

Building a Better Workforce



City of Springfield

Labor Force Supply and Demand Analysis

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About This Report

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Contributions to this report were also provided by staff from the following departments of the Regional Employment Board of Hampden County: Planning & Workforce Systems, Youth Services, Adult Services, Workforce Strategy and Health Care Sector Partnerships.

This report is based on data from the following sources:

- U.S. Census Bureau, American Community Survey, latest 5-Year Estimates (2014)
- Longitudinal Employer-Household Dynamics (LEHD) (2014)
 - On the Map (OTW)
 - QWI Explorer
- CEB Talent Neuron : the Wanted Analytics and Hiring Demand Dashboard real-time occupational and longitudinal demand tools (2016)
- The Executive Office of Labor and Workforce Development (EOLWD) Labor Market information
- The city of Springfield Working Cities Challenge Implementation grant model, research and resource asset map

The funding for this report was provided by the City of Springfield Department of Planning and Economic Development through a Community Compact Grant from the MA Department of Housing and Economic Development.

Reports that were reviewed in the development of this analysis:

Meeting The Commonwealth's Workforce Needs: Occupational Projections and Vocational Education OCTOBER 2015

Advanced to Advantageous: The Case for New England's Manufacturing Revolution

The Critical Importance of Vocational Education in the Commonwealth

Massachusetts Economic and Labor Review 2014

Preparing for the Future: Employer Perspectives on Work Readiness Skills

The Work Versus Welfare Trade-Off: An Analysis of the Total Level of Welfare benefits by State

Terms and Descriptions

Labor Shed - A labor shed analysis is defined as where workers work and where workers live relative to a user-defined selection area. This analysis helps to determine where a labor market draws its commuting workers. Labor shed studies can draw comparisons between various geographies including state, Congressional District, Metropolitan Statistical Area (MSA), county, Workforce Investment Area (WIA), Zip Code, and Census tract. By indicating how many of the selection area workers work outside the area, labor sheds can help identify potential pools of workers who would be available for work in the user-defined area.

Metropolitan Statistical Area (MSA) - The United States Office of Management and Budget (OMB) has defined 382 Metropolitan Statistical Areas (MSAs) for the United States and seven for Puerto Rico.[1] The OMB defines a Metropolitan Statistical Area as one or more adjacent counties or county equivalents that have at least one urban core area of at least 50,000 population, plus adjacent territory that has a high degree of social and economic integration with the core as measured by commuting ties. Beginning in 2010, the Springfield MSA is defined as the following counties: Hampden, Hampshire and Franklin Counties. Prior to 2010, the Springfield MSA was defined as Hampden, Hampshire and North Central Connecticut which is now known as Springfield MSA-New England Cities and Towns Area (NECTA). *Some regional reports may refer to the NECTA geography because of the economic and workforce development relationship with Connecticut.*

Longitudinal Employer Household Dynamics (LEHD) - OnTheMap is a mapping and reporting tool developed by the U.S. Census Bureau showing employment and home locations of workers with companion reports for user-defined areas. It is the first synthetic data product released by the Census Bureau. OnTheMap is an important tool to perform labor inflow/outflow analyses and provide commuting data to planning and economic development agencies as well as Regional Workforce Boards. OnTheMap data is also used by the Department of Economic Opportunity to help quantify natural disaster impacts for emergency management agencies based on where workers live and where they work.

Under the LED Partnership, states agree to share Unemployment Insurance earnings data and the Quarterly Census of Employment and Wages (QCEW) data with the Census Bureau. The LEHD program combines these administrative data, additional administrative data and data from censuses and surveys. From these data, the program creates statistics on employment, earnings, and job flows at detailed levels of geography and industry and for different demographic groups. In addition, the LEHD program uses these data to create partially synthetic data on workers' residential patterns.

To that end, data and information provided by LEHD may not align with other data sources such as American Community Survey or American Fact Finders since their data is derived from employer and household surveys.

North American American Industry Classification System (NAICS) - The North American Industry Classification System (NAICS) is the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy. The images below provide an example of the NAICS structure.

Table 1: The 20 Sectors of NAICS

Note: Important Additions Such as Information and Warehousing

Code	NAICS Sectors
11	Agriculture, Forestry, Fishing and Hunting
21	Mining
22	Utilities
23	Construction
31-33	Manufacturing
42	Wholesale Trade
44-45	Retail Trade
48-49	Transportation and Warehousing
51	Information
52	Finance and Insurance
53	Real Estate and Rental and Leasing
54	Professional, Scientific, and Technical Services
55	Management of Companies and Enterprises
56	Administrative and Support and Waste Management and Remediation Services
61	Education Services
62	Health Care and Social Assistance
71	Arts, Entertainment, and Recreation
72	Accommodation and Food Services
81	Other Services (except Public Administration)
92	Public Administration

Note: Detailed information about the changes between old (SIC) and new (NAICS) is maintained on the Census Bureau's web site at: www.census.gov/epod/www/naics.html.

NAICS Codes Example

NAICS Codes	Name	Classification Level
31-33	Manufacturing	Sector
316	Leather and Allied Product Manufacturing	Subsector
3162	Footwear Manufacturing	Industry Group
31621	Footwear Manufacturing	Industry
316211	Rubber and Plastics Footwear Manufacturing	U.S. Detail Industry

Standard Occupational Classification - The 2010 Standard Occupational Classification (SOC) system is used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

Standard Occupation Classifications

2010 SOC Major Groups

Each occupation in the SOC is placed within one of these 23 major groups:

[11-0000 Management Occupations](#)

[13-0000 Business and Financial Operations Occupations](#)

[15-0000 Computer and Mathematical Occupations](#)

[17-0000 Architecture and Engineering Occupations](#)

[19-0000 Life, Physical, and Social Science Occupations](#)

[21-0000 Community and Social Services Occupations](#)

[23-0000 Legal Occupations](#)

[25-0000 Education, Training, and Library Occupations](#)

[27-0000 Arts, Design, Entertainment, Sports, and Media Occupations](#)

[29-0000 Healthcare Practitioners and Technical Occupations](#)

[31-0000 Healthcare Support Occupations](#)

[33-0000 Protective Service Occupations](#)

[35-0000 Food Preparation and Serving Related Occupations](#)

[37-0000 Building and Grounds Cleaning and Maintenance Occupations](#)

[39-0000 Personal Care and Service Occupations](#)

[41-0000 Sales and Related Occupations](#)

[43-0000 Office and Administrative Support Occupations](#)

[45-0000 Farming, Fishing, and Forestry Occupations](#)

[47-0000 Construction and Extraction Occupations](#)

[49-0000 Installation, Maintenance, and Repair Occupations](#)

[51-0000 Production Occupations](#)

[53-0000 Transportation and Material Moving Occupations](#)

[55-0000 Military Specific Occupations](#)

[21-0000 Community and Social Service Occupations](#) [top](#)

• [21-0000 Community and Social Service Occupations](#)

• 21-1000 Counselors, Social Workers, and Other Community and Social Service Specialists

• 21-1010 Counselors

• 21-1011 [Substance Abuse and Behavioral Disorder Counselors](#)

• 21-1012 [Educational, Guidance, School, and Vocational Counselors](#)

• 21-1013 [Marriage and Family Therapists](#)

• 21-1014 [Mental Health Counselors](#)

• 21-1015 [Rehabilitation Counselors](#)

• 21-1019 [Counselors, All Other](#)

• 21-1020 Social Workers

• 21-1021 [Child, Family, and School Social Workers](#)

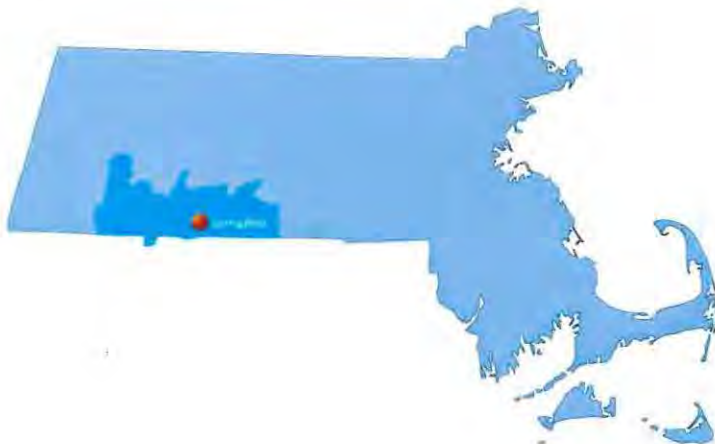
• 21-1022 [Healthcare Social Workers](#)

• 21-1023 [Mental Health and Substance Abuse Social Workers](#)

• 21-1029 [Social Workers, All Other](#)

2016 Springfield Labor Market Fast Facts

- *Highest Unemployment Rate in the state based on size of labor force*
- *Median Household Income (2014) \$34,731*
- *Median Family Income (2014) \$39,132*
- *Poverty rate (2014) 30%*
- *Mean Travel Time to Work (minutes) (2014) 21.4 minutes*
- **May 2016**
 - *Total Labor Force 62,665*
 - *Employed 58,189*
 - *Unemployed 4,476*
 - *Unemployment rate 7.1%*
- *Largest Employer: Baystate Health*
- *Highest Occupational Employment: Office and Administrative Support Occupations*
- *Occupation with Highest Demand (Springfield MSA): Registered Nurse*
- *Top Certification Required: Drivers License*
- *Top Skill Required: Oral and Written Communication skills*



Introduction

When employers are queried on what is their #1 challenge to growth and remaining competitive in this rapidly changing global environment, workforce development is the typical response. Primary challenges with the talent pool for employers are:

- Hiring qualified staff
- Staff retention
- Staff development
- Staff attrition (retirements and replacement workers)

The Massachusetts Business Alliance for Education states that during focus groups discussing business workforce needs that “There was common agreement among focus group participants about the demands of the workplace and the experience of Massachusetts companies hiring entry level workers. Each of the three discussions focused on the following skills employers see students lacking, and which are vital for success:

- **Communication Skills**—Oral, written, and presentation Skills
- **Basic Math and Technical (Computer) Skills**
- **Execution Skills**—Problem-solving, following instructions, and carrying out multiple tasks—knowing how to work and get things done
- **Work Ethic**—Motivation and drive, realistic expectations about what is necessary to advance, and respect for self and colleagues
- **Conduct and Deportment**—Appropriate workplace etiquette and behavior”ⁱ

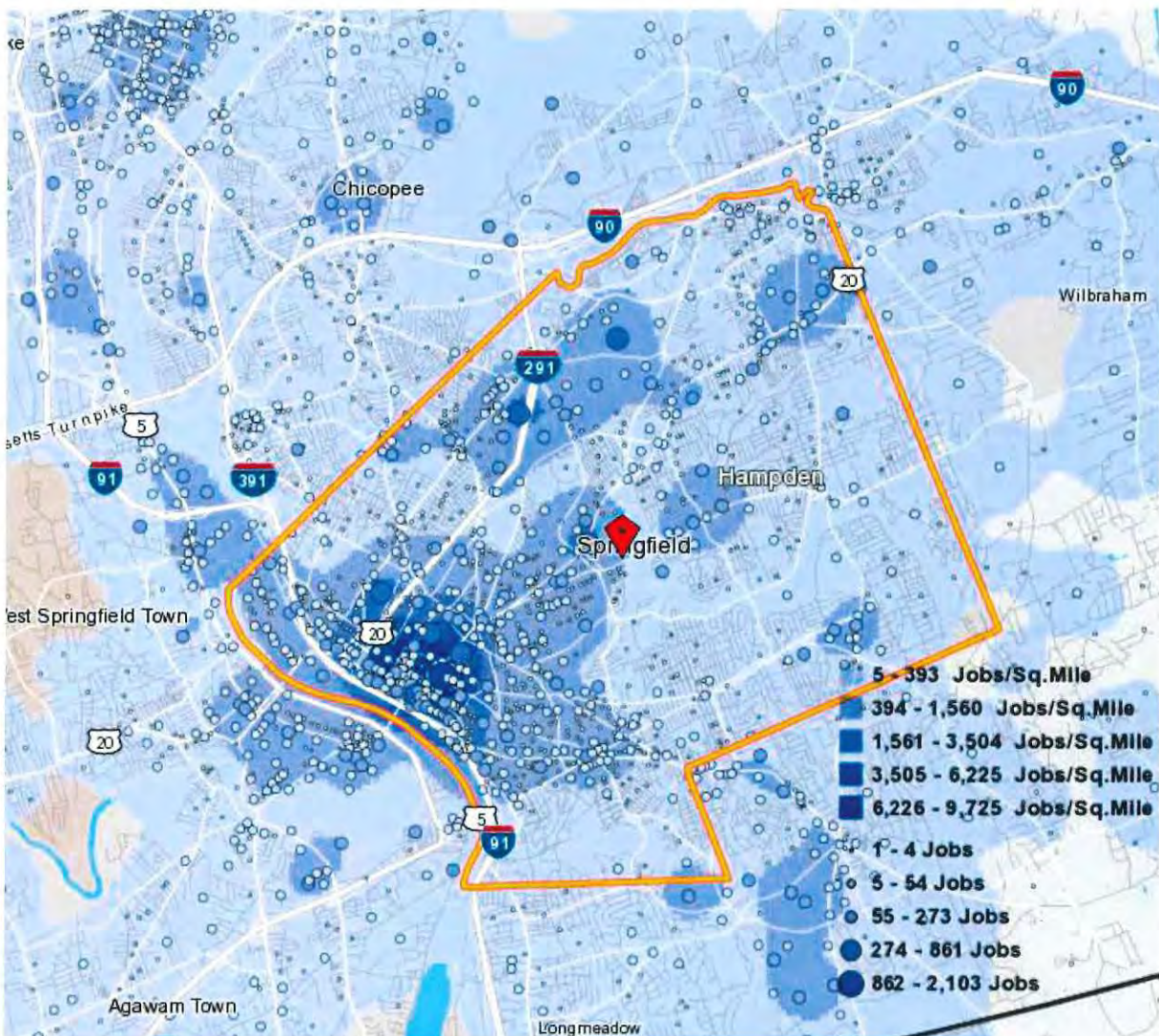
These “essential skill” are critical to the success of not only youth participating or exiting secondary and post-secondary schools, but also adults that are new entrants into the labor force.

In addition, “with the emergence of the high-tech knowledge economy in the last quarter of the 20th century, the Perkins Act of 1984 (and its successors) required CVTE programs to step up their game and apply college-readiness standards to their students as well as to provide quality programs to “individuals who are disadvantaged, handicapped, entering nontraditional occupations for their sex, adults in need of training or retraining, single parents or homemakers, individuals with limited proficiency in English and individuals who are incarcerated.””ⁱⁱ. A viable workforce development strategy must address many variables across the diverse population for the city of Springfield, many of whom have a broad array of barriers to success.

Springfield Labor Market Dynamics

The Springfield MSA which consists of Hampden, Hampshire and Franklin Counties is the primary laborshed for the Springfield workforce. However, many Springfield residents work in the north-central region of Connecticut, particularly in the Windsor and Hartford areas which have a concentration of high-growth and high pay jobs in STEM occupations. Finance and Insurance, Manufacturing and Professional and Technical Services are the primary industries where Springfield residents are employed in Connecticut. Figure 1 is a heat map that displays the geography and density of where Springfield residents work in the city. Note that the 20,993 jobs belonging to Springfield residents have a higher concentration in the downtown Springfield area. Approximately 67.3% of the Springfield employed labor force works within a 10 mile radius of the center of Springfield.

