

GNBWIB: ARRA FINAL

Part C: Youth Program

Section A: please provide one or two paragraphs of narrative response to each question.

A. PROGRAM PERIODS	
1) Briefly summarize local plans to implement programming between February 17, 2009 and June 30, 2011. Use the different time frames listed below to guide your response. In addition, approximate the local area's spending rate in percentage in each timeframe. (Attach a Board approved plan of action, with timelines, for spending the ARRA funding between if available).	
February – April 2009	<p>1) Please include information on planned enrollments, as listed in Attachment G, Chart 4, as you respond to these questions.</p> <p>The GNBWIB's Youth Council Director met with the framework provider, New Directions Southcoast, Inc., in February to discuss outreach strategies and design a preliminary course of action. The Youth Council Director and framework provider determined that ARRA funding would provide jobs for up to an additional 500 area youth and cover costs associated with supervision. The framework provider began distributing Workforce Investment Act (WIA) youth applications the first week in February, far in advance of the usual March launch date, to accelerate the application dissemination process and to allow additional time for eligibility determination. Media outreach also began in February, with the local newspapers alerting people to the expected influx of federal funding for youth summer jobs.</p> <p>In addition, the Youth Council Director addressed the entire Youth Council at its February meeting, and advised the Youth Council that the first step in the outreach process was a Request for Response (RFR). The RFR explained ARRA and the need for youth employment slots. It was designed to be a simple tool for businesses and other organizations to submit to the WIB, indicating the type of work available, the number of youth desired, the need for supervisory personnel, as appropriate, and any special job requirements. The RFR was publicized through press releases, reporter coverage, and radio interviews as well as through flyers distributed throughout the region. It was also posted on the WIB's website.</p> <p>New Directions developed an outreach strategy in March 2009 that included the surrounding communities. Housing developments, community based organizations, schools, and youth organizations were given copies of the application to distribute. They were also provided with information on eligibility requirements as well as contact information for New Directions' Eligibility</p>

GNBWIB: ARRA FINAL

	<p>Department. Also in March, the GNBWIB sponsored a bidders' conference for the annual youth in-school and out-of-school RFP. The current vendors, as well as a number of potential vendors attended. Extensive discussion took place relative to stimulus dollars and how those dollars would mesh with regular funding. The RFR was also discussed at this meeting.</p> <p>With the support of a working group from the Regional Implementation Team, New Directions scaled back its youth application form from 12 pages to 6 pages in an effort to ease the application process and make it less daunting. The application form is also used for local YouthWorks applicants. The form is on New Directions' website as well as the WIB's.</p> <p>In March, the GNBWIB formed a diverse Regional Implementation Team (RIT), comprised of WIB members, representatives of higher education, economic development, labor, business, community-based organizations, and service providers. Following an initial meeting, working groups were formed to address specific planning for all targeted individuals, including youth. The working group for youth agreed to expand the outreach and awareness effort by engaging a community-based organization to go into more difficult neighborhoods and to participate in a regional information session for the surrounding communities.</p> <p>In April, an information session on ARRA for youth was held. There were over 30 organizations represented. The RFR was discussed in depth, and the attendees were notified that the WIB was drafting an RFP for stimulus youth programming. Questions from the meeting were posted on the website, as was TEGL 14-08, and child labor laws.</p> <p>The RFP was issued April 23, with a bidders' conference held on May 5.</p> <p>Approximate Spending Rate = 2% (\$32,000)</p>
<p>May to Sept 2009</p>	<p>In-school youth will be assigned to jobs or programs to begin at the end of the school year. Those jobs and programs will terminate on August 28. Out-of-school youth may be placed as early as the first week of May, and they may work through September 30. Those continuing beyond September 30 must meet all WIA performance criteria. Those participating May 1 – September 30 will demonstrate progress in job readiness through the Work-Based Learning Plan.</p> <p>Approximate Spending Rate = 87% (\$1,350,000)</p>
<p>Oct 2009 to April 2010</p>	<p>From October 2009 until April 2010, it is anticipated that some youth will remain in stimulus-funded jobs or programs and demonstrate continued progress on the job and in job readiness skills.</p> <p>Approximate Spending Rate = 11% (\$169,000)</p>

