



# Innovations in Maryland's Local Workforce Plans

A BEST PRACTICES GUIDE

Governor's Workforce Development Board  
Maryland Department of Labor, Licensing and Regulation  
Maryland Department of Human Resources  
Maryland State Department of Education's Division of Rehabilitation Services

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## Introduction

In April 2016, the State submitted to its federal partners the Maryland Combined State Workforce Plan. The Plan represents the work of nine WIOA workgroups constituted to provide recommendations for the formulation of the plan, as well as the efforts of staff from state and local agencies and organizations. Input was also received from a wide array of subject matter experts from the national, state, and local levels, as well as the public at large.

For the first time, Maryland combined its workforce efforts across multiple agencies into one State plan. Notably, the State was one of only fourteen (14) in the nation to include the Temporary Assistance for Needy Families (TANF) into the State's workforce plan. By committing to serve low-income individuals receiving services through the Maryland Department of Human Resource's TANF program, as well as those with disabilities receiving services from the Maryland State Department of Education's Division of Rehabilitation Services, and to Maryland's adult education population, the workforce system is devoted to serving *all* of Maryland's jobseekers.

The plan further outlines the State's dedication to a system that also addresses the needs of Maryland's businesses. Maryland thrives as the economy flourishes. As businesses grow, jobs are created. As jobs are created, qualified workers are needed to meet the demand. As workers become more highly skilled, innovations occur resulting in the emergence of new economic drivers. A sound and thriving economy creates quality careers, provides financial stability for Maryland's families and communities, and reduces dependency on government programs. In short, business must play a central role in leading Maryland's workforce system.

Also in April 2016, the State released Local and Regional Plan guidance to be used by the State's twelve (12) Local Areas in local planning for 2016-2020. Local Plans, pursuant to WIOA, must align with the State's vision as set forth in the Combined State Plan. Considerable work was done by each local area to convene partners, reach consensus and finally draft each local plan. Each plan was submitted on or before September 30, 2016.

In November 2016, members of the Governor's Workforce Development Board and staff from each of the state agencies listed above reviewed each Local Area's submission. After a thorough review, recommendations were made to the Executive Committee of the Governor's Workforce Development Board. At its December 7, 2017 quarterly meeting, the members of the Governor's Workforce Development Board, on behalf of Governor Hogan, unanimously voted to conditionally approve each Local Area's submission. Chairs of each Local Workforce Board were notified of the decision and were provided feedback. Local Areas will submit revised plans back to the Governor's Workforce Development Board for further review and final approval.

This best practices guide was created to assist the Local Areas in their revision process and to showcase the innovations and promising practices already underway in Maryland.

## Section 1 – Strategic Planning

*This section required the Local Area to provide an analysis of economic conditions, in-demand industry sectors and occupations. It is also the Local Area’s chance to lay out its strategic vision and strategy to align services.*

(A) An analysis of the regional economic conditions including existing and emerging in-demand industry sectors and occupations<sup>1</sup>; and the employment needs of businesses in those industry sectors and occupations<sup>1</sup>. The analysis should identify local priority industries based on employer (and WIOA partner) input.

For this section, **Baltimore County** provided a through overview of economic drivers and also highlighted how Tradepoint Atlantic will add growth opportunities. The answer was strengthened by the inclusion of a current development within the local area’s economy when discussing emerging industries.

### **Excerpt:**

#### *Overview*

*Baltimore County is located in the north-central part of Maryland, with an estimated population of 831,128 (as of 2015), making it the third-most populous county in Maryland. The County remains the top job center in the region and the second largest job center in the state. Over 21,000 businesses employ 379,000 workers, with more than 500 of these businesses employing over 100 workers. The economy is diverse, vibrant and growing due to the region’s high quality of life and educated and skilled workforce.*

#### *Emerging In-Demand Industry Sectors and Occupations*

*To assess the existing and emerging in-demand industry sectors and occupations in Baltimore County’s local and regional economy, location quotients<sup>1</sup> (LQs) were calculated for major economic sectors using historical and projected employment data. Measuring location quotients (LQ) is a standard technique used to identify local industry trends by comparing the concentration of jobs in a particular industry sector in a defined geographic area with the average concentration of jobs in that industry sector across the nation. Sectors with LQ scores that fall below “1” have employment concentrations lower than the national average; LQ scores of “1” indicate an average concentration of employment in the sector; and LQ scores above “1” identify sectors where the concentration of employment is higher than the national average.*

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<sup>1</sup> A location quotient (LQ) is an analytical statistic that measures a region’s industrial specialization relative to a larger geographic unit (usually the nation). An LQ is computed as an industry’s share of a regional total for some economic statistic (earnings, GDP by metropolitan area, employment, etc.) divided by the industry’s share of the national total for the same statistic. For example, an LQ of 1.0 in mining means that the region and the nation are equally specialized in mining; while an LQ of 1.8 means that the region has a higher concentration in mining than the nation. [http://www.bea.gov/faq/index.cfm?faq\\_id=478](http://www.bea.gov/faq/index.cfm?faq_id=478)

The table in Figure 1 provides LQ scores, as well as data on total employment. Along with LQs, the table provides the number and percent of change in jobs in each sector. Data are compared at three points in time: 2001, 2015 and 2024.