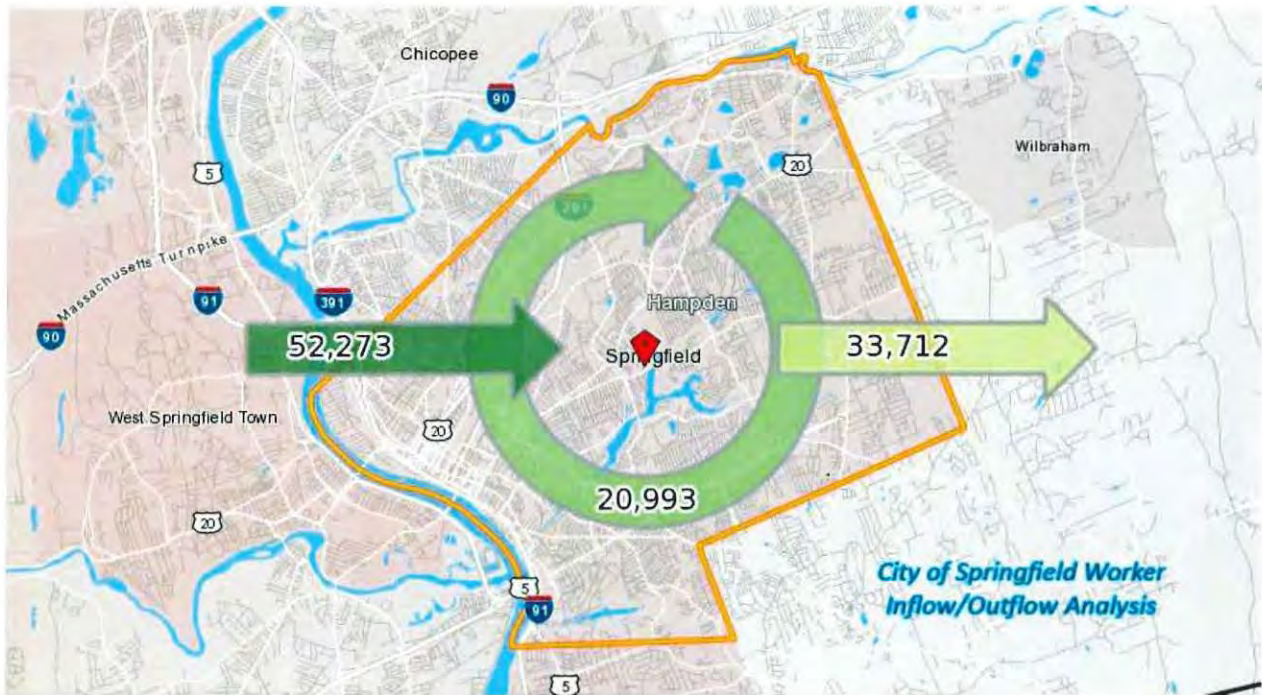
Figure 1-Springfield Heat Map, OnTheMap-2014



Worker In/Out Flow Analysis

As demonstrated in Figure 2 and the tables below, 62% of Springfield's employed labor force is employed outside of Springfield with 38% working in Springfield. The incoming workforce, residents who live outside of Springfield, at 52,273, is almost equivalent to the the entire Springfield resident employed workforce.

Figure 2-In/Out Worker Flow Analysis



OnTheMap-2014

Table 1- Workforce In/Out Flows

In-Area Labor Force Efficiency (Primary Jobs)

	2014	
	Count	Share
Living in the Selection Area	54,705	100.0%
Living and Employed in the Selection Area	20,993	38.4%
Living in the Selection Area but Employed Outside	33,712	61.6%

In-Area Employment Efficiency (Primary Jobs)

	2014	
	Count	Share
Employed in the Selection Area	73,266	100.0%
Employed and Living in the Selection Area	20,993	28.7%
Employed in the Selection Area but Living Outside	52,273	71.3%

Table 2-Employed Springfield Residents

**Interior Flow Job Characteristics
(Primary Jobs)**

	2014	
	Count	Share
Internal Jobs Filled by Residents	20,993	100.0%
Workers Aged 29 or younger	5,447	25.9%
Workers Aged 30 to 54	11,072	52.7%
Workers Aged 55 or older	4,474	21.3%
Workers Earning \$1,250 per month or less	5,494	26.2%
Workers Earning \$1,251 to \$3,333 per month	8,762	41.7%
Workers Earning More than \$3,333 per month	6,737	32.1%

**Outflow Job Characteristics
(Primary Jobs)**

	2014	
	Count	Share
External Jobs Filled by Residents	33,712	100.0%
Workers Aged 29 or younger	9,447	28.0%
Workers Aged 30 to 54	17,931	53.2%
Workers Aged 55 or older	6,334	18.8%
Workers Earning \$1,250 per month or less	8,128	24.1%
Workers Earning \$1,251 to \$3,333 per month	12,991	38.5%
Workers Earning More than \$3,333 per month	12,593	37.4%

Springfield Resident Jobs by NAICS Industry Sector

The distribution of what industries Springfield residents are employed in is shown in Table 4 below with healthcare and Social Assistance being the major industry of employment for 25.4% of the workforce. Retail Trade at 11.1% is second followed by Education Services (10.1%), Manufacturing (9.3%) and Accommodation and Food Services.

Table 3-Jobs by industry Sector

	2014	
	Count	Share
Agriculture, Forestry, Fishing and Hunting	159	0.3%
Mining, Quarrying, and Oil and Gas Extraction	8	0.0%
Utilities	264	0.5%
Construction	1,368	2.5%
Manufacturing	5,041	9.2%
Wholesale Trade	2,166	4.0%
Retail Trade	6,048	11.1%
Transportation and Warehousing	2,144	3.9%
Information	858	1.6%
Finance and Insurance	2,129	3.9%
Real Estate and Rental and Leasing	622	1.1%
Professional, Scientific, and Technical Services	1,609	2.9%
Management of Companies and Enterprises	856	1.6%
Administration & Support, Waste Management and Remediation	2,866	5.2%
Educational Services	5,551	10.1%
Health Care and Social Assistance	13,872	25.4%
Arts, Entertainment, and Recreation	759	1.4%
Accommodation and Food Services	4,582	8.4%
Other Services (excluding Public Administration)	1,788	3.3%
Public Administration	2,015	3.7%

Demand (Employer)

Industry Projections

The MA 2012-2022 industry projections for Hampden County show the following 20 industries having the highest employment levels in 2012. Note that three of these industries and sectors, Accommodation and Food Services, Food Services and Drinking Places and Food and Beverage Stores have low income wages. * In this table and moving forward, only the top 20 records will be extracted for display.

Table 4

NAICS Code	Title	Employment 2012	Employment 2022	Change Level	Change Percent	2014 Mean Annual OES Wage
0	Total All Industries	195,778	219,237	23,459	12.00%	\$47,246
620000	Health Care and Social Assistance	38,398	47,446	9,048	23.60%	\$54,449
440000	Retail Trade	22,440	24,319	1,879	8.40%	\$30,242
610000	Educational Services	20,989	22,690	1,701	8.10%	\$54,539
310000	Manufacturing	19,484	18,204	-1,280	-6.60%	\$48,235
720000	Accommodation and Food Services	14,998	18,161	3,163	21.10%	\$23,504
722000	Food Services and Drinking Places	13,951	16,855	2,904	20.80%	\$23,244
621000	Ambulatory Health Care Services	13,774	17,394	3,620	26.30%	\$70,942
622000	Hospitals	10,919	13,519	2,600	23.80%	\$59,987
520000	Finance and Insurance	8,440	9,376	936	11.10%	\$63,908
623000	Nursing and Residential Care Facilities	8,085	9,399	1,314	16.30%	\$35,196
Administrative and Support and Waste Management and Remediation						
560000	Remediation	7,838	7,788	-50	-0.60%	\$35,596
561000	Administrative and Support Services	7,370	7,241	-129	-1.80%	\$34,699
230000	Construction	7,150	8,776	1,626	22.70%	\$55,672
810000	Other Services (except Government)	6,185	7,637	1,452	23.50%	\$36,518
445000	Food and Beverage Stores	5,826	6,037	211	3.60%	\$25,663
420000	Wholesale Trade	5,791	5,955	164	2.80%	\$53,834
624000	Social Assistance	5,620	7,134	1,514	26.90%	\$37,899
332000	Fabricated Metal Product Manufacturing	5,603	4,779	-824	-14.70%	\$51,058
540000	Professional, Scientific, and Technical Services	5,560	6,797	1,237	22.20%	\$62,113
480000	Transportation and Warehousing	5,381	6,190	809	15.00%	\$45,257

Low income wages for these three industries

However, as we review the same spreadsheet with an emphasis on projected employment, the change level, we can see which industries have the highest level of projected job growth by 2022. Note that highest change level does not necessarily mean the highest percent change. The change level is the largest amount of total jobs change due to new hires and the replacement of workers because of attrition. There can be dozens of specific occupations across any industry or sector.

Table 5

NAICS Code	Title	Employment2012	Employment2022	Change Level	Change Percent	2014 Mean Annual OES Wage	
0	Total All Industries	195,778	219,237	23,459	12.00%	\$47,246	
620000	Health Care and Social Assistance	98,398	47,446	9,048	23.60%	\$54,449	
621000	Ambulatory Health Care Services	13,774	17,394	3,620	26.30%	\$70,942	
720000	Accommodation and Food Services	14,998	18,161	3,163	21.10%	\$23,504	
722000	Food Services and Drinking Places	13,951	16,855	2,904	20.80%	\$23,244	
622000	Hospitals	10,919	13,519	2,600	23.80%	\$59,987	
440000	Retail Trade	22,440	24,319	1,879	8.40%	\$30,242	
610000	Educational Services	20,989	22,690	1,701	8.10%	\$54,539	
230000	Construction	7,150	8,776	1,626	22.70%	\$55,672	
624000	Social Assistance	5,620	7,134	1,514	26.90%	\$37,899	
810000	Other Services (except Government)	6,185	7,637	1,452	23.50%	\$36,518	
623000	Nursing and Residential Care Facilities	8,085	9,399	1,314	16.30%	\$35,196	
540000	Professional, Scientific, and Technical Services	5,560	6,797	1,237	22.20%	\$62,113	
238000	Specialty Trade Contractors	4,849	5,982	1,133	23.40%	\$55,308	
710000	Arts, Entertainment, and Recreation	3,009	4,027	1,018	33.80%	\$29,124	
520000	Finance and Insurance	8,440	9,376	936	11.10%	\$63,908	
713000	Amusement, Gambling, and Recreation Industries	2,462	3,373	911	37.00%	\$26,692	
480000	Transportation and Warehousing	5,381	6,190	809	15.00%	\$45,257	
813000	Religious, Grantmaking, Civic, Professional, and Similar Org	2,263	3,067	804	35.50%	\$36,772	
812000	Personal and Laundry Services	2,129	2,723	594	27.90%	\$33,192	
452000	General Merchandise Stores	3,698	4,239	541	14.60%	\$25,033	

Note the increase of low wage industries jobs from 3 to 5

Increased construction activity in the region over the last 3 years with large projects for 2017

The second spread sheet confirms Healthcare and Social Services as the dominant industry in Hampden County for job growth and family sustaining wages. The highlighted low wage industries that are show have substantial growth but typically are for youth or new entrants into the workforce. These industries have high turnover but can be career pathway choices at the management level. The construction industry does not require a degree but does have basic requirements such as a driver's license and having the knowledge, skills and abilities to become an apprentice in a given trade. The bottom five industries normally do not require a degree with the exception of manager

Occupational Projections

Tables 6 & 7

Occupational Projections for Hampden County WDA (Entry Level)

SOC Code Title	Employment 2012	Employment 2022	Change Level	Change Annual Percent	Annual Average Openings Total	Annual Average Openings	Annual Average Openings	Education Level	Mean Annual OES Wage
291141 Registered Nurses	4,909	6,069	1,160	2.10%	211	116	95	Information Not Available	\$72,603
353021 Combined Food Preparation and Serving Workers, Including	3,385	4,260	875	2.30%	217	88	129	Less than high school	\$21,024
399021 Personal Care Aides	2,084	2,834	750	3.10%	90	75	15	Less than high school	\$26,786
412031 Retail Salespersons	6,865	7,505	640	0.90%	299	64	235	Less than high school	\$24,668
311014 Nursing Assistants	2,902	3,375	473	1.50%	102	47	55	Information Not Available	\$28,871
353031 Waiters and Waitresses	2,680	3,150	470	1.60%	176	47	129	Less than high school	\$21,918
436013 Medical Secretaries	1,281	1,682	401	2.80%	55	40	15	High school diploma or equivalent	\$39,420
393091 Amusement and Recreation Attendants	1,038	1,416	378	3.20%	90	38	52	Less than high school	\$23,786
111021 General and Operations Managers	2,956	3,320	364	1.20%	91	36	55	Associate's degree	\$105,666
211093 Social and Human Service Assistants	1,337	1,677	340	2.30%	69	34	35	High school diploma or equivalent	\$31,278
311011 Home Health Aides	971	1,309	338	3.00%	52	34	18	Less than high school	\$26,501
353011 Bartenders	1,221	1,557	336	2.50%	79	34	45	Less than high school	\$21,921
433031 Bookkeeping, Accounting, and Auditing Clerks	2,594	2,929	335	1.20%	58	34	24	High school diploma or equivalent	\$39,832
351012 First-Line Supervisors of Food Preparation and Serving Workers	1,285	1,609	324	2.30%	68	32	36	High school diploma or equivalent	\$33,972
434051 Customer Service Representatives	2,722	3,032	310	1.10%	105	31	74	High school diploma or equivalent	\$36,001
399011 Childcare Workers	1,416	1,702	286	1.90%	71	29	42	High school diploma or equivalent	\$25,946
472061 Construction Laborers	1,640	1,925	285	1.60%	63	28	35	Less than high school	\$49,628
395012 Hairdressers, Hairstylists, and Cosmetologists	936	1,219	283	2.70%	50	28	22	Postsecondary non-degree award	\$29,015
436014 Secretaries and Administrative Assistants, Except Legal, Medical, and	2,461	2,737	276	1.10%	58	28	30	High school diploma or equivalent	\$36,974
372011 Janitors and Cleaners, Except Maids and Housekeeping Cleaners	3,234	3,500	266	0.80%	88	27	61	Less than high school	\$28,208

STEM Occupations in Massachusetts

SOC Code Title	Employment 2012	Employment 2022	Change Level	Change Percent	Annual Average Openings Total	Annual Average Openings Growth	Annual Average Openings	Education Level	2015 Mean Annual OES Wage
291141 Registered Nurses	78,750	93,307	14,557	1.70%	2,983	1,456	1,527	Information Not Available	\$88,650
151133 Software Developers, Systems Software	30,032	36,293	6,261	1.90%	1,011	626	385	Bachelor's degree	\$113,410
151132 Software Developers, Applications	27,353	32,937	5,584	1.90%	909	558	351	Bachelor's degree	\$109,430
151121 Computer Systems Analysts	16,820	20,837	4,017	2.20%	666	402	264	Bachelor's degree	\$93,010
292061 Licensed Practical and Licensed Vocational Nurses	17,725	21,324	3,599	1.90%	793	360	433	Postsecondary non-degree award	\$54,160
151151 Computer User Support Specialists	17,624	21,050	3,426	1.80%	620	343	277	Information Not Available	\$62,279
113021 Computer and Information Systems Managers	16,460	19,003	2,543	1.40%	483	254	229	Bachelor's degree	\$145,550
119111 Medical and Health Services Managers	10,459	12,672	2,213	1.90%	475	221	254	Bachelor's degree	\$112,050
291123 Physical Therapists	7,335	9,318	1,983	2.40%	378	198	180	Doctoral or professional degree	\$83,000
414011 Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	15,101	16,834	1,733	1.10%	467	173	294	Bachelor's degree	\$101,420
151134 Web Developers	6,067	7,436	1,369	2.10%	232	137	95	Information Not Available	\$78,470
291069 Physicians and Surgeons, All Other	9,483	10,812	1,329	1.30%	370	133	237	Doctoral or professional degree	\$161,730
292012 Medical and Clinical Laboratory Technicians	5,302	6,575	1,273	2.20%	266	127	139	Associate's degree	\$42,860
292041 Emergency Medical Technicians and Paramedics	6,922	8,193	1,271	1.70%	316	127	189	Postsecondary non-degree award	\$39,650
151142 Network and Computer Systems Administrators	10,019	11,279	1,260	1.20%	283	126	157	Bachelor's degree	\$86,790
172051 Civil Engineers	6,552	7,740	1,188	1.70%	278	119	159	Bachelor's degree	\$90,750
191042 Medical Scientists, Except Epidemiologists	9,352	10,533	1,181	1.20%	315	118	197	Doctoral or professional degree	\$91,700
292021 Dental Hygienists	5,846	7,007	1,161	1.80%	266	116	150	Associate's degree	\$80,490
291171 Nurse Practitioners	4,460	5,604	1,144	2.30%	200	114	86	Information Not Available	\$112,860
292052 Pharmacy Technicians	7,477	8,612	1,135	1.40%	188	114	74	High school diploma or equivalent	\$31,680

These two occupational projections tables can assist Springfield residents in making informed decisions on a career selection, what are the educational requirements of the position and if the average wage is worth the financial and time investment. *Although recommendations can be made to job seekers regarding high growth occupations and in-demand occupations, it is the choice of the job seeker what training works best for them.* This first table is for entry level job opportunities in Hampden County. The reader will notice that in some occupations, a high school diploma may not be required and in some cases, a post-secondary degree is required. These are jobs you can go directly into with little or no experience.

