



70 Washington Street, Suite 314, Salem, MA. 01970  
p: 978-741-3805 f: 978-741-3809

Date: April 18, 2012  
TO: Board of Directors  
FROM: Mary Sarris  
RE: **May 10, 2012** Board meeting

The North Shore Workforce Investment Board will meet on **May 10<sup>th</sup>, 2012** at 8:00AM at 120 Washington Street, Salem, Third Floor Conference Room. This is the last meeting of the year, and will include an in-depth review of committee work in relation to our strategic plan. Our agenda will be as follows:

***I. Chair's Report***

- A. Association Quarterly/Annual Meeting***
- B. Workforce Investment Act reauthorization activity by Congressman Tierney***
- C. Northeast Workforce Summit – Nov. 8<sup>th</sup>, 2012***

***II. Committee Updates***

- A. Youth***
  - 1. FirstJobs update***
  - 2. High School Career Survey***
- B. Skills Gap***
  - 1. Occupational Skills Analysis***
  - 2. Adult Basic Education Employment Survey***
- C. Workforce Systems***
  - 1. Career Center Charter***
  - 2. Gloucester Transition***
- D. Partnership***
  - 1. Speaking Engagements***
  - 2. Strategic Plan Brochure***

***III. Meeting schedule for FY2013***

- A. September 27<sup>th</sup>, 8:00AM***
- B. November 30<sup>th</sup>, 8:00AM***
- C. January 10<sup>th</sup>, 8:00AM***
- D. March 14<sup>th</sup>, 8:00AM***
- E. May 9<sup>th</sup>, 8:00AM***

As always, your attendance is critical for leadership and direction on each of our strategic goals and activities. Please make every effort to attend. See you on May 10<sup>th</sup>!

**Mission: We put the North Shore to work**

**Through collaborative leadership, the North Shore WIB ensures that programming across multiple organizations and educational institutions meets evidence-based business and worker needs for highly valued skills in our very competitive labor market.**

c.c. Dave McDonald, Shari Cornett, Edward O'Sullivan, Mike Medler, Maquisha Alleyne, Mark Whitmore, Will Sinatra; Jane Coleman



## **BOARD REPORT**

**May 10, 2012**

Prepared on  
April 25, 2012

## TABLE OF CONTENTS

	Page
Minutes of Board Meeting of March 8, 2012	3
Career Centers Division	7
Training Division / Workforce Investment Act	9
Youth Services Division	9
Financial Reports	11

## **North Shore Workforce Investment Board Meeting Minutes**

**March 8, 2012**

**Those in attendance:** Mary Zwiercan (for Art Bowes), Wayne Burton, Bonnie Carr (for Cathy Latham), Carol Couch, Tom Daniel, Tim Doggett, Tony Dunn, Steve Falvey, Arlene Greenstein, Peggy Hegarty-Steck, Beth Hogan, Susan Jepson, Tom Lemons, Marcia Greisdorf, Mickey Northcutt, Laurie Roberto, Paula Roux (for Nancy Stager), David Manning, and Bill Tinti.

**Those not in attendance:** David Baer, Rich Bane, Jim Beauvais, Brian Cranney, Chris Curtin, Ann Louise Glynn, Stephanie Lee, Mike McCarthy, Doris Murphy, Cindy Emerzian, Steve Shea, Rich Viscay, and Thelma Williams.

**Staff:** Mary Sarris, Michael Medler, Maquisha Alleyne, Ed O'Sullivan, Jane Colman, Shari Cornett, David McDonald, Mark Whitmore, Will Sinatra, and Jennifer Davis.

**Guests:** Dianne Palter-Gill – North Shore Community College and Darrin Swimm – Congressman Tierney's office.

The meeting begins at 8:11am.

A quorum is present.

### **Chairman's Report**

#### Massachusetts Workforce Board Association meetings

Mass. WIB Association, an association of the 16 Workforce Investment Boards, is holding its quarterly meeting on Thursday March, 22 at Minuteman Vocational Technical High School. The Mass. WIB Association Quarterly meeting is May 10-11 in Chatham.

#### WIA Reauthorization

There are three WIA reauthorization bills by republicans filed in the House and one consolidated democratic bill to be filed on March 19 in the House. In the Senate, there was an effort to do a bi-partisan bill with a draft of that bill being put out. They are still struggling to come up with a final version.

Congressman Tierney is on the Labor Committee and is very much involved in the drafting of the consolidated democratic bill. WIB representatives had an opportunity to look at the bill, while it was still in draft form, and were able to make about 20 suggested changes, all of which would strengthen WIBs and the role of WIBs under the law. Democrats have agreed to incorporate all our changes in the bill.

This weekend is the National Association of Workforce Boards (NAWB) conference in Washington. A major part of this meeting is discussing all these bills and the position to be taken in regard to the bills.

### **US Department of Labor Innovation Grant**

The Workforce Investment Act (WIA) was passed in 1998 when life was different in the workforce world. There was a low unemployment rate and a skills shortage. It was difficult for companies to find people to work within their companies. There just weren't enough workers. Now we are in a very different situation. There is still a skills shortage, particularly in the high skilled areas of manufacturing, health care, financial services, and Information Technologies, and



a high unemployment rate. The current pool of workers is not qualified for the high skilled positions available.

The US Department of Labor has released a substantial RFP for the Innovation Fund Grant that is designed to:

- Help the workforce system achieve better results for job seekers and employers, such as reduced duration of unemployment, increased educational gains, increased earnings, and increased competitiveness of employers.
- Greater efficiency in the delivery of quality services, e.g., faster job placement, and achieve outcomes for a lower cost.
- Stronger cooperation across programs and funding streams.

This grant has had huge interest across the country. Mary and Ed know of about 8 proposals from MA and at least 40 from California. The NSWIB is going to be involved in 2 applications.

The first is being applied for by the State Workforce Investment Board (not WIB Association), which is out of the Executive Office of Labor and Workforce Development. This program is to try innovations in the area of manufacturing and to target the 18-24 year old and to help them find out how to get into the world of manufacturing. The E-Team, Operation Bootstrap of Lynn, and the Career Centers are involved.

NSWIB will be the lead applicant in the second application. This means the NSWIB will receive all the money and expending it across the region. It will be about \$6 million.

Over the past year the workforce systems committee has spent a lot of time trying to get our Career Centers to do exactly what this grants wants – to be more effective for less money. The WSC has a plan that is being implemented.

Sylvia Beville, Metro South West WIB, approached Mary to apply together. They decided to go to the MA WIB association and see if any other WIB would be interested. Every WIB across MA is now involved in this application. With every WIB and every Career Center across the state involved, this could be a very competitive application.

The collaborative for this grant includes all 16 WIBs, all Career Centers, Executive Office of Labor and Workforce Development through the Division of Career Services, Massachusetts Community College Executive Office, Massachusetts Workforce Board Association, and company partners. EOLWD/DCS is a crucial partner because they will provide labor market and statistical information for the grant as well as help with applying for waivers that will be needed. MA WIB Association has supported the grant by hiring a grant writer. Prospective company partners will have a multi-regional if not a national footprint. The application is due March 22. The plan is to submit on March 19.

What we are planning to do:

A consensus was developed about what needs to be done and the simplified goal is to get long term unemployed back to work. Long term defined as over 30 weeks unemployed. Improve and enhance workforce board and career center services across the commonwealth; based on the recognition that we are in a different economy.

- That there is a large gap between job seeker needs and qualification and company requirements and hiring practices
- That innovations are needed in the way we design and deliver services, in the knowledge base of our staff, and in the information we have available to more successfully place individuals and fill job vacancies across the state

For the North Shore WIB this will help:

- Fulfill the goals we established through our Career Center review work of last year
- Improve our service with technology and community partnerships
- Increase our understanding of business needs and translate these to match our job seeker customer needs
- Provide quality services at a lower cost

Based on work to date, this grant will help us:

- Enhance business engagement in our system
- Better understand and implement technology advancements at many levels, including tracking of real time labor market information, job seeker use of technology as part of the job search process; provision of online workshops/counseling/training that will free up staff to work more closely with customers

Grant will provide:

- Staff reorganization into sector-based teams “Pods” that have fuller knowledge of the needs of critical sectors and working more effectively with job seekers in obtaining jobs within these sectors
- Improved technology
- Policy changes at local, state, and federal levels
- All changes must be completely sustainable

Mary presented the Board with 3 questions for discussion.

1. What can we do to help our staff better understand and become experts in our critical industries?
2. What advice can you give us in regard to the best way to provide quality staff training?
3. How can we use technology to free up staff to work more deeply with customers – both companies and job seekers.

Discussion:

B. Hogan – One thing I like about this is it gives people who share the same desire to help people back into the workforce the opportunity to work together more closely. Is there a way to bring people together in a more formal way to talk about the issues raised here? How do we get the information about needed skills across sectors? The use of the word “Pod” is great.

P. Hegarty-Steck – In the pods, are you going to plan for someone whose job it is to work with the employer? This is very time consuming and you need someone with the time to cultivate a relationship with the employer in order to get what we need from them.

B. Tinti – Each sector comes with its own issues. Resources become very important.

S. Jepson – I’m thinking about almost a reverse internship along the lines of a loaned executive. Bringing someone from the companies into the career centers to become part of the center.

M. Sarris – We were thinking about the concept of having loaned executives come into the career centers for an externship for 6 months.

L. Roberto – There is a lag time for skills gap. Engaging at the right level with someone from the WIB, the CC and the company while looking forward is important. We don’t want to get people

into training and by the time that have they completed, the circumstances have changed and their positions are no longer needed.

**B. Tini** – Statistics look back. All businesses are cyclical, so getting a handle on that issue is also important.

**M. Sarris** – One of our Career Center charter goals is to have members envision 5 years from now. That exercise will fit right in here.

**D. Palter-Gill** – Some of the sector based work we've already done can provide a base foundational model to build upon.

**S. Falvey** – What we're doing here makes sense. You need someone who knows what's going on in a particular sector.

**B. Hogan** – This group has done an excellent job of focusing on career ladders within sectors with recognition that a lot of the unemployed folks are low wage earners, may not have a lot of job experience, or need to build some basic skills. If we can articulate with the people who will be hiring what their needs are, we can plan more carefully how to get there.

**A. Greenstein** – We have a significant number of unemployed people that already have some form of advanced degree, but not the one needed. These people need help with “career lattices” to advance their education in the right direction.

**B. Carr** – At the Voc. Tech. School we have advisory committees which are people from industries that are in the know of what they are looking for in their employees. They meet with our career area teachers and we revamp the curriculum to meet the industry's needs.

**T. Doggett** – Businesses work on the bottom line. What we need to do is show the businesses that we are the better direction for them to impact their bottom line.

Tom Lemons moved to approve the minutes from the January meeting. Steve Falvey seconded that motion. All members in attendance voted in favor of approving the January minutes.

### **Committee Updates**

Summer Jobs are around the corner. We encourage all member businesses to hire a teen or two over the summer or, if you cannot hire a teen donate money so we can hire a teen through a nonprofit.

Due to time constraints, Mary Sarris gave brief committee updates

A PowerPoint presentation outlining this meeting is available by request.

Steve Falvey motioned to adjourn. The motion was seconded by Tony Dunn. All members voted in favor of adjourning.

The meeting adjourned at 9:07am.

The next meeting is scheduled for May 10, 2012.

Respectfully submitted by Maquisha Alleyne.

**CAREER CENTERS**  
**Customer Count**

*New Customers*

	March, 12		Actual YTD		Mar, 11 YTD
	Actual	Plan	Actual YTD	Plan thru 6/30/12	Actual
<b>Lynn</b>	436	385	4,070	4,623	3,795
<b>Salem</b>	320	252	3,010	3,022	3,384
<b>Gloucester</b>	22	63	426	755	630
<b>Total</b>	778	700	7,506	8,400	7,809

*Total Customers Served*

	March, 12		Actual YTD		Mar, 11 YTD
	Actual	Plan	Actual YTD	Plan thru 6/30/12	Actual
<b>Lynn</b>	1,404	642	6,823	7,704	6,612
<b>Salem</b>	1,068	420	4,627	5,037	4,966
<b>Gloucester</b>	126	105	777	1,259	1,177
<b>Total</b>	2,598	1,167	12,227	14,000	12,755

**Customer Placements (#/% of total customers served)**

	March, 12		Actual YTD		Mar, 11 YTD
	Actual	Plan	Actual YTD	Plan thru 6/30/12	Actual
<b>Lynn</b>	94/7%	83	870/13%	1,002	1,218/18%
<b>Salem</b>	59/6%	55	595/13%	655	799/16%
<b>Gloucester</b>	18/14%	14	120/15%	164	209/18%
<b>Total</b>	171/7%	152/13%	1,585/13%	1,820/13%	2,226/17%

**Customer Satisfaction – Results for December 2011 & January 2012**

*Job Seeker*

<b>Gloucester (n=10)</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Were you satisfied with the results of your visit?</b>	9 (90%)	1 (10%)	0 (0%)	0 (0%)

<b>Lynn (n = 33)</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Were you satisfied with the results of your visit?</b>	18 (55%)	12 (36%)	3 (9%)	0 (0%)

<b>Salem (n = 26)</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Were you satisfied with the results of your visit?</b>	10 (38%)	14 (54%)	1 (4%)	1 (4%)

<b>System-Wide (n = 69)</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
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Were you satisfied with the results of your visit?	37 (54%)	27 (39%)	4 (6%)	1 (1%)
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***Employer***

System-Wide (n = 9)	Excellent	Good	Fair	Poor
Overall satisfaction with Career Center services.	6 (67%)	3 (33%)	0 (0%)	0 (0%)

**Employer Services**

***New Accounts***

	March, 12		Actual YTD		Mar, 11 YTD
	Actual	Plan	Actual	Plan thru 6/30/12	Actual
Lynn	50	18	363	220	368
Salem	15	23	153	275	116
Gloucester	0	5	27	55	48
Total	65	46	543	550	532

***Total Employers Served***

	March, 12		Actual YTD		Mar, 11 YTD
	Actual	Plan	Actual	Plan thru 6/30/12	Actual
Lynn	126	40	750	480	735
Salem	38	50	262	600	212
Gloucester	1	10	41	120	96
Total	165	100	1,053	1,200	1,043

***Total Number of Employers Listing Job Orders***

	March, 12		Actual YTD		Mar, 11 YTD
	Actual	Plan	Actual	Plan thru 6/30/12	Actual
Lynn	61	17	384	210	517
Salem	14	32	104	381	102
Gloucester	1	8	16	98	51
Total	76	58	504	700	670

## TRAINING DIVISION / WORKFORCE INVESTMENT ACT

### Overall WIA Activity

	YTD Actual	Planned Thru End of Grant	Mar, 11 YTD
<b>Adult</b>	194	222	275
<b>Dislocated Worker</b>	389	444	472

### Overall WIA Placement

	YTD Actual	Planned Thru End of Grant	Mar, 11 YTD
<b>Adult</b>	42	105	79
<b>Dislocated Worker</b>	90	235	91

### Preferred Vendor Performance (top 6 vendors in terms of enrollments) July 2011-March 2012

Vendor	Number Served	Placement Rate	Average Wage	Number Served in FY 11
<b>North Shore CC</b>	48	86% (7/6 exits)	21.81	102
<b>Millennium</b>	22	NA	NA	22
<b>American Red Cross</b>	20	100% (6/6 exits)	12.17	17
<b>NSCAP</b>	16	100% (1/1 exits)	16.80	24
<b>New England Tractor Trailer</b>	12	100% (3/3 exits)	13.77	6
<b>Salem State College</b>	9	100% (1/1 exit)	25.00	17

## YOUTH DIVISION

### Workforce Investment Act Programs

Vendor	Number Served	Number Exited	Number placed/Average Wage	Number Served in FY 11
<b>Action, Inc.</b>	25	12	4/8.44	34
<b>Catholic Charities</b>	37	16	5/8.68	45
<b>Girls, Inc.</b>	30	8	1/8.00	33

### School-to-Career

Connecting Activities / MCAS Remediation (program connects students and employers in brokered jobs and internships across the region)

	Goal	Actual
<b>Student Work and Learning Experiences</b>	200	473

### **Work and Learning Experiences for High School Youth**

- Our third quarter goals and objectives were based on the FY12 Program Elements and were closely aligned with the Race to the Top and Career Readiness Delivery Plan (A.G.R.O.W.E.). In the third quarter, the total number of students participating in jobs/internships showed a significant growth from 14 to 69 total placements, including students in a subsidized employment arrangement. All students were placed onto a Work-Based Learning Plan (WBLP).
- A group of our students from the Salem Community Charter School participated in the North Shore Community Development Coalition's STAND: *Students Take Action for Neighborhood Development* program. The Youth Jobs program is a paid internship opportunity for at-risk, low-income youth in the North Shore region of Massachusetts that focuses on neighborhood revitalization and leadership development. These young employees also receive educational programming, such as public speaking and resume building workshops to help enhance their ability to find further employment. Leadership development workshops also incorporated into the program give students transferable job skills, while they work with professionals on property management and community development in their own city. Upon successful completion of the twelve week internship, we offered two of the students a leadership position and brought them aboard for an additional twelve weeks.
- From the Second Quarter to Third Quarter, Connecting Activities has seen notable increases in several program elements. First, the number of students in jobs/internships coordinated with planning goals increased from 0 to 12. Second, students in jobs/internships who were targeted through initiatives to raise graduation rates have also increased from 0 to 11. We hope to see these numbers rise throughout the rest of the school year.
- With financial incentive funding, Connecting Activities staff created large posters for each of the four targeted high schools in the North Shore region. The posters outlined the specific job related goals the students could strive for to earn a \$25 Target gift card. Two examples are if the student obtains a private sector job or they receive a raise from their private sector employment. This quarter we have seen an increase in the level of motivation to find, get and keep a job. The number of private sector placements also increased since these incentives were put into place.

Budget-Actual Summary by Expense Category  
As of March 31, 2012

	Budget	Actual	Obligations	\$ Remaining	%Rem.
<u>REVENUE</u>					
Current Year Grants	\$ 3,728,211	\$ 1,641,866	-	\$ 2,086,345	56.0%
Current Year Income	32,980	6,254	-	26,726	81.0%
Prior Year Carry-in	2,806,150	1,737,065	-	1,069,085	38.1%
Total Revenue	\$ 6,567,341	\$ 3,385,185	-	\$ 3,182,156	48.5%
<u>EXPENSES + OBLIGATIONS</u>					
<u>Admin Expenses</u>					
Personnel	\$ 268,536	\$ 207,546	\$ -	\$ 60,990	22.7%
Expenses	116,534	90,060	-	26,474	22.7%
Total Admin Expenses	\$ 385,070	\$ 297,606	-	\$ 87,464	22.7%
<u>Program Expenses</u>					
Personnel	\$ 1,540,893	\$ 1,054,963	\$ 57,174	\$ 428,756	27.8%
Individual Training Accounts	1,025,920	390,968	269,205	365,747	35.7%
Supportive Services	25,350	2,286	1,166	21,898	86.4%
Youth Jobs	394,648	295,466	47,379	51,803	13.1%
Other Training	1,241,478	666,434	398,521	176,523	14.2%
Other Program Costs	1,023,263	510,371	359,029	153,863	15.0%
Business Services Costs	83,560	48,227	-	35,333	42.3%
Total Program Expenses	\$ 5,335,112	\$ 2,968,715	\$ 1,132,474	\$ 1,233,923	23.1%
Total Expenses & Obligations	\$ 5,720,182	\$ 3,266,321	\$ 1,132,474	\$ 1,321,387	23.1%
Planned Carry-Out	\$ 847,159				



Budget-Actual Summary by Program  
As of March 31, 2012

Program Name	FY Budget	FYTD Spent + Obligated	Amount Remaining	Percent Remaining
<i><u>Federal Funds</u></i>				
ARRA Byrne Justice Assistance Grant	\$ 150,000	\$ 147,740	\$ 2,260	1.5%
ARRA State Energy Sector Partnership	461,436	430,419	31,017	6.7%
DESE Adult Educ. Career Ctrs: Fund 342 - FY11	6,196	5,478	718	11.6%
DESE Adult Educ. Career Ctrs: Fund 342 - FY12	22,284	14,853	7,431	33.3%
DOL HCLN Earmark	164,878	157,841	7,037	4.3%
DUA Unemployment Insurance: Part 1	9,249	9,249	-	0.0%
DUA Unemployment Insurance: Part 2	27,748	27,748	-	0.0%
DUA Unemployment Insurance: Part 3	17,837	9,824	8,013	44.9%
EOT - SETPNS - FY11 JARC	251,692	249,627	2,065	0.8%
EOT - SETPNS - FY11 New Freedom	251,424	247,798	3,626	1.4%
Rapid Response - State Staff	7,977	7,155	822	10.3%
Rapid Response Set Aside: Machinist	240,857	67,458	173,399	72.0%
Rapid Response Set Aside: N.S. Companies	195,363	135,163	60,200	30.8%
Reemployment & Eligibility Assessments	14,008	14,008	-	0.0%
Vets: Disabled Veterans Outreach Program	7,977	6,532	1,445	18.1%
Vets: Jobs for Veterans State Grants	4,000	4,000	-	0.0%
Vets: Local Veterans Employment Representative	10,130	8,084	2,046	20.2%
Wagner Peyser ES 10%	3,513	3,053	460	13.1%
Wagner Peyser ES 90%	75,781	56,652	19,129	25.2%
Wagner Peyser ES 90%, FY11 Carry-in	27,144	24,011	3,133	11.5%
WIA Formula Funds: Administration	241,839	186,873	54,966	22.7%
WIA Formula Funds: Adults	734,727	487,100	247,627	33.7%
WIA Formula Funds: Dislocated Workers	844,607	534,873	309,734	36.7%
WIA Formula Funds: Youth	843,162	734,735	108,427	12.9%
WIA Incentive - FY11	4,630	4,419	211	4.6%
<i>Total Federal Funds</i>	<i>\$ 4,618,459</i>	<i>\$ 3,574,693</i>	<i>\$ 1,043,766</i>	<i>22.6%</i>

Budget-Actual Summary by Program  
As of March 31, 2012

State & Local Funds

DESE: Adult Basic Education	\$ 116,141	\$ 115,077	\$ 1,064	0.9%
DESE: Connecting Activities	105,000	88,978	16,022	15.3%
DTA Competitive Integrated Employment Services	168,433	77,902	90,531	53.7%
Earned Funds	37,461	37,461	-	0.0%
Employer Engagment in Youth Employment	20,000	194	19,806	99.0%
Shannon: Lynn PD	13,110	3,795	9,315	71.1%
Shannon: Salem PD - Year 4 Carry-in	103	103	-	0.0%
Shannon: Salem PD - Year 5	37,927	34,258	3,669	9.7%
State One-Stop Career Centers	134,190	82,509	51,681	38.5%
Verizon Foundation Youth Grant	10,000	1,155	8,845	88.5%
WCTF - Financial Services	37,127	34,496	2,631	7.1%
Workforce Training Fund	95,000	73,533	21,467	22.6%
YouthWorks: Summer 2011, Part 1	171,597	156,350	15,247	8.9%
YouthWorks: Summer 2011, Part 2	95,634	70,386	25,248	26.4%
YouthWorks: Year Round FY12	60,000	47,905	12,095	20.2%
<i>Total State Funds</i>	<i>\$ 1,101,723</i>	<i>\$ 824,102</i>	<i>\$ 277,621</i>	<i>25.2%</i>
<hr/>				
TOTAL FUNDS	\$ 5,720,182	\$ 4,398,795	\$ 1,321,387	23.1%

# Attachment Index

Pg. 1     The New Yorker – No End In Sight by James Surowiecki

## **Youth Pipeline Committee**

Pg. 2     F1rstJobs Report

Pg. 20    First Career Steps Survey Results

## **Skills Gap Committee**

Pg. 48    TORQ Summary and Examples

Pg. 58    ABE Survey Results

## **Workforce Systems Committee**

Pg. 60    Career Center Charter Goals and Strategies

Pg. 64    New Gloucester Office Address

## **Partnership Committee**

Pg. 65    Board Member Affiliation Survey Results

Pg. 69    Twitter Page

Strategic Plan Brochure

# THE NEW YORKER

THE FINANCIAL PAGE

## NO END IN SIGHT

by James Surowiecki

APRIL 30, 2012

The talk in Washington these days is all about budget deficits, tax rates, and the “fiscal crisis” that supposedly looms in our near future. But this chatter has eclipsed a much more pressing crisis here and now: almost thirteen million Americans are still unemployed. Though the job market has shown some signs of life in recent months, the latest figures on new jobs and on unemployment-insurance claims have been decidedly unimpressive. We are stuck with an unemployment rate three points higher than the postwar average, and the percentage of working adult Americans is as low as it’s been in almost thirty years. What’s most troubling is that so much of this unemployment is long-term. Forty per cent of the unemployed have been without a job for six months or more—a much higher rate than in any recession since the Second World War—and the average length of unemployment is about forty weeks, a number that has changed very little since 2010. The economic recovery has now lasted nearly three years, but for millions of Americans it hasn’t yet begun.

