathways **College and Career Readiness** Literacy and contextualized learning **One-Stop Career Center Capacity and** Youth Provider Coordination Priority occupations, supply gap focus Priority Populations **One-Stop Career Center Capacity and WIOA Partnerships** Pre-K to Grade 5 **Priority Populations**

Strategic Priority 4 Be the leading advocate, planner and convener to promote and fund regional workforce development

- Advocacy
- Marketing, Strategic Communication/Branding
- Planning
- Funding, Resource Development

This framework will facilitate the development of sector-based career pathways, suggest strategies to scale up innovative education and training programs, accelerate community engagement and organizational capacity building, and establish a coordinated plan to secure alternative public and private sector investment in the workforce development system.

The Plan sharpens the REB's focus on using public and private investment to accelerate job creation and retention by strengthening the partnership between cluster-based industry sectors and our One-Stop Career Centers that will result in self-sustaining employment and career advancement opportunities for all individuals, in particular our County's growing minority populations. Up-skilling the region's incumbent workforce is a critical job retention strategy and will ensure that our companies retain their competitiveness in the global economy.

The Plan presents a renewed emphasis on developing connected career pathways programming that ensures that youth, especially minority youth and youth disconnected from both work and school are ready for college, careers and life in the 21st century.

Over the life of the Plan, the REB will expand approaches to cluster deployment strategies in new and emerging industry sectors-some of which are unknown to us now. The REB will convene new stakeholder partners and engage in new conversations in different spaces. All of the REB's activities and initiatives will be focused on building and sustaining a coordinated and effective workforce delivery eco-system that effectively responds to the workforce needs and requirements of business and industry, and creates self-sustaining employment and career advancement opportunities for all individuals.

The REB has developed a **Strategic Plan Scoreboard** and Key Performance Indicators (KPIs) to measure our progress toward meeting our Strategic Priorities and Goals. We believe that the KPIs will inform strategic thinking, drive tactical implementation of Plan Goals and Strategies, and keep us mission centered.

The Regional Employment Board of Hampden County, Inc. welcomes you to join us in implementing our Strategic Plan and encourages you to visit www.rebhc.org to share in this exciting journey.

FY2018-2020 STRATEGIC PLAN

I. Our Vision and Mission

Since 1980, the Regional Employment Board of Hampden County, Inc. (REB) has been the region's primary planner, intermediary and convener to address workforce development issues. Established by Federal and State legislation, the REB is a business-led, 501(c) (3) non-profit corporation that engages its members from business, education, labor and community-based agencies to set public policies that will build a better workforce.

Our only business is workforce development. In partnership with government, business, labor, and education and training providers, we coordinate, fund and oversee the publicly funded workforce development and job placement programs in Hampden County. The REB's public workforce development system annually serves over 20,000 job seekers with an approximate annual budget of \$11M-\$12M comprised of Federal (70%), State (26%), and Private (4%) funds.

We are constantly researching regional labor market data, analyzing business' workforce needs and priorities, and developing appropriate strategic partnerships with employers and training providers to meet those needs. Through the region's One-Stop Career Centers: FutureWorks (Springfield) and CareerPoint (Holyoke), we are the "voice" of the regional labor market. We have first-hand information on job seekers, job openings, labor supply and demand, and local hiring trends and projections.

The REB continues to embrace a commitment to its fundamental values. Collaborative leadership, innovation, being data driven, and an absolute commitment to diversity serve as the foundation of our Vision and Mission.

VISION

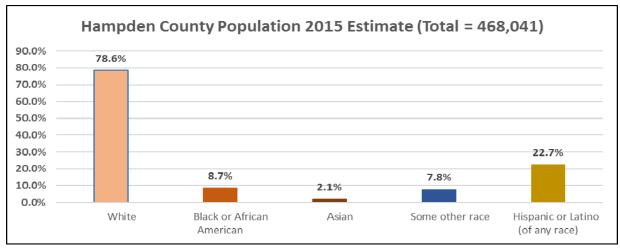
Hampden County residents have access to and are prepared for high quality career employment opportunities at family-sustaining wages that accelerate business growth, ensure continued economic development, and strengthen our communities.

MISSION

The Regional Employment Board leads a dynamic, efficient and integrated workforce development system that plans, coordinates and oversees the growth and effective use of public and private investment in workforce development initiatives for quality careers. The REB provides leadership in creating and sustaining strategic alliances that provide access to education, training and career opportunities for all workers while ensuring a skilled workforce for all employers.

II. State of the Region's Economic Outlook and Employment Trends

The population in Hampden County had a moderate increase from the estimate of 465,923 reported in our 2014 Strategic Plan. Whites increased from 66.6%, Black or African American estimates declined from 10.5%, Asians remained the same, Hispanic or Latinos increased from 22% and "other races" increased from 1%; suggesting possible increases in immigration from other countries.



Source: U.S. Census Bureau: American Community Survey DP05 - Demographic and Housing Estimates, 2011-2015

Figure 1

The Healthcare and Social Assistance industry remains vital to the Hampden County economy. Almost 30% of all jobs in the area fall into this category. Not only is this the highest share of jobs in Healthcare statewide, but it is also the largest concentration of jobs in any one particular industry. The Social Assistance subsector, comprised of Child Day Care, Vocational Rehabilitation, Emergency and other Relief Services, and followed by Ambulatory Health Care Services; Hospitals and Nursing; and Residential Care Facilities is the largest contributor to this industry.

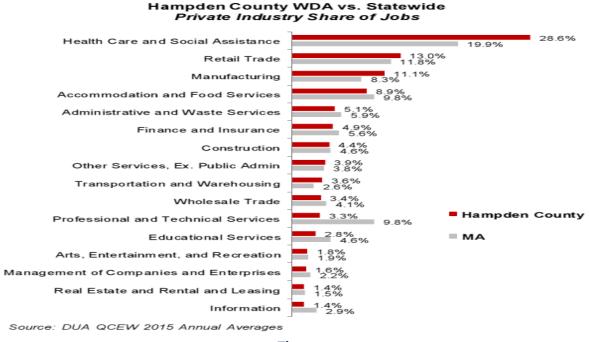


Figure 2

Figure 3 indicates the *Top 5 Industries* in Hampden County and the *Top 10 In-Demand Occupations*, listed in order of number of job openings, within each industry sector. The industry sectors are consistent with the REB's sector strategies and a significant number of the in-demand occupations are aligned with the career pathways work detailed in our new Strategic Plan's Strategic Priorities.

This employment data clearly indicates the continued importance of the Health Care and Social Assistance industry to the area. The REB's continued engagement with the *Healthcare Workforce Partnership of Western Massachusetts* is a critical component to the strategic planning and program development that will be required to respond to the changing needs of the regional healthcare industry moving forward.

		Top 10 Jobs Across Top 5 Industries in Hampden County					
		Health Care and	Retail Trade Educational Service		Manufacturing	Accommodation and	
		Social Assistance				Food Services	
Top In-Demand Jobs (Largest to Smallest Job Openings)	1	Registered Nurse	Customer Service Representative	Special Education Teacher	Machine Operator	Cook	
	2	Physical Therapist	Sales Associate	Teacher	Production Supervisor	Restaurant Manager	
	3	Speech Language Pathologist	Cashier	Math Teacher	Machinist	Server	
	4	Licensed Practical Nurse	Assistant Store Manager	Kindergarten Teacher	Assembler	Housekeeper	
	5	Occupational Therapist	Store Manager	Instructional Paraprofessional	Manufacturing (Misc)	Custodian	
	6	Certified Nursing Assistant	Outside Sales Representative	Science Teacher	Welder	Assistant Manager	
	7	Nurse Practitioner	Store Management Trainee	Substitute Teacher	Operations Supervisor	Food Service Worker	
	8	Medical Assistant	Account Executive	Paraprofessional Special Education	Production Manager	Line Cook	
	9	Pharmacy Technician	Account Manager	ESOL Teacher	Quality Inspector	Team Member	
	10	Physician Internal Medicine	Sales Consultant	Physical Education Teacher	CNC Machine Operator	Dishwasher	

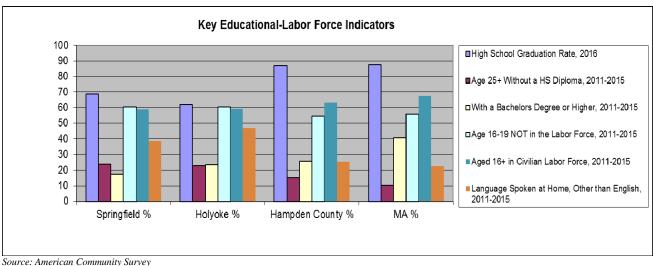
Source: CEB TalentNeuron Wanted Analytics; extracted 1-12-2017

Figure 3

This data, along with anticipated new regional data for the Pioneer Valley that the REB will receive as part of the WIOA Regional Planning process will help us further understand and focus the goals and strategies in this Strategic Plan around priority industry sectors and high growth occupations. It will also inform our strategic thinking and planning on which sector strategies can offer quality career pathways to the populations we serve and guide us in our training investments and resource allocations. For additional labor market data, go to our website at: http://www.rebhc.org/regionallabormarketinformation/

III. Identifying the Major Challenges

The region continues to face interrelated challenges of inadequate educational attainment, low labor force participation rates and high poverty, particularly in our Gateway cities.



MCAS 2016 Proficiency Levels

MA %

Holyoke %

Springfield %

0 20 40 60 80 100

□ 10th Grade Science & Technology □ 10th Grade Math ■ 10th Grade English

Source: US Census Bureau; Massachusetts Department of Early and Secondary Education,

Figures 4-5

The 2016 high school graduation rates in Springfield and Holyoke have shown improvement in the past three years; however they still lag behind other cities in Hampden County and in the Commonwealth. In addition, these two key anchor cities have significant challenges in advancing students towards a Bachelor's degree or higher. One particularly disconcerting trend is the increase in youth not participating in the labor force. Based on the 2011-2015 American Community Survey report, only 31% of the teens (16-19) in MA were employed during an average month¹. This is 23% points less than the amount of teens that were employed in 1999 (54% vs. 31%). While all teens have experienced steep drops in their employment rates over the past decade, young teens, males, African-Americans, Hispanics and low-income students have fared the worst.

Further, census data suggests approximately one in six Gateway City youth age 16-24 is struggling to find a career pathway (Hampden has 4 designated Gateway Cities: Chicopee, Holyoke, Springfield

¹ American Community Survey 2011-2015 S2301: Employment Status

and Westfield). These at-risk youth are either not enrolled in school or not working, or they hold low-wage jobs with little hope for advancement and they are not continuing their education.

The most recent MCAS proficiency levels show gaps in reading, mathematics, and science and technology-all critical to the skills competencies that will be required for 21st century careers. The region has a pronounced challenge ahead to eliminate achievement gaps. Because low-income residents tend to have higher dropout rates with lower levels of academic achievement, education and job training are critical for closing the skills gap and building a better workforce.

Based on an analysis of the most recent labor market studies and educational attainment data, significant challenges will influence the REB and its partner's ability to build a better workforce:

- Employment in the region is recovering at a modest pace but the region continues to have one of the highest unemployment rates statewide, particularly for minority and disconnected youth.
- An aging workforce, declines in younger workers, and stagnant population growth will force the region to confront demographic challenges sooner than other regions.
- Despite gains in the educational attainment of its labor force in the past decade, Pioneer Valley and Hampden County still have the highest share of individuals with only a high school diploma or less. Statewide projections show that more than half (60%) of all new growth jobs will require an Associate's Degree or higher.
- Addressing the barriers to employment facing the region's unemployed, particularly among the young and less educated, is key to the economic vitality of the region.
- There is an increased need for learning opportunities from birth to age 8 and during "out-of-school time" to improve reading proficiency rates by the end of the 3rd grade and beyond.
- High school drop-out rates, particularly in the region's Gateway city school districts have shown
 marked improvement in the past three years, however on-going interventions and supports will
 be required to sustain this positive pattern.
- Low literacy rates continue to be a barrier to labor market participation for a significant number of adult job seekers and will require additional resources and supports to increase capacity and programming. Also, of the 25% who speak a language other than English, 9.5% speak English "less than very well", per census data.
- Community college graduation rates are heavily impacted by the high number of 1st year students
 requiring developmental courses before taking college credit courses resulting in the inability of
 many students to persist in school.
- Continuing reductions in public funding for workforce development at the federal and state levels pose challenges in addressing the skills needs of our current and future workforce pipeline.