Figure 1:

*Baltimore County Total Employment, by Key Industry - 2001, 2015 and 2024*

Industry	LQ	2001	2015	2024	2001-2015		2015-2024	
					# Change	percent Change	# Change	percent Change
<b>Total Employment</b>		<b>360,132</b>	<b>372,748</b>	<b>385,650</b>	<b>12,616</b>	3.5 %	<b>12,902</b>	3.5 %
Crop and Animal Production	0.13	415	386	358	(28)	(6.9 %)	(28)	(7.2 %)
Mining, Quarrying, and Oil and Gas Extraction	0.08	115	91	84	(24)	(20.8 %)	(6)	(7.0 %)
Utilities	0.67	1,118	1,552	1,558	434	38.8 %	6	0.4 %
Construction	1.21	22,857	23,248	24,991	391	1.7 %	1,742	7.5 %
Manufacturing	0.70	31,835	14,592	12,461	(17,243)	(54.2 %)	(2,131)	(14.6 %)
Wholesale Trade	0.81	12,911	10,593	10,105	(2,319)	(18.0 %)	(488)	(4.6 %)
Retail Trade	1.26	52,937	49,251	48,225	(3,685)	(7.0 %)	(1,027)	(2.1 %)
Transportation and Warehousing	0.52	5,997	6,228	5,992	231	3.8 %	(236)	(3.8 %)
Information	0.70	6,946	5,265	5,020	(1,682)	(24.2 %)	(245)	(4.7 %)
Finance and Insurance	1.22	19,095	22,782	24,347	3,688	19.3 %	1,564	6.9 %
Real Estate and Rental and Leasing	1.45	8,209	8,327	8,035	119	1.4 %	(292)	(3.5 %)
Professional, Scientific, and Technical Services	1.08	20,559	27,591	31,424	7,032	34.2 %	3,833	13.9 %
Management of Companies and Enterprises	0.27	1,282	4,168	4,867	2,886	225.2 %	699	16.8 %
Administrative and Support and Waste Management and Remediation Services	1.29	27,740	26,258	28,796	(1,482)	(5.3 %)	2,538	9.7 %
Educational Services	1.15	6,018	8,847	10,068	2,829	47.0 %	1,221	13.8 %
Health Care and Social Assistance	1.22	43,790	61,885	66,485	18,096	41.3 %	4,600	7.4 %
Arts, Entertainment, and Recreation	1.12	5,541	6,018	5,983	477	8.6 %	(36)	(0.6 %)
Accommodation and Food Services	0.88	24,746	27,514	28,312	2,767	11.2 %	798	2.9 %
Other Services (except Public Administration)	0.94	11,015	10,963	11,095	(52)	(0.5 %)	132	1.2 %
Government	1.00	56,603	57,189	57,447	586	1.0 %	258	0.5 %
Unclassified Industry	0.57	405	0	0	(405)	(100.0 %)	0	n.a.

*Source: JFI analysis of EMSI Data Note: In order to be comparable to the core data used by the state and other, EMSI estimated QCEW data were used in this analysis. The QCEW is the core employment data produced by state Labor Market Information (LMI) offices and only includes all employees covered by unemployment insurance. As a result, employment totals in this table might be lower than other employment data sources for Baltimore County.*

**Over the 2001-2015 period, Baltimore County experienced strong growth in the following high skilled and high wage sectors that dominate the state and regional economy.**

- Management of Companies and Enterprises;
- Educational Services, Health Care and Social Assistance;
- Professional, Scientific and Technical Services;
- Finance and Insurance sectors.

*These sectors represent the traditional leading sectors of the State and regional economy and all provide a strong mix of high and middle skilled jobs with strong wages and access to benefits. These sectors are projected to continue to generate the strongest employment growth through 2024.*

- **The traditional County manufacturing and wholesale sectors have declined in importance.** *Since 2001, manufacturing employment in the County has fallen by more than half, by 17,243 jobs, and wholesale trade employment fell by 18 percent, or 2,319 jobs. Employment in both of these sectors is projected to continue to decline through 2024. The County's retail sector declined since 2001 and is projected to continue to decline through 2024, possibly due to the rise of online retailing and the development of competing retail centers in neighboring jurisdictions that have challenged the County's traditional role in this sector. Despite these declines, the sector retains an LQ of 1.26 in retail, signifying a concentration of employment 26 percent above the national average. This indicates that the County continues to be a retail destination for both County and out-of-County residents.*
- **The County specializes in a diverse mix of high and middle/lower skill industries.** *Baltimore County has a high degree of specialization, an LQ of more than 1.2, in several sectors including administrative and support and waste management and remediation services, retail trade, healthcare and social assistance, finance and insurance, and construction. Of these specialized industries, only retail trade is projected to experience declines in employment through 2024, indicating an ongoing need to diversify the County economy. All of the other specialized sectors, administrative and support and waste management and remediation services, healthcare and social assistance, finance and insurance, and construction, are projected to experience stable employment growth through 2024.*

#### *Local Priority Industries*

*Based on extensive research of labor market information, nine industry clusters have been identified as drivers in Baltimore County's economic and employment growth. These diverse industries represent the highest concentrations of employment in the County, and are the core focus of the County's economic development efforts.*

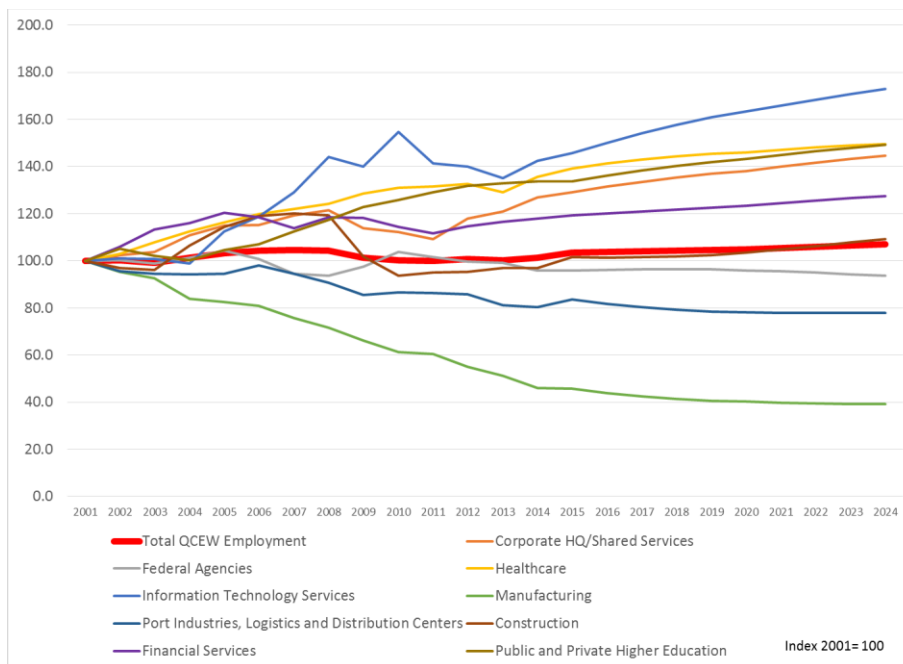
*These nine industry clusters we identified as:*