Being unemployed is even more disastrous for individuals than you’d expect. Aside from the obvious harm—poverty, difficulty paying off debts—it seems to directly affect people’s health, particularly that of older workers. A study by the economists Till von Wachter and Daniel Sullivan found that among experienced male workers who lost their jobs during the 1981-82 recession mortality rates soared in the year after the layoffs. And the effects of unemployment linger. Many studies have shown that the lifetime earnings of workers who become unemployed during a recession are permanently reduced, and von Wachter and Sullivan found that mortality rates among laid-off workers were much higher than average even twenty years afterward.

Unemployment doesn’t hurt just the unemployed, though. It’s bad for all of us. Jobless workers, having no income, aren’t paying taxes, which adds to the budget deficit. More important, when a substantial portion of the workforce is sitting on its hands, the economy is going to grow more slowly than it could. After all, people doing something to create value, rather than nothing, is the fundamental driver of growth in any economy.

Most worrying, if high unemployment persists it could start to feed upon itself. Right now, unemployment is mainly the result of what economists call cyclical factors: during the recession, demand plummeted, and during the recovery consumer spending, government stimulus, and exports haven’t been sufficient to make up the difference. But if high long-term unemployment continues there’s a danger that, sooner or later, cyclical unemployment could become structural unemployment—that is, unemployment that won’t go away once the good times return. The longer people are unemployed, the harder it is for them to find a job (even after you control for skills, education, and so on). Being out of a job can erode people’s confidence and their sense of possibility; and employers, often unfairly, tend to take long-term unemployment as a signal that something is wrong. A more insidious factor is that long-term unemployment can start to erode job skills, making people less employable. One extraordinary study of Swedish workers, for instance, found that there was a strong correlation between time out of work and declining skills: workers who had been out of work for a year saw their relative ability to do something as simple as process and use printed information drop by five percentile points.

The phenomenon in which a sizable chunk of the workforce gets stuck in place, and in effect becomes permanently unemployed, is known by economists as hysteresis in the job market. This is, arguably, what happened to many European countries in the nineteen-eighties—policymakers did little when joblessness soared, and their economies got stuck, leaving them with seemingly permanent unemployment rates of eight or nine per cent. The good news is that there’s not much evidence that hysteresis has set in here yet. The bad news is that we can ride our luck only for so long. If the ranks of America’s long-term jobless don’t start shrinking soon, it’s less likely that they ever will, and we’ll be looking at a new “natural” unemployment rate for the U.S. economy. This economy would be less productive as a whole (since there would be fewer workers), meaning that everyone would be less well off.

You’d think that Congress and the Federal Reserve would be straining every sinew to avoid such a fate. It isn’t as if they’re out of tools. A more aggressive monetary or fiscal policy, or both, would help put lots of Americans back to work. We could also follow Germany’s example and subsidize job-sharing programs, which have helped Germany bring down its long-term unemployment rate despite the recession. Sadly, there’s little sign that policymakers have much interest in using these tools. The inertia can be chalked up, in part, to ideological hostility from those who are opposed to more government spending or to anything that might increase inflation. But the bigger obstacle may be psychological: the longer unemployment stays high, the likelier people are to get used to it. Five years ago, an unemployment rate of seven and a half per cent would have seemed outrageous, but it’s possible that five years from now it will seem not so bad. A long-term crisis, after a certain point, no longer seems like a crisis. It seems like the way things are. ♦



ILLUSTRATION: CHRISTOPH NIEMANN

# Youth Pipeline

- F1rstJobs Report
- Career Assessment Report



## F1rstJobs Report 2011

The summer of 2011 represents the seventh year of F1rstJobs, a community wide effort to provide meaningful summer work experience for North Shore teens—experiences that pave the way to healthful career exploration and development. This report examines multiple aspects of the program including: funding sources and placement demographics, applicants and placements for the past five years, business participation, and also detailed survey results from businesses who have hired teens and participated in the F1rstJobs Program. Given the limited resources available for summer youth employment we must continue to seek out the most effective way to engage youth into the labor market.

### 2011 F1rstJobs Placements by Funding Source

The F1rstJobs 2011 program had seven different funding sources to pay for/supplement teen hires. Each of these funding sources has enrollment and eligibility requirements that must be met in order for the funds to be released to pay for teen employment. The following provides a description regarding the funding sources involved in the F1rstJobs Program:

Business/Foundation/Individual contributions (BFI): are funds raised through foundations and private donors. These funds are used for youth ages 14-19 who do not meet the eligibility requirements of the government grants and who have not yet had a first work experience. These funds are administered by Essex County Community Foundation (ECCF).

JAG/EOPPS /BYRNE: funds are part of the American Reinvestment and Recovery Act (Stimulus) money through the Edward Byrne Memorial Justice Assistance Program administered by the US Dept. of Justice and awarded to the Mass Executive Office for Public Safety and Security. This program is intended to service youth from Lynn who meet the free/reduced lunch income guidelines or are 200% above the federal poverty guidelines. These funds are targeted to cities in Massachusetts that have the greatest incidence of juvenile detention and adjudication, where low-income youth who have additional barriers to successful employment are especially in need of ensuring access to summer job opportunities.

Other Programs: Youth whose employment was subsidized through grants, such as Community Development Block Grant provided to other partners, such as the City of Lynn, the North Shore Food Project and Lynn Housing Authority; but who also received full services (i.e. eligibility/job readiness workshops, etc.,) through the Youth Career Center.

Direct hires by private companies: Youth are directly hired by a company or are placed into jobs that are not subsidized. There are no eligibility requirements. Many of these teens participate in the job readiness workshops and/or receive assistance in finding open positions.

Shannon: The Senator Charles E. Shannon Jr. Community Safety Initiative is a state grant that is intended to provide prevention and positive alternatives for youth who are vulnerable to gang violence.

YouthWorks Summer: is a state grant that serves youth from Lynn and Salem (14-21 years) who meet the free/reduced lunch income guidelines or whose family income is at or below 200% of the federal poverty guidelines. Grant also targets youth with other “at-risk” /high need for intervention.

YouthWorks II: Same as YouthWorks Summer

Youth Employed 2011	Funding Source							Total	
	BFI	JAG/EOPPS /BYRNE	Other Programs	Direct Hires	Shannon	Youth- Works II	Youth- Works Summer	Number	Percent
<b>Number Placed</b>	25	79	42	120	21	52	108	447	100%
<b>City</b>									
Beverly	6	0	0	5	0	0	0	11	2.5%
Gloucester	2	0	0	0	0	0	0	2	0.5%
Danvers	1	0	0	9	0	0	0	10	2.3%
Lynn	5	79	37	78	0	34	89	322	73.9%
Marblehead	1	0	0	0	0	0	0	1	0.2%
Middleton	2	0	0	0	0	0	0	2	0.5%
Peabody	1	0	1	4	0	0	0	6	1.4%
Reading	0	0	0	1	0	0	0	1	0.2%
Salem	7	0	2	19	21	18	19	86	19.7%
Saugus	0	0	0	1	0	0	0	1	0.2%
Swampscott	0	0	2	3	0	0	0	5	1.1%
<b>Age</b>									
14	0	3	0	1	0	0	4	8	1.8%
15	3	9	2	3	3	8	10	38	8.7%
16	8	11	7	12	5	12	10	65	14.9%
17	10	20	9	25	2	11	39	116	26.6%
18	1	24	11	30	7	9	22	104	23.9%
19	1	8	7	23	2	9	15	65	14.9%
20	1	4	3	13	1	1	6	29	6.7%
21	1	0	3	7	0	1	2	14	3.2%
22	0	0	0	5	1	1	0	7	1.6%
23	0	0	0	1	0	0	0	1	0.2%
<b>Gender</b>									
Female	16	20	18	50	11	29	53	197	45.2%
Male	9	59	24	70	10	23	55	250	57.3%
<b>Ethnicity</b>									
African American	5	22	10	21	1	8	22	89	20.4%
Asian	2	6	4	5	0	3	7	27	6.2%
Hispanic	2	33	15	50	18	23	46	187	42.9%
Middle Eastern	0	0	0	0	0	1	0	1	0.2%
Multi-Ethnic	0	0	0	0	0	0	1	1	0.2%
White	16	12	12	39	2	15	29	125	28.7%
Other	0	6	1	5	0	2	3	17	3.9%

- 447 teens found employment through F1rstJobs in 2011.
- There were seven founding sources for F1rstJobs. From largest to smallest in terms of teen placements they are: Direct hires by companies (26.8%), YouthWorks Summer (24.1%), JAG/EOPPS/BYRNE (17.7%), YouthWorks II (11.6%), Other Programs (9.3%), F1rstJobs (5.6%), and Shannon (4.7%).

- Of the 447 teens who found employment 71.8% were from Lynn and 19.3% were from Salem. No other city was above 2.5%.
  - JAG/EOPPS/BYRNE only placed teens from Lynn.
  - Shannon only placed teens from Salem.
  - 65.4% of YouthWork Summer placements were teens from Lynn & 34.6% from Salem.
  - 82.4% YouthWorks II placements were teens from Lynn & 17.6% from Salem.
  - 88.0% Other Programs placements were teens from Lynn.
- F1rstJobs Teens were 57.3% Male and 45.2% Female.
- Hispanics were the largest ethnic group to find employment through F1rstJobs at 42.9%, followed by Whites (28.7%), and African-American (20.4%).

### F1rstJobs 2006-2011 Demographic Comparison

F1rstJobs Summary	2011		2010		2009		2008		2007		2006	
	Apply	Place	Apply	Place	Apply	Place	Apply	Place	Apply	Place	Apply	Place
<b>Total</b>	<b>1310</b>	<b>447</b>	<b>1387</b>	<b>417</b>	<b>2180</b>	<b>490</b>	<b>1057</b>	<b>382</b>	<b>621</b>	<b>225</b>	<b>681</b>	<b>210</b>
<b>Age</b>												
13	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.6%	0.0%
14	4.7%	1.8%	3.8%	2.2%	6.7%	6.1%	11.0%	3.7%	13.8%	6.2%	11.4%	6.2%
15	11.8%	8.5%	12.4%	7.2%	15.8%	13.9%	19.8%	13.4%	26.9%	24.0%	27.3%	21.4%
16	17.0%	14.5%	18.9%	19.7%	18.3%	19.8%	19.7%	21.2%	22.7%	27.6%	21.9%	23.3%
17	22.3%	26.0%	20.0%	24.9%	19.3%	23.3%	21.1%	21.5%	17.6%	21.3%	19.3%	20.0%
18	19.4%	23.3%	19.8%	20.4%	16.4%	14.3%	12.6%	23.8%	12.1%	12.9%	12.0%	16.2%
19	13.4%	14.5%	12.3%	14.1%	10.3%	10.6%	7.8%	6.8%	4.8%	5.8%	5.0%	9.5%
20	5.4%	6.5%	5.6%	5.3%	6.0%	4.5%	4.9%	6.5%	1.4%	1.3%	2.3%	3.3%
21	3.6%	3.1%	3.2%	4.8%	3.0%	3.3%	1.7%	2.4%	0.5%	0.4%	0.1%	0.0%
22	1.8%	1.6%	2.1%	1.0%	1.9%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
23	0.3%	0.2%	0.7%	0.5%	1.5%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
24	0.2%	0.0%	0.4%	0.0%	0.8%	1.2%	0.7%	0.5%	0.0%	0.0%	0.1%	0.0%
Blank	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.8%	0.3%	0.2%	0.4%	0.0%	0.0%
<b>Gender</b>												
Male	52.0%	55.9%	52.3%	56.4%	55.0%	59.2%	44.3%	63.6%	52.0%	53.3%	50.7%	51.4%
Female	47.8%	44.1%	47.7%	43.6%	44.2%	39.8%	55.7%	36.4%	48.0%	46.7%	49.3%	48.6%
Blanks	0.7%	0.0%	0.0%	0.0%	0.8%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Ethnicity</b>												
White	28.5%	28.0%	34.9%	38.4%	36.0%	40.8%	39.0%	40.3%	34.1%	40.0%	30.2%	44.8%
African American	17.7%	19.9%	16.2%	18.7%	15.6%	13.9%	14.6%	16.2%	18.4%	19.1%	21.0%	20.5%
Hispanic	43.7%	41.8%	39.2%	35.0%	36.7%	36.7%	32.3%	29.8%	34.3%	26.7%	33.6%	21.9%
Asian	4.7%	6.0%	5.0%	3.4%	3.8%	3.1%	5.5%	3.1%	4.5%	3.6%	5.8%	3.3%
Multiethnic	1.3%	0.4%	1.1%	1.2%	1.5%	1.2%	0.1%	0.0%	4.7%	5.8%	2.9%	4.8%
Unknown	2.1%	1.3%	2.7%	0.5%	3.0%	0.6%	4.1%	5.0%	0.5%	0.0%	2.2%	1.0%
Other	2.1%	2.5%	0.9%	2.9%	3.1%	3.7%	4.3%	5.5%	3.4%	4.9%	4.2%	3.8%
Native American	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.3%	0.0%	0.2%	0.0%	0.0%	0.0%



- 2011 was the 2<sup>nd</sup> highest total number of teen jobs at 447 and is 43 jobs less than the highest number of jobs of 490 in 2009.
- Since 2006, teen job placement has increased 113% from 210 teens placed into summer employment to 447 teens placed into summer employment.
- The average age of F1rstJobs teens is slowly increasing:

<b>F1rstJobs Teens</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>	<b>2006</b>
Average Age	17.5	17.5	17.2	17.1	16.4	16.6

- This is reflected in the percentage decrease in the younger age groups:
  - Age 14: 6.2% in 2006 & 1.8% in 2011
  - Age 15: 24% in 2006 & 8.5% in 2011
- And in the percentage increase in the older age groups:
  - Age 18: 16.2% in 2006 & 23.3% in 2011
  - Age 19: 5.8% in 2006 & 14.5% in 2011
- The gender distribution has remained about the same, except for a two year drop in the proportion of females in 2008 & 2009 which bounced back in 2010 and held in 2011.
- The percentage of White placements decreased slowly from 2006-2010 and then falls 10% in 2011
- The percentage of Hispanic placements increases steadily from 2006-2011.
- The percentage of African-American placements remained steady from 2006-2011, except for a two year drop in 2008 & 2009.

### **F1rstJobs Residence Comparison 2006-2011**

<b>F1rstJobs Summary</b>	<b>2011</b>		<b>2010</b>		<b>2009</b>		<b>2008</b>		<b>2007</b>		<b>2006</b>	
	<b>Apply</b>	<b>Place</b>	<b>Apply</b>	<b>Place</b>	<b>Apply</b>	<b>Place</b>	<b>Apply</b>	<b>Place</b>	<b>Apply</b>	<b>Place</b>	<b>Apply</b>	<b>Place</b>
<b>Total</b>	<b>1310</b>	<b>447</b>	<b>1387</b>	<b>417</b>	<b>2180</b>	<b>490</b>	<b>1057</b>	<b>382</b>	<b>621</b>	<b>225</b>	<b>681</b>	<b>210</b>
<b>Residence</b>												
Beverly	4.4%	2.5%	3.8%	5.5%	4.3%	7.6%	9.4%	6.5%	4.3%	5.3%	4.8%	8.6%
Danvers	1.5%	2.2%	1.7%	1.2%	1.5%	1.8%	0.8%	0.5%	0.6%	0.4%	0.3%	0.5%
Essex	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.3%	0.0%	0.0%	0.0%	0.0%
Gloucester	2.5%	0.4%	2.1%	1.2%	3.9%	4.7%	3.2%	6.5%	4.5%	5.3%	4.5%	8.1%
Hamilton	0.2%	0.0%	0.1%	0.0%	0.1%	0.0%	0.9%	0.5%	0.2%	0.0%	0.3%	1.0%
Ipswich	0.2%	0.0%	0.4%	0.5%	0.6%	1.2%	0.3%	0.0%	0.2%	0.0%	0.1%	0.0%
Lynn	66.0%	72.0%	61.4%	62.1%	55.4%	48.4%	55.5%	49.0%	65.9%	51.1%	66.9%	51.9%
Lynnfield	0.2%	0.0%	0.3%	0.0%	0.3%	0.2%	0.1%	0.0%	0.0%	0.0%	0.3%	0.5%
Manchester	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%
Marblehead	0.5%	0.2%	0.6%	0.7%	0.6%	0.4%	0.3%	0.8%	2.1%	2.2%	0.9%	1.0%
Middleton	0.2%	0.4%	0.1%	0.0%	0.2%	0.4%	0.2%	0.0%	0.0%	0.0%	0.1%	0.5%
Nahant	0.1%	0.0%	0.2%	0.2%	0.2%	0.2%	0.2%	0.5%	0.2%	0.4%	0.3%	0.0%
Peabody	2.7%	1.3%	3.5%	4.8%	4.7%	8.0%	4.2%	3.9%	2.9%	3.1%	5.7%	7.1%
Rockport	0.0%	0.0%	0.1%	0.0%	0.1%	0.2%	0.4%	0.8%	0.6%	0.9%	0.4%	1.4%
Salem	19.3%	19.2%	22.9%	22.3%	20.9%	24.7%	20.3%	25.7%	16.1%	26.2%	13.1%	16.7%
Saugus	0.8%	0.2%	0.6%	0.5%	1.1%	1.4%	0.5%	0.0%	0.3%	0.4%	0.6%	1.0%
Swampscott	0.7%	1.1%	0.8%	0.7%	0.6%	0.4%	1.2%	2.4%	1.1%	2.2%	1.2%	1.4%
Topsfield	0.1%	0.0%	0.3%	0.2%	0.0%	0.0%	0.1%	0.0%	0.3%	0.9%	0.1%	0.5%
Wenham	0.0%	0.0%	0.0%	0.0%	0.1%	0.2%	0.3%	0.0%	0.2%	0.4%	0.0%	0.0%
Out of Area	0.8%	0.2%	0.9%	0.0%	5.0%	0.0%	1.3%	0.0%	0.3%	0.9%	0.3%	0.0%
Blanks	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.8%	2.6%	0.0%	0.0%	0.0%	0.0%

<b>F1rstJobs Teens</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>	<b>2006</b>
Lynn	72.0%	62.1%	48.4%	49.0%	51.1%	51.9%
Salem	19.3%	22.3%	24.7%	25.7%	26.2%	16.7%
All Other Cities	8.7%	15.6%	26.9%	25.4%	22.7%	31.4%

- The percentage of F1rst job teens from Lynn & Salem has been increasing each year.
- Lynn & Salem combined for 68.6% of placements in 2006 and 91.3% of placements in 2011.
- The placement of Lynn Residents is 6% higher than the number of candidates applying of employment.

### **Employer Participation in F1rstJobs 2011 & 2010**

The following provides a breakdown of companies that hired F1rstJobs teens in 2011 and 2010. The companies are divided into three classifications: those that hired teens in 2010 & 2011, those that hired teens in only 2011, and those that only hired teens in 2010.