In order to address these challenges and systemic threats, our FY 2018-2020 Strategic Plan includes building our constituent and stakeholder base to increase support for workforce development as an essential tool to accelerate economic recovery and job growth.

IV. Emerging Trends, Assets and Opportunities

In the Commonwealth and in our region, there is increased recognition of the importance of workforce development for overall economic development. The REB is convening employers, business and industry associations, economic development agencies, and educational institutions and workforce development entities to develop collaborative, coordinated, practical and measurable solutions to workforce development issues.

WIOA as an Influencer and Unique Opportunity

On July 22, 2014 the U. S. Congress passed the Workforce Innovation and Opportunity Act (WIOA). Some of the provisions of this legislation have provided additional opportunities aligned with our

Strategic Plan. This includes an interest in seeing a number of existing best practices adopted or expanded, such as:

- developing career pathways (including integrated or contextualized ABE, ESL, and occupational training);
- building industry and sector partnerships (local Workforce Boards are required to "convene, use, or implement" sector partnerships);
- providing work-based learning opportunities and
- an increased focus on the attainment of industry-recognized certificates and credentials linked to in-demand occupations.

The State WIOA Plan and other multiple resources related to WIOA implementation can be found at http://www.mass.gov/massworkforce/wioa/.

WIOA has provided the REB with new opportunities for partnering with newly added agencies/programs as required "Core Partners" in the delivery of services through our One-Stop Career Center System: Title II Adult Education and Family Literacy and Title IV Vocational Rehabilitation (VR) programs. In MA, these are operated by MA Department of Elementary and Secondary Education and MA Rehabilitation Commission/MA Commission for the Blind. In addition, MA includes Department of Transitional Assistance funded employment and education related programs as a Core Partner. *Embedded in our strategic priorities our goals and strategies for how we envision implementing these partnerships in Hampden County to serve shared customers: job seekers, youth and employers.*

Also, WIOA requires Workforce Boards to engage in regional planning and in MA the Governor's Workforce Skills Cabinet (a partnership between three executive branches of the Commonwealth: the Executive Offices of Labor and Workforce Development; Education and Housing and Economic Development) is leading this effort. The REB is currently partnering with the Franklin/Hampshire workforce region and Board and local/regional representatives from the three executive offices, and will be in full planning mode in Year 1 of the Strategic Plan. The data-driven Regional Labor Market Blueprints to be developed from this planning process will likely drive state funding decision-making and therefore present unique opportunities moving forward

Additional emerging positive trends, assets and opportunities that are consistent with the REB's Strategic Priorities, objectives and strategies moving forward, that will play a significant role in the workforce development phase of each of these areas are:

- The REB's industry cluster deployment strategy in advanced manufacturing, health care, financial and business services and hospitality and tourism, is clearly aligned with regional economic development approaches to business expansion.
- The REB is currently analyzing labor market data and employment trends to determine the
 efficacy of adding a new sector strategy focused on STEM-IT skills that crosses industry sectors
 and includes new Health IT jobs.
- The REB, in collaboration with Springfield Technical Community College and Holyoke Community College, will be working with the One-Stop Career Centers, education institutions, community-based organizations, economic development and tourism partners to assist with applicant outreach, recruitment, assessment and skills development in preparation for the opening of MGM Springfield in September 2018, and to ensure the availability of a workforce ready to fill jobs at other businesses that may compete with MGM for talent possessing similar skill sets.

- Chinese rail car manufacturer CRRC MA will be opening its \$95M North America headquarters in Springfield in March 2018. CRRC is partnering with local labor unions, the REB, Roger L. Putnam Vocational Technical Academy, Springfield Technical Community College, UMass Amherst, and Western New England University to develop a coordinated workforce development plan.
- The REB is a partner in the Wellspring Collaborative which is using the purchasing power of area anchor institutions to create a network of worker-owned businesses that will provide job training and entry-level jobs to unemployed and underemployed residents in inner-city Springfield.
- The REB is a core partner with the City of Springfield and other entities in the Working Cities Challenge grant from the Boston Federal Reserve Bank. The mission of this grant to address the career development requirements and barriers of low-income residents of Springfield (supply) and the workforce needs of regional employers (demand).
- The REB continues to support the Training and Workforce Options (TWO), initiative established by Springfield Technical Community College and Holyoke Community College to deliver skills enhancement programs to companies and their employees.
- The REB continues to be a leader and "primary operator" in selected state-wide workforce development initiatives, including the. Workforce Training Fund (WTFP) On-the-Job Training Program, Sector Partnership National Emergency Grant (SP NEG), Mass Talent Connect Program, Disability Employment Initiative, and two Registered Apprenticeship training delivery programs.
- The REB continues to use regional planning strategies to identify and document the demand driven need for entry level employees in the advanced manufacturing sector in Hampden County, and to align the existing publically financed educational/training infrastructure to develop and deliver high quality training that will respond to the manufacturing business needs.
- The REB will continue to be an active partner in cross-border collaborations with Capital Workforce Partners in Hartford, CT. to develop training programs in high growth, in-demand sectors that cut across state and regional boundaries.
- There is a continued state level focus and investment in High Quality Career Pathways (HQCP) with a strong focus on STEM skills and College and Career Readiness initiatives, A new \$1.95M grant to MA may provide a collaborative opportunity for the REB and its educational partners to strengthen and expand high-quality career-education pathways for students starting in high school and ending with postsecondary degrees and/or industry-recognized credentials aligned with high-skill jobs.
- The resulting recommendations from the Governor Baker's "Task Force to Improve Employment Outcomes among Populations Facing Chronically High Rates of Unemployment" will likely drive state-funded training program investments and provide opportunities for the REB to work with community-based organizations, educational institutions, organized labor, and employers in new ways.
- New opportunities are emerging for the REB to provide collaborative leadership, in concert with municipal economic development agencies, business organizations, organized labor, city officials and our local legislative delegation to develop new city-based, targeted workforce development initiatives. One example is the Manufacturing Technology Skills training program that is

available for Springfield residents with classroom training held at the John J. Shea Technical Training Facility and the technical shop-floor training conducted at Roger L. Putnam Vocational Technical Academy.

Emerging technology and the availability of the virtual global marketplace are creating new
industries resulting in new entrepreneurial start-up companies that will impact the workforce
landscape over the next three years. The REB intends to be an intermediary to provide significant
guidance and support in this space.

V. Updating the Strategic Plan

The FY 2018-2020 Strategic Plan builds off the REB's first Strategic Plan of 2001, and subsequent updates including our current FY2015-FY2017 strategic Plan. This update process included the following actions:

- Continuing to research methods to create structured career pathways along the workforce development continuum of life-long learning and sector strategies aligned with those pathways.
- Updating current demographic and occupational labor market data, trends and projections.
- Updating the REB's original "Stakeholder Analysis" to add new partners that have a stake in and/or influence our work and to re-assign priorities for many entities that under WIOA may be more important to and/or influence our work.
- Continuing to commit to the following areas identified for further improvement in our workforce development system:
 - Convening key stakeholder partners for presentations/briefings on issues and best practices.
 - Enhancing communication with external partners to facilitate alignment of workforce development initiatives.
 - Increasing involvement in policy development at the State level.
 - Accelerating business involvement and co-investment.
 - Expanding approaches to cluster deployment strategies in new and emerging sectors.
 - Enhancing our engagement in regional and municipal economic development.
 - Focusing on collaborative leadership as an essential strategy for community engagement and organizational capacity building.

A particular focus of the updated Strategic Plan is to ensure that our workforce delivery system supports success at vulnerable transition points: K through Grade 3 reading proficiency, middle-school to high school, high school to college and between 1st and 2nd years of college when many students, particularly those required to take developmental courses, are dropping out. Based on this, the FY 2018-2020 Strategic Plan continues the REB's commitment to developing a continuum of strategies that address the following segments of the workforce:

- *The Emerging Workforce* of in-school and out-of-school youth particularly at-risk youth aged 14-24, who are or will be the newest entrants into the workplace, and who are in most need of education, career guidance, job readiness skills, and support services.
- *The Transitional Workforce* of unemployed/underemployed workers, including exoffenders, and disconnected older youth, who need retraining and job search assistance to access new career opportunities.
- *The Incumbent Workforce* of employed workers who need additional education and targeted technical training to retain their jobs and advance along a career pathway.

WORKFORCE DEVELOPMENT CONTINUUM

VI. Strategic Plan: Strategic Priorities, Objectives and Strategies

Each of the four Strategic Priorities within the Strategic Plan is rooted in a Core Value embedded in the REB's Mission. Each of these four Core Values is described as a preface to each Strategic Priority. The REB has developed a **Strategic Plan Scoreboard** and Key Performance Indicators (KPIs) to measure our progress toward meeting our Strategic Priorities and Goals. We believe that the KPIs will inform strategic thinking, drive tactical implementation of Plan Goals and Strategies, and keep us mission centered.

Core Value 1: We Must Be Data Driven.

The REB must have real time, reliable information about employer needs with a particular focus on developing workforce data on small and medium sized enterprises (SME), and the available workforce. We must be proficient in analyzing and using data to inform and implement best practices and develop innovative programming that is research-based. We must measure outcomes, results and the return on investment in all workforce development interventions in order to secure on-going support for and investment in the workforce development delivery system.

Strategic Priority 1: Be the Leading Source of Regional Labor Market Information and Innovative Ideas for Advancing Workforce Development

Goal A) Provide accurate and timely information on current and future employer hiring and training needs and the readiness of the regional workforce to fill those needs based on state, regional and local data reports and use of data mining tools.

Strategy A1) Co-lead WIOA Regional Planning that includes the development of a labor market blueprint that is based on Pioneer Valley labor market supply and demand data and conditions.

Strategy A2) Obtain local area data through the convening of sector companies, business and industry associations, labor unions, planning and economic development agencies, institutions of higher education, and State and other research entities.

Strategy A3) Establish key workforce development indicators that the REB will use to disseminate appropriate information. Conduct timely analysis of the data, reports, and best practices, with a focus on targeted industry sectors and occupational skills common across industries, and disseminate key findings via multiple channels; including through the REB's website.

Goal B) Align resources with identified labor market demand and job seeker needs.

Strategy B1) Use timely data to prioritize and allocate resources for adult and youth programs and career center services.

Strategy B2) Periodically validate the deployment of resources to ensure they are meeting employer demands and needs.

Goal C) Design, implement, and disseminate innovative practices that will improve the workforce development system.

Strategy C1) Research, pilot and disseminate promising practices.

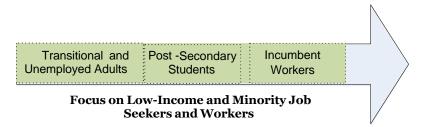
Strategy C2) Scale up, increase and/or improve excellent programs, practices and service delivery models.

