



Massachusetts Gaming Commission
101 Federal Street, 12th Floor
Boston, MA 02110

APPENDIX E

2018 COMMUNITY MITIGATION FUND
Workforce Development Pilot Program Grant Application
BD-18-1068-1068C-1068L-22137

Please complete the entire Application.

1. NAME OF MUNICIPALITY/GOVERNMENT ENTITY/DISTRICT
2. NAME AND TITLE OF INDIVIDUAL AUTHORIZED TO COMMIT FUNDS ON BEHALF OF MUNICIPALITY/GOVERNMENTAL ENTITY
3. ADDRESS OF INDIVIDUAL AUTHORIZED TO COMMIT FUNDS ON BEHALF OF MUNICIPALITY/GOVERNMENTAL ENTITY
4. PHONE # AND EMAIL ADDRESS OF INDIVIDUAL AUTHORIZED TO COMMIT FUNDS ON BEHALF OF MUNICIPALITY/GOVERNMENTAL ENTITY
5. NAME AND TITLE OF CONTRACT MANAGER RESPONSIBLE FOR HANDLING OF FUNDS ON BEHALF OF MUNICIPALITY/GOVERNMENTAL ENTITY
6. ADDRESS OF CONTRACT MANAGER RESPONSIBLE FOR HANDLING OF FUNDS ON BEHALF OF MUNICIPALITY/GOVERNMENTAL ENTITY
7. PHONE # AND EMAIL ADDRESS OF CONTRACT MANAGER ON BEHALF OF MUNICIPALITY/GOVERNMENTAL ENTITY
8. NAME OF GAMING LICENSEE

1. IMPACT DESCRIPTION

Please describe in detail the impact that is attributed to the construction of a gaming facility. Please provide support for the determination that the construction of the gaming facility caused or is causing the impact.

2. PROPOSED MITIGATION

- (a) Please identify the amount of funding requested.
- (b) Please identify below the manner in which the funds are proposed to be used.
- (c) Please provide documentation (e.g. - invoices, proposals, estimates, etc.) adequate for the Commission to ensure that the funds will be used for the cost of mitigating the impact from the construction of a proposed gaming establishment.
- (d) Please describe how the mitigation request will address the specific impact indicated.
- (e) Please attach additional sheets/supplemental materials if necessary.

3. CONNECTION TO GAMING FACILITY

Please provide specificity/evidence that the requested funds will be used to address issues or impacts directly related to the gaming facility.

4. SCOPE OF PROJECT

Please describe the scope of the Project including description of training/education program, topics, number of hours, number of individuals to be served, location and deliverables. Please describe the roles of the Applicant and any collaborative partners.

5. MEASUREMENT OF IMPACT

Please describe how you propose to measure the impact of your program including indicators proposed to measure results.

6. IMPACT CONTROLS/ADMINISTRATION OF IMPACT FUNDS

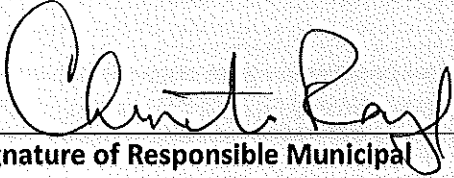
Please provide detail regarding the controls that will be used to ensure that funds will only be used to address the specific impact. If non-governmental entities will receive any funds, please describe what reporting will be required and how the applicant will remedy any misuse of funds.

7. RELEVANT EXCERPTS FROM HOST OR SURROUNDING COMMUNITY AGREEMENTS

Please describe and include excerpts from any relevant sections of any Host or Surrounding Community Agreement. Please explain how this impact was either anticipated or not anticipated in that Agreement.

CERTIFICATION BY MUNICIPALITY/GOVERNMENTAL ENTITY

On behalf of the aforementioned municipality/governmental entity I hereby certify that the funds that are requested in this application will be used solely for the purposes articulated in this Application.



Signature of Responsible Municipal
Official/Governmental Entity



Date

**Massachusetts Gaming Commission
2018 Community Mitigation fund
Workforce Development Pilot Program Grant Application**

1. Impact Description

Please describe in detail the impact that is attributed to the construction of a gaming facility. Please provide support for the determination that the construction of the gaming facility caused or is causing the impact.

The high level of poverty and unemployment in Springfield and Hampden County, the limitations of the region's labor pool (i.e., the number of available skilled workers and the low levels of educational attainment in the urban core of the region) and the development of the MGM Springfield Resort Casino are a confluence of factors that requires the scaling up of the size of the region's workforce, while also improving the specific skill levels of the region's workers and job seekers in key occupations, such as line-cooks, dealers, and hospitality workers.

Poverty:

Approximately 30% of the Springfield's population is living at or below the poverty line. 2016 Census data indicates that the per capita income in the past 12 months was only \$19,027, while the median household income was \$35,742. According to U.S. Census data, the child poverty rate continues to be among the highest in the country with 39.9% of children under 18 living below the poverty line, as compared to 13.6% for Massachusetts and 19.5% nationwide. The populations impacted most heavily by unemployment are youth, adults living below the poverty line, and adults without a GED or high school diploma.

Workforce Demand:

The MGM Springfield Resort Casino will invest over \$1 Billion dollars in its downtown Springfield site and plans to hire over 3,000 individuals in a variety of hospitality and gaming occupations. MGM Springfield will be a world-class entertainment and hospitality venue with a requirement for superior customer service. The hospitality industry in the region is currently stressed to find qualified entry-level employees; the Regional Employment Board of Hampden County noted that in 2016 over 1,700-food preparation and food server occupations were vacant in the county. MGM Springfield currently needs between 150 and 200 line cooks and at the same time MGM Springfield has identified the need for 450 individuals to be trained as game dealers – a-new-to-Massachusetts occupation.

With this new demand for workers, the most significant impact that has occurred is the increase of vacant occupations within the current labor market in Springfield and the urban core of the region. MGM Springfield has established a target to hire 35% of the workforce from Springfield and 90% from the Pioneer Valley, inclusive of the city. This local workforce will be comprised of a diversified population reflective of the population of which it will serve. The MGM Additional Commitments Report states, that "MGM Springfield is committed to hiring and maintaining a diverse, multi-racial and multi-cultural workforce which is reflective of its host community and customer base."

Unemployment and Labor Pool Size:

As of December 2017 Hampden County's unemployment rate was 4.2% or 9,347 persons unemployed. Only three individual communities have higher unemployment rates than the 23 municipalities contributing to the county average – Springfield (5.9%), Holyoke (4.7%), and Palmer (4.3%). Within these three communities 4,728 persons are unemployed or 51% of the

county's total unemployment. Springfield has over 3,700 people unemployed. (Chicopee has an unemployment rate of 4.1% with over 1,129 persons unemployed. Respectively, Springfield, Chicopee and Holyoke have the highest number of persons unemployed in the county.) With the relatively low level of unemployment in the Pioneer Valley Region (4.2% in Hampden County and only 2.7% in Hampshire Franklin WDA) and the limited size of the labor pool, it will be a challenge to meet the current and projected hospitality and dealer occupation needs. It is imperative that we scale up the size of the labor pool by bringing more of the unemployed, underemployed, and those with limited educational attainment into the labor market. Increasing the number of trained and skilled workers will help all businesses meet their workforce needs at a time when the labor market is extremely strained.

The Regional Employment Board of Hampden County in its strategic plan notes that 37% of people in Massachusetts looking for work are considered "long-term unemployed," meaning they have been jobless for over half a year, 27 weeks or more. One of the challenges is to increase the skill level of those seeking work in order for them to be ready to succeed in living wage jobs, which have often been unfilled in hospitality and other industry sectors. A key to overcoming this challenge is to address job readiness needs and offering solid short-term and concentrated skills training for specific occupations, while also limiting the obstacles which often hinder a job seeker from obtaining employment. Training for entry-level jobs cannot be the final goal of a workforce initiative, it is important to move individuals along a career pathway.

The new jobs resulting from the MGM Springfield development, as well as the current vacant occupations provide the opportunity to revitalize the City and the region. High unemployment and poverty rates make the need for permanent employment critical for area residents. The region's workforce faces education, social, cultural, and support system barriers that prevent them from meeting job requirements. The MGM SkillSmart platform has fully launched and is an online application where interested individuals can identify job opportunities that align with their skill sets. All jobs available on MGM Career Launch Website appear to require a minimum of a high school diploma or equivalent, but unfortunately, 22.8% of Springfield's and 20.8% of Holyoke's residents do not hold a high school diploma.

Per the Western Massachusetts Casino Health Impact Assessment Report (WMCHIA) "there are over 1,000 people estimated to be on waitlists for both Adult Basic Education and/or English as a Second Language courses." The Federal Reserve Bank of Boston's survey of employers in the Greater Springfield area, also discussed in the WMCHIA, reported that the Greater Springfield area reported "good availability of entry level applicants, but a high prevalence of workforce readiness issues." The need for employment is high, but the lack of job specific skills, educational credentials and workforce readiness poses a real issue for these individuals.

Although workforce development upticks related to the MGM Casino, CRRC rail-car company, and other job growth in Springfield and the region is promising, a great majority of Springfield's residents and those within the urban core of the region cannot access jobs with these employers due to their lack of academic credentials and/or skills. As incumbent workers gravitate to these new, better paying jobs, there will be a deficit of capable workers to backfill those positions in the local economy.

Work Ready is a collaborative effort of Holyoke Community College (HCC), Springfield Technical Community College (STCC), Springfield Public Schools (SPS), MGM Springfield, and the region's workforce development partners to provide a combination of work readiness preparation and occupational skills training to help the unemployed and underemployed take advantage of the employment opportunities currently available in the marketplace and MGM

Springfield's imminent need for line cooks, dealers and hospitality workers. **Work Ready** will continue and enhance the Community Mitigation Fund awarded programs - the educational and workplace readiness programs of Springfield Public Schools including **Ahead of the Game** and the **Hampden Prep** joint effort of STCC and HCC, while also offering short-term specific occupational skills training programs for line cooks, dealers and hospitality workers. Through the **Massachusetts Casino Careers Training Institute (MCCTI)** – a joint effort of HCC and STCC - **Work Ready** will provide the opportunity for jobseekers to be trained as dealers. In addition, through the HCC MGM Culinary Arts Institute, skills training for line cook and hospitality occupations will be provided.

It is imperative that this combination of readiness and skills training begin as soon as possible in FY18 and continue through FY19 in order to meet the industry needs in time for the hiring events of MGM Springfield scheduled for late spring and early summer in anticipation of a fall 2018 opening. Therefore, we request a waiver of the grant review and award schedule in order to begin operations as soon as possible.

2) Proposed Mitigation

Work Ready combines the largest providers of Adult Education, workplace readiness, workplace skills training and numerous educational training and support services in the region. In addition, **Work Ready** is positioned to assist the transition to work by the area's unemployed and underemployed job seekers. STCC's and HCC's Training and Workforce Options (TWO) partnership has effectively developed a wide array of training programs with a focus on occupations that will be impacted negatively due to the high employment demand in the hospitality industry. These credit and non-credit certificate programs include: hospitality, culinary arts, customer service, and cash handling. STCC and HCC have also established the Massachusetts Casino Career Training Institute (MCCTI) in collaboration with the MA Gaming Commission and MGM Springfield. MCCTI was founded to provide information, assistance, training and education to Massachusetts residents seeking jobs in the casino industry. **Work Ready** will combine work readiness and skills training, thereby preparing area residents to meet the academic and professional entrance criteria for these postsecondary trainings. **Work Ready's** partnership (STCC, HCC, SPS, regional workforce partners, and MGM) is uniquely qualified to accelerate a potential workers' pathway from high school equivalency to employment, due to our long-term and innovative approaches to Adult Education, Adult Career Pathways, Integrated Education and Training, and train-to-work programs in multiple high-demand sectors in the region. We are not only education providers, but also trainers and job placement specialists.

a) Please identify the amount of funding requested

The **Work Ready** partnership is applying for \$300,000 to support Region B.

b) Please identify below the manner in which the funds are proposed to be used.