1. Corporate Headquarters/Operations Centers/Shared Services/Professional Services
2. Federal Agencies and Contractors

3. Healthcare
4. Information/Advanced Technology
5. Manufacturing
6. Port-Related Industries, Logistics & Distribution Centers
7. Construction
8. Financial Services
9. Public and Private Higher Education

Figure 2 (below) displays the overall employment performance for the nine industries since 2001, with projections through 2024. Despite declining employment in three of the nine clusters, in aggregate, these nine core sectors generated nearly three quarters of the County's net employment growth since 2001, and are projected to generate three quarters of the County's employment growth through 2024.

Figure 2: Employment Performance by Baltimore County's Nine Core Industry Profiles



Source: JFI Analysis of EMSI Data

Figure 3 displays the current and projected employment in Baltimore County, by the nine industry clusters, by corresponding NAICs code.

Figure 3: Current and Projected Employment in Baltimore County, by Key Industry Cluster

Industry	Description	NAICs Codes	2015 Employment
<b>Total County Employment</b>			<b>372,748</b>
percent of Total			50 %
<b><u>Nine Key Industry Drivers</u></b>			<b>185,917</b>
Industry 1: Corporate Operations Centers/Shared Services	Corporate Headquarters and Key Professional Services	5412-19, 5511, 5611, 5614 <sup>1</sup>	25,528



		NAICs	2015
Industry	Description	Codes	Employment
Industry 2: Federal Agencies	Federal Government Agencies	n.a.	14,230
Industry 3: Healthcare	Ambulatory Health Care Services, Hospitals and Nursing Homes	621, 622, 623	52,923
Industry 4: Information Technology Services	Software, Data Processing and Computer Services	5112, 5182, 5415	7,347
Industry 5: Manufacturing	Manufacturing	31-33	14,589
Industry 6: Port Industries, Logistics and Distribution Centers	Wholesale Trade and Air, Rail, Water, and Truck Transportation	42, 481-4 and 488	13,778
Industry 7: Construction	Construction	23	23,248
Industry 8: Financial Services	Banking, Securities, Insurance and Other Financial Services	52	22,771
Industry 9: Public and Private Higher Education	Public and Private Higher Education	n.a.	11,502

Source: JFI Analysis of EMSI and related data.

Although the manufacturing port/logistics/distribution centers and federal agency sectors are significant drivers in the local economy, it should be noted that they have suffered in recent years and are projected to continue to decline through 2024:

- *Manufacturing: Between 2001 and 2015, manufacturing sector employment fell by more than half, losing 17,246 jobs.*
- *Port Industries, Logistics and Distribution Centers: Employment in this sector fell by 16 percent, losing 2,718 jobs. **Despite losses and the potential for continued negative growth, the development of Tradepoint Atlantic at the former Sparrows Point site creates an opportunity to support the growth of the County’s Port Industries, Logistics and Distribution Centers cluster.***
- *Federal Agencies: Employment declined, albeit modestly.*

(B) An analysis of the knowledge and skills needed to meet the employment needs of the businesses in the Local Area, including employment needs in in-demand industry sectors and occupations.

For this section, **Anne Arundel County** defined its in-demand industry sectors in an easy-to-understand way using the acronym of “HITCH” industries. The local area continued to use this acronym throughout the remainder of the plan.

**Excerpt:**

Focus Industry	Subindustries	In Demand Credentials/Certifications
Hospitality	Accommodation and Food Services, Retail and Entertainment	Automotive Service Excellence (ASE), Servsafe, Casino Gaming License, registered dietitian, certified pharmacy technician, bartender certifications

<b>Focus Industry</b>	<b>Subindustries</b>	<b>In Demand Credentials/Certifications</b>
<b>IT</b>	<i>Professional/Scientific/IT</i>	<i>Security Clearance, Project Management, CISSP, CISCO, Security +, IT Infrastructure Library, Network +</i>
<b>Transportation</b>	<i>Transportation, Warehousing and Logistics</i>	<i>CDL class A, Environmental Protection Agency certification, Security Clearance</i>
<b>Construction</b>	<i>Construction and Manufacturing</i>	<i>Security Clearance, CISSP, SANS/GIAC, Project Management, Security +, Network +, OSHA</i>
<b>Healthcare</b>	<i>Healthcare and Social Services</i>	<i>Registered Nurse, First Aid CPR, Basic Cardiac Life Support, certified nursing assistant, nurse practitioner, caregiver, phlebotomy</i>

(C) An analysis of the workforce in the Local Area, including current labor force employment (and unemployment) data<sup>1</sup>, and information on labor market trends, and the educational and skill levels of the workforce in the Local Area<sup>1</sup>, including individuals with barriers to employment<sup>1</sup>

**Baltimore County** held an “Industry Roundtable Discussion,” which signaled a strong alignment between employer needs and the workforce.