Core Value 2: We Must Be Employer Demand-Driven To Upskill Our Workforce At All Levels

We must focus on job creation and retention efforts and on increased access for our growing minority populations and longer-term unemployed and other targeted populations. To achieve this, we must strengthen the partnership between cluster-based industry sectors, our One-Stop Career Centers and our WIOA Core Partners and their shared customers so that efforts will result in self-sustaining employment and career advancement opportunities for all individuals, and meet the demands of our regions employers.

The REB must focus on "up-skilling" the workforce at all levels. This includes basic literacy and "middle skills" for individuals possessing some post-secondary education who can improve their economic self-sufficiency by attaining a credentialed certificate, an Associate degree or competency-based on-the-job and/or apprenticeship work-based learning. We must also focus on the incumbent workforce who requires advanced training to access jobs along a career pathway continuum. We must provide the highest level of education and training and employment and career management services and supports to ensure that families obtain employment with self-sustaining wages.

Strategic Priority 2: Improve Education and Employability Skills of Adults for Quality Careers



Goal A) Coordinate education, workforce and business services across One-Stop Career Centers and partner agencies to improve outcomes for job seekers and businesses.

Strategy A1) Establish and maintain partnership between OSCCs and local partners serving job seekers and businesses that develops a shared vision for an integrated regional workforce development system through the OSCC WIOA Core Partner MOU.

Strategy A2) Increase capacity and support for OSCCs as the hubs of the workforce development system through increased alignment of partner agencies' resources, services and supports accessible to shared job seeker and business customers.

Strategy A3) Develop customer flow models for target populations represented by partner organizations including services available to each population and methods for referring shared customers between partner agencies.

Strategy A4) Establish set of common performance metrics to track outcomes of job seekers and business customers, including shared customers across all partner agencies, and as specified in the One-Stop Career Center Charters.

Goal B) Increase capacity of One-Stop Career Center Operators and partner agency staff to deliver quality services to job seekers and businesses.

Strategy B1) Develop coordinated professional development plan across partner agencies to increase shared knowledge and strategies to serve job seekers and businesses.

Strategy B2) Disseminate key data, information, promising practices and innovative approaches that will inform and enhance staff capabilities.

Strategy B3) In partnership with the other OSCC Operators WIOA Required Partners, develop and implement the REB Employer Engagement Framework that provides a strategic direction to deliver Employer Services to all employers, covering wide ranges of size, industry, location and requirements; including all strategic planning, process development, and allocation of staff and staff resources that pertain to the provision of Employer Services.

Strategy B4) Coordinate with the One-Stop Career Centers in the development of the Regional Talent Bank to ensure that the Regional Talent Bank serves all job seekers, is consistent with the demand driven requirements of WIOA, complements the policies and protocols of the Massachusetts-based public workforce system, and is constructed in concert with the REB Employer Engagement Framework.

Goal C) Adopt a common set of required workplace readiness skills, and plan to develop these skills in job seekers, across industry sectors.

Strategy C1) Establish common indicators of workplace readiness across industry sectors.

Strategy C2) Expand utilization of existing and new assessment tools to better match worker skills sets to a viable career plan (e.g., WorkKeys, KeyTrain, CareerReady 101, etc.).

Strategy C3) Expand utilization of existing and new curricula to improve workplace readiness skills of job seekers.

Goal D) Develop sector-based career pathways to fill the identified gaps between employer needs in demand occupations and the supply of qualified workers.

Strategy D1) Establish a common career pathway framework applicable across all sectors that describes how to advance adults along the career continuum.

Strategy D2) Scale up innovative education and training programs, especially sector-based and cross-sector skill-based strategies for in-demand occupations along those pathways; including implementing and tracking the strategies outlined in the REB's Western MA Nursing Collaborative Strategic Plan (2016-2019).

Strategy D3) Establish a collaborative case management process that builds on the strength of CBOs, case managers, education and training providers, employers and OSCCs to increase access to support services that address barriers to success.

Strategy D4) Expand "transition to work" opportunities such as On-the-Job Training (OJT), internships, registered apprenticeships, to increase work-based learning opportunities.

Strategy D5) Align resources to support the development of quality career pathway opportunities.

Goal E) Increase adult literacy program capacities to ensure adult learners are prepared to successfully transition to college and careers.

Strategy E1) Accelerate adoption of promising practices among literacy, transition to college and workplace education providers.

Strategy E2) Develop business champions to advocate for and support increased program capacity and expanded business and industry commitment to adult literacy.

Strategy E3) Align resources to incentivize literacy and training providers, and their business partners, to integrate promising practices into their workforce delivery programming.

Strategy E4) Provide alternative supports to individuals waiting to access literacy programs and services.

Core Value 3: Youth Employability Development is Essential To Our Future Workforce.

The REB must attend to the development of youth employability skills early and often along the continuum. We must ensure that youth are ready for college, careers and life in the 21st century by promoting the development of STEM skills and the attainment of a common core of skills such as effective communications, critical thinking, problem solving, entrepreneurial thinking, and interpersonal relations. Special attention must be placed on at-risk youth, especially minority youth and youth disconnected from work and school. Finally, we must collaborate with education and community-based youth providers to build a coordinated, integrated and effective workforce delivery eco-system.

Strategic Priority 3: Develop 21st Century Youth Education and Employability Skills for Quality Careers



Goal A) Prepare youth for college and careers.

Strategy A1) Establish common indicators of workplace readiness across industries through the OSCC WIOA Core Partner MOU and/or the MOU between all youth-serving programs/agencies funded through the REB and at the One-Stop Career Centers.

Strategy A2) Establish a common career pathway framework applicable across all sectors that describes how to advance youth along the career continuum, included in MOUs above.

Strategy A3) Design, advocate for and support educational and K-16 curriculum development and programming that integrates 21st century skill development and contextualized learning along a career pathway continuum.

Strategy A4) Promote drop-out prevention and recovery interventions, including alternative educational career pathways, which provide and align available community support services to youth and out-of-school time programming to stem learning loss; particularly to youth identified as vulnerable based on early warning indicators.

Strategy A5) Represent the REB's strategic vision on advisory groups for K-16 curriculum development, and act as the intermediary to accelerate the design and implementation of sector-based career pathway programs, in key in-demand industry sectors, particularly in STEM skills disciplines.

Goal B) Increase the capacity and support of One-Stop Career Centers and all youth service delivery agencies to meet the employability needs of youth, particularly out-of-school and unemployed youth aged 16-24, and the educational development needs of younger youth.

Strategy B1) Increase and enhance programs focused on placing youth into employment positions aligned with the REB's industry sector strategies.

Strategy B2) Expand youth work readiness programs, including internships and work experiences in sector-based in-demand occupations with career advancement opportunities.

Strategy B3) Increase coordination and alignment among the youth-serving entities, e.g., schools, CBO/FBOs, REB youth vendors, and out-of-school time learning programs, to ensure youth successfully transition to the next level of their career pathway.

Strategy B4) Increase ability to serve youth with disabilities to improve the job placement rates through the use of career pathway strategies that prepare and support them for employment success.

Goal C) Implement the Strategic Plan for the Connected Learning in Afterschool and Summer Partnership (CLASP) initiative and track outcomes through its own set of Key Performance Indicators (KPIs).

Strategy C1) Serve as regional Out-of-School Time (OST) intermediary to improve program quality and capacity.

Strategy C2) Improve academic outcomes for younger youth.

Strategy C3) Improve social-emotional outcomes for younger youth.

Strategy C4) Advocate and identify funding for regional OST programs.

Goal D) Increase employer engagement to provide youth with work-based learning and career advancement opportunities.

Strategy D1) Develop business champions to advocate for and support increased program capacity and expanded industry commitment to providing work-based learning opportunities for youth, particularly; although not exclusively; in STEM career pathways.

Core Value 4: Engagement In Collaborative Leadership At All Levels Is Essential To Success.

The REB must find new and better ways to engage in collaborative leadership that generates investments and shared accountability for results. Scaling up workforce development programming will require new shared approaches and joint funding from both public and private sectors. We must promote the essential connection between workforce development and economic development that will strengthen the social fabric of the community and improve the quality of life throughout the region. Investment in the skills of the workforce is an economic necessity. Investments in Pre-K-12 and higher education are crucial, but workforce training investments are equally critical. The REB must identify new and creative investment strategies for workforce development to accelerate job creation and provide long-term sustainable economic growth.

Strategic Priority 4: Be the Leading Advocate, Planner and Convener to Promote and Fund Regional Workforce Development

Goal A) Communicate, market, and support the critical importance of workforce development to our regional economy.

Strategy A1) Develop and execute a communication plan and branding strategy to educate and inform key stakeholders about the regional workforce development eco-system and workforce development challenges and opportunities going forward.

Strategy A2) Accelerate cluster deployment in established industry sectors and identify new clusters that present opportunities for job creation.

Goal B) Align the REB's regional workforce development Strategic Priorities with the strategic plans of key economic development organizations and educational institutions.

Strategy B1) Lead strategic planning efforts to address critical workforce development issues by convening business, labor, education and workforce development stakeholders, including through the Regional Planning efforts as required under WIOA with the Franklin/Hampshire workforce region

Strategy B2) Ensure objectives and strategies in Strategic Priorities 2 and 3 are reflected in other regional partners' strategic plans.

Strategy B3) Work with key stakeholders in our regions, particularly in our Gateway Cities, to promote and implement city-based workforce development initiatives.

Goal C) Actively engage state and federal legislators in the need for increased funding and support for workforce development programs, including adult literacy programs and programs and services targeted to young adults (16-24).

Strategy C1) Conduct legislative briefings, events and forums on specific workforce development issues.

Strategy C2) Identify which state budget line items related to workforce development are our key priorities for funding, and promote support for them by engaging REB Board members in targeted legislative advocacy initiatives.

Goal D) Leverage increased partner co-investment and secure alternative public and private sector investment in the workforce development system.

Strategy D1) Increase leveraged resources from partners/stakeholders.

Strategy D2) Seek consistent annual funding from local Foundations.

Strategy D3) Identify and obtain new foundation and corporate funding aligned with the REB's Mission.

Strategy D4) Increase the investment in our regional One-Stop Career Centers.

Strategy D5) Develop a comprehensive and coordinated fundraising plan.

VII. Measuring Progress

The REB understands these Strategic Priorities are ambitious and broad in scope. We will prioritize which strategies we will move forward with in FY 2018 and build on that over the next three years. The REB has developed a **Strategic Plan Scoreboard** and Key Performance Indicators (KPIs) to measure our progress toward meeting our Strategic Priorities and Goals. We believe that the KPIs will inform strategic thinking, drive tactical implementation of Plan Goals and Strategies, and keep us mission centered. We will work closely with the Strategic Planning Committee of the REB to identify future trends, opportunities' and challenges that impact the fidelity of our Mission.

To view our progress, visit us on our website for periodic updates at:

http://www.rebhc.org/pages/about reb strategic plan.html.

For more information on our FY 2018-2020 Strategic Plan, contact David M. Cruise, President and CEO, at 413-755-1362 or deruise@rebhc.org.



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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.



REGIONAL EMPLOYMENT BOARD OF HAMPDEN COUNTY, INC.

Your Connection to Workforce Development

Workforce Innovation and Opportunity Act Hampden County Workforce Development Board and WIOA Partners Umbrella Memorandum of Understanding (MOU)

I. PURPOSE

This Memorandum of Understanding (MOU) communicates the agreement developed and executed between the *Regional Employment Board of Hampden County, Inc. (REBHC)*, with agreement of *Mayor Domenic J. Sarno, City of Springfield, Chief Elected Official* and the *OSCC Required Partners*, relating to the operation of the one-stop delivery of service in the local workforce area.

The *REBHC* will act as the convener of MOU negotiations and together with *OSCC Required Partners* will shape how local One-Stop Career Center Services are delivered.