Estimated expenses are presented below and the final project budget will be developed as part of the program award. Please see the attached proposed budget for information.

Gaming School Scholarship Fund - \$60,000

Work Ready is seeking to fund Gaming School (MCCTI) scholarships for qualified job seekers, who are unemployed or underemployed. As part of the Gaming School application process, applicants demonstrating need will be provided on average 250 hours of skills training to become dealers at no cost (including but not limited to uniforms and transportation.) For the unemployed the fees for gaming classes may be challenging, by providing a scholarship one more obstacle to employment is removed. Through this scholarship, participants will be trained in two games; with successful completion, students will be eligible for an audition with MGM Springfield. It is estimated that this fund will serve up to 75 individual job seekers. HCC will manage the scholarship fund.

Holyoke Community College - \$57,306

Work Ready: TWO will provide 60 hours of training for 90 participants (20 hours a week for 3 weeks) for 5 cohorts (15 slots per cohort) at Putnam Vocational and Technical High School in Springfield and at the newly opened HCC MGM Culinary Arts Institute in downtown Holyoke.

- Personnel costs include: an Educational and Career Advisor, Instructor, and Lab Technician (estimated at \$44,952)
- Supplies for Line Cook training: estimated at \$3,433
- Miscellaneous expenses: estimated at \$250
- Indirect Cost (8%): estimated at \$8,671 (includes scholarship cost)

Part Three: Ahead of the Game Year Two -Springfield Public Schools - \$100,000 & Hampden Prep – Springfield Technical Community College - \$82,693

Springfield Public Schools

- Teacher- Costs associated with one part-time teacher salary and fringe benefits. The teacher will instruct Adult Basic Education, ESOL, GED/HISET, and the Ahead of the Game courses. In addition to teaching, the teacher will also be responsible for planning lessons based on the learning needs of culturally diverse and multi-skilled students. The teacher will administer assessments regularly to continually track progress of each student enrolled.
- Case Manager- Costs associated with the Case Manager are salary and fringe benefits. The Case Manager will lead the intake and enrollment process for each student and assess the individual needs to verify the learner's level of entry. Provide ongoing support and guidance during courses to ensure student is making appropriate progress.
- Professional Development- To enhance the Ahead of the Game program, we will offer our teachers and staff at the Springfield Adult Education Center professional development opportunities. Topics to include professional development specific to gaming and the newly built MGM complex, mentoring, curriculum development, the use of the Skillsmart platform, and using Acheive3000 effectively in the classroom.
- Part-time stipends – Stipends for part-time teachers to instruct the Ahead of the Game Program for evening instruction.
- Evidence Based Assessment Tool- Economic Development Council (EDC) will continue to implement the Evidence Based Assessment Tool developed in Year 1 of the program in addition to developing an Evaluation and Continuous Improvement Plan.
- Indirect costs- Administrative fees to be charged at a rate of 3.49%.

Springfield Technical Community College

- **Personnel:** Includes two instructors and two advisors (estimated at \$69,973)
- **Student Materials:** Estimated at \$2,400 for 60 students
- **National Career Readiness Certificate:** exam costs, estimated at \$2,610

- **Office Supplies:** estimated at \$1,585
- **Indirect Cost (8%):** estimated at \$6,125

c) Please provide documentation (e.g. – invoices, proposals, estimates, etc.) adequate for the Commission to ensure that the funds will be used for the cost of mitigating the impact from the construction of a proposed gaming establishment.

Supplemental materials attached to this proposal include:

- Proposed budget
- EDC Scope of Work – attached with their letter of support
- Job Descriptions from Springfield Public Schools and Springfield Technical Community College
- HCC sample budget: IELCE grant for ESOL/Culinary integrated training

d) Please describe how the mitigation request will address the specific impact indicated.

Work Ready will enroll up to 75 individuals in the gaming school through scholarships, up to 90 individuals in line cook training, 100 in **Hampden Prep**, and 100 individuals in **Ahead of the Game** in order to get them into the pipeline for skills training and job placement. Given the current occupational vacancies in the hospitality sector and the imminent workforce demand of MGM Springfield, **Work Ready's** outcome of over 300 trained job seekers will significantly impact and complement the current workforce development efforts of the industry and MGM. The intent is to operate these programs as soon as possible to assist the ramp-up efforts of MGM, as well as assist existing companies in the backfill needs of other businesses within the hospitality industry.

As part of this application, **Work Ready** requests the Community Mitigation Fund of the Massachusetts Gaming Commission to expedite the application review and award process through its waiver provisions to initiate this program as soon as possible, given that the employment need and the resulting impacts will begin in late spring and early summer of 2018 in tandem with MGM's hiring events during that period. The trainings would also continue in FY19 in order provide workers for other hospitality industry businesses and to meet any additional needs of MGM Springfield. Given this imminent need, we are requesting a waiver for an accelerated schedule for the delivery of programming.

e) Please attach additional sheets/supplemental materials if necessary

Supplemental materials attached to this proposal include:

- Host Community Agreement By and Between the City of Springfield, Massachusetts and Blue Tarp Redevelopment, LLC
- MGM and MCCTI Gaming School MOU
- MGM Springfield Additional Commitment Status Report
- Partners for a Healthier Community, Inc., report – Western Massachusetts Casino Health Impact Assessment Report, January 2014
- U.S. Department of Education, OCTAE report – Adult Workers with Low Measured Skills: 2016 Update
- U.S. Census Data: Child Poverty Rates for the U.S., Massachusetts, and Springfield and Poverty/Education data
- Site plan for the MCCTI Gaming School

3. Connection to Gaming Facility

Please provide specificity/evidence that the requested funds will be used to address issues or impacts directly related to the gaming facility.

MGM Springfield has existing MOU's with the Springfield Public Schools, MCCTI (HCC/STCC), and the region's workforce development system to work collaboratively to meet the workforce needs of MGM and the region. MGM Springfield has submitted a letter of support for this application. MGM Springfield has identified dealers and line cooks as their most immediate need due to the significant number of employees needed for these occupations and the central nature of these departments to the business plan of the company.

4. Scope of Project

Please describe the scope of the Project including description of training/education program, topics, number of hours, number of individuals to be served, location and deliverables. Please describe the roles of the Applicant and any collaborative partners.

Work Ready

The ***Work Ready*** collaboration will move more unemployed and underemployed individuals into the job readiness and occupational skills training pipeline in order to meet the region's hospitality demand for skilled workers in 2018 and beyond. The project has multiple components:

Part 1: MCCTI - Deliver two games training sessions, including a combined total of up to 250 hours of Dealer Instruction for up to 75 individuals (www.mccti.org). The first cohort begins on February 26, 2018 for Blackjack, Roulette, Craps, and the second cohort begins on April 9, 2018 for Carnival Games and Mini Baccarat. The Poker cohort begins on April 16 and the May 7th cohort will include Blackjack, Roulette, and Craps; the 5th cohort begins on June 19 for Carnival Games and Mini Baccarat. Additional cohorts will be added for FY 19.

Part 2: Line Cook Training - Deliver line cook training for 75 individuals (5 cohorts at 15 each) for a total of 60 hours of training designed in collaboration with MGM Springfield's VP for Food and Beverage.

Part 3: Continue and enhance the **Ahead of the Game** project of the Springfield Public Schools and **Hampden Prep** project with STCC in order to increase the pipeline of those entering workplace skills training.

1) MCCTI

The MCCTI Gaming School and the Line Cook training program were developed and designed to help job seekers and adult students increase their occupational skills in casino games and food preparation. MCCTI in collaboration with MGM Springfield and the Massachusetts Gaming Commission has designed a facility, training program, and school processes to provide a high level of dealer training to meet the requirements of MGM and the MGC. The MCCTI Gaming School has been certified by the Massachusetts Gaming Commission and is operated through an MOU with MGM Springfield. For more information on courses and schedule please visit www.mccti.org

The Commonwealth's law and resulting regulations established enhanced gaming with the primary purpose of stimulating economic development through job creation, private investment and new and increased state and local tax revenue. Furthermore, the law also called for the development of a diverse workforce, which provides employment opportunities for the unemployed and underemployed, while establishing the necessary training and skills enhancement programs that will lead to quality jobs and career pathways.

To that end, in Region B, MGM Springfield (MGM) and the community colleges through the Massachusetts Casino Careers Training Institute (MCCTI) have undertaken a number of significant initiatives to meet this workforce development purpose:

- A concerted multi-year outreach effort to the region's workforce development organizations and area community based organizations has been undertaken to broaden the workforce pool to include those who are unemployed, underemployed, and those with limited educational attainment. Active and direct engagement to minority populations, women, veterans, disabled persons and a number of other groups has been undertaken over the past three years in order to strengthen their participation in the region's workforce;
- The training of over 700+ people in hospitality and culinary workplace skills over the past three years to meet the existing demand for entry level workers in food preparation and food serving positions, as well as hotel workers (resulting in 85% job placement). The byproduct of this effort is the development of a process to scale up entry-level skills training and therefore provide more workers to meet the demand of the marketplace;
- New workforce development tools have been deployed including but not limited to SkillSmart and Career Ready 101;
- MGM has had a key leadership role in Springfield's Working Cities Challenge project and both colleges have participated in the effort;
- The development of the HCC MGM Culinary Arts Institute, now open;
- Through the MGC's mitigation funds, the colleges have developed "Hampden Prep" as a way to help individuals make learning gains or obtain credentials - launched this January. In addition, the colleges are also partnering with the Springfield Public Schools mitigation grant in order to form a seamless pipeline between each program to job placement; and,
- MCCTI and MGM have collaborated on the development of the Region B Gaming School.

Gaming School Development Roles

MCCTI and MGM have worked collaboratively over the past year to jointly design the gaming school and to plan the implementation strategy.

MCCTI has applied for a gaming school license from the Massachusetts Gaming Commission (MGC). If approved, MCCTI will manage the operation of the school. MCCTI will manage all staff, including faculty and daily operations. MGM and MCCTI will create the schedule for the facility, faculty, and participants with a goal of placing 400 individuals in licensed positions. MCCTI will also provide incumbent worker training, additional courses and other educational and training services, as needed by MGM through a written agreement.

MGM has provided its expertise regarding game training and dealer schools. Via agreement, MGM will provide game trainers as part of the faculty. MGM and MCCTI have made a significant investment in planning for this project. Please see the attached agreement.

MGM has also committed to provide the space for the gaming school at its new 95 State Street facility. They will provide gaming equipment, which will be inventoried by the school and maintained per the MGC regulations. The equipment will include 15 black jack tables (plus mini-bac. carnival), 4 poker tables, 3 roulette tables, 2 craps tables and other related equipment, as well as classroom, computer, student support and student amenity space. The initial pre-open training space will be 6,200 SF. Please see attached site plan.