**Excerpt:**

*On April 26, 2016, DEWD [Baltimore County Department of Economic and Workforce Development] convened an Industry Roundtable Discussion with 14 business/industry members of the Workforce Development Board in attendance, directly or indirectly representing each of the County’s core industry sectors.*

*The discussion addressed labor shortage issues specific to certain industries:*

- *Healthcare – Entry-level Certified Nursing Assistant (CNAs) and Geriatric Nursing Assistants (GNAs) are in particular demand, but also Registered Nurses (RNs), technicians and entry front-line staff who have computer and critical thinking skills. Retirement of the Baby Boom generation of nurses and nurse instructors is driving demand, but other factors also play a role. Millennials are less drawn to the profession—particularly since women have more career paths open to them in other industries. Licensed Practical Nurses (LPNs) are more frequently seeking additional education to advance along career pathways to become RNs, Nurse Practitioners and other higher-level professional roles. This creates the need to backfill the LPN positions. There is competition among the healthcare institutions to attract the limited talent available.*
- *Manufacturing & Skilled Trades – Employers in manufacturing and the skills trades need skilled workers to fill good paying jobs that offer benefits and excellent career pathway opportunities. Unfortunately, negative, outdated perceptions of skilled trades and manufacturing sustain a stigma that continues to discourage students from pursuing training in these fields. The Career and Technical Education (CTE) division of Baltimore County Public Schools (BCPS) conducts ongoing educational outreach to parents and guidance counselors to overcome negative stereotypes of manufacturing, and promote skilled trades and manufacturing as viable career options.*

- Transportation, Distribution & Logistics – There is a shortage of drivers, with retiring drivers increasing demand. Younger drivers tend to be more comfortable with a shifting career path and often do not stay; older (35± years) drivers are more steady, having tested the water elsewhere.
- Multiple Industries - Today’s worker is much more comfortable shifting careers many times. How we brand qualifications and occupations is important in order to attract the right talent—for example, apprenticeship programs should be considered like going to college, just a parallel career track.

Specific types of training and education programs that are needed to meet the demand for skilled workers were identified as follows:

- Promoting the Skilled Trades – Employers in manufacturing and the skills trades need skilled workers to fill openings in good paying jobs that offer benefits and excellent career pathway opportunities. Unfortunately, negative, outdated perceptions of skilled trades and manufacturing continue to discourage students from pursuing training in these fields. The Career and Technical Education (CTE) division of BCPS conducts ongoing educational outreach to parents and guidance counselors to overcome negative misconceptions and promote skilled trades and manufacturing as viable career options.
- Importance of Soft Skills/Basic Core Competencies - Essential soft skills (punctuality, honesty, communication skills, accountability, etc.) are critical and too often lacking. Building core education skills must begin no later than middle school—high school is too late. Messaging about criminal backgrounds at an early age: what you do early in your life will impact your opportunities in the future.
- Apprenticeship - Employers all learned their jobs by doing their jobs, whether they went to college or not. Apprenticeship is a proven, highly effective model for training and development has been demonstrated across a variety of fields, whether called “apprenticeships”, “internships”, or some other moniker. In Baltimore County, CCBC is an important leader in helping to increase capacity for internship programming. CCBC provides skills training for fourteen apprentice programs, in which over 1600 apprentices are enrolled. Upon completing their apprenticeships, journeypersons can be awarded up to one year of college toward an Associates in Applied Science degree program.
- Providing Youth Work Experiences through Internships - Youth programming is critical for developing soft skills through summer youth employment opportunities. The need to pay interns for learning on the job can hurt businesses’ ability to provide valuable internship opportunities.
- High Quality Technology Training – Certain training providers have created another economy by developing expensive coursework to receive minimal credentials/certifications and telling students they can expect to earn a lot of money—when the training really has no value to employers. Notably too there are interesting gaps in training program outcomes. For example, there are skilled trade programs that have great apprenticeship models but no viable candidates, and then there are technology sector training programs with lots of people coming through who are not viable candidates.
- Workforce Development System – How best to connect the 20,000+ people per year who come through the County’s workforce centers with local employers? Employers will stop using the resource if job seekers are not properly qualified before referrals are made.

Current technological trends which impact workforce recruitment, hiring and retention include the following:

- *Quantity/Quality Issue - Employers recruitment processes need to be “mobile technology” ready since 70 percent of prospects access opportunities through their smartphones. More access to technology, however, creates a high quantity of candidates but low quality—with perhaps 90 percent not being viable.*
- *Responding to Candidates - Too much manual sifting through application information creates delays, often losing candidates because response is slow or non-existent. Human touch can be important in evaluating and responding to applicants. Some companies just use recruiters.*
- *Homegrown Talent - Networking and upskilling are important. A good strategy has been to get to people at a young age in the schools, developing them through internships and working in partnership with them to bring onboard additional talent (referral incentives).*

*Though the demands for skills vary from industry to industry, a common theme emerged from the employers regarding their need for a threshold level of soft skills in job candidates before an interview process can proceed successfully. The retirement of the Baby Boom generation workers and their replacement by a millennial generation workforce with different life/career expectations is not altogether smooth. Preparing young people with appropriate educational goals from the earliest age, summer job, internship, apprenticeship and other facilitated employment training programs will increase their workforce readiness.*

**(D)** An analysis of the workforce development activities (including education and training) in the Local Area, including an analysis of the strengths and weaknesses of such services, and the capacity to provide such services, to address the identified education and skill needs of the workforce and the employment needs of employers in the Local Area.

**Baltimore County** provided a very thorough analysis of resources and partnerships.

**Excerpt:**

Introduction

*A comprehensive analysis of the workforce development activities (including education and training) available in Baltimore County’s Workforce Investment Area (WIA) was conducted in preparation for the local plan. Data was collected for the analysis through detailed surveys and interviews with partner organizations.*

*The analysis that follows provides a profile for each partner organization that includes:*

- *An overview of the partner’s services;*
- *A discussion of the partners’ capacity to meet the workforce development needs of job seekers and employers in the local area, and*
- *A description of the partner’s strengths, challenges and opportunities.*

*Partner Analysis*

Title I: Adults and Dislocated Workers and Youth - Department of Economic and Workforce Development (DEWD)

**OVERVIEW:**

Baltimore County’s Workforce Development Board has designated the County’s Department of Economic and Workforce Development (DEWD) to serve as the workforce system’s local operator. DEWD oversees the administration of three American Job Centers (AJCs), geographically distributed in the north, east and west areas of Baltimore County along public transportation routes. The County’s AJCs received 24,000 visits in FY 2015 from customers. Center visitors had access to the full range of WIOA Career Services and Individualized Services, including intake, career exploration and job search tools, assessments, partner referrals, access to training in in-demand industries and occupations, professional development resources and workshops, training resources, services for individuals with barriers to employment, job matching, job fairs and other recruiting events and services to assist business in finding the talent they need to stay competitive in the local job market.