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

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

II. OSCC REQUIRED PARTNERS

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 Hampden County, the REBHC, and the Workforce Innovation and Opportunity Act (WIOA) OSCC Required Partners as defined by WIOA in WIOA Regulations 20 CFR Part 678.400 as mandatory Partners in the One-Stop Career Centers and include:

- 1. The Adult Program (Title I), as part of the Department of Career Services (DCS), Executive Office of Labor and Workforce Development (EOLWD);
- 2. The Dislocated Worker Program (Title I), as part of DCS/EOLWD;
- 3. The Youth Program (Title I), as part of DCS/EOLWD;
- **4.** The Adult Education and Family Literacy Act Program (Title II), as part of Adult and Community Learning Services (ACLS), Department of Elementary and Secondary Education (DESE) Executive Office of Education (EOE);
- **5.** The Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by Title III), as part of DCS, EOLWD;

- **6.** The Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973, as amended by Title IV), as part of the Massachusetts Rehabilitation Commission (MRC) and Massachusetts Commission for the Blind (MCB), Executive Office of Health and Human Services (EOHHS);
- 7. Federal-state unemployment compensation program, as part of the Department of Unemployment Assistance (DUA), EOLWD;
- **8.** Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)), as part of DCS, EOLWD;
- 9. Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et. seq.) as part of DCS, EOLWD;
- 10. Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.) as part of Department of Transitional Assistance (DTA), EOHHS;
- 11. Employment and Training Programs under the Supplemental Nutrition Assistance Program, (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C.2015(d)(4)), as part of DTA, EOHHS;
- **12. Senior Community Service Employment Program** (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))

Additional non-required Partners in the Hampden local MOU include:

- 1. Holyoke Community College
- 2. Springfield Technical Community College
- 3. Way Finders (formerly HAPHousing)
- 4. Westover Job Corps Center

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, 2020, unless otherwise terminated by agreement of all parties or superseded.

IV. ASSURANCES

The *REBHC* and the *OSCC Required Partners and non-required Partners (MOU Partners)* agree to conduct the following activities at a local level:

- 1. Enter into a local MOU with the REBHC relating to operation of the one-stop delivery system.
- 2. Participate in the operation of the one-stop delivery system consistent with the terms of this MOU, the requirements of WIOA, and the requirements of Federal laws authorizing the programs and activities.
- 3. Define "shared" customers between MOU Partners to create a clear understanding of how multiple providers, services and resources should support youth, job seekers, and businesses.

- 4. Redesign the One-Stop Career Center customer flow and service practices across partner agencies, including ensuring the accessibility and availability of services to "shared" customers.
- 5. 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.
- 6. Track and evaluate the outcomes for individuals who face barriers to employment.
- 7. Use a portion of the funds available for programs and activities to maintain the one-stop delivery system, including infrastructure and shared costs of One-Stop Career Centers, through methods agreed upon by the REBHC, Chief Elected Official, and MOU Partners. If no consensus on methods is reached, the Governor, after consultation with the Chief Elected Official, REBHC, and State Board shall determine the portion of funds to be provided (WIOA sec. 121(a) (h) (1) (C)).
- 8. 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.
- 9. The MOU will be reviewed, and if substantial changes have occurred, renewed, not less than once every 3-year period to ensure appropriate funding and delivery of services. The MOU must be updated to reflect any change in the One-Stop Partner infrastructure cost contributions.

Additional DUA Assurances

Any other provision in this agreement notwithstanding:

- 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 non-confidential 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.

V. MEMORANDUM OF UNDERSTANDING CONTENT

1. **Description of Process:** The REBHC convened a meeting of all MOU Partners in June, 2016. The meeting included an overview of WIOA requirements; definitions of shared customers, resources and outcomes; and the planned process, timeline, and goals. All MOU Partners signed the Interim MOU.

<u>August</u>, 2016: The REBHC convened all MOU Partners to outline three phases of work under the Interim MOU:

- Phase I: Map existing system infrastructure, partnerships, customer base, services, performance measures.
- Phase II: Develop plan to coordinate staffing, resources and services to improve outcomes for shared customers.
- Phase III: Write and execute MOU.

<u>September – October, 2016</u>: The REBHC conducted One-on-One interviews with MOU Partners to gather information on each organizations infrastructure, programs and services, community partnerships, employer/business partnerships, target population, and performance measures. We developed and validated a Shared Customer Baseline Identification Matrix that describes the populations served by each MOU Partner.

November, 2016 – May, 2017: The REBHC convened monthly meetings of MOU Partners to develop goals and strategies toward coordinating and integrating resources, services, and staffing to improve outcomes for shared customers. In addition, the REB convened subgroup meetings with One Stop Career Center directors and (1) Adult Education (Title II) program directors; (2) Vocational Rehabilitation (Title IV) directors; (3) Department of Transitional Assistance directors to design customer flow models for priority populations.

May - June, 2017: Draft and share content of WIOA Hampden County Joint Partner Local MOU.

Defining Shared Customers: The MOU Partners will collaborate to serve job seeking shared customers, defined as job seekers who require services from one or more MOU Partner to prepare for success in post-secondary education, job training, and/or employment. MOU Partners completed a Shared Customer Baseline Identification Matrix (Attachment A) to begin the process of identifying shared customers. MOU Partners will also collaborate to serve employer shared customers, defined as employers with workforce needs that could be met by customers from one or more partner agency.

Career Pathways Models: The MOU Partners will collaborate to provide an integrated system that aligns with the needs of priority sectors and occupations in Hampden County and provides job seekers with education, training, employment and support services that prepare them to enter career pathways leading to family-sustaining wages, as seen in Attachment B ("Hampden County Workforce Region Career Pathway Model"), adapted from CLASP's Alliance for Quality Career Pathways Initiative. Career pathway models will be developed for specific industry sectors with input from local employers and labor market information, and adapted for specific populations through the inclusion of multiple entry and exit points.

2. Priority Populations

Unemployment Insurance Claimants

<u>Population:</u> Anyone who applies for and is approved for unemployment insurance.

<u>Educational and service needs:</u> Because the UI Claimant population is quite broad, the educational and service needs vary greatly. Claimants may need high school completion courses or may need job re-training to enter a new industry.

How population will benefit from One Stop Career Center services: UI Claimants receiving career center services such as resume building, interviewing skills and online job search assistance may be able to become reemployed sooner.

One Stop Career Center service differentiation: Based on the initial assessment of the UI Claimant OSCC services should be tailored to meet the claimants' specific needs.

Low-income adults

<u>Population:</u> The Department of Transitional Assistance (DTA) primarily serves low-income, disabled, chronically un/underemployed individuals, most often with family dependents and significant barriers to employment. Customers are most often served through the Supplemental Nutrition Assistance Program (SNAP), and may also be eligible for Temporary Assistance for Needy Families (TANF) to provide financial assistance and related support services.

<u>Educational and service needs:</u> In addition to financial assistance, many DTA customers require intensive case management and career counseling to develop basic education, occupational, and employability skills. Support in planning for childcare, transportation, housing, legal services, and family stabilization is often required.

<u>How population will benefit from One Stop Career Center services:</u> Access to business/employer relationships – information from local industries about employment opportunities and requirements; guidance on training vendor performance, cost and services, and access to training opportunities. Access to OSCC information on specific priority sectors, occupations and career pathways will greatly benefit the population.

One Stop Career Center service differentiation: OSCC services, including pace of workshops and level of support available for self-service resources, should be more accessible to adults with low reading, writing, and computer skill levels. Job search and placement services should include strategies to support those who have very limited work experience.

Adult Education participants

<u>Population:</u> The ABE system primarily serves adults who do not have a high school diploma or high school equivalency credential, or adults who do not have sufficient English language skills to be successful in college or career. The ABE system also recognizes but has limited capacity to serve the large population of individuals who have a high school credential but have significant academic deficiencies that prevent them from pursuing further education or employment.

Educational and service needs: Many adult learners require individualized planning and one-on-one support to access services that will help them make progress toward their goals. Experiential learning and supported work experiences greatly benefit the population and increase the likelihood of persistence to completion of training certificates, college degrees, or retention of employment. Many learners begin with very low academic skill levels and need employment opportunities that allow them to work while making a long-term commitment to complete HiSet or GED. Workplace readiness skill development is a significant need. Population often needs skill development to prepare for training opportunities. Child care, transportation, and lack of income are barriers to education and training required to gain employment. For some, undiagnosed or undisclosed mental health issues or learning disabilities present significant barriers to acquiring and retaining employment and need to be addressed.

How population will benefit from One Stop Career Center services: Access to business/employer relationships — information from local industries about employment opportunities and requirements; guidance on training vendor performance, cost and services. ABE programs specialize in moving learners to higher literacy and language skill levels, and provide general career awareness and workplace readiness skill development. Access to OSCC information on specific priority industries, occupations and training opportunities will greatly benefit population.

One Stop Career Center service differentiation: OSCC services, including pace of workshops and level of support available for self-service resources, should be more accessible to adults with low reading, writing, and computer skill levels. Job search and placement services should include

strategies to support those who have never worked in the U.S. and who may have experience and credentials from other countries.

Individuals with disabilities

<u>Population</u>: Anyone with a documented disability that impacts at least 3 life functions is eligible to receive MRC services; anyone who is identified by a physician as legally blind and has a substantial impediment to employment and who require Vocational Rehabilitation (VR) services is eligible for MCB services. Services that support employment include education, skill development and technical training, job development and placement, and post-employment support.

Educational and service needs: Most individuals require and receive comprehensive one-on-one case management and counseling that results in an individual vocational plan. Individuals often require intensive post-employment support, including ongoing coaching and case management. Many individuals require mobility training, adaptive technology, and independent living skill development. Work readiness skill development is a priority; transportation and CORI issues are frequent barriers. How population will benefit from One Stop Career Center services: While MRC and MCB provide many of the same individualized career services offered at the OSCC's, the population will benefit from partners sharing information on education, training, and employment opportunities. MRC, MCB and the OSCC's can collaborate in education and training, which will increase the number of customers who can access these services. OSCC's can refer customers to MRC and MCB to meet specialized needs of individuals with disabilities.

One Stop Career Center Service Differentiation: OSCC staff should have knowledge of current services available to individuals with disabilities; OSCC services should be adapted to ensure full accessibility to people with physical and mental disabilities and visual impairment.

Veterans

<u>Population:</u> Veterans with barriers to employment, including but not limited to homelessness, incarceration, service-connected disabilities, Sec. 115 recipients, low-income, recent return from military service, and lacking a high school diploma/credential.

Educational and service needs: Most veteran customers being served through Veterans Employment and Training Programs need basic academic skill development to be prepared for entry level jobs. Most customers need basic computer skill development and many need housing, healthcare, and food assistance. Many customers also need essential skill development, particularly in professional attitude, maintaining positive working relationships, and timeliness. Transportation, mental health challenges, substance use disorders, lack of or inconsistency in work history, and CORI issues are also frequent barriers to employment.

<u>How population will benefit from One Stop Career Center services</u>: The Veterans Employment and Training Program is very well integrated into both Hampden County OSCC's, but the population will benefit from additional support during and after transition to employment.

One Stop Career Center service differentiation: Because Veteran Representatives have been colocated at OSCC's, services have been adapted to meet needs of this population, including intake, needs assessment, case management, and job development.

Older Workers

<u>Population:</u> Anyone 55 years or older, legally eligible to work in the United States, currently unemployed with income at 125% of the Federal Poverty Level is eligible for the Senior Community Service Employment Program (SCSEP), the only Federal program specifically targeting older adults seeking employment and training assistance. SCSEP is a job training program. Veterans and homeless seniors are prioritized. Participants are paid \$11/hr. for up to twenty hours per week. Participants are placed in non-profit or government host agency sites at which they receive training.