The second table is for high growth, high demand STEM occupations state-wide for residents interested in starting a career in a STEM field. A component of career pathway development is defining the end goal for with the participant.

Recommendation

It is important to remember that residents may be seeking a job, not a career. That is a significant difference as many times residents will go through multiple training programs when they don't have a clear direction or the training or job did not live up to their expectations, wasting time and resources. Through a career assessment, residents should be evaluated on what they truly want in an occupation and do they have knowledge, skills and abilities to be successful in their training.

Occupational Demand

In this section, we will begin with entry-level job demand across all education levels in Hampden and Hampshire counties to provide an initial snapshot of the opportunities available. Then we will focus on job demand for two categories and its sub-categories based on the demographics of the residents in most need summary sheet:

1. Junior/Entry Level Salary, HDS or Equivalent, 0-2 of experience
2. Mid-level Salary, HDS or Equivalent, 3-7 years of experience

This will allow for multiple points of entry into a career pathways system for those who have the highest need. Springfield residents with less than a High School Diploma or Equivalent or language barriers would need to begin their career pathway at an adult literacy or English for Speakers of Other Languages (ESOL) program. Entry level salary is less than \$30K per year; mid-level salary is \$30K-\$49K per year. Using the Wanted Analytics tool, reports can be extracted to analyze job ads across specific geographies defined by user criteria. Key job characteristics can be reviewed such as:

- The number of job postings
- Top job titles
- What skills and certifications are required
- What employers are presently hiring
- What employers have hired in the past

The report that was extracted from Wanted Analytics was based on new entrants into the workforce or individuals with very little experience or training. In the report there are 1940 unduplicated job placements within the Hampden and Hampshire counties for entry level applicants

Figure 3 - All Entry Level Jobs (less than \$30K) in Hampden County, MA; Hampshire County, MA

Search Definition: [\[Clear\]](#) [\[Save\]](#) [\[PDF\]](#)

Entry Level Jobs (less than \$30K) in Hampden County, MA; Hampshire County, MA

[Generate Report](#)

Here is a summary of the data matching your query.
Click on the links in any section to view more information.

[+ Current Job Openings](#)

1,940

[+ Average Posting Period](#)

47
days

[+ Market Salary](#)

10th Median Salary 90th

10 th	Median Salary	90 th	
\$20,250	\$24,550	\$28,900	Nationally
\$20,350	\$24,500	\$28,700	Locally

[+ Top Titles](#)

615	Customer Service Representative
592	Teller
469	Receptionist
364	Cashier
272	Administrative Assistant

[+ Top Skills](#)

63	Food preparation
58	Quality control
38	Retail merchandising
36	Bilingual
36	Material Handling

[+ Top Certifications](#)

242	Driver's License
74	First Aid certification
61	Certified in Nursing Administration (...)
52	HAZMAT
51	Certified Nursing Assistant (CNA)

[+ Employers Who Have Hired](#)

3,469

869	Baystate Health
842	Sears Holdings Corporation
792	Lowe's
670	Macy's
630	Coolley Dickinson Healthcare Corporation

[+ Employers Hiring Now](#)

540

52	Big Y Foods
51	Center For Human Development, Inc.
40	Sears Holdings Corporation
38	Friendly's
38	Friendly Ice Cream Corporation

These occupations are across all 21 industries 1940 current openings as of June 29, 2016. As we look at the knowledge, skills and abilities (KSA) require for these types of positions, we can get a better understanding of the certifications, technical skills and essential (soft) skills require.

SOURCE: CEB TalentNeuron

Extraction Date: 6-29-16

Search Definition: Junior (0-2 yrs); GED/High School; Entry Level Jobs (less than \$30K); Full-Time in Hampden County, MA; Hampshire County, MA

Table 9

607 Total Jobs for this category

SKILLS (includes Soft Skills)	# Jobs with this Skill	SKILLS (no soft skills)	# Jobs with this Skill	Certifications	# Jobs with this Certification
Oral and written communication skills	112	Food preparation	35	Driver's License	61
Customer service oriented	64	Quality control	29	HAZMAT	26
Detail oriented	62	Pharmacy Benefit Management (PBM)	10	Commercial Driver's License (CDL)	16
Cash registers	56	Material Handling	9	Certified Nursing Assistant (CNA)	15
Team-oriented, teamwork	51	Retail merchandising	9	First Aid certification	13
Integrity	49	Pediatrics	7	Certified in Nursing Administration (CNA)	13
Food preparation	35	Equipment Maintenance	7	Certified Registered Nurse (RN)	12
Basic computer skills	31	Preventive maintenance	7	Food safety programs (HACCP)	11
Ability to learn	31	Quality Assurance (QA)	7	Certification in Cardiopulmonary Resuscitation (CPR)	11
Dependability	31	Bilingual	6	Home Health Aide (HHA)	9
Quality control	29	Hazard analysis and critical control points (HACCP)	6	Occupational Safety & Health Administrative Certification	7
Organizational skills	27	Bilingual Spanish	5	Material Handling Equipment (MHE)	6
Work independently	26	ServSafe	4	Child Development Associate (CDA)	6
Retail sale	22	Multilingual	3	Class D Driver's License	5
Marketing	19	Desktop publishing	3	Continuing Education (CE)	5
Work ethics	18	Auto financing	2	Pharmacy Technician (PT)	5
Time management	18	Good Manufacturing Practice (GMP)	2	Class B Commercial Driver's License (CDL B)	4
Food handling	17	Geriatrics	2	Personal Care Attendant (PCA)	4
Dusting	17	Claims processing administration and management	2	Emergency Medical Technician (EMT)	4
Creativity	17	Customer relationship management (CRM)	2	DOT Medical card	4
Sales experience / ability	17	Computer based training	2	Hospice and Palliative Care	3
Self-starting / Self-motivated	16	Acute rehabilitation	2	Pesticide Applicators license 3	3
Management skills	16	Preventive maintenance inspections	2	Forklift Certification	3
Strong interpersonal skills	15	Behavioral health	2	American Midwifery Certification Board (AMCB)	2
Microsoft Office	15	Electrical systems	2	Basic Life Support (BLS)	2

Table 9 shows the importance of soft skills to employers with the number of in-demand jobs that require these skills of entry level applicants. In this example, when the technical skills are combined with the soft skills, the soft skills are weighed more heavily than many of the technical skills, shown as "~~strike through~~". During secondary and post-secondary education, many of the soft skills are integrated into the curriculum. In many cases, these skills are learned on the job. However, some of the soft skills are "life" skills, such as integrity and work ethics and will take more time based on the program and the individual learner in any career readiness program. The junior/entry level category, for the city of Springfield residents, should be targeted towards adults with minimal job experience, youth with no job experience, individuals transitioning from public assistance and new entrants into the workforce. The workforce readiness component of a career pathways program would require more rigor and time investment than with more experienced trainees.

Table 10

SOURCE: CEB TalentNeuron

Extraction Date: 6-27-16

Search Definition: Mid-Level (3-7 yrs); GED/High School; Middle Income Jobs (\$30K-\$49K); Full-Time in Hampden County, MA; Hampshire County, MA

72 Total Jobs for this category

SKILLS (includes Soft Skills)	# Jobs with this Skill	SKILLS	# Jobs with this Skill	Certification	# Jobs with this Certification
Integrity	40	Quality Assurance (QA)	18	Quality Systems	8
Team-oriented, teamwork	37	Pharmacy Benefit Management (PBM)	17	Preventative Maintenance Inspections	7
Oral and written communication skills	36	Prescription processing	17	Quality Management Systems (QMS)	6
Customer service oriented	33	Pediatric	7	Shop Math	4
Detail oriented	31	Automotive mechanical diagnosis	6	Medical Surgical nursing	3
Troubleshooting	21	Labor Management system	5	Computerized Numerical Control machine	3
Coaching	20	Asset protection	4	User Experience Design (UX)	3
Translation services	19	Bilingual spanish	4	Preventive Maintenance	3
Inventory Management	19	Prevention maintenance	3	Technical Support	3
Quality Assurance (QA)	18	Quality control	3	Microsoft SharePoint	2
Strong leadership skills	18	Behavioral health	3	Pediatrics	2
Pharmacy Benefit Management (PBM)	17	Prevention maintenance inspections	3	Bilingual	2
Marketing	17	Bilingual	3	Filing Systems	2
Prescription processing	17	Technical support	3	Spreadsheet Software	1
Organizational skills	14	Supervisory control and data acquisition (SCADA)	2	Instrumentation	1
Self-starting/self-motivated	13	ISO 9001	2	Plant Maintenance	1
Cash management	11	Inventory management systems	2	Utilization Management	1
Management experience	11	Equipment maintenance	2	Immunology	1
Microsoft Office	10	Accounts Receivable	2	Behavioral health	1
Data Entry	10	Food preparation	2	Ticketing Systems	1
Work ethics	10	Hazard analysis and critical control points (HACCP)	2	System Center Configuration Manager (SC	1
Problem solving	10	Crisis intervention techniques	2	Lightweight Directory Access Protocol (LD	1
Cash registers	9	IBM AS/400-AS400	2	Microsoft Active Directory	1
Pediatrics	7	MEDITECH	1	Unix	1
Work independently	7	Injection molding	1	HP Service Manager (HP SM)	1

As residents progress through their career pathways and are preparing to enter the mid-level of experience in their chosen vocation, soft skills are not as heavily weighted as with the junior/entry level positions. Now the skills are about a 50/50 mix of technical and soft skills with an emphasis on technical skills and certifications/AS degrees. Quality assurance and control, applications and computer systems skills and certification become more prevalent and important to employers. Most of these skill sets will come from post-secondary schools, technical training programs, vocational schools and on the job training (OJT)

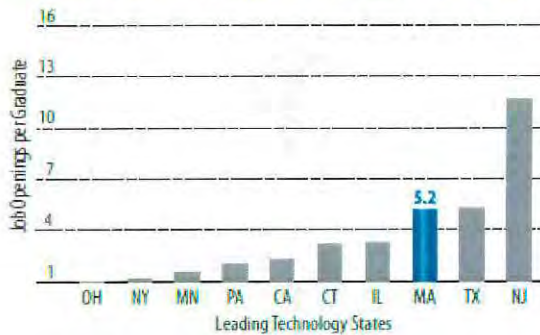
Table 10 show skills and certification requirements for mid-level occupations for individuals with experience and a minimum of a high school diploma or equivalent.

Figure 4

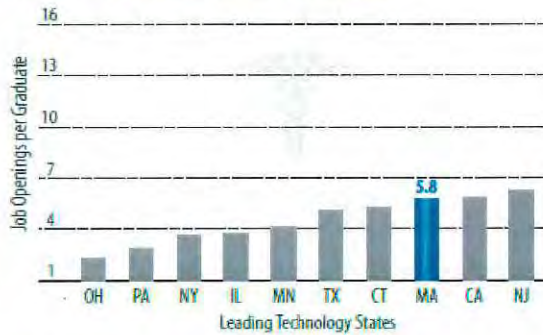
High-Demand Fields: Job Openings per Graduate in Leading Technology States

A value close to 1 (small bar) indicates better alignment between the number of job openings in the state and the number of graduates the state is producing in related fields. A high bar means employer hiring demand exceeds higher education supply and the state has an opportunity to accelerate job growth by expanding higher education programs in these fields.

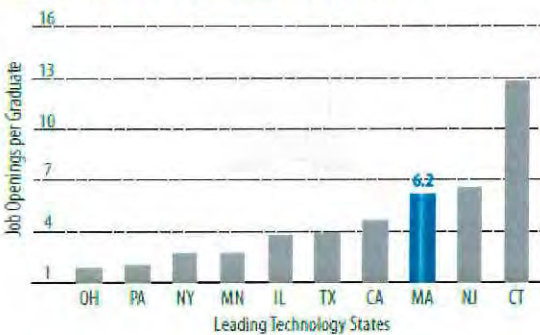
Associate's Degrees & Certificates in Health Care Support



Bachelor's Degrees in Health Care Practice



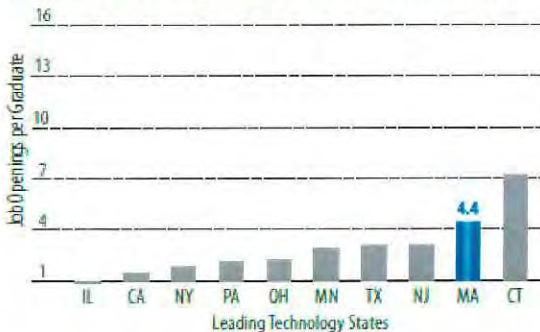
Associate's Degrees & Certificates in Computer Science & Information Technology



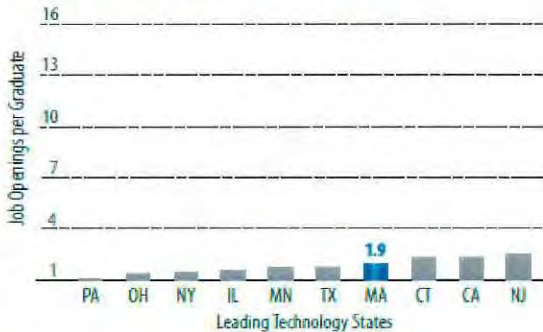
Bachelor's Degrees in Computer Science & Information Technology



Associate's Degrees & Certificates in Other STEM Fields



Bachelor's Degrees in Other STEM Fields



Sources: Wanted Analytics, May–July 2014; U.S. Department of Education (IPEDS), 2010–2012 (three-year average). Calculations by MDHE.