DEWD sustains strong relationships with other core partners as well as an array of other stakeholders in the local workforce development system. With leadership from Baltimore County’s Workforce Development Board (WDB), local AJCs are engaged in delivering high quality, innovative workforce development services that serve local and regional employers.

The County’s AJCs are staffed as shown in the table that follows:

**AJC Staffing Distribution for the Local AJCs**

<b>Role</b>	<b>Hunt Valley</b>	<b>Liberty</b>	<b>Eastpoint</b>
Manager	1	1	1
Assistant Manager	1	1	-
AJC Staff	5	7	3
Job Developers	1	1	1

**Capacity to Meet the Workforce Development Needs of Job Seekers and Employers**

To ensure that the local workforce system effectively meets the needs of local businesses, the WDB will use findings from the New Job Trends report, released in July of 2016, to establish a “High Priority Occupations” (HPOs) list. The HPO list will include selected in-demand occupations within the nine targeted industry sectors identified in the report. AJC staff will provide customers with information on HPOs, and will assist customers in identifying occupations that are a good match with their skills and interests. Training funds will be directed to support job seekers in gaining the skills needed to qualify for jobs on the HPO list.

**The Strengths**

- The locations of the three AJCs and their proximity to public transportation provides excellent service coverage.
- DEWD’s partnership with the Community College of Baltimore County (CCBC) is strong and the services of the two organizations are well-integrated.
  - The two partners are co-located at two of the County’s three AJCs;

- *The AJCs and CCBC have collaboratively implemented a highly effective cohort training model.*
- *The AJCs work closely with DLLR's Unemployment program to connect individuals to the Re-employment Opportunity Workshop (ROW) and the Re-employment Services and Eligibility Assessments (RESEA) program, two state initiatives to assist unemployed individuals in preparing for and finding new jobs.*
- *Innovative cohort training programs, modeled on the successful Accelerating Connections to Employment program, will expand access to the cohort training model.*
- *Three newly-added Job Developers increase the local system's capacity to prepare and connect AJC job seeker customers with local and regional businesses.*

#### *Opportunities and Challenges*

- *The lack of a universal performance and case management system that is accessible across state and local partner organizations – or even an automated bridge between the varied systems – has historically hindered efforts for partners to operate in a coordinated way. Until this larger issue is addressed, AJCs need a better referral process that makes it easier for partners to efficiently share important information about customers, and for customers to access partner services without confronting unnecessary bureaucracy.*
- *AJC staff would benefit from improved access to professional development programming specific to workforce development.*

#### *Youth*

##### *Partner Summary*

*DEWD's Youth Division manages WIOA Title I funds to serve out-of-school youth in Baltimore County. Subcontracted service providers served 218 youth in FY 2015, with a total of 400 youth at some point in the service cycle. DEWD conducted an RFP process in the spring of 2016. CCBC was selected to be the single youth services provider for Baltimore County.*

##### *Capacity to Meet the Workforce Development Needs of Job Seekers and Employers*

*Possession of basic reading, writing and math skills, and basic job readiness have been identified by business leaders as baseline requirements for entry into the job market. Baltimore County's newly selected youth service provider, CCBC, will offer academic enhancement courses to assist youth in gaining the baseline literacy skills employers need. Youth will participate in job readiness training that prepares them with essential "soft" skills that employers value. Career development will also be an important component of programming: youth will learn to create resumes, cover letters, and interview effectively.*

*In terms of occupational alignment, CCBC's goal is to offer 18 customized cohorts, training 180 youth in workforce programs related to the in-demand occupations identified within the County's targeted industry sectors, such as: Diesel Mechanic (Port and Port-Related Industries, Logistics and Distribution), Medical Front Office (Healthcare), Pharmacy Technician (Healthcare), CAMT with CFC Universal Certificate (Manufacturing), Pre-apprenticeship with Welding (Manufacturing), A+ (Information Technology), CNA (Healthcare), and Logistics. Employer advisory boards convened by CCBC will assist in guiding the curriculum elements needed to prepare youth for work in these occupations.*



## Strengths

CCBC has partnerships with:

- DLLR
- CCBC
- DJS
- DORS
- EARN (Credential Training)
- Vehicles for Change
- BCPS
- DSS
- Junior Achievement (Summer Youth)
- Job Corps
- Local Management Board
- Housing and Planning

CCBC has excellent capacity to provide WIOA's fourteen elements of service through a combination of internal resources and a broad array of strong community-based partnerships.

CCBC has outstanding geographic coverage of the County, with:

Three full-service community college campuses:

Catonsville Campus  
800 South Rolling Road  
Baltimore, MD 21228-5317

Dundalk Campus  
7200 Sollers Point Road  
Baltimore, MD 21222-4649

Essex Campus  
7201 Rossville Boulevard  
Baltimore, MD 21237-3899

Three Extension Centers:

Hunt Valley  
11101 McCormick Road  
Baltimore, MD 21031

Owings Mills  
10300 Grand Central Avenue  
Owings Mills, MD 21117

Randallstown - Liberty Center  
3637 Offutt Road  
Randallstown, MD 21133

And locations at a variety of community-based organizations.

## Opportunities and Challenges

- Transitioning youth caseloads from previous service providers may be a work-intensive process for DEWD's youth division staff, diverting resources away from the real-time management of current programming.
- There is an opportunity to achieve better coordination of funding streams and services to optimize the benefits of available youth programming.
- Existing WIOA funds only allow for a small number of qualified Baltimore County youth to receive services.
- While many partner relationships are strong and effective, improved cohesion is needed between other partners, e.g., service providers for ex-offenders.