<b>Companies Hiring F1rstJobs Teens in 2010 &amp; 2011</b>			
Armstrong Machine Co Inc	Beverly	Barton Associates	Peabody
CVS	Beverly	Budget Pools	Peabody
Delta Electronics Manufacturing Company	Beverly	Hannaford Supermarket	Peabody
Jet Blue Airlines	Boston	JCPenney	Peabody
University of Massachusetts Boston	Boston	Lahey Clinic Northshore	Peabody
Best Buy	Danvers	North Shore Bank	Peabody
Hollywood Hits Theater Corporation	Danvers	Oasis Smoothie	Peabody
Payless Shoe Source	Danvers	PF Changs Bistro	Peabody
Market Basket	Gloucester	Sonic Drive In	Peabody
Ipswich Outboard Motor	Ipswich	Roger Williams University	Providence
Burger King	Lynn	Nile Cove Apartments	Quincy
Complete Cleaning Co Inc	Lynn	Staples	Revere
Domino Pizza	Lynn	Jimmies Ice Cream	Roslindale
Dunkin Donuts	Lynn	E W Hobbs	Salem
Eastern Bank	Lynn	HMA Car Care Systems	Salem
Ernies Harvest Time	Lynn	Howling Wolf Taqueria	Salem
Greater Lynn YMCA	Lynn	Kemosabe	Salem
Honey Dew Donuts	Lynn	Lobster Shanty	Salem
Johnnie Foodmaster	Lynn	Ritas Ice	Salem
Little Caesars	Lynn	Rizzos Roast Beef and Pizza	Salem
Mcintyre Electrical	Lynn	Salem Cinema	Salem
Minos Roast Beef and Subs	Lynn	Salem Hospital	Salem
Papa Ginos	Lynn	Shaws	Salem
Price Rite	Lynn	Tinti, Quinn, Grover & Frey, P.C.	Salem
Stop & Shop	Lynn	Wal-Mart	Salem
Alpine Landscape	Malden	Wendys	Salem
Devereux Nursing Home	Marblehead	Workforce Investment Board	Salem
Nahant Country Club, Inc	Nahant	HoneyBaked Ham	Saugus
Abercrombie	Peabody	Five Guys Burgers and Fries	Swampscott
American Eagle Outfitters	Peabody	Marshalls Distribution Center	Woburn

Companies Hiring F1rstJobs Teens in 2011			
Beverly Cooperative Bank	Beverly	Bebe	Peabody
Prides Deli	Beverly	Brooksby Village	Peabody
Tryst Restaurant	Beverly	Drastic Tattoo and Body Piercing	Peabody
Aramak Boston Convention Center	Boston	Events for Rent	Peabody
Cosi	Boston	Footlocker	Peabody
US Security Associates	Boston	Forever 21	Peabody
Home Depot	Danvers	Gallo Nero Pizzeria	Peabody
Kanes Flowers	Danvers	Jamba Juice	Peabody
Kentucky Fried Chicken	Danvers	Microtech Staffing	Peabody
Kohls	Danvers	New England Meat Market	Peabody
Partridge Tree Gift Shop	Danvers	One Stop Market	Peabody
Strike One	Danvers	Sears	Peabody
Texas Roadhouse	Danvers	WetSeal	Peabody
Sky Chefs	East Boston	Woodbridge Assisted Living	Peabody
Abbott House Nursing Home	Lynn	ShowCase Cinemas	Revere
Couture Planet	Lynn	Ben & Jerrys Scoop Shop	Salem
Congress Auto Ins	Lynn	Bobs Famous Fried Claims	Salem
Hyde Brothers Contractors	Lynn	Crosbys Market Inc.	Salem
Labor Ready	Lynn	Maria's Sweet Something	Salem
Lynn Car Wash	Lynn	Salem Witch Museum	Salem
Lynn Item	Lynn	Shetland Park	Salem
McDonalds	Lynn	Target	Salem
Richmond Pharmacy	Lynn	Buffalo Wild Wings	Saugus
Seaport Landing Marina	Lynn	Ocean State Job Lot	Saugus
Seven Eleven	Lynn	Taco Bell	Saugus
Sidekim Foods	Lynn	TJ Maxx	Saugus
Union Hospital	Lynn	Marshalls	Swampscott
Bostonville Grille	Lynnfield	Tedesco Country Club	Swampscott

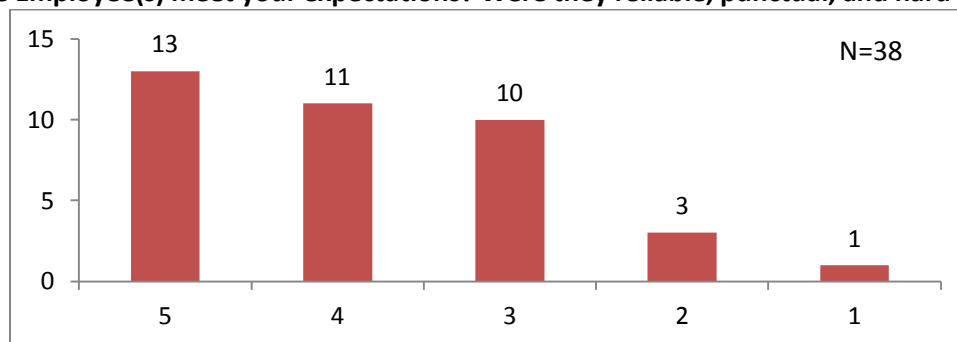
Companies Hiring F1rstJobs Teens in 2010 Only	
Kentucky Fried Chicken	Lynn
McDonalds	Peabody
TJ MAXX	Peabody
Home Depot	Salem
Taco Bell	Salem
Sears	Saugus

## F1rstJobs Business Evaluation Results

The following provides a summary of the 2009 F1rstJobs Business Evaluations. Evaluation forms were sent to all businesses who hired a F1rstJobs Teens. A total of 34 evaluations were returned. 31 of the evaluations came from non-profit partners who received funding from the WIB to reimburse them for 100% of the wages paid to teens and the other 3 evaluations came from business partners who received no funding from the WIB. 2009 was a unique year for F1rstJobs as the NSWIB received funding for grant funded youth job placements through the American Recover and Reinvestment Act (ARRA). ARRA funding came with increased the reporting requirements which were not necessary in previous or future program years. The additional grant funded youth positions lead to a substantial increase in the number of non-profits who participated in F1rstJobs. The number of non-profits hiring youths increased from 27 in 2008 to 73 in 2009 which is an increase of 170%. Please note that some employers answered Question 1 more than once if they hired more than one teen. In addition, not every employer answered every question and this is the reason why some of the summary charts do not equal 34.

Scale = 5 Excellent; 4 Very Good; 3 Good; 2 Fair; 1 Poor

### Question 1: Did the Employee(s) meet your expectations? Were they reliable, punctual, and hard working?

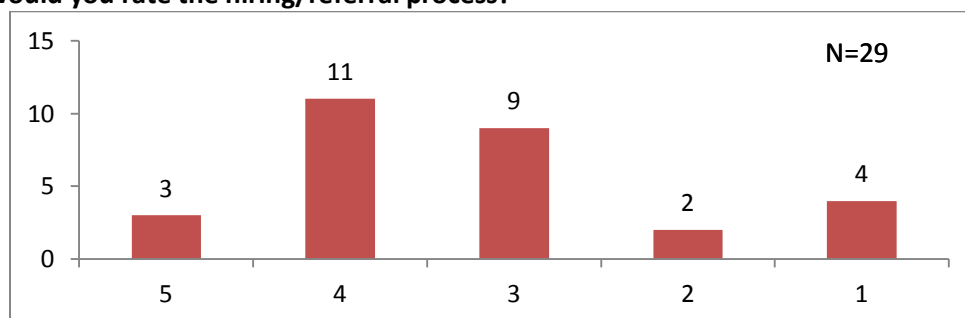


- 63.1% of responses rated the employees (teens) as being Excellent or Very Good.
- 10.5% of responses rated the employees (teens) as being Fair or Poor.

#### Sample Comments:

- Yes he did, He was reliable and very hard working.
- I was extremely happy with my JR Staff and found them hard working.
- She was excellent – We wished we could have her longer.
- Teen was young with little experience. Child care is harder than people think.
- While employees were mostly reliable, punctuality & hard-working were issues.

### Question 2: How would you rate the hiring/referral process?



- 48.2% of employer's rated the hiring/referral process as being Excellent or Very Good.
- 20.6% of employer's rated the hiring/referral process as being Fair or Poor.

### Sample Comments:

- I only received one referral and he was a good one!
- I was confused as to the order of the doing things between classes being filled up and the referral process.
- We asked to be able to interview the possible hires – that was facilitated by your staff – which was great.
- The experience was pretty erratic – the referral process in particular. I kept being shifted between Career Center staff. Employees were seemingly untrained about the job.
- I would like to have more notice on the applicants, we need to CORI everyone and that can take two weeks.

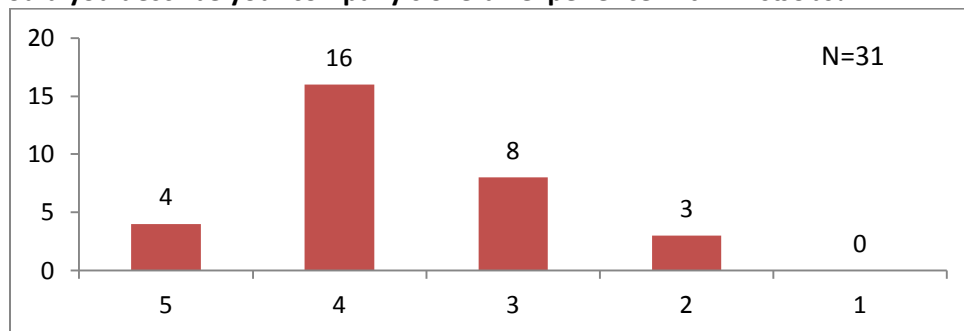
### Question 3: How was your experience working with the career center? Would you work with the F1rstJobs Summer Program again in the future? Sample Comments:

- Yes-I think it is a great program.
- I would definitely work with F1rstJobs again; overall it was a huge success.
- Yes, absolutely. They were very helpful.
- It was okay. I think an informational meeting beforehand would have helped us understand things.
- I have had a hard time contacting the center. No one returns calls or emails.

### Question 4: Do you have any suggestions/remarks on the F1rstJobs summer program? If you had any issues with the youth or the North Shore Youth Career Center can please explain what they were? Sample Comments:

- I think the referrals should come a little earlier. My referral didn't come until right before the program began.
- More communication earlier to better understand who/when to hire, otherwise everything went great.
- The repayment from the City is quite slow.
- I'd like to hire students earlier in the summer – before school ends.
- My suggestion is that we should have more time in the hiring process.

### Question 5: How would you describe your company's overall experience with F1rstJobs?



- 64.5% of employer's rated the hiring/referral process as being Excellent or Very Good.
- 6.4% of employer's rated the hiring/referral process as being Fair.

### Sample Comments:

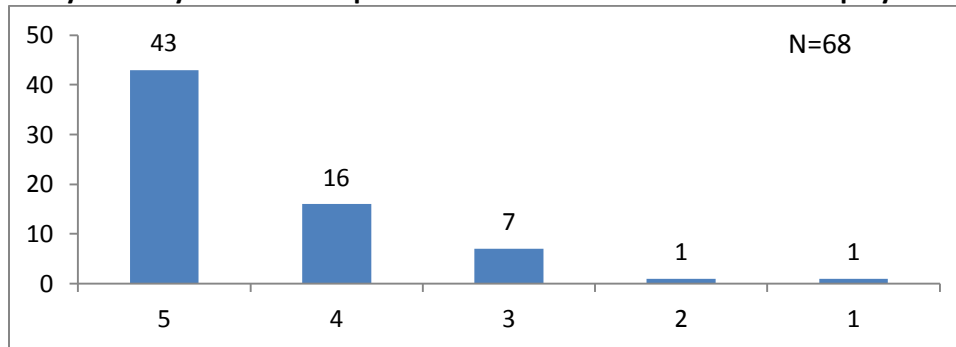
- We were very happy with this opportunity. It would be to make the "Request for Hires" to be a simpler process & much earlier notice to employers.
- It was a learning experience for the both of us (the employee + us). In the future, we will need to be more supportive.
- I think it's a great program. There needs to be more clarity on implementation. What do you need from us and when? How does reimbursement take place? Someone was setting up interviews for us before we knew we had been awarded the grant.
- The Career Center staff was very responsive and professional.
- We are so happy to have participated in this important program.

## F1rstJob Youth Evaluation Survey

The following provides a summary of the 2009 F1rstJobs Youth Evaluations. Evaluation forms were given to all youths who participated in F1rstJobs. A total of 69 evaluations were returned. Please note not every teen answered every question and this is the reason why the summary charts do not equal 69. 2009 was a unique year for F1rstJobs as the NSWIB received funding for grant funded youth job placements through the American Recover and Reinvestment Act (ARRA). ARRA funding came with increased the reporting requirements which were not necessary in previous or future years. The additional grant funded youth positions led to a substantial increase in the number of youth placements for F1rstJobs. The number of youth placements increased from 382 in 2008 to 490 in 2009 which is an increase of approximately 28%.

Scale = 5 Excellent; 4 Very Good; 3 Good; 2 Fair; 1 Poor

### Question 1: How would you rate your overall experience with the F1rstJobs summer employment programs?

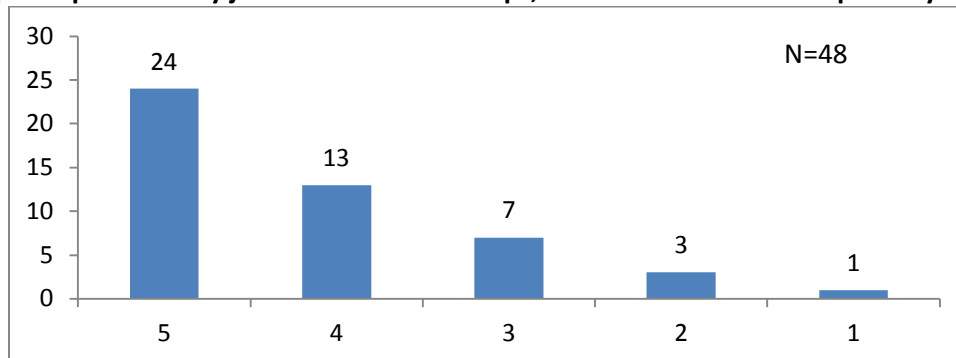


- 86.7% of teens rated their overall experience as being Excellent or Very Good
- 2.9% of teens rated their overall experience being Fair or Poor.

### Sample Comments:

- I have more responsibility when I started my first summer job. I enjoyed it very much.
- I gained many experiences about how to apply for a job in the best way and in the job that I got, I learned several skills which will be useful for me now and in my future.
- It was a very good experience where I learned new things that can help me.
- I got to work with kids from a different a different country and learn their culture.
- I was very happy with my job experience and greatly appreciated the help in finding the job.

### Question 2: If you participated in any job readiness workshops, was the information helpful to you?



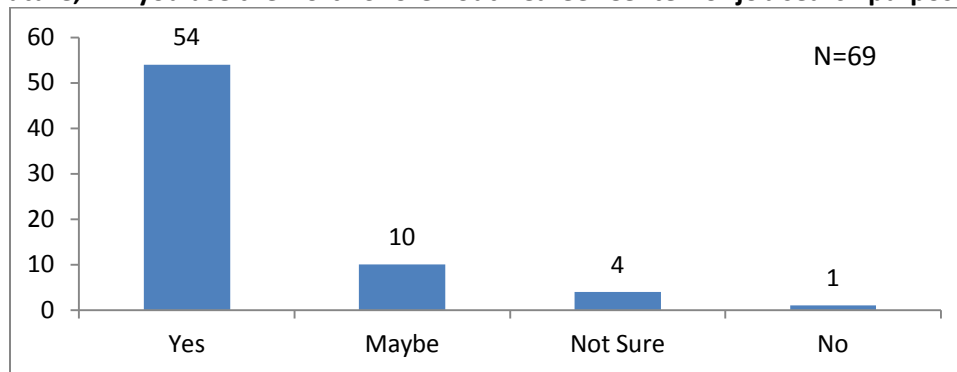
- 77.0% of teens rated the job readiness workshops as being Excellent or Very Good
- 8.3% of teens rated the job readiness workshops being Fair or Poor.

**Sample Comments:**

- Yes, the workshops prepared me for what was going to come.
- Useful information, brief yet informative. Could use more details on example situations.
- Yes it was because it tells you what to do and what not to do.
- Yes, because it taught me how to get ready for an interview.
- The workshops prepared me for what was going to come.

**Question 3: What was one thing you learned from your experience with the F1rstJobs summer employment program?****Sample Comments:**

- One thing I learned from my experience with F1rstJobs program is being on time and always to be respectful.
- I learned how to dress in an office.
- I had a wonderful experience because I got to help my parent with the rent and still have enough for myself.
- I learned that you need to have respect for yourself and your workplace.
- I've learned how to be more helpful to the community and open up to people.

**Question 4: In the future, will you use the North Shore Youth Career Center for job search purposes?**

- 78.0% of teens indicated that they would use the NSYCC for future job searches.
- 7.2% of teens indicated that they were not sure or would not use the NSYCC for future job searches.

**Sample Comments:**

- It's hard for anyone to get a job and this was a good opportunity.
- I would because they found me a job right away on short notice.
- Will use any resources I have available to reach my goals.
- I think that they really can help me find a good job.
- I will use the NSYCC for job searches because they were very helpful in finding a job in a time when my family was in need.

**Question 5: If you could, how would you improve the F1rstJobs summer employment program? What changes would you make to the workshops, services, hiring/referral, process, etc.? Sample Comments:**

- There is always room for improvement, but I am unable to point something out specifically. I got great service and was satisfied with the help I received.
- Create specific job advertisements.
- Offer more workshops.
- I thought that everything was helpful, but it would be nice if I could have a job that would last me a longer.
- I wish I had a review or check in with my boss like hallway through so I could know how to be a better employee.

## “Youth as Workers” – Employer Opinion Survey

In January 2012, Commonwealth Corporation conducted a survey of youth employers across Massachusetts. The purpose of the survey was to identify the sense of companies in relation to their beliefs and practices on hiring teens and entry level workers. Approximately 160 companies were surveyed and the results tabulated. From this will come information that help the workforce system design preparation programs for teens as they search for their first job. The results outlined in this report are the surveys of 10 companies on the North Shore, including 2 health care establishments, 4 retail businesses, 2 restaurants, and 2 financial institutions.

<b>A. Attitudes and Work Behavior</b>	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total Responses
Teens rarely apply for jobs	0	1	2	4	4	11
Teens are uninterested in work	0	2	1	2	4	9
Teens don't like the type of work they are asked to do	1	4	1	3	1	10
Teens are less dependable, less likely to show up on time	0	6	0	4	0	10
Teens are more likely to be absent when scheduled to work	1	5	0	4	0	10
Teens are less reliable, less likely to stay with a task or shirk job responsibilities	0	2	2	6	0	10
Teens have less initiative, less likely to seek out new duties when a task is completed	0	4	0	5	1	10
Teens are less respectful to other staff and managers	0	2	0	6	2	10
Teens are not customer oriented, less likely to treat customers in a polite or cordial manner	0	1	3	6	0	10
Teens are more likely to quit	0	6	1	3	0	10

- There is perception among employers that teens are not dependable, are more likely to be absent from work, and are more likely to quit their jobs compared to other workers.

<b>B. Skills and Abilities</b>	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total Responses
Teens are less capable; their reading, writing and math skills are weaker	0	2	0	8	0	10
Teens lack basic computer skills	0	1	0	7	1	9
Teens are less likely to follow instructions	0	0	3	7	0	10
Teen lack the physical abilities to perform key functions	0	0	1	8	1	10
Teens take longer to train than adults	0	1	2	6	2	11
Teens are less capable at sales or customer service	0	1	1	6	1	9

- From a skill and abilities standpoint, employers do not perceive a skills gap nor any other hindrances compared to other workers.



<b>C. Customer and Adult Employee supervisor perceptions</b>	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total Responses
Customers prefer being served by adults	1	4	1	4	0	10
Adult staff do not like working with teens	0	3	1	6	0	10
Employers find it more difficult to manage teens	0	2	1	7	0	10
Plentiful alternatives to hiring teens	0	4	2	3	0	9

- Half of the companies indicated that their customers prefer to be served by adults.
- Adult staff and Employers appear to not mind working with teens and have no additional difficulty managing them.

<b>D. Work Restrictions/Employer Concerns</b>	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total Responses
Because of school, teens can't cover many shifts	2	5	0	3	0	10
Jobs are too dangerous to hire teens	0	1	1	8	0	10
Laws limit employer's ability to employ teens (e.g. hours of work limitation, restrictions on work around machinery)	0	5	0	5	0	10
Teens are more likely to pilfer	0	1	3	6	0	10
Teens are more likely to have friends hanging around the workplace	1	4	2	3	0	10

- Employers expressed a concern about teens being able to cover certain day shifts because they are in school.
- Employers were split in their concerns about teen employment laws and teens having their friends hanging out around the workplace.

<b>Factors Affecting Employers' Hiring Decision</b>	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total Responses
Gut impression: the impression employers get of an applicant when they interview him or her	2	6	1	1	0	10
Information about applicants' educational history from applicant resume	1	6	2	1	0	10
High School or College Grades	1	3	1	5	0	10
Information about prior jobs from resume or interview	0	10	0	0	0	10
Referral by a personal friend, neighbor, relative or colleague	3	7	0	0	0	10
Referral by a current employee	5	5	0	0	0	10
Referral of a job applicant by a school or local jobs organization	2	7	1	0	0	10
Referral of a job applicant from an employment agency	1	6	2	0	0	9
References from a previous or current employer	3	7	0	0	0	10
References from a teacher	3	7	0	0	0	10

- The most important factor that affected an employer's hiring decision was personal referral and the second most important was a referral from a current employee which highlights the importance of networking for job search purposes.
- The least important hiring factor was high school or college grades.

III. Employer Hiring Preferences	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total Responses
Employers will prefer teens who have already worked	3	6	0	1	0	10
Employers will prefer teens referred by family, friends, or relatives	3	6	0	1	0	10
Employers will prefer teens who are referred by a current employee	2	7	0	1	0	10
Employers will prefer teen graduates from a school, if they know someone at the school	0	6	1	2	0	9
Employers will prefer teen graduates from a vocational technical high school	0	4	3	3	0	10
Employers will be reluctant to hire a teen that lacks work experience	1	1	1	7	0	10
Employers will prefer teens who know how to effectively interview for a position	2	6	0	2	0	10
Employers would prefer teens who had training in key work behaviors like dependability, reliability and following instructions	3	6	0	1	0	10
Employers will prefer older workers (in their 50s and older) compared to teens	0	1	1	8	0	10
Employers will prefer young adults (over the age of 20) compared to teens	0	4	2	4	0	10
Employers prefer adult immigrants compared to teens	0	0	4	6	0	10

- The top hiring preferences are:
  - A networking preference is shown as employers prefer to hire teens that are referred to them either by family/friends, or a current employee, or if they are familiar with the school the teen is attending.
  - Employers prefer teens with previous work experiences.
  - Teens who have had training in key work behaviors and interviewing have an advantage over teens who do not have this training.
- Employers do not prefer older (over 50) or immigrants to teens.
- Employers are split over preferring young adults (over the age of 20) to teens.

## **Youth Job Readiness Workshops**

As part of the F1rstJobs program, job readiness workshops are prepared for teens prior to them submitting job applications. The workshops are required of all teens who wish to apply to grant funded job positions. However, the workshops are recommend for all F1rstJobs youth and is available free of charge for all Youth who participate in F1rstJobs. The purpose of the job readiness workshops are to prepare teens for a hiring/job interview process and to give teen the skills needed to succeed once they gain employment. The workshops are done over the course of the three sessions by staff members from the North Shore Youth Career Center and cover the following components.

### **FIND IT, GET IT, KEEP IT!**

A basic overview of job readiness, usually presented to younger students who have not worked before. However, any group of students can benefit from the information. This presentation touches on various important aspects of job readiness, including: Searching for jobs online, preparing for an interview, meeting an employer, filling out an application, an overview of an entry level resume, tips for succeeding on the job, and miscellaneous tips about voicemail and email appropriateness. This workshop is less interactive and can be given to larger groups.

### **DRESS FOR SUCCESS!**

A shorter, more interactive workshop with youth who have little job experience or interaction with potential employers. This involves the YCC staff's posters labeled "School," "Date," and "Interview". The students are given magazine cutouts of men and women in various types of dress, and asked to place the pictures on the appropriate poster. They then explain why they made their decisions, and hopefully their choices show that there is a clear difference in what to wear to school, a date, or on an interview. This then leads into discussion of what to wear to an interview, what to wear to work etc. Also take time to go over hygiene, jewelry, piercings, tattoos, dress code policies, etc. This can be done in any size group and would take about 30 minutes.

### **INTERVIEWING SKILLS!**

This workshop is more involved, more interactive with the students. The facilitator begins with an introduction of the importance of interviewing well, and a brief overview of how to dress, asking the class for suggestions of what might be appropriate for various types of interviews. Then, the two facilitators conduct an interview, one acting as the employer and one as the Interviewee. The Interviewee purposely answers the questions incorrectly, with poor body language, eye contact, etc. Then the class is asked to critique this interview, telling the facilitator what they did wrong in the interview and why, as well as suggestions for how they could have done better. After discussion and critique of the improper interview, the facilitator asks for volunteers, one to be the interviewer and one the interviewee. This time the class is asked to pick out the positive aspects of the interview. After the interviews, the facilitators lead discussion on the proper way to interview, questions that an interviewee might ask an employer, etc. This can be done in small groups or up to about 35 participants.