Vision Project Work: Campus & System Highlights

Target Populations

With a goal of providing pathways to bring residents from a low income status to a medium income status, there are multiple target demographics where pilot programs can get started. Should the emphasis be on the residents that are participating in the labor force, whether they are employed or unemployed? Those individuals typically are receiving career services and funding for training through the federal Workforce innovation and Opportunity Act (WIOA) or through state funded training opportunities.

On the other hand, there are low income populations that have multiple barriers to success such as homelessness, drug addiction, childcare, transportation to name a few. These individuals also have some level of safety nets in place through state and federal programs that provide living expenses and access to training opportunities.

What is common to both demographics is the lack of a Career Pathways System that maps out and tracks an individual as they progress through their career objectives.

Springfield, Massachusetts

Developing Career Pathways with In-Demand Skills and Living Wages for Springfield Residents: Who Would be helped with Stronger Pathways?		
57,318	Number of Workers in the labor force who need better Skills and Wages.	Based on estimated income at or ⁱⁱⁱ below the poverty status for the city of Springfield
26,459	Number of residents not in the labor force who need better skills and wages.	
Targeted Springfield Households & Families that Need Better Skills And Wages		
Subject		Median Income Estimate
Hispanic or Latino origin (of any race) Households		\$21,039
Female householder, no husband present		\$23,582
Educational Attainment (Age 25-64)		Population
Less Than 9th Grade		9,965
9th to 12th, No Diploma		12,377

Career Readiness

"Communication skills, language skills, technology skills, the tracking systems today, education level, ethics – a lot of young people coming into the workforce today without ethics. They don't understand the value of good work and feel entitled about that – years ago the family was stronger and the kids were raised by a whole group of people in an environment with a lot more support and accountability. Now we have 'latchkey' kids who are growing up without that accountability".

"The work ethic issue ties into the degradation of values. We are living in a high speed culture. We're living with young people who 'want it now', instant gratification".

Comments from a roundtable session of Springfield community and neighborhood council leaders.

"Main concern for workforce is 'job readiness' – i.e. the lack of GED/HISET completion among adults as well as lack of 'foundational' or soft skills; 90% of jobs will require a GED for entry "

MGM-Springfield

"Soft skills are the problem...we give them tech training on the job."

Consensus comment from Big Y, MGM, Smith & Wesson and United Personnel (Foot in the Door Pilot Program)

It has been recognized in workforce development, through the development and implementation of employer driven sector training programs that career readiness training should be integrated into the curriculum to increase job retention. For the residents that have little or no workforce experience, it is just as important as any technical training being delivered. The MA workforce system has recognized the need for a tool that can not only assess career readiness (Career 101), but also can mitigate those who are not ready for specific occupations through a comprehensive online training program. This system is the ACT Work Keys system and the state has made this available to the career centers, community colleges and some community based organizations.

A challenge of implement this tool at scale is that it cannot be funded as a stand-alone training program utilizing federal (WIOA) resource; it would need to be integrated into existing, approved training programs. However, other funding sources, especially state resources, that have low income or marginalized residents as career pathway priorities, are more flexible with having a career readiness program as a stand-alone module in a comprehensive training strategy.

The Springfield Works Initiative, as part of its "place-based" strategy will be collaborating with the Springfield Housing Authority, Colonial Estates and Home City Housing, FutureWorks and Springfield partners for Community Action to provide career readiness training to the tenants and participant in their "job clubs". The goal is to work with the coordinators in these housing complexes and apartments to take their existing initiatives to the next level in developing career pathways for tenants. In addition, career coaching and mentorship, financial literacy will also be available.

Recommendation

Place-based initiatives, in partnership with neighborhood councils, community based organizations, career centers and residents are a positive influence in the development and expansion of career pathways across Springfield. These types of initiatives could be supported through Community Development Block Grants and other regional, private and state resources

Workforce Development Models

As the city of Springfield evaluates strategies to address its labor force to meet the needs of existing and projected employers, there are two workforce development models, which have an emphasis on a comprehensive career pathways system, that are presented in this report for evaluation. Summaries of both models are presented ; complete documentation on each model is available at the Regional Employment Board of Hampden County for download.

Springfield Works- A Working Cities Challenge Initiative

The city of Springfield is a primary partner on this bold, new workforce development system that was awarded an implementation grant in May 2016 and is being led by the Economic Development Council of Western MA.

Overview

By bringing together diverse stakeholder groups – including employers, secondary and post-secondary education providers, economic and workforce development professionals, workforce training providers, community-based organizations, municipal government, and residents – the Springfield Works Initiative holds all of us accountable for making sure the city of Springfield develops a bold and innovative strategy for our residents that have significant barriers towards full participation in the labor force. This bold goal will be achieved by utilizing technology, collaboration, impact-driven coaching techniques, and data in order to empower residents to understand the opportunities that exist, the skills required to pursue those opportunities, and the training opportunities and support services that will enable them to be successful. The outcome of this undertaking will be the transformation of what is currently a siloed and complex web of services, resources, information, and access, into a more supportive and technology-driven system that serves all stakeholders in a seamless way.

Problem

Today, there is an extreme disconnect between employers who need qualified workers and low-income residents seeking meaningful employment in Springfield. To illustrate the scope of our city's current problem, 49 out of every 100 Springfield residents who are of working age are not currently employed; furthermore, this number increased from 2012-2014 by 12%.¹ Across the city, this amounts to more than 57,000 individuals who are eligible but not working. It is recognized that, in some situations, individuals may not be able to work due to

¹ Data extracted and calculated from the American Community 2012 & 2014 S2301 1year tables.

disabilities, incarceration, educational enrollment or other circumstances. However, this “raw” number of residents that are not engaged in the labor force is significant. The populations impacted most heavily by unemployment are youth (14,760), adults living below the poverty line (18,836), and adults without a GED or high school diploma (11,682). Additionally, data from the 2010-2014 American Community Survey (Selected Economic Characteristics) estimates the labor participation rate for the city of Springfield was **58.3%** which, in comparison, is significantly lower than the MA average of **67.5%**. Factors and conditions contributing to the disconnect between employers and residents that will be expanded on in the application include skills gaps, economic factors, social and support system factors, political challenges. Additionally, educational attainment and adult literacy, especially in the attainment of the HSET credential and increased proficiency of participants in English for Speakers of Other Languages (ESOL), has been identified as a significant barrier to employment to be addressed in the short-term.

Strategies & Actions

We have prioritized and developed four overarching strategies for the Springfield Works Initiative:

1. **Increased Connectivity & Collaboration:** Connect and simplify what is currently an incredibly complex and siloed network of information and offerings; one of our first priorities will be to develop and launch an evolving set of tools that will enable collaboration and connections across employers, residents, workforce training service providers, CBO's and place-based community initiatives – technology that will serve as a first of its kind single destination for employment and empowerment that can be scaled up sustainably.
2. **All-inclusive Distributed Coaching/Mentoring Case Management System:** Pilot an enhanced, intake process and 1:1 mentorship / case management program through a place-based AmeriCorps-style initiative. This case management system would leverage the technology described above to find new ways of reaching and communicating with residents, to provide them the support, coaching, and guidance proven to dramatically improve outcomes.
3. **Political and Policy Advocacy & Awareness:** Develop a Legislative Subcommittee that will utilize ‘lessons learned’ from the programmatic elements of the Initiative to develop recommendations and serve as the liaison between the Springfield Works steering committee and municipal leadership, state elected officials, relevant state agencies such as the Department of Transitional Assistance, Executive Office of Health and Human Services, and others
4. **Established Employer Engagement:** Establish an ‘Employer Working Group’ to define, pilot, and implement systems changing employer commitments to increase access and support for both new and existing employees
5. **Data Driven Change:** Build access to information that is not currently unavailable by connecting all of the key stakeholders together in a single destination; job seekers will see what jobs are in demand, training organizations will see the specific skills that represent the skills gap between job seekers and jobs, and social organizations will see the barriers that are preventing residents from being successful

Shared Result

Although our initiative involves the coordination and input of multiple stakeholders across a variety of strategies and activities, we have identified several key, shared results that will form the basis for ongoing monitoring, evaluation, reporting, and learning dialogues / advocacy efforts. Given the scope of the initiative and the need to revise and reimagine the workforce ecosystem, we identified shared results across four key stakeholder groups:

Population	Impact of Shared Result
<i>Residents</i>	<ul style="list-style-type: none">• Ability to translate their experience and education into “badges” or skills that are recognized by employers and aligned with opportunities• Increased ability to access and retain employment, as well as earn promotions• Increased utilization of skills trainings / workforce readiness programs
<i>Employers</i>	<ul style="list-style-type: none">• Stronger pipeline of individuals to fill available positions• Decrease in workforce turnover / challenges with retaining employees• Streamlined systems for recruitment and clarification of skills requirements• Real time insight into the supply side of their talent pipeline
<i>Educational and Training Programs</i>	<ul style="list-style-type: none">• Real-time information regarding which skills are in demand but not present in the workforce
<i>Community-Based Organizations</i>	<ul style="list-style-type: none">• More definitive workforce system integration• Increased capacity to coach and support individuals at various points in the workforce pipeline

While our tools will be available to and designed for all residents, in our first two years, we will focus our efforts specifically on low income adults given the strength of existing networks and resources (e.g. partnership opportunity with OWL program). With this intentional, targeted focus, we will be able to significantly increase job and skill attainment. Similarly, in future years, we will continue to develop specific demographic targets that represent opportunities for us to invest additional resources and time that are aligned with that population.

Specific, Measurable Conditions -In order to assess the shift in each of these contributing factors over time, we will continuously track the following, measurable conditions:

Measurable Condition	Current Base Measure	5 Year Objective
Number of residents employed	35,325	Increase
% of low income residents	31.7	Lower
Number of employers engaged in WCC	13*	Increase
Labor Pool Participation Rate (available workforce to employed)	59.1	Increase
Unemployment Rate	8.2	Lower
% of residents chronically unemployed	21.2	Lower
Median Household Income	33,425	Increase
% of residents without a HS degree (25-64)	25.7	Lower
% of residents with some college or training	17.4	Increase
Households receiving SSI and/or cash public assistance	9469	Lower
Households receiving SNAP benefits	21,580	Lower

* Three organizations represent multiple employers

Evidence-based strategies for changing these conditions

As we considered the economic, social, political, and physical factors that contribute to the deterioration over time of the workforce ecosystem in Springfield, we found it helpful to bucket these factors / challenges into three main categories:



- attainment and other economic factors
- Experiential opportunities; related to the fragmentation of the social support network and the limited capacity of small to mid-sized businesses to offer on-the-job training
- 1:1 mentorship; related to economic and social factors such as limited networks among underserved target populations
- programs; contributes to the lack of a social support network and the disconnect between employers, service providers, and job seekers

Actions across each strategy include:

Strategy	Actions
<i>Increased Connectivity & Collaboration</i>	<ul style="list-style-type: none"> • Design, build, and launch a workforce portal for the City of Springfield • Develop a phased rollout plan for each of the major feature releases • Recruit key stakeholders to aid in design, marketing, and adoption of each component • Leverage key partners like large employers, media, and social service organizations to push rapid adoption of the technology once ready • Market the tools to each stakeholder group, using the feedback learned during our dream sessions • Provide technical support and assistance to employers in order to translate their job descriptions into a “badge” based vernacular in exchange for the employer offering an interview to any candidate that qualifies • Once credibility has been established, launch a fully sustainable version of the portal where employers are paying a fee for candidates they are hiring
<i>Distributed Case Management & Coaching</i>	<ul style="list-style-type: none"> • Conduct additional research on effective case management, intake, and career readiness models • Create a model/framework for case management in Springfield (through partnership with Mass Mentoring Partnership) to be launched with a pilot group of constituents, including both ‘coaching’ and information on local career readiness resources • Develop an evaluation methodology to measure the impact of the case management program’s success • Recruit additional Community Career Coaches and develop a train-the-trainer curriculum to get them ready • Identify existing service providers throughout the city with the capacity to host and partner with career coaches (such as Springfield Partners or HAP Housing) and provide access to place-based initiatives as well as critical ‘on ramp’ programs needed to find employment • Partner with employers to increase access to interviews and job opportunities for program ‘mentees’ • Partner with ‘Advocacy & Awareness’ group to address systemic challenges and barriers to employment in Springfield • Identify and implement case management technology that can be fully integrated with the portal

<i>Political & Public Advocacy / Data-Driven Change</i>	<ul style="list-style-type: none"> • Establish legislative analysis and advocacy group to monitor, introduce, influence and track legislative reform to produce systemic change using data / metrics • Host programs and events to raise awareness of Massachusetts laws and public benefits relating to employment (i.e. dispel rumors / misperceptions across the ecosystem)
<i>Established Employer Engagement</i>	<ul style="list-style-type: none"> • Establish program / process to guarantee interviews for initiative-certified training participants • Develop systems to support employers in making entry level positions structured to effectively onboard and support new workers • Conduct outreach and engagement of employers to agree to become Working City participants by using the job posting form on the Portal, implementing a standard language and format for job postings coaching/amending jobs for new hires coming through Working Cities programs

Performance Measures

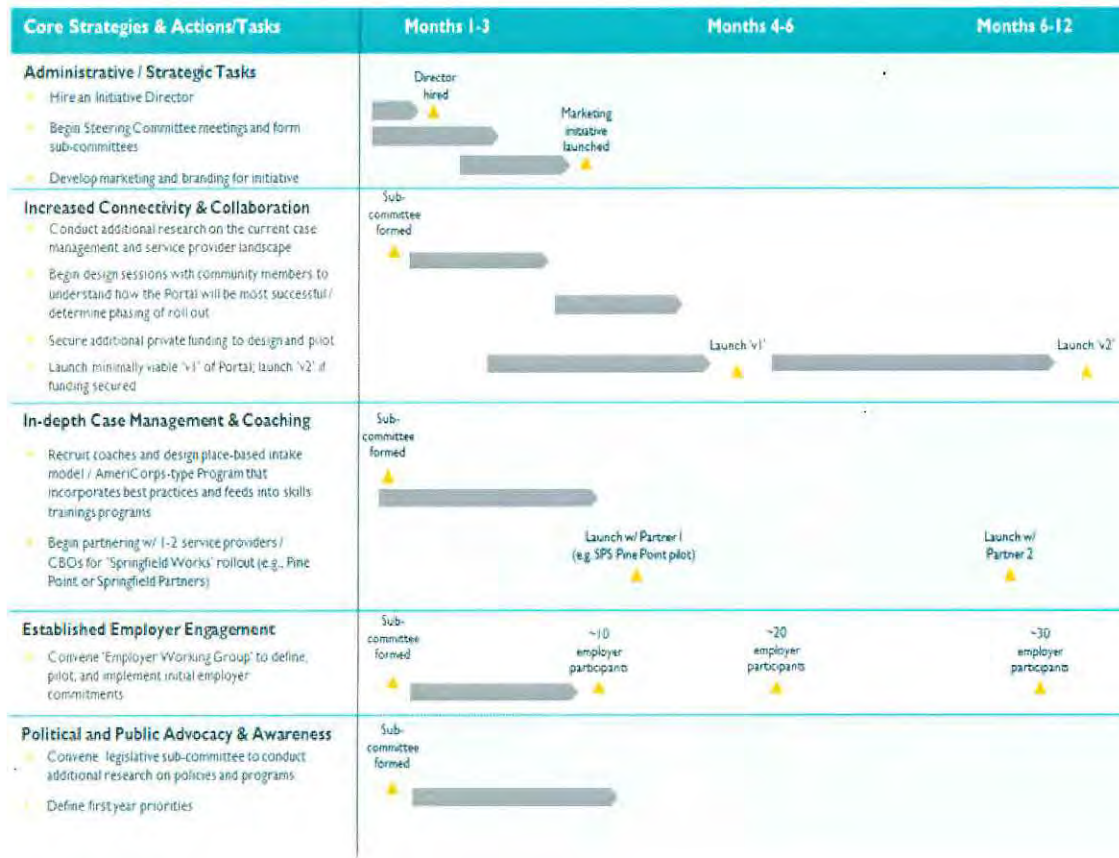
We have identified the following performance measures to assess progress on actions within each core strategy:

Strategy	Evidence / Performance Measures
<i>Increased Connectivity & Collaboration</i>	<ul style="list-style-type: none"> • Number of jobseekers registered • Number of jobs posted by employers • Number of interviews scheduled • Number of jobs filled • Number of training program referrals made • Number of connections to social services made
<i>In-depth Case Management & Coaching</i>	<ul style="list-style-type: none"> • Number of qualified trainers • Number of participants served • Number of coaching hours provided • Number of participants achieving employment
<i>Established Employer Engagement</i>	<ul style="list-style-type: none"> • Number of employer partner MOUs • Number of program participants going through employer interviews • Number of new hires made from target population
<i>Political and Public Advocacy & Awareness</i>	<ul style="list-style-type: none"> • New laws or relevant legislation and earmarks passed • New resources sources established and funding gained in the region • Opportunities for new programmatic system enhancements

Career Coach Model Outcomes		Year 1	Year 2	Year 3	Total
Number of Lead Coach		2	2	2	
Number of Volunteer Coaches (FTE)		0	2	4	
Number of Career Coaches		2	4	6	
Number of Coaching Sessions Per Coach a Qtr		2	2	2	
Total Number of Coaching Sessions Per Year		16	32	48	96
Primary Outcomes	#	Year 1	Year 2	Year 3	Total
Number attending informational Career Pathway Coaching Sessions	32	512	1024	1536	3072
Number participating in In Take Coaching Assessment	24	384	768	1152	2304
Number enrolling in Career Readiness training program (40 hrs)	18	288	576	864	1728
Number of Career Readiness Certificates Awarded	15	240	480	720	1440
Number Achieving Employment / or enrollment in training or college within 90 days	11	176	352	528	1056
Number persisting for 60 days of employment / enrollment in training o	10	160	320	480	960
Secondary Outcomes		Year 1	Year 2	Year 3	Total
Number of Community Organizations Hosting Information Sessions	6	96	192	288	576
Number of Employer Partners participating in interviews	6	96	192	288	576
Number of Financial Aid Forms Completed	12	192	384	576	1152
Number of Guest Speakers	6	96	192	288	576

Specific tasks and milestones-Year1

Specific tasks and milestones for the first year of the initiative are defined in the following diagram:

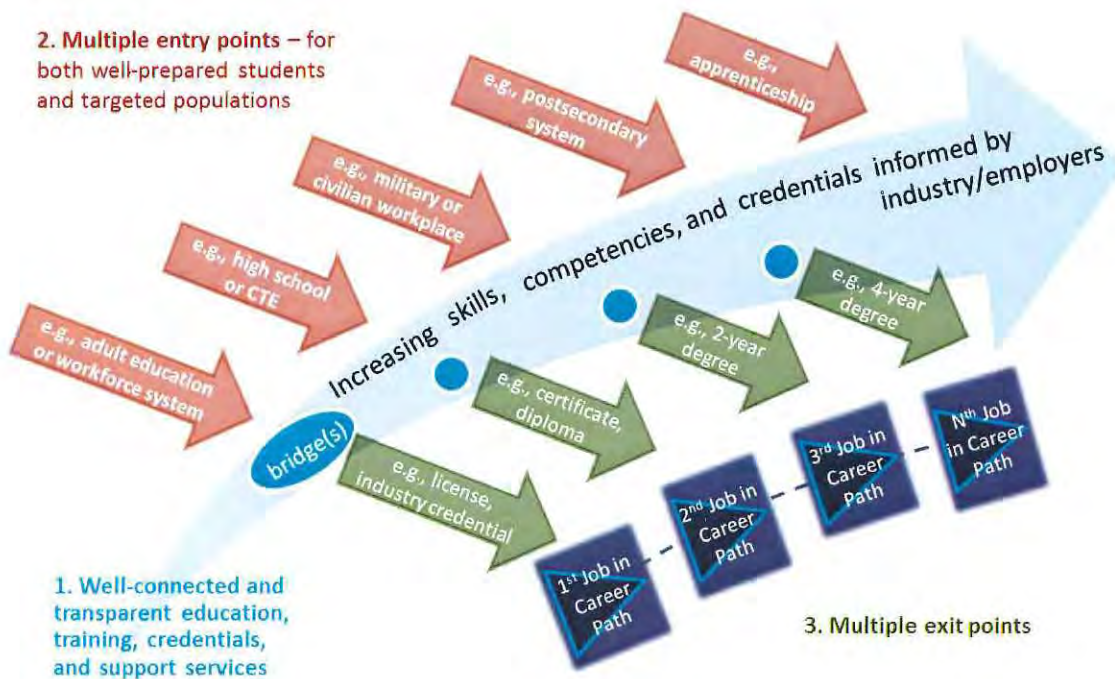


Shared Vision, Strong Systems:

The Alliance for Quality Career Pathways Framework Version 1.0

The state WIOA world is embracing the career pathway models as laid out by CLASP, the research Center for Law and Social Policy CLASP. CLASP has done national benchmark work in workforce development for low income populations in career pathway development and case management models.

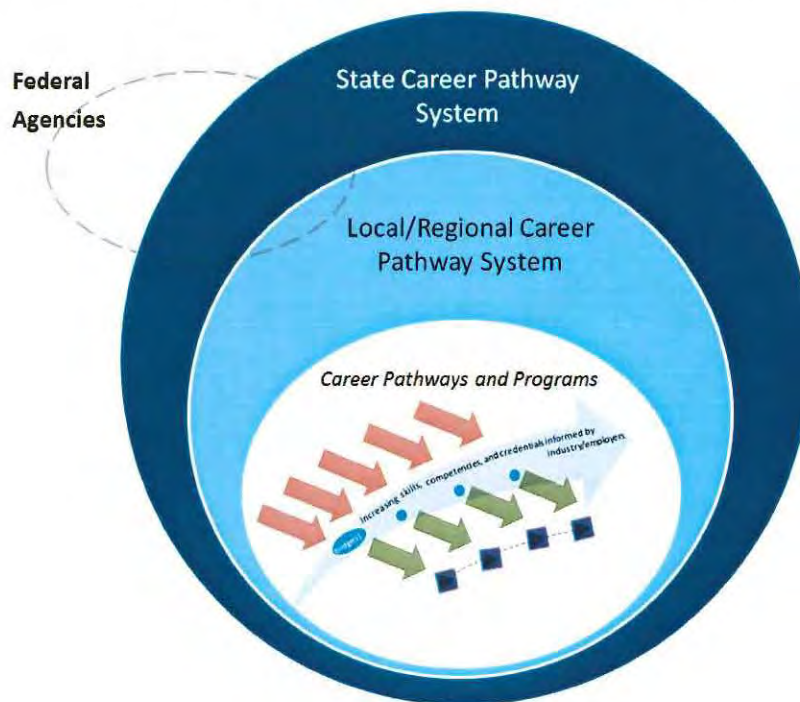
Three Essential Features of Career Pathways



Four Essential Functions of Career Pathways and Programs



Career Pathway Systems



Criteria for Quality Career Pathway Systems

1. Commit to a shared vision and strategy
2. Engage employers and integrate sector principles
3. Collaborate to make resources available
4. Implement supportive policies
5. Use data and shared measures
6. Implement and integrate evidenced-based practices and process (specifically for local/regional career pathway systems)

Alliance career pathway metrics will:

- Measure key results for *pathways*
- Capture educational and employment development milestones
- Promote progression of participants
- Support continuous improvement
- Provide a basis for shared performance accountability
- Provide a “common language” across partners for regional workforce development

Overview of career pathway metrics

- Interim outcomes
- Pathway education and training outcomes
- Labor market outcomes

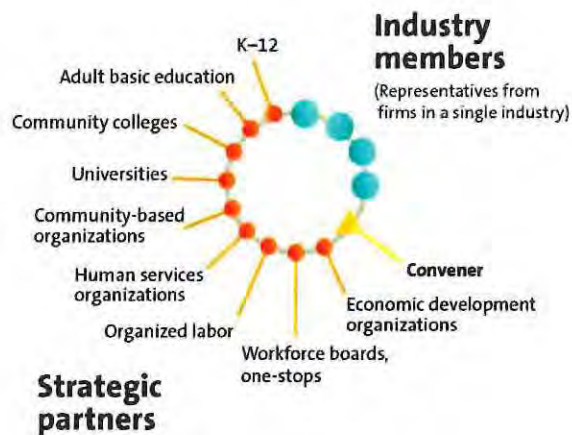
TAACCCT Work can be Transformative

Beyond programming to system building – but where to start?

•2.2 System partners integrate key principles of sector strategies into the career pathway system

Sector Partnership

The partnership addresses common needs of employers and generates coordinated solutions that benefit workers.



State Sector Strategies Coming of Age. NGA 2013

Transformative – to impact education and workforce development systems long beyond the specific funded activities supported by grant funds

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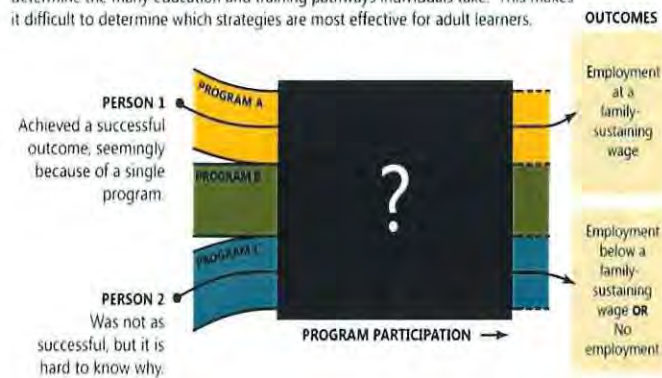
Shared Metrics

- 5.1: System partners develop the capacity and provide data, resources, and assistance to support the use of longitudinal data both at the state and the local/regional levels...

INTEGRATING DATA ON ADULT LEARNERS: CREATING A CLEARER PICTURE

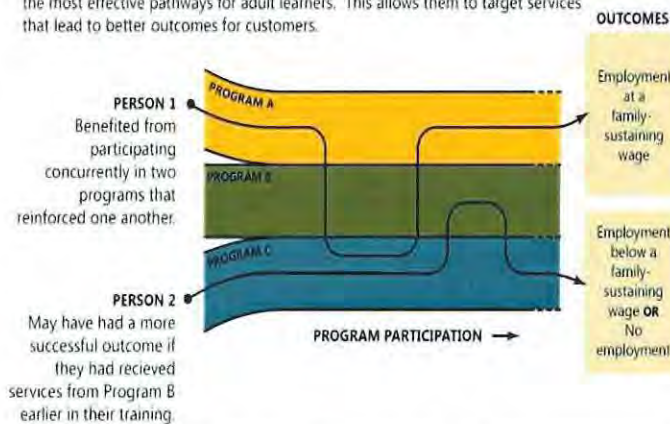
COMPARTMENTALIZED DATA: A BARRIER TO SERVING ADULT LEARNERS

Due in part to data sharing restrictions, trainers and policy makers are unable to determine the many education and training pathways individuals take. This makes it difficult to determine which strategies are most effective for adult learners.



INTEGRATED DATA: MAKING BETTER DECISIONS

After observing a significant number of common participants in multiple data systems, patterns emerge that help policy makers and service providers determine the most effective pathways for adult learners. This allows them to target services that lead to better outcomes for customers.



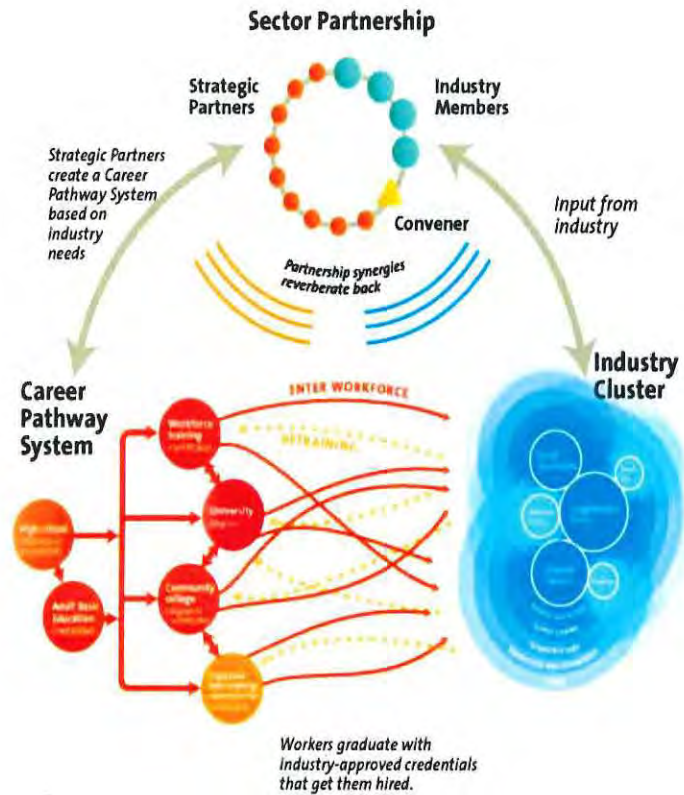
Source: "Strengthening the Skills of Our Current Workforce," Governor's Workforce Development Council, 2010.

Step #1 – have the same definition for “enrolled” for “completed” for “employed” for “wage gain” and the same way of measuring them. Go through the exercise of pipeline analysis – finding common customers across the systems and see what you learn; find a way to keep this turned out beyond the grant and you will be able to tell stories about that adult learner, that part time learner, that student who is becoming the majority student at two-year colleges

Work Toward a Shared Vision

Sector Partnerships: The Keystone to Connecting Career Pathways to Industry Cluster Growth

Sector Partnerships align education and training programs with industry needs to produce readily employable workers.



State Sector Strategies Coming of Age. NGA 2013

Alliance Criteria and Indicators for Quality Career Pathway Systems

A quality career pathway system is one that *performs well* as measured by how many targeted participants achieve expected outcomes (see next section on participant metrics). Additionally, quality systems *intentionally operate like a system*, provide services and achieve outcomes *at scale*, and are *sustainable* over time. Based on currently available evidence and their wealth of wisdom from the field, the Alliance partners agree that the following criteria and indicators can be used by career pathway partners to assess the quality of and continuously improve their career pathway systems.^{iv} With the exception of criterion 6, all of these criteria and indicators are applicable to both state and local/regional career pathway partnerships.^v

CRITERION 1: COMMIT TO A SHARED VISION AND STRATEGY for industry sector-based career pathways for youth and adults and for building, scaling, and dynamically sustaining career pathway systems.