Educational and service needs: Educational achievement and work experience is assessed and referrals are made to appropriate partners for services to enhance participant ability to secure unsubsidized employment. Computer and technology skill development is often necessary. How population will benefit from One Stop Career Center services: Older workers will benefit from having access to the range of supports, services and opportunities offered by OSCC's and other core partners as they seek training and employment.

One Stop Career Center service differentiation: The existing relationship between OSCC's and SCSEP demonstrates that OSCC staff understands the value of the mature worker to employers and there should not be significant changes to current services. SCSEP staff will continue to keep OSCC staff informed of and knowledgeable about SCSEP eligibility, goals and priority populations.

Re-entry populations

<u>Population:</u> Formerly incarcerated individuals seeking employment as they reintegrate into the community.

Educational and service needs: Most individuals in this population have participated in education and career planning during incarceration. In addition to basic education, financial literacy, and digital literacy, many individuals require specialized assistance with criminal history, lack of work experience, and job readiness skill development. Many begin with very low academic skill levels and need employment opportunities that allow them to work while making a long-term commitment to complete HiSet or GED. Child care, transportation, and lack of income are barriers to education and training required to gain employment. For some, undiagnosed or undisclosed mental health issues, learning disabilities, and/or substance abuse present significant barriers to acquiring and retaining employment and need to be addressed.

How population will benefit from Career Center services: Access to business/employer relationships – information from local industries about employment opportunities and requirements; guidance on training vendor performance, cost and services. Access to OSCC information on specific priority industries, occupations and training opportunities will greatly benefit population.

Career Center service differentiation: OSCC services, including pace of workshops and level of support available for self-service resources, should be more accessible to adults with low reading, writing, and computer skill levels. Job search and placement services should include strategies to support those who have very limited work experience. OSCC staff working with formerly incarcerated individuals should be familiar with specific barriers to employment and tailor services to address these needs.

Youth

Population: Anyone aged 14-24, legally eligible to work in the United States and who meet the WIOA Youth Title I eligibility criteria is eligible for the WIOA Youth Program. In Hampden County, the REBHC provides the WIOA Youth Framework Services and procures service providers to provide comprehensive WIOA youth services, inclusive of the 14 required elements. The OSCC's do not receive any WIOA youth funding, but do serve youth in other capacities (via Wagner-Peyser and state line item funding, and other youth funding they may secure). Educational and service needs: With 75% of WIOA funding for out-of-school youth, and in Hampden County, nearly 100% of those being high-school drop-outs, attainment of a GED or HiSet is critical while educational achievement and completion of high school is the focus of services to inschool youth. Work experience is a critical component and other required elements are assessed and services are provided accordingly, including referrals to appropriate partners for services to enhance participant ability to secure unsubsidized employment. Computer and technology skill development is often necessary.

<u>How population will benefit from One Stop Career Center services:</u> Youth will benefit from having access to the range of supports, services and opportunities offered by OSCC's and other core partners as they seek training and employment.

One Stop Career Center service differentiation: The existing relationship between OSCC's and youth partners will be articulated and further developed through a separate MOU between the REBHC, the One-Stop Career Center (OSCC) operators and their youth-oriented programs, the region's WIOA Title I Youth service providers, YouthWorks providers, DESE School-to-Career Connecting Activities (STC-CA) funded partners, the Westover Job Corps Center, the Massachusetts Rehabilitation Commission/Massachusetts Commission for the Blind (MRC/MCB) WIOA 15% funded youth program/activities and the Department of Transitional Assistance (DTA) funded youth program/activities as they relate to the operation of youth services and programs in Hampden County (See Attachment F). That MOU is designed to specifically align and coordinate the delivery of WIOA and other services to youth aged 14-24 with the other REBHC youth-funded programs and will augment this MOU.

- 3. The REBHC will convene MOU Partners according the following structure and schedule: <u>Hampden County WIOA Partner Leadership Team:</u> Representatives from each Partner agency will meet quarterly and will:
 - Oversee implementation of activities outlined in MOU
 - Coordinate resources and services
 - Manage sub-committees
 - Monitor performance outcomes

Information Sharing Sub-Committee:

• Develop, implement, and refine processes of intake, referral, case management, follow-up, and tracking services

Staff Development and Training Sub-Committee:

• Develop and implement a coordinated staff training system

Career Pathways Sub-Committee:

- Create system of services across agencies that aligns education and training resources with needs of priority industries/employers based on "Hampden County Workforce Region Career Pathway Model" (Attachment B)
- Develop and implement strategies to advance adults along career pathways

Business Services Sub-Committee:

 Develop strategies across MOU partners to meet large scale business needs in the Hampden County

Workplace Readiness/Essential Skills Sub-Committee:

- Establish common indicators of workplace readiness across industry sectors
- Expand utilization of existing and new assessment tools to better match worker skills sets to viable career plans
- Expand utilization of existing and new curricula to improve workplace readiness skills in job seekers

Customer-Centered Service Design Flow Charts (Attachment C) for priority populations include a definition of shared customers between MOU Partners, indicate methods for referring job seekers between MOU Partners for appropriate services and activities, and describe activities and outputs of each set of services a customer may receive.

Continuum of Services Charts (Attachment D) for priority populations provide a more detailed description of services and supports available through MOU Partners, as well as needs of the population in order to access these services and supports.

- 4. The REBHC and MOU Partners will refine and implement the Employer Engagement Framework (Attachment E) that provides a strategic direction to deliver services to all employers, covering wide ranges of size, industry, location and requirements; including all strategic planning, process development, and allocation of staff and staff resources that pertain to the provision of Employer Services. REBHC will also coordinate with MOU Partners in the development of the Regional Talent Bank to ensure that all job seekers are served in a manner that is consistent with the demand driven requirements of WIOA, complements the policies and protocols of the Massachusetts-based public workforce system, and is constructed in concert with the REB Employer Engagement Framework.
- 5. The OSCC's are equipped with robust technology tools and training opportunities to scale-up practices and provide more significant supports for individuals with barriers to employment, including basic skills assessment, remediation, occupational training opportunities, on-the-job training, on-line job search strategies, career change tools, LinkedIn, Transferrable Occupational Relationship Quotient (TORQ), Help Wanted Analytics, SkillSmart, CareerReadiness 101, and many other career development tools. In addition, the following adaptive equipment allows the OSCC's the ability to service individuals with disabilities: the Deviance Low Vision Reader, Hearing Impaired Phones, new LCD magnifiers/projector, updated Dragon Naturally Speaking speech recognition software JAWS (computer screen reader for electronic text), oversized keyboards, assistive listening device, handicapped accessible work stations, Zoom text and more.
- 6. MOU Partners will collaborate to increase the capacity of One-Stop Career Centers and Partner agency staff to deliver quality services to job seekers and businesses. We will develop a coordinated professional development plan that increases shared knowledge and strategies to serve job seekers and businesses, including information sharing and presentations at Partner agency staff meetings and orientation, and co-created professional development workshops that disseminate key data, information, promising practices and innovative approaches that will inform and enhance staff capabilities.
- 7. MOU Required Partners will participate in the competitive selection process for the One-Stop Career Center lead operator in the local workforce area.
- 8. The Parties of this MOU agree that all required partners have a joint funding responsibility to support and maintain an effective local integrated service delivery system. In addition all parties to the MOU recognize that shared and infrastructure costs are applicable to the all required Partners. To ensure that the Local Board and all the required local Partners can focus on the provision of quality services to our shared customers, the State Level Partners will issue allocations for shared and infrastructure cost to the Local Workforce Area. State Partners will establish a methodology that will ensure costs are allowable, reasonable, necessary and allocable. As appropriate, State Partners will enter into Inter-agency Service Agreements (ISAs) with the Department of Career Services (DCS), the designated State Workforce Agency (SWA) to issue the local allocations. Local Boards will ensure all allocations are incorporated into the local integrated budget during the annual planning process.

- 9. The duration of the MOU including commencement and termination date, is set forth in the MOU and includes the clause "unless otherwise terminated by agreement of all parties or superseded."
- 11. Review of the MOU will occur not less than every three years. WIOA Sections 121(c) (g) 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 further requires MOU renewal following the 3-year review if substantial changes have occurred.
- 12. 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.
- 13. The MOU includes all requirements as set-forth in WIOA MOU policy guidance.
- 14. The local MOU reflects 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.

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

The MOU is fully executed when it contains the signatures of the Local Board, OSCC Required Partners, and the Chief Elected Official (CEO) and states the duration for which the MOU is in effect.

As stated above the MOU must be updated not less than every 3 years to reflect any changes in the signatory official of the Board, One-Stop Partners, and Chief Elected Official (CEO) or changes to infrastructure cost contributions.

VI. COMPETITIVE SELECTION OF ONE STOP CAREER CENTERS

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

VII. PERFORMANCE MEASURES

The *REBHC* 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 The REBHC and the mandated One- Stop Career Center partner, including incentives and penalties.

VIII. 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 signing the MOU, all parties agree to review and modify the local MOU on an as needed basis to ensure further development and alignment with local area priorities and strategies to serve shared customers as well as to update the MOU to satisfy all requirements as identified by WIOA. By signatures affixed below, the parties specify their agreement:

Local Chief Elected Official

Mayor Dominic J. Sarno

Local Board Chair

J. Jeffrey Sullivan

Local Board President & CEO

David M. Cruise

Local Career Center Lead Operator

David Gadair, Hampden County Career

Center Inc. dba CareerPoint

Local Career Cepter Lead Operator

Kevin Lynn, Juture Works, Inc.

Adult and Community Learning Services Programs

Holyoke Community College

Dr. Christina Royal

Holyoke Public Schools

Martha I. Owen

Hampden County Sheriff's Department Daniel O'Malley

Springfield Public Library

Janet Kelly

Springfield Technical Community College, Gerardo Zayas Jr.

Valley Opportunity Council, Inc.

Stephen Huntley

Training Resources of America, Inc.

Jynai McDonald

corlole.	
Hatal Chi	
MA/Contmission for the Blind Nathan W. Skrocki	

MA Repubilitation Commission Jorge Messmer

MA Department of Transitional Assistance MA Department of Transitional Assistance Holyoke, Kelly Lacey

Springfield, Melissa Rietraszkiewicz

DCS Veterans Designee (CareerPoint) Linda Candage

DCS Veterany Designee (FutureWorks) Cesia Lopez

Way Finders Robert Brainin Westover Job Corp Cathy Williams

Department of Elder Affairs City of Springfield

Sandra Federico

Senior Community Service **Employment Program**

Gail Bernier

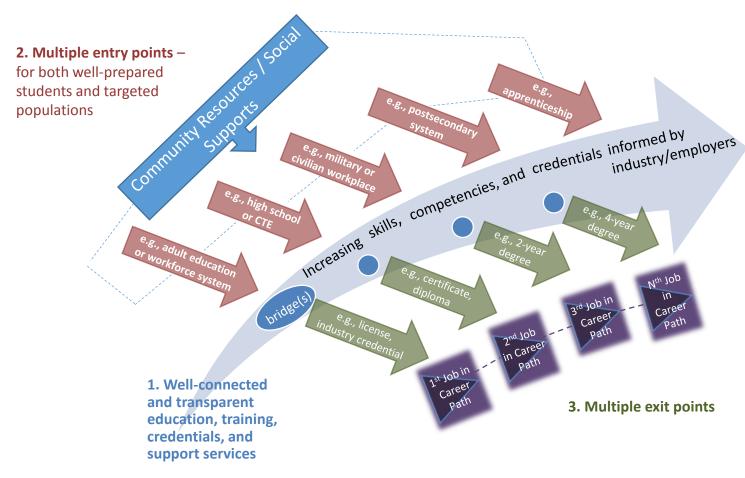
DUA Representative Marie-Lise Sobande

\$\$: Customer:	OSCC W-P	OSCC Vets	OSCC DUA	OSCC WIOA- A	OSCC WIOA- DLW	WIOA I/S Youth	WIOA O/S Youth	WJC Youth	SCSEP	ABE	MRC	МСВ	DTA	HCSD	CC
General Job Seeker	*		*	*			-	*	-	*	*	*	*	-	\Diamond
Returning Vets	*	*		*	*	N/A		*		\Diamond		\Diamond	*		\Diamond
UI Claimant	*	*	*	♦	*			*		\Diamond	*	*	*		
Low-Income Adult	-	-		*	*	N/A	N/A	-		*	*	*	*		*
Dislocated Worker	*	*		*	*	N/A	N/A	*		\Diamond	*	*	♦		\Diamond
Low Income ISY	*	N/A		*	N/A	*	N/A	*		*	*	\Diamond			\Diamond
HS Drop- Out-Youth	*			*	*	N/A	*	-		*	*	\Diamond	*	-	#
Adult Learners				*	*	N/A	N/A	*		*	*		*	*	-
English Language Learner	\Diamond			♦	♦	\Diamond	♦	*		*	*	♦	*	*	*
Persons w/ Disabilities	\Diamond	*		*	*	*	*	-		♦	*	\Diamond	*	*	-
Older Workers	\Diamond	*		♦	♦			*	-		\Diamond		♦		\Diamond
Persons w/ a Visual Impairment	♦			*	*	*	*	*		\Diamond	*	*	*		
TANF Recipients	*			*	N/A	*	*	*		*	-	♦	*		\Diamond
SNAP Recipients	-	*		*			*	-		*	*		*		