GNBWIB: ARRA FINAL

May to Sept 2010	
Oct 2010 to June 2011	
2). Describe how the local area will balance the need to spend money quickly to stimulate the economy with the need to provide quality programming to youth served with ARRA/WIA funding?	
Please Describe	<p>The Greater New Bedford region suffers from generally high unemployment and low overall educational attainment. A concerted effort to build job readiness skills among youth as well as other WIA eligible individuals and dislocated workers has been underway for several years. Many of the tools necessary to assess progress in job readiness are in place and have been tried and tested extensively. Therefore, the region is well positioned to gauge progress in accordance with federal requirements.</p> <p>As for outreach, recruitment, and implementation, the GNBWIB has been aggressively positioning itself in preparation for vastly expanded youth participation in summer jobs. The application process, as noted, was commenced fully 7 weeks prior to its usual implementation. Public awareness and business engagement have been underway since early 2009. Many meetings and conversations have taken place over the past several months with interested youth, potential employers, and possible program vendors. The WIB also held a community forum and a special meeting with superintendents, select persons, and economic development entities from surrounding towns in the region to promote the need for worksites for youth. The WIB remains adamant that all jobs and programming must impart significant job readiness skills. The WIB has requested that, whenever possible, all jobs and programming stress environmental awareness, social justice, and financial literacy.</p> <p>Weekly meetings with the framework provider and other outreach sources throughout April and May will ensure that job matches and eligible applicants occur promptly and efficiently. Weekly reporting of summer job experiences is also required. In addition, the framework provider has expanded monitoring efforts to ensure positive youth outcomes and employer/program satisfaction and compliance. Each placement and employer/program will have direct contact with a representative of the framework provider and the WIB.</p>

Section B: please check “yes” or “no” to the question. In the box below the question, provide up to one paragraph of narrative response to each question. Responders should review Training and Guidance Letter 14-08 sections 16C: “Workplace Guidelines” and 19A: “Waivers to Support Youth Services under the Recovery Act”.

GNBWIB: ARRA FINAL

B. WAGES/STIPENDS		Yes	No
1). Will the wages being paid to ARRA/WIA Title I Summer Youth customers meet the Massachusetts minimum wage requirements (TEGL 14-08 Section 16C)? If no describe your policy regarding wages.		X	
Please Describe			
2). Will any ARRA/WIA Title I Summer Program Youth customers receive wages or stipends for the classroom portion of their summer employment? If yes, please describe the board approved policy regarding wages/stipends for classroom portions of the summer employment (TEGL 14-08 Section 16C).		X	
Please Describe	The Youth Council has agreed to pay for ARRA classroom work. Formal discussion on the form of compensation – wages or stipends – is expected to take place at the May 13 Special Meeting of the Youth Council.		
3). Will the local area provide Supportive Services to participants during the summer program? If yes, please describe the board approved policy regarding supportive services.		X	
Please Describe	WIA supports include an extensive referral network as well as assistance with transportation and childcare. The Career Center has an established support service policy for WIA in place and is in the process of reviewing and updating that policy to meet the needs of ARRA-funded programming.		
4). Will the local area use the Work Opportunity Tax Credit (WOTC) as an incentive to employers to hire disconnected youth ages 16-24? If yes, please describe the anticipated process.		X	
Please Describe	The Career Center supplies information on WOTC to employers in the recruitment process.		
5). The Secretary of Labor and Workforce Development has placed a wage cap at \$12 per hour for Title I WIA youth program participants being served with ARRA funds. Will the local area’s wage exceed this standard? (If yes describe your policy regarding wages.)			X

Sections C, D & E: please provide one or two paragraphs of narrative response to the question in the box below each question. Feel free to add up to several more paragraphs as needed. Responders

GNBWIB: ARRA FINAL

should review Training and Guidance Letter 14-08 sections 16 C: “Program Administration” & 16 E: “Program Design Considerations” in conjunction with responses to this section.

C. WORKSITE/EMPLOYER SELECTION	
<p>1). What will the local area do to ensure that participating worksites offer meaningful work experiences for customers that match career interests and aptitudes that are developmentally appropriate and introduce and reinforce the rigors, demands, rewards, and sanctions associated with holding a job (TEGL 14-08 section 16E)?</p>	
<p>Please Describe</p>	<p>Locally, every effort is being made to question youth about job preferences and inherent skills. Most youth also sit for a TABE test, which allows the framework provider to determine academic strengths and challenges and align those strengths and challenges with job openings. Additionally, all employers have been asked to articulate job-specific needs and preferences. In cases where a youth has knowledge of a potential employer, s/he has been encouraged to note that employer on the application. Alternatively, if an employer is aware of a youth or youths that they would like to employ, they have been asked to advise the WIB and/or framework provider. The assessments and Individual Service Strategy (ISS) process will help guide placement decisions, as will personal preferences and history. Regular interaction with the framework provider will offer both the youth and the employer opportunities to discuss the work situation, its successes and challenges. When it is clear that the match is unsatisfactory, efforts will be made in concert with the WIB to either rectify the situation or remove the youth from the job. All youth will receive some pre-employment job readiness guidance. All employers will be advised of the state’s child labor laws and sanctions, and they will receive copies of the laws.</p>
<p>2). Describe how the local area will recruit employers that are committed to helping participants receive the experience and training that is required to meet the work readiness goals set for summer employment participants (TEGL 14-08 Section 16E)?</p>	
<p>Please Describe</p>	<p>Because of an extensive history of employer engagement in New Bedford, the employer recruitment effort is well underway. Additionally, contact with state agencies has been initiated to promote youth jobs in those agencies. The Mayor of New Bedford, as well as a number of surrounding communities, have agreed to create job slots for youth. Continued awareness building efforts are expected.</p> <p>The Work-Based Learning Plan provides guidance to employers in determining and setting work readiness goals, and in documenting progress. The Plan’s utility as an assessment and goal setting tool also benefits the youth. Training in the use of the Work-Based Learning Plan will be provided, with ongoing support to employers being made</p>