Summary of Indicators include: Public, private, and nonprofit partners build and maintain a system that supports the essential features and functions of quality career pathways and programs; adopt a shared strategy and commit their agencies/organizations to carrying out specific roles and responsibilities; embed shared definition of career pathway approach and key related concepts into their own strategic plans and policies.

CRITERION 2: ENGAGE EMPLOYERS AND INTEGRATE SECTOR STRATEGY PRINCIPLES to ensure multiple employers, business associations, and labor unions are partners in creating demand-driven career pathways.

Summary of Indicators: Employer, business associations, and/or labor partners make demonstrated investment in building, scaling, and sustaining the career pathway system; labor market intelligence informs development and ongoing relevance of career pathways; partners integrate sector strategy principles including a focus on regional in-demand occupations, focus on “dual customers” of workers/job seekers and employers, system change and alignment, and engaging multiple employers.

CRITERION 3: COLLABORATE TO MAKE RESOURCES AVAILABLE by identifying, prioritizing, and leveraging resources for career pathway systems, partnerships, and programs.

Summary of Indicators: Designated staff convene and support the career pathway system with adequate human and technology capacity; partners make available necessary resources, tools, infrastructure, and time to support practitioners in providing the essential features and functions of career pathways and programs; partners leverage and coordinate existing and new federal, state, and/or private/philanthropic resources.

CRITERION 4: IMPLEMENT SUPPORTIVE POLICIES for career pathway systems, pathways, and programs.

Summary of Indicators: Partners provide clear and consistent guidance on cross-system alignment and the allowable use of resources to support career pathways; partners adjust existing or adopt/implement new policies and internal structures to remove barriers and to facilitate the development and implementation of career pathway systems, pathways, and programs.

CRITERION 5: USE DATA AND SHARED MEASURES to measure, demonstrate, and improve participant outcomes.³

Summary of Indicators: Partners develop their capacity and provide data to support the use of longitudinal cross-system data, including data collected by community-based career pathway programs as well as educational institutions; partners evaluate how well the career pathway system is performing and support continuous improvement efforts.

CRITERION 6: IMPLEMENT AND INTEGRATE EVIDENCE-BASED PRACTICES AND PROCESSES (specifically for regional/local career pathway systems).

Summary of Indicators: Partners engage in continuous improvement process in order to develop and integrate a set of evidence-based practices and processes that optimize career pathway participant success; partners provide and measure the effectiveness of the essential features and functions of career pathways (see section on definitions and conceptual model).

Group A: Interim Outcomes

Identify important progress steps or momentum points along the career pathway that may be attained prior to the pathway's final outcomes.

- A.1. Educational level gains
- A.2. High school diploma or equivalency attainment
- A.3. Developmental/remedial education completion
- A.4. College-level pathway course completion
- A.5. College-level math or English course completion
- A.6. Retention in pathway coursework in subsequent term
- A.7. Pathway credit accumulation 1 (12 semester or 15 quarter college credits)
- A.8. Pathway credit accumulation 2 (24 semester or 30 quarter college credits)
- A.9. Earnings progression

Group B: Education and Training Outcomes (Along the Pathway)

Identify the primary education and training results for the career pathway, including licenses and industry credentials, certificates, diplomas, and degrees.

- B.1. Pathway license, industry certification, or apprenticeship certificate attainment
- B.2. Pathway certificate and diploma attainment
- B.3. Pathway Associate degree attainment
- B.4. Pathway Associate degree attainment or transfer to 2- or 4-year institution

In general, the metrics in Groups A and B would apply to career pathway participants who attain one of these outcomes or who left the career pathway prior to attaining one of these outcomes.

Group C: Labor Market Outcomes

Identify the primary labor market results for the career pathway to measure the progression in employment and earnings over time for participants.

- C.1. Initial employment
- C.2. Employment in targeted industry sector
- C.3. Subsequent employment retention
- C.4. Initial earnings
- C.5. Earnings change
- C.6. Subsequent earnings

In general, the Group C metrics would apply to career pathway participants once they left the career pathway (became career pathway leavers).

Next Steps

With anchor funding from the Joyce Foundation, the Alliance for Quality Career Pathways will continue into Phase II through 2015. In this phase, Alliance partners at the state and local/regional levels will implement the framework by self-assessing their career pathway systems to better understand strengths and areas for improvement. Alliance partners will also make progress on using the participant metrics in their systems. CLASP will share learnings with the field. For more information on the Alliance and the 1.0 Framework, see www.clasp.org/careerpathways.

Alliance Career Pathway Participant Metrics

Why Do We Need Career Pathway Metrics? The purpose of the Alliance participant metrics is to provide a shared set of outcome metrics that can be used jointly by partners to measure career pathway participant progress and success. These metrics differ from existing measures in that they: (a) focus specifically on the performance of career pathways—not on state-level or institutional-focused performance results; (b) measure participant outcomes in the context of career pathway progression as opposed to the source of the funds (career pathways often “braid” together multiple sources of funds); and (c) include “milestone” metrics to measure the progress of and provide credit for serving underprepared participants.

When Should Career Pathway Metrics Be Used? A prerequisite for using the Alliance participant metrics is a suite of well-developed career pathways that have fully established the three essential features (see section above on Alliance definitions and conceptual model). Also, partners will need access to the necessary data and to aligned data systems that use consistent terms and definitions. Since these prerequisites are still under development in many career pathway systems, the Alliance participant metrics will be piloted in Phase II of the initiative (see the full framework for a more detailed discussion). *CLASP and the Alliance partners discourage funders and policymakers from using these metrics for performance accountability until these prerequisites are in place; until that time, they should be used only to provide technical assistance to help partners improve their career pathways and systems.*

Which Participants Should Be Measured? Before using career pathway participant metrics, partners must make a major decision: which participants should be included in each metric? Self-selected Alliance partners that meet the prerequisites will pilot the following definitions in Phase II of the Alliance:

- 1) **Career pathway participant:** An individual who has enrolled in and is attending specific courses or activities or is receiving services (or combinations thereof) that have been designated as specific entry points for a career pathway.

- 2) **Career pathway leaver:** A career pathway participant who is no longer enrolled in pathway courses, services, or activities and has not reenrolled in pathway courses, services, or activities for a period of at least one year. Career pathway leavers include:

- a. participants who attained one or more of the interim outcomes (group A below) or pathway education and training outcomes (group B below) attainable in a career pathway prior to leaving the pathway; and
- b. participants who did not attain one of these interim or pathway outcomes prior to leaving the pathway.

- 3) **Career pathway credential completer:** A career pathway participant who attained one or more of the pathway education and training outcomes (group B below) attainable in a career pathway prior to leaving the pathway. These outcomes include marketable credentials as designated by the local/regional career pathway partnership, such as a license, industry certification, certificate, diploma, or degree. Career pathway credential completers include:

- a. participants who have left the career pathway after attaining one of the above credentials; and
- b. participants who are still enrolled in career pathway courses after attaining one of the above credentials, with the goal of attaining further credentials.

Proposed Alliance Career Pathway Participant Metrics. The Alliance menu of metrics includes three types of measures. Partners must map the appropriate metrics to specific career pathways; not all metrics will be used in all career pathways.

Model Comparisons

Both the Springfield Works and the Alliance for Quality Career Pathways (AQCP) models are drivers of system change and are bold, innovative and transformative in their approach to workforce development. Both are new models with the AQCP having completed the initial two years while the Springfield Works initiative is scheduled to be implemented in Fall 2016. Here is an initial outlook on both projects:

- The Springfield Works model has the same partnership structure as the AQCP but is driven primarily by the direct staffing requirements of the employers to fill entry-level job openings
- The AQCP model is driven by the occupational career pathways of the trainee
- The Springfield Works model is centralized around an innovative career portal as the primary customer access point and data collection with distributed nodes at community based sites
- The AQCP model is distributed with a central data collection point; all other functions are handled by the individual partners
- The AQCP model has been implemented in 10 cities nationwide
- Both projects have the following in common:
 1. Commitment to a Shared Vision and Strategy
 2. Engagement with Employers and Integrate Sector Strategy Principles
 3. Collaborate to Make Resources Available
 4. Implement Supportive State Policies
 5. Using Data and Shared measures

Recommendation

As the city of Springfield begins the implementation process of the Springfield Works initiative, the Regional Employment Board of Hampden County recommends using the AQCP model as a benchmark for continuous improvement and program evaluation. As the AQCP program itself evaluates its structure and adapts to dynamic changes, the Springfield Works program should review what revisions or changes of course have occurred with the AQCP program and brainstorm on if the partnership should consider adopting some of revisions into its strategy.

Initiatives outside of the Springfield Works Project should also include the concepts and best practices in the AQCP model.

Regional Workforce Development Resources

Summary of Workforce Resources

	Categories	Definition & Select Examples	Approx. # of Resources
1	Adult Technical Training Programs	Occupational training with a focus on creating a career foundation for the trainee; includes Future Works, CareerPoint, and STCC/HCC	50
2	Youth Training Programs	Vocational / technical or 'college and career readiness' programs targeting youth; includes Westover Jobs Corp and YouthBuild	12
3	Adult Literacy Programs	Programs offering one-on-one tutoring, small group or classroom instruction to adult learners in reading/ writing, math, ESOL and HiSET	17
4	Community-based Support Initiatives	Nonprofit groups that work at a local level to improve life of residents	35
5	Collaborative Workforce Initiatives	Partnership workforce initiatives addressing a specific need of a specific demographic; includes Dress for Success and Hampden County Sheriff Re-Entry	26
6	State / Federal / Regional Agency Support	Includes state, federal or regional appropriations of funding for workforce development programs (either federally-mandated or innovative new programs)	n/a

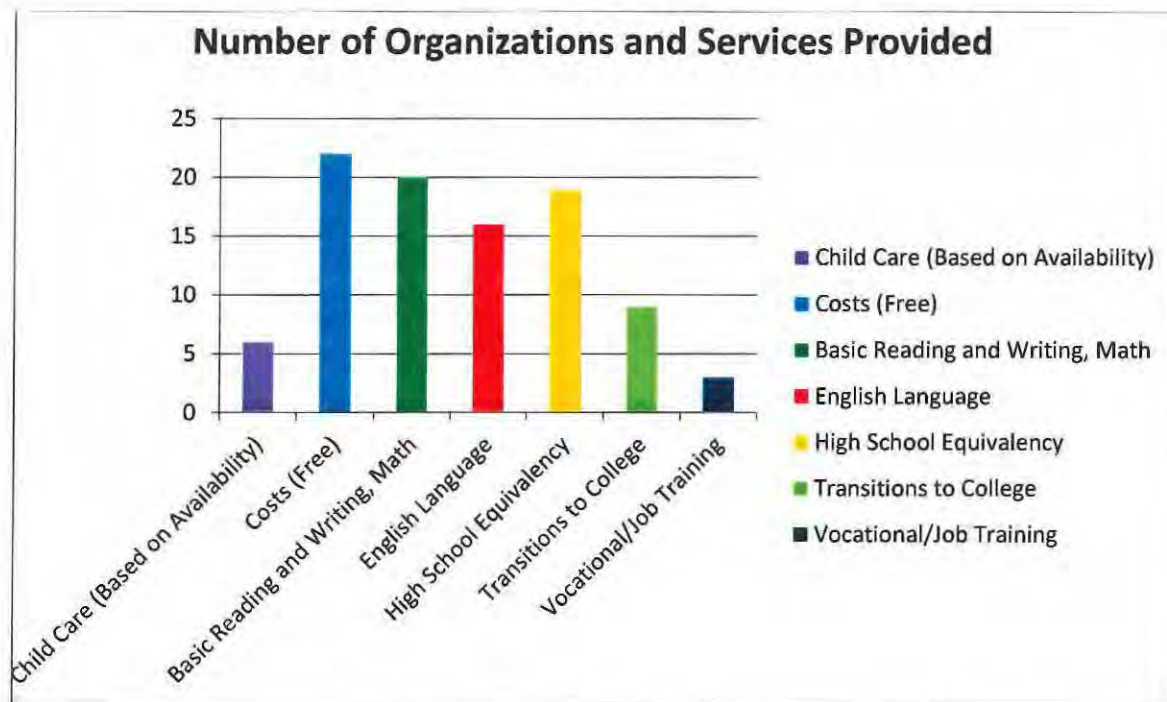
* Summary provided by Next Street

Adult Literacy Programs

“The waitlists are too long because we don’t have enough HiSET opportunities yet also huge populations of people are reading below the 5th grade reading level and they would not be able to manage the curriculum either.” (Comment from a Community Based Organization roundtable).

There are two main challenges relating to access to resources – First, there is decentralization and inconsistent communication across service providers. And second, programs often have waitlists (e.g. HiSET/GED courses) or hurdles to entry (e.g. testing / language requirements) for access. This means that those in need are having trouble accessing the resources they need to get ahead. Given the complementary areas of focus of different organizations / programs, there is an opportunity to ensure service providers are collaborating effectively and that individuals are aware of all potential development opportunities.

Adult literacy programs offer one-on-one tutoring, small-group or classroom instruction to adult learners, age 16 and above. There are a total of 17 Adult Literacy Programs within a 15 mile radius of the City of Springfield and numerous community based organizations that offer different levels of adult basic education. Classes offered include Basic reading and Writing, and Math (Adult Basic Education –ABE), English language (English for speakers of other languages -ESOL), High School Equivalency (formerly General Equivalency Diploma - GED), transition to college, and vocational/job training. Almost all these classes are offered at no cost to students; only 3 programs provide classes which are priced depending on the subject offered.



Most of the organizations/providers receive a majority of their funding from federal and state grants from the Massachusetts Department of Elementary and Secondary Education (DESE) through the Adult and Community Learning Services (ACLS) unit. The ACLS oversees and improves no-cost basic educational services (ABE) for adults in Massachusetts. Other sources of funding include City Council grants, individual and group donations.

Challenges/Major Issues

With 22,342 Springfield residents, ages 25-64, that do not have at least a high school diploma or the equivalent, there are clearly not enough resources available to address the issue of capacity. The number of available training slots range between 5 – 50 depending on the classes offered; transition to college programs have a maximum of 5 training slots while basic reading and writing, and math (ABE) classes have about 50 training slots. However, a majority of the organizations have long waiting lists for every program/class offered because of the huge demand for adult literacy programs in the Springfield and its neighbor cities of Holyoke and Chicopee.

Organizational capacity is a major challenge to providing adult literacy programs/classes. Many organizations lack adequate funding to employ full-time and more qualified instructors which result in high staff turnover and consequently less intensive training. The inability to provide child care services is an important barrier especially to young parents who do not qualify for child care vouchers. In total, just six adult literacy programs offer childcare services; four of these provide in-house services while the other two organizations provide contracted childcare services which tend to have waiting lists depending on availability. Additionally, transportation issues and facility inadequacies further hinder the capacity of the different organizations.

Recommendations

Adult literacy and ESOL services is just as vital, if not more important than technical skills gap training because educational attainment is the foundation of any workforce development initiative.

The Springfield Public Schools Adult Education Center (OWL) program has developed an innovative model of its adult literacy model that offers ABE, HISET and ESOL services. Centralized at the Springfield Pine Point Library, the goal is to provide a total of 300 + training slots to city residents while providing support services through a partnership with the Springfield Works workforce development initiative. Support services include:

- *Financial literacy*
- *Career readiness coaching and mentorship*
- *Job search and placement*

The OWL program model plans to achieve 300+ enrollment through a place-based strategy of utilizing neighborhood schools as training facilities.