It is anticipated that at maximum capacity, a session will accommodate 90 students for blackjack (or other games using these tables), 32 for poker, 18 for roulette, 36 for craps, and classroom and computer space for 20 students; in other words, 205 students being taught by 14 faculty members (gaming and non-gaming). There will be 3 sessions/shifts per day, Monday through Thursday, of approximately 4 hours in length. The number of weeks for the training is determined by the total number of required hours per game - most being 4/5 weeks. It is anticipated that an individual will spend 12 to 14 weeks in training (term). The school will hold a minimum of two terms for a maximum yield of 1,110 game trained individuals. It is estimated that given the length of the training, the three shifts, the current available pool of workers, and general attrition, that we will train between 500 to 600 individuals who will be ready for job placement.

Each trainee will learn two games and 30 hours of “Introduction to MA Gaming” (Intro to Gaming Industry, MA Gaming Law, Problem Gaming, Job Readiness, Customer Service and CPR), plus there will be built-in practice hours. Fridays will be practice days and it is anticipated that over the length of the program, each student will have approximately 30 hours of practice. For example, a black jack and carnival games dealer will have 240 hours of training (Intro to MA Gaming – 30 hours, Blackjack – 130 hours, Carnival Games – 50 hours, and practice – 30 hours).

It is anticipated that the post-opening space will be approximately 1,700 SF. MGM will provide up to 14 persons, via agreement with MCCTI, for game instruction, shift supervision and assisting MCCTI with student support. MCCTI will have a full-time director, two-part time operations managers and 3 part time student support councilors. Both parties are committed to working collaboratively while respecting the roles described above.

Timeline: Below please find some key project and hiring milestones.

Date	Task	Status	Lead
Spring 2017	Curriculum Drafting	Completed	Jointly
September 2017	Submit Gaming School Application	Completed	MCCTI
September 2017	Draft Business Terms of MOA between MGM & MCCTI	Completed	Jointly
Summer 2017	Draft School Operations Plan	Completed	Jointly
September 12, 2017	Post SM, ASM, PM Floor Supervisory positions	Completed	MGM
September 2017	Post Poker Manager	Completed	MGM
September 2017	Identify Interim School Director	Completed	MCCTI
October 2017	Post Gaming School Positions	Postings Being Drafted	MCCTI
October 2017	State and Commission Approvals	In process	Jointly

Date	Task	Status	Lead
September and October 2017	Finalize funding model and cost to students	In Process	Jointly
October 12, 2017	Instructors identified/offers 3SM,3ASM,5PM, 5FLR	Posted	Jointly
October 21, 2017	Order all layouts, supplies etc.		MGM
October 30, 2017	Begin Load in School - Crane		MGM
November - December 2017	Hire Gaming School Director and Staff		MCCTI
November 1, 2017	Arrange for all equipment -i.e. shufflers, electronics		MGM
November 21, 2017	Complete School Load in - Tables		MGM
December 2017	Recruitment begins		MGM
December 2017	Intake Process begins		MCCTI
January 1, 2018	Games complete		MGM
January 2018	Complete School Load in - FFE		Jointly
January 2018	Instructors on board - review manuals		MCCTI
January 2018	Poker Manager onboard		MGM
January 2018	Post Poker ASM, SM, Supervisor positions		MGM
January, 2018	All Printing and Supplies complete		Jointly
February 2018	Dealing School begins - 1st term 12 to 15 weeks, maximum 20		MCCTI
	Intro to MA Gaming begins - first cohort - 2 weeks		MCCTI
	8 weeks BJ		MCCTI
	4 weeks Carnivals		MCCTI
	10 weeks Craps or		MCCTI
	6 weeks Roulette		MCCTI
	4 weeks Baccarat/Pai Gow		MCCTI
	* must complete BJ/Carn and either Craps or RO/MB/PG		
March 5, 2018	Poker Assistant Manager onboard		MGM
March 12, 2018	Poker Instructors identified		MGM
April 9, 2018	Poker instructors onboard		Jointly
April 16, 2018	Poker School 1 starts - 6 wks.		MCCTI
April & May 2018	Completion and Certification Process for first term		MCCTI
May 2018	Job Readiness Coaching		MCCTI
May & June 2018	Hiring		MGM
May 7, 2018	2nd Cohort - BJ/Carnivals 15 weeks		MCCTI
May 28, 2018	2nd Poker School begins 6 weeks		MCCTI
June & July 2018	Completion and Certification Process for first term		MCCTI
June 2018	Job Readiness Coaching		MCCTI
June & July 2018	Hiring		MGM
July 13, 2018	Two cohorts complete		

Operational Model

MCCTI will lead the operation of the Gaming School and by agreement(s) with MGM will manage the facility, the equipment and the staffing. MCCTI will be responsible for content development and delivery, student support, student discipline, enrollment and registration, collection of fees, certification of program completion, awarding of certificates, student evaluation of the program, compliance and reporting. MGM will provide continued support to MCCTI for the staffing and dealer school operations. The following are project tasks:

<u>Task</u>	<u>Lead/Support</u>	
1. Marketing and Initial Recruitment	MGM	Broad based marketing and Outreach Program
2. Intake		
a) Initial Interview/Training Application	MCCTI	
b) Assessment	MCCTI	
c) Initial CORI/SORI	MCCTI	
d) Drug Testing?	TBD	
e) Career Counseling/Training/ Placement/Referral Case Mgt. (below)	JOINT	
3. Training		
a) Scheduling Faculty and Students	JOINT	
b) Registration and Enrollment	MCCTI	
c) Scholarships and Students Fees	MCCTI	
d) Student Support and Case Mgt.	JOINT	
e) Game Instructors	MGM	Via Agreement with MCCTI
f) Non-Game Instructors, if necessary	MCCTI	
g) Attendance	JOINT	
h) Assessment of Completion	MCCTI	
i) Evaluation and Student Feedback	MCCTI	
j) Awarding Certifications or Credentials	MCCTI	
k) Reporting	MCCTI	
4. Job Placement		
a) Hiring Preparation (Resume etc.)	JOINT	
b) Interface with MFM Hiring Team	JOINT	
c) Hiring	MGM	
d) Placement of those not hired for Gaming Positions	MCCTI	Workforce Development Function

Workforce Development Case Management Model

The Workforce Development Case Management model is designed to achieve a specific, quantifiable, and verifiable goal: making sure the training participant gets a job and is started on a career pathway. Job placements being the desired outcome, the steps include:

1. Recruitment and Assessment

Candidates are evaluated to see whether they have the interest in and the skills needed to learn how to do a specific job, one with established job openings. Interviews are conducted in order to evaluate a candidate's level of job readiness and what remedial strategies might be necessary.

Those interested in licensed gaming occupations are required to have a CORI/SORI, therefore individuals need to have an initial CORI done prior to training. Intake staff will assist with this process. Many of the positions require basic math and English, which they will encounter in their future jobs, therefore a math and English assessment will be required as part of the Gaming School application process. Candidates without the required skills are offered other more appropriate choices or referred to other programs.

The individual involved in the initial intake will follow the participant through the program, performing the role of case manager, job placement assistant, and follow-up contact.

2. Training and Case Management

Relatively short, 12 to 15 week training programs focus on specific job skills matched to the occupation. Experiential learning and practice opportunities will be made available to the participants. Case managers review general job readiness issues, including but not limited to punctuality, attendance, and personal impediments to employment. Case managers are actively involved with participants at this stage. Instructors and case managers will be in communication to identify individuals who have demonstrated that they master the material and show the ability to do the job.

3. Job Search and Placement

The case manager, now the job placement specialist, stays in constant contact with the participant through regularly scheduled meetings, phone calls, e-mails and texting -- keeping the participant focused on the goal of getting a job. By staying in contact with the employer and being aware of posted occupations, the job placement specialist can coach the individual to get ready for an audition with reviewing presentation skills, resume writing, application development, and key audition factors. The goal is to find the right position for the jobseeker and to have them be as prepared as they can be for the process.

In the event that an individual is not ready for a position at MGM, the case manager will work with them to identify other opportunities within the region's hospitality sector.

4. Follow-Up and Verification

Based on a relationship that was started back at the intake, the case manager/ job assistant stays in contact with the participant to ensure that the participant stays in the job for thirty, then 90 days. (In order to meet any state or federal reporting requirement.) Each job is also verified with MGM or any other employer.

2) Line Cook Training – HCC through TWO

TWO will offer Line Cook Training at the newly opened HCC MGM Culinary Arts Institute in downtown Holyoke and at Putnam Vocational and Technical High School in Springfield. 60

hours of training will be delivered to 5 cohorts of 15 students, for a total of 75 slots. The curriculum design is in process through a collaborative effort with MGM and HCC and will be based on successful workforce training sessions supported by the Commonwealth Corporation and MA DESE. Recruitment will be through a pathway with Putnam to HCC, current HCC students and alumni, as well as assistance from the Regional Employment Board of Hampden County and Future Works and CareerPoint One-Stop Career Centers. Student engagement and pathway to employment will replicate the MCCTI process noted above.

3) Workplace Readiness, High School Credential, Pathway to Skills Training

A. Springfield Public Schools – Ahead of the Game

The Ahead of the Game program was developed and designed for adult students to develop transferable academic, technical, and employability skills resulting in an increase of employable residents in the region. Funding from the current Community Mitigation Fund has allowed SPS to publicly launch the Ahead of the Game program in January 2018, and actively enroll approximately 50 adults. An expected outcome of 100 adults remains the goal for the first year of funding. The continuation of the program will allow for approximately another 100 low-skilled low-income adult students to gain valuable skills, and move towards a Casino related careers in year 2 of the Community Mitigation Funding.

Through the Springfield Adult Education Center, students receive education, career, and technical support in order to maximize their potential, and long-term employment goals. A wide variety of resources will be available to participants including; basic literacy, basic mathematics, high school equivalency test preparation and testing (GED), adult diploma program, English for Speakers of Other Languages (ESOL), job skills (interview and resume writing) and work readiness training, and computer literacy. Programs participants will also receive bus tokens for transportation, and participate in a series of workshops. Upon completion of the Ahead of the Game program, adult students will have made progress in our program and have completed their required ABE courses, taken the GED/Hi-Set test, enrolled and been accepted into a post-secondary training course, and/or have successfully secured long-term employment. All adults are placed into the program based on their specific needs and meet weekly throughout the year. To better meet the needs and schedules of our adult population, courses are offered both during the day and at night. The Ahead of Game program plans to serve approximately 100 adult students in the coming year.

The ***Ahead of the Game*** program, will be held at the Springfield Adult Education Center located at 204 Boston Road, Springfield, MA. Classes will be held Monday, Tuesday, Wednesday, and Thursday, and will be approximately 3 hours in length. The series of soft skill workshops will be held throughout the year, based on needs of currently enrolled adult students.

To enhance and strengthen Region B's Ahead of the Game career pathways program, SPS is collaborating with community organizations, including the Economic Development Council of Western Massachusetts (EDC). As the lead organization for the Working Cities Challenge Initiative, the EDC is committed to helping low-income low-skilled adults of Springfield connect to education and career training programs. Together, SPS and EDC/Working Cities will utilize Community Mitigation Funds to further develop, an evidence-based assessment tool that measures a family's ability to access social resources, economic assets, and strong family bonds that align with their work and/or training/education schedules. The purpose is to improve the quality and alignment of services provided to Springfield residents by enabling the regular sharing of student data between the Springfield Public Schools and community organizations

serving Springfield students. This tool will be designed to measure and track how a student's wellbeing changes as services are provided to them.