GNBWIB: ARRA FINAL

C. WORKSITE/EMPLOYER SELECTION	
	<p>available through Connecting Activities staff.</p> <p>The GNBWIB has articulated – via the media and through its communications with organizations in the community -- its commitment to all employers that a contact person will be available to them throughout the course of the summer employment period. They may share concerns, issues, and successes at any time with the contact person.</p>
<p>3). What actions will the local area take to ensure that work experience arrangements do not unfavorably impact current employees, do not impair existing contracts for services or collective bargaining agreements and the fair selection process for worksites (TEGL 14-08 Section 16E)?</p>	
<p>Please Describe</p>	<p>The RFR and the RFP are clear about these requirements. TEGL 14-08 is posted on the GNBWIB website. In all information sessions, employers, participants, and program providers have been advised that ARRA youth placements may not unfavorably impact current employees, impair existing contracts for services or collective bargaining agreements and the fair selection process. Upon contract execution, employers must attest that they are in compliance.</p> <p>In addition, all area newspaper and radio coverage has addressed this issue, which has assisted in disseminating the information relative to the labor/collective bargaining requirements.</p>
<p>4). What is the local area’s plan to focus services on the neediest youth, including youth at risk of dropping out, youth in and aging out of foster care, youth offenders and those at risk of court involvement, homeless and runaway youth, youth of incarcerated parents, migrant youth, Indian and Native American youth, and youth with disabilities (TEGL 14-08 Section 16E), see also section G?</p>	
<p>Please Describe</p>	<p>WIA youth programming in the Greater New Bedford area has traditionally focused on the most at-risk youth. Strong partnerships have been established with many agencies, including DYS, DCF, DMH, MRC, the schools, and the courts. The RIT has representatives from some of these agencies, and the framework provider maintains regular contact with these partners. In addition, the region’s Shared Youth Vision strategy will result in a standard referral form tied to a centralized data base to ensure continued oversight and service provision for the area’s most at-risk youth.</p> <p>For ARRA, expanded urban outreach was undertaken in order to penetrate New Bedford’s most difficult neighborhoods. Those conducting the outreach are very familiar with the residents and the barriers confronted by the residents. The augmented and expanded penetration of these areas has been very successful in circulating applications, recruiting applicants, and explaining eligibility and the ramifications of summer earnings on other benefits. In addition, the expanded effort has ensured that the area’s most at-risk are</p>

GNBWIB: ARRA FINAL

C. WORKSITE/EMPLOYER SELECTION	
	<p>being approached and informed.</p> <p>In outlying communities, the outreach effort is typically more challenging. The schools have been the primary point of contact, with significant emphasis on explaining the eligibility process. There is a noteworthy cultural divide between the urban center of this workforce region and the surrounding suburban and rural communities, with far fewer youth and their families in the outlying areas demonstrating a willingness to discuss and/or disclose their financial status. As a result, in addition to the broad outreach convened by the WIB throughout the region, a number of clergy and school department personnel have been specifically approached to work with the GNBWIB and New Directions in recruiting youth from these outlying communities.</p>
<p>5). What is the local area’s plan to provide age appropriate work experiences for the various youth cohorts including younger youth (ages 14 – 18) Older Youth (ages 19 – 21) and Young Adults (ages 22 – 24) (TELG 14-08 section 16E)?</p>	
<p>Please Describe</p>	<p>All youth will be assessed by the framework provider. The assessment provides fundamental information on each individual’s capabilities and, therefore, each person’s ability to function and learn in a given work environment. In addition, the young people are asked to highlight job preferences and situations, which can assist the framework provider in placement decisions.</p> <p>The use of the Work-Based Learning Plan (WBLP) is another tool in determining age-appropriateness of placements and experiences because it allows for the establishment of job-specific criteria. The specialized job requirements of each job can be articulated in this section of the WBLP, with the goal of aligning those requirements to the age, experience, and maturity level of the individual. For example, critical thinking, problem solving, and initiative are more likely to be reasonable goals and objectives for older workers, even if those older workers have little world of work experience. For younger workers, a focus on punctuality, reliability, appropriate attire, and courtesy – while expected of all youth workers – would be more in line with an individual whose sole actual work experience occurs during the summer program.</p> <p>For younger youth, the experiences will likely be in groups. City clean up, youth programs targeting the green economy and sustainability, and combined classroom and work experience programs are some examples. Older youth may also participate in group programming, as the individual employment slots will be allocated to older youth first.</p> <p>Recruiting and retaining older youth and young adults has been a priority of the outreach effort for summer jobs. Most employers seek youth over age 18, as there are fewer restrictions on their placement and hours of work. With a number of manufacturing</p>