Continued, sustainable funding and support for the OWL as it expands its' capacity is important to the success of this program and delivery of scaled services to Springfield residents.

Listing of Adult Literacy Providers for Greater Springfield

Program	Enrollment/Slots	Program	Enrollment/Slots
Springfield Public Schools Adult Education Center (OWL)		Valley Opportunity Council, Inc.	
1. ESOL	300 slots (projected)	1. Basic Reading, Writing and Math	45
2. High School Equivalency		2. ESOL	54
Springfield Technical Community College - ABE Program		3. High School Equivalency	28
1. Basic Reading, Writing and Math	82	New England Farm Workers Council	
2. ESOL	46	1. Basic Reading, Writing and Math	50+
3. High School Equivalency	75	2. High School Equivalency	50+
4. Career Readiness	13	3. Career Readiness	50+
Juntos Collaborative:		4. Vocational/ Job Training	50+
Community Education Project (CEP)		Westover Job Corps	
1. Basic Reading, Writing and Math	21 - 30	1. Basic Reading, Writing and Math	—
2. ESOL	21 - 30	2. ESOL	18
3. High School Equivalency	11-20	3. High School Equivalency	—
4. Career Readiness	21 - 30	4. High School Diploma	60
5. Transition to College	21 - 30	5. Vocational Training	—
Holyoke Adult Learning Opportunities (HALO)		CPM Young Parent Program	
1. Basic Reading, Writing and Math	11-20	1. High School Equivalency	54
2. English Language	11-20	The Gray House - Adult Education Program	
3. High School Equivalency	11-20	1. Basic Reading, Writing and Math	4
Care Center		2. ESOL	85
1. High School Equivalency	40	Read/Write/Now - Adult Learning	
Holyoke Works		1. Basic Reading, Writing and Math	50+
1. Career Readiness/ABE	0	2. High School Equivalency	11-20
2. ESOL	51	West Springfield Public Library	
3. High School Equivalency	13	1. ESOL	30
Holyoke Community College - Adult Learning Center		Ludlow Adult Learning Center	
1. Basic Reading, Writing and Math	41-50	1. Basic Reading, Writing and Math	115
2. High School Equivalency	41-50	2. ESOL	
3. Transition to College	41-50	Training Resources of America	
Holyoke Tutor/Mentor Program		1. Basic Reading, Writing and Math	25
1. Basic Reading, Writing and Math, ESOL		2. High School Equivalency	25

Adult Technical Training

The emphasis for technical training programs is occupational training that creates a career foundation for the trainee. The majority of training opportunities is provided through the U.S. Department of Labor-Employment and Training Administration through the WIOA system. President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

WIOA PROGRAMS

WIOA brings together, in strategic coordination, the core programs of Federal investment in skill development:

- Employment and training services for adults, dislocated workers, and youth and Wagner-Peyser employment services administered by the Department of Labor (DOL) through formula grants to states; and
- Adult education and literacy programs and Vocational Rehabilitation state grant programs that assist individuals with disabilities in obtaining employment administered by the Department of Education (DoED).

WIOA also authorizes programs for specific vulnerable populations, including the Job Corps, YouthBuild, Indian and Native Americans, and Migrant and Seasonal Farmworker programs as well as evaluation and multistate projects administered by DOL. In addition, WIOA authorizes other programs administered by DoED and the Department of Health and Human Services.

WIOA replaces the Workforce Investment Act of 1998 and retains and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.

Access to Federal Funded Training

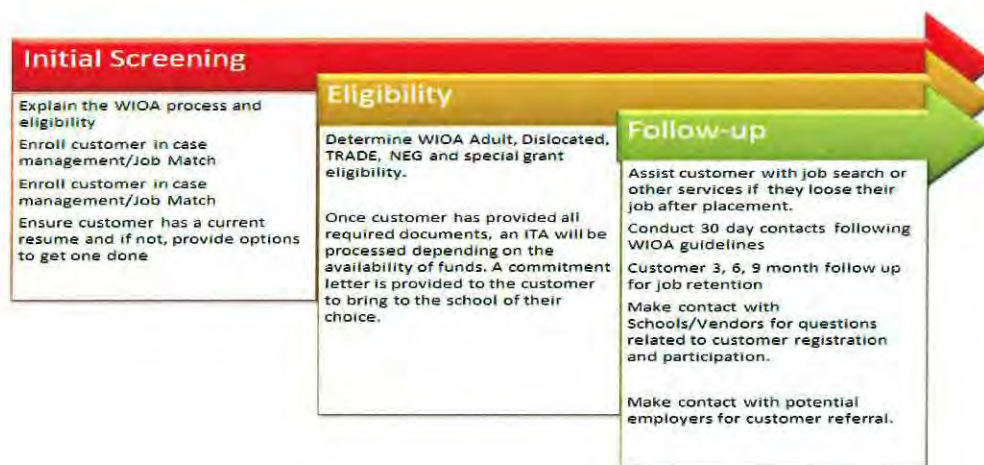
The primary delivery system for residents of Springfield (and Hampden County) to apply for federally funded training is through the career centers, FutureWorks and CareerPoint. These organizations receive their charter through the Regional Employment Board of Hampden County, Inc., as the WIOA authorized "Local Workforce Development Board" (WDB) for the county. In addition, federally funded training may be available through the community colleges, Springfield Technical Community College and Holyoke Community College. Figure 2 provides a brief overview of the adult services available at the career centers. Figure 4 provides a brief summary of the process to access federal funding for training.

Adult Technical Training-Career Center Services (18-24 years old)

Jobseekers	Special Services	Business Services
<input type="checkbox"/> Find a job <input type="checkbox"/> Explore career Options <input type="checkbox"/> Update Resume/Interviewing skills <input type="checkbox"/> Personal job counseling <input type="checkbox"/> Training opportunities	<input type="checkbox"/> Veterans <input type="checkbox"/> Disabled Workers <input type="checkbox"/> Reemployment Services and eligibility Assessment (RESEA) <input type="checkbox"/> Trade Adjustment Assistance (TAA) <input type="checkbox"/> Youth <input type="checkbox"/> Ex-offenders <input type="checkbox"/> Partnerships	<input type="checkbox"/> Post Jobs <input type="checkbox"/> Recruit/Hire employees <input type="checkbox"/> Workforce Training Grants <input type="checkbox"/> Request layoff assistance <input type="checkbox"/> Labor Market Information

- ☐ FutureWorks and CareerPoint career centers are the primary point of contact for residents seeking training opportunities
- ☐ Both agencies are also provide outreach, recruitment assessment and selection for state, federal and private grant awards to the REB, community colleges and collaborative workforce training initiatives

Adult Technical Training- Typical career center applicant process for federally funded training programs



As of 2015, there are 39 approved trainers through the federal system where Springfield residents can apply to for their training. The training organization must be approved by the Workforce Development Board for the region that would be send trainees. In the WIOA system, training in a specific occupation is by choice of the applicant and cannot be mandated by the career center or its staff. However, the training must be substantiated with proof of job opportunities and a minimum wage threshold. When training is approved an Individual Training Account (ITA) is created for the customer. Figure 5 provides a list of the approved providers for federal funding for the region.

Federally Approved Regional Training Providers

Company	Primary Training	Non-Profit/For Profit
American Red Cross	Certificate of AS Degree	NP
Asnuntuck Community College	Certificate or AS Degree	NP
Bay Path University	Certificate or AS Degree	Private
Bryant University	Business Management Certificate Program	Private
CNS Academy for Healthcare Professionals, Inc.	Certificate or AS Degree	private
Cardno ATC	Asbestos Abatement Supervisor	Private
Chicopee Industrial Contractor	OJT Chicopee Industrial - WB	Private
Collaborative for Educational Services	Certificate or AS Degree	NP
Computer Training of America, Inc.	Certificate or AS Degree	Private
Construction Training LLC	Heavy Equipment Operations Program II	Private
Corporate Training Center	Certificate or AS Degree	Private
Creative School of Hairdressing, Inc.	Barbering	Private
DiGrigoli School of Cosmetology	Cosmetology	Private
Greenfield Community College	Certificate or AS Degree	Public
Holyoke Community College	Certificate or AS Degree	Public
Holyoke Works	Certificate or AS Degree	NP
Kay Harvey Academy	Cosmetology	Private
Lincoln Technical Institute - E. Windsor	Certificate or AS Degree	Private
Lincoln Technical Institute - Hartford	International Baking & Pastry	Private
Marinello Schools of Beauty	Certificate or AS Degree	Private
Monarch School of Cosmetology	Certificate or AS Degree	Private
New Horizons Computer Learning Center	MCSE/Network Security	Private
NH Boston, LLC	Web Design	Private
NHCLC Nashua, LLC	PMP (Project Management Professionals)	Private
Network Technology Academy Institute	Certificate or AS Degree	Private
New England Business Educational Systems, Inc.	Certificate or AS Degree	NP
New England Tractor Trailer	Certificate or AS Degree	Private
OJT-Commonwealth Care Alliance	OJT Community Health Worker	private
Porter and Chester Institute	Certificate or AS Degree	Private
Premier Education Group	Certificate or AS Degree	Private
Salem State University	Administrative Medical Specialist	Public
Salter College	Certificate or AS Degree	Private
Springfield Technical Community College	Certificate or AS Degree	Public
Training Resources of America, Inc.	Nurse Aide/Home Health Aide	Private
Tri-State CDL Training Center	Certificate or AS Degree	Private
United Tractor Trailer School, Inc.	Certificate or AS Degree	Private
University Without Walls-UMass Amherst	University Without Walls	Public
University of Mass - Lowell	Website Design & Development	Public
University of Mass - Amherst	Second Bachelor's Degree Track in Nursing	Public
Westfield State University	Certificate or AS Degree	Public
William George Associates	PMP/CAPM plus Agile/Scrum Certification	Private

Other Federally Funded Adult Programs

US DOL/ETA periodically releases additional federal funds through National Emergency Grants, Trade grants, and Sector grants to address immediate workforce and economic concerns. This funding, depending on its purpose, may be allocated to the state, WDB, colleges or a municipality. Industry apprenticeships (not building trades) and On the Job Training (OJT) are programs usually funded at the federal level although some OJT programs are funded through state programs such as through the Mass Rehabilitation Commission (MRC).

State Funded Training

Many times through the various state executive offices, departments and budget line items, there is an opportunity to provide targeted training. In some cases, this is not restricted to a specific industry, in other cases it can be. Typically, the training focuses on marginalized individuals such as the unemployed, underemployed, minorities, youth and individuals that are low income or living below the poverty threshold. Depending on the purpose of the funding, it may be allocated directly to a specific organization, school, community college, and WDB or career center. In some case, the funding goes out for a Request for Proposal (RFP) and is typically managed through the Commonwealth Corporation. An example of this is the Workforce Competitive Trust Fund, which typically has grant RFP opportunities bi-annually for industry sector initiatives across the commonwealth. Industry sector initiatives, training targeted to high demand occupations in critical industries are typically funded through both state and federal funds. Other state agencies, such as the Department of Transitional Assistance (DTA) may manage their funding opportunities internally or through regional offices. Figure 6 demonstrates a typical process for state funded training opportunities.

Adult Technical Training- Typical training applicant process for state or privately funded training programs

Funder	Grant Administrator	Trainer
<ul style="list-style-type: none"> • Typical training program is 1-2 years • Funders sets the target trainee demographic (i.e. low income, youth, laid off, etc. • Sets deliverables (placement, retention, persistence) • Funder may define the type of occupational training to be delivered 	<ul style="list-style-type: none"> • Define and create Outreach, Screening, Eligibility, Assessment Criteria • Work with career centers on recruitment of trainees • Career center may provide counseling and support services in some cases • Ensure funder requirements and deliverables are met 	<ul style="list-style-type: none"> • Provide occupational training • Provides facilities for training • Must meet funder and in some case state and federal requirements as a training service provider • Must be up to date on the industry and occupational training being provided • Must deliver a cost effective program

Recommendations

Strengthening the collaboration between the Regional Employment Board of Hampden County, FutureWorks Career Center and the City of Springfield Planning and Economic Development in workforce development in sector strategies, training initiatives and effective utilization of resources.

Collaborative Workforce Initiatives

There are many workforce initiatives in the greater Springfield area that are partnerships of organizations addressing a specific need of a specific demographic. Funding may come from traditional sources but many times the funding is private or philanthropic. Figure 7 shows a listing of programs in the Springfield area.

Listing of Workforce Initiatives

Organization(s)	Primary Training/Service	Demographic	WIOA Federal	State	Federal	Corporate/ Private	Other	Career Center Services
Dress for Success	Job Search Skill Development and Wardrobe	Women				X		
BenePLAN	Assist SSI & SSDI recipients on Benefits/Supportive services	Disabled						X
Mature Workers Program-City of Springfield	Employment & Paid Training	Seniors		X	X	X		
Training Workforce Options	Sector Training	all	X	X	X	X	X	
Community Works	Construction Skills Development	Low-Income, minorities		X				
Work Without Limits	Reintegration into Workforce	Disabled		X				
Mom Squad/Square One	Training/Workplace Readiness	Homeless Women				X	X	
Goodwill Industries								
Salvation Army								
	disability, mental health, employment training	poverty, disabled, homeless				X	X	
Human Resources Unlimited		Females, welfare		X				
Jump Start-HCC		Disabled		X				
New England Business Associates	Reintegration into Workforce	Homeless Single Mothers				X		
Secure Jobs Connect	Training/Workplace Readiness							
	training, workplace readiness, placement	disabled		X		X	X	
Work Opportunity Center								
HAP Housing	Family Self-Sufficiency Program	Section 8 Participants		X	X	X	X	X

State and Regional Agency Workforce Development Support

State and Regional Department Support

Organization(s)	Primary Training/Service	Demographic	State	Federal
Department of Transitional Assistance	Employment Skills / Support Services	All	X	
Hampden County Sheriff/Re-Entry/AISS	Employment Skills & Employment	Ex-Offenders	X	X
Massachusetts Commission For Deaf & Hard of Hearing	Reintegration into Workforce	Disabled	X	
Massachusetts Department of Mental Health	Reintegration into Workforce	Disabled	X	
Massachusetts Rehabilitation Commission	Vocational Rehabilitation	Disabled	X	
Western Mass Employment Collaborative	Reintegration into Workforce	Disabled	X	
MA Department of Career Services	Career Center Oversight	All	X	X
MA Executive Office of Labor and Workforce Development	Oversight of all workforce initiatives	All	X	X
MA Department of Higher education	College and STEM initiatives	All	X	X
MA Executive Office of Housing and Economic Development	Workforce Related Economic Initiatives	All	X	X
MA Department of Elementary and Secondary Education		All	X	X

On the Job Training (OJT) Programs

Based on funding availability, there are various types of OJT programs available such as:

- Federal programs through the career center and the REB
- State programs through targeted agencies such as Mass Rehabilitation Commission
- State or federal sector training initiatives that include OJT opportunities
- Approved apprenticeship programs are considered a type of OJT although the duration is significantly longer depending on the occupation or trade

An OJT is a contractual partnership between the funding agency and the employer to cover 50% of a new employee's regular-time wages for a defined period of time. This time frame can be from 90 days to one year, depending on the complexity of the occupation and the experience and education of the employee. A training structure and measures must be agreed upon between all three parties, the employer, the employee and the contracting agency. The employee cannot be treated any different than any other employee and s/he is under the same employer rules.