10 week Ahead of the Game Curriculum Introduction to the Casino Industry:

Monday – Thursday 9-12 Total hours = 120 Hours

- Week 1- Introduction to Casino Industry
- Week 2- Introduction to Customer Service
- Week 3- Introduction to Hospitality
- Week 4- Introduction to Gaming
- Week 5- Introduction to Culinary Arts
- Week 6- Introduction to Information Technology
- Week 7- Introduction to Cash Handling
- Week 8- Introduction Marketing and Human Resources
- Week 9- Introduction to Security and Surveillance
- Week 10- Computer Basics

Week 1-Introduction to Casino Industry

This course provides an overview of the casino industry. Students will study the history of gaming and gaming development, casino organization and operation, the mathematics of casino games, and casino industry. Students will study the history of the casino industry and learn key elements and terminology of the industry.

Week 2-Introduction Customer Service

Participants will learn what exceptional service is, how to project a customer friendly image, and how to handle demanding customers and more.

Week 3-Introduction to Hospitality

Overview of the 5 different elements of the hospitality industry and how they are intertwined with each other.

Week 4-Introduction to Gaming

Designed for students interested in casino operations as a career path as well as acquiring basic skills in casino management. Students will learn the basic concepts and procedures for dealing table games.

Week 5-Introduction to Culinary Arts

This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations.

Week 6-Introduction to Information and Technology

This course is designed to focus on key concepts for understanding modern computer systems. Students will also learn about the capabilities and limitations of information technology systems.

Week 7-Introduction to Cash Handling

This course will teach basic concepts on how to operate and run reports on a standard Point of Sale System. (POS). Collect, process, and handle payments efficiently and accurately. Introduction to POS systems, learning how to navigate menus, input orders, process various transactions, such as refunds, voids, and cash drawer reconciliations.

Week 8-Introduction to Human Resources

This course will introduce the major topics in Human Resources. Topics will focus on entry level job analysis, recruitment, selection, orientation, training, employee development, performance appraisal, compensation, benefits, safety, and labor relations.

Week 9-Introduction to Security and Surveillance

This course introduces students to the study of surveillance and security. Primary focus will be on surveillance studies, security studies, and situational crime prevention.

Week 10-Computer Basics

The focus of this course is to equip students with basic computer skills. The goal of this course is to illustrate how important computers are in modern society and their value in solving problems. Fundamental operations and functions of the computer will be covered.

The Ahead of the Game project manager along with the Director of the Adult Basic Education center will spend time continuing the heavy recruitment process for Ahead of the Game program. SPS will conduct presentations to all students enrolled at the Springfield Adult Basic Education Center. This will include all daytime and evening students who currently take classes at the center. In these presentations, SPS will actively recruit participants to enroll in the Ahead of the Game program at the completion of their current course. SPS will utilize social media using the Masslive digital marketing tool to invite residents to attend information sessions and air a 30-second commercial

In addition, SPS will conduct information sessions and actively recruit participants from:

- Northampton at the Forbes Library in Northampton, MA;
- Chicopee at Chicopee High School in Chicopee, MA;
- Holyoke at the Holyoke Public Library in Holyoke, MA;

SPS will also hang fliers inviting the residents of all Region B towns at the following:

- Parent and Community Engagement Center in Springfield, MA
- The New North Citizens Council
- New England Farm Workers
- The Career Center in Holyoke
- Enlace de Familias in Holyoke
- The Springfield Public Library
- Wayfinders of Springfield.

B. Hampden Prep – STCC (Lead) and HCC

Hampden Prep – Lead entity STCC - FY 19 Second Year Continuation

Hampden Prep Program provides local education (high school credential) and career readiness exploration and certification in an accelerated delivery. It is anticipated that Hampden Prep will provide transition services to individuals looking to move from ***Ahead of the Game*** to skills training of TWO and MCCTI to employment.

FY18 Year to Date Update: Hampden Prep will begin classes (day and evening sections) on February 12, 2018 with its first (of three) separate cohorts of 30 Learners -15 in each section. The total program student enrollment will be 90 students.

Action steps to date:

- Recruitment/outreach to local community partners and the use of STCC's SALC (ABE) current waiting list;
- Intake/Application process in place;
- Program Orientation in place;
- Staff trained in assessment tool - TABE 2018 9&10 Series- using M, H and A for (possible mid-year) and definite post assessments schedule in place;
- 12 week program - 15 hours of instruction a week. Total: 180 teacher-student contact hours;
- Career Advising sessions schedule in place for both one on one advising/and small groups for each section; and,
- Student online tool in place for use of career exploration for profile of interest/skills and preparation for the National Career Ready Certificate (soft skills)

Recruitment will begin with Information Sessions hosted at regional ABE programs, One-Stop Career Centers, Houses of Correction, public housing units, and other community locations. An overview of the program eligibility and participation requirements will be given, along with all information about schedule, location, duration, support services, etc. Interested candidates will make a follow-up appointment for an Assessment and Interview Session. We estimate that for each session of 30 enrolled participants, we will see 70 - 100 candidates at Information Sessions.

Assessment: Hampden Prep staff will administer one or more assessment batteries (Career Ready 101, TABE) to all applicants to assess their academic/technical readiness and career interests. The assessment results will guide the program manager and advisors to “screen-in” participants based on their strengths and career interests, maximize the number of program completers, and result in positive program outcomes including completion of the 12-week session and HSE achievement. To ensure that these resources have the most impact on Springfield, students will need to meet minimum academic standards for admission; a reading level of at least grade level 9.0 and a Math level of 8.0 as measured by the TABE. Applicants not meeting these academic standards will be referred to the local ABE/HiSET prep network of programs and encouraged to return for admission to a future Hampden Prep cohort. Interview: All candidates meeting the academic eligibility requirements will go through an interview process to determine the candidate’s readiness to commit to an intensive 15-20 hours/week schedule, additional homework, and software-based self-study. The interview will also work to help students identify long-term goals (employment, a better job, entry into transition to college or college study) ahead of short-term goals (“any job that comes up”).

Contract. Before enrolling, candidates will sign a contract agreeing to maintain attendance standards; to persist until program completion and placement in a career-building job or postsecondary education; to attain behavioral standards consistent with workplace readiness; and to commit to at least 5 hours/week of homework outside of class, including software-based self-study (e.g., Career Ready 101, KET Fast Forward).

Enrollment Acceptance Guidelines: The demand for HSE prep services in Springfield is extremely high as evidenced by STCC/SALC’s average of 75 applicants per month for ABE classes over the past twelve months. To address this applicant flow, criteria for placement on the Hampden Prep wait list will be developed and will include prioritizing applicants with various economic or academic characteristics. The proposed priority criteria include:

- Assessment scores at or above grades 10.5 for reading and 9.5 for math

- Currently residing in transitional housing
- Currently receiving Department of Transitional Assistance (DTA) benefits
- Employed for 6 concurrent months within the past 24 months
- Some level of financial stability (e.g., bank account, record of loan payments, etc.)
- Currently holds or is eligible for a childcare voucher

Class Design and Components

Once applicants have been accepted to the program and have agreed to the Student Contract detailing their responsibilities, they will be scheduled for the next cohort of students depending upon their scheduling needs. To ensure that the participants of the program achieve the foundational academic skills needed to succeed in future trainings and careers, we have incorporated these essential components listed below:

Core ABE/HiSET prep instruction: Hampden Prep will provide 120 hours of instructor-led, group instruction in math, reading and writing contextualized to the employment opportunities referenced above (culinary, customer service and hospitality). The curriculum for the core academic areas is based on the College and Career Readiness Standards vetted by the federal Department of Education in 2012. These standards and curriculum principles were adopted from the K-12 Common Core and adapted to specifically meet the learning needs of adult students. It is anticipated that Hampden Prep staff will meet regularly with their peers of the STCC/SALC program to exchange instructor resources, share promising instructional strategies and continue to develop curriculum contextualized to employment and training.

Supplementary ABE instruction: The Hampden Prep instructors and coordinator/advisor will encourage certain students also to enroll in supplementary classes (computer literacy, math review, study skills) that reinforce basic academic skills. These courses, offered through the STCC SALC program, are meant to strengthen core skills that might be the difference in having a successful outcome with the Hampden Prep core course. This supplementary instruction will be available to students before and after class through STCC/SALC's Distance Learning Lab (D2L) on campus. The D2L utilizes current computer-based applications to reinforce math, reading and writing lessons on an individualized student basis under the guidance of Learning Coaches.

Proactive advising: STCC and the SALC's ABE/ESOL component have developed a proactive approach to delivering support for students to create realistic educational and career plans and participate in mandatory advising sessions during the length of STCC/SALC's classes. Our experience with HiSET Prep students over the past 14 years is that these advising sessions are a crucial ingredient for student persistence in the courses. The Hampden Prep coordinator/advisor will be the lead for these sessions and will also assist students with off-campus referrals for certain life-issues as needed. A weekly staff meeting that includes both the instructors and coordinator/advisor will review each student in the 12-week cohort in order to identify individuals in need of extra supports by staff. As STCC non-credit students are eligible for a variety of support services including academic tutoring, the Office of Students with Disabilities, financial literacy and benefits counseling through the THRIVE center, Student Activities clubs and field trips, campus cultural events and other services.

Student assessment: Each instructor will provide classroom assessments to participants on a regular basis. These formative assessments will serve to monitor student learning while also providing ongoing feedback that can be used by instructors to improve their teaching. More specifically, formative assessments will provide the Hampden Prep staff information on the

progress of each student in terms of their grasp of the instructional material. The assessment/quiz results will also inform the Instructors of lessons, activities or resources that need revising in order to be sufficiently understood by the students. The course will also include other, formal assessment tools, including Career Ready 101, TABE and WorkKeys to gauge students' progress and, in the case of the WorkKeys, award them the National Career Ready Certificate.

Trained instructors: Supporting students' mastery of the five academic components of the HiSET and/or GED test depends largely on the experience and effectiveness of the instructors. STCC/SALC's track record in recruiting, training and retaining a diverse pool of qualified HiSET Prep instructors is a testament to the emphasis STCC places on this component. Instructors have been recruited and evaluated for characteristics that align well with the target student population. These characteristics include: flexibility, good communication skills, a willingness to embrace new ways of approaching instruction, and experience with learning communities or other team teaching strategies. Key attributes of the Workforce Essential Skills instructors include: knowledge of industry operational practices, technical terminology, employability requirements, as well as workplace environment and expectations. In the same vein, STCC places an emphasis on the instructor's ability to incorporate multiple delivery methods into their instructional styles, as well as how to effectively teach students who are on average more educationally and economically disadvantaged than traditional high school and community college classes.

Program coordination: Because coordination of a complex program with both an evening and day schedule can be time consuming and arduous, Hampden Prep will utilize a Coordinator to help manage the programs. Responsibilities will include: organizing recruitment; liaising with financial aid officers; managing the collection and reporting of data on students to the College and the funding agency; handling registrations, supervising part-time staff, and managing budgets. The Coordinator will also serve as the primary liaison with community partners, the funding agency and will report directly to the Director of ABE/ESOL Services at the College.