## Title II: Adult Education Providers – Community College of Baltimore County

### CENTER FOR ADULT AND FAMILY LITERACY (CAFL)

#### Summary

CAFL serves 2500 Baltimore County residents annually who are seeking a GED or a high school diploma or are in need of assistance in learning to speak English. CAFL programming is offered at all three CCBC campuses – (Catonsville, Essex, and Dundalk) as well as CCBC's Extension Centers. CAFL also runs at the Eastside Family Resource Center (EFRC), the Young Parents Support Center, and, occasionally, public schools during the evening.

*CAFL's offerings includes:*

- *Adult Basic Education and Essential Skills*
- *English for Speakers of Other Languages*
- *GED and Alternative High school Diploma Programs*
- *Basic Education Support Services*

*Capacity to Meet the Workforce Development Needs of Job Seekers and Employers*

*CAFL focuses on helping participants develop the basic employability skills sought after by employers in every industry sector.*

*The CAFL program is designed to assist participants in:*

- *Acquiring basic reading, writing and math skills;*
- *Speaking, reading and writing English;*
- *Preparing for the National GED® or External Diploma.*

*Strengths*

- *CAFL programming is designed to assist adults in overcoming some of the most common barriers to employment – a lack of basic skills, poor job readiness, and limited English language skills.*
- *Because CAFL operates within CCBC, participants have convenient access other academic resources available through the institution.*
- *CAFL participants can access support services that will help more achieve program completion.*

*Opportunities and Challenges*

- *By definition, the barriered individuals CAFL serves are more difficult to place in employment.*
- *Maintaining the regular attendance of participants can be challenging.*

## *CONTINUING EDUCATION*

*Summary*

*Beyond CAFL's programming, which is specifically designed to build basic literacy, numeracy, and work-readiness issues, CCBC also has a vibrant continuing education arm that play a vital role in professional development of Baltimore County's workforce. CCBC's School of Continuing Education offers thousands of course titles, degrees, and training for professional/technical certifications at three full-service campuses located in Catonsville, Essex, and Dundalk, as well as an Extension Center in Owings Mills. As previously noted, CCBC has Extension Centers co-located with County's AJCs. CCBC's Randallstown Extension Center is co-located with the Liberty Center, and CCBC's Hunt Valley Extension Center is co-located with the Hunt Valley Affiliate AJC. While CCBC is not physically co-located at the Eastpoint AJC, CCBC regularly delivers classes and workshops at that facility.*

*Capacity to Meet the Workforce Development Needs of Job Seekers and Employers*

*On the supply side of the equation, CCBC offers more than 100 associate degrees and certificate programs that prepare workers for employment in all nine of Baltimore County's targeted industry sectors. CCBC will work closely with the AJCs to ensure programming is aligned with occupations included on the Workforce Development Board's High Priority Occupations list.*



*On the demand side, CCBC has deep, long-standing connections in the region's business community, and a robust internal business services team. CCBC leadership sits on numerous area business councils and advisory boards to stay current on and responsive to employer needs.*

### *Strengths*

- *CCBC has deep penetration into the local and regional communities, both as an educational provider and as a valued training resource for businesses.*
- *The geographic distribution of CCBC's campuses and Extension Centers, and their proximity to public transportation, provide excellent access for residents seeking education and training throughout Baltimore County.*
- *CCBC has active partnerships with County and regional organizations in the local workforce development system, including (but not limited to), DEWD, DLLR, Veteran Services, BCPS, DSS, faith-based organizations, Vehicles for Change, and cultural community resources for immigrants, such as the International Rescue Committee.*

### *Opportunities and Challenges*

- *Students today require more financial support than ever to gain the education and training needed to be competitive in the job market. Beyond simple tuition funding, the support resources required to provide the level of programming that's really needed to promote student retention services is unfortunately limited. Students often need more support than is available.*

## *CONNECTIONS TO EMPLOYMENT (CtE)*

### *Summary*

*The CtE program performs a variety of functions that are complementary to, and coordinated with, the CAFL program. CtE staff develop and deliver customized training programs in partnership with external and regional partners. The CtE program works with CAFL to make connections between employers and qualified talent. Critically important student support services are available through CtE to facilitate student success, including academic learning support, disability accommodations, referrals, and career advising.*

### *Capacity to Meet the Workforce Development Needs of Job Seekers and Employers*

*The CtE program has approximately 800 class registrations and runs 25 to 30 cohorts annually. It is an industry-driven, business-friendly, flexible resource for training that can be delivered at a wide range of locations, from the CCBC campuses to the employer work sites.*

*The customized service offerings developed by the CtE program are entirely tailored to respond to business needs.*

### *Strengths*

- *The program serves individuals with a variety of barriers.*
- *CtE is set up to address retention issues by providing students with support services that make it possible for them to successfully complete training.*
- *Both sides of the workforce development equation receive focus: job seekers are prepared with the skills employers need, and businesses are connected with qualified talent.*

- *The services and programming offered through CtE are well integrated and coordinated with other CCBC programming, as well as with the services offered through the AJCs and other partners, to maximize the benefits to students.*

*Opportunities and Challenges*

- *Hitting the target numbers for recruitment, completion and placement rates can sometimes be difficult, given the fact that the CtE program targets participants who are hard to serve.*
- *Building unique solutions designed for individual employers can be time consuming and expensive.*

*Title III: Wagner-Peyser Employment Services - Department of Labor, Licensing, and Regulation*

*Summary*

*Although DLLR’s Wagner-Peyser staff are currently concentrated at the Eastpoint American Job Center, they regularly rotate to the other two County AJCs. DLLR and DEWD staff work together throughout the local system to provide seamless services to customers.*