GNBWIB: ARRA FINAL

C. WORKSITE/EMPLOYER SELECTION	
	<p>concerns and other employment venues in which heavy and/or dangerous equipment is a integral part of the work experience, no one under 18 may be retained.</p> <p>The outreach effort has also targeted schools that can offer both group programming and individual job slots for older youth. Area hospitals, nursing homes, certain businesses within the business park, and local non-profits, do not hire youth under the age of 18. New Directions has been working to identify older youth and young adults that match employer-delineated criteria.</p>

D. FRAMEWORK SERVICES	
	<p>1). Please describe the local area processes and organizational responsibility for determining eligibility including use of the 5% window.</p>

GNBWIB: ARRA FINAL

<p>Please Describe</p>	<p>New Directions Southcoast, Inc., the framework provider, has primary responsibility for eligibility determination under WIA, with a completely organized and efficient Eligibility Department in place to answer questions and assist individuals in obtaining supportive documentation. New Directions works closely with the schools and with numerous community-based organizations to provide detailed information and assistance in application dissemination, completion, and submission.</p> <p>To comply with ARRA regulations, the WIB developed and issued a separate Youth Frameworks RFP and held a bidders conference. Provisions were made to allow the existing frameworks provider to apply. In addition, any other applicant must agree to work hand-in-hand with the existing Frameworks provider and adopt certain procedural aspects of existing services that keep the process streamlined.</p> <p>Concurrently, the local outreach effort has been vastly expanded and accelerated. A significant part of the outreach program entails informing the public, employers, and organizations about eligibility determination, the application process, and the supportive documentation requirements associated therewith. Personal contact with outlying communities has also been an important aspect of outreach under ARRA, with significant effort going into educating schools, employers, and youth about eligibility.</p> <p>Locally, the 5% window for youth is employed. Not more than 5% of youth participants in the GNBWIB catchment area may be individuals who do not meet the minimum income criteria to be considered eligible youth, if such individuals are within one or more of the following categories: School dropout, basic skills deficient, behind grade level, pregnant or parenting youth, individuals with disabilities, homeless or runaway youth, offender, serious barriers to employment, such as someone who requires additional assistance to complete an education program or to secure and hold employment. Eligibility criteria for the 5% window include a self-certification form, attendance records, a dropout letter, telephone verification, or other verifiable sources as appropriate. Also, school records, standardized test scores, doctor's note/diagnosis, hospital birth records or a physician's or psychologist's note and/or statement (for parenting teens), Veteran's Administration letter, statement from a shelter or social service agency, vocational rehabilitation letter, court documents, police records, letter from probation officer, letter of parole, referrals from other agencies.</p>
<p>2). What tool(s) will the local area consider appropriate for the objective assessment and flexibility for</p>	

GNBWIB: ARRA FINAL

documenting the individual service strategy of youth served with ARRA/WIA funds during the summer months. (TEGL 14-08 section 16E)?	
Please Describe	<p>The framework provider uses the TABE test for all candidates, as appropriate. All out of school youth sit for the TABE. The WBLP will be used to document progress in work readiness skill acquisition. The Individual Service Strategy (ISS) will be developed with information gleaned from the TABE, from personal history, and from the identification of any supportive services necessary for each youth. ARRA does not require a full objective assessment and comprehensive ISS as is normally required under WIA, it is the intention of the GNBWIB to develop an ISS that will articulate age-appropriate career goals, given assessment results, any school information, and the youth’s personal insights. Since the ISS is not a static document, but rather a dynamic tool that can be modified as necessary, employer and program operator feedback may be included in ISS modifications as deemed necessary. Outcomes identified through the WBLP may also be integrated into the ISS.</p>
<p>3). How will the assessment tools described in question 2 assist in determining which of the program design elements will be part of the summer program (refer to Part F of this plan for list of program design options)?</p> <p>Each participant’s performance on the assessment will assist the framework provider in determining the program design elements that will best serve the participant and provide the most enriching experience. Employers have been asked to clearly specify job requirements so that effective matches, based on employer needs and youth capability, can be made. New Directions and the GNBWIB will facilitate open and continuous contact with employers and programs, thus ensuring appropriate alignment of youth and jobs.</p> <p>The RFR and the RFP both request a “green” focus, whether that focus be on sustainability, conservation, pollution, marine science, environmental awareness, or alternative energy, depends on the program’s overall goals and objectives. In instances where the youth lack fundamental academic skills or require additional academic support, programs offering classroom components have been encouraged. Group training models have been effective on a local level for a number of years, with a solid emphasis on service learning, team work, and such job readiness skills as punctuality, personal responsibility, courtesy, and problem solving.</p>	

E. ADMINISTRATIVE READINESS
<p>1). What staffing plan is in place in order to implement the ARRA/WIA between February 17, 2009 and June 30, 2011? Please describe and enumerate the positions at the LWIB, Framework Service Provider and Vendors including those necessary to determine eligibility for a larger number of youth. In addition</p>

GNBWIB: ARRA FINAL

E. ADMINISTRATIVE READINESS	
describe any training that is planned for new staff.	
Please Describe	The Framework provider, in anticipation of a significantly augmented summer program, began recruiting staff in the early spring. Additional staff has been retained to assist in the recruitment and eligibility phases of the summer programming; in addition, four additional individuals will be retained to oversee summer ARRA programming. DCS has increased its personnel at the Career Center, freeing up Career Center staff who were assisting with the heavy traffic experienced during the economic downturn. As a result, several Career Center staffers have been reassigned to assist in the summer effort as well. Additional outreach assistance was procured as well. Vendors have been encouraged to hire supervisory personnel to meet increased enrollments/programming and have begun their needs assessments and recruiting effort.
2). What plans are in place to ensure the local area will be able to spend at least 30% of funding on out of school youth as required by WIA (TEGL 14-08 section 6 C)?	
Please Describe	An augmented focus on outreach to out-of-school youth was launched in February and continues as a result of the need to meet the 30% spending requirement. New Bedford has a very high dropout rate, so significant emphasis has been on recruiting out-of-school urban youth. Significantly expanded and accelerated outreach into targeted neighborhoods has also resulted in sharply higher out-of-school recruitment.
3). What are the plans for monitoring (fiscal and program) the ARRA/WIA project through June 2011? Please describe specifically monitoring plans during the summer (TEGL 14-08 Section 9). Attach a fiscal and program monitoring schedule with timelines.	
Please Describe	In compliance with WIA regulations at 20 CFR 667.410, regular oversight and monitoring of WIA and Wagner-Peyser employment services activities is undertaken. The oversight and monitoring ensures compliance with programmatic, accountability, and transparency provisions, or underscores where such components are lacking so that they may be addressed promptly and thoroughly. The WIB's monitoring program will be enhanced and broadened to permit frequent and comprehensive ARRA/WIA monitoring and oversight of the ARRA funded programs this summer. Technical assistance will be available as needed. The GNBWIB's current monitor has prepared a tentative plan for regular monitoring. This plan will be modified as funding awards are finalized and programs are implemented. If necessary, additional personnel will be assigned to the monitoring and oversight effort. The GNBWIB's CFO will be requiring weekly reports on monitoring activities, outcomes, and any and all corrective action identified. To maintain transparency, this information will be provided to the WIB's Finance & Performance

GNBWIB: ARRA FINAL

E. ADMINISTRATIVE READINESS	
	Measurement Committee for review, and to any other parties deemed applicable.
4). Will the local area have the capacity to operate the ARRA/WIA program and the regular WIA program concurrently and will there be any foreseeable problems spending the funds before June 2011?	
Please Describe	<p>We do expect to have the capacity to run both programs concurrently. The Youth Council Director and New Directions have held information sessions with current program operators and others to encourage the development of new programming in support of ARRA. In addition, significant emphasis has been placed on partnership building among providers to expand offerings and increase capacity. There has been extensive media coverage of ARRA and the summer youth jobs program; in addition, a number of information sessions have taken place to inform the public and to encourage youth and employer participation.</p> <p>Locally, many employers view ARRA as an opportunity to assist an at-risk youth in obtaining much-needed job skills without detriment to their tenuous bottom lines. There is significant employer interest in participating. In addition, a number of youth programs that have been reluctant to participate in the regular WIA program, either because they find the proposal process daunting or because they do not believe they can provide all 10 WIA elements, are expected to submit proposals under ARRA. This may, in fact, demystify the process for potential vendors going forward.</p> <p>The region's high dropout and unemployment rates translate to large numbers of youth in need of jobs and job skills training. During this latest economic downturn, the trend has been to sharply increased teen unemployment as more adult dislocated workers secure jobs once targeted to younger, less experienced workers. However, the ARRA funding reduces the financial burden on businesses, which many are finding appealing. There is no shortage of eligible youth in the region. Outreach efforts have been vastly expanded to penetrate more neighborhoods and the surrounding communities. Because of this expansion and the need for significantly greater numbers of eligible youth, a concerted and enhanced effort began in March and continues. It is expected to continue through the month of May. The other great challenge lies in the documentation process. The outreach effort has had a renewed focus on supporting individuals who lack the necessary documentation and ensuring that school personnel and staff in community based organizations are aware of the documentation needs and how to obtain the documents.</p>
5). Massachusetts has requested specific waivers from USDOL which have not yet been approved in time for this plan. Which of these does the local area anticipate implementing for the ARRA/WIA program (ITA's for youth, framework/Follow up non-procurement, ARRA procurement flexibility, use of the work readiness for indicator for 18 - 24 after the summer only)? (if none enter N/A).	

GNBWIB: ARRA FINAL

E. ADMINISTRATIVE READINESS	
Please Describe	N/A

Section F: please check all of the boxes that describe your program design. In addition, in the boxes at the bottom of the lists please provide a one paragraph description for each type selected. Feel free to add up to several more paragraphs if needed. Responders should review TEGL 14-08 sections 16 E: “Program Design Considerations”.

F. PROGRAM DESIGN		Check here if Yes
1). Please indicate by check mark the type of program model that will be incorporated into the local ARRA youth program.		
Incorporating green work experiences		X
Connections to registered apprenticeship		X
Integration of work-based and classroom-based learning activities		X
Academic and occupational linkages		X
Continued services supporting older/out-of-school youth during non-summer months		X
Pre-apprenticeship models		X
Group Training/Group Worksites		x
21 st Century Skills		X
Other -- ESOL		X
Other		
Please Describe	Green work experiences were requested in both the RFR and the RFP. A review of the submissions suggest that summer work will include farms (agriculture and soil productivity, animal husbandry, green building), beautification projects (plantings, community gardens, clean-up projects), some training in land reclamation, weatherization, and structured learning opportunities that cover energy conservation, energy efficiency, alternative energy, and environmental stewardship. The Greater New Bedford region	

GNBWIB: ARRA FINAL

has an ongoing “green” focus, with economic development activities targeting green manufacturers, companies that implement strategies designed to reduce the carbon footprint, and firms that can provide a green jobs pipeline for the area’s population. The City of New Bedford formed a Sustainability Task Force well over a year ago to look at city buildings and housing and explore ways to make them efficient and green. The WIB has been aggressive in disseminating information on green resources and is developing “green” as an ongoing focus.

Registered Apprenticeships – Apprenticeships have fallen off recently, in the wake of the downward shift in demand for those occupations. It is anticipated that other stimulus efforts will fuel the trades and spark renewed interest in apprenticeships. The Career Center works with a number of businesses that provide registered apprenticeships and continues to connect youth with appropriate trades and opportunities. Some of these businesses will likely hire youth under ARRA. As the summer progresses, it is anticipated that youth who would be successful in an apprenticeship will be identified.

Integration of work-based and classroom-based learning activities – All bidders proposing a classroom component have been asked to highlight how that instruction correlates to the actual work experience. In addition, bidders are required to focus on job readiness skills. Using the Work-Based Learning Plan as a guide, and in some instances incorporating proven curriculum (New Directions’ job readiness and retail certification programs; Hampden County’s Youth Job Readiness Curriculum), classroom experiences must provide instruction on the associated job (e.g., environmental awareness for a job program involving beautification) as well as job readiness skills (punctuality, dependability, communication, etc.).

Academic and occupational linkages are also required of program vendors. The vendors are proposing to highlight the academic preparation required for success on the job, in the field, and on the relevant career track. New Directions will also have information available to program participants on education and training opportunities that relate to specific job opportunities. For out-of-school youth in particular, there will be an emphasis on identifying educational and/or training opportunities that will enhance employment viability. For in-school youth, linkages to math and science will be made in a

GNBWIB: ARRA FINAL

number of programs, and ELA will be a strong element of the communication focus that is incorporated into the WBLP.

Continued services supporting older/out-of-school youth during non-summer months will be available through New Directions and the Career Center. Through ARRA the youth will gain valuable summer employment experience, which will give them some job history. The GNBWIB has a number of vendors that serve the older out-of-school population, providing educational and training opportunities throughout the year. The Youth Council is committed to providing as many services as possible after the Sept. 30 end date. The Career Center and New Directions also provides a number of wrap-around services (e.g., transportation, childcare), which will continue as well.

Pre-apprenticeship models have been discussed with area business leaders and with the Regional Implementation Team of the WIB and are considered a significantly important mechanism to train youth in a chosen field. Some of the bidders are using this type of model to gauge interest and commitment.