Workforce essential skills: This component of the 12-week session will incorporate a variety of both classroom and experiential activities in order to prepare students for the realities and appropriate behaviors of the workplace. The curriculum includes:

- Career exploration: assisting students in identifying job clusters applicable to their interests, experiences and academic levels. A combination of instructor-led discussions, readings and use of web-based tools (Career Ready 101, O*Net online, MassCIS) in combination with individual advisor meetings. The occupations most impacted by the start-up of the MGM Casino will include hospitality, culinary and customer service.
- Communication & workplace behavioral skills: promoting and modeling behaviors that are expected in the workplace which include: modules on customer service and communication, teamwork, conflict resolution and time management.
- Job search skills: supporting resume writing, interview skills and job-search strategies.
- Workplace experiences: providing students with experiential activities by touring Springfield workplaces, STCC labs and the HCC culinary training facilities. SALC also has been funded by DESE for a Career Pathways grant over the past three years. Each year, a cohort of 15 students participated in an intensive 15-week session focused on HiSET instruction with specific curriculum contextualized to allied health fields and manufacturing. Outcomes from this Career Pathways program included: HiSET achievements, admissions to postsecondary training, and employment in non-subsidized jobs. A key component to the retention and success of these students was the hands-on experiential, "career encounters" on the community college campuses.

Transition to employment or postsecondary education

In accordance with the Workforce Innovation and Opportunity Act (WIOA), STCC, HCC and TWO are committed to building workforce-training models, which enable un-/under-employed workers to enter the workforce while advancing along a Career Pathway. For many, this will involve postsecondary education now or at a later date. Many area employers support this career pathway approach; for example at MGM Springfield, full-time employees will be eligible for tuition reimbursement benefits after one year. Hampden Prep will connect prospective students to both STCC and HCC's Admissions staff and faculty in order to explore programs of college matriculation. STCC/SALC's track record of transitioning HiSET achievers to postsecondary training has been exemplary. Over the past two years, 127 STCC/SALC students have transitioned to STCC credit and non-credit programs and 85 have entered non-subsidized employment.

Certifications: each student will have the opportunity within the 12-week session to earn two industry-recognized credentials including:

- A 10-hour OSHA-10 certificate
- The NCRC (National Career Readiness Certificate), which is the culmination of Career Ready 101 computer-based instruction, supported by Learning Coaches.

Work Ready Partners

Springfield Technical Community College (STCC), founded in 1967, is a major resource for the economic vitality of Western Massachusetts. The College is committed to their mission as "a leader in technology and instructional innovation, transforming lives through educational opportunities that promote personal and professional success." As the only technical community college in Massachusetts, STCC has a special responsibility for workforce development. Through strong partnerships with business and industry, STCC provides degree, certificate, certification training, retraining, and skills improvement programs for individuals who seek to succeed in the workforce or to pursue four-year college-level study.

STCC has been a leader in Hampden County's workforce development system for the past 35 years. This leadership is evidenced by the number of strong collaborations that have resulted in grants and initiatives previously or currently playing a role in the region's economic development. Two current examples include the recently awarded Working Cities Initiative funded by the Federal Reserve and the ABE/ESOL grant managed by STCC/SALC.

The STCC Springfield Adult Learning Center (SALC) is a unique partnership among Hampden County organizations including Holyoke Community College (HCC), STCC and the Springfield Housing Authority that focuses on providing adult basic education and workforce readiness services for the region. The Department of Elementary and Secondary Education (DESE) fund a majority of services through an annual grant of \$700,000. STCC offers free classes for adults for the High School Equivalency Test (HiSET) and preparation for English for Speakers of Other Languages (ESOL). These classes take place on and off campus during the daytime and evening. The classes focus on preparing students for careers in addition to entering community college and vocational certificate programs. STCC/SALC will serve as the primary lead for the Hampden Prep project.

TWO (Training and Workforce Options): A joint workforce development initiative of HCC and STCC that provides custom contract training for businesses and leads sector initiatives which scale up the workforce and improve workplace readiness.

Regional Employment Board of Hampden County, Inc. (REB) Provides research on hiring trends (LMI) within local industry sectors and assists Hampden Prep staff with entree to workforce development meetings and strategic planning activities.

One Stop Career Centers (FutureWorks of Springfield and Career Point of Holyoke): Assists in applicant outreach, recruitment and placement. They will also provide workshops and counseling related to job search strategies as needed for Hampden Prep graduates.

Hampden County ABE/ESOL programs (Valley Opportunity Center, Read/Write/Now, JUNTOS Collaborative, NEFWC): Collaboration will provide referrals to Hampden Prep of qualified applicants and also serve as an external source of academic preparation for adults needing more work to meet the entrance requirements of Hampden Prep.

Hampden County housing organizations (HAP, SHA, and Community Homes): Provide referrals to Hampden Prep, host informational sessions and assist with advising functions for shared clients.

Hampden County Sheriff's Department (AISS, Ludlow Jail, and Chicopee Women's Facility): Provide referrals to Hampden Prep and also supplement advising services for shared clients.

Springfield Partners for Community Action (SPCA): SPCA is the federally designated community action agency (CAA) for the greater Springfield Area. SPCA will provide referrals to Hampden Prep and also supplement advising services for shared clients.

Please see attached letters of support:

1. HCC – Christina Royal, President
2. STCC – John Cook, President
3. Western Mass Economic Development Council and EDC quote for services– Richard Sullivan, President
4. Gandara Center – Henry Julio Est-Trou, ED
5. New England Farm Workers Council – Vanessa Otero, COO
6. Springfield Public Schools – Daniel Warwick, Superintendent
7. MGM Springfield – Mike Mathis, President

5. Measurement of Impact

Please describe how you propose to measure the impact of your program including indicators proposed to measure results.

Outcomes:

Part 1 Dealer Training:

For the \$60,000 it is planned to provide scholarships for dealer training to 75 individuals; the goal is to provide at least 65 scholarships or 85+% of capacity. In addition it is anticipated that of the 65 participants there will be 80% (52) that complete the training for two games and be eligible for an audition with MGM Springfield.

Part 2 Line Cook Training

It is anticipated that Enrollment will reach 90% of capacity or 68 persons. It is expected that 85% or 58 individuals will complete the training with a certificate of completion, ServSafe and TIPS. Counselors will work with graduates to be placed in line cook jobs in the region.

Part 3 Workplace Readiness and Career Pathway facilitation

SPS – Ahead of the Game - SPS in conjunction with the EDC will utilize data collection tools along with the development of the evidence-based assessment tool to collect, analyze, and track data on our adult students. The metrics used to measure the impact of the Ahead of the Game program are as follows:

- The number of adult students enrolled into the Ahead of the Game program
- Demonstrated improvements in literacy skill levels
- Demonstrated improvements in math skill levels
- Receipt of a secondary school diploma or its recognized equivalent
- Placement in permanent employment
- Placement in permanent employment with MGM Springfield
- Placement in, retention in, or completion of postsecondary education or training
- Number of participants who are currently unemployed
- Number needing English For Speakers of other Language (ESOL) services
- Other relevant data, such as individuals with disabilities, individuals with multiple barriers, and corrections populations
- Course attendance
- Scores from TABE and Hi-Set pre-tests and testing

STCC - Hampden Prep STCC

A. Program Outcomes

In Year One, Hampden Prep will enroll 90 individuals in 6 cohorts across three 12-week sessions. Students will receive instructional services during a day, evening and weekend schedule. The 15 hours per week intensive model of instruction (180 total hours per cohort) will result in significant outcomes. We have listed these anticipated outcomes in terms similar to the Massachusetts state measures as stated in the federal WIOA legislation effective July 1, 2017.

Provided with continued, increased funding, we anticipate that, in Year Two, Hampden Prep would expand to enroll 270 individuals in 18 cohorts (15 students per cohort) who would participate in three 12-week sessions. Hampden Prep would also provide ESOL instruction to at least two cohorts each session in Year Two. To provide greater access to Hampden Prep, the project's partners would extend its geographic reach to include other neighboring communities of Holyoke, Chicopee and Westfield. Recruitment efforts will be expanded to these cities and at least two satellite facilities will be developed to offer Hampden Prep's instructional services.

B. Data collection experience and process

STCC and the staff of SALC have a strong record of using data to track student performance, demographics and also for program evaluation purposes. Student participation in both STCC's credit and non-credit programs is gathered via the Colleague (Datatel) system. Business Objects is the complimentary reporting tool that is used widely to develop data reports that are built within a user-friendly, query format. The College's institutional research staff are knowledgeable and available to assist with more complex data entry and reporting needs.

In addition to the Datatel collection system, staff of the STCC/SALC program have used the DESE student database (SMARTT) for over 15 years and are quite comfortable with its interface and operating rules. A variety of both canned and impromptu reports can be generated from the SMARTT data via COGNOS, another user-friendly system utilized by SALC staff. STCC/SALC maintains a web based dashboard of program metrics for easy access by students, staff, our funder and other stakeholders. This dashboard is located at <http://www.stcc.edu/explore/communityed/adult-basic-education/program-data-and-performance-outcomes/>

This experience with both the STCC's and DESE's data requirements and systems has positioned Hampden Prep staff to gather student data that informs the program's activities and continuous improvement process. In addition to Datatel, we will utilize Salesforce, a comprehensive web-based data system, to capture student demographics, goals and outcome data. We will make this data available to the funder on a quarterly basis and provide an end-of-year summary analysis of the program including challenges and successes. The FY18 Hampden Prep budget includes sufficient funding of staff to provide regular data entry related to the program metrics and also follow-up activities with exited students to determine academic and employment outcomes.

5. Impact Controls/Administration of Impact Funds

Please provide detail regarding the controls that will be used to ensure that funds will only be used to address the specific impact. If non-governmental entities will receive any funds, please describe what reporting will be required and how the applicant will remedy any misuse of funds.

Holyoke Community College, as the lead agency, has the financial capacity and commitment to support the collaborative project proposed. Our primary partner agencies and past Mitigation Fund awardees – Springfield Technical Community College and the Springfield Public Schools - also have the financial capacity and commitment to implement and oversee the project.

HCC successfully oversees over \$7 million in grant funds each year, including multiple awards from the MA Department of Elementary and Secondary Education and MA Department of Higher Education. The college has overseen several collaborative grant projects through the cycle of proposal development, submission, awarding, implementation, reporting, compliance, and closeout (example: a three-year \$808,615 National Science Foundation grant with the University of Massachusetts, Hampshire College, and numerous local farms and businesses serving the clean energy sector). In addition, HCC has many years of experience in successful financial management and implementation of new initiatives, especially within workforce development. This includes the creation of TWO with our sister institution, STCC, in order to decrease competition and repetition between the two colleges and to better meet the needs of employers and job seekers in Hampden County. HCC also has had extensive experience and a record of accountability for federal programs including awards from NSF and from the Departments of Justice, Education, and Housing and Urban Development.

Under the supervision of the Vice President of Administration and Finance, the HCC Comptroller directs the Grants Manager and grant accountants in the careful and responsible management of state, federal, and private funds. The Comptroller, Assistant Comptroller and/or grant accountant from this office will work directly with the Vice President of Business and

Community Services (Jeff Hayden) to ensure mitigation funds are expended on a timely basis and follow all procurement procedures of the College, as well as for subcontractors.