*WP staff include a manager, assistant manager, and four Job Service Specialists (JSS), along with one Business Services Representative. JSSs assist customers with the intake process and registration in the Maryland Workforce Exchange. They also facilitate the Re-employment Opportunity Workshop (ROW) and Reemployment Services and Eligibility Assessments (RESEA) Workshops. A Labor Exchange Administrator oversees the implementation of these programs, as well as Veteran Services, the Maryland Reentry Initiative Program, and the American Indian Employment and Training Program.*

*WP staff facilitate job seekers in using computers in the resource area to access a range of resources, such as career exploration tools, information on occupations, and tools designed to assess strengths and transferrable skills.*

*WP staff also help job seekers create resumes on the Maryland Workforce Exchange (MWE) and conduct targeted job searches based on interests and qualifications.*

*UNEMPLOYMENT – DLLR offers two workshops for individuals who are unemployed: the Reemployment Opportunity Workshop (ROW) and the Reemployment Services and Eligibility Assessment Program (RESEA) workshops. ROW and RESEA are offered at all three AJCs. Their content is described in the following table:*

<b>Program</b>	<b>ROW – Reemployment Opportunity Workshop</b>	<b>RESEA – Reemployment Services and Eligibility Assessment Program</b>
<b>Description</b>	<i>ROW is a reemployment program that assists Unemployment Insurance (UI) claimants identified as least likely to exhaust benefits before finding a job.</i>	<i>RESEA is an alternative reemployment program that is more intensive in design, to assist individuals deemed most likely to exhaust their benefits. (More individuals in the RESEA group tend to have lower skills.)</i>

<b>Program</b>	<b>ROW – Reemployment Opportunity Workshop</b>	<b>RESEA – Reemployment Services and Eligibility Assessment Program</b>
<b>How are customers connected with these programs?</b>	<i>A dislocated worker files for unemployment insurance. DLLR “profiles” the individual to determine which program criteria he/she meets. DLLR sends individuals a letter explaining which program they have been assigned to, and what activities they must complete as part of that program.</i>	
<b>Activities</b> <i>*Participants in both programs risk losing their benefits if they do not participant in required activities.</i>	<i>ROW participants are required to attend a one-day workshop that features topics ranging from fine-tuning job search skills, interviewing, résumé development, negotiating salaries, and utilizing social media to create a marketing plan for re-employment.</i>	<i>RESEA participants attend one half-day workshops which includes an orientation to AJC services. In addition to the workshop, RESEA participants are required to work with AJC staff to complete an individualized UI Eligibility assessment and referral to adjudication, as appropriate, as well as a customized Individual Employment Plan (IEP). Participants are also required to participate in at least <b>two</b> post-RESEA reemployment services and/or training activities, which can include employability workshops and/or seminars.</i>
<b>DEWD Interaction with the Program</b>	<p><i>DEWD has developed the following strategy to prepare and connect individuals in the ROW and RESEA programs with employment opportunities:</i></p> <ul style="list-style-type: none"> <li><i>• An AJC staff person conducts a 20-minute presentation during both workshops to explain the services and resources participants can access through the AJCs.</i></li> <li><i>• An interest survey is distributed during DEWD’s presentation, to identify participants who would like to take advantage of AJC services.</i></li> <li><i>• Survey information is compiled and used for outreach purposes when job fairs, onsite recruitments, cohort training opportunities, or other workforce activities are planned by an AJC.</i></li> </ul>	

## VETERAN SERVICES

*The Disabled Veterans Outreach Program (DVOP) provides intensive services to meet the employment needs of disabled veterans and other eligible veterans, with emphasis directed toward serving those who are economically or educationally disadvantaged, including homeless veterans, and veterans with barriers to employment. Three Disabled Veterans Outreach Program Specialists (DVOPS) provide services in Baltimore County. Two DVOPS are stationed at Eastpoint and one rotates between the Liberty and Hunt Valley Centers. Job seeker veterans who qualify as having Significant Barriers to Employment (SBE), and who wish to have case management are referred to DVOP.*

*The County is also staffed with one Local Veterans Employment Representative (LVER), who works closely with the Business Services Representatives employed by DLLR and Baltimore County to identify hiring needs and make connections between employers' hiring requirements and the AJC pool of qualified job seekers.*

### *Strengths*

*The Labor Exchange Administrator has forged a productive working relationship with DEWD staff that creates cohesion and promotes a more seamless service delivery to customers.*

### *Opportunities and Challenges*

- *More staff are needed to meet service demands.*
- *Processes in the AJCs have not been updated in a long time.*
- *More integration with other partners is needed. (e.g. DORS, DSS, etc.)*

## *Title IV: Vocational Rehabilitation Services - Department of Rehabilitative Services (DORS)*

*DORS prepares people with disabilities to go to work and helps them to stay on the job. Rehabilitation counselors in DORS Region 5 field offices in Baltimore County provide or arrange for services that may include career counseling, assistive technology, vocational training and/or job placement assistance. DORS staff have specific areas of expertise to work with populations with significant disabilities. There are technical specialists who work with individuals with chronic illness, learning disabilities, traumatic brain injury, orthopedic issues, and intellectual disabilities.*

*In addition to services delivered via field offices, DORS also contracts with CCBC's Center for Alternative and Supported Education (CASE). CASE's Single Step program serves approximately 100 to 200 Baltimore County DORS participants annually who have cognitive, developmental, and mental health disabilities, providing academic, pre-vocational, social and independent living skills for students with special needs.*

*Single Step offers nine career training options:*

- *90-hour Childcare Certification*
- *Childcare Assistant*
- *Food Service*
- *Culinary*
- *Hospitality*
- *Warehouse and Forklift*
- *Office Skills*
- *Professional Animal Worker*
- *Security Guard*

## Safety

Single Step also offers a variety of individualized courses designed to meet the special needs of the population. (See [www.ccbcmd.edu/Programs-and-Courses/Adults-with-Disabilities/CASE-Single-Step-Course-and-Certificate-Offerings.aspx](http://www.ccbcmd.edu/Programs-and-Courses/Adults-with-Disabilities/CASE-Single-Step-Course-and-Certificate-Offerings.aspx))

### Capacity to Meet the Workforce Development Needs of Job Seekers and Employers

Approximately 3000 Baltimore County residents receive services from DORS annually at the field office locations and/or through contracted providers. (See the Challenges section for information on the current Waiting List.)