\$\$:	OSCC	OSCC	OSCC	OSCC	OSCC	WIOA	WIOA	WJC	SCSEP	ABE	MRC	MCB	DTA	HCSD	
Customer:	W-P	Vets	DUA	WIOA-	WIOA-	I/S	O/S	Youth							CC
				A	DLW	Youth	Youth								
Ex-							~			\$		(3)	*	*	(3)
Offenders							₩			8		W	•		~
Homeless	*	*					*	-		\Diamond	*		-	-	
Incumbent							}					7		*	7
Workers							₩				W	W		W	W
Employers		*		•	•	As	As		<u></u>		*	4	*		
						worksites	worksites	W							

Attachment B: Hampden County Workforce Region Career Pathway Model*





^{*} As adapted from CLASP's Alliance for Quality Career Pathways Initiative's Model

ATTACHMENT C: Customer-Centered Service Design Flowchart for WIOA MOU Partner Shared Customer

Shared Customer: Customer enrolled in MOU Partner program who will benefit from OSCC services OR Customer enrolled in OSCC who will benefit from Partner program services

Referral: Partner program conducts preliminary assessment of work readiness, completes electronic referral form, enrolls customer to OSCC orientation co-presented by OSCC and partner staff

Process: Activity:

Output:

Orientation

- OSCC Overview ____
- WIOA eligibility
- -Preliminary assessment
- Release of Info for data sharing
- Electronic registration form

Individualized Career Services

- Full skills & needs assess
- -Counseling or case mgmt.
- Select Career Pathway
- Partner referral
- Individual Employment Plan, accessible to Partner staff

Labor Exchange Services

- Job search
- Ongoing career counseling
- LMI and Information of training vendors
- Completed job, training, or college applications

Training Services

- Coordinate grant funding
- Occupation skills training
- OJT
- Integrated education/ skills training
- etc.
- Certificate of completion or industry-recognized cert.

Talent Bank/ Job Placement

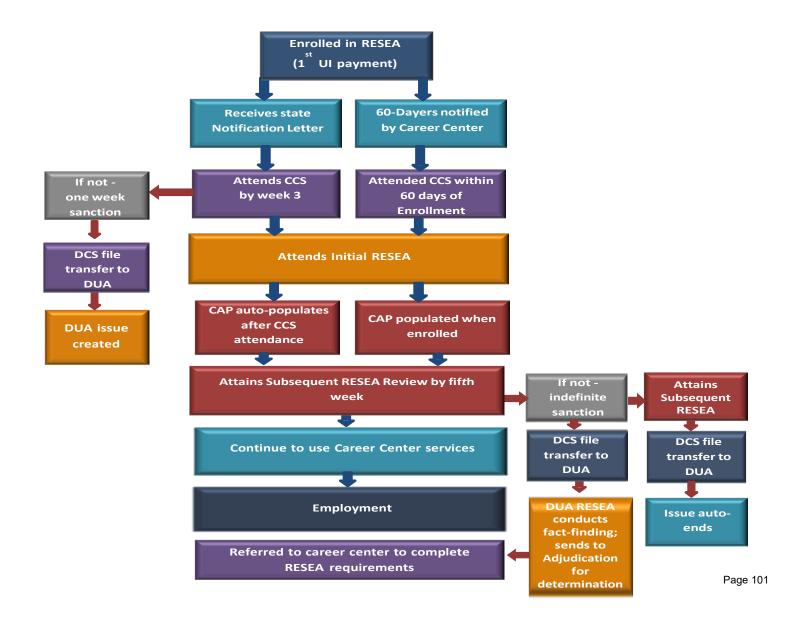
- Business Services support to identify and match qualified candidates for job referral
- Inclusion in job matching software connected to actual job postings

Follow-Up

- Ongoing career planning and counseling
- Contact with employers
- Services to support job retention
- Long term advancement in education and employment on Career Pathway

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ATTACHMENT C: Customer-Centered Service Design Flowchart FOR Unemployment Insurance Reemployment Services and Eligibility (RESEA) Grant



ATTACHMENT D: Continuum of Services for Adult Education Participants

1	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Self Service/ Universal Access	There is universal access to Employment Services involving self-help. Unregistered services include self-help or other unassisted basic career services not tailored to specific needs or basic information	 self-service, including virtual services facilitated self-help job listings Labor Market Information labor exchange services information about other services 	• instruction and support to access job listings, LMI, information about other services	access to computer/internet evening hours at OSCC's
2	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Basic Career Services	Basic Career Services are made available and are consistent with allowable program activities to individual customers free of charge	WIOA eligibility outreach/intake orientation to information registration job search assistance initial assessment of skills levels & gaps provision of information on English language acquisition and integrated education and training programs, support services, aptitudes and other services available at OSCC	 ABE staff outstationed at OSCC workplace readiness training assessment of academic and essential skills resume development career exploration Career Ready 101 	 Standardize/ "cross-walk" assessments Assessments available at OSCC and ABE/ESOL program Ability to access MOSES/SMARTT databases Shared release of information
3	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Labor Exchange Services	Labor Exchange Services are made available to customers as they prepare to enter the workforce	 job search and placement assistance career counseling information on in-demand industry sectors and occupations appropriate business/employer recruitment and services coordination of referrals/activities with Core Partners and other agencies including programs and services within the OSCC system delivery of labor market information provision of information on eligible training vendor's performance, cost, and services by type of program and provider provision of information and assistance regarding filing claims for unemployment compensation 	 career counseling coordination of referrals/activities with Core Partners and other agencies including programs and services within the OSCC system delivery of labor market information provision of information on eligible training vendor's performance, cost, and services by type of program and provider 	help filling out job applications, paper and online sharing education and career plans between ABE and OSCC Information on priority industry sectors and local/regional job openings

ATTACHMENT D: Continuum of Services for Adult Education Participants

4	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Individualized Career Services	Services to individual customers to obtain or retain employment. Short-term prevocational or employment services can be provided in group settings, individual counseling, workshops to prepare individuals to successfully transition into the completion of post-secondary education, training, or unsubsidized employment. Individualized career services may be provided free of charge or for a fee.	 comprehensive and specialized assessments of skill levels and service needs identification of employment barriers selection of career path and/or training, which will lead to employment development of Individual Employment Plan to identify career planning, employment goals, barriers, skills gaps, and training needs internships paid or unpaid work experience financial literacy and essential skills training necessary to obtain employment 	 assessment of skills & needs identification of employment barriers selection of career path and/or training, which will lead to employment development of Ed. and Career Plan to identify career planning, employment goals, barriers, gaps, and training needs financial literacy training 	
	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Referral to Training Services	Training services are provided to equip individuals to gain and retain employment. Training may be made available after interview or assessment determines that the individual requires training to obtain/retain employment. A customer must be determined to possess skills and qualifications to participate in training services. Training is to meet the customers needs not wants. Customer must exhaust all other grant sources to pay for training before utilizing WIOA Title I funds. In most cases an individual will receive training services	 occupational skills training, including training for nontraditional employment On-the-Job training incumbent worker training programs that combine workplace training with related instruction training programs operated by private sector skill upgrading and retraining entrepreneurial training programs that assist qualified individuals interested in starting a business/ becoming self-employed transitional jobs training (subsidized, time-limited work experiences) for individuals with barriers to employment, with comprehensive employment and support services 	• programs that combine workplace training with ABE/ESOL instruction, which may include integrated education and training or career pathways programs	
6	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Follow-up Services	Follow-up services are provided for participants enrolled in WIOA activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Follow-up services are made available, but not all participants will need or want such services.	 Follow-up services could include, but are not limited to, additional career planning and counseling, contact with the participant's employer and many other services. 		funding and staff time to coordinate follow-up services between ABE programs and OSCC's

ATTACHMENT D: Continuum of Services for Low-Income Participants

1	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Self Service/ Universal Access	There is universal access to Employment Services involving self-help. Unregistered services include self-help or other unassisted basic career services not tailored to specific needs or basic information	 self-service, including virtual services facilitated self-help job listings Labor Market Information labor exchange services information about other services 		 access to computer/internet evening hours at OSCC's
2	Service Category	Description		Partner Services	Customer/Service Needs
	Basic Career Services	Basic Career Services are made available and are consistent with allowable program activities to individual customers free of charge	WIOA eligibility outreach/intake orientation to information registration job search assistance initial assessment of skills levels & gaps provision of information on English language acquisition and integrated education and training programs, support services, aptitudes and other services available at OSCC	• Pathways to Self-Sufficiency preliminary assessment of work readiness and interests	 Ability to access MOSES/Beacon databases Shared release of information
3	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Labor Exchange Services	Labor Exchange Services are made available to customers as they prepare to enter the workforce	services coordination of referrals/activities with Core Partners and other agencies including programs and services within the OSCC system delivery of labor market information	lincliiding nrograms and	 help filling out job applications, paper and online sharing education and career plans between ABE and OSCC Information on priority industry sectors and local/regional job openings

ATTACHMENT D: Continuum of Services for Low-Income Participants

4	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Individualized Career Services	Services to individual customers to obtain or retain employment. Short-term prevocational or employment services can be provided in group settings, individual counseling, workshops to prepare individuals to successfully transition into the completion of post-secondary education, training, or unsubsidized employment. Individualized career services may be provided free of charge or for a fee.	 comprehensive and specialized assessments of skill levels and service needs identification of employment barriers selection of career path and/or training, which will lead to employment development of Individual Employment Plan to identify career planning, employment goals, barriers, skills gaps, and training needs internships paid or unpaid work experience financial literacy and essential skills training necessary to obtain employment 	 identification of employment barriers provide assisstance with transportation and childcare Clerical intern program 	Access to training and work opportunities that will meet DTA work requirement
ľ	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Referral to Training Services	Training services are provided to equip individuals to gain and retain employment. Training may be made available after interview or assessment determines that the individual requires training to obtain/retain employment. A customer must be determined to possess skills and qualifications to participate in training services. Training is to meet the customers needs not wants. Customer must exhaust all other grant sources to pay for training before utilizing WIOA Title I funds. In most cases an individual will receive training services	 occupational skills training, including training for nontraditional employment On-the-Job training incumbent worker training programs that combine workplace training with related instruction training programs operated by private sector skill upgrading and retraining entrepreneurial training programs that assist qualified individuals interested in starting a business/ becoming self-employed transitional jobs training (subsidized, time-limited work experiences) for individuals with barriers to employment, with comprehensive employment and support services 		• programs that combine workplace training with ABE/ESOL instruction, which may include integrated education and training or career pathways programs
(Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Follow-up Services	Follow-up services are provided for participants enrolled in WIOA activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Follow-up services are made available, but not all participants will need or want such services.	 Follow-up services could include, but are not limited to, additional career planning and counseling, contact with the participant's employer and many other services. 		funding and staff time to coordinate follow-up services between DTA programs and OSCC's