Upon notification of the award, the HCC Comptroller will establish a separate account in the general ledger for mitigation funds, showing funds budgeted in each category. Quarterly, the Vice President will be provided with a financial status report reflecting by line item, the amount budgeted, expenditures to date, and encumbered and uncommitted funds. The Vice President, auditors, and administrators will be able to clearly see the relationship between what has been spent and what has been accomplished.

The HCC Vice President of Business and Community Services will oversee and monitor program and fiscal compliance, including tracking of outcome data of participants in the proposed programs. Each partner agency/subcontractor will have a designated staff member to oversee fiscal and data management. A full Memorandum of Understanding will be developed with fiscal and programmatic partners if 2018 mitigation funds are awarded.

<u>6. Relevant Excerpts from Host or Surrounding Community Agreements</u>
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Please describe and include excerpts from any relevant sections of any Host or Surrounding Community Agreement. Please explain how this impact was either anticipated or not anticipated in that Agreement.
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The City of Springfield negotiated and signed a Host Community Agreement with Blue Tarp Redevelopment LLC (dba MGM Casinos) in May of 2014. A review of that agreement and subsequent status reports produced by MGM Springfield reveals that many of the education and workforce readiness deficits of the Springfield workforce have been anticipated by MGM Springfield.

Below are relevant sections identified in the Host Community Agreement by and Between the City of Springfield, Massachusetts and Blue Tarp Redevelopment, LLC. The impacts below are all anticipated, which is why the regional partnership is proposing additional support for our Adult Basic Education and English for Speakers of Other Languages students in order to bridge the gap between local employers, educational institutions, and our under/unemployed residents.

“(c) “Additional Commitments” means collectively, those obligations of Developer to the City and others including those obligations with respect to:… (vi) hiring, training and employment” - Host Community Agreement by and Between City of Springfield, Massachusetts and Blue Tarp Redevelopment, LLC, Page 2-3 Definitions

“The City hereby finds that the development, construction and operation of the Project will (i) be in the best interest of the City, Western Massachusetts and the Commonwealth; (ii) contribute to the objectives of providing and preserving gainful employment opportunities for residents of the City....” - Host Community Agreement by and Between City of Springfield, Massachusetts and Blue Tarp Redevelopment, LLC, Page 12, 2. General Provisions, 2.1 Findings

“...(b) In addition, recognizing the fact that: (i) workforce development requires a healthy and an educated workforce; and (ii) the Act requires that the Developer demonstrate how Developer proposes to address community development, the City Treasurer shall establish a separate fund (the “Community Development Fund”) for the purpose of accepting and administering (pursuant to municipal finance appropriation laws and policies) annual grants from the Developer in the amount of Two Million Five Hundred Thousand Dollars (\$2,500,000), subject to adjustment as

provided in Exhibit F (the “Community Development Grant(s)”.....” - Host Community Agreement by and Between City of Springfield, Massachusetts and Blue Tarp Redevelopment, LLC, Page 19, 4.2 Community Development Grants

The issues related to employment, workforce development collaborations and hiring expectations of Springfield residents are detailed in the Agreement within these two documents:

- EXHIBIT B: DIVERSITY AND AFFIRMATIVE MARKETING PROGRAM
- EXHIBIT C: EMPLOYMENT, WORKFORCE DEVELOPMENT AND OPPORTUNITIES FOR LOCAL BUSINESS OWNERS

MGM Springfield has also provided a Status Report on EXHIBIT B AND EXHIBIT C activities in order to assist Springfield in its evaluation of progress towards stated goals in the areas of employment targets, training activities and hiring practices.

Specific to this application for additional funds to provide ABE/HiSET classes and Workforce Essential Skills training, the STATUS REPORT confirms the impact on Springfield thusly:

Page 4; “MGM, in partnership with Holyoke Community College and Springfield Technical Community College, is designing strategic plans and implementation models to increase the capacity of training and educational programs to prepare the workforce for the opening of the Project in Fall 2017.”

Page 4; “Additionally, through the partnerships with the Massachusetts Casino Careers Training Institute, UMass Amherst and other four-year college partners in Western Massachusetts, MGM is collaborating on curriculum development to prepare individuals for potential job opportunities through job readiness classes, English as a Second Language courses, and increasing the availability of adult basic education courses.”

These citations in the STATUS REPORT confirm that the parties to the Agreement anticipated that additional funding and collaborative activities would be needed to develop and increase training programs in many business areas anticipated for the opening of the casino in 2017. The proposed activities would fill a crucial need in preparing Springfield residents for employment opportunities through HiSET attainment and job readiness classes.

In addition, this excerpt below from EXHIBIT B: DIVERSITY AND AFFIRMATIVE MARKETING PROGRAM (Article 6 A.2, pages 8 and 9) demonstrates the anticipated impact on employee recruitment efforts due to the academic and work readiness abilities of many Springfield residents:

“Basic Skills Training (Job Readiness). MGM Springfield acknowledges that a significant number of potential employees in the City and surrounding area will need to attain a high school equivalency in order to qualify to apply for jobs at the Project. Thus, MGM Springfield will use its best efforts to ensure that potential employees are able to participate in programming offered by local outreach organizations... such as Holyoke Community College, Springfield Technical Community College and the Massachusetts Casino Careers Training Institute. MGM Springfield will make best efforts to collaborate with and support the above listed organizations (as well as others) to form educational partnerships with the stated goal of significantly reducing the number of unemployed persons with less than a high school education prior to the time when jobs become available at MGM Springfield. Each of the educational partnerships to be formed by MGM Springfield will focus on providing basic core skills to City residents as well as residents of the surrounding area, including: (i) basic math and literacy skills; (ii) vocational

training for hospitality and non-hospitality related careers; and (iii) job preparation skills such as interviewing, resume writing, and effective work habits.”

The above language from EXHIBIT B of the Host City Agreement demonstrates that MGM Springfield and the City of Springfield should support additional funding and capacity for HiSET prep and Workforce Essential Skills programming. Specifically, they have identified the community colleges and TWO as prime vendors for this educational effort.

In the same document, this excerpt below acknowledges that City residents will need career awareness activities and Job-Readiness Training to expose them to the variety of occupations available in both the casino and local businesses that will become prevalent upon the start-up of the MGM casino. Hampden Prep’s Workforce readiness skill component will incorporate these career awareness activities, as well as assisting residents to access training programs through STCC, HCC and TWO that are available in those occupational areas.

Hospitality Career Information Workshops (Job-Readiness Training): Job-Readiness Training will be designed to introduce local residents to the hospitality industry and foster interest in these types of jobs. Career information workshops will be conducted prior to and during the mass recruiting phase of MGM Springfield. The goal will be to introduce local residents to the wide range of occupations that are available in the hospitality industry, including hotel front desk representatives, computer operators, facilities engineers, financial analysts, culinary arts positions, guest service ambassadors, marketing professionals, human resource representatives, table games dealers, slot technicians and representatives, cage clerks and many more.

And finally, on page 9 of EXHIBIT C, this section below identifies the One-Stop Career Centers, partners in regional collaborative project, as integral pieces of the anticipated process to increase their skills needed to gain employment both at MGM Springfield and other small and mid-size businesses in the city.

“Coordination with Career Centers. MGM Springfield will work with local career centers to promote job opportunities at the Project and coordinate resources for Springfield area residents to improve workforce skills.”

**2018 Workforce Development Pilot Program Application
Work Ready - HCC/STCC/SPS - Proposed Budget**

Line 1: Personnel

Position	Description	Total Hours	Rate	Total
Educational and Career Advisor (18.5hrs/week x 18 weeks)	Recruitment, advising, job placement services	333	\$ 28.31	\$ 9,427
Instructor (teaching/planning time - 20 hrs/wk for 3 weeks/cohort for 5 cohorts)	Planning and Instruction	450	\$ 70.00	\$ 31,500
Lab Technician (60 hours per cohort - 5 cohorts)	Lab Technician support for Line Cook Instructor	300	\$ 11	\$ 3,300
Total				\$ 44,227

Line 2: Fringe Benefits

Position	Basis for Cost Estimate	Amount
	FY18 Full-time Rate (negotiated by State of Massachusetts) 36.5%	
	FY 18 Part-Time Rate (negotiated by State of Massachusetts) 1.64%	\$ 725
Total		\$ 725

Line 3: Stipends/Scholarships

Title		Total
Scholarships for MCCTI students	Estimated at \$800 per student for 75 students	\$ 60,000
Total		\$ 60,000

Line 4: Supplies

Description of Supply	Total
Supplies (culinary, instructional)	\$ 3,433
Total	\$ 3,433

Line 5: Contractual

Subcontract - Springfield Public Schools - Ahead of the Game				
Position	Description	%FTE	Base Salary	Total
Case Manager	Guidance/Support Staff	100%	\$ 38,000	\$ 38,000
Teacher	Instruction	40%	\$ 56,745	\$ 22,711
Fringe Benefits				
Case Manager	Unemployment, Medicare, Health Insurance, Retirement, W/C			\$ 13,370

Teacher	Unemployment, Medicare, Health Insurance, Retirement, W/C			\$	-
Medicare - Stipends				\$	179
Stipends	Purpose	Rate per Hour	# of Hours		
Training Stipends/Curriculum Development	Professional Development	29.10	50	\$	1,455
Part Time Teacher	ESOL Instructors/Evening Instruction	29.10	375	\$	10,913
Contractural	Product/Service				
Economic Development Council	Assessment Tool Development			\$	10,000
			Subtotal	\$	96,628
			Indirect 3.49%	\$	3,372
			TOTAL - SPS	\$	100,000
Subcontract - Springfield Technical Community College					
Positions					
2 Instructors: Each at 22 hrs/wk for 30 weeks at \$25.00/hr				\$	33,000
2 Advisors: Each at 24 hrs/wk for 30 weeks at \$25.00/hr				\$	36,000
Fringe: 1.41% part-time rate				\$	973
Student Materials: \$40/each for 60 students				\$	2,400
National Career Readiness Certificate: Exams \$45/each				\$	2,610
Office Supplies				\$	1,585
			Subtotal	\$	76,568
			Indirect - 8%	\$	6,125
			TOTAL - STCC	\$	82,693
			TOTAL - ALL SUBCONTRACTS	\$	182,693
Line 6: Other					
Major Type or Category					Total
Miscellaneous expenses: meeting/office supplies, postage, printing				\$	250
				\$	-
Total				\$	250
Line 7: Total Direct Costs				\$	291,329
Line 8: Indirect Costs (IDCR):					
		Approved Indirect Cost Rate			Total
Holyoke Community College	Federal Rate: 49.8%/DESE approved rate: 8% - HCC will elect to take 8% on our direct costs			\$	8,671
Total				\$	8,671
Line 9: Total Funds Requested.				\$	300,000

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

ANNOUNCEMENT OF POSITION

- TITLE:** Case Manager
- SALARY:** \$36,000
- FUNDING SOURCE:** Mitigation Grant – Ahead of the Game Program
- DEPARTMENT:** Adult Education/Assistant Superintendent
- LOCATIONS:** TBD
- WORK SCHEDULE:** Monday – Friday 8:00-4:30
- DUTIES:**
1. Lead the intake and enrollment process for each student.
 2. Assess students to verify entry level and appropriate needs.
 3. Assist in the placement of students, per assessment outcomes.
 4. Conduct ongoing individual review of student progress and goals with students.
 5. Assist students with identifying personal and career interests and college exploration through the SkillSmart platform.
 6. Collaborate with Ahead of the Game teacher on ensuring student success throughout the program.
 7. Assist students with addressing existing and potential barriers to ensure program completion.
 8. Help students select the appropriate course schedule that meets the need of their current work and family commitments.
 9. Connects students to community services and job training programs.
 10. Follow up with student on all referrals to community service programs.
 11. Work with community to build and maintain relationships while gaining opportunities for our students.
 12. Work with EDC to collect and track student data.
 13. Track student from point of entry through one year of successful employment.
 14. And all other related work assigned by Adult Ed Director.
- QUALIFICATIONS:**
1. Bachelor’s degree or 5+ years of experience in a case manager or related field.
 2. Bilingual preferred
 3. Excellent communication and interpersonal and organizational skills.
 4. Ability to maintain good working relationships with students.
 5. Knowledge of basic computer applications (Microsoft, Excel and PowerPoint).
 6. Ability to maintain accurate records for data collection.
 7. Must have the ability to facilitate and develop a supportive community in a diverse multi-cultural setting.