Recommendation

OJT and apprentice programs are key training strategies in career pathway development and are being emphasized at both the state and federal level. It is important that any workforce initiatives being developed by the city of Springfield work with the REB and the career centers to integrate these training deliver systems into the curriculum

Greater Springfield Building Trades Locals

Apprentice Requirements

1. Minimum age 18
2. High School Education
3. One Year of High School Algebra
4. Qualifying Score on an Aptitude Test
5. Drug Free

These basic requirements may vary some for different locals. Some may accept a GED/HiSET as long as the applicant attained at least a 10th grade level in a traditional high school. Most will also require a driver's license and a car as travel may be required during the apprenticeship. The Building Trades Locals set their own recruitment periods, some may have annual recruitment cycles; others may only recruit when their capacity dips below a membership threshold. When a lot of construction activity is going on or projected, this opens up opportunities for new apprentices. Building trades locals will always place an ad in the local newspaper classified section when recruiting new members.

Apprenticeship opportunities have increased since 2014 with major projects such as building construction at UMass-Amherst, road work throughout western MA and the development of the CRRC Railway Car and the MGM-Springfield Casino Resort.

Recommendation

Expansion, improvement and support of an existing pre-apprenticeship model that presently exists for Springfield residents through an active partnership with the REB, Putnam Technical Academy, FutureWorks and the MA Building Trades Locals.

MA Building Trades

Contact Information

Building Trades Councils

[Pioneer Valley Building Trades Council](#)

Daniel D'Alma
185 Industry Avenue
Springfield, MA 01104 United States
413-734-7137

Carpenters

[Carpenters Local 108](#)

Jason Garand
29 Oakland Street
Springfield, MA 01108 United States
413-736-2878

Elevator Construction

[International Union Elevator](#)

[Constructors Local 41](#)

Jeffrey Nash
P.O. Box 1026
West Springfield, MA 01090 United States
413-732-4032

IBEW

[IBEW Local 7](#)

Daniel D'Alma
185 Industry Avenue
Springfield, MA 01104 United States
413-734-7137

Iron Workers

[International Association of Iron](#)

[Workers Local 7](#)

Fiore Grasetti
84 Hillman Street
Springfield, MA 01103 United States
413-735-1767

Laborers

[Laborers Local 999](#)

DJ Tranghese
P.O. Box 128
Forest Park Station
Springfield, MA 01108 United States
414-736-7677

Operating Engineers

[IUOE Local 98](#)

Mitty Melville
2 Center Square
P.O. Box 217
East Longmeadow, MA 01028 United States
413-525-4291

Plumbers and Pipe Fitters

[Plumbers & Pipe Fitters Local 104](#)

Michael Langone
168 Chicopee Street
Chicopee, MA 01013 United States
413-594-5152

Roofers

[Roofers Local 248](#)

Eric Elliot
63 1/2 Main Street
Chicopee, MA 01020 United States
413-594-5494

Sheet Metal

[Sheet Metal Workers Local 63](#)

John Scammon

Youth Programs

Youth are defined as individuals from 16-24 years of age for WIOA, Job Corps and Youth Build federally funded programs. Roca is for youth 17-24 years of age.

Our traditional high schools and vocational/technical schools are the primary source for students preparing to enter college, apprenticeship, military, and other post-secondary opportunities or to go directly into the workforce. Other opportunities for youth to earn a high school diploma, HiSET (previously GED) or learn a trade include Job Corps, YouthBuild, Roca and community based or Springfield Public Schools sponsored educational programs.

In addition to the programs, the federal WIOA system provides "in school/out of school programs" for "at risk" youth. These programs are overseen by the Regional Employment Board of Hampden County Inc. (REB) with services provided by local schools and community-based organizations. The eligibility for youth participants is as follows:

WIOA Out-Of-School Youth is defined as an individual who is:

- A. Not attending any school (as defined under State law);
- B. Not younger than 16 or older than 24 at the time of enrollment; and
- C. Meets one or more of the following conditions:
 - 1. School Dropout;
 - 2. Within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter. School year calendar is based on how a local school district defines its school year quarters;
 - 3. Recipient of a secondary school diploma or its recognized equivalent who is low-income and basic skills deficient or an English language learner;
 - 4. Subject to the juvenile or adult justice system;
 - 5. A homeless child or youth, a runaway, in foster care or has aged out of the foster care system;
 - 6. A child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
 - 7. Pregnant or parenting;
 - 8. An individual with a disability;
 - 9. Low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

WIOA In-School Youth is defined as an individual who is:

- A. Attending school (as defined by State law);
- B. Not younger than 14 or (unless an individual with a disability who is attending school under State law) older than 21 at the time of enrollment;
- D. Low-income; and
- E. Meets one or more of the following conditions:
 - 1. Basic Skills Deficient

2. An English Language Learner
3. An Offender
4. Homeless, a runaway, in foster care or has aged out of foster care system, a child eligible for assistance under 477 of the Social Security Act (42 U.S.C), or in an out-of-home placement.
5. Pregnant or parenting
6. An individual with a disability
7. Requires additional assistance to complete an educational program or to secure or hold employment.

WIOA YOUTH PROGRAM ELEMENTS

The full list of the 14 program elements under WIOA section 129(c)(2) consists of:

1. Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential;
2. Alternative secondary school services, or dropout recovery services, as appropriate;
3. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences:
 - A. summer employment opportunities and other employment opportunities available
 - B. throughout the school year;
 - C. pre-apprenticeship programs;
 - D. internships and job shadowing; and
 - E. on-the-job training opportunities;
4. Occupational skill training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area involved, if the Local Board determines that the programs meet the quality criteria described in WIOA sec. 123;
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
6. Leadership development opportunities, including community service and peer- centered activities encouraging responsibility and other positive social and civic behaviors;
7. Supportive services;
8. Adult mentoring for a duration of at least 12 months that may occur both during and after program participation;
9. Follow-up services for not less than 12 months after the completion of participation;
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Services that provide labor market and employment information about in- demand industry

- sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
14. Activities that help youth prepare for and transition to post-secondary education and training

WIOA Youth Program Vendors

As of June 2016, the REB has service delivery contracts with the follow youth programs

Out of School Programs

- New England Farm Workers Council- Springfield and Holyoke
- YWCA-Springfield
- Square One

In-School Programs

- Baystate Springfield Educational Partnership
- Holyoke Public Schools
- New North Citizens Council
- Pathfinder Regional High School
- Valley Opportunity Council

State-Funded Youth Programs

School-to-Career/Connecting Activities

<http://www.massconnecting.org/>

2014 Annual Report: <http://www.rebhc.org/wp-content/uploads/2015/02/Connecting-Activities-FY14-Annual-Report.pdf>

Budget Line Item: 7027-0019; \$2.75M State-wide (FY 2014)

Impacted Youth (Hampden County): 1,115 (FY 2014)

Connecting Activities (CA) is a Massachusetts Department of Elementary and Secondary Education (ESE) initiative that leverages a statewide infrastructure to support “college and career readiness” for all students. The CA line item in the state budget establishes public-private partnerships through the 16 local workforce investment boards (WIBs) to connect schools and businesses. These partners provide structured work-based learning and career development experiences for students that support academic and employability skill attainment.

Hampden County Partnership

Springfield School-to-Career Partnership

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donovanju@springfieldpublicschools.com

River West Schools
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River East School-to-Career Partnership (Wilbraham/Palmer Area)
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Holyoke School-to-Career Partnership
Teresa Beaulieu
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Chicopee School-to-Career Partnership
Kara Blanchard
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kblanchard@chicopeeps.org

YouthWorks

YouthWorks is a state-funded youth employment program for teens and young adults aged 14 to 21 living in low-income communities across Massachusetts. YouthWorks increases the employment of teens through partnerships that prepare, coach, and support teens in job search and job success.

During the summer, participants work up to 25 hours per week at public, private, and nonprofit worksites. Participants also take part in job-readiness workshops to help them acclimate to their jobs. In many cases, a YouthWorks placement serves as a young person's first job.

<http://commcorp.org/initiatives/program.cfm?ID=25>

Budget Line Item: At Risk Youth: YouthWorks (7002-0012) 2014

Program: YouthWorks Summer and Year-Round

Program Budget: \$12 million (State-wide)

Benefits: Provides young people between the ages of 14-21 with work experience for 6 weeks during the summer months. In FY14, 660 youth placed in work experiences throughout Hampden County.

- 20% of contract must go to youth who are court involved, aging out of foster care or homeless
- Provide is for youth who reside in the cities of Springfield, Holyoke, Westfield and Chicopee

The Safe and Successful Youth Initiative

<http://commcorp.org/initiatives/program.cfm?ID=72>

The Safe and Successful Youth Initiative is a multi-faceted strategy for reducing youth violence in Massachusetts. Using a public health and public safety approach, it is specifically tailored to address gaps in services for young men aged 14 to 24 that are identified as being "proven risk" or at the highest risk for being perpetrators of violence.

The Safe and Successful Youth Initiative (SSYI) provides funding to cities to implement a coordinated intervention strategy in partnership with community-based organizations, education, training, and workforce development programs that also include street outreach, trauma counseling, and case management support.

The goal is to ensure that a full continuum of services are provided and coordinated in each city and are reaching the young men most likely to commit and/or be victims of violence.

Recommendation

With an emphasis on disconnected youth in the WIOA system and high unemployment rates for youth in Springfield, it is important that the city work with the REB and the career centers into the development and implementation of youth initiatives. The importance of the Adult Literacy initiatives crosses over here as young adults can take advantage of both adult and youth programs. Connections begin within the community and CBO's to begin this process. Creation of OJT's and apprenticeship training in partnership with employers and educational institutions are significant to the success of strategy development.

Community-Based Organizations

Community based organizations (CBO's) are nonprofit groups that work at a local level to improve life for residents. The focus is to build equality across society in all streams - health care, environment, quality of education, access to technology, access to spaces and information for the disabled, to name but a few. The inference is that the communities represented by the CBO's are typically at a disadvantage. CBO's are typically, and almost necessarily, staffed by local members - community members who experience first-hand the needs within their neighborhoods. Besides being connected geographically, the only link between staff members and their interests is often the desire and willingness to help. Occupational skill sets and experience are greatly diverse.

The tightrope upon which stability balances in this type of organization is being stretched taut, as the role of the CBO is extended to new lengths. Governments are increasingly delegating responsibility to CBO's and relying on them to gather local concerns, develop, plan, and help deliver solutions. CBO's are storehouses, gatekeepers, of local information obviously valuable for their own purposes, but this data is also useful to other organizations and government agencies. The role of CBO's is becoming knowledge management - to compile, sort, store and retrieve local data. Technology is increasingly becoming more important to this function, to manage daily business operations, but also to develop innovative solutions, given restrictive budgets, limited personnel available, and new demands for services and information. Technology is being used to bring in the voice of the community members, through public participation and input. Applications include mapping of community landmarks and services by locals, providing environmental baseline and change measurements, and identifying concerns common throughout the community.

There are hundreds of CBO's in the greater Springfield area. For the purposes of this asset map, we are only including organizations that provide services that impact barriers to workforce development identified in the Working Cities Challenge design process.

Recommendation

The Commonwealth has recognized the importance of CBO's as place- based resources in the workforce development cycle for low income residents. Initiatives are moving forward to integrate these organizations into career development strategies and the city should also adopt this strategy in its initiatives.

	Agency	Target Population (s)	Career Readiness	Financial Literacy	Adult/Youth Literacy	Transportation	Housing	Other
1	AISS (After Incarceration Support System)	Formerly incarcerated	X				X	Case management
2	Annie's House, MHA.	Chronically homeless women						
3	Arise For Social Justice	Low income population						
4	Center for Human Development	Youth/Adults	X	X	X	X		DYS Programs, Clinical
5	Dress for Success	Women						Business Apparel
6	Gandara Center	Ethnic Minorities with mental health disorders	X		X		X	Computer literacy, Therapy, vocational training
7	Goodwill Industries	People with special needs and barriers to employment	X					
8	HAP Housing	Low income population	X	X			X	Home buying programs
9	Hartspring Foundation, Human Resources Foundation (Big Brothers Big Sisters of Hamden County)	At risk children						Mentorship
10	Home City Housing	Low income/ vulnerable population		X	X		X	
11	Housing First Program (Springfield Housing Authority)	Low income population	X	X	X		X	Computer training
12	Human Resource Unlimited	People with mental and physical disabilities/ disadvantaged population	X			X		
13	Human Resource Unlimited Move to Work	People with disabilities	X					Soft skills for job readiness
14	Human Resource Unlimited-Lighthouse	People with mental illness	X		X		X	
15	Jump Start HCC	Unemployed/Unskilled	X					Certificate program
16	Junior Achievement	Youth/Adults	X	X				College Planning
17	Mass Rehab Commission	People with disabilities	X					Disability insurance
18	Mom Squad/Square One	Mothers who are homeless/at risk of homelessness	X					Childcare vouchers
19	New England Business Associates	Individuals with disabilities	X					Post-secondary education
20	Scattered Sites Shelter/NEFWC	Homeless families					X	
21	Secure Jobs Connect	Homeless single mothers	X				X	Financial support
22	SMOC	Low income population/ Female ex-offenders	X		X		X	Child care
23	Soldier On	Veterans	X	X			X	Financial assistance
24	Spfld Housing Authority	Low income population	X	X	X		X	Computer training
25	Springfield Family Support Program	Low income population			X			
26	Springfield Partners for Community Action	Low income population		X				Scholarships
27	Suit Up Springfield	Young Men						Professional Apparel
28	Square One	Low income population						Child care
29	Tech Foundry	Low income youth						Computer training
30	The Consortium-bridging the Opportunity Gap	Young adults	X					
31	Training Resources of America	Youth/Adults	X		X			Vocational training
32	Westover Job Corps Center	Low income youth	X		X			
33	Work Opportunity Center	Individuals with disabilities	X			X		
34	YMCA of Greater Springfield	Youth/Adults	X	X			X	
35	YWCA of Western MA	Low income women	X		X		X	Facility based employment
Total Providing Services			24	9	11	3	14	23

Conclusion

A comprehensive look at key components of workforce development has been presented in this document. Recommendations have been made at strategic points in the various chapters to emphasize topics in developing a workforce strategy. This document focuses on career development, not creating a training program, with an emphasis on career readiness, adult literacy, utilizing existing resources and collaboration with the existing workforce system for long term impact for our residents.

Two similar but distinct models have been presented for review and comparison. One model, the Springfield Works, will be implemented but is unproven while the second model, the AQCP, has been implemented in ten cities nationally but is still only two years old.

Data has been presented on industry and occupation projections, where residents work and how many jobs are lost to residents that do not reside in Springfield. In addition, data has been provided on real-time occupational demand and what technical skills, essential (soft) skills and certifications are in demand for these occupations.

Data is provided on educational requirements and skills analysis as individuals begin at entry level occupations that provide low income wages and progress to occupations that require more experience, higher levels of skill and certification, but that can provide a mid-level, family sustaining income.

The importance of both integrated and stand-alone career readiness program, especially for individuals with little or no work experience was presented. The importance of the soft skills and how in some cases they take precedence over the technical skill requirements of employers was demonstrated in the Wanted analytics tables in this document.

Finally, the importance of youth programs and strategies to impact and engage young adults that are disconnect from the labor force and education are discussed. Initiatives and state and federal resources through the REB and its partners are detailed along with innovative initiatives.

This document is not meant to be a stand-alone plan. The design, development and implementation of workforce development strategies should be done in collaboration with the REB, the career centers, employers, community based organizations and of course, the residents of the city of Springfield.

References

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2010-2014 American Community Survey 5-Year Estimates