### **MOCK INTERVIEWS**

This workshop is conducted after youth have completed the interviewing skills and dress for success workshops. Youth Career Center staff will conduct realistic job interviews with youth according to the desired occupations the youth have expressed an interest in applying for. These realistic interviews will be rated on how a youth presents during the interview regarding dress and body language. They will then be rated on the preparedness of the interview questions and answers during the process. Feedback will then be given to their guidance counselors or teachers for discussion on how they could improve their skills and/or what the youth successfully accomplished during the interview process. It is recommended that the discussion with youth after the mock interview is completed to highlight the positive along with addressing the negative aspects to each individual mock interview and how to improve upon those. The approximate

time for each interview session would be 15 minutes. Depending upon the amount of youth participating in these sessions two staff persons could be conducting these mock interviews at the same time.

### INTERVIEWING SKILLS/DRESS FOR SUCCESS

This is a combination of the two previous workshops. The facilitator begins the workshop by breaking the groups and asking them to do the DRESS FOR SUCCESS piece, and then tell the other groups what they have chosen to wear on their interview. Then, the class reconvenes for the INTERVIEWING SKILLS piece. TAKE THIS JOB AND KEEP IT!!

This workshop is best presented as part two of the Interviewing skills/Dress for Success workshop. Feedback from employers has brought us to the understanding that youth need more training and preparation for on the job skills. In this workshop, the facilitator will conduct mock phone calls and voice messages with employers, and ask the participants to rate their performance. After, the students are broken into groups and given cards with printed scenarios that may occur on the job, and 3 possible ways to handle the situation. The group works together to decide what actions to take to handle the situation in an appropriate manner. They then elect a spokesperson to share their decisions with the group. The facilitator provides feedback on how to best handle the situation, and allows for open forum of questions on various situations that arise on the job and how to handle them, as well as presents other possible scenarios for them to consider.

### CAREER ASSESSMENTS

Career assessments such as the Harrington O'Shea Career Decision Making System or the Self Directed Search can be administered by the Youth Career Center staff, for individuals or groups. This can be administered at the YCC or in the classroom. The students self-assess their abilities, interests, values and activities to lead to potential career options. The scores then lead them to a Career Interest Area that will help them sort out what types of occupations might be of interest to them, based on their answers in the assessment booklet. Also provides information about levels of training needed for various occupations.

### OCCUPATIONAL SAFETY WORKSHOP

This workshop focuses on the need for youth to learn how to stay safe on the job according the National standards of workplace safety. This workshop will also highlight some of the Youth Employment Laws for Massachusetts and Nationally. Youth will learn how to address workplace safety issues in the most common types of workplaces that youth work in.

## Testimonials

*Our school has been involved in the First Jobs Program since it began. Our organization is a true fit for young adults coming into a first work experience. As a comprehensive educational program CCC/BSD understands most of the challenges and needs of teens as they go through the process. Our relationship with the various stakeholders of First Jobs goes far beyond each individual teen. We are all invested in the teens, our local economy and a skilled workforce. I receive about 2,000 resumes each year and when I can read about an early experience like First Jobs I will give that candidate more attention during hiring. It just wouldn't be summer without First Jobs!*

*This year Corrine and Kaira staffed our front desk and became responsible for all of the front desk operations. When I told visitors that Corrine and Kaira were still in high school people were amazed by their maturity...*

Mark Carlson,  
President/Executive Director  
The Children's Center for Communication/Beverly School for the Deaf

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*I'd like to offer my sincere thanks to the Workforce Investment Board for placing three FirstJobs workers at the Peabody Institute Library for the summer. What amazing teens Mariah, Rosana and Andrew are! Talented, hardworking and dedicated. They made truly wonderful additions to our staff. We were all sad to see them leave at the end of the summer.*

*Mariah and Rosana spent the summer painting the Young Adult Department and adding original artwork to the walls. From start to finish, they participated in the decision making and design work. You can see their finished work in our online photo album:*

*<http://www.flickr.com/photos/peabodylibraryya/sets/72157627553867583/show/>.*

*It is wonderful for the Library and for the youth that we serve to know that this work has been done for teens by talented teens.*

*Mariah and Rosana put a lot of thought and preparation into their work.*

*They suggested the International theme that we ultimately went with in order to remind teens that there is a big world out there beyond where they are right now. Their goal is to give teens who are having a tough time hope and inspiration.*

*Andrew spent his time working here helping with our Summer Food Program that provides free lunches to children and teens in the community.*

*Andrew's work on this program was invaluable! In addition to handling the set-up, break down, paperwork and other logistics of the program, Andrew also taught hip-hop dance to children and teens after lunch. He was so wonderful with the children and youth. He certainly has the makings of a great teacher! He was patient, funny and generous in sharing his talent.*

*As you can see, our FirstJobs workers added so much to the Library this summer. We are grateful to both the teens and to the Workforce Investment Board for making this possible! It is a great satisfaction to Library staff when we can utilize the talents of young people!*

*I am so pleased with the way that the artwork in the Young Adult Room came out, that with your permission, I would like to submit the photos and a description of the process to local media and to professional library journals. Please let me know if this is ok with you.*

Melissa S. Rauseo  
Young Adult Librarian  
Peabody Institute Library



Pictured: Amanda Le, Michelle Kane (Couture Planet), and Courtney Butler

#### Summary:

- Teens were overwhelming pleased with their overall experience with F1rstJobs as indicated in the responses to question 1 of the Youth Evaluation Survey.
- Employers are generally happy with the quality of the F1rstJobs applicant in terms of work ethic and aptitude. Isolated issues did occur with tardiness amongst individual teens.
- Within the employer survey, 23% or 8 of 34 the responding companies, all of which were non-profits, indicated a communication issue between them and the Career Center regarding the referral/hiring process. This issue is further exacerbated when considering that only 29 of the 34 responding companies answered this question. Employers would call the Career Center for information and end up being transferred among staff while looking for answers.
- Employers enjoyed having F1rstJobs Teens and would like to work with program again. However, they would like to extend to referral/hiring period. Other employers want to increase the length of employment for the teens.
- Reimbursement was a problem for the employers. Many thought that the process was confusing and over complicated. Nearly every non-profit that mentioned reimbursement brought up how slow the City was at actually reimbursing.

#### Recommendations:

- Generate a timeline for employers that take them from the day the Referral for Hire is released to their final commitment for F1rstJobs. The purpose of this of the timeline is for employers to know when something is going to happen and why it is happening.
- Establish an employer contact for F1rstJobs and have all Career Center staff have contact of the employer contact information available to limit further communication lapses.

- Make sure non-profits fully understand the reimbursement process and the time it takes the City to process the reimbursement.
- Release Referrals for interview in the spring to give employers additional time to plan on hiring a teen.
- Surveys should take place every year in order to have consistent feedback and performance indicators from F1rstJobs Youth and Employers.
- Continue pre-employment workshops as they serve as a valuable tool to ready youth for their initial interviews and to start employment. In addition, employers indicated in the Youth as Workers survey a preference for youth who have taken job readiness training.
- Develop an “Employer Testimonial” handout of previous F1rstJobs employers to help address the concerns of potential employers who maybe under the impression that teens do not contribute as much as other employees.



Pictured: Kaira Colman, Corrine Johnson, and Mark Carlson (Executive Director, The Children’s Center for Communication and Beverly School for the Deaf)



## First Career Steps Survey Results

March 2012

The **First Career Steps** survey was initiated by The Skills Library in November 2011 to gather student and parent voices to support the work of exploring career readiness. The survey data will be valuable for informing the ongoing work of the School to Career Connecting Activities initiative and related career development and youth employment work. The survey results provide insights about student's career development experiences. The results also provide insights about what type of questions would be valuable if we were to design a larger survey or design a career readiness self-assessment or checklist for students.

*"My school gives us websites to check out and take assessments. We have appointments with our counselors to talk about college and careers. I think our school should provide meetings/appointments more often to talk about our career and college plans."*

-Student Survey Response

The survey was conducted online, and included student and parent versions of the survey, with versions available in English and Spanish. The survey was promoted via email, websites, Facebook and in-person to a wide variety of groups of students, including urban, rural and suburban students across Massachusetts.

*"Make [parents] part of the process of college and career planning. Start in sixth grade!"*

- Parent Survey Response

The largest source of survey responses was the North Shore Workforce Investment Board region, who promoted the survey extensively. Results are presented here for all students, and for students from North Shore, North Shore Career/Vocational Technical Education (CVTE) programs and non-CVTE programs, and students from other regions of the state. Parent results are included where applicable. Overall, the survey received 328 survey responses, including 16 parent survey responses and 312 student survey responses.

Thank you to all of the partners from across the state who assisted with this survey, particularly to the North Shore WIB and others who promoted and administered the survey in their classrooms, and to all those who posted and shared the survey on their Facebook pages and websites.

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### Summary

Results showed that students are well-engaged in career development, expressing confidence and feeling ready (as well as some worry and not-so-readiness) and expressing interest in a variety of career areas and options for post-high-school first steps. Most have participated in several career development activities, including talking with parents, friends, teachers and counselors, career interest inventories, work experience, including summer jobs, after-school jobs, internships or volunteer work and a variety of career-related events and activities.

Students described many positive things that their school or program does to support career development, and also provided suggestions for additional efforts. The parent survey provided similar input, with parents making suggestions about how schools can support students and parents in student career development.

The survey results provide testimony to the value of youth employment. One survey question asks "If you have had a job, internship or volunteer position, what do you think you have learned from this experience?" Respondents indicated that they have learned about career options and developed career skills, basic foundation skills and learned about applied academics from their work experiences. Another survey question asks "How would you rate your strength in the following career skills?" with a list of

*The most helpful thing that my school's [vocational program] does to help the students learn about careers is having the students work on projects in class, group projects and individual*



career skills to be rated on a 1 to 5 scale. Analysis of responses to this question shows that students who have had work experiences showed greater confidence in their career skills.

Responses suggest that students are exploring many options for the future, with the majority indicating that they have more than one career area that they might be interested in, and many considering different postsecondary and training options for first steps after high school.

These results provide food for thought for exploring youth development issues and for establishing a vision of career readiness that embraces the confidence and concerns that youth bring to this important part of their development.

projects.

- Student Survey Response

*"My school has offered job suggestions and information about future careers. But I feel that my school can offer more field trips or workplace experiences that can offer more skills that are going to be used in future careers."*

-Student Survey Response

## Report Contents

- [Question 1: How do you feel when people ask you about your career plans?](#)
- [Question 2: Do you know yet what career areas you might be interested in?](#)
- [Question 3: If you can, please list one or more career areas that you might be interested in](#)
- [Question 4: What do you plan to do after high school?](#)
- [Question 5: Which of the following career development activities have you done?](#)
- [Question 6: How would you rate your strength in the following career skills?](#)
- [Question 7: What are the best things your school does to support career development? What else should it do?](#)
- [Question 8: If you have had a job, internship or volunteer position, what have you learned from this experience?](#)
- [Question 9: What grade are you in?](#)
- [Question 10: Where did you learn about this survey?](#)
- [Parent Survey - Responses to Open Ended Questions](#)
- [Detailed List of Career Interests](#)

## About the survey

The survey was designed to be a positive, reflective experience. The survey takes about five to ten minutes to complete online. The online records (with start time and end time) show that 86% of respondents completed the survey in ten minutes or less. The median time to complete the survey was 5.83 minutes. The tone of the survey is designed to be very positive, recognizing that career development is a long-term process, and that many high school students are just beginning to explore and set goals. The survey assured respondents that all individual responses would be kept confidential.

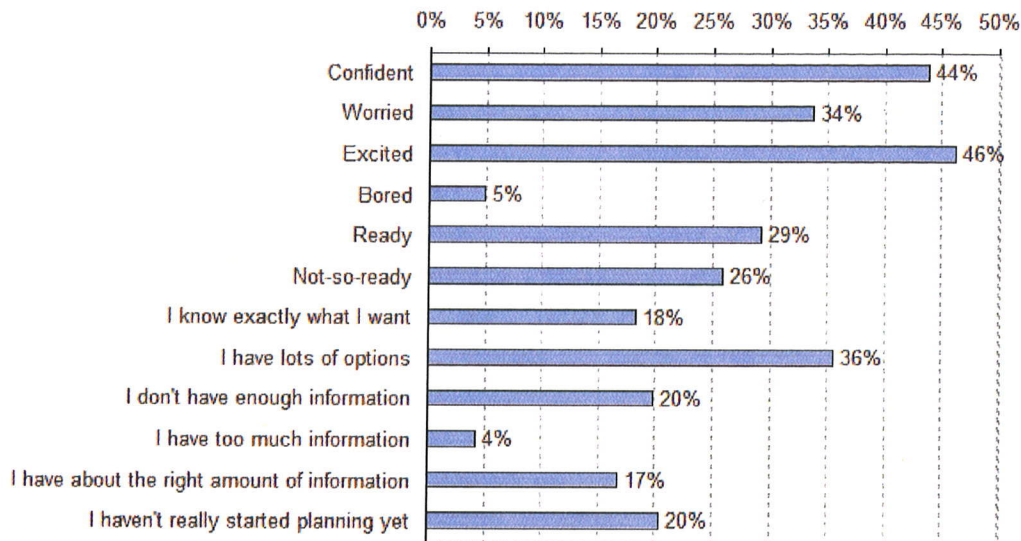
While the number of respondents is good, this should be considered "pilot" data and should not be considered to provide a random or representative sample of students in general. Responses came from (1.) students who were asked to take the survey in a class or workshop; (2) students who took the initiative to take the survey based on a survey link on Facebook or a website. In both cases, the students are either connected to a teacher or staffperson who took the initiative to share the survey link or were personally motivated to take the initiative to respond to a survey link. The responses came from a mix of urban, suburban and rural communities. Responses from North Shore region are especially likely to come from urban settings, but at least half of the responses from other regions were also from urban communities.

These are exciting "pilot" results and just a general indication of the types of patterns and findings we would be likely to find if we expanded this survey or a similar survey or questionnaire to other groups of students.

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**1.) HOW DO YOU FEEL when people ask you about your career plans? Do you feel confident, worried, ready for the future, or not-so-ready? Check all that apply.**

**Question 1:**  
**How do you feel when people ask you about your career plans?**



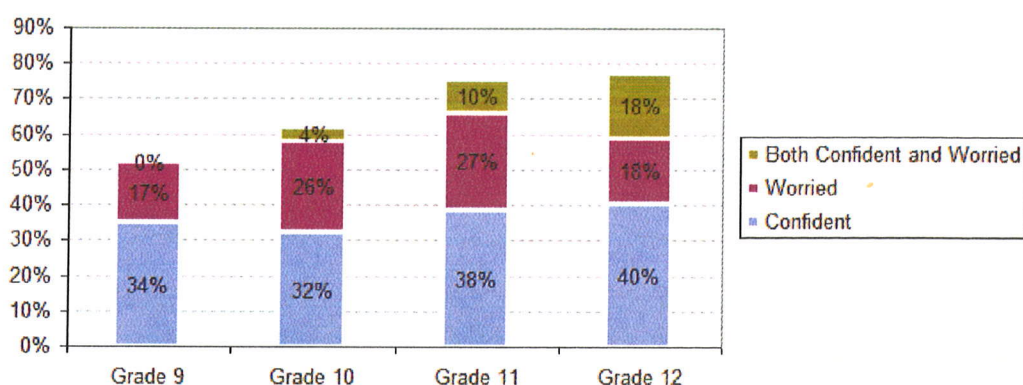
This question served primarily as a "warm-up" question for the survey and to get a general sense about how students feel about career development. Answers were mostly positive - confident (but also worried), excited, ready. Answers varied somewhat by grade, with 9th grade students more confident than 10th grade students, and with confidence, worry and a combination of both rising and falling from grade 9 to 12.

Results by respondent group show that students in Career/Vocational Technical Education (CVTE) programs were more likely than other students to identify "Confident" and "I have lots of options" among other responses. They were also more likely to feel that they had the right amount of information.

The parent survey included a similar question, asking parents how they think their child feels about career development. Parents were more likely than students to check "not-so-ready" -- a not-surprising reflection of the confidence of youth vs. the caution of parents.



**Excerpt from Question 1:**  
**"How do you feel when people ask you about your career plans?"**  
**By Grade**

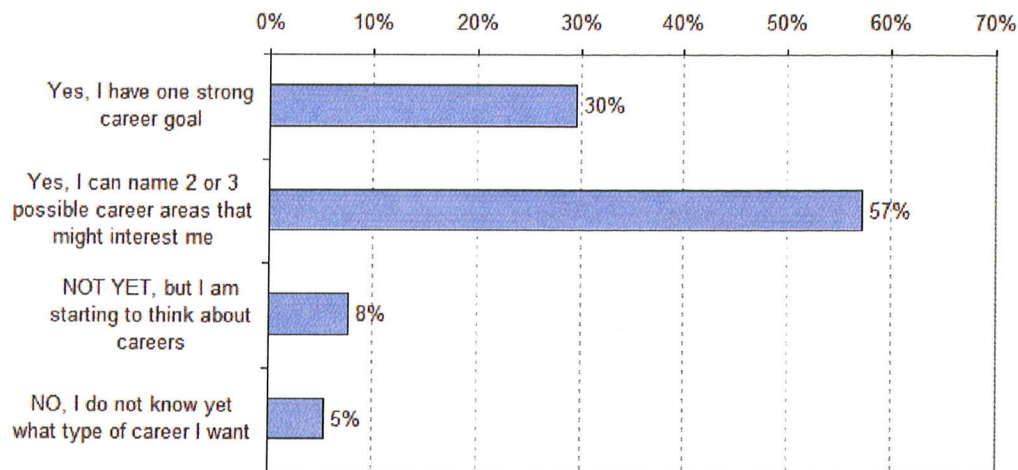


### Question 1 Detailed Results

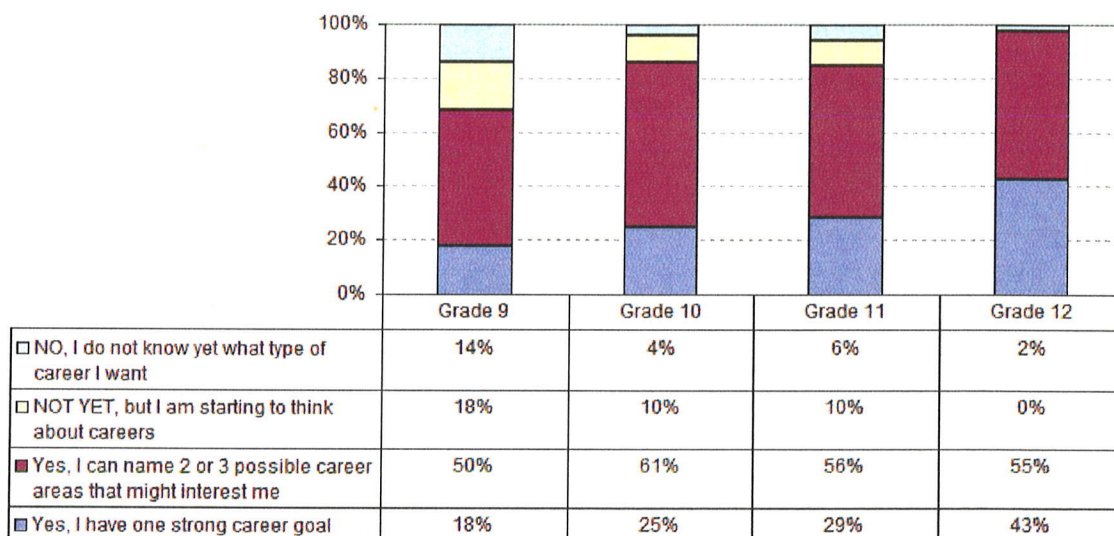
	All Students	North Shore Non-CVTE Students	North Shore CVTE Students	North Shore Total	Other Regions	Parent Survey
Confident	44%	42%	47%	45%	42%	38%
Worried	34%	33%	31%	32%	41%	19%
Excited	46%	44%	45%	45%	55%	19%
Bored	5%	5%	6%	5%	4%	0%
Ready	29%	33%	30%	31%	27%	13%
Not-so-ready	26%	24%	26%	25%	26%	38%
I know exactly what I want	18%	18%	17%	17%	21%	19%
I have lots of options	36%	27%	42%	35%	40%	19%
I don't have enough information	20%	21%	18%	19%	23%	13%
I have too much information	4%	4%	6%	5%	2%	6%
I have about the right amount of information	17%	14%	18%	17%	16%	19%
I haven't really started planning yet	20%	25%	22%	23%	15%	6%
Number of responses						

## 2.) Do you know yet what career areas you are interested in?

**Question 2:**  
Do you know yet what career area(s) you are interested in?



**Question 2 Results By Grade**



Question 2 asks students whether they know what career areas they might be interested in. It is important to note that the introduction to the survey sets a tone that it is not necessary to know exactly what you want, saying that *"THIS SURVEY asks about your current career plans -- with the assurance that it is fine if your career plans are continuing to evolve."* As a pilot survey, it was important not to communicate assumptions that students "ought to be" in a certain place in their career planning or to make respondents feel uncomfortable about where they are. Therefore the survey may have a tendency to make students feel comfortable with more than one career option.

Most students respond that they have 2 or 3 areas that they might be interested in. This question is valuable because it raises questions about a natural pace of development of career interests during high school. Do students identify specific career interests while they are in high school? Are students in CVTE programs (or other career-focused programs) likely to have one specific career interest in mind or have multiple interests? How does this answer change as students continue



through high school?

Between grades 9 and 12, not surprisingly, students become less likely to say that they have not started planning yet or that they do not know what career areas interest them. The share of students who have one strong career goal increases greatly in grade 12, appropriately, since students who are interested in career fields that require specialized education and training must apply to these programs during grade 12.

The majority of students say that they have 2 or 3 areas that they might be interested in. The percentage varies somewhat, but this is the most common answer consistently among all grades and respondent groups. CVTE students, who are generally most immersed in a career program, among those most likely to say that they have 2 or 3 interests.