The Springfield Public Schools is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, genetic information, ancestry, age, handicap, or military service, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

APPROVED:

Melissa Shea, Esq., Chief of Human Resources

PLEASE POST

PLEASE POST

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

ANNOUNCEMENT OF POSITION

TITLE: Adult Education Teacher

SALARY: \$58,000.00

FUNDING SOURCE: Mitigation Grant – Ahead of the Game Program

DEPARTMENT: Adult Education/Assistant Superintendent

LOCATIONS: TBD

WORK SCHEDULE: TBD

DUTIES:

1. Meet and instruct assigned classes in the locations and times designated.
2. Teach Adult Basic Education, ESOL, HiSET and Ahead of the Game curriculum using instructional methods geared toward the adult learner in a classroom setting.
3. Plan lessons based on the learning needs of culturally diverse and multi-skill level students.
4. Responsible for teaching Literature, Writing, Social Studies, Science, Math, job skills, work readiness and computer literacy.
5. Prepare students to pass the HiSET exam.
6. Prepare students for the Mass Career Casino Training Institute.
7. Implement a variety of instructional methods that include both individual and group instruction.
8. Administer assessments regularly to continually track progress.
9. Maintain robust and accurate student records.
10. Build a classroom environment that is conducive to learning while maintaining effective classroom management.
11. Guides the learning process toward the achievement of established curriculum goals, communicates clear objectives to the students for all lessons, units and projects.

QUALIFICATIONS:

1. Bachelor's degree with appropriate teaching license or Master's Degree with appropriate content area license from the Massachusetts Department of Elementary and Secondary Education.
2. Knowledge of adult learners with an understanding of alternative educational methods.
3. Must possess strong classroom management skills.
2. Bilingual preferred.
3. Excellent communication and interpersonal and organizational skills.
4. Ability to maintain good working relationships with students.
5. Knowledge of basic computer applications (Microsoft, Excel and PowerPoint).
6. Ability to maintain accurate records for data collection.
7. Must have the ability to facilitate and develop a supportive community in a diverse multi-cultural setting.

The Springfield Public Schools is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, genetic information, ancestry, age, handicap, or military service, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

APPROVED:

Melissa Shea, Esq., Chief of Human Resources

JOB DESCRIPTION

POSITION: **Educational and Career Advisor**
Springfield Adult Education Center (SALC)

RESPONSIBILITIES: The Educational and Career Advisor will provide support to adult basic education students with a career and college readiness focus. The Advisor will provide supportive, proactive advisement with individual students and perform other duties including student assessment, work readiness skill development and student record keeping. This is a part-time 22 hours per week, non-benefitted position that includes both a morning and afternoon schedule. Position is based at the STCC campus although travel to and from Hampden county program sites will be expected. Information on the SALC can be found at <http://www.stcc.edu/adulteducationcenter>

DUTIES:

1. Provides high quality advising related to the identification of short and long term goals and the documentation needed for the completion and monitoring of individual education and career plans (IECPs).
 2. Works closely with the Program Coordinator and ABE/HiSET Instructors to provide a positive educational environment while utilizing a variety of counseling methods and techniques. Provides support and referral services for students as needed.
 3. Develops and maintains student assessment schedules in order to meet program goals and fulfill funding requirements. Assesses ABE students in reading, writing, Math and other content areas using the MAPT, CR 101, TABE or other assessment tools,
 4. Meets twice per month with each student to review and update progress towards goals, performance of class work, and overall progress of student. Maintains accurate, complete, and up-to-date student records.
 5. Conducts orientation sessions on program policies for new students. Coordinates career exploration activities and linkage to career centers, training facilities, and area colleges. Conducts workshops on career exploration, goal setting, job search, and other career-related topics as needed.
 6. Uses computerized and print resources for exploring careers, identifying relevant training programs, preparing program applications, and seeking financial assistance for students' post-secondary training options.
 7. Works with the Program Coordinator and other staff to plan extracurricular student activities including the Student Advisory Council, student assemblies and field trips
 8. Participates in SALC program planning, curriculum development and program continuous improvement meetings.
-

JOB DESCRIPTION

POSITION: **ABE/HiSET Instructor**

RESPONSIBILITIES: The ABE/HiSET Instructor will provide student-centered ABE/HiSET instruction with career and college readiness focus. Teach approximately 15 hours per week with an additional six (6) hours of classroom prep and other duties that will include student assessment, curriculum development and student record keeping. This is a part-time 22 hrs./wk. non-benefitted position and based on the STCC campus

DUTIES:

1. Provides high quality ABE instruction related to preparation for the HiSET, computer literacy and college/career readiness. The program seeks to guide learners in identifying career goals and developing work readiness skills in relation to that goal, leading to employment or placement in a job training or educational program leading to employment.
 2. Works closely with Program Coordinator, Career Advisor and Technology Instructor to provide a conducive classroom environment while utilizing a variety of instructional methods and techniques
 3. Works closely with Program Coordinator to develop and maintain student assessment schedule in order to meet program goals and fulfill funding requirements. Assesses HiSET prpe students in reading, writing, Math and other content areas using the MAPT, CR 101 or other assessment tools.
 4. Prepares lesson plans and class instruction in alignment with the MA. College and Career Readiness Standards that integrates social studies, science, and career related activities into the basic skills curriculum
 5. Participates in program planning, curriculum development, and program continuous improvement.
-

SECTION 2.C DOCUMENTATION - SIMILAR PROGRAM BUDGET

Integrated English Literacy and Civics Education (Fund Code 359a) - Holyoke Community College

Year 3 - 09/01/2017 - 08/31/2018

							Sub Total	TOTAL REQUEST	TOTAL MATCH
1. ADMINISTRATORS					Total Hours	Rate			\$ 5,640
HCC Director of ESOL (Pesha Black) - 3.32 hrs/week x 52					172.73	\$ 32.65	\$ 5,640		
Sub-Total							\$ 5,640		
2. INSTRUCTIONAL/PROFESSIONAL STAFF					Total Hours	Rate		\$ 27,999	\$ -
Part-time non-benefited staff									
Educational and Career Advisor (recruitment, case management, placement) - 10 hrs/wk x 36 wks					360	\$ 28.31	\$ 10,192		
ESOL/Math Instructor, 10 hrs/wk teaching, 5 prep, 3.5 planning/instructional overlap. 18.5 hrs/wk x 34 weeks					629	\$ 28.31	\$ 17,807		
Sub-Total							\$ 27,999		
3. SUPPORT STAFF					Total Hours	Rate		\$ -	\$ -
Sub-Total							\$ -		
4. FRINGE BENEFITS								\$ 459	\$ 2,058
Other Fringe Benefits					Benefit Rate	Total Salaries			
Fringe for benefited staff					36.50%	\$ 5,640	\$ 2,058		
Other Fringe Benefits (Other retirement systems, health					1.64%	\$ 27,999	\$ 459		
Sub-Total							\$ 2,518		
5. CONTRACTUAL SERVICES					Total Hours	Rate		\$ 43,913	\$ 8,302
Holyoke Works									
Administrators:					200	\$ 29.44	\$ 5,888	\$ -	\$ 5,888
Instructional/Profess					1050	\$ 26.00	\$ 27,300	\$ 27,300	\$ -
Fringe Benefits:						41%	\$ 13,607	\$ 11,193	\$ 2,414
Supplies and							\$ 3,020	\$ 3,020	\$ -
Other Costs: CNA,							\$ 2,400	\$ 2,400	
Sub-Total							\$ 52,215	\$ 43,913	\$ 8,302
6. SUPPLIES AND MATERIALS					Slots	Rate		\$ 500	\$ -
Instructional Supplies							\$ 500		
Sub-Total							\$ 500		
7. TRAVEL					Miles	Rate		\$ -	\$ -
Sub-Total							0		
8. OTHER COSTS:					Slots	Rate		\$ 1,203	\$ -
Individual Student Travel (bus passes), 10 x \$14 with HCC					10	\$14.00	\$ 140		
Work Keys Assessments (20 x \$45)					20	\$45.00	\$ 900		
Graduation Celebration Costs							\$ 163		
Sub-Total							\$ 1,203		
9. INDIRECT COST					%	Direct		\$ 5,926	\$ -
Approved Rate 8%					8%	\$ 74,074	\$ 5,926		
TOTAL FUNDS REQUESTED								\$ 80,000	\$ 16,000

HOLYOKE
COMMUNITY
COLLEGE

www.hcc.edu

303 Homestead Avenue
Holyoke, MA 01040
413.538.7000

February 1, 2018

Stephen Crosby, Chair
Massachusetts Gaming Commission
101 Federal Street, 12th Floor
Boston, MA 02110

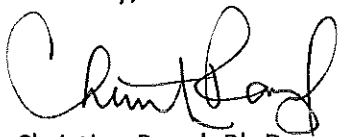
Dear Mr. Crosby:

Holyoke Community College is pleased to submit a letter in support of this regional application to the Massachusetts Gaming Commission's 2018 Community Mitigation Fund for funding under the Workforce Development Pilot Program Grant. Acting as the fiduciary agent, Holyoke Community College will administer programs in Hampden County to ensure access to training provided by the Massachusetts Casino Career Training Institute (MCCTI), Holyoke Community College, and Springfield Technical Community College, as well as strengthen and expand pathway programs to casino careers from Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL) programs.

Holyoke Community College and Springfield Technical Community College, in collaboration under our Training and Workforce Options (TWO) initiative, has been a statewide leader in the development of casino training programming. Through the support of the 2018 Community Mitigation Fund, scholarships to low-income residents interested in a casino gaming career will ensure that all potential and skilled employees have access to the required training.

Our proposed regional partnership is strong and focused on mitigating the effects of high dropout rates, the need for basic education and mastery of English, and multi-generational poverty in our communities. Together, we can make certain that our local residents have access to the exciting opportunities of a career at MGM Springfield.

Sincerely,



Christina Royal, Ph.D.
President



Springfield Technical Community College

Exceptional Education. Proven Results.