ATTACHMENT D: Continuum of Services for Re-Entry Participants

1	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Self Service/ Universal Access	There is universal access to Employment Services involving self-help. Unregistered services include self-help or other unassisted basic career services not tailored to specific needs or basic information	 self-service, including virtual services facilitated self-help job listings Labor Market Information labor exchange services information about other services 	• instruction and support to access labor exchange services and information about other services	access to computer/internetevening hours at OSCC's
2	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Basic Career Services	Basic Career Services are made available and are consistent with allowable program activities to individual customers free of charge	WIOA eligibility outreach/intake orientation to information registration job search assistance initial assessment of skills levels & gaps provision of information on English language acquisition and integrated education and training programs, support services, aptitudes and other services available at OSCC	OSCC staff presence within Hampden Co. Sheriff's Dept. & After Incarceration Support Services Center Career Ready 101	Standardize/ "cross-walk" assessments Ability to access MOSES/SMARTT databases Shared release of information
3	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Labor Exchange Services	Labor Exchange Services are made available to customers as they prepare to enter the workforce	 job search and placement assistance career counseling information on in-demand industry sectors and occupations appropriate business/employer recruitment and services coordination of referrals/activities with Core Partners and other agencies including programs and services within the OSCC system delivery of labor market information provision of information on eligible training vendor's performance, cost, and services by type of program and provider provision of information and assistance regarding filing claims for unemployment compensation 	career counseling coordination of referrals/activities with Core Partners and other agencies including programs and services within the OSCC system provision of information on eligible training vendor's performance, cost, and services by type of program and provider	Communication between HCSD Job Developers and OSCC staff Integrated Education and Training oppportunities Information on priority industry sectors and local/regional job openings

ATTACHMENT D: Continuum of Services for Re-Entry Participants

4	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Individualized Career Services	services can be provided in group settings, individual counseling, workshops to prepare individuals to successfully transition into the completion of post-	 comprehensive and specialized assessments of skill levels and service needs identification of employment barriers selection of career path and/or training, which will lead to employment development of Individual Employment Plan to identify career planning, employment goals, barriers, skills gaps, and training needs internships paid or unpaid work experience financial literacy and essential skills training necessary to obtain employment 	identification of employment barriersfinancial literacy training	• assistance identifying opportunities accessible to individuals with CORI issues
5	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Referral to Training Services	services. Training is to meet the customers needs not wants. Customer must exhaust all other grant sources to pay for training before utilizing WIOA Title I funds. In most cases an individual will receive training services through and individual training account. The selection of a training program should be fully informed by the	 occupational skills training, including training for nontraditional employment On-the-Job training incumbent worker training programs that combine workplace training with related instruction training programs operated by private sector skill upgrading and retraining entrepreneurial training programs that assist qualified individuals interested in starting a business/ becoming self-employed transitional jobs training (subsidized, time-limited work experiences) for individuals with barriers to employment, with comprehensive employment and support services 		• programs that combine workplace training with ABE/ESOL instruction, which may include integrated education and training or career pathways programs
6	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Follow-up Services	Follow-up services are provided, as appropriate, for participants enrolled in WIOA adult or dislocated worker activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Follow-up services are made available, but not all participants will need or want such services.	• Follow-up services could include, but are not limited to, additional career planning and counseling, contact with the participant's employer and many other services.		funding and staff time to coordinate follow-up services between HCSD programs and OSCC's

ATTACHMENT D: Continuum of Services for Individuals with Disabilities

1	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs	
	Self Service/ Universal Access	There is universal access to Employment Services involving self-help. Unregistered services include self-help or other unassisted basic career services not tailored to specific needs or basic information	 self-service, including virtual services facilitated self-help job listings Labor Market Information labor exchange services information about other services 	 job listings labor exchange services information about other services 	 vocational rehab (VR) staff on-site weekly to educate customers on available services OSCC online services should be assessed for gaps/ accessibility 	
2	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs	
	Basic Career Services	Basic Career Services are made available and are consistent with allowable program activities to individual customers free of charge	WIOA eligibility outreach/intake orientation to information registration job search assistance initial assessment of skills levels & gaps provision of information on English language acquisition and integrated education and training programs, support services, aptitudes and other services available at OSCC	 outreach/intake orientation to information registration job search assistance initial assessment of skills levels & gaps 		
3	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs	
	Labor Exchange Services	Labor Exchange Services are made available to customers as they prepare to enter the workforce	 job search and placement assistance career counseling information on in-demand industry sectors and occupations appropriate business/employer recruitment and services coordination of referrals/activities with Core Partners and other agencies including programs and services within the OSCC system delivery of labor market information provision of information on eligible training vendor's performance, cost, and services by type of program and provider provision of information and assistance regarding filing claims for unemployment compensation 	job search and placement assistance career counseling information on in-demand industry sectors and occupations appropriate business/employer recruitment and services delivery of labor market information provision of information on eligible training vendor's performance, cost, and services by type of program and provider MRC specialist focused on 14-22 year old customers		

ATTACHMENT D: Continuum of Services for Individuals with Disabilities

4	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Individualized Career Services	services can be provided in group settings, individual counseling, workshops to prepare individuals to successfully transition into the completion of post-	 comprehensive and specialized assessments of skill levels and service needs identification of employment barriers selection of career path and/or training, which will lead to employment development of Individual Employment Plan to identify career planning, employment goals, barriers, skills gaps, and training needs internships paid or unpaid work experience financial literacy and essential skills training necessary to obtain employment 	VR provides all Individualized Career Services provided by OSCC's, customized to client population	• Consistent information at both OSCC's and VR offices about education, training, and employment
5	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Referral to Training Services	services. Training is to meet the customers needs not wants. Customer must exhaust all other grant sources to pay for training before utilizing WIOA Title I funds. In most cases an individual will receive training services through and individual training account. The selection of a training program should be fully informed by the	 occupational skills training, including training for nontraditional employment On-the-Job training incumbent worker training programs that combine workplace training with related instruction training programs operated by private sector skill upgrading and retraining entrepreneurial training programs that assist qualified individuals interested in starting a business/ becoming self-employed transitional jobs training (subsidized, time-limited work experiences) for individuals with barriers to employment, with comprehensive employment and support services 	• MCB provides specialized services in this area for clients	adaptive technology and training materials to support individuals with disabilities
6	Service Category	Description	OSCC Services	Partner Services	Customer/Service Needs
	Follow-up Services	Follow-up services are provided, as appropriate, for participants enrolled in WIOA adult or dislocated worker activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Follow-up services are made available, but not all participants will need or want such services.	 Follow-up services could include, but are not limited to, additional career planning and counseling, contact with the participant's employer and many other services. 	work with clients and employers to ensure that workplace remains accessible	 upgrade in work environment or employee skills if disability/condition worsens or new technology becomes available

ATTACHMENT E



Regional Employment Board of Hampden County, Inc. Employer Engagement Framework

Discovery \supset Analysis \supset Research \blacksquare Engagement

- ASSESS VALUE OF PROSPECTING KNOWN AND / OR PROSPECTIVE EMPLOYERS
- ♦ CATEGORIZE CURRENT GROWTH SECTORS
- IDENTIFY NEW OR EMERGING SECTORS

- REVIEW SECTORS BASELINE DATA
- ANALYZE SECTORS
 EMPLOYMENT TRENDS
- Assess Sectors Workforce
 NEEDS AND REQUIREMENTS
- IDENTIFY EMPLOYER DATA AND PROCESS DRIVERS

- IDENTIFY KNOWN EMPLOYERS
 IN TARGETED GROWTH
 SECTORS
- PROFILE CURRENT
 RELATIONSHIPS WITH KNOWN
 SECTOR EMPLOYERS
- ◆ IDENTIFY PROSPECTIVE EMPLOYERS IN TARGETED GROWTH SECTORS
- ◆ CONDUCT RESEARCH OF PROSPECTIVE EMPLOYERS
- DOCUMENT AND VALIDATE EMPLOYER NEEDS AND REQUIREMENTS

- DEVELOP EMPLOYER
 ENGAGEMENT PLAN
- DETERMINE EMPLOYER
 ENGAGEMENT PROCESS
- ◆ IDENTIFY EMPLOYER ENGAGEMENT TEAM
- PREPARE EMPLOYER
 MARKETING COLLATERAL

ATTACHMENT F - YOUTH MOU



Hampden County Workforce Development Board Youth Memorandum of Understanding (MOU)

I. PURPOSE

This Memorandum of Understanding (MOU) communicates the agreement developed and executed between the *Regional Employment Board of Hampden County*, *Inc. (REBHC)*, *as the designated Workforce Development Board for Hampden County*, the One-Stop Career Center (OSCC) operators and their youth-oriented programs, the region's WIOA Title I Youth service providers, YouthWorks providers, DESE School-to-Career Connecting Activities (STC-CA) funded partners, the Westover Job Corps Center, the Massachusetts Rehabilitation Commission/ Massachusetts Commission for the Blind (MRC/MCB) WIOA 15% funded youth program/ activities and the Department of Transitional Assistance (DTA) funded youth program/activities as they relate to the operation of youth services and programs in Hampden County.

This MOU *augments the WIOA Core Partner Umbrella MOU* that defines the roles and responsibilities of the OSCC Required Partners to operationalize the delivery of services necessary to produce the best possible outcomes for shared WIOA Core Partner customers, which includes youth. This MOU is designed to specifically align and coordinate the delivery of WIOA and other services to youth aged 14-24 with the other REBHC youth-funded programs.

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. DURATION OF THE MOU

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.

III. ASSURANCES

The parties agree to conduct the following activities at a local level:

- 1. Enter into a local MOU with the REBHC relating to the operation of the youth delivery system.
- 2. Participate in the operation of the youth delivery system consistent with the terms of this MOU, the requirements of WIOA, and the requirements of Federal and State laws authorizing the youth programs and activities.
- 3. The MOU will be reviewed and updated as needed, but not less than once every 2-year WIOA youth procurement period, to ensure appropriate funding and delivery of services.

IV. MEMORANDUM OF UNDERSTANDING CONTENT

- 1. The REBHC convened and facilitated a representative group of youth providers to develop this MOU and to come to an agreed upon career pathway model/youth service path for youth being served its programs. A sub-group worked on the career pathway model, led by the Westover Job Corps Center representative, which was then reviewed by the larger group. The MOU and accompanying documents were reviewed and approved by the REB Youth Council.
- 2. The following are the priority youth segments of the population identified by the MOU Partners:
 - a. low-income in-school and out-of-school youth meeting WIOA and YouthWorks eligibility,
 - b. high-school drop-outs,
 - c. high school students meeting DESE STC targeted services,
 - d. youth with disabilities;
 - e. re-entry populations;
 - f. young parents; and
 - g. other youth with barriers to employment.

The REBHC and Youth Partners understand that while there is a priority on youth who have barriers to employment, we recognize the context of our regional labor market (e.g., the expectations of area employers). We also acknowledge a need to fill the local businesses' workforce needs with qualified applicants and as such will strive to develop youths' work readiness and essential skills so that they are prepared for the workplace.