Responses to *Question 3*, which asked students to list some of their possible career interests, showed that among those who said they were interested in 2 or 3 career areas, some were interested in closely related fields, while others were considering fairly disparate options. Many responses included an aspiration toward the arts, music, acting or professional sports, along with some alternative career options. Others included careers with similar themes, such as military/police/law or photography/travel/history. Among students who said they were interested in 2 or 3 career areas, some examples of responses from question 3, include:

- Electronic Forensics, Electrician, Electronic Engineer
- Journalism, Media Producer or Director
- Cosmetologist, Cosmetology teacher, Salon Owner, Esthetician
- Electrician, Linesman, Businessman
- Medical Assisting, CNA, Nutritionist, Personal Training
- Wildlife Education, Elementary School Teaching
- Sound Producer, Web Design/Programmer
- Culinary arts, FBI/police officer, Graphic Communication
- IT help desk tech, Programmer, Musician, Guitarist
- Lawyer, sports manager, doctor
- Video game design, Music, Computer Networking
- Kindergarten teacher, Music producer
- Full-time military, Police officer, Lawyer, Paralegal
- Physicians Assistant, Pediatrician, Surgical Tech
- Marketing, Management, Professional Athlete
- Photography, Travel, History

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Perhaps the most important messages to draw from this question are:

- It is valuable to encourage broad exploration, while also encouraging students to be ready to apply for and enter specific career-related programs of study if they may be interested in careers requiring specific training, such as architecture, engineering, and teaching.
- It is also important to help students explore career options related to personal interests in "hard to enter" fields - such as professional sports, music and acting - in a way that is encouraging as well as realistic.
- Most important, it is important to help students of all ages, starting in elementary school, to develop interests and passions that can develop into areas for further study, lifelong personal interests and possible career interests. The students who responded to this question with interests in wildlife education, photography, travel, history, journalism,



media, music and more are likely to have discovered many of these interests through various school, community, personal and family experiences.

### Did you know when you were in high school that you would be in this career area?.

The Career Outlook Project is a project by The Skills Library that compiles informational interviews with adults in various professional fields. One of the questions asks "Did you know when you were in high school that you would be in this career field?" Most of the adults interviewed did not know when they were in high school that they would be in their current field. Many said that their career field did not even exist when they were in high school; others said that they started in one career field and one opportunity led to another, bringing them to their current career fields. (See ["Did You Know..."](#) in the [Career Outlook Project](#).) In a dynamic economy, it is valuable to prepare students to gather skills, knowledge and credentials for careers that interest them while also encouraging broad exploration. Some will follow very specific career paths, especially in fields requiring specific education, apprenticeships and credentials, while others will shape careers that build on their early interests and on emerging opportunities.



### Question 2 Detailed Results

	All Students	North Shore CVTE Students	North Shore Non-CVTE Students	North Shore Total	Other Regions
Yes, I have one strong career goal	30%	34%	22%	29%	32%
Yes, I can name 2 or 3 possible career areas that might interest me	57%	61%	57%	59%	52%
NOT YET, but I am starting to think about careers	8%	4%	11%	7%	9%
NO, I do not know yet what type of career I want	5%	2%	9%	5%	7%
Number					

**3.) If you can, please list one or more career areas that might interest you.**

*Open ended question allowing up to four responses.* PLEASE NOTE THAT THE NUMBER OF ANSWERS IS MORE THAN THE NUMBER OF STUDENTS BECAUSE UP TO FOUR RESPONSES WERE PROVIDED.

*The most common responses fell into the following categories:* See table at the end of this report for more details.

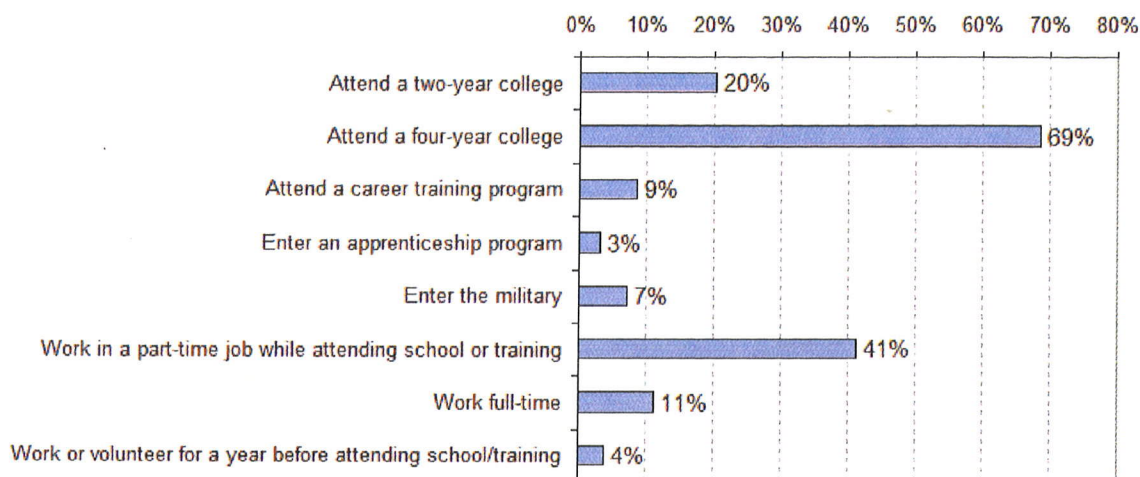
- Healthcare/Medical (100)
  - Science, Engineering and Math (46)
  - Education and Early Childhood (45)
  - Construction Trades (39)
  - Criminal Justice and Forensics (36)
  - Cosmetology (36)
  - Arts (36)
  - Social Work and Psychology (33)
  - Business and Marketing (28)
  - Computer Networking/Technical/Repair (27)
-



#### 4.) What do you plan to do after high school? Check all that apply.

##### Question 4:

What do you plan to do after high school? Check all that apply.



Responses to this question are fairly consistent with the "Plans of High School Graduates" published by the Department of Elementary and Secondary Education (ESE). According to the school and district profiles, available on the ESE website at <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=00000000&orgtypecode=0&leftNavId=307&>, the "Plans of High School Graduates" data shows that approximately 23% of graduates plan to attend two-year colleges, approximately 59% plan to attend four-year colleges and approximately 7% plan to enter employment.

##### Plans of High School Graduates, Class of 2011 From ESE School and District Profiles

Plan	% of State
4-Year Public or Private College	59%
2-Year Public or Private College	23%
Other Post-Secondary	2%
Work	7%
Military	2%
Other	1%
Unknown	6%

The "First Steps" survey question uses different categories than the "Plans of High School Graduates," and allows multiple responses. Approximately one-fifth of the survey respondents checked more than one postsecondary education and training option, including 4-year college, 2-year college, career training, apprenticeship and military service. Grade 10 and Grade 11 students were most likely to check multiple options. Along with the career area data in questions 2 and 3, the survey responses show that students are typically considering a variety of options for their future.

#### Question 4 Detailed Responses \*\*

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	All Students	North Shore Non-CVTE Students	North Shore CVTE Students	North Shore Total	Other Regions	Parent Survey
Attend a two-year college	20%	25%	23%	24%	11%	13%
Attend a four-year college	69%	61%	66%	64%	81%	56%
Attend a career training program	9%	11%	9%	10%	5%	0%
Enter an apprenticeship program	3%	4%	3%	4%	2%	13%
Enter the military	7%	4%	13%	9%	2%	6%
Work in a part-time job while attending school or training	41%	45%	47%	46%	29%	13%
Work full-time	11%	11%	12%	12%	10%	0%
Work or volunteer for a year before attending school/training	4%	2%	3%	3%	7%	0%
Number of Responses	313	97	125	222	91	16

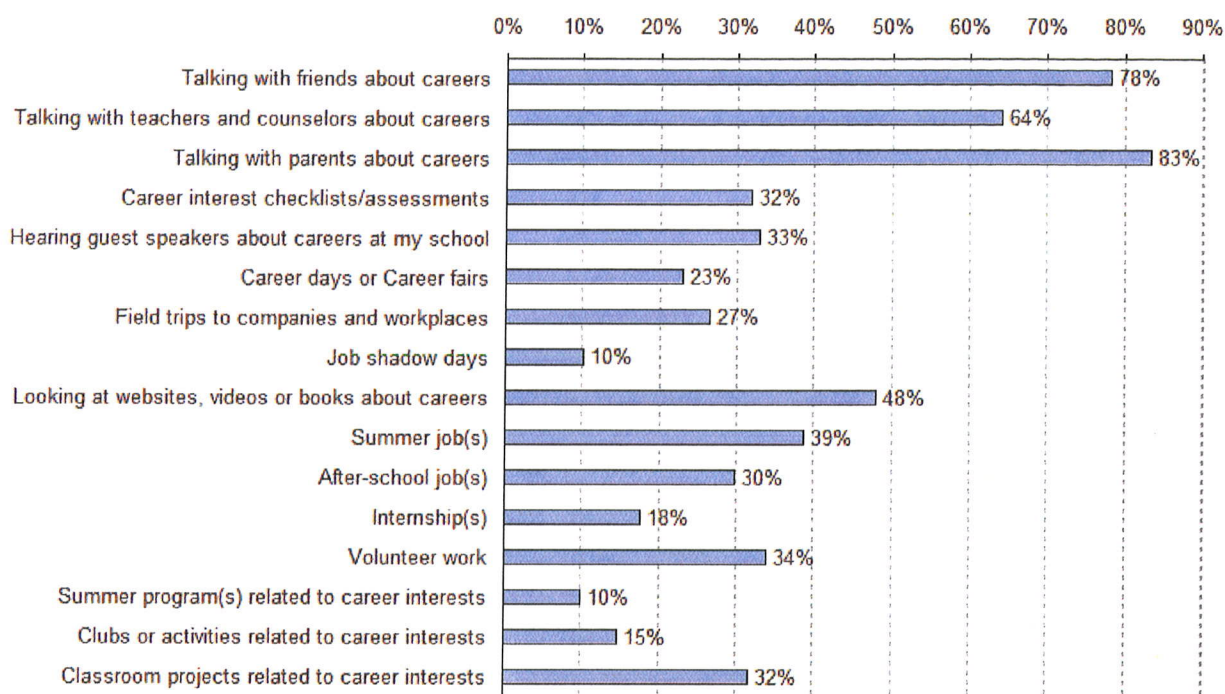
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\*\* Please compare these responses to the ESE School and District Profiles for a more complete view of what students plan to do after high school. This data is available by school and district as well as statewide.

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### 5.) Which of the following have you done? Check as many as apply.

**Question 5:**  
**Which of the following have you done? Check all that apply.**



Question 5 looks at the career development activities that students have participated in, including activities that may take place in school and out of school. Some activities may be self-initiated; others may be school-wide activities. Results were encouraging; most students have participated in a variety of career development activities, including some type of workplace experience, whether volunteer work, summer jobs, after-school jobs or internships, and a variety of career exploration activities.

Grade 12 students are more likely to have participated in the various activities; since the question is asked in a way that elicits cumulative responses, it is natural that students in higher grades will have had more experiences.

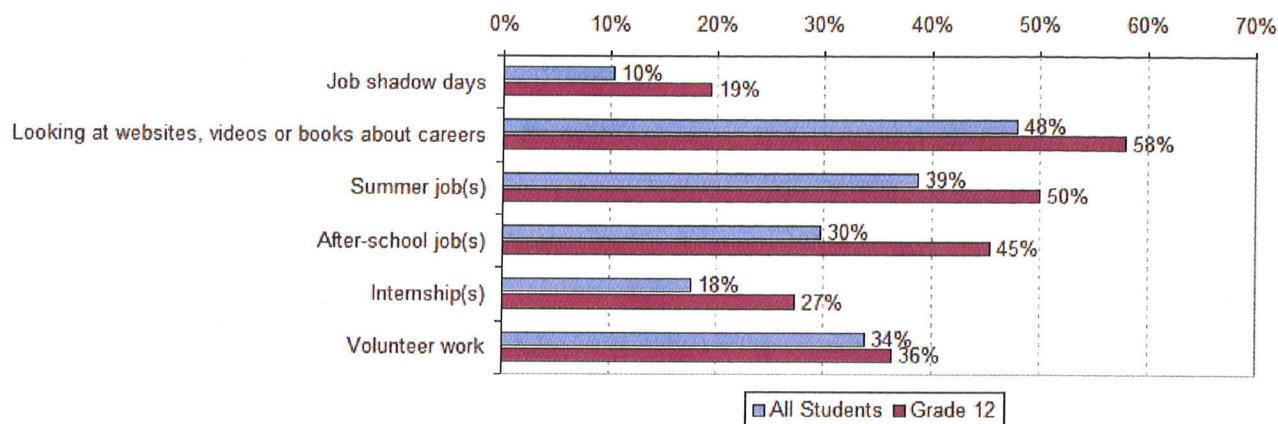
One of the interesting groups of survey respondents was the group of 41 students who initially responded to the survey through Facebook postings. (The link to the survey was posted on a variety of Facebook pages, reaching a mixture of urban and rural students.) These students appear to be very self-motivated, and show higher-than-average participation in some of these activities, including talking to friends, talking to parents, looking at books, websites and videos, and doing volunteer work.

It is useful to look at this data along with the responses to question 7, the open ended question about career development activities. Most students describe valuable things that their school does to support career development; many also suggest that they would like additional activities, particularly more opportunities to connect with workplaces and see and learn about career opportunities, and opportunities for individual meetings to talk about career planning.

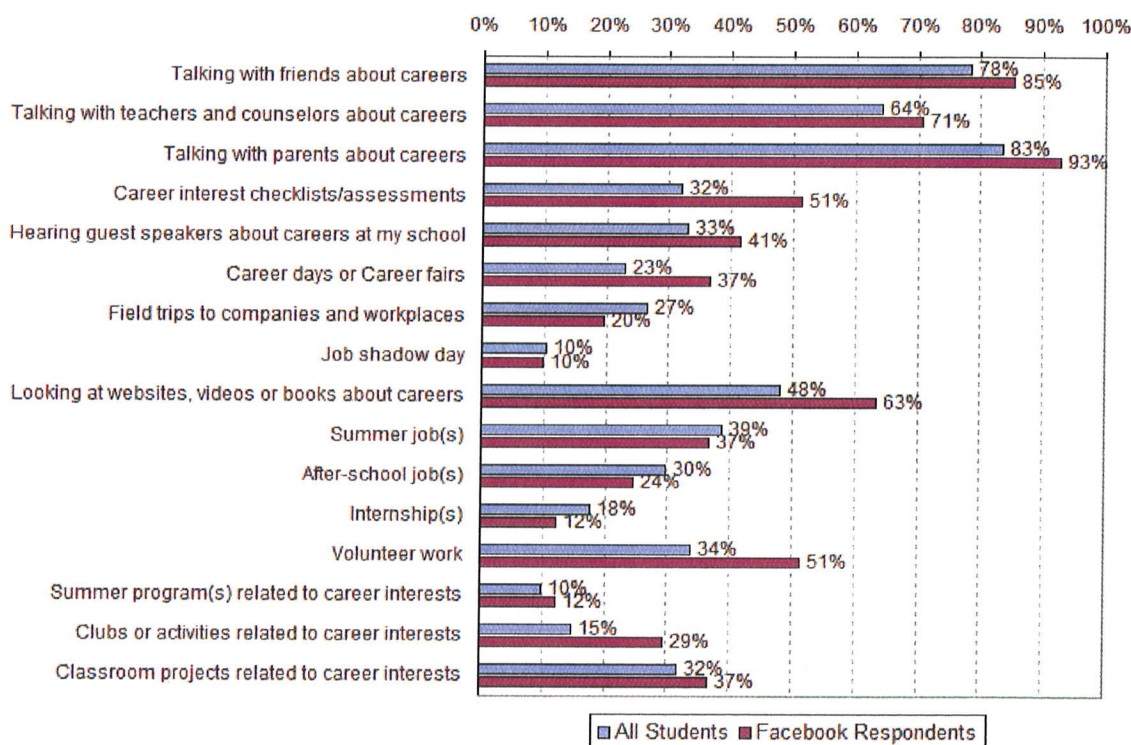




**Question 5: Selected Items**  
**Grade 12 Students Contrasted with All Students**



**Question 5:**  
**Facebook Respondents Contrasted with All Respondents**

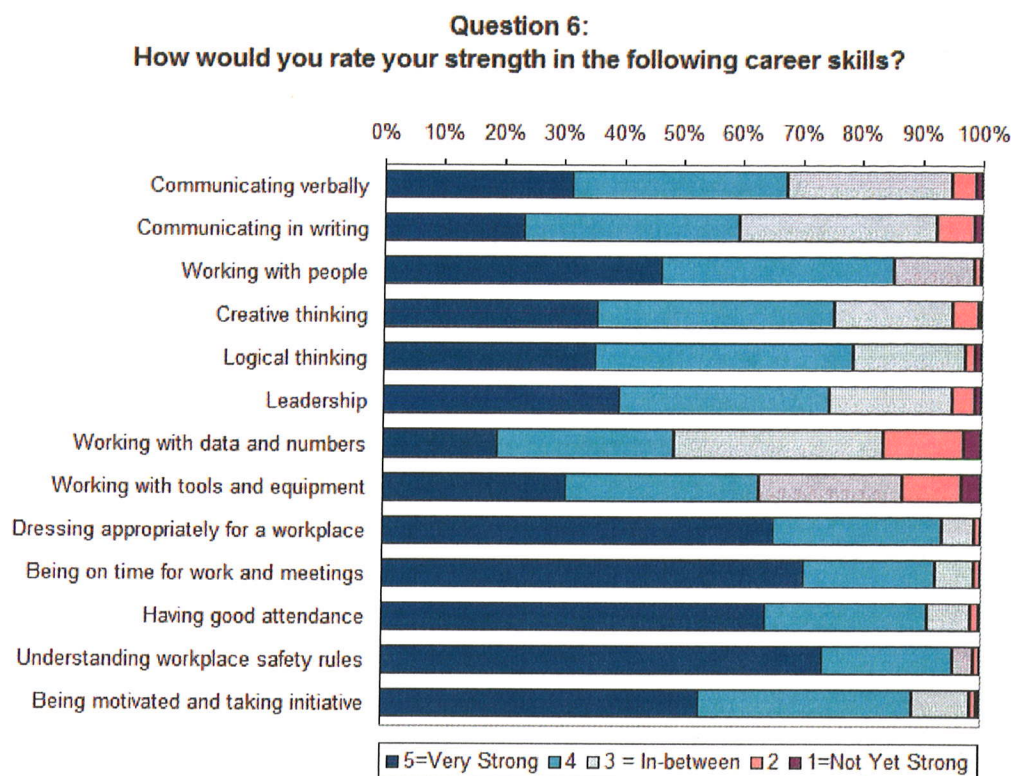


**Question 5 Detailed Responses**

	All Students	North Shore Non-CVTE Students	North Shore CVTE Students	North Shore Total	Other Regions
Talking with friends about careers	78%	66%	85%	77%	82%

Talking with teachers and counselors about careers	64%	53%	73%	64%	65%
Talking with parents about careers	83%	76%	88%	83%	85%
Career interest checklists/assessments	32%	16%	32%	25%	48%
Hearing guest speakers about careers at my school	33%	31%	30%	30%	40%
Career days or Career fairs	23%	19%	24%	22%	26%
Field trips to companies and workplaces	27%	16%	36%	27%	24%
Job shadow days	10%	6%	12%	9%	12%
Looking at websites, videos or books about careers	48%	38%	52%	46%	53%
Summer job(s)	39%	30%	46%	39%	38%
After-school job(s)	30%	23%	36%	30%	29%
Internship(s)	18%	4%	25%	16%	22%
Volunteer work	34%	31%	29%	30%	44%
Summer program(s) related to career interests	10%	9%	8%	9%	13%
Clubs or activities related to career interests	15%	11%	10%	11%	24%
Classroom projects related to career interests	32%	19%	42%	32%	31%
Number of Responses	313	97	125	222	91

## 6.) How would you rate your strength in the following career skills?



Question 6 asks respondents to rate their strength in various career skills, using a scale of 1 to 5, with 5 as "very strong" and 1 as "not yet strong." Respondents gave themselves the strongest ratings for basic foundation skills (often called "soft skills"), such as being on time for work and meetings, having good attendance, and dressing for a professional workplace. They gave themselves relatively lower ratings for career skills such as working with data and numbers, communicating in writing, working with tools and equipment and managing timelines and projects. In the middle of the list were skills such as working with people, leadership and creative thinking.

Youth development theory suggests that teens and young adults function on multiple levels at once. The teenage years are a time of dramatic growth in cognitive skills and abstract thinking. Teens and young adults have a desire to be engaged with important issues in their work and communities and to be engaged in learning and using high-level skills. At the same time, they need instruction and reinforcement on basic skills, though would not want to focus **ONLY** on those skills. The survey findings, along with other data available to us, suggest that youth employment programs should seek a balance of opportunities to exercise higher-order skills as well as providing instruction on basic foundation skills for the workplace.



Overall average skill ratings for individual respondents were correlated with the following:

1. Grade level (grades 8 - 12)
2. Being in a CVTE program
3. Having work experience, with the number of types of work experiences checked in Question 5 (after-school jobs, internships, volunteer work, summer jobs) correlated with the average skill rating.
4. Checking "Looking at websites, books and videos about careers" in Question 5 about "Which of the following have you done." This relationship is probably an indirect relationship, with students who are self-directed more likely to have looked at websites, books and videos about



careers and more likely to rate their career skills highly.

5. Checking "Confident" in Question 1 about "How do you feel when you are asked about career development..." This relationship is probably is a two-way cause and effect relationship. Feeling confident about one's skills would make one feel confident about career development overall. And having a generally confident personality might make someone more likely to rate themselves highly on career skills.

Some points about specific skill areas:



- **Managing Timelines and Projects.** Time management and project management are two high-level career skills that can be built through experiences in classroom work, community work and workplace experience. Overall, respondents gave themselves relatively lower ratings in this area. Respondents who gave themselves relatively strong ratings included students who are in CVTE programs, students who have had internships, after-school jobs and volunteer work, and students who said they plan to attend a four-year college or an apprenticeship program.
- **Working with Data and Numbers.** Respondents rated themselves as relatively weak in working with data and numbers, in comparison to other skill ratings. Respondents who had relatively strong ratings included students who plan to attend a four-year college, two-year college, apprenticeship or military; students who said they have participated in classroom projects related to career interests, and students in upper grades, particularly Grade 12 students.
- **Communicating in Writing.** Similarly, respondents rated themselves are relatively weak in writing skills in comparison to other skill ratings. Respondents who had relatively strong ratings included students who said they had a variety of work experiences and those who have participated in classroom projects or clubs and activities related to career interests, and students in upper grades, particularly Grade 12 students.
- **Working with Tools and Equipment.** Many people are calling for greater attention to technical skills, including the ability to work with tools and equipment. These skills are important in science, technology and engineering jobs, in skilled trades and manufacturing and in many emerging "green" jobs as well as in personal and community life. This was an area where students felt relatively weak. Students who said that they plan to attend a four-year college gave themselves the lowest ratings in this area, while students who are currently in a CVTE program, students who have had summer jobs, and students who said they are planning to enter career training programs, apprenticeships or the military gave themselves higher ratings in this skill area.

### Basic Foundation Skills vs. Higher-Level Skills

These results are consistent with data gleaned from the Massachusetts Work-Based Learning Plan. The Work-Based Learning Plan (WBLP) provides performance evaluation of students on a 5-point scale, with 1 as the lowest rating, 5 as an advanced rating, and 3 as an in-between "competent" rating. Participants in summer and after-school job and internship programs are evaluated on a set of basic foundation skills such as attendance, workplace appearance, interacting with others, and on up to seven other skills specific to the individuals' job/internship placement, such as project management, time management, equipment operation, leadership, working with children, managing information and other skills. Evaluations are done at least twice during each job/internship placement.