Office of the President
One Armory Square
Suite 1 • PO Box 9000
Springfield, MA 01102-9000
(413) 755-4906 • Fax (413) 755-6308
jbcook@stcc.edu • www.stcc.edu

February 1, 2018

Jeffrey Hayden, Vice President, Business & Community Services
Holyoke Community College
303 Homestead Ave.
Holyoke, MA 01040

Re: Massachusetts Gaming Commission Community Mitigation Fund Application

Dear Mr. Hayden:

Springfield Technical Community College (STCC) is pleased to submit a letter in support of this application to the Massachusetts Gaming Commission for funding to provide adult learners the opportunity to earn HiSETs and attend the Massachusetts Casino Career Training Institute. As the only public higher education option in Springfield, STCC is committed to raising the city's educational attainment and workforce preparedness.

STCC is one of the largest state-funded adult basic education providers in the Commonwealth and has a history of successfully helping low-skill students transform their lives. In FY17, 50 STCC students completed the HiSET, more than any other program in the state. This proposed funding will enable STCC to expand the Commonwealth's most successful adult basic education program. Springfield residents will be highly prepared for customer service, hospitality, and gaming positions at the MGM Springfield casino, scheduled to open in fall 2018. Furthermore, these skills will open doors to gainful employment in other local industries.

In addition, STCC, along with Training and Workforce Options (TWO) partner Holyoke Community College (HCC), has been at the forefront of casino curriculum development since gaming was first legalized in the state. Providing scholarships to community residents interested in becoming dealers at the casino will ensure that all potential employees have ready access to the training they need to be hired.

This combination is a winning one: continuing a pathway to success in a region plagued by high dropout rates and ensuring that poor finances are not a barrier. STCC enthusiastically supports HCC's leadership through this application and looks forward to working with the Massachusetts Gaming Commission and MGM Springfield. Together, we will prepare Western Massachusetts residents for exciting opportunities as the grand opening of MGM Springfield approaches.

Sincerely,

A handwritten signature in blue ink, appearing to read "JB Cook", is written over the word "Sincerely,".

John B. Cook, Ph.D.
President



Central Office
1550 Main Street, 2nd Floor
P.O. Box 1410
Springfield, MA
01103-1410

SPRINGFIELD PUBLIC SCHOOLS - SPRINGFIELD, MASSACHUSETTS

Daniel J. Warwick
Superintendent of Schools
warwickd@sps.springfield.ma.us
Tel. 413-787-7100
Fax 413-787-7171

January 29, 2018

John Ziemba
Commission's Ombudsman
Massachusetts Gaming Commission
101 Federal Street, 12th Floor,
Boston, MA 02110.

Dear Mr. Ziemba,

On behalf of the Springfield Public Schools (SPS), I am writing to express my support of the joint 2018 Community Mitigation Fund, Workforce Development Pilot Program Grant Application for Springfield Technical Community College (STCC), Holyoke Community College (HCC), and SPS.

Community research shows that many residents in the community lack the necessary skills to support successful employment, and that Adult Basic Education (ABE) contributes towards a sustainable society and community. According to the U.S. Department of Education, "Both literacy and numeracy skills pay off for workers, with a strong positive correlation between proficiency and income."

Over the past year, the Springfield Adult Education Center has developed and launched the Ahead of the Game program which provides ABE, English for Speakers of Other Languages (ESOL), and GED/Hi-SET preparation to low-skilled, low-income adults. Both STCC and HCC offer similar course work and have worked diligently over the last year creating certification programs specific to casino related positions. We believe that working together toward one common goal will provide a good foundation for us all to build upon and expand to areas of mutual benefit. We recognize that further cooperative efforts between all three organizations can only enhance the work that is already in place. It is particularly important that we actively seek out opportunities to work together rather than separately. It is with mutual respect that we enter into collaboration with both STCC and HCC.

The Springfield Public Schools is committed to working alongside STCC and HCC to provide successful workforce development training across the region. We urge you to support our 2018 Community Mitigation Fund, Workforce Development Pilot Program Grant Application to support the adults in our region. We are excited about the opportunity to continue our current programming, and believe this funding will promote economic vitality and produce a greater skilled workforce.

Sincerely,

Daniel J. Warwick
Superintendent



February 1, 2018

Community Mitigation Fund
Massachusetts Gaming Commission
101 Federal Street – 12th Floor
Boston, MA 02110

Dear Chairman Crosby:

MGM Springfield is pleased to submit this Letter of Support for *Work Ready* a program of the Massachusetts Casino Career Training Institute (MCCTI) for the Community Mitigation Fund – Workforce Development Pilot as submitted by Holyoke Community College for MCCTI, Springfield Public Schools, Springfield Technical Community College and other regional partners.

The *Work Ready* application for \$300,000 is designed to provide specific workplace skills training and stackable credentials to the unemployed, underemployed and those with limited educational attainment in order to improve their ability to gain employment. Direct skills training will include Gaming School training, Line-Cook training, and the development of a pathways pipeline from the Springfield Public Schools to the Community Colleges and to the MGM pathway

Since coming to Western Massachusetts, MGM Springfield has worked closely with the MCCTI and its many partners to make available training and educational opportunities that would provide sufficient training to qualify a student for employment in the industry, in accordance with our Workforce Development Plan. MGM Resorts International welcomes the benefit these programs will provide to create opportunities for job seekers whose first language is not English to gain the language and industry skills they will need to successfully compete for jobs.

MGM Springfield will support the program by continuing to work with Massachusetts Casino Career Training Institute (MCCTI) staff, including Assistant Vice President for ABE & Workforce Development Kermit Dunkelberg, to keep them informed about the timelines, opportunities, and expectations associated with the opening of MGM Springfield.

Sincerely,

Michael Mathis
President & COO

MGM Springfield
One MGM Way
Springfield, MA 01133
413-273-5000

January 29, 2018

Re: 2018 Community Mitigation Fund

Dear Massachusetts Gaming Commission:

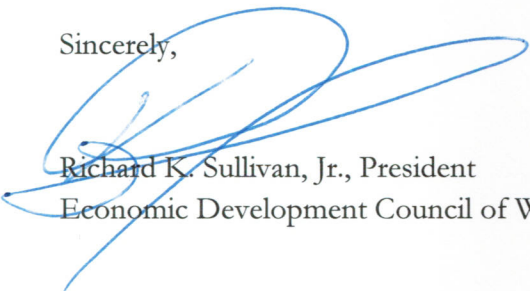
On behalf of the Economic Development Council of Western Mass (EDC), the lead organization for the Working Cities Challenge (WCC) Federal Reserve Bank of Boston Grant Initiative, we support Springfield Public Schools (SPS) application for the 2018 Community Mitigation Fund.

Springfield Public Schools is a key partner in the Springfield WORKS/Working Cities Challenge initiative. Together, with over 40 local partners, we developed a community workforce portal using the skills-based platform that MGM brought into our community and launched several pilot programs, including one with SPS, to help our low-income residents connect to education, coaching and career training programs that lead to meaningful, sustainable employment.

This grant will help expand our capacity to coach and mentor residents for a longer period of time to learn which interventions are needed to help career-seekers find a job and persist in the workplace. By having a broad and diverse partner group, employers, residents, trainers and CBOs will share program participants and analyze data together to learn how we can change our systems to better support success in obtaining and keeping a job.

EDC/Working Cities Initiative partners are committed to work in collaboration with the partners of the Community Mitigation Fund grant to strengthen our region's career pathway opportunities. We look forward to our collaboration, and encourage your support of this Community Mitigation Fund request.

Sincerely,



Richard K. Sullivan, Jr., President
Economic Development Council of Western Mass



January 31, 2018

Thank you for inviting Springfield WORKS to partner with you on the Community Mitigation grant. We look forward to building upon the work we commenced in 2017. One of the goals for year two of Springfield WORKS is to learn more about the resources and gaps in our programs and services that support low-income workers.

The Community Mitigation Fund and the Working Cities initiative targets the same population of residents. Through our partnership with Springfield Public Schools Ahead of the Game program and their Adult Basic Education services, we are learning more about the disconnects and barriers that prohibit many of our low-income population from finding and sustaining meaningful employment.

Scope of Work

With support in the amount of \$10,000, Springfield WORKS will hire a project data assistant that can help collect evidence based data outputs provided by Springfield WORKS pilot programs and the SkillSmart portal. Using agreed upon data sets and tools, the data assistant will help pilot program leaders, coaches and employers collect data on a subset of low-income participants in various workforce development training programs to learn more about the barriers to employment success and potential access to (or lack thereof) of interventions available to address such barriers.

This funding request is an essential component in creating systems change for our region and will be leveraged by grant and partner contributions to the Workforce Development Initiative. EDC/Working Cities partners look forward to our collaboration, and encourage your support of this Community Mitigation Fund request.

Thank you for your partnership and please let me know if you need additional information.

Kind Regards,

Anne Kandilis

Gándara Center

Culturally Sensitive Care

January 29, 2018

Daniel J. Warwick
Superintendent
Springfield Public Schools
1550 Main Street,
Springfield, MA 01103


Dear Mr. Warwick,

The Candara_Center's is pleased to submit this letter of support on behalf of the Springfield Public Schools (SPS) joint application with Holyoke Community College and Springfield Technical College for the 2018 Workforce Development Pilot Program offered through the Massachusetts Gaming Commission. The Springfield Public School's Ahead of the Game Program has been working to fill a large gap in the region's workforce development system. The Ahead of the Game Program assists residents to get their high school equivalency and gain valuable workforce skills to gain employment in the region and for those looking to pursue long term careers with MGM Springfield.

The Gandara Center is a not-for-profit Hispanic behavioral health organization providing mental health and substance use disorder services to children, adolescent, transition age youth, adults and families. Many of these services are provided in partnership with SPS, child/adolescent and the family.

We respectfully recommend that this application be given favorable consideration in the Mass Gaming Commissions' current funding round. We look forward to the prospect of working in collaboration with SPS to better address the dire needs of our region, while promoting the well-being of diverse populations, and help them gain valuable education services. If you have any questions or if you require any additional information please do not hesitate to contact me at your convenience

Sincerely,



Henry Julio East-Trou, Ph.D., LMFT, LADC1
Executive Director



A PJC Affiliated Corporation
11-13 Hampden Street
Springfield, MA 01103

January 29, 2018

Daniel J. Warwick
Superintendent
Springfield Public Schools
1550 Main Street,
Springfield, MA 01103

Dear Mr. Warwick,

New England Farm Workers' Council is pleased to submit this letter of support on behalf of the Springfield Public School's (SPS) joint application with Holyoke Community College and Springfield Technical College for the 2018 Workforce Development Pilot Program offered through the Massachusetts Gaming Commission. The Springfield Public School's Ahead of the Game program has been working to fill a large gap in the region's workforce development system. The Ahead of the Game program assists residents to get their high school equivalency and gain valuable workforce skills to gain employment in the region and for those looking to pursue long term careers with MGM Springfield.

The New England Farm Workers' Council (NEFWC) provides a mutually supportive and comprehensive array of education, social services, training, and job placements to prepare low-income people to be financially independent and successful through career pathways that culminate in gainful and stable employment on which to support a family and build vibrant communities where residents want to work and live.

We respectfully recommend that this application be given favorable consideration in the Mass Gaming Commissions' current funding round. We look forward to the prospect of working in collaboration with SPS to better address the dire needs of our region, while promoting the well-being of diverse populations, and help them gain valuable education services. If you have any questions or if you require any additional information, please do not hesitate to contact me at your convenience

Sincerely,

Vanessa Otero, Chief Operating Officer