



**2006-2007 BRIDGING THE OPPORTUNITY GAP:
JOB READINESS AND EMPLOYABILITY INITIATIVE**

Report issued by the
Commonwealth Corporation for the
Massachusetts Department of Youth Services

SEPTEMBER 2007

TABLE OF CONTENTS

- Executive Summary** 3
- Overview of Initiative** 4
 - Background 4
 - The Funding Strategy: Regional Employability Pilots & Competitive Grant Process 5
 - Program Elements 5
 - Technical Assistance Strategy 6
- Three Sector Strategy: Vocational Training, Community-based Organization’s & Workforce Investment Board (Career Center) Strands** 7
 - The Vocational Pilot Program Strand 7
 - The Workforce Investment Board (WIA) Youth Council/Career Center Strand 10
 - The Community & Faith-based Organization Employability Strand 12
 - Strategies Comparison Chart 14
- Initiative’s Program Impact** 16
 - Overall Participant Profile for Bridging the Opportunity Gap 16
 - Quantitative Impact on Participants 17
 - Qualitative Impact on Participants 17
- Challenges to Pilot Program Effectiveness** 18
- Effective Program Practice: Lessons Learned** 20
- Policy & System Level Considerations** 23
- APPENDICES** 25
 - A. Participant Data 25
 - B. Geographic Location of Program Participants 27
 - C. Grant Technical Assistance Strategy 28
 - D. Grant Reporting Requirements 30
 - E. Grantee Meeting - 2007 32
 - F. Sample Curriculum Outline 34
 - G. Sample Reward and Incentive Structure 36
 - H. Grantee Contact Info 37

BRIDGING THE OPPORTUNITY GAP INITIATIVE REPORT

Executive Summary

In 2006, the Massachusetts Department of Youth Services (DYS) received funding from the Massachusetts State Legislature to address the career readiness and employability needs of DHS clients. To address the intent of this funding, DHS, in conjunction with Commonwealth Corporation, a statewide workforce development agency, collaborated on a statewide initiative referred to as the “Bridging the Opportunity Gap”. These funds were specifically targeted to serving youth, who, upon the completion of their DHS short or long term treatment, were transitioning back to their home community and reporting to local DHS community reentry centers. Fourteen pilot projects were funded, enabling a range of youth-serving organizations to develop and implement effective career readiness activities that provide “bridges” to employment for youth in the custody of DHS.

The four statewide outcomes that this funding addressed:

- **Expanding DHS Capacity:** Improving community connections to enable DHS staff, particularly those serving DHS Community and Neighborhood Reentry Centers to link to community employability resources (such as Career Centers, non-profit and grassroots employability services, social services and education opportunities);
- **Three Sector Strategy:** Increasing the capacity of DHS regions to identify and create partnerships with a) vocational technical high schools; b) community and faith-based organizations; and c) workforce investment boards and career centers – all with the intent of expanding and leveraging existing vocational, employability and education resources to youth in DHS custody;
- **Statewide and Regional Approach:** Establishing fourteen pilot employability and/or vocational training programs in each of the five DHS regions (Northeast, Metro, Central, Southeast and Western) to serve youth in the community phase of their DHS experience; and
- **Improving Client Transitions to the Community:** Increasing the number of DHS clients who receive career readiness and employability/vocational training experiences and placements during the Community Reentry Phase.

Overall Impact of the Bridging the Opportunity Gap Initiative

The Bridging the Opportunity Gap programming served 255 youth – 90% of whom were male and 10% of whom were females between January and June 2007. The overall completion rate was 55%. The majority of youth were aged 16–18 with an average age of 16.9 years old. 48% of the youth were high school drop-outs, 28% were enrolled in high school and 21% seeking their GED.

The Initiative’s funding was designed and administered in record time. With barely six months for programs to receive and begin program operations, the initial data indicates promising results. Over 250 DHS clients were initially recruited and engaged in some level of career development and employability activities. While the funding did not seek specific employment outcomes, by the end of the funding period, many youth had exposure to work-based learning activities, including job shadowing (9% or 22 participants), internships (29% or 95 participants), part time employment (36% or 91 participants), and full time employment (4% or 11 participants).

“The Commonwealth Corporation funding has added another dimension to our ability to help our (DYS) students by providing them with a community-based experience which has enhanced their comfort level in settings outside of our school walls. What had been off grounds for them or unattainable has suddenly become available to them and has brought them an added sense of acceptance and well-being. This program has opened doors and let in the light of opportunity for our students.”

- Administrator, The Mast School (a DHS Community Transition School), Lynn Public School District

“I liked the fact that it (the pilot program) made me out to be somebody and actually want to do something with my life.”

- Program Participant, Massachusetts Opportunity Council Pilot Program

OVERVIEW OF INITIATIVE

Background

In 2006, the Massachusetts Department of Youth Services (DYS) received funding from the Massachusetts State Legislature to address the career readiness and employability needs of DHS clients. Overall, \$900,000 of state funding was allocated to meet the goals of this initiative – \$600,000 targeted to regional vocational/employability pilot programs and \$300,000 for the “Bridging the Opportunity Gap” competitive grant funding (formerly referred to as “EET” funding). In October of 2006 DHS turned to its statewide partner, Commonwealth Corporation (CommCorp) to develop a statewide strategy for the distribution of these funds specifically targeted to serving youth, who, upon the completion of their DHS short or long term treatment, were transitioning back to their home community.

For the past five years DHS has partnered with Commonwealth Corporation (CommCorp) through a joint collaboration referred to as the LEED educational initiative. The LEED initiative is an effort to support and strengthen education and workforce development for youth involved with the DHS continuum of care. CommCorp was a natural partner to assist with the development of this statewide employability initiative since the intent of the funding aligns with CommCorp’s mission to provide a range of quality career pathways for the Commonwealth’s youth and adults. In particular, CommCorp was able to draw upon the following resources to support this project:

- Strong connections to the Workforce Investment Act (WIA) youth system, career centers and youth providers that provide services and additional funding to serve DHS youth;
- Existing connections to resources, funding and regional strategies developed through the regional Pathways to Success by 21 process to serve DHS youth;
- The expertise of the Massachusetts Department of Workforce Development which strengthened the workforce development program focus and policy reach of this funding; and
- Connections to Massachusetts Department of Workforce Development Summer YouthWorks funding and other local grant funding (such as Massachusetts Executive Office of Public Safety Shannon Grants) to build upon these pilot project efforts and sustain efforts to link youth to on-going job training and work-based learning opportunities.

DYS Statewide Goals and Indicators of Success for Funding

DYS and CommCorp developed a strategic framework to guide the design and implementation of this initiative. Four statewide goals were identified to serve as foundation of the employability initiative and to help guide the distribution of this funding, including:

- **Expanding DHS Capacity:** Improving community connections to enable DHS staff, particularly those serving DHS Community and Neighborhood Reentry Centers to link to community employability resources (such as Career Centers, non-profit and grassroots employability services, social services and education opportunities);
- **Three Sector Strategy:** Increasing the capacity of DHS regions to identify and create partnerships with a) vocational technical high schools; b) community and faith-based organizations; and c) workforce investment boards and career centers – all with the intent of expanding and leveraging existing vocational, employability and education resources to youth in DHS custody;
- **Statewide and Regional Approach:** Establishing fourteen pilot employability and/or vocational training programs in each of the five DHS regions (Northeast, Metro, Central, Southeast and Western) to serve youth in the community phase of their DHS experience; and
- **Improving Client Transitions to the Community:** Increasing the number of DHS clients who receive career readiness and employability/vocational training experiences and placements during the Community Reentry Phase.

In addition to the statewide goals, DHS and CommCorp identified three statewide “indicators of success” to strive for by the end of Fiscal Year 2007. These success indicators included:

- Each DHS region hosts an educational and vocational training pilot program that provides career readiness and vocational training opportunities to at least 20 youth in at least one city in each region;
- A minimum of 100 youth currently in the custody of DHS are involved in at least twenty weeks of career readiness and vocational training; and
- 15% of the youth in the pilot programs enter a structured internship or workplace experience by the completion of the pilot program.

Funding Strategy: Regional Employability Pilots & Competitive Grant Process

DYS and CommCorp refer to all of the fourteen pilot programs included in the Fiscal Year 2007 funding belonging to the “Bridging the Opportunity Gap” initiative (also referred to as “the Initiative”). In order to promote a creative mix of pilot projects, two approaches were used to distribute the \$900,000 of vocational and employability funding. The first funding approach enabled each of the five regional DHS directors to identify and support vocational and employability efforts connected to their Community Reentry Centers. The other approach was a competitive grant process to encourage the development of workforce connections with workforce investment boards, career centers, community and faith-based organizations and public vocational high schools. The Request for Proposal for the Bridging the Opportunity Gap competitive grant process can be found at www.commcop.org/dys.

Regardless of the source and approach for distributing funding, all fourteen selected pilot sites adhered to the statewide goals and indicators of success for funding. In addition, Commonwealth Corporation developed a set of common program elements, reporting requirements and a strategy for providing technical assistance that was consistently applied across all sites. The next section of this report describes the specific program elements that guided the development of the programs at each of the fourteen pilot sites.

Program Elements

The purpose of each of the funded pilot programs was to foster innovative approaches to providing job readiness, job training and employment services that engage and motivate youth, are tailored to the unique needs of youth who are in DHS custody, and are currently being served by DHS Community Re-entry Centers. Each of the fourteen pilot sites that received funding were encouraged to think creatively about how to design and deliver services that blended the services and skills of their partnering organizations to deliver effectively job readiness and employment services in combination with wrap around services that are delivered in a supported, youth friendly manner.

CommCorp and DHS required that each pilot program include the following program elements:

- The ability to effectively recruit and retain youth involved in the reentry phase of DHS;
- Hiring and/or identification of pilot program staff who have a demonstrated interest and enthusiasm for working with youth in DHS custody;
- A focus on individual motivation and life skills training;
- Career, life skills and job readiness curriculum that support personal motivation and transformation and is oriented to the learning needs of youth;
- Use of “hands-on” and project based learning opportunities that prepare youth for employment;
- Case management of individual needs;
- Sign-off of the grant application by a DHS CRC director or regional director;
- Placement in vocational and occupational learning opportunities; and
- A range of pre-employment experiences such as internships, job shadowing and mentoring.

In addition, pilot programs were strongly encouraged to include these following program elements:

- Mentoring services to connect youth with caring adults;
- Tutoring for youth, when necessary, in basic literacy and numeracy required for pre-employment experiences and job placement;

- Use of an appropriate career interest inventory, vocational aptitude or assessment tools (including the Massachusetts Work-based Learning Plan) for all internship and employment experiences;
- Linkages to the workforce investment board region's Pathways to Success by 21 initiative and resources; and
- Placement and support in employment opportunities.

The Bridging the Opportunity Gap program design also emphasized the need for participating agencies to place a priority on hiring and involving staff who are skilled and excited about working with urban youth. This focus on the “caring adult” connection and its positive impact on DYS clients were reflected in anecdotal information provided in many of the final program summaries from participating pilot sites.

Finally, the long term intention for these grant funds was the design and delivery of a set of innovative pilot programs, focused on high quality career and job readiness and pre-employment services, that leverage lasting relationships and access to the services and resources of a range of community, local, governmental and educational organizations that have not traditionally served or benefited DYS youth. CommCorp believes that new alliances have been developed by combining these state funds with an opportunity to build new community collaborations that increase the pool of employment talent and benefit the lives of youth who have not traditionally had access to important career development and employability opportunities.

Technical Assistance Strategy

In order to support the implementation of the fourteen pilot projects Commonwealth Corporation identified a team comprised of seven staff members (including staff of the Workforce Investment Act youth team) – Janet Daisley, Monique Miles, Kathy Rho, Amewusika Sedzro, John Niles, Florrie Reddish and Almanzia Opeyo – to coordinate oversight, data collection and general project support to the fourteen sites. The purpose of the technical assistance strategy was to:

- Provide individual support to the pilot projects:
 - Develop an understanding and working relationship with funded organizations and their staff;
 - Assure that funding was implemented in alignment with the Bridging the Opportunity Gap goals;
 - Connect project staff with employability resources (curriculum, site visits to similar funded projects) and access to DYS regional staff that could improve the effectiveness of the pilot project;
- Ensure that data and reporting requirements were implemented by each pilot site; and
- Develop a statewide network of organizations, agencies and people committed to creating innovative programming and emerging practice that would support the effective transition of DYS clients.

CommCorp carried out the technical assistance strategy by assigning staff members to pilot sites to implement a series of technical assistance site visits. A description of Commonwealth Corporation's technical assistance strategy for the Initiative can be found in the Appendices section (Appendix C) of this document.

In addition, CommCorp staff developed a secure, web-based database to collect both individual participant data as well as overall program goals and results. This database was “password protected” and provided a simple, yet effective method for tracking FY 07 program results. Please refer to Appendix D for a further description of the specific reporting requirements required for each pilot site. In addition a copy of the Individual Program Summary Form and the Individual Participant Data Form can be found at www.commcorp.org/dys.

The last element of the technical assistance strategy was to gather all fourteen pilot programs for a daylong event to share emerging practice in regard to models that effectively address the employability needs of DYS youth. CommCorp convened this event on May 1, 2007 and each of the fourteen pilot projects was represented at the statewide meeting. The event was both inspiring and informative and enabled program staff from across the state to share strategies for recruiting, retaining and effectively servicing the human development and employability needs of DYS youth. The agenda for this event can be found in Appendix E.

THREE SECTOR STRATEGY

Vocational Training, Community-based Organizations & Workforce Investment Board (Career Center) Strands

The Vocational Pilot Program Strand

Youth in three DYS regions (Western, Northeast, and Metro) participated in four pilot programs that were partnerships with vocational technical high schools.

These sites included:

- Putnam Vocational Training Program
- Lynn Vocational Technical High School
- Lawrence Vocational Technical High School
- Madison Park High School, Roxbury

These vocational pilot programs made use of vocational technical high schools during after-school hours. Shops generally ran for 2-3 hours in the afternoon for 3-4 days per week. In all instances, certified vocational instructors were employed to work with small groups of DYS clients. These programs offered a range of vocational shops and targeted vocations that were likely to be accessible to DYS clients upon program completion. Programs generally did not incorporate shops that were required a high number of hours on participation for professional licensing (such as cosmetology, plumbing and electricity) and concentrated more on vocational shops that were likely to employ DYS youth who had attained some minimum competencies (auto body, auto mechanics, graphic arts, culinary arts, carpentry and metal fabrication). Most programs also provided a range of career development and life skills curriculum to assist participants with pre-employment skills such as resume development, interviewing skills and job application assistance.

“The Culinary Arts Program is a great example of the way our grant leveraged funds to maximize clients services. The DYS grant covered costs of the program including instructors, materials, and administration. Our (GLEC administered) program provided coordination, youth career counseling, case management and youth stipends. The RFK staff, which are the monitors at the Lawrence CRC, provided youth supervision and transportation. The collaboration of these three agencies created a seamless service to our youth.”

*- Program Coordinator,
GLEC Pilot Program*

Each program worked with their DYS Community Reentry Center to access caseworker support, community monitors and other DYS staff (such as the CRC vocational coordinator in Springfield) to help enhance attendance, ensure security and provide connections to parents and guardians. All of the programs provided a range of incentives – including uniforms, stipends and food. One program, the Putnam Vocational Training Program also required students to open bank accounts and program staff worked closely with Hampden Bank to provide zero balance checking accounts that included Automatic Teller Machine cards for participants.

TYPES OF VOCATIONAL SHOPS OFFERED

Vocational Shop Offerings	Putnam Vocational Training Program	Madison Park High School	Greater Lawrence Educational Collaborative (GLEC) Vocational Pilot	Lynn Vocational Technical Institute
Auto Body	X			
Auto Mechanics	X			
Culinary Arts	X		X	X
Graphic Arts	X			
Metal Fabrication		X		X
Machining				X
Painting/Landscaping			X	
Plumbing		X		
Building Maintenance		X		
Electrical		X		
OSHA Safety		X		

VOCATIONAL PROGRAM LOGISTICS

Name of Program	Hours Per Week	Weeks
Lynn Vocational Technical Institute	8	16
Madison Park High School	12	12
GLEC Vocational Program	6	9
Putnam Vocational Training Program	9	16

THE VOCATIONAL PILOT PROGRAM STRAND

Name of Program	Youth Participants		Goals & Outcomes	Partners
	Enrolled	Completed		
Madison Park High School, Boston Public Schools	17	6 35%	<ul style="list-style-type: none"> Vocational training in plumbing, carpentry, building maintenance & culinary arts OSHA certified training 	Boston Public Schools
Lynn Vocational Technical Institute & Mast School, Lynn Public Schools	19	6 35%	<ul style="list-style-type: none"> Academic (English Language Arts) & vocational training that meets the Massachusetts Curriculum and Vocational Frameworks Vocational training in machining, metal fabrication & culinary arts Student stipends & academic credit 	Lynn Community Reentry Center Straight Ahead Ministries Lynn Public Schools
Putnam Vocational Training Program, Springfield	34	15 44%	<ul style="list-style-type: none"> Career and workplace readiness curriculum resulting in Workplace Readiness Certificate (recognized by Hampden County employers) SAGE – aptitude, skills, temperament, learning styles and interests Vocational exploration and training in carpentry, graphic arts communication, sheet metal fabrication, culinary arts and automotive technology Connection to GED services at MCDI Placement in internships and employment 	DYS Community Reentry Center Corporation for Justice Management Hampden Bank DYS Western Region Massachusetts Career Development Institute Center for Human Development
Greater Lawrence Technical High School & Greater Lawrence Educational Collaborative	23	12 52%	<ul style="list-style-type: none"> Vocational assessment and career counseling Individual job readiness plans and case management Harrington O'Shea CDM Work Readiness workshops Culinary Arts Program and Painting and Landscaping Shop Internship and work experience opportunities 	DYS Community Reentry Center RFK Children Action Corp Valleyworks Career Center

The Workforce Investment Board (WIA) Youth Council/Career Center Strand

Youth in two DYS regions (Northeast and Southeast) participated in four pilot programs that were partnerships with workforce investment boards and/or career centers.

These sites included:

- Metro SouthWest Regional Employment Board, Framingham
- Greater New Bedford Workforce Investment Board
- Bristol Workforce Investment Board, Fall River and Taunton
- Old Colony YMCA, Brockton

Historically, the WIA youth system has been limited in its' ability to effectively serve DYS clients. WIA youth providers have identified a range of barriers in serving DYS youth, including difficulty in establishing eligibility (through incomplete paperwork such as birth certificates or social security numbers); inconsistent attendance, retention, and difficulty of client follow-up of this population of youth in WIA programs; and poor overall performance outcomes related to DYS clients program completion. These barriers have limited DYS client's entry into WIA youth job readiness and employability programming opportunities and have resulted in limited or non-existent WIA youth program services for DYS clients.

These pilot funds presented an opportunity to bridge these barriers and establish relationships, credibility, community connections and coordinated services between DYS clients, DYS Community Reentry Centers and WIA youth providers and career centers. A number of these projects also took advantage of the growing movement to provide career center services in a more youth friendly environment – Future Skills Institute in Framingham is an example of this trend.

All of these projects took the approach of recruiting participants by working closely with DYS district managers, caseworkers or other CRC staff. Recruitment often took place during the thirty days prior to release in order to identify youth who were eager and ready for community transition assistance. The intent and focus of this strand of programs was to provide DYS clients with job readiness and career development skills. Most sites implemented a set of structured workshops and training sessions that focused on a range of career and life skills curriculum (including materials specifically attuned to a juvenile justice population as well as a range of published and adapted materials). A sample curriculum outline from the Metro Southwest Regional Employment Board's Future Skills Institute can be found in Appendix F and provides a snapshot of how this program element was structured.

Youth also received case management or case referral services from program staff, including assistance with transportation, appropriate clothing for employment, food during program hours and referral to social services when necessary. All four of these projects connected youth to pre-employment (internships, structured work-based learning and job shadowing) and/or employment opportunities. Stipends were provided to youth as incentives to attendance and continued learning through all programs. Finally, all participating youth were provided with the Massachusetts Department of Education Work-based Learning Plan, which provides youth with a set of "soft" skill and employability goals along with measuring progress in training specific, agreed upon job competencies.

“Overall, the program has been considered a high success by the collaborating partners. Seventeen youth within a population considered to be one of the most difficult populations to serve received job readiness training and are now connected to the Career Center. Thirteen youth received direct work experience and on the job training. All youth who participated in the program received stipends for their time which greatly contributed to the outstanding retention rate of the youth participants.”

- Youth Services Manager, Greater New Bedford Workforce Investment Board

THE WORKFORCE INVESTMENT BOARD PILOT PROGRAM STRAND

Name of Program	Youth Participants		Goals & Outcomes	Partners
	Enrolled	Completed		
Bristol Workforce Investment Board	19	7 37%	<ul style="list-style-type: none"> • Career exploration activities/Career Center Orientation • Job readiness training (Necessary Skills Workforce Curriculum) • Job shadowing • Internships and employment • Individual coaching and case management 	Fall River Department of Youth Services Taunton Department of Youth Services Career Centers of Bristol County (Tauton & Fall River)
New Bedford Workforce Investment Board	17	17 100%	<ul style="list-style-type: none"> • Subsidized pre-employment training • Subsidized employment • Employment services in connection with the One-Stop Career Center • Participation in Youth Career Expo at Career Center 	DYS Community Reentry Center Key Program New Directions Inc/P21 Greater New Bedford One-Stop Career Center
MetroSouthwest Regional Employment Board	13	9 69%	<ul style="list-style-type: none"> • Referral process in conjunction with DYS caseworkers • Job readiness skills • TABE (ability to participate in employment) • CDM (Harrington-O'Shea) Interest Inventory • Mentoring Opportunities • Supported internships and employment 	DYS Community Reentry Center City of Marlborough Town of Framingham
Old Colony YMCA, Brockton	14	14 100%	<ul style="list-style-type: none"> • Work readiness certificate curriculum • Pre-employment training • TABE • Career Planning Profiler • Use of MDOE Workbased Learning Plan • Guest speakers and field trips • Employment placement 	DYS Community Reentry Center Catholic Charities

The Community & Faith-based Organization Strand

Youth in four DYS regions (Northeast, Central, Metro and Western) participated in six pilot programs that were partnerships with community and faith-based organizations.

These sites included:

- Corporation for Justice Management, Springfield
- Youth Opportunity Boston
- Montachusets Opportunity Council, Fitchburg
- ROCA, Inc., Chelsea
- Straight Ahead Ministries, Lynn
- Center for Human Development, Springfield

These six pilot programs focused on career readiness and pre-employment training with a special emphasis on the “whole” individual and providing strong human and social services supports to promote youth success. Most of these programs used a case management approach to service delivery. Participants entered the program and completed a Participant/Individual Service plan that identified goals, interests and existing youth assets. While job readiness and employability was the focus of these pilots, there tended to be additional personal motivation, leadership, life skills training and case management integrated into the overall experience.

The MOC program summary notes “The DYS population is a challenging population to work with due to their environmental factors. The partners work very closely together to keep communication open regarding each participant and the best way we can work together toward the individual’s success.” This statement reflects this strand’s holistic, individualized service delivery approach toward participant success. In the same vein, Straight Ahead Ministries hired a caseworker to help students with their personal issues (school, job, drivers permit, college, social life, etc).

ROCA’s program model is based on the understanding that DYS committed youth have tremendous difficulty in getting and retaining work. ROCA’s model is focused on deliberately increasing a young person’s capacity, over time, to move through the states of change that will sustain behaviors for success at work and live self-sufficiently and out of harm’s way. ROCA uses an intensive case management model based on helping young people move through a series of stages, including: Pre-Contemplation, Contemplation, Preparation, Action, Sustaining and Relapse. ROCA’s employment model consists of both creating an intensive case management relationship with youth (including life skills programming) as well as a program of employment readiness, pre-employment programming, transitional employment and job placement and retention. Many of the pilot program participants learned about ROCA’s model at the May 1st Statewide Workshop and were highly interested in this holistic approach to helping young people develop skills as well as recognizes the human capacity for relapse and transformation. This strand’s pilot programs reflect an emphasis on creative case management while still maintaining long-term sustainability of employment for DYS clients.

“Our collaboration with the Broderick House of Holyoke also turned out to be a win-win partnership. Not only did they provide an excellent source of Hispanic female mentors, but they also offered a number of community-based employment opportunities which participants of the project themselves recognized as valuable because they were servicing the very neighborhoods the youth came from. Working in conjunction with the Holyoke Community Reentry Center was also extremely useful and productive because it immediately established a community centered base of operations which allowed for tracking of participants, classroom space, a pickup and drop off zone and even an adequate hall for holding a graduation.”

– Program Staff, Center for Human Development

Comparison of the Sector Strands

A Strategies Comparison Chart is provided on page 18 which provides data addressing participant profiles and results across the three sector strands. The Workforce Investment Board strand’s data show the highest completion rates, followed by the CBO and Vocational pilot strands. The WIB strand data also showed a higher percentage of drop-outs, the highest number of youth living in one parent families and the lowest number of youth entered in GED programs. These personal variables might suggest that the youth participating in the WIB strand were most in need of employment skills and were also enrolled in programs that had the most direct approach to pre-employment and employment opportunities. What the data doesn’t indicate is the level of retention of the WIB strand youth who maintained jobs over a sustained period of time. While it is too early to conjecture which of these three strategies had the most lasting impact on DYS clients, the data and results suggest that all three approaches were effective in addressing the pre-employment needs of youth.

COMMUNITY & FAITH-BASED ORGANIZATION PILOT PROGRAM STRAND				
Name of Program	Youth Participants		Goals & Outcomes	Partners
	Enrolled	Completed		
Corporation for Justice Management	11	5 35%	<ul style="list-style-type: none"> • Career and job readiness activities (job shadowing) • Internships and Job placement • MAST (Multilevel Academic Service Test) • Career Exploration Inventory EZ • Completion of Hampden County Career Readiness Certificate 	Career Point New England Farm Workers Council (WIA vendor)
ROCA, Inc, Chelsea Note: ROCA’s program is a multi-year effort at personal transformation so they do not consider “completion” possible in a six month pilot program.	25	1 4%	<ul style="list-style-type: none"> • Weekly reentry groups for youth in the Connelly DYS facility who will soon be released • Power Source curriculum (life skills and emotional literacy) • Pre/post test for Street Smart, Power Source and Substance Abuse Curriculum • TABE Locator (reading/math) • Pre-employment skills training and re-entry training (based on restorative justice model) • Case management of youth • Transitional employment 	DYS Community Reentry Center Employment Resources, Inc. Department of Social Services Phoenix Charter Academy North Suffolk Mental Health Services
Montachusets Opportunity Council, Fitchburg	8	7 88%	<ul style="list-style-type: none"> • Life skills, decision making and leadership skills • Pre-employment activities including job and career readiness and job search skills • Job training, job shadowing, structured internships and development of work-related competencies • Internships and employment 	DYS Community Reentry Center Fitchburg Public Schools Spectrum North Central Workforce Investment B0.1875oard

COMMUNITY & FAITH-BASED ORGANIZATION PILOT PROGRAM STRAND				
Name of Program	Youth Participants		Goals & Outcomes	Partners
	Enrolled	Completed		
Center for Human Development	10	9 90%	<ul style="list-style-type: none"> Workplace skills, beliefs and behaviors through the delivery of workplace readiness skills curriculum Mentoring Work experience at Riverbend Furniture Company 	DYS District Manager Broderick House, Holyoke Riverbend Furniture Company
Youth Opportunity Boston	25	23 92%	<ul style="list-style-type: none"> On-site intervention in detention facilities/CRC's Stabilization, case management and support services Academic remediation, job readiness training TABE Career Interest Inventory Internships and transitional employment 	DYS Community Reentry Center Hull Life Saving Museum GED Plus Notre Dame Academy
Straight Ahead Ministries	20	8 40%	<ul style="list-style-type: none"> Career assessment Career readiness curriculum Vocational training in specific industries (camera, video equipment, small business, landscaping, airbrushing and graphics/silkscreening) Mentoring with employers around professional behaviors 	Lynn Camera Public Access TV Station Children's Law Center North Shore Career Center Gorilla Printing Johnny Rodriguez Airbrushing Co.

STRATEGIES COMPARISON CHART STRAND				
Vocational Pilots vs. Community-based Organizations vs. Workforce Investment Boards				
	Vocational Pilots	CBOs	WIBs	TOTALS
Total # of Youth	93	98	64	255
Completed Program (% = completion rate)	39 (42%)	52 (53%)	48 (75%)	139
GENDER				
Male	81 (87%)	90 (92%)	58 (91%)	229
Female	11 (12%)	8 (8%)	6 (9%)	25
EDUCATIONAL STATUS				
Graduated High School	2 (2%)	5 (5%)	6 (9%)	13
Dropped Out of School	23 (25%)	32 (33%)	40 (63%)	95

STRATEGIES COMPARISON CHART STRAND				
Vocational Pilots vs. Community-based Organizations vs. Workforce Investment Boards				
	Vocational Pilots	CBOs	WIBs	TOTALS
RACE/ETHNICITY				
African-American	24 (26%)	27 (28%)	23 (36%)	74
Latino(a)	36 (39%)	39 (40%)	6 (9%)	81
Caucasian	9 (10%)	14 (14%)	22 (34%)	45
Asian	12 (13%)	12 (12%)	1 (2%)	25
Multi-Ethnic/Other	6 (6%)	3 (3%)	12 (19%)	21
LIVING SITUATION				
w/Two Parents	17 (18%)	23 (23%)	9 (14%)	49
w/Single Parents	45 (48%)	38 (39%)	41 (64%)	124
w/Legal Guardians	0	4 (4%)	2 (3%)	6
W/Relative	7 (8%)	7 (7%)	9 (14%)	23
Foster Care	6 (6%)	2 (2%)	1 (2%)	9
Independent	1 (1%)	3 (3%)	1 (2%)	5
Other	1 (1%)	7 (7%)	1 (2%)	9
HIGH SCHOOL STATUS				
In High School	38 (41%)	23 (23%)	11 (17%)	72
In GED Program	15 (16%)	29 (30%)	9 (14%)	53
In Transition School	5 (5%)	15 (15%)	1 (2%)	21
Not in School	20 (22%)	18 (18%)	1 (2%)	39
In Middle School	2 (2%)	2 (2%)	0	4
Occupational Program	3 (3%)	1 (1%)	0	4
EMPLOYMENT STATUS				
Mentoring	3 (3%)	48 (49%)	2 (2%)	53
Job Shadowing	7 (8%)	15 (15%)	0	22
Internship	15 (16%)	39 (40%)	19 (30%)	73
Part-time Employ	3 (3%)	67 (68%)	21 (33%)	91
Full-time Employ	5 (5%)	2 (2%)	4 (6%)	11
MCAS STATUS				
Has NOT taken MCAS	27 (29%)	40 (41%)	24 (38%)	91
DYS BEHAVIORAL CHANGE				
Decreased	8 (9%)	11 (11%)	22 (34%)	41
Increased	12 (13%)	24 (24%)	20 (31%)	56
No Change	46 (49%)	16 (16%)	21 (33%)	83

INITIATIVE'S PROGRAM IMPACT

“An evaluation was conducted after the graduation ceremony that consisted of written comments from the participants as well as a discussion about the program. The group expressed very positive feedback about the program, what they learned and the overall positive impact of the program for them. One unexpected response was that the program helped them come to know other people very different from themselves, as it was a very ethnically diverse group. Money was clearly the greatest motivator for them.”

– Program Director,
Montachusett Opportunity Council

Overall Participant Profile for Bridging the Opportunity Gap

The overall Bridging the Opportunity Gap programming served 255 youth – 90% of whom were male and 10% of whom were females between January through June 2007. The overall completion rate was 55%. The majority of youth were aged 16 – 18 with an average age of 16.9 years old. 48% of the youth were high school drop-outs, 28% were enrolled in high school and 21% seeking their GED.

PARTICIPANT PROFILE DATA	
Total # of Youth	255
# Who Completed Program	55%
Average Age	16.9
High School Dropouts	48%
RACE	
African-American	74 (29%)
Latino(a)	81 (32%)
Caucasian	45 (18%)
Asian	25 (10%)
Multi-Ethnic/Other	21 (8%)
PARTICIPANT LIVING SITUATION	
w/Two Parents	49 (19%)
w/Single Parents	124 (49%)
w/Legal Guardians	6 (2%)
w/Relative	23 (9%)
Foster Care	9 (4%)
Independent	5 (2%)
Other	9 (4%)

Quantitative Impact on Participants

The Initiative's funding was designed and administered in record time. With barely six months for programs to receive and begin program operations, the initial data indicates some promising results.¹ Over 250 DYS clients were initially recruited and engaged in some level of career development and employability activities. While the funding did not seek specific employment outcomes, by the end of the funding period, many youth had exposure to work-based learning activities, including job shadowing (22 participants), internships (95 participants), part time employment (91 participants), and full time employment (11 participants). For additional quantitative data on both individual programs and the overall program data, please see Appendix A.

WORK-BASED LEARNING OUTCOMES	
EMPLOYMENT STATUS	NUMBER OF PARTICIPANTS
Mentoring	53 (21%)
Job Shadowing	22 (9%)
Internship	73 (29%)
Part-time Employment	91 (36%)
Full-time Employment	11 (4%)

Qualitative Impact on Participants

Program summaries, from the various pilot sites reported the following impacts for youth:

- An increased sense of self esteem, self confidence and personal motivation related to interactions with pilot program staff and other caring adults involved with the pilot program;
- The establishment of productive relationships developed with instructors (especially those serving in vocational programs), program staff and importantly, other youth participating in the BOP program;
- The MAST School noted an improvement in DYS's image in the community and an increased interest in school district personnel (outside of Lynn) willing to consider the re-enrollment of DYS youth;
- Engagement in productive, “hands-on” activities” that increase youth engagement in learning and rekindle interest in connecting to the traditional labor market;
- Development of marketable skills that can be used and expanded upon in the workplace and other educational settings;
- Development of “soft skills” that will support maturity and ability to connect to the traditional labor market; and
- Better awareness of opportunities in the community that are now promoted by the CRC's.

¹ The Putnam Vocational Training Program (MCDI) began service delivery in October 2007.

CHALLENGES TO PILOT PROGRAM EFFECTIVENESS

While much of the qualitative and quantitative data collected reflects a high degree of success and program effectiveness, it is important to note the barriers, or areas of challenge, faced in implementing these pilot programs. These issues included:

- **Safety and Security:** Many programs identified the importance of safety and security in gathering diverse groups of DYS clients together. As the program manager of Boston Youth Opportunity notes, “Safety remains our top challenge, since 75% of YOB members are currently gang-affiliated, working with DYS, Boston Police Department and other partners to ensure safety for all is key.” For programs, such as the Putnam Vocational Training Program, that operate in large, urban high schools, the need for clear and visible safety precautions is essential. As Putnam’s program coordinator notes, “Security is starting to be a concern now that the program has expanded to the ‘B wing of the high school’. Most of the time there is no staff in that area. It is a challenge to have enough staff coverage”
- **Attendance:** Inconsistent participant attendance was reported across many program sites. Numerous reasons were provided for this barrier – revocation, AWOL, lack of transportation and lack of engagement and follow-through by participants. As program staff of the Putnam program note, “Transportation with the CRC van is great for it really helps keep the attendance high”. Furthermore, staff from the Center for Human Development’s pilot commented, “Revocation impacts project success rates. This is why it is imperative that DYS staff are involved throughout the process”.
- **Fear and Resistance of Partnering with DYS:** Two programs noted that identifying community partners for the program was difficult due to negative perceptions and concerns about working with the DYS population. The “fear factor” often made it difficult to promote the program, engage employers and other community-based organizations, and convince career centers that DYS clients would not destabilize the work or organizational environment.
- **Lack of Access to DYS Services:** One program noted that since the youth participating in these programs are often “older” DYS youth (17 and 18 year olds) there is an on-going need to provide DYS “extension of services”.
- **Lack of Access to Basic Education Services:** A number of pilot programs noted that program participants often bring a low level of literacy and numeracy skills. CommCorp’s data shows that for those participants who dropped out of high school, they left school in either 8th, 9th or 10th grade. 9th grade was the cited as the most common year for drop-outs. Participating youth experienced difficulty filling out timed, on-line employment applications and lacked a academic skill level that might ensure future career success.

The Initiative’s Effectiveness at Meeting the Statewide Indicators of Success

As this report indicates, DYS was successful in meeting its four goals for this Initiative, including:

- Expanding DYS Capacity
- Three Sector Strategy
- Statewide and Regional Approach
- Improving Client Transition to the Community

In addition, data points to a high degree of success in meeting the three indicators of success identified by CommCorp and DYS, including:

Success Indicator 1:

Each DYS region hosts a educational and vocational training pilot program that provides career readiness and vocational training opportunities to at least 20 youth in at least one city in each region.

- ▶ **Results:** The five DYS regions, except Central (with 8 participants), had high numbers of participants. The Northeast region (75 participants) with Lawrence and Lynn each meeting the success indicator. The Metro region (97 participants) with Boston meeting the success indicator. The Southeast region (50 participants), and the Western region (61 participants) with Springfield meeting the success indicator.

Success Indicator 2:

A minimum of 100 youth (statewide), currently in the custody of DYS, are involved in at least twenty weeks of career readiness and vocational training.

- ▶ **Results:** Over 250 youth entered into the Initiative’s programming and 139 participants completed all program components.

Success Indicator 3:

15% of the youth in the pilot programs enter a structured internship or workplace experience by the completion of the pilot program.

- ▶ **Results:** 29% of participants engaged in an internship; 36% engaged in part-time employment and 4% engaged in full time employment.

EFFECTIVE PROGRAM PRACTICE

Lessons Learned & Recommendations for Fiscal Year 2008

1 Incentives for Youth Participation: Incentives, such as stipends, hourly wages or gift cards were a powerful tool to motivate and engage students toward meeting specific goals and pre-employment outcomes. In this year's funding, CommCorp specifically did not recommend the range or types of wage or stipends or incentives as a way of learning more about what types of incentives are most useful for youth engagement.

“The greatest incentive was receiving payment for program participation.”

– Program Director, Montachusets Opportunity Council Pilot Program

► **Recommendation for FY 08 Funding:** Data collected from the program reports indicates that in the next round of funding stipends should a) continue to be used as they are a powerful tool for youth motivation and seem to enhance participation and attendance; b) not exceed the current minimum wage (as this reduces motivation upon placement in private sector employment which is generally based on a low, minimum hourly wage rate; and c) be based on a graduated, increasing schedule of payments for program components completed and level of participation and longevity in overall program activities. Please see Appendix G from Metro Southwest Regional Employment Board's Future Skills Institute Graduated Program of Incentives as an example.

PILOT PROGRAM SELECTED DATA ON STIPENDS	
NAME OF PROGRAM	INCENTIVE SYSTEM – PARTICIPANT STIPENDS
Great New Bedford WIB	\$150.00 for every 16 hours of successful completion of pre-employment training
Metro Southwest REB	Assessment Phase - gift card Placement/On-the-Job Training - \$8.00/hour Incentive for 4 Weeks Employment - \$100.00
GLEC/Lawrence Vocational Technical HS	\$15.00 per day (3 hour day) up to \$45.00 per week; pay docked for behavior infringements (e.g., late, rude, smoking, fighting)
Putnam Vocational Training Program	\$100.00 stipend for 6 hours of job readiness workshops
Madison Park High School	\$20.00 per day
Corporation for Justice Management	\$50.00 per week for career development workshop completion; \$7.25 hourly stipend for internship

2 Identification and Employment of Youth Centered, Engaged, Culturally Competent Staff: During the May 1st Statewide BOP event, a central theme that emerged was the benefit that resulted from hiring program staff who possessed an ability and interest in understanding and relating to the race, culture and personal circumstances of the youth being served by the program.

► **Recommendation for FY 08 funding:** Continue to maintain this focus on the FY 08 Request for Proposal. Plan to provide and fund a) intensive program staff support for all pre-employment activities such as supervised and case managed pre-employment and internship experiences and b) case management supports that address the needs for a variety of wrap-around social and human services.

3 Importance of Strong Linkages to DYS Community Reentry Centers and DYS staff: Each of the fourteen pilot programs differed in the degree to which DYS CRC staff (district managers, caseworkers and education liaisons, Area Education Coordinators) were involved in both the recruitment and retention of DYS clients. Pilot program staff who had existing relationships with caseworkers and DYS CRC staff (for example, ROCA, Boston YO, New Bedford Workforce Investment Board, Metro SouthWest REB, MAST School, GLEC, Montachusets Opportunity Council and Putnam Vocational Training Program) found it easier to recruit DYS youth from a variety of DYS sources (short and long term residential care as well as youth in the last thirty days of care or those transitioning back to the community and reporting to CRC's).

Programs with strong, local DYS connections were in some instances able to use caseworker involvement to prevent revocation, leverage behavior level improvements from participants and maintain more consistent program participation (Putnam Vocational Training Program and ROCA). Some programs were able to leverage transportation, additional incentives and program staffing through their strong relationship with the CRC's.

“What I liked best about the program was the staff who were laid back and showed that they really wanted to help us out.”

“I liked going on trips and helping out with community service.”

- Participants, MOC Pilot Program

Data collected by the DYS system - DYS behavioral level changes, revocations and recidivism, TABE test scores, the Harrington O'Shea Career Interest Inventory - were virtually impossible for pilot program staff to access due to the program's external status from DYS and access to internal DYS data.

► **Recommendation for FY 08 funding:** A strong collaboration with the DYS system – particularly CRC directors, education liaisons and case managers - is essential for the success of this program. To the extent that DYS staff can serve as motivators this will likely enhance youth participation and program participation. Caring, involved adults, in multiple roles, provide a scaffolding and support for the DYS youth who may teeter in their commitment to the employability program (due to competing external influences and complex personal circumstances).

It will be critical for DYS to assign a role, within the DYS system, to provide access to DYS client data (such as revocation, behavioral change and assessment results) in order for the pilot programs and Commonwealth Corporation to gather and report on these types of specific program outcomes.

Finally, DYS staff support (through caseworkers and community monitors) for transportation of DYS clients to program and employment sites would enhance the consistent attendance and participation of DYS youth.

4 Program Flexibility: The ability of programs to respond and adapt to the changing status of DYS clients (particularly revocation and recidivism) made for more effective programs. Furthermore, the DYS client population ebbs and flows – both back into the DYS continuum as well as for youth transitioning out of short and long term care back into the community. Programs that had short, stand along modules for training as well as vocational programs that provided “cycles” or specific times for exit/entry were less challenged by serving DYS clients.

► **Recommendations for FY 08:** Continue to provide vocational programming in a module or cycle basis. Provide “hands on” job readiness and employability training that is adapted to the needs of the DYS population. Use curriculum such as Powersource and other career development materials that reflect the needs and interests of an urban population.

5 Program Elements and Logistics: This first year of BOP funding was designed to uncover different approaches and strategies for providing job readiness and pre-employment services for DYS clients. For that reason, no minimum standards were set for length and duration of program components; number of youth to be served or a per client cost.

► **Recommendations for FY 08:** Grants in FY 08 will identify a minimum standard for specific program logistics, number of youth to be served, range of funding for stipends and will require a specific set of program elements to be addressed to better standardize service delivery. Additional program elements, such as mentoring and supervised employment, will be strongly encouraged.

6 Data Collection and Methodology: Commonwealth Corporation developed a web-based data base to collect individual participant data. Some of the data collection fields did not reap the full picture of the program's impact. For instance, program completion data was inconsistently reported because a) some programs had multiple program components and weren't sure how to indicate "completion". For that reason, some participants may have successfully completed the career readiness component of a pilot program but not maintained participation through the work-based learning phase. The database did not allow programs to account for this "partial" completion. In addition, some programs, such as ROCA, are multi-year transitional employment and personal transformation models and a six-month pilot program will not capture, in ROCA's terms, program completion. For that reason, ROCA reported a 4% completion rate that did not reflect the level of participation and engagement of their program participants (e.g. twenty-five youth were engaged in different levels of program activity through the course of the grant).

► **Recommendation for FY 08:** Update and revise the web-based database to address different nuances of program completion. As mentioned in an earlier recommendation, engage DYS staff to assist with the reporting of DYS measures of success or challenge (revocation and behavior level change).

7 Focus on Professional Behavior and Attire: One of the anecdotal pieces of data collected by Commonwealth Corporation was the high degree of satisfaction and self-esteem program participants noted when they were provided with vocational shop uniforms or professional attire for their work-based learning experience. The uniforms provided a strong identification with the vocational shops and the professional attire provide young people with the opportunity to select, learn about and wear traditional work attire.

► **Recommendation for FY 08:** Continue to allow funding for shop and professional attire.

“Offering more than one group while teaching the Workplace Readiness skills allowed students who had missed some of the classes (due to revocation or absenteeism) to be picked up in the second group. This “built in redundancy” ultimately allowed for a greater curriculum completion rate. This was true also of the two groups of youth scheduled for temporary employment as well.”

- Program Staff, Center for Human Development

POLICY & SYSTEM LEVEL CONSIDERATIONS

Commonwealth Corporation believes that this funding, provided through the Massachusetts State Legislature to DYS, has provided an excellent foundation for strengthening and extending community opportunities for youth who are transitioning out of their DYS treatment phase. Some of the key policy and system-level implications for this funding include:

Strengthening the Relationship Between State Agencies: The Department of Youth Services informally collaborated with the Department of Workforce Development (DWD) through this initiative. One aspect of this collaboration was that DWD provided staff advice and support during the Request for Proposal phase as well as the proposal review phase. This collaboration also opened opportunities in the spring of 2007 for summer and year round jobs funding (funding provided from DWD to CommCorp referred to as “Youth-Works”) to seamlessly provide continued funding for youth who had been placed in employment in the late June 2007. Sites that took advantage of summer jobs funding for DYS youth included the GLEC, Putnam, and Bristol WIB pilot sites.

Leveraging Additional Funding: Aside from accessing summer jobs funding, a number of sites continued to provide program services into summer of 2007 with Executive Office of Public Safety funds referred to as “Shannon Grants”. These sites included Putnam Vocational Training Program, Boston Youth Opportunity and the Bristol WIB. Additionally, due to the stronger connections with workforce investment boards, some youth were enrolled in WIA youth programs (Putnam Vocational Training Program and Old Colony Y). Straight Ahead Ministries used the success of this pilot program to leverage funding from Citizen's Bank and the Boston Foundation's Summer Safety Initiative to provide funding that employed thirteen youth. A key role these pilot programs can play is building community relationships that will uncover, discover and leverage more resources and support for this type of programming.

Accessing One Stop Career Center Services: All of the workforce investment sites as well as Old Colony Y (through its partner Youth Works), GLEC (through Valley Works Career Center) and Putnam Vocational Training Program, the Center for Human Development and Corporation for Justice Management (through Future Works and Career Point) made strong connections between DYS CRC's and their participating career centers. Youth gained WIA eligibility, were offered Career Center “membership” and provided with employer tours, job search techniques and job connections. These relationships will continue beyond this funding period and have created on-going opportunities for DYS clients.

Involvement in State Policy Dialogue: A number of the pilot sites were involved with Commonwealth Corporation's Pathways to Success by 21 (P21) initiative. This relationship leveraged additional staff time and dollars for program extensions such as career specialist support (Bristol WIB), additional staff time allocated to the project (New Bedford WIB) and access to a range of coordinated social and human services developed through a P21 strategic plan (Metro Southwest Regional Employment Board). In Fall 2007 additional P21 funding will become available to the sixteen workforce investment boards which can be used to extend, broaden and supplement DYS programming dollars (for alternative education programming such as Adult Basic Education, GED preparation and other education and employability activities).

Standardizing Career Readiness Curriculum for the DYS System: Commonwealth Corporation required each participating pilot site to submit the full job and career readiness curriculum that was used in each program. This curriculum will be reviewed and integrated into a CommCorp –DYS Workgroup, comprised of CommCorp staff, Hampshire Educational Collaborative staff and DYS instructors and program staff – that will make recommendations to DYS on the scope and sequence of job and career readiness

“Sustainability beyond the time allotted for projects remains a serious challenge and one which will require a full court press by all concerned professionals involved. Sustainability will ultimately require real commitment on the part of the community, increased linkages & vocational pathways, a larger employer pool, intensive casework management, mentoring, greater flexibility within DYS & provider agencies truly responding to the overwhelming need for such life altering services.”

- Program Staff, Center for Human Development

training through the DYS continuum of care (detention through community transition). The Workgroup will produce an Instructional Guide, in June 2008 that incorporates much of the curriculum gathered through this grant initiative.

Sustainability: Employability training, particularly vocational training is expensive. This fact, coupled with the complexities of the personal circumstances of many DYS clients, makes sustained funding for program operations essential. Building the skills, abilities and personal motivation of DYS clients can be a long-term process and multiple year funding, at adequate levels, is essential to maintain momentum and skill development for this group of young people.

APPENDIX A

PARTICIPANT DATA															
	ALL PROGRAMS	Boston YO	Bristol County Development	Justice Management Center for Human Development	Corporation for Metro South/West Workforce Board	Old Colony YMCA	ROCA, Inc.	Educational Ministries	Greater Collaborative	Greater Lawrence Workforce Board	Boston New Bedford - Madison Park	Lynn Public Schools	Monachusett Schools/Council	Puham Vocational Training Program	
		CBO	WIB	CBO	CBO	WIB	WIB	CBO	CBO	VOC	WIB	VOC	VOC	CBO	VOC
Total Youth	255	25	19	10	11	13	14	25	20	23	17	17	19	8	34
Completed Program	139 55%	23 92%	7 37%	9 90%	5 45%	9 69%	14 100%	1 4%	8 40%	12 52%	17 100%	6 35%	6 32%	7 88%	15 44%
Average Age	16.9	17.8	16.8	16.6	17.3	16.7	17.4	16.7	17.3	17	17	16.8	17.8	16.1	17
High School Dropout	95 48%	9 36%	17 90%	4 40%	8 73%	4 31%	3 21%	8 32%	-	3 13%	16 94%	-	-	3 38%	20 59%
GENDER															
Male	229 90%	25 100%	17 89%	8 80%	10 91%	12 92%	12 86%	25 100%	18 90%	18 78%	16 94%	16 94%	18 95%	5 63%	29 85%
Female	25 10%	0	2 11%	2 20%	1 9%	1 8%	2 14%	0	2 10%	5 22%	1 6%	-	1 6%	3 38%	6 16%
RACE															
African-American	74 29%	20 80%	3 16%	0	3 27%	4 31%	10 72%	2 8%	2 10%	2 9%	5 29%	6 35%	0	1 1%	16 47%
Latino(a)	81 32%	4 16%	2 11%	9 90%	4 36%	1 8%	2 14%	14 56%	6 30%	17 74%	1 6%	4 24%	2 11%	2 25%	13 38%
Caucasian	45 18%	0	13 69%	0	4 36%	3 22%	1 7%	4 16%	3 15%	3 13%	5 29%	1 6%	4 21%	3 38%	1 3%
Asian	25 10%	0	0	0	0	1 8%	0	3 12%	8 40%	0	0	-	11 58%	1 13%	1 3%
Multi-Ethnic/Other	21 8%	1 4%	1 6%	1 10%	0	4 31%	1 7%	-	-	1 4%	6 35%	-	2 11%	1 13%	3 9%
SCHOOL STATUS															
In High School	72 28%	3 12%	1 6%	1 10%	1 9%	4 31%	5 36%	-	17 85%	5 22%	0	6 35%	19 100%	2 25%	8 24%
In GED Program	53 21%	9 36%	0	3 30%	7 64%	0	5 36%	10 40%	0	9 39%	4 24%	-	0	0	6 18%
In Transition School	21 8%	8 32%	1 6%	5 50%	0	0	-	1 4%	0	5 22%	0	-	0	1 13%	0
Not in School	39 15%	3 12%	17 90%	1 10%	3 27%	9 69%	3 21%	4 16%	3 15%	2 9%	13 77%	1 6%	0	4 50%	17 50%
In Middle School	4 2%	1 4%	0	0	0	0	-	-	0	2 9%	0	-	0	1 13%	0
Occupational Program	4 2%	0	0	0	0	0	0	1 4%	0	0	0	0	0	0	3 9%

PARTICIPANT DATA																
	ALL PROGRAMS	Boston YO	Bristol County Development	Justice Management Center for Human Development	Corporation for Workforce Board	Metro South/West Workforce Board	Old Colony YMCA	ROCA, Inc.	Educational Ministries	Straight Ahead	Greater Collaborative Workforce Board	Greater Lawrence Workforce Board	Boston Public Schools - Madison Park	Lynn Public Schools/MAST School	Monachusset Opportunity Council	Pitman Vocational Training Program
		CBO	WIB	CBO	CBO	WIB	WIB	CBO	CBO	VOC	WIB	VOC	VOC	CBO	VOC	
LIVING SITUATION																
w/Two Parents	49 19%	7 28%	0	4 40%	2 18%	2 15%	2 14%	-	9 45%	5 22%	5 29%	-	7 37%	1 13%	5 15%	
w/Single Parents	124 49%	9 36%	15 79%	6 60%	6 55%	8 61%	12 86%	9 36%	5 5%	13 57%	6 35%	1 16%	10 53%	3 38%	21 62%	
w/Legal Guardians	6 2%	2 8%	0	0	2 18%	1 8%	0	-	0	0	1 6%	-	0	0	0	
w/Relative	23 9%	2 8%	4 21%	0	1 9%	0	0	1 4%	1 5%	4 17%	4 24%	-	1 5%	3 38%	2 6%	
Foster Care	9 4%	0	0	0	0	1 8%	0	-	1 5%	0	0	-	1 5%	1 13%	5 15%	
Independent	5 2%	0	0	0	0	0	0	2 8%	1 5%	0	1 6%	-	0	0	1 3%	
Other	9 4%	5 20%	0	0	0	1 8%	0	2 8%	-	1 4%	0	-	0	0	0	
EMPLOYMENT STATUS																
Mentoring	53 21%	14 56%	0	10 100%	0	0	1 7%	16 64%	1 5%	0	0	0	0	8 100%	3 9%	
Job Shadowing	22 9%	14 56%	0	0	0	0	0	0	0	0	0	0	0	1 13%	7 21%	
Internship	73 29%	25 100%	0	9 90%	3 27%	6 46%	0	0	2 10%	7 30%	13 77%	0	0	0	8 24%	
Part-time Employ	91 36%	25 100%	7 37%	0	3 27%	2 15%	12 86%	17 68%	20 100%	0	0	0	0	2 25%	3 9%	
Full-time Employ	11 4%	0	3 16%	0	1 9%	0	0	1 4%	0	0	1 6%	0	0	0	5 15%	
MCAS STATUS																
Has not taken MCAS	91 36%	24 96%	1 6%	6 60%	4 36%	4 31%	2 14%	-	2 10%	-	17 100%	2 12%	8 42%	4 50%	17 50%	
DYS BEHAVIORAL CHANGE																
Increased	41 16%	-	8 42%	1 10%	4 36%	2 15%	0	2 8%	2 10%	8 35%	11 65%	-	-	3 38%	-	
Decreased	56 22%	-	-	9 90%	1 9%	8 62%	12 86%	12 48%	1 5%	6 26%	0	2 12%	-	1 13%	4 12%	
No Change	83 33%	-	10 53%	0	6 55%	3 23%	2 14%	1 4%	5 25%	9 39%	6 35%	-	17 90%	4 50%	20 60%	

APPENDIX B

GEOGRAPHIC LOCATION OF PROGRAM PARTICIPANTS			
DYS REGION	# OF PARTICIPANTS	DYS REGION	# OF PARTICIPANTS
METRO		SOUTHEAST	
Allston	1	Bridgewater	1
Boston	4	Brockton	13
Chelsea	6	Dartmouth	1
Dorchester	8	Fall River	9
East Boston	3	New Bedford	15
Everett	2	Taunton	7
Hyde Park	3	Somerset	2
Mattapan	2	Missing Data	2
Milton	1	Total Southeast	50
Revere	6	CENTRAL	
Roslindale	1	Fitchburg	4
Roxbury	10	Leominster	2
Missing Data	50	Worcester	1
Total Metro	97	Missing Data	1
NORTHEAST		Total Central	8
Andover	1	WEST	
Ashland	2	Chicopee	5
Boston	1	Hampden	2
Framingham	7	Holyoke	14
Lawrence	19	Springfield	40
Lynn	36	Total West	61
Marlborough	4		
Merrimac	1		
Methuen	2		
Saugus	1		
Swampscott	1		
Total Northeast	75		

Grant Technical Assistance Strategy

In order to support the implementation of the BOG projects Commonwealth Corporation organized a team, comprised of 5 staff to coordinate oversight, data collection and general project support to grantee sites. The purpose of the technical assistance strategy was to:

1. Provide individual support to the pilot projects to:
 - a. Develop an understanding and working relationship with funded organizations and their staff;
 - b. Assure that funding was implemented in alignment with Bridging the Opportunity Gap goals
 - c. Connect project staff with employability resources (curriculum, site visits to similar funded projects) and access to DYS regional staff that improved the effectiveness of the pilot projects;
2. Ensure that data and reporting requirements were implemented by each pilot site; and
3. Help develop a statewide network of organizations, agencies and people committed to innovative programming and emerging practice that support the effective transition of DYS clients.

CommCorp's technical assistance strategy began with the assignment of team members to three-four pilot sites for the purpose of implementing a series of three technical assistance site visits. A key purpose of these visits to observe programs and how young people were responding to the programs. In addition, CommCorp staff were available to answer technical and programmatic questions and help with any required assistance. Finally, each CommCorp team member was responsible for assuring that all grantees completed reporting requirements. These requirements included the use of a secure, web-based database to collect both individual participant data as well as overall program goals and results. This database was "password protected" and provided a simple, yet effective method for tracking program results.

As a culminating event for technical assistance, CommCorp gathered all pilot programs for a day long event to share emerging practice that effectively addressed the employability needs of DYS youth. This event sought to inspire and inform program staff from across the state to share strategies for recruiting, retaining and effectively servicing the human development and employability needs of DYS youth.

Introductory Phone Call (early March)

Make an initial contact with the vendor providing services and introduce yourself as the CommCorp staff person who will be the point of contact for the vendor.

- Collect any questions the vendor has about initial program development and implementation.
- Clarify who the program coordinator for the grant is and gather their contact information if it's not already on our contact sheet.
- Set up a time to visit the program in March – request that the meeting include the vendor's staff that is overseeing the program as well as the participating DYS CRC staff (likely to be the person noted on the contact sheet).

First Technical Assistance Visit (prior to March 31st)

Meet with key program staff (vendor and DYS staff) and collect information that includes:

- Confirming all the program components that were listed in the original proposal and contract
- Sharing the data reporting forms (especially the grant program summary which is due at the end of March) and completion dates (remind them they got a letter from me with the web link which is <http://www.CommCorp.org/dys/datacollection.htm>)
- Sharing the date of the statewide meeting (originally scheduled for March 24th and now moved to Tuesday, May 1st in Room 320, 9 a.m. – noon, Holy Cross).
- Remind the program folks to email the completed grant program summary to you and me by March 31st.

Second Technical Assistance Visit (prior to May 15th)

Meet with key program staff and collect information that includes:

- An update on the program components that were listed in the original proposal and contract
- Visit the actual program and participants to observe training or work-based learning
- Sharing the data reporting forms that will be due on July 15th
- Collecting any questions or concerns that need to be addressed by Janet or Christine

Third Technical Assistance Visit (prior to June 30th)

Meet with key program staff and collect information that includes:

- An update on the program components that were listed in the original proposal and contract
- Visit the actual program and participants to observe training or work-based learning
- Sharing the data reporting forms that will be due on July 15th
- Collecting any questions or concerns that need to be addressed by Janet or Christine

Documentation

- Completed Program Overview (end of March) – CommCorp TA staff
- Workplace Readiness/Employability Curriculum (actual curriculum, not outline)
- Samples of any pre/post tests
- For programs implementing internships: A completed copy of the Massachusetts Work-Based Learning Plan for each participant who engaged in an internship
- All completed reporting forms/information

APPENDIX D

Grant Reporting Requirements

Program Reports Due: March 15, 2007 and July 15, 2007 – reporting forms will be available by February 15, 2007 on CommCorp's DYS website (<http://www.CommCorp.org/dys/index.html>)

Background information to guide vocational pilot program design and implementation is included in Appendix C. Detailed, narrative description of vocational pilot program (see vocational program design – Appendix C).

MARCH PROGRAM REPORT

Description of vocational pilot program including:

- Staffing (including role descriptions)
- Number of participants being served (demographics including gender, ages, race, ethnicity and geographic location)
- Number of participants receiving specific program components, including
 - Career Readiness Training (number of hours)
 - Specific interest or career inventory tools/instruments used (including sample of protocol)
 - Tabe testing (if appropriate) pre-test results on an individual basis
- Number of participants in specific vocational shops or training components
- Number of participants projects to receive work-based learning opportunities disaggregated into job shadowing, mentoring, field trips and internships
- List of vocational competencies (pre/post) to be achieved by participants developed from the Massachusetts Department of Education's Vocational Technical Education Frameworks (see Appendix C for the web site).
- Identification of specific pilot program success criteria including but not limited to retention in program, attendance, percentage of revocations, program completion rates, DYS behavioral level changes (+/-).

JULY PROGRAM REPORT

Program results including:

- Staffing (including detailed job role descriptions)
- Number of participants served (demographics including gender, ages, race, ethnicity and geographic location) in each program component
- Number of participants successfully completing all program components
- Number of participants entering/completing specific program components, including
 - Career Readiness Training (number of hours)
 - Identification of specific interest or career inventory tools/instruments used (including sample of protocol)
 - Tabe (if appropriate) pre/post test results on an individual basis
 - Identification of vocational shops or training and attainment of specific vocational competencies (pre/post tests along with identified competencies for each vocational training experience)
 - Number of participants (and their demographics) in specific vocational shops or training components
 - Number of participants recruited/completed work-based learning opportunities including job shadowing, mentoring, field trips and internships
 - Results of the Massachusetts Department of Education Work-Based Learning Plan (mandated for use with internships)
- Identification and description of role of collaborating partners
- Description and identification of advisory board partners for vocational pilot
- Results of pilot program success criteria (established in March report) including but not limited to retention in program, attendance, percentage of revocations, program completion rates, DYS behavioral level changes (+/-).

Report should also include a copy of career readiness curriculum (not outline, but full curriculum); sample inventory/career assessment instrument; copies of vocational competencies for each vocational training experience as well as pre/post test; copies of all participants Work-Based Learning Plan.

APPENDIX E



Grantee Meeting for Bridging the Opportunity Gap Projects 2007 Room 401, College of the Holy Cross, Worcester



Essential Question:

What strategies can we employ to successfully engage youth, involved with DYS, to successfully access the skills, knowledge and drive to experience success in the workforce?

Desired Outcomes of Meeting:

- Participants will gather information about a variety of career readiness and employability strategies currently being piloted with DYS clients.
- A rich dialogue about the possibilities and challenges in supporting DYS clients in the pursuit of employability skills and experiences.

MEETING AGENDA		
Time	Agenda Activity	Presenters
8:30 - 9:00	Coffee and Pastry – Informal Networking	
9:00 Southwest REB	Welcome – “Vocational/Employability Programming as a Key DYS Transition Strategy”	Janet Daisley, Senior Program Manager, Commonwealth Corporation Christine Kenney, Director of Educational Services, DYS
9:15	Panel: Strategies for Youth Engagement Panelists address the following: <ul style="list-style-type: none"> • Short description of your program • What strategies and incentives do you use to recruit and maintain youth engagement? What’s been effective and what hasn’t been? • How does your program deliver career readiness and employability training? How do you make this training engaging and “hands-on”? 	Monique Miles, Program Manager, Commonwealth Corporation, Facilitator Lisa Coy, Greater Lawrence Educational Collaborative Vocational Pilot Program Bill Minkle and Holly MacCracken, Montachusets Opportunity Council Pam DeSouza, DYS
10:00 Vocational Training Program	Roundtable Discussion Share best practice from your programs around engagement and retention. Discuss effective practices for career readiness and employability training. Identify one or two key strategies (plus/minus) to share with the group (put top five strategies on sticky wall).	Recorder: CommCorp Staff Facilitator: CommCorp Staff Reporter: Participant from vocational/employability program
10:40	Break	

MEETING AGENDA		
Time	Agenda Activity	Presenters
10:50 Corporation for Justice Management	Panel: Strategies for Bridging Youth to Employment Panelist address the following: What strategies are you using to engage employers in offering mentoring, work experiences and internships? How are you case managing/supporting young people in your program to be successful in their work experiences? What are your unexpected successes with developing and sustaining youth in their work experiences? What do you anticipate will be your challenges?	Facilitator: Sika Sedzro, Youth Program Coordinator, Commonwealth Corporation Panelists: Dana Betts and Matt McLaughlin, ROCA Janet Richardi and Akeem Koshero, Future Skills Institute/Metro Southwest Regional Employment Board
11:30	Roundtable: Share best practice from your programs around mentoring, employment and internships experiences. Discuss effective practices for case managing DYS clients. Identify one or two key strategies (plus/minus) to share with the group (put top five strategies on sticky wall).	Recorder: CommCorp Staff Facilitator: CommCorp Staff Reporter: Participant from vocational/employability program
12:10	CommCorp – Reporting Requirements	Almanzia Opeyo, Education Data Manager, CommCorp
12:30	Lunch/Roundtable Discussion: Break into groups for informal able based on key program elements: <ul style="list-style-type: none"> • Career Readiness/Employability Curriculum • Youth Case Management • Employer Involvement • Employment/Internships • Engagement/Retention 	
1:30	Adjourn	

APPENDIX F

Sample Curriculum Outline

Goal: Equip participants/students with the skills and tools that are essentials to setting and attaining future goals.

Subject Areas: Life Skills a) Foundation Skills b) Work Readiness c) On-the-job Specific Training

Timeline: 2hrs lessons over 10 days

Learning Goals: To be developed by students. Specific to each participants/students needs.

SAMPLE OUTLINE

Foundation

Day 1: Workplace Expectations and Safety (2hrs)

Participants are introduced to the world of work. They learn to prepare for their future roles as workers, without sacrificing their individual beliefs/values in order to be a part of work culture. Safety concerns at workplace will remain the primary focus of this lesson.

Day 2: Interpersonal Communications (2hrs)

This lesson places emphasis on the nonverbal cues presented by participants. They will discover the role first impressions play in communications. Also they will collectively learn how their clothes, body accessories, body language and facial expressions can block the messages they are trying to send.

Day 3: Work Ethics (2hrs)

This lesson looks at the individual work practices and how laws can affect such work practices in certain occupations.

Day 4: Financial Management (2hrs)

Participants are introduced to multiple ways to which their hard-earned money can be put to use effectively. They learn how to balance between spending and saving without having to skip lunch in order to buy music CD's.

Day 5: Microsoft Training (2hrs)

This training is offered and administered by Microsoft Trained professionals.

Work Readiness

Day 6: Introduction to Resume Writing (2hrs)

This lesson teaches participants the effective ways to prepare their own resumes. They learn about three types of resume, including how to determine which of the three can be the most advantageous when applying for certain employment opportunities.

Day 7: How to Prepare a Cover Letter (2hrs)

A creative way to write a letter that can win most job applicants interviews: Participants are expected to have basic writing skills to grasp the concepts presented in this lesson.

Day 8: Filling Out Applications (2hrs)

This lesson takes participants through the proper way for filling most job applications.

Participants are prepared to tackle most questions on job applications; this includes what to do when information is not readily available or applicable.

Day 9: Networking and Self-Marketing (2hrs)

Participants increase their networking and marketing skills through a variety of role-play exercises. They learn the importance of networking in a hidden job market.

Day 10: Preparing for an Interview (2hrs)

Participants learn how to prepare for interviews by participating in a group exercise, as well as by role-playing. They will explore the types of questions frequently asked by interviewers.

SKILLS LEARNED

Foundation

- Showing up on time for work/school
- Dressing appropriately for school/work
- Working independently and as part of a team
- Interacting with others positively
- Speaking clearly and listening attentively
- Understanding work place expectations and safety
- Managing money
- Using technology/computers

Work Readiness

- Filling applications
- Writing resumes and cover letters
- Networking for jobs or other life essentials
- Attending interviews
- Searching and getting the jobs

On-the-job Specific Training

- Gaining and using tangible skills

RESOURCES

- Handout packages
- Speakers
- Microsoft technologies
- Fax, copier and phone
- Internet
- Books at FSI

APPENDIX G

Sample Reward and Incentive Structure

ASSESSMENT		
Step 1: Gift Certificate for Completion of Step 1	Step 2: Earn up to 3 Gift Certificates for Completion of 4 Workshops	
Application/DYS Referral Page Career Exploration Inventory Basic Education Assessment Goal Setting	Work Readiness	Foundation Skills
	Resume Writing	Workplace Expectations
	Cover Letter	Interpersonal Communications
	Interview Preparation	Workplace Safety
	Filling-Out Applications	Microsoft Computer Training
	Networking/Marketing	Financial Management

ON-THE-JOB TRAINING & PLACEMENT		
Step 3: Not Required for all Participants	Step 4: \$8.00/hr Wage @ 18hrs/wk	
Job Shadow Placement Plans/Agreement Work-Based Learning Plan	Placement/On-the-Job Training	Retention Plans
	Weekly Performance Measures Participants are Supported on the Job	Weekly Group Meeting

EVALUATION/FOLLOW-UP		
Step 5:	Step 6: \$100 Bonus for Completion of 4 Weeks of Placement	
Employer Feedback Career Specialist Feedback Participant Self-Evaluation	Next Step	Pursue Other Opportunites
	Options are discussed with Career Specialist	Limited Opportunity for Employment at Placement
	Were Goals Attained?	Begin Job Search
	Continue Placement	Work on Identified Barriers
	Participants Secure Permanent Employment	Return to School Full-time

APPENDIX H

Grantee Contact Info by Region

METRO			
Vendor Contract Contact	Vendor – Program Staff	Additional Program Staff & Partners	DYS Partner
Boston Public Schools Janice Manfredi Boston Public Schools Madison Park Complex 55 Malcolm X Boulevard Roxbury, MA 02120 Office: 617-635-8079 ext. 147 Fax: 617-635-6867 jmanfredi@boston.k12.ma.us	Janice A. Manfredi , Senior Project Manager Office of High School Renewal Boston Public Schools Madison Park Complex 55 Malcolm X Boulevard Roxbury, MA 02120 Office: 617-635-8079 ext. 147 jmanfredi@boston.k12.ma.us	Tom Younis , BPS	Tina Saetti , Director of Community Services, DYS
Youth Opportunity Susan Lange , Deputy Director 2201 Washington St Roxbury, MA 02119 617-541-2602 Susan.lange.jcs@ityofboston.gov	Lory Newmyer Hull Lifesaving Museum 185 Main Street Hull, MA 781-925-5433		Tina Saetti , Director of Community Services, DYS
ROCA Matt McLaughlin , Director of Roca's Work Projects 101 Park Street Chelsea, MA 02150 617-889-5210, ext. 216 matthew_mclaughlin@rocainc.org	Matt McLaughlin , Director of Roca's Work Projects ROCA 101 Park Street Chelsea, MA 02150 617-889-5210, ext. 216 matthew_mclaughlin@rocainc.org	Dana Betts , Coordinator, VIA Project	Tina Saetti , Director of Community Services, DYS

CENTRAL			
Vendor Contract Contact	Vendor – Program Staff	Additional Program Staff & Partners	DYS Partner
Montachusets Opportunity Council Bill Minkle , Deputy Director, Planning and Development 133 Prichard Street Fitchburg, MA 01420 978-345-7040 wminkle@mocinc.org	Montachusets Opportunity Council Bill Minkle , Deputy Director, Planning and Development 133 Prichard Street Fitchburg, MA 01420 978-343-5706 wminkle@mocinc.org	Holly MacCracken , MOC Erik Binienda , Spectrum	Pam DeSouza , Director Fitchburg CRC

NORTHEAST			
Vendor Contract Contact	Vendor – Program Staff	Additional Program Staff & Partners	DYS Partner
Metro SouthWest WIB Betsey McIntyre , Deputy Director 1671 Worcester Road Framingham, MA 01701 508-665-5990, ext. 3 bmcintyre@mswweb.org	Janet Richardi , Partnership Director Future Skills Institute 73 Union Street, 2nd Fl. Framingham, MA 01702 508-875-0223 jrichardi_fsi@verizon.net	Akeem Koshero Future Skills Institute Sybil Schlesinger , Mentoring Consultant Melissa Amato , DYS Intern	Bill Buckley , Director DYS CRC
Greater Lawrence Educational Collaborative Robert McArdle , Executive Director GLEC 480 Broadway Methuen, MA 01844 978-685-3000, ext. 120 rmcardle@glec.org	Greater Lawrence Educational Collaborative Lisa Coy , Program Coordinator 978-685-3000 lcoy@glec.org	Robert Kurtz , Consultant Richard Coakley , Greater Lawrence Technical HS	Lisa Augusta DYS – CRC/RFK Action Corp
Straight Ahead Ministries Rob Zarges , Executive Director 25 Munroe Street Lynn, MA 01901 781-595-2990 rzarges@straightahead.org	Straight Ahead Ministries Eugene Schneeberg , Project Coordinator Claire Sullivan , Metro Boston Director 25 Munroe Street Lynn, MA 01901 617-406-8353 Eugene@straightahead.org	Leigh-Anne Kalogrides Straight Ahead Ministries	John Bates Lynn DYS CRC
Lynn Public Schools Nicholas P. Kostan , Superintendent Lynn Public Schools 90 Commercial Street Lynn, MA 01905 781-593-1680 kostann@lynnschools.org	Dr. Brian Coughlin , Principal Lynn Vocational Technical High School 80 Neptune Blvd Lynn, MA 01902 781-477-7420 coughlinbr@lynnschools.org	Bill Newell Principal The Mast School	John Bates Lynn DYS CRC

SOUTHEAST			
Vendor Contract Contact	Vendor – Program Staff	Additional Program Staff & Partners	DYS Partner
Greater Bristol Workforce Investment Act Mary Walek , Associate Planner Bristol WIB 1 Government Center – 5th Floor Fall River, MA 02722 508-675-1165 mwalek@detma.org	Greater Bristol Workforce Investment Act Mary Walek , Associate Planner Bristol WIB 1 Government Center – 5th Floor Fall River, MA 02722 508-675-1165 mwalek@detma.org	Dawn Tavares Fall River Workforce Investment Board	Bob Richards , Director Fall River CRC
Greater New Bedford WIB Youth Council Director 227 Union Street, Suite 206 New Bedford, MA 02740 508-979-1504	Lara Stone , Youth Council Director Greater New Bedford WIB 227 Union Street, Suite 206 New Bedford, MA 02740 508-979-1504	Rochelle Andres New Directions Wendy Andrade New Directions	Nancy Feeney , Case Worker Department of Youth Services

WEST			
Vendor Contract Contact	Vendor – Program Staff	Additional Program Staff & Partners	DYS Partner
Corporation for Justice Management Jane Malone , Deputy Director 1628 Main Street Springfield, MA 01103 413-731-5399 jmalone@partnersforcommunity.org	Mark Aubin DYS - CRC 1628 Main Street Springfield, MA 01103 413-731-5399 mregan@partnersforcommunity.org	Sara Garvin , CJM 225 High Street Holyoke, MA 01040 413-540-9400 sgarvin@partnersforcommunity.org	Karen Tracano , DYS Western Region
Center for Human Development Jim Goodwin 332 Birnie Avenue Springfield, MA 01107 413-746-6624 jgoodwin@chd.org	CHD Mike McCarthy Worthington Street Springfield, MA mccarthy@chd.org	Mel Maldonado	Karen Tracano , DYS Western Region
MCDI/Putnam HS Tim Sneed , Executive Director MCDI 140 Wilbraham Avenue Springfield, MA 01109 413-781-5640 tsneed@mcditraining.com	MCDI/Putnam HS Sire Diallo , Program Coordinator Putnam Vocational Training Program MCDI 140 Wilbraham Avenue Springfield, MA 01109 413-781-5640 ext. 211 sdiallo@mcditraining.org	Mena Regan Corporation for Justice Management Jen Avezzie , DYS/HEC	Chip Ashwell , Regional Director, DYS Juan Rivera , Director - CRC Springfield



Main Office:

**529 Main Street, Suite 110
Boston, MA 02129
(617) 727-8158**

Western Massachusetts Office:

**355 Bridge Street, Suite 4B
Northampton, MA 01060
(413) 582-9054**

<http://www.commcorp.org>

Deval L. Patrick, Governor

Timothy P. Murray, Lt. Governor

Suzanne M. Bump, Secretary, Labor and Workforce Development

Nancy L. Snyder, President/CEO, Commonwealth Corporation