- 3. The MOU Partners intend to collaborate to provide a holistic continuum of services to youth in Hampden County based on a youth-centered design / career pathway model as seen in Attachment A ("Hampden County Workforce Region Career Pathway Model"), as adapted from CLASP's Alliance for Quality Career Pathways Initiative's Model. We envision the following:
 - a) Various types of supports and services will be made available to youth through the MOU partners that promote the education, training and career advancement of youth receiving services.
 - b) Community resources and social supports will be engaged by MOU partners to ensure youth do not fall through the cracks between critical transition points in their pathway.
 - c) That through #4 as described below, there will be an ability to refer youth between the partners for appropriate services and activities. The individual partner will outline the service strategies they are providing and share any "individual service strategy plans" with the other partner(s).
- 4. In addition to the coordination and referral mechanisms between the OSCC Operators and WIOA Core Partners in the Umbrella MOU (which includes the Westover Job Corps Center and MRC/MCB); the OSCCs also will refer appropriate center customers aged 14-24 to the WIOA Youth service providers, with particular emphasis on out-of-school youth providers, YouthWorks

Jobs programs (for the cities that have a program), STC-CA lead coordinators, DTA funded Young Parent Programs, and to the MRC/MCB WIOA 15% funded youth programs. Examples of when such referrals are appropriate include, but are not limited to, when a youth drops out of one of the programs or needs services as provided by another program. Program Contact lists will be on the REBHC website maintained at: http://www.rebhc.org/youth-development-14-24-year-olds/. Conversely, Youth programs will refer to the OSCCs those youth who can benefit from their services and assist in obtaining employment, participating in their workshops, etc. For WIOA youth, these activities will be captured in the MOSES database as well as documented in the youth's individual service strategy plan. For STC-CA youth, the DESE Connecting Activities/ Work-based Learning Plan platform will capture such career exploration activities that may be delivered at a OSCC.

- 5. The MOU Partners intend to share various tools utilized in the provision of services to youth, e.g., MA Work-based Learning Plan, assessment tools, work readiness training, mentoring supports, and other tools as agreed upon by the parties, amongst each other via Youth Council presentations, email distribution, and other means.
- 6. The MOU Partners will engage with business partners and industry groups in varying ways to provide career exposure, exploration and immersion (e.g., work experiences, internships, etc.) activities. While the intent is to provide such experiences in areas aligned with regional labor market needs and "future ready workforce" demands, for many youth it is understood that any work-based exposure will be helpful in building work readiness skills, especially in the area of developing 21st Century "essential/soft/employability" skills. The REB and Career Centers will partner with youth program providers, within a business partner/ employer engagement framework to be developed over time as part of demand-driven strategies envisioned under WIOA.
- 7. The REB will facilitate mechanisms to ensure that the tracking and reporting of youth enrollment and outcomes across various databases/programs, where appropriate and allowable, occurs to the maximum extent possible.
- 8. Other provisions, as agreed to by all parties and that are consistent with all programs' services and activities, authorizing statutes and regulations, may be added to this agreement over time.

V.	SI	GN	A	Γ O	RI	ES

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 youth customers. By signatures affixed below, the parties specify their agreement:

REBHC, Inc. President & CEO

David M. Cruise

Hampden County Career Center, Inc. dba CareerPoint, David Gadaire

MA Rehabilitation Commission

Paula Euber, MRC Youth Council Member

FutureWorks, Inc. Kevin Lynn

Westover Job Corps Center

Cleveland Burton, Youth Council Chair

WIOA Title I Youth Provider Points of Contact:

Baystate Springfield Educational Partnership,

BMC, Peter Blain

New England Farm Workers Council, Inc.

Ana West

Pathfinder Vocational Technical HS

Denise Carrier

Valley Opportunity Council, Inc.

Judith Kocik

Holyoke Public Schools

Normand LeBlanc

New North Citizens Council, Inc.

Virgilio Gonzales

Square One

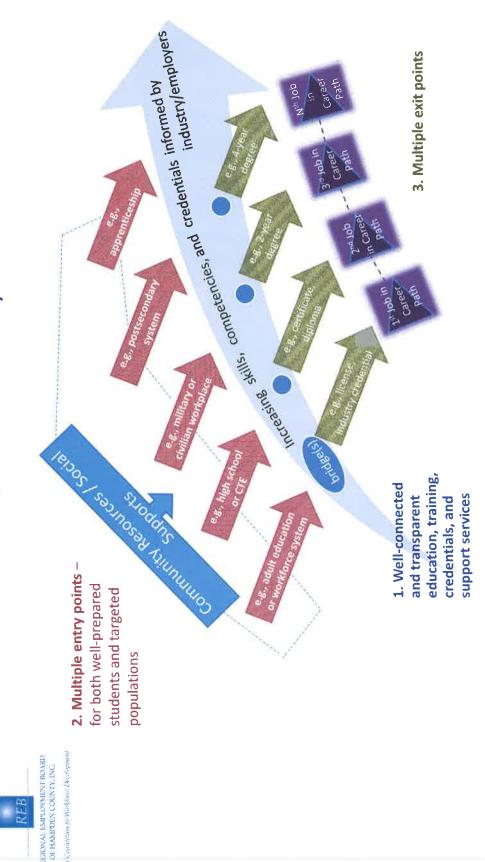
Dawn DiStefano

YWCA of Western MA, Inc.

Elizabeth G. Dineen

YouthWorks Po	oints of Contact:
Op	Grallest
Hampden County Career Center, Inc.	New England Farm Workers Council, Inc.
dba CareerPoint, Gladys Lebron-Martinez	Ana West
Valley Opportunity Council, Inc. Kristen Wing	Westfield Public Schools Danielle Tomkins
Kristen wing	Dumone Tomanis
School-to-Career Connecting Chicopee Public Schools Kara Blanchard Antila Janserau River East School-to-Career, Inc. Loretta Dansereau pringfield Public Schools Julie Donovan	Holyoke Public Schools Normand LeBlanc River West Schools Tom Misiewicz
DTA Funded Young Parent	s Program Points of Contact:
D. The state of th	0 1
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The state of	
Corporation for Public Management, Inc.	The Care Center, Inc.
Luis Feliz	Anne Teschner
go no	
Training Resources of America, Inc.	
Jynaí McDonald	

Attachment A: Hampden County Workforce Region Youth Career Pathway Model*



* As adapted from CLASP's Alliance for Quality Career Pathways Initiative's Model

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 HAMPDEN WORKFORCE DEVELOPMENT AREA FISCAL YEAR 2017

Total Individuals Served	21,445				
Gender					
Male	11,181	52%			
Female	10,264	48%			
Ethnicity					
White	8,141	38%			
Black or African American	3,407	16%			
Hispanic or Latino	9,126	43%			
American Indian or Alaskan Native	129	1%			
Asian	318	1%			
Hawaiian Native or Other Pacific Islander	44	0%			
Other	9,731	45%			
Age					
18 or under	1,661	8%			
19-21	1,631	8%			
22-45	12,068	56%			
46-54	3,165	15%			
55+	2,920	14%			
Education					
Less than High School	4,545	21%			
High School Diploma or Equivalent	7,279	34%			
Some College/Vocational Degree	3,414	16%			
Associate Degree	1,367	6%			
Bachelors Degree	1,671	8%			
Advanced Degree	789	4%			
Self-Identified Persons With Disabilities	1,588	7%			
Unemployment Insurance Claimants	10,170	47%			
Veterans	706	3%			
Employers Served	1,875				
Employers Listing Job Orders	690	37%			
Employers Receiving Referrals	497	27%			
Employers Who Hired a Job Seeker Referral	19	1%			
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HAMPDEN 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			
Participant Characteristics (%)						
Total Participants YTD	303	386	192			
Female	78%	49%	47%			
Age 55 or Over	5%	25%	37%			
Less than High School	17%	6%	8%			
Limited English	7%	5%	16%			
Math or Reading Level < 9.0	50%	39%	45%			
Disabled	9%	5%	3%			
Cash Welfare	28%	na	na			
UI Claimant	na	90%	95%			
Offender	6%	3%	0%			
Veteran	1%	6%	3%			
Single Parent	46%	15%	11%			
Low Income	89%	na	29%			
Enrollments By Activity						
Total Program Participants YTD	303	386	40			
New Program Enrollments	184	180	5			
New Training Enrollments	158	126	9			
New & Carry-in Training Enrollments	151	250	37			
ABE/GED or Equivalent	3	11	12			
ESL	0	8	9			
Occupational Skills Training	202	246	37			
OJT	2	13	0			
Other.	5	7	0			
Exit	and Outcome Summ	ary				
Total Exits YTD	122	192	22			
Entered Employments YTD	73	135	13			
Entered Employment Rate at Exit	61%	71%	76%			
Average Pre-Wage	na	na	\$24.44			
Average (Post) Wage	\$13.34	\$16.84	\$14.35			
Wage Retention Rate (post/pre-wage)	na	na	59%			
Degree/Certification	119	118	na			

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

HAMPDEN WORKFORCE DEVELOPMENT AREA - FY 2017 - 3RD QUARTER ENDING MARCH 2017						
ТІ	TLE I YOUTH PARTICIPAN	Γ SUMMARY				
	In-School	Out-of-School	Total Youth			
Participant Characteristics (%)						
Total	124	226	350			
Age 14-18	84%	47%	60%			
Age 19-21	15%	34%	27%			
Age 22-21	1%	19%	13%			
Female	58%	64%	62%			
Disabled	44%	65%	17%			
HS Student	99%	0%	35%			
HS Dropout	0%	90%	58%			
Limited English	0%	0%	0%			
Math or Reading Level < 9.0	50%	63%	59%			
Offender	1%	4%	3%			
Welfare	26%	16%	20%			
Foster Child	2%	2%	2%			
Homeless/Runaway	21%	41%	34%			
Pregnant/Parenting	2%	18%	12%			
Requires Additional Assistance	6%	0%	2%			
Enrollments By Activity						
Educ., Trng, & Tutoring	117	177	294			
ABE/GED or Alternative	3	215	218			
Financial Literacy	102	21	123			
Summer Employment Opportunity	105	83	188			
Work Experience/OJT	93	121	214			
Occupational Skills Trng	110	93	203			
Leadership Dev/Community Services	32	21	53			
Mentoring	123	196	319			
Guidance/Comprehensive Counseling	123	208	331			
Other (non program)	0	0	0			
Exit and Outcome Summary						
Total Exits YTD	45	51	96			
Entered Employments YTD	2	16	18			
Entered Post-HS Training YTD	38	10	48			
Placed in Employment/Education Rate	89%	51%	69%			
Average Wage	\$10.00	\$10.58	\$10.55			
Degree/Certification	19	25	44			

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

HAMPDEN WORKFORCE DEVELOPMENT AREA							
PRIMARY INDICATORS OF PERFORMANCE	FISCAL YEAR 2017 7/1/16 -6/30/17	FISCAL YEAR 2018 7/1/17 – 6/30/18					
WIOA TITLE I ADULT							
Employed 2 nd Quarter After Exit	83%	84%					
Employed 4th Quarter After Exit	69.20%	70%					
Median Earnings at 2 nd Quarter After Exit	\$4463	\$4500					
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%	85%					
Employed 4th Quarter After Exit	76.70%	78%					
Median Earnings at 2 nd Quarter After Exit	\$7362	\$7500					
Credential Attainment Rate Baseline Indicator							
Measureable Skill Gains Baseline Indicator							
Effectiveness in Serving Employers	Baseline Indicator						
WIOA TITLE 1 YOUTH							
Employed 2 nd Quarter After Exit	80	80.5					
Employed 4th Quarter After Exit	72%	73%					
Median Earnings at 2 nd Quarter After Exit							
Credential Attainment Rate	Baseline						
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.