DORS has employment counselors and relationships with employers in the community. The organization also works closely with other local workforce development system partners to connect clients with appropriate employment opportunities.

### Strengths

- DORS staff have specialized expertise in working with specific populations.
- The Single Step program reaches difficult to serve populations barriered by a range of disabilities at a variety of locations.

### Opportunities and Challenges

- DORS subject matter experts can offer AJC staff cross-training to educate them on best practices in providing services to these populations.
- Service capacity cannot meet demand. As of the spring of 2016, DORS reported having a waiting list of 450 individuals with severe disabilities.
- Affording the cost of Single Step's tuition and fees can be a challenge for prospective or continuing students.
- Because of the wide range of unique challenges faced by individuals in the Single Step program, it can be difficult to find appropriate work sites for student internships.

## Temporary Assistance to Needy Families (TANF)

### Partner Summary

Baltimore County's Department of Social Services (DSS) is the local recipient of TANF funding. DSS operates four district offices in the County:

Young Parent Support Center  
201 Back River Neck Road  
Baltimore, Maryland 21221

Dundalk District Office  
1400 Merritt Boulevard, Suite C  
Baltimore, Maryland 21222

Essex District Office  
439 Eastern Boulevard  
Essex, Maryland 21221

Reisterstown District Office  
130 Chartley Drive  
Reisterstown, Maryland 21136

County residents can visit the district office that serves their zip code to learn about a wide range of programs and apply for the following types of support:

- *Temporary Cash Assistance (TCA) - Maryland's Temporary Assistance to Needy Families (TANF) program, provides cash assistance to families with dependent children (under age 19) and pregnant women when available resources do not fully address the family's needs and while preparing program participants for independence through work.*
- *The Temporary Disability Assistance Program (TDAP) - helps low-income, disabled Marylanders through a period of short-term disability or while they are awaiting approval of federal disability support. The program is funded through the State of Maryland to provide help to individuals without dependent children.*
- *The Supplemental Nutrition Assistance Program (SNAP) - called the **Food Supplement Program (FSP)** in Maryland, formerly known as Food Stamps, helps low-income households buy the food they need for good health.*
- ***Medicaid**, also called **Medical Assistance (MA)** pays the medical bills of needy and low-income individuals. It is administered by the State and pays medical bills with Federal and State funds.*

*The employment barriers these populations face are daunting. The average participant has an 8<sup>th</sup> grade literacy level, and a 6<sup>th</sup> grade average numeracy level. A full quarter of participants do not hold High school degrees. Nearly half only have a High school degree or GED. The impact of these barriers is clear: in the months between July of 2015 and April of 2016, the level of unemployment among TANF/TCA participants fell within a narrow range between 85 percent and 90 percent.*

#### *Job Network*

*In order to qualify for support, most TANF/TCA beneficiaries are required to participate in activities that will help them become gainfully employed. DSS contracts with Job Network to provide mandated employment services, offered at two County locations:*

*Job Network - Essex*

*439 Eastern Blvd*

*Baltimore, Md. 21221*

*(Co-located with District Office)*

*Job Network - Catonsville*

*800 S. Rolling Road*

*Catonsville, Md. 21228*

*Job Network provides a structured program in which participants gain valuable information and resources, such as instruction on resume writing, interviewing, cover letters and the job search process. In addition to extensive essential skills training and career preparation, Job Network participants work with Employment Coordinators to help them prepare for and pursue job opportunities. A team of Job Developers work with the local business community to understand employer needs and match qualified candidates with local and regional employment opportunities. Job Developers build long term relationships with employers by ensuring individuals referred to employers as candidates for openings are pre-screened. Job matching and retention services are also added values for employers.*

*Onsite career events, employer informational sessions, off site career days at the employer site, career fairs and networking events are primary methods used to identify the needs of local and regional businesses.*

#### *Workforce Solutions*



Beneficiaries who have been unemployed for more than 48 weeks are served by Humanim’s Workforce Solutions program. This program offers more intensive case management. Staff assist individuals who may need long-term financial support in applying for Social Security Disability Insurance and accessing other resources, such as mental health care.

#### Capacity to Meet the Workforce Development Needs of Job Seekers and Employers

The numbers served by DSS are staggering: nearly 10,000 individuals are referred annually for TCA. Approximately 5000 Able-Bodied Adults Without Dependents (ABAWDs) are also referred, although the no-show rate for both groups is high. In addition, 115,000 County residents receive services through the Supplemental Nutrition Assistance Program (SNAP), 225 are served under the Noncustodial Parent Employment Program (NPEP), and approximately 40 through the Transitional Foster Care program.

Through the Job Network and Workforce Solutions programs, DSS annually provides 6,500 participants with training related to job readiness and job search skills. In 2015, 1342 participants were placed in jobs. Approximately 200 participants a year increase numeracy and/or literacy skills, or earn occupation-related certificates, and 25 earn a GED.

#### Strengths

Through the Job Network program, employment services are integrated into a holistic program of services specifically designed for the barriered populations WIOA has targeted for priority services.

Formal job readiness training is included and job readiness skills are informally infused throughout a participant’s engagement in the Job Network program; participants in all Job Network activities are required to attend 30 to 35 hours a week.

The diversity of DSS training options to help participants prepare for sustainable employment is robust. Training is available in all of the following areas:

• Construction	• Skilled Trades	• Retail
• Transportation, warehouse logistics	• Administrative	• Education
• Customer Service/Call Centers	• Childcare	• Government (State/County)
• Healthcare	• Hospitality	• Culinary, Restaurants

An emphasis has been placed on identifying opportunities to connect participants with training for occupations on career pathways, including:

- Moveable Feast & St. Vincent DePaul (Culinary)
- Genesis - CNA & GNA training leading