Unlike adult apprenticeships, during which apprentices work and receive training under a skilled tradesperson and additional classroom instruction, most pre-apprenticeships allow students to begin registered apprenticeships while still in high school. In their senior year, students have a part-time job and enter into a registered apprenticeship slot in their industry of choice and then continue apprenticeship training after graduation. In the pre-apprenticeship model, formal linkages between secondary education programs and registered apprenticeships are essentially limited to early entry for high school students into established programs. There is commonly little articulation or integration between industry, business and secondary education institutions. However, with the expanded discussion on the value of the pre-apprenticeship model, and the linkages to the emerging green sector, further exploration and implementation is anticipated.

Group Training/Group Worksites – Group trainings were identified by the Regional Implementation Team as a valuable, efficient tool for ARRA dollars. Weatherization/Construction is one such offering; the other is ABE/ESOL with a formal job readiness curriculum. The former addresses the growing need to train and position workers to meet increased demand for weatherization while providing them with

GNBWIB: ARRA FINAL

	<p>tangible skills that complement and transfer among other construction and building jobs. The latter addresses the non-English speaker’s need to communicate effectively on the job and to have the skills necessary to be successful on the job. The weatherization/construction groups will have classroom training as well as on-site instruction at a variety of areas throughout the region.</p> <p>21st Century Skills – The GNBWIB has made 21st Century Skills a necessary component of all youth programming. Recognizing that classrooms and training programs provide the rudiments, the WIB acknowledges that success in the workplace hinges on individuals’ ability to function as a team, to be problem solvers and creative thinkers, to have technical and financial literacy, to have global awareness, to be leaders, to stay healthy, and to respect their environment, among other things. All present youth vendors must demonstrate how they incorporate 21st Century Skills into curriculum and programming; all ARRA bidders have been asked to do the same.</p> <p>ESOL—The growing population of non-English speakers in the area has created an increased need for ESOL opportunities. Employers have expressed concerns about safety in regard to employees who are unable to read English signs or follow directions in English. Likewise, the non-English speaker is less likely to make an inquiry or receive a satisfactory response to a question if the question cannot be properly phrased and posed. Several youth vendors have bilingual staff and can support the non-English speaker. If a youth is identified as having difficulty communicating in English, New Directions has the resources to refer the youth to ESOL classes.</p>	
2). Please indicate which of the 10 program elements will be provided as part of the summer jobs program?		
Tutoring, Study Skills Drop Out Prevention		X
Alternative Secondary Education		X
Summer Employment		X
Work Experience		X
Occupational Skills		X
Leadership Development		X

GNBWIB: ARRA FINAL

Supportive Services	X
Adult Mentoring	X
Comprehensive Guidance and Counseling	X
Follow Up Services	
Please Describe	<p>New Directions consistently works with WIA youth to provide tutoring, study skills, and dropout prevention assistance. For summer programs, any youth needing these services will have an opportunity to partake of them; they will also be given guidance for these services available through the school during the school year.</p> <p>Alternative secondary education opportunities can be identified through the schools and through New Directions as well. However, many of the surrounding communities are unable to offer alternative secondary education opportunities. As a result, these opportunities will be limited primarily to New Bedford students.</p> <p>Summer Employment is the goal of the program and job slot solicitations. All employers and programs will use the WBLP as a goal setting and assessment tool for job readiness, which is the only required outcome under ARRA.</p> <p>Work Experience is the other fundamental goal of the summer ARRA effort. With a performance outcome of work readiness, all youth will exit the summer program with an idea of their on-the-job performance, their successes and their challenges. They will also have a job history and some tangible experience.</p> <p>Occupational skills are included in every job opportunity and every proposed program. Job readiness is the necessary outcome; however, skill attainment and exposure to career opportunities are significant components. These skills will also be documented in the WBLP.</p> <p>Leadership development, part of a 21st century skills agenda, will be incorporated into programming and is an integral part of successful job readiness skills acquisition.</p> <p>Some funding for supportive services has been set aside for the summer jobs program, including money for bus passes and childcare.</p> <p>Employers taking on a youth for the summer have been encouraged to pair the youth with another employee for training purposes. New Directions staff will also be available to youth participating in the summer jobs program.</p> <p>Comprehensive guidance and counseling will be available to all participants through New Directions, the Career Center, and some potential vendors.</p>

GNBWIB: ARRA FINAL

	<p>Follow services may be available to out-of-school youth, depending on funding. In-school youth will be followed by the schools, which have strong connections to the framework provider.</p>
<p>3). How will the local area determine if and when 12 month follow-up will be required for youth being served with the ARRA funds during the summer period(s) of May 1 through September 30, (TEGL 18-08 section 16E)?</p>	
Please Describe	<p>Once the youth have been placed in employment or a program, there will be an analysis of the youth needs. There will be ongoing interaction between programs, employers, and New Directions. This will allow for identification of youth in need of follow up. Funding may be allocated for such follow up if it is determined by mid-summer that follow-up will be necessary.</p>
<p>4). What will the local area do to prioritize veterans or their spouses who are eligible for the ARRA/WIA Title I youth services (TEGL 14-08 section 16C)?</p>	
Please Describe	<p>The existing framework provider has a strong focus on veterans in the area and works closely with area veterans' agents. With the procurement for an ARRA Frameworks provider, applicants are required to submit proposals that demonstrate and commit to working closely with the existing frameworks provider to ensure services are streamlined.</p> <p>Outreach to veteran's agents has been ongoing and is expected to continue with more veterans returning home to jobs that have disappeared and/or with health issues. The ARRA age increase to 24 will translate to significantly greater numbers of veterans seeking employment assistance, training, or placement. Working with other state agencies, veterans will continue to receive priority for job placement and support services.</p>
<p>5). How will the local area ensure there are opportunities for those older and out of school youth that are not returning to school after September 2009 to reconnect into academic or occupational or other training opportunities (TEGL 14-08 section 16E)?</p> <p>Connections to apprenticeship opportunities will be a focus for those youth who choose not to return to school. Ongoing interaction with Career Center Job Developers will assist this population as well. In addition, the GNBWIB has made it a priority to expand Career Center services to employers on a significant scale. This expansion will assist job developers in pursuing appropriate job matches for youth well beyond Sept. 30, 2009.</p>	

GNBWIB: ARRA FINAL

Section G: please indicate the planned number of enrollments of youth who are referred by Massachusetts youth serving agencies. In addition, in the box at the bottom of the list please provide up to one paragraph of narrative description for each agency indicated. Feel free to add up to several more paragraphs if needed. Responders should review TEGL 14-08 sections 6 “Key Recovery Act Provisions” and 16 E “Program Design Considerations” and reference any association with Pathways to Success by 21 (P21) if applicable.

G. CONNECTIONS TO STATE YOUTH SERVING AGENCIES		Planned Enrollments
Department of Children and Families		TBD
Department of Mental Health		TBD
Department of Transitional Assistance		TBD
Department of Youth Services		TBD
Massachusetts Rehabilitation Commission		TBD
Massachusetts Juvenile or Family Court		TBD
Other		
Other		
Please Describe		

Section H: please check all of the boxes that indicate what work readiness goals will be used for the summer employment program. In addition, in the boxes at the bottom of the lists please provide a one paragraph description for each type selected. Feel free to add up to several more paragraphs if needed. Responders should review TEGL 17-05 attachment B “Work Readiness Skill Goal” definition, in conjunction with responses to this section.

H. WORK READINESS INDICATOR			
<u>Skill Group</u>	<u>Documentation Source</u>	<u>Specific Work Readiness Goals</u>	Check here if Yes
Career Readiness	Local Decision	World of work awareness	X

GNBWIB: ARRA FINAL

H. WORK READINESS INDICATOR			
<u>Skill Group</u>	<u>Documentation Source</u>	<u>Specific Work Readiness Goals</u>	Check here if Yes
Skills		Labor Market knowledge	X
		Occupational Information	X
		Values Clarification	X
		Career Planning	X
		Job Search Techniques	X
Work Ethic and Professionalism	Mass Work Based Learning Plan	Daily Living Skills	x
		Attendance and Punctuality	X
		Workplace Appearance	X
		Accepting Direction/Criticism	X
		Motivation and Taking Initiative	x
		Workplace culture, policy & safety	X
Communication & Interpersonal Skills	Mass Work Based Learning Plan	Speaking	X
		Listening	X
		Interacting with Co-Workers	X
		Speaking	X
Other	WBLP	Job Specific Criteria	X
Other	Other	Other	
Other	Other	Other	
Please Describe	Will be using actual MA Work Based Learning Plan (WBLP). See WBLP for descriptions.		
1). What pre-employment workshops or work readiness curriculum will be instituted to provide youth a baseline for entering worksites and achieving the work readiness outcome? Please consider career			

GNBWIB: ARRA FINAL

H. WORK READINESS INDICATOR			
<u>Skill Group</u>	<u>Documentation Source</u>	<u>Specific Work Readiness Goals</u>	Check here if Yes
center seminars, vendor curriculums, or work experiences models.			
Please Describe	The Career Center will host a number of pre-employment work readiness workshops for youth. All workshops will begin with “ice breakers” to bring the groups together and encourage dialogue and interaction leading to group activities and team projects. These workshops will discuss all the foundation skills and how mastery will impact success on the job. The youth will be required to attend these workshops if they wish to continue on in an employment arena, as their attendance and performance will be indicators of their self-discipline and commitment. They will be apprised of the need to attend and participate.		