The Online Work-Based Learning Database allows us to analyze aggregate-level data from WBLPs. The table below presents WBLP data for the period July 2010 to June 2011. Generally, ratings for the foundation skills, including attendance and workplace appearance, were higher at the first review than the ratings for the workplace and career specific skills. By the second review, however, the difference evened out and students had similar ratings in both sets of skills. Read more about the Work-Based Learning Plan at <http://skillspages.com/masswbl>.

**Question 6 Results for All Students**

What Skill	5=Very Strong	4	3 = In-between	2	1=Not Yet Strong	Average Rating	Number of Responses
Communicating verbally	<b>97</b> 31%	<b>112</b> 36%	<b>85</b> 27%	<b>13</b> 4%	<b>3</b> 1%	3.93	310
Communicating in writing	<b>72</b> 23%	<b>112</b> 36%	<b>103</b> 33%	<b>19</b> 6%	<b>4</b> 1%	3.74	310
Working with people	<b>141</b> 46%	<b>118</b> 39%	<b>41</b> 13%	<b>3</b> 1%	<b>1</b> 0%	4.3	304
Creative thinking	<b>110</b> 36%	<b>123</b> 40%	<b>61</b> 20%	<b>13</b> 4%	<b>2</b> 1%	4.06	309
Logical thinking	<b>108</b> 35%	<b>133</b> 43%	<b>58</b> 19%	<b>5</b> 2%	<b>3</b> 1%	4.1	307
Leadership	<b>120</b> 39%	<b>108</b> 35%	<b>63</b> 21%	<b>12</b> 4%	<b>3</b> 1%	4.08	306
Managing timelines and projects	<b>59</b> 19%	<b>113</b> 37%	<b>95</b> 31%	<b>37</b> 12%	<b>5</b> 2%	3.6	309
Working with data and numbers	<b>58</b> 19%	<b>91</b> 30%	<b>108</b> 35%	<b>41</b> 13%	<b>9</b> 3%	3.48	307
Working with tools and equipment	<b>93</b> 30%	<b>99</b> 32%	<b>73</b> 24%	<b>30</b> 10%	<b>10</b> 3%	3.77	305
Dressing appropriately for a workplace	<b>202</b> 65%	<b>88</b> 28%	<b>17</b> 5%	<b>3</b> 1%	<b>0</b> 0%	4.58	310
Being on time for work and meetings	<b>217</b> 70%	<b>69</b> 22%	<b>20</b> 6%	<b>3</b> 1%	<b>0</b> 0%	4.62	309
Having good attendance	<b>197</b> 64%	<b>84</b> 27%	<b>22</b> 7%	<b>4</b> 1%	<b>1</b> 0%	4.53	308
Understanding workplace safety rules	<b>228</b> 74%	<b>68</b> 22%	<b>11</b> 4%	<b>3</b> 1%	<b>0</b> 0%	4.68	310
Being motivated and taking initiative	<b>164</b> 53%	<b>110</b> 36%	<b>30</b> 10%	<b>3</b> 1%	<b>2</b> 1%	4.39	309



**7.) What are the most helpful things that your school or program currently does to help students learn about careers? And what do you think your school or program should do (or do more of) to help students learn about careers?**

*Open ended question, with sample answers below. Approximately half of the students described positive things that the school does to support career development, with no additional suggestions. About three out of ten of the students described something positive and also said the school should do more, or should get all students to do these activities. About one in ten said that their school does not do enough to support career development. A very small number of students said they had no opinion or that they were still in an earlier grade (generally 9th grade) and had not started career exploration yet. The parent version of the survey asked similar questions, and parent responses are shown in the end of the report.*

Sample student responses:

- At our school we have a career center, and we have plenty of resources to help us find out what our strengths and weaknesses are. We have college planning classes, Internships, and Vocational programs. These programs are extremely helpful.
- Career center that helps us plan for the future and chose a good career. Field trips to colleges or programs that can help us with our career.
- I think we should have more hands-on experiences about the careers we hope to reach one day.
- It helped a lot to have the internship program. It really helped me decided if that was what I wanted to do. Also I have gotten information about my career from my school's career counselor.
- Its a technical school we have a lot of options and talk to a lot of people including our teachers and various industry specialists as well as various internships.
- Mock Interviews, Lab related projects.
- My electronics teacher gives the class many career and college related assignments
- My school has a career cruising program which helps you develop skills in writing cover letters, resumes, put together your portfolio and work with your MCAS and GPA scores. Each year, this program makes you create a career plan using that information and your current likings in your career field. I think that during our vocational week of school, my school should have at least one or two days a month to do career cruising and research the different types of Healthcare jobs and the colleges that provide education for them.
- My school has classes such as World of Children. Child Study, Culinary and Career Development.
- My school mostly focuses only on college preparation, there isn't really any career preparation.
- My school uses College Board to help us search careers that we may be interested in. They also have us fill out goal plans every year to see how our goals and achievements progress.
- My shop at the end of senior year talks about salon business and management. I like learning about what the industry is going to be like. I think that they should try and be kind of like a job finder for students. They used to have salons calling all the time looking for

workers, but not so much anymore. I think they should call or email salons in the area explaining how there are plenty of students looking for work to help us out a little.

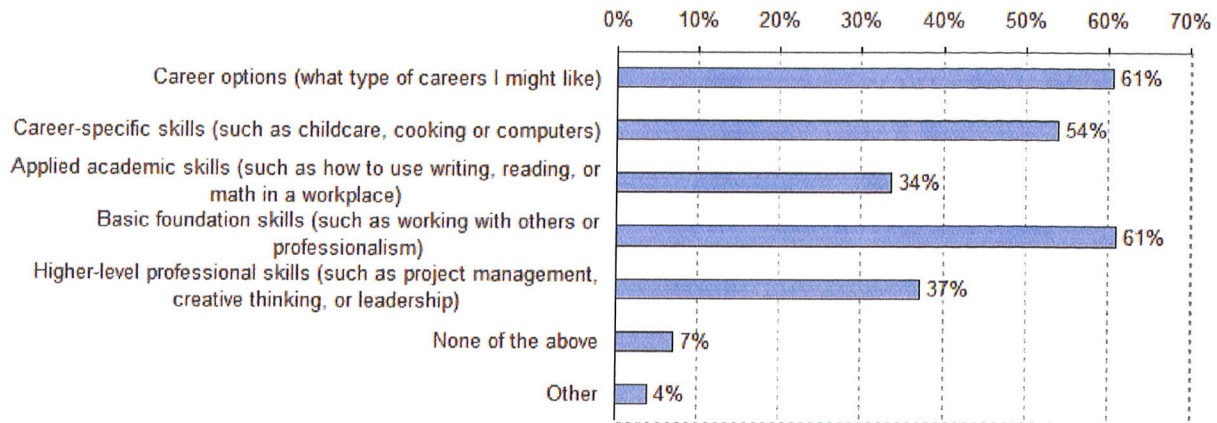
- Our school does Career classes every Friday (W.I.B). We should do hands on shadowing more often.
- PDP class and guidance counselors. I think that the school could have more individual meetings one on one about what we want to do with our life.
- Portfolios, Resumes, Co-op, certifications
- Since I want to go to College for Singing, Music, and Theater, I think my school should have more classes or after school things for people who would like to go to College for those specific things.
- Start making people think about what they want to be earlier. Give them options as to what they want.
- Taking career surveys in the career center. Do more up to date surveys. Co-Op
- The best thing that my school does it let each freshman tour around each of the 12 vocational areas and then re-explore 3 shops. The school does a great job showing the freshman what they can accomplish in the next 3 years and beyond.
- The career center where you can go to learn about careers and how to get to that certain career.
- The most helpful thing my school does to help us learn about careers is that we have a career exploration class which helps us figure out what we are interested in. It teaches us everything we need to know for getting jobs too, like filling out applications.
- The most helpful things that my school has to offer would have to be the abundant amount of administrators or teachers that are available for a helping hand. Whether it is with college, scholarships, or recommendations, you can be assured you will find help anywhere in this building. What my school should do more of is create broader opportunities for students to become more aware of what to do when they graduate high school. There should be easier methods for students to easily become more involved.
- The most helpful things that my school shop does to help the students learn about careers is having the students work on projects in class, group projects and individual projects.
- There is a variety of clubs that anyone can be a part of, but I think they should have teachers talk more about it.
- They don't do very well. They could relate jobs to lessons we are learning.
- They have college fairs and have people from certain colleges or careers and talk to us about the jobs and what's a good choice when it comes to decision making college/career wise.
- They teach us real life situations that could happen when working in our shop. such as working on multiple projects at once.

- We have Naviance Family Connection, which helps with career and college planning.
-

**8.) If you have had a job, internship, or volunteer position, what do you think you learned from your experience? Check as many as apply.**

**Question 8:**

**If you have had a job, internship, or volunteer position, what do you think you learned from your experience? Check as many as apply.**



Question 8 asks asks "If you have had a job, internship, or volunteer position, what do you think you learned from your experience? Check as many as apply." The responses suggest that students see a variety of benefits to their work experiences, including developing career skills, foundation skills, exploring career options and having opportunities to apply academic skills. Between one-third to three-fifths of respondents who have work experience checked each option. It is likely that the answer to "what did you learn" depends on the type of experience as well as the way the student perceives his or her own learning from that experience.

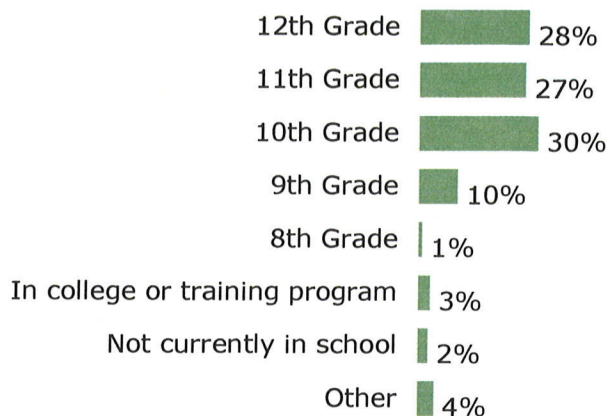
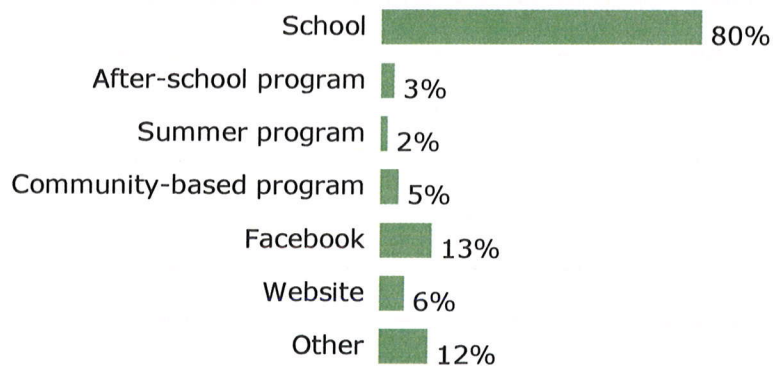


**Question 8 Detailed Responses**

	All Students	North Shore Non-CVTE Students	North Shore CVTE Students	North Shore Total	Other Regions	Parent Survey
Career options (what type of careers I might like)	61%	54%	65%	60%	62%	50%
Career-specific skills (such as childcare, cooking or computers)	54%	46%	54%	51%	62%	57%
Applied academic skills (such as how to use writing, reading, or math in a workplace)	34%	31%	37%	34%	32%	57%
Basic foundation skills (such as working with others or professionalism)	61%	53%	60%	57%	71%	71%
Higher-level professional skills (such as project management, creative thinking, or leadership)	37%	34%	39%	37%	38%	50%
None of the above	7%					

Other	4%					
Number of Responses (Includes those who have had a job, internship or volunteer position)	267	85	105	190	77	14

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**9.) What is your current grade or school status?****10.) Where did you learn about this survey? Check as many as apply**

## MORE DETAILS - STUDENT AND PARENT SURVEYS

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### Parent Survey Question 5: In your opinion, what are the most helpful things that your child's school or program does to help students learn about careers?

- Allowing them to job shadow.
- Career Day
- Career fairs
- College visits. College fairs. College prep work.
- Employability classes, Management & Entrepreneurship classes, technical competency classes and immersion in the plumbing program as well as cooperative employment opportunities.
- He is just in eighth grade. Most helpful so far: an interesting and up-to-date science program, a strongly college-prep school, high expectations for verbal and written work.
- Job fairs, interaction w/ guidance dept. They have a very specific program for the college application process.
- Job shadowing. He visited two hospitals and saw gene splicing at one hospital.
- Not a lot - the communication in his school is based on people checking into their x2 program which is hard to get into and even less easy to navigate
- Not aware of any at local public school. At least I never hear about it if it takes place.
- Not enough at this time
- She is currently a freshman and nothing has been said to them yet. She hasn't even met with the guidance counselor!
- Visits to colleges and career exploration
- He was a sports reporter for [a local online newspaper] and had been writing for the school newspaper. That was good. I'm not sure what career advisory they gave him at his school.
- Field trips to community organizations.

### Parent Survey Question 6: What do you think your child's school or program should do (or do more of) to help STUDENTS learn about careers?

- Give children guidance according to their choice of subjects and into which career they should be steered into.
- Have more guest speakers from a broader area; over a whole year expose students to different niches.
- Include a Career Development course as a special
- Job Shadowing
- More hands on in the class room
- On the job training or career pathway at a younger age
- Posters in the school - flyers, announcements as part of the daily announcement system, emails
- Provide an early understanding of trends, opportunities and requirements to get into career fields. I would like some focus on technology and engineering careers, health care and other opportunities likely to be available when our son is an adult.
- Short term internships, practical experience available to all students
- Start freshman year with some information.
- Help all students find out about summer programs and after-school programs in the community. Have internships earlier in high school rather than in the end of the 12th grade.



- MANDATE job shadows and field trips to see and interview workers. Strongly encourage internship placement in a field of interest rather than just getting a job.

**Parent Survey Question 7: What do you think your child's school or program should do (or should do more of) to help PARENTS help with their children's college and career planning?**

- At least a meeting to inform parents of workshops, etc. that are available to us.
  - Continued communication, use parents as resource to speak about their job, experience and offer/ help create internships
  - Dept of Labor has a link that is helpful.
  - Emails, flyers sent home
  - Give us all the possible financial breakdowns of what is required. Bursary apps etc.
  - Have meetings giving plans for the process.
  - Make them part of the process with college and career future planning. Start in the sixth grade.
  - Maybe just provide links to websites with good career info?
  - Nothing- [the high school] has it covered!
  - Start in the freshman year. (Or even middle school or sooner.) One thing I discovered is that when you get to be a sophomore or junior it is late.
  - Help parents (and students) find out about summer programs and after-school programs in the community. Provide information to help parents to support their child with course selection. Most important: the school should have a broader range of courses available -- as a small school it has very limited elective courses.
  - Raise money to tour a lot of area campuses.
-



**CAREER CHOICES: ALL RESPONSES FOR QUESTION 3: If you can, please list one or more career areas that might interest you.**

*Open ended question allowing up to four responses per respondent. These responses are grouped by general career areas.*

NOTE THAT THE NUMBER OF ANSWERS IS MORE THAN THE NUMBER OF STUDENTS BECAUSE UP TO FOUR RESPONSES WERE PROVIDED.

**[Healthcare/Medical (100)]** Anesthesiologist | Brain Injury Rehabilitation | Cardiologist | CNA nurse | Dental assistant | Doctor | Emergency room nurse | EMT | Health Care | Hematologist | Massage Therapy | Material Therapist | Medical | Medical Assisting (CNA?) | Medical Doctor | Medical Field | Medical Oncology | Neuro psychology | Neurologist | NICU nurse | Nurse | Nurse at St. Jude | Nurse Oncologist | Nurse Practitioner | Nursing | Nutritionist | Nutritionist (Personal Training?) | Occupational therapy | Oncologist | Oncologist doctor | Paramedic | Pediatric nurse | Pediatrician | Personal Care Provider | Pharmacist | Pharmacy | Physical Therapist | Physical Therapist Assistant | Physical Therapy | Physician | Physicians Assistant | Pulmonologist | Radiologist | Registered Nursing | RN | Something involving radiology | Surgeon | Surgical nurse | Surgical Tech | Therapist | Ultra sound tech | Ultra sound technician | Ultrasound technician | Working with kids or babies in health field | X ray tech |

**[Science, Engineering and Math (46)]** Animal Science | Architect | Astronaut | Biologist | Biology teacher | Biomedical engineering | Biotech | Biotechnology | CEC Engineer | Chemistry | Clinical lab scientist | Computer engineer | Computer engineering | Computer Hardware Engineering | Electrical engineer | Electrical Engineering | Electronic engineer | Engineer | Engineering | Marine Biology | Marine science | Mathematician | Mathematics | Medical Research | Research | Robotic Engineer | Science | Science- Biology | Scientist | Software engineer | Something in the sciences. | Technology |

**[Education and Early Childhood (45)]** Art Therapist | Child development | Childcare | Cosmetology teacher | Early childhood education | Education | Elementary Education | Elementary School Teaching | English Teacher | Guidance councilier | Guidance Counselor | Helping little kids | Kindergarten Teacher | Music Therapist | Special Education | Speech Language Pathologist | Speech Therapist | Speech therapy | Teacher | Teaching | Work with kids | Working with children | Working with kids. |

**[Construction Trades (39)]** Brick Layer | Brick Laying-Mason | Business owner (construction) | Carpenter | Carpentry | Carpentry construction | Construction | Construction electrician | Electrician | Electrical | Electrical Contracting | Electrician | Inter-Networking | Join the mason union | Linesman | Mason | Masonry | Plumber | Plumbing | Project manager or general contractor | Tile Setting | Title v inspections | Working for my dad |

**[Criminal Justice and Forensics (36)]** Computer Forensics | Crime Scene Investigator | Criminal Justice | Criminal Justice/Law Enforcement | CSI | Detective | ELECTRONIC FORENSIC | FBI | FBI agent | FBI/police officer | Forensic Accountant | Forensic Accounting | Forensic science | Investigator | Law enforcement | Police | Police Force | Police officer |

**[Cosmetology (36)]** Barber | Colorist | Cosmetologist | Cosmetology | Esthetician | Esthetics | Hair | Hair colorist | Hair designer | Hair dresser | Hair dressing | Hair salon owner | Hair stylist | Hair Stylist/Cutter | I want to open up my own salon | Makeup | Nails | Opening my own salon | Own a salon | Paul Mitchell education school | Runway hairstyles | Salon owner | Work on commission at a salon |

**[Arts (36)]** Acting | Actor | Actress | Art | Art school | Artist or Designer | artista | Arts, audio/video technology communication | Broadway Dancer | Broadway Stage Production/Management | Dancer | Dramatic arts | Entertainment Management | Film | Graphic Designer / Apparel Design | Painter | Performing Artist | Photographer | Photography | Something in the arts. | Stage director | Theatre Technology | Video Production |



**[Social Work and Psychology (33)]** Child Psychology | Clinical or Sports Psychologist | Counseling | Counselor | Helping people | Human Services | Marriage Counselor | Psychiatrist | Psychologist | Psychology | Social Work | Social worker | Therapist |

**[Business and Marketing (28)]** Advertising | Banking | Business | Business owner | Businessman | Client relations | Dominos manager | Event Planner | Finance | Financial Analyst | Management | Marketing | Movie Theatre owner | Public Relations | Real Estate Agent | Secretary | Stocks | Teller |

**[Computer Networking/Technical/Repair (27)]** Computer aid and repair | Computer and office machines repairs | Computer field | Computer maintenance | Computer Networking | Computer operators | Computer Programmer | Computer Repair | Computer technician | Computer working | Help desk | Help desk technician | IT help desk tech | IT Technician | Network Computer | Network/System Administrator | Networking | Networking engineer | Networking specialist | System Analyst | Tech support | Technician |

**[Law (24)]** Law | Lawyer | Paralegal | Prosecuting lawyer |

**[Media and Communications (23)]** 3D Graphics | Communications | Design | Film | Graphic communication | Graphic design | Graphic Designer | Graphics | Graphics communication | Media producer or director | Motion Graphics | Movie Editing | Multimedia Journalism | News Broadcaster | Special Effect editor |

**[Music (21)]** Be in a band and make music | Guitarist | Music | Music Producer | Music Recording Engineer | Music/Singing/Theater | Musical Producer | Musician | Musician / Producer | Pianist | Producing music | Singer | Singing | Song writing | Sound Recording |

**[Culinary (19)]** Baking | Chef | Cook | Cooking | Culinary | Culinary arts | Pastry Chef |

**[Writer/Author (19)]** Author | Book Editor | Columnist | Creative writing | Journalism | Journalism, or general writing. | Journalist | Professional Editor | Story Writing | Travel writer | Writer |

**[Game Design/Cartooning (17)]** Comic book artist | Comics & writing | Computer animation | Game Design & Development | Game designer or cartoonist | Game programmer/ designer | Game Programming | Games designers | Gaming and design | Video Editor | Video game coder | Video Game Design | Video game programming |

**[Military (14)]** Air force pilot | Army | Army nurse | Full time soldier | Military | U.S. ARMY | U.S. Coast Guard |

**[Higher Education, Social Sciences and Liberal Arts (13)]** Archaeology | Economist | English | English major | English professor | English teacher | Historical | History | History Professor | History Professor in a College or University | Literature | Professor | Social Sciences/History. |

**[Sports and Fitness (12)]** Athlete | Athletic trainer | Basketball Trainer | Cheer coach | Gym Teacher | Hockey | Personal trainer | Physical personal trainer | Professional Athlete | Sports manager |

**[Environment/Animal Care (10)]** Environmental police | Environmental Science | National park service | Vet technician | Veterinarian | Veterinary | Veterinary field | Wildlife Education |

**[Computer Programming and Web Design (10)]** Programmer | Programmer/software engineer | Programming | Web design | Web Design/Programming | Web designer |

**[Repair/Mechanical (7)]** Air craft maintenance technician | Auto | Camera and photographic equipment repairs | Car repair | Mechanic | Motorcycle Mechanic |

**[Retail/Fashion (6)]** Fashion | Fashion Industry | Fashion Merchandising | Graphic fashion designer | Shoe Store |

Interior Designer |

**[Accounting (6)]** Accountant | Accounting | Accounting/bookkeeping | Certified Public Accountant | CPA |

**[Politics and Government (5)]** Politician | Politics | Politician |

**[Religion (2)]** Pastor | Youth Pastor |

**[Manufacturing Trades (2)]** Machinist |

**[Languages (1)]** Translator English and Spanish | |American Sign Language Translator | Sign Language Interpretation |

**[Other (17)]** Bank Security | Business owner | Fire Fighter | Firefighter | Game director | Golf course maintenance | Human Resources | Massage therapist/esthetician | Massage Therapy | Modeling | Mother/Homemaker | Party planning/business | Some other thing having to do with being outside and/or making a real difference | Traveling |

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# Skills Gap

- TORQ Summary
- ABE Survey Results

## **TORQ Works**

The North Shore Career Centers has recently gained access, through the State of Massachusetts, to an on-line analytics program that matches customers skills with various occupations. The software is built around the US Department of Labor's O\*NET™ database and its classification of occupations. The program calculates a TORQ score, a single number that indicates how easy it may be for a worker to transfer from one occupation to another, based on his or her personal knowledge, skills, and abilities. That TORQ score – in combination with local data on earnings, employment levels, projected growth rates, current job postings, and more – pulls together all the key ingredients to help individuals determine their best employment options.

The Skills Gap Committee has begun to review the on-line program while staff at the career center begin to share the tool with customers.

We have included two examples of how it works: (1) Showing a customer with a 'General Office' Background and skill sets wanting to become an Electrician, and (2) That same customer with a 'General Office' Background wanting to become a 'Bank Teller.' The results from TORQ highlight the two very different training pathways that would be needed in order to secure employment.

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Prepared for    beta test  
Prepared by    William Sinatra

April 9, 2012

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## Information About You

### Work Experience

#### Occupation

Office Clerks, General

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## Occupations We Reviewed (North Shore WIA)

Occupation	Median Annual Wage	TORQ Score*
Electricians	\$58,316	34

*\*TORQ Score is a measure of how easy or difficult it will be to transition to the listed occupation, based on the occupation(s) in your work history (with 100 the easiest and 1 the hardest). 90-100 usually means very feasible with little training, 80-90 means training is usually required, and below 80 is probably too big a step to take without some other occupation experience in between.*

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## Jobs You Decided to Consider/Apply For

Below are the job postings you decided to consider for each of the occupations we reviewed. Click<sup>†</sup> on the job title to be taken to the webpage that displays the entire listing.

### Electricians - 6 job(s)

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<u>Electrician</u> - Licensed Electrician needed for Residential and Commercial Wiring Full Time Position Skills/Qualifications: MA Electrical License Required Minimum 3 years... (Indeed)	3/26/2012 Burt Electrical Services, LLC Revere Beach, MA
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<u>Electrician, WG-2805-10</u> - Do you desire to protect American interests and secure our Nation while building a meaningful and rewarding career? If so, the Department of Homeland Security... (Indeed)	4/3/2012 Department Of Homeland Security Boston, MA
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Electrician - Job Title:Electrician, WG-2805-10 Department:Department Of Homeland Security Agency:U.S. Coast Guard Job Announcement Number:12-1432-NE-TB-M SALARY RANGE: \$22.95 to \$26.79 / Per Hour OPEN PERIOD: Tuesday, April 03, 2012 to Tuesday, April... (Simply Hired)

4/4/2012  
Homeland Security  
Boston, MA

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Electrician, WG-2805-10 - Do you desire to protect American interests and secure our Nation while building a meaningful and rewarding career? If so, the Department of Homeland Security (DHS) is calling. DHS components work collectively to prevent terrorism, secure... (Simply Hired)

4/4/2012  
Department of Homeland Security  
U.S. Coast Guard  
Boston, MA

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Electrician - Auto req ID: 26378BR School/Unit: University Operations Services Department: Facilities Maintenance Ops Union: 41 - Int Br Electrical Wkrs Loc 103 Duties & Responsibilities: Installs, maintains, troubleshoots and repairs high and low... (Simply Hired)

4/5/2012  
Harvard University  
Cambridge, MA

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Electrician - Electrician performs layout and installation of electrical wiring and fixtures according to construction job specifications and local codes. Electrician uses a variety of tools including power construction equipment, measuring devices and... (Simply Hired)

4/5/2012  
Boston, MA

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†If you are viewing this on an internet-connected computer, you can click on the job title of each posting and be taken to the webpage that will display the entire listing. If not, you can go directly to the job board site listed below and search for the job using the Job Title, Company, and Location.

- Indeed - <http://www.indeed.com/>
- Simply Hired - <http://www.simplyhired.com/>

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## Knowledge, Skills, and Ability Gaps We Discussed or You Reviewed

The occupations we reviewed are listed below along with the areas that have been identified as gaps that will present real challenges in your effort to transition.

### Electricians

#### Occupation Description

Install, maintain, and repair electrical wiring, equipment, and fixtures. Ensure that work is in accordance with relevant codes. May install or service street lights, intercom systems, or electrical control systems.

#### Gaps

- Near Vision - The ability to see details at close range (within a few feet of the observer).
- Far Vision - The ability to see details at a distance.
- Perceptual Speed - The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the



same time or one after the other. This ability also includes comparing a presented object with a remembered object.

- Information Ordering - The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Coordination - Adjusting actions in relation to others' actions.
- Arm-Hand Steadiness - The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- Active Learning - Understanding the implications of new information for both current and future problem-solving and decision-making.
- Systems Analysis - Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- Complex Problem Solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Mathematics - Using mathematics to solve problems.
- Auditory Attention - The ability to focus on a single source of sound in the presence of other distracting sounds.
- Psychology - Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Finger Dexterity - The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
- Learning Strategies - Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Production and Processing - Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- Wrist-Finger Speed - The ability to make fast, simple, repeated movements of the fingers, hands, and wrists.
- Sales and Marketing - Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
- Systems Evaluation - Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- Rate Control - The ability to time your movements or the movement of a piece of equipment in anticipation of changes in the speed and/or direction of a moving object or scene.
- Control Precision - The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.
- Glare Sensitivity - The ability to see objects in the presence of glare or bright lighting.
- Stamina - The ability to exert yourself physically over long periods of time without getting winded or out of breath.
- Sound Localization - The ability to tell the direction from which a sound originated.



- Science - Using scientific rules and methods to solve problems.
- Dynamic Strength - The ability to exert muscle force repeatedly or continuously over time. This involves muscular endurance and resistance to muscle fatigue.
- Spatial Orientation - The ability to know your location in relation to the environment or to know where other objects are in relation to you.
- Chemistry - Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.
- Speed of Limb Movement - The ability to quickly move the arms and legs.
- Manual Dexterity - The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
- Operation Monitoring - Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Administration and Management - Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- Mathematics - Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
- Education and Training - Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Visual Color Discrimination - The ability to match or detect differences between colors, including shades of color and brightness.
- Visualization - The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
- Multilimb Coordination - The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion.
- Static Strength - The ability to exert maximum muscle force to lift, push, pull, or carry objects.
- Gross Body Coordination - The ability to coordinate the movement of your arms, legs, and torso together when the whole body is in motion.
- Trunk Strength - The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.
- Operations Analysis - Analyzing needs and product requirements to create a design.
- Operation and Control - Controlling operations of equipment or systems.
- Gross Body Equilibrium - The ability to keep or regain your body balance or stay upright when in an unstable position.
- Response Orientation - The ability to choose quickly between two or more movements in response to two or more different signals (lights, sounds, pictures). It includes the speed with which the correct response is started with the hand, foot, or other body part.
- Equipment Selection - Determining the kind of tools and equipment needed to do a job.
- Depth Perception - The ability to judge which of several objects is closer or farther away from you, or to judge the distance between you and an object.
- Telecommunications - Knowledge of transmission, broadcasting, switching, control, and operation of

telecommunications systems.

- Reaction Time - The ability to quickly respond (with the hand, finger, or foot) to a signal (sound, light, picture) when it appears.
- Quality Control Analysis - Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- Equipment Maintenance - Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
- Installation - Installing equipment, machines, wiring, or programs to meet specifications.
- Engineering and Technology - Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
- Troubleshooting - Determining causes of operating errors and deciding what to do about it.
- Repairing - Repairing machines or systems using the needed tools.
- Extent Flexibility - The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
- Physics - Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.
- Design - Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
- Building and Construction - Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.
- Mechanical - Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

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## Training Programs We Discussed or You Reviewed

Below are listed potential training programs for your review and application.

### Electricians

#### Electrician.

Benjamin Franklin Institute of Technology - <http://www.bfit.edu/>  
41 Berkeley St

Boston, MA02116  
(617) 423-4630

#### Electrician.

Kaplan Career Institute-Charlestown - <http://www.retstech.com/>  
570 Rutherford Ave

Charlestown, MA02129  
(617) 580-4010

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Prepared for    beta test  
Prepared by    William Sinatra

April 9, 2012

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## Information About You

### Work Experience

#### Occupation

Office Clerks, General

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## Occupations We Reviewed (North Shore WIA)

Occupation	Median Annual Wage	TORQ Score*
Tellers	\$29,521	82

*\*TORQ Score is a measure of how easy or difficult it will be to transition to the listed occupation, based on the occupation(s) in your work history (with 100 the easiest and 1 the hardest). 90-100 usually means very feasible with little training, 80-90 means training is usually required, and below 80 is probably too big a step to take without some other occupation experience in between.*

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## Jobs You Decided to Consider/Apply For

Below are the job postings you decided to consider for each of the occupations we reviewed. Click <sup>†</sup> on the job title to be taken to the webpage that displays the entire listing.

### Tellers - 14 job(s)

<u>Teller I</u> - (Job Central)	4/4/2012 TD Bank North Andover, MA
<u>Teller</u> - Responsibilities Accurately conducts all credit and debit transactions in compliance with established bank policies and procedures. Keeps proper cash supply on... (Indeed)	4/4/2012 Citizens Financial Group, Inc. Malden, MA
<u>Teller</u> - Accurately conducts all credit and debit transactions in compliance with established bank policies and procedures. Keeps proper cash supply on hand and prepares daily proof record while maintaining an acceptable difference record. Delivers... (Simply Hired)	4/4/2012 Citizens Financial Group Dedham, MA

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<u>Teller I - (Job Central)</u>	4/4/2012 TD Bank Boston, MA
<u>Teller - Responsibilities</u> Accurately conducts all credit and debit transactions in compliance with established bank policies and procedures. Keeps proper cash supply on... (Indeed)	4/4/2012 Citizens Financial Group, Inc. Boston, MA
<u>Teller I - (Job Central)</u>	4/4/2012 TD Bank Arlington, MA
<u>Teller I - (Job Central)</u>	4/5/2012 TD Bank Cambridge, MA
<u>Teller - Pleasant Street - Marblehead, MA - PT / 20 hours -</u> Responsibilities: Professional Tellers are responsible for the processing of transactions accurately and efficiently in a fast paced environment. Your duties will include, but are not limited to the following: Required Skills: (Simply Hired)	4/6/2012 Bank of America Marblehead, MA
<u>Teller I - Do you want to WOW! Customers everyday in a fun, fast-paced environment? Come be a Teller at America's Most Convenient Bank! (Simply Hired)</u>	4/7/2012 TD Bank Wellesley, MA
<u>Teller I - (Job Central)</u>	4/7/2012 TD Bank Revere, MA
<u>Teller - 383613 Responsibilities</u> Accurately conducts all credit and debit transactions in compliance with established bank policies and procedures. Keeps proper cash supply on hand and prepares daily proof record while maintaining an acceptable... (Simply Hired)	4/8/2012 Bedford, MA
<u>Bank Teller - Part Time - Weymouth</u> - The South Shore Bank seeks two part time bank tellers in our Weymouth branches for year round positions. One position is located on Washington Street and the... (Indeed)	4/9/2012 South Shore Bank South Weymouth, MA
<u>Teller, Lowell PT/FT</u> - Teller positions available in our Lowell branch. Position Summary Provide members with quality service and accurately process routine transactions. Understand... (Indeed)	4/9/2012 Digital Federal Credit Union Lowell, MA

**Teller - Responsibilities** Accurately conducts all credit and debit transactions in compliance with established bank policies and procedures. Keeps proper cash supply on... (Indeed)

4/9/2012  
Citizens Financial Group, Inc.  
Dedham, MA

†If you are viewing this on an internet-connected computer, you can click on the job title of each posting and be taken to the webpage that will display the entire listing. If not, you can go directly to the job board site listed below and search for the job using the Job Title, Company, and Location.

- Job Central - <http://www.jobcentral.com/>
- Indeed - <http://www.indeed.com/>
- Simply Hired - <http://www.simplyhired.com/>

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## Knowledge, Skills, and Ability Gaps We Discussed or You Reviewed

The occupations we reviewed are listed below along with the areas that have been identified as gaps that will present real challenges in your effort to transition.

### Tellers

#### Occupation Description

Receive and pay out money. Keep records of money and negotiable instruments involved in a financial institution's various transactions.

#### Gaps

- Customer and Personal Service - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Mathematics - Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
- Public Safety and Security - Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- Economics and Accounting - Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.
- Sales and Marketing - Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

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## Training Programs We Discussed or You Reviewed

Below are listed potential training programs for your review and application.

### Tellers

#### Banking and Financial Support Services.

Boston University - <http://www.bu.edu/>  
One Silber Way

Boston, MA02215  
(617) 353-2000

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### **Additional Resources You Can Use**

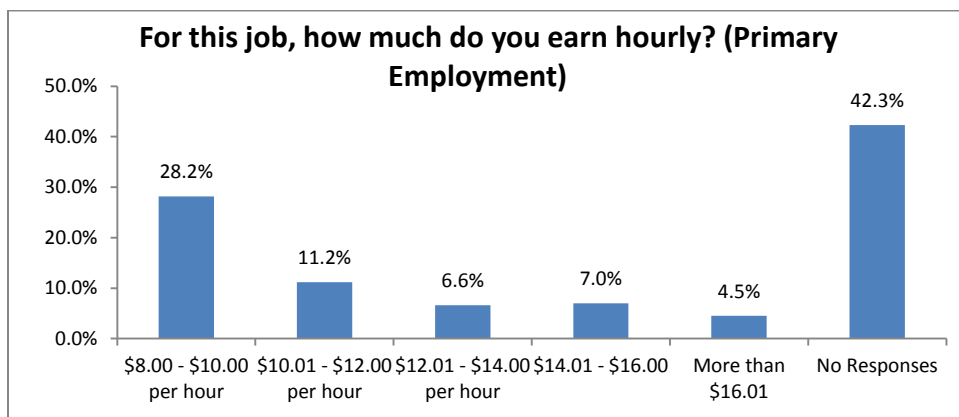
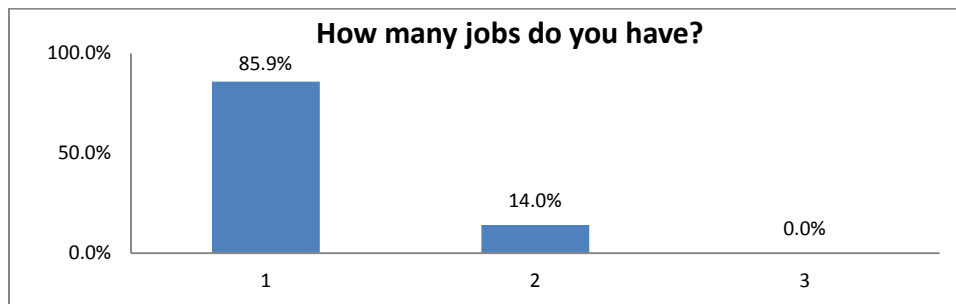
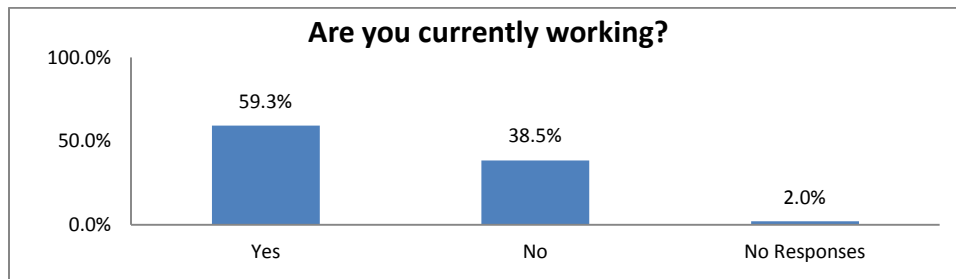
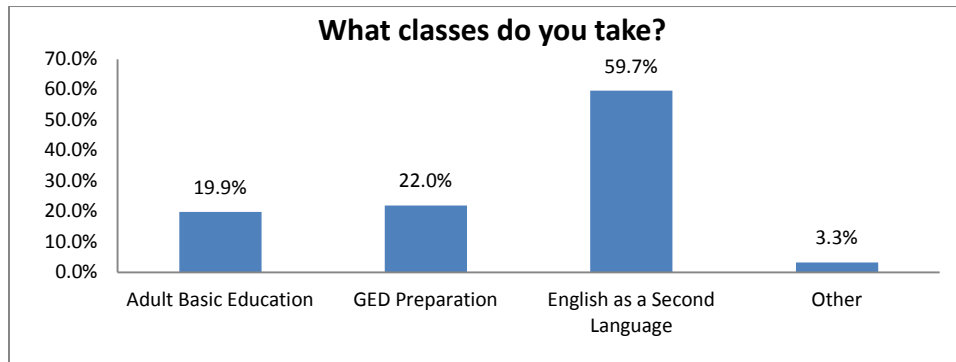
There are no additional resources available at this time.

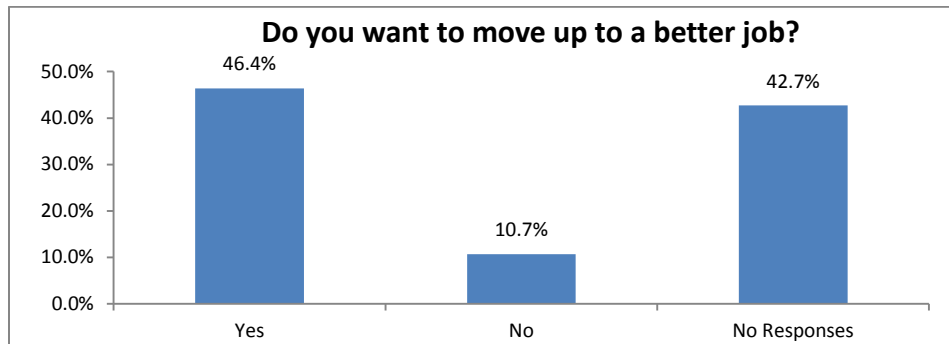
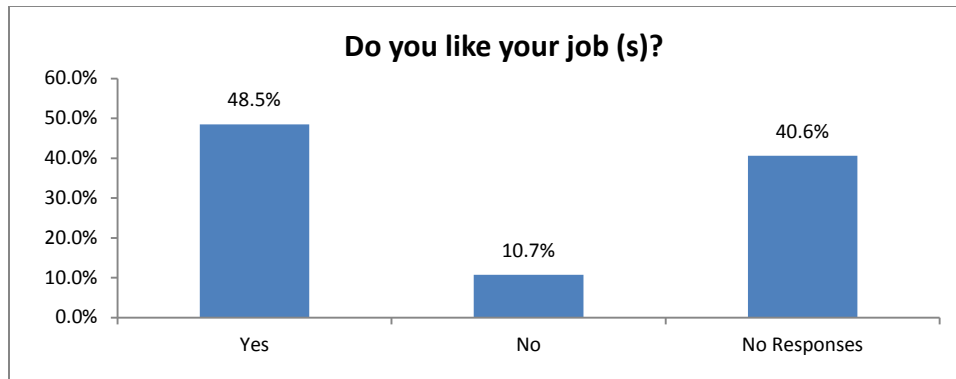


## Adult Basic Education Survey

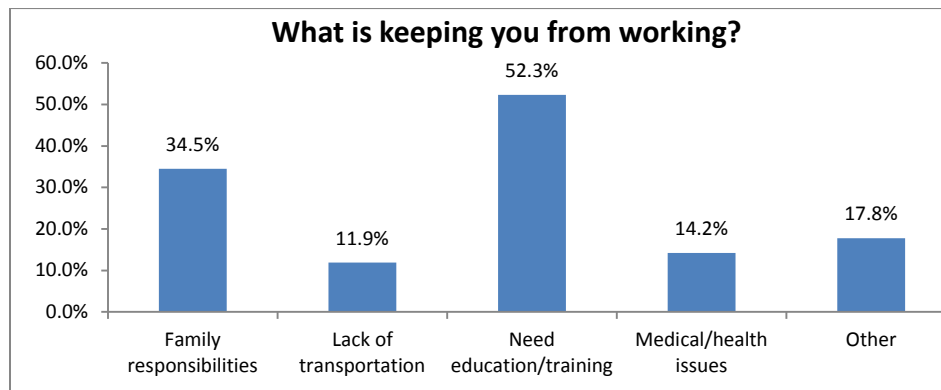
Preliminary Survey Results as of May 3<sup>rd</sup> 2012

The Adult Basic Education Survey was first distributed electronically, via constant contact, and by paper survey to the North Shore Workforce Investment Board's Adult Basic Education Providers in order to understand the social and economic barriers to employment of the Adult Basic Education customers. As of May 3<sup>rd</sup> 2012, 241 ABE customers had participated in the survey. The following provides a selection of responses to questions asked within the survey, along with comments where applicable.





Sample Responses
I want a better job so that I can pay a better place for my daughters and give them better opportunities in the future so they can have open doors.
I would like to become a chef with a degree in culinary arts.
I hope to become a registered nurse
A teacher in an elementary school
I can have a better life, and be able to have a comfortable life



Sample Responses
babysit granddaughter who lives with me, mom is in school some
?
need GED for this job
I don't have my GED
Trying to find job

# Workforce Systems

- Charter Goals
- Gloucester Address

North Shore Career Centers Goals	Strategies 2012-2013	Outcomes 2012-2013
<p><b>Increase and Improve Quality of Service to Business</b></p> <p><i>Through a strong BSU, ensure that the WIB, Career Centers, and our partners understand the developing needs of North Shore business in relation to workforce issues, and can respond to those needs in such a way as to move the region toward greater economic health.</i></p> <ul style="list-style-type: none"> <li>• Develop Business Plan to meet the needs of Business Customer of 2010 - 2011</li> <li>• Increase visibility of the BSU within WIB and regional workforce and economic initiatives</li> <li>• Define and refine products of the BSU</li> <li>• Design distribution plan of Services and Products</li> <li>• Continue to enhance Partnerships</li> <li>• Implement Forecasting of business needs and expectations</li> <li>• Continue internal Training and Development</li> <li>• Enhanced ability to fill hard-to-fill job posting</li> </ul>	<ul style="list-style-type: none"> <li>• Update BSU business plan by April 1, 2012</li> <li>• Maintain Current BSU Staff; ensure consistent team identity; ensure full coverage of region</li> <li>• Provide more opportunities for Business to visit Career Centers and meet with staff and receive information and data that aides in their business.</li> <li>• Provide ongoing staff training on Job Matching and Customer Service Skills, Solution Sales for the Services Industry Skills Development, along with identifying and addressing training needs of customers</li> <li>• Maintain strategic marketing and outreach program – Quarterly E-Newsletter to all BSU customers, Target Marketing Campaign etc.</li> <li>• All employers utilizing job posting, financial incentive, workforce development and business services information services will receive an e-mail survey 1 month after receiving services to gather customer satisfaction. In addition, 25 % - 35% of these employers will receive a follow-up phone call to gather this information in more detail.</li> <li>• BSU members regularly attend and contribute to sector partnership meetings (tied in with the critical and emerging industries) begun by WIB and other workforce development partner organizations on an on-going basis</li> <li>• BSU Manager regularly attends workforce systems committee meetings and reports out on activities relating to Charter goals</li> <li>• Workforce systems committees and other WIB committees provide guidance on creative ways to reach and serve businesses</li> <li>• BSU develops a schedule through which companies in critical industries are contacted and specific information gleaned from discussions that direct further activity.</li> <li>• BSU develops services that help the staff serving job seekers meet their goals.</li> <li>• BSU has clarity and can articulate what a high quality business relationship is and can validate it through metrics including repeat activity, jobs posted and filled, other business referrals,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Summary of Business Plan in on the website</b></li> <li>• <b>Business Services Unit team members host (in collaboration with WIB) 4 sessions with critical industry sectors. (Closer connection to sector needs, building bridge between business needs and job seeker understanding of job requirements.)</b></li> <li>• <b>Continue to refine WEBSITE with link to on-line listing capacity (Alignment with Job Quest enhancements and more of a prominent link for business customers.)</b></li> <li>• <b>92% of employers responding will indicate an overall good or excellent rating. (Increase over goal in previous charters and reflects CQI for the BSU and importance of the business customers to overall operation.)</b></li> <li>• <b>Number of businesses using Career Centers will increase to 1300 in FY2012 and 1450 by 2013.</b></li> <li>• <b>Increase job posting goal to 700 and meet job posting goal listed in annual plan 2013 – with a ‘job fill’ rate of 20% attained.</b></li> <li>• <b>Increased participation by local business in programs beyond job postings showing a greater depth of BSU relationship – to 400 in Financial Incentive Services, 400 in Workforce Development Services, and 400 in Business Services Information.</b></li> <li>• <b>BSU will continue to work with companies as they develop and successfully obtain 25 - 50 training grants for the region.</b></li> </ul>

North Shore Career Centers Goals	Strategies 2012-2013	Outcomes 2012-2013
<p><b>Improve Quality of Service to Youth</b></p> <p><i>Strengthen the Youth Career Center in Lynn, ensuring that all youth programs and grant sources are fully integrated and supporting each other</i></p> <ul style="list-style-type: none"> <li>Continue to enhance connection with BSU for job development and relationship building with business customers</li> <li>Re-align and re-evaluate foundation services relating to career exploration and career pathways for youth</li> <li>Develop resources to encourage youth to enter <u>S</u>cience, <u>T</u>echnology <u>E</u>ngineering and <u>M</u>ath fields.</li> <li>Continue targeted service to youth during the summer months and year-round time frames</li> <li>Continue internal training and development</li> </ul>	<ul style="list-style-type: none"> <li>YCC Manager regularly meets with school officials, including Voc Tech Schools, in North Shore cities – and interested towns – to build understanding and involvement with the YCC</li> <li>YCC Materials are developed and regularly distributed; YCC website and facebook page continues to be updated and refined with appropriate information.</li> <li>In partnership with the WIB and BSU, YCC Manager participates in the development of Externship sites and jobs for teens.</li> <li>YCC develops and publicizes field trips to local companies, particularly those involved with STEM activities.</li> <li>Continue to cross-train <b>all</b> Career Center staff to service youth.</li> <li>Increase outreach/marketing for youth in places where youth receive services, reside, play, hang-out, etc.</li> <li>Maintain the Youth Career Center presence within the BSU</li> <li>Continue Newsletter/Communication Bulletin to CBO's, School's Administration &amp; Guidance on a quarterly basis</li> <li>Collaborate with WIB on fund raising efforts for various youth activities including F1rstJobs.</li> <li>Collaborate with WIB on increased business involvement (either through teacher externships and/or teen visits to companies e.g. tech trek 3 to 5 life sciences companies.</li> <li>In partnership with the WIB seek out sufficient resources in order to replicate YCC efforts in Salem/Peabody area through separate space at Career Center or at a community partner.</li> </ul>	<ul style="list-style-type: none"> <li><b>Tracked usage of the Youth Career Center facebook page and other social networks annual increase of 25% over two years. (Looking to see if youth utilize web resources on website.)</b></li> <li><b>Youth Career Center services are available on Tuesday evenings in Lynn and on Thursday evenings in Salem.</b></li> <li><b>Number of youth served by the Career Centers will increase to 2500 by June 30, 2012 and to 2600 by June 30, 2013, as per OSCCAR reports.</b></li> <li><b>Increase placements in F1rstJobs (private sector placements) to 160 in summer, 2012 and 175 in summer of 2013– Initiative begun in fall of each year.</b></li> <li><b>Increased awareness and stronger working relationships with schools and other youth serving organizations leading to better-coordinated services for all youth.</b></li> <li><b>25 Youth have visited a company in the life sciences in 2012, 50 in 2013</b></li> <li><b>2 teacher externships in 2012 and 4 in 2013</b></li> </ul>



North Shore Career Centers Goals	Strategies 2012-2013	Outcomes 2012-2013
<p><b>Improve Quality of Service to Job Seekers</b></p> <p><i>Build and support an atmosphere of responsibility and empowerment in job seekers in relation to their own job search activities.</i></p> <ul style="list-style-type: none"> <li>Continue to enhance connections with BSU for job development and relationship building with business customers</li> <li>Resources to encourage customers to use networking and alternative job development tools</li> <li>Continue targeted services, case management and referrals to partner organizations</li> <li>Continue internal training and development</li> </ul>	<ul style="list-style-type: none"> <li>Workshops on social networking sponsored by the BSU and WIB</li> <li>Continue to develop the concept of “access points”</li> <li>Build a strong partnership with the BSU, providing information on job seeker skills, needs, interests, etc.</li> <li>The Center utilizes an electronic collection device to capture point of contact feedback from the job seeker.</li> </ul>	<ul style="list-style-type: none"> <li>90% of all job seeker responding to the “job seekers point of contact meter” will indicate an overall good or excellent rating.</li> <li>Mystery shopping outcomes held above 90% at all three Career Centers.</li> <li>Trained staff are prepared to provide the services advertised as available at the Career Center sites.</li> <li>Training enrollments lead to attainment of employment and wage outcomes as indicated in our annual planning goals.</li> <li>General job seeker outcomes as indicated in annual plan documents are obtained. Particular attention on the wagner-peyser placements that meet state annual goal in 2012 and achieve 105% of state goal in 2013.</li> <li>Customers receive all needed services or facilitate a referral to access services through appropriate regional partner organization.</li> <li>Continued to meet or increase in job seeker usage of the Career Center over prior year actual numbers.</li> <li>Outreach for potential access points will be complete by April 2012 with 4 identified locations with scheduling in place (2 by September 2012 and then 2 additional January 2013)</li> <li>Networking sessions will be expanded and available in 1 in September 2012 and 1 in Spring 2013.</li> </ul>

North Shore Career Centers Goals	Strategies 2012-2013	Outcomes 2012-2013
<p><b>Improve Quality of Data Resource Management</b></p> <p><i>Data is used to enhance connection of BSU to services and products relating to all job seeker – adult, dislocated worker and youth customers.</i></p> <ul style="list-style-type: none"> <li>• Improve ability to plan and forecast</li> <li>• Improved customer case management and follow-up</li> <li>• Enhanced program reporting accuracy</li> <li>• Continued internal training and development</li> </ul>	<ul style="list-style-type: none"> <li>• Produce customized reports on services of the BSU to share with Career Center staff on a monthly basis. These include: job listings by critical sectors, in demand occupation as well as by skills sets.</li> <li>• Incorporate the use of TORQ and other analytics to research employment gaps and skill sets needed.</li> <li>• In partnership with the WIB produce white papers on customer - job seeker and business – for distribution.</li> <li>• Continue monthly Reports, which indicate, planned numbers vs. actual numbers.</li> <li>• Analyze success of Data Analysis Academy to date and strengthen program where needed, which establishes the practice of in-depth, routine analysis of areas of interest/concern by staff members. Develop appropriate dissemination plan, internally and externally where appropriate.</li> <li>• Continued customer Follow-up on 30-60-90-120 day increments.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Report on ‘long-term unemployed’ and issues surrounding service plans and extended services to this population.</b></li> <li>• <b>Detailed report on transferrable skill sets for the Office Admin occupation cluster, including training opportunities to transfer into like occupation.</b></li> <li>• <b>Attainment of performance standards and management goals, with particular emphasis on earnings across programs.</b></li> <li>• <b>Customer files are up-to-date.</b></li> <li>• <b>Increased capacity among staff to understand importance of local performance goals.</b></li> <li>• <b>Meaningful comprehensive quantitative reporting to external sources.</b></li> <li>• <b>Increased ability to assess, plan and modify services for all customers.</b></li> <li>• <b>Area is seen as an expert in labor market data and is sought after by local leaders. Area data is quoted in 2 national/state publications/organizations and/or used by elected officials.</b></li> </ul>

**North Shore Career Centers – New Gloucester Office**

5 Pleasant Street  
Gloucester, MA 01930

**Phone:** 978-283-4772

**Fax:** 978-283-4773

**Hours:** Monday - Thursday, 8:30 am - 5:00 pm  
Friday 9:30 am - 5:00 pm

# Partnership

- Member Organizations
- Twitter Page
- Strategic Plan Brochure

## **Board Member Affiliation Survey – March 8, 2012**

**We are constantly looking for new ways to forge partnerships and enhance services to our customers. Through the suggestion of the Partnership Committee we are conducting a survey of all NSWIB Board Members to see involvement in other organizations (non-profit as well as business involvement on the North Shore and to help us strategize and network your expertise and interests).**

### **14 Surveys Received**

#### **1. Do you sit on any other Boards (or professional associations) other than the NSWIB?**

**Yes- 13**

**No-1**

#### **2. If Yes, please list**

Mass Association of Vocational Administrators - MAVA  
Greater Lynn Senior Services  
NSCC Foundation Board  
South Shore WIB  
Operation Bootstrap  
University Professional & Continuing Education Association – New England Chapter  
City of Salem Parking Board  
Lowell WIB  
Merrimack Valley WIB  
Metro North REB  
NSCAP  
Salem Bar Association  
Pile Drivers Local Union 56, Executive Board  
Saugus Democratic Town Committee  
MA Workers Comp. Advisory Council  
New England Regional Council of Carpenters  
Mass. Economic Development Council  
Governor Patrick Small Business Council  
Mass. Community College Council, Chair  
North Shore Chamber of Commerce, Executive Committee  
North Shore Alliance for Economic Development, Executive Committee  
Community College Consortium on Autism & Intellectual Disabilities  
American Planning Association

#### **3. Are you involved (volunteer and through work affiliations) or have connections with other non-profits or public organizations (including professional associations) in our region?**



**Yes - 9**

**No - 5**

**4. If Yes, please list**

United Way Allocations Committee (North Shore)  
Andover Thrift Shop  
Salem Cyberspace – 2 members  
Pile Drivers Local Union 56, Executive Board  
Saugus Democratic Town Committee  
MA Workers Comp. Advisory Council  
New England Regional Council of Carpenters  
Beverly Resource Group  
Beverly Bootstraps  
St. Joseph's Storehouse  
Jewish Family Service  
Salvation Army  
LHAND  
My Brother's Table  
Community Minority Cultural Center  
NS Health Project  
NSCAP  
Boys and Girls Club  
Marblehead Charter School  
Action Inc.  
Senior Centers of Lynn, Salem, Gloucester, Danvers, and Peabody  
New Lynn Coalition  
Operation Bootstrap  
United Way of Mass. Bay and Merrimack Valley  
Centerboard  
Lynn Chamber of Commerce  
Mass. Senior Care

**5. Which of those listed, in 1 and 2 above, might be most interested in hearing about NSWIB services, either to develop specific partnerships or to inform their membership generally about our services?**

Beverly Resource Group  
Carpenters Local 26 (Member NERCC)  
North Shore Chamber  
North Shore Alliance  
North Shore United Way  
David Manning is using the NSWIB Charter as a model to assist the SSWIB in constructing theirs.  
GLSS  
Mass. Senior Care – Already Engaged  
MAVA holds a conference called "Connecting for Success" in June every year they are always looking for presenters.

CenterBoard  
New Lynn Coalition

6. **Would you be willing to outreach to at least one of the organizations to ask for an informational meeting for NSWIB staff? (Please include contact information.)**
7. **How can the WIB work with you to organize informational meetings and/or presentations at regularly scheduled meetings on our services?**
8. **What other organizations that you are not directly involved with would you suggest we contact to develop opportunities or partnership activities?**
9. **Do you know of any foundations or corporate giving programs that might align with the goals and objectives of the NSWIB (i.e. F1rst Jobs, Mature Worker programming, etc.)**

Member	Question 6	Question 7	Question 8	Question 9
Tom Daniel			Chambers of Commerce Economic development staff at local municipalities	
Mickey Northcutt	Beverly Resource Group			
Steve Falvey	Locals 56 & 26 monthly meetings	Call or email	All medical facilities, charter schools and YMCA's in the WIB area and KIPP Academy Lynn	
Wayne Burton	N.S. Chamber N.S. Alliance	Will work with the WIB	Mass. Association of Chamber Exec. Assoc.	
Carol Couch				Lynn Business & Education Foundation – Dr. Fred Cole
Peggy Hegarty- Steck	North Shore United Way Margo Casey	Coordinate	Gloucester Business Roundtable (Joan Whitney, Healthy Gloucester Collaborative)	
David Manning	Will request additional TA as needed		Will research	Will research
Arlene Greenstein	University Professional & Continuing Education Association – New England Chapter		Public School Systems – We've got to get th stridents (&Teachers) sooner to emphasize the importance of developing skills/expandin education inorder to be prepared to join the workforce of the future	
Tim Doggett		Don't know	Don't know	No
Laurie Roberto	GLSS Mass Senior Care	Not sure but will inquire with GLSS		
Bonnie Carr		Currently we work w/your Youth Career counselors and are collaborating with them for planning use of Verizon Grant		
Tony Dunn	New Lynn Coalition Carly McClain – 781-595- 2538	New Lynn Coalition North Shore Labor Council	Highlands Coalition	Cooperative Fund of New England
Susan Jepson	Thinking about posting a “blurb” on my linked in Public page and starting a discussion	Come to supervisor meeting		

Member	Survey Completed
David Baer	No
Richard Bane	No
Jim Beauvais	No
Arthur Bowes	No
Robert Bradford	No
Wayne Burton	Yes
Bonnie Carr (for Catherine Latham)	Yes
Carol Couch	Yes
Brian Cranney	No
Tom Daniel	Yes
Timothy Doggett	Yes
Chris Curtin	No
Tony Dunn	Yes
Stephen Falvey	Yes
Ann Louise Glynn	No
Arlene Greenstein	Yes
Peggy Hegarty-Steck	Yes
Beth Hogan	No
Susan Jepson	Yes
Stephanie Lee	No
Tom Lemons	No
Marcia Greisdorf	Yes
Mike McCarthy	No
Doris Murphy	No
Mickey Northcutt	Yes
Cindy Emerzian	No
Laurie Roberto	Yes
Steve Shea	No
Nancy Stager	No
Bill Tinti	No
Richard Viscay	No
Thelma Williams	No
David Manning	Yes

You can find our Twitter Page here: <https://twitter.com/#!/nswib>

Firefox | NSWIB (nswib) on Twitter | twitter.com/#!/nswib

twitter

Search | Have an account? Sign in

# NSWIB

@nswib

The NSWIB is composed of knowledgeable and influential business and community leaders from the nineteen communities that make up the North Shore.

Salem, MA | <http://www.northshorewib.com>

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25 TWEETS  
57 FOLLOWING  
43 FOLLOWERS

### Follow NSWIB

Full name

Email

Password

[Sign up](#)

### Tweets

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twitter

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[Advertisers](#) | [Businesses](#) | [Media](#) | [Developers](#)

### Tweets

**NSWIB** @nswib 24 Apr  
The Joint Mass WIB's proposal to USDOL Workforce Innovations addresses this [newyorker.com/talk/financial...](http://newyorker.com/talk/financial...) via @NewYorker  
[Expand](#)

**NSWIB** @nswib 18 Apr  
Visit Workforce Investment Improvement Act of 2012: [bit.ly/IMvdua](http://bit.ly/IMvdua) to see Tierney's WIA reauthorization hearing held yesterday in DC.  
[Expand](#)

**NSWIB** @nswib 18 Apr  
Nonprofits who are interested in hiring teens this summer should visit [northshorewib.com](http://northshorewib.com) to complete our F1rstJobs RFP, due on April 30.  
[Expand](#)

**NSWIB** @nswib 17 Apr  
Vice Chair, NSWIB, Nancy Stager - Fixing the problem of long-term unemployment [bizjournals.com/boston/print-e...](http://bizjournals.com/boston/print-e...) via @BBJNewsroom  
[Expand](#)

**NSWIB** @nswib 11 Apr  
Congressmen John F. Tierney op-ed Getting Americans back to work [b.globe.com/1oLKIM](http://b.globe.com/1oLKIM) via @BostonGlobe  
[Expand](#)

**Rep. John Tierney** @RepTierney 23 Mar  
Tierney E-Alert- the #Workforce Investment Act of 2012 [shar.es/pdGhk](http://shar.es/pdGhk) #MA6 #WIA #MAPOLI #wkdev  
[Retweeted by NSWIB](#)  
[Expand](#)

**NSWIB** @nswib 4 Apr  
Reps. John Tierney (6th Dis. MA), Hinojosa, Miller to Offer Bill to address reauthorizing the Workforce Investment Act [shar.es/raFu](http://shar.es/raFu)  
[Expand](#)

Windows taskbar: 11:06 AM 5/4/2012



## What Does the North Shore Workforce Investment Board Strategic Planning Process Mean for You?

### Businesses will hear:

- what investors and economic development leadership are predicting for North Shore business in the near future.
- what your business colleagues are saying about their skill needs and how they are finding the right workers.
- about access to training resources and regional efforts around workforce development.

### Job seekers will hear:

- about information on the critical industries and occupations on the North Shore, including growth projections, pay scales, and other critical information.
- about what companies define as key issues as they hire employees.
- about career pathways and how to access training.

### Educators & community organizations will hear:

- what companies are saying they need in terms of skill sets and education.
- about career pathways in North Shore industries.
- about coordinating with the WIB around workforce development efforts that can benefit students/clients/customers.

Teller Financial Services Accountant Data Entry Clerk Loan Officer Carpenter Electrician Plumber Construction Trades Truck Drivers Building Analyst Nurse Certified Nurse Assistant Medical Assistant Dental Hygienist Health Care Medical Technologist Durable Goods Manufacturing Machinist Engineer Sheet Metal Worker Life Sciences Graphic Designer Creative Economy Laboratory Technician Teller Entrepreneur Accountant Data Entry Clerk Loan Officer Financial Services Carpenter Electrician Plumber Truck Drivers Nurse Construction Trades Health Care Building Analyst Medical Assistant Certified Nurse Assistant Dental Hygienist Medical Technologist Durable Goods Manufacturing Sheet Metal Worker Radiological Technician Machinist Engineer Creative Economy Foreman Assembler Life Sciences Quality Control Worker Laboratory Technician Entrepreneur Graphic Designer Financial Services Teller Accountant Data Entry Clerk Loan Officer Carpenter Construction Trades Electrician Teller Financial Services Accountant Data Entry Clerk Loan Officer Carpenter Electrician Plumber Construction Trades Truck Drivers Building Analyst Nurse Certified Nurse Assistant Medical Assistant Dental Hygienist Health Care Medical Technologist Durable Goods Manufacturing Machinist Engineer Sheet Metal Worker Life Sciences Graphic Designer Creative Economy Laboratory Technician Teller Entrepreneur Accountant Data Entry Clerk Loan Officer Financial Services Carpenter Electrician Plumber Truck Drivers Nurse Construction Trades Health Care Building Analyst Medical Assistant Certified Nurse Assistant Dental Hygienist Medical Technologist Durable Goods Manufacturing Sheet Metal Worker Radiological Technician Machinist Engineer Creative Economy Foreman Assembler



## Strategic Plan

2014



70 Washington Street  
Suite 314  
Salem, MA 01970  
Tel: 978.741.3805  
[www.northshorewib.com](http://www.northshorewib.com)





We put the  
North Shore  
*to work!*



## Our Mission & Vision

*Through collaborative leadership, the North Shore WIB ensures that programming across multiple organizations and educational institutions meets evidence-based business and worker needs for highly valued skills in our very competitive labor market.*

The North Shore Workforce Investment Board is an integrative force, bringing together business, education, economic development and other public entities striving to ensure that our region has skilled workers to meet the demand of employers in the region.

- Companies (i.e. employers) and workers together make the North Shore an economically viable place to live and prosper.
- Companies come to and remain on the North Shore because the workers are here.
- Companies can find and keep the employees they need.
- Workers and companies have options for training that are easily accessible and meet their specific needs based on their backgrounds, interests, and capabilities.

## The North Shore Workforce Investment Board is Data-Driven

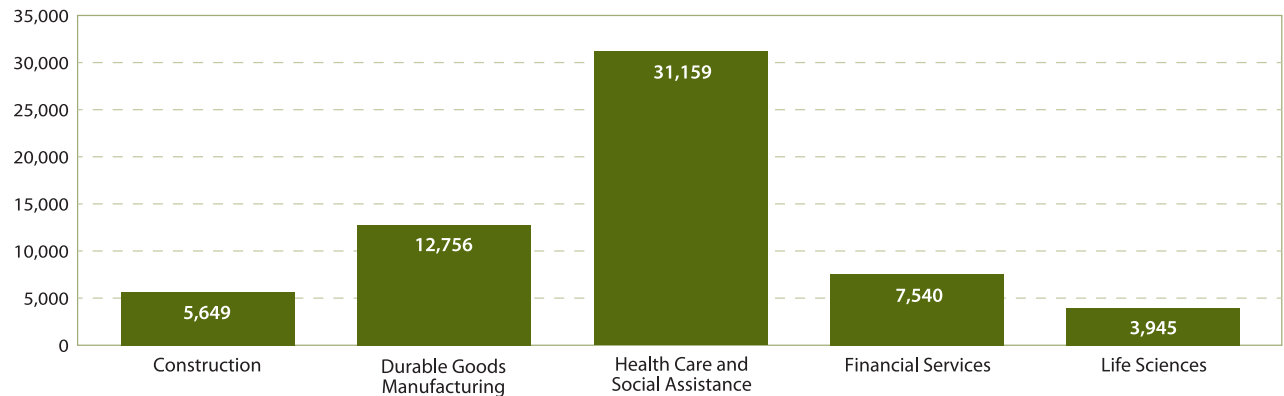
- We are a resource for information about where the jobs are, where they are going to be and how to prepare for them.
- We research data, talk to companies, talk with people to help make decisions that are right for the region.
- We create workforce access and advancement opportunities for both the unemployed and working adults. The current challenge for the region is a gap between what the many employers need in terms of skill sets from the workers and the available workers who possess those skills.
- We develop a strategic plan that offers a road map for building a workforce that business seeks and attracts new business to the region.

## Strategic Plan Goals

### The North Shore WIB will:

- build the capacity of the North Shore workforce system to respond to labor market needs.
- strategically utilize resources and fully engage the business sector to close the skills gap that exists between available workers and employers.
- enhance the youth pipeline by increasing and aligning education, training and employment programs.
- increase, strengthen and strategically align relationships with federal, state and local partners/stakeholders.
- strategically manage and enhance available resources to support and grow operations.

### Employment in the North Shore's Critical & Emerging Industries



Source: Massachusetts Executive Office of Labor and Workforce Development, ES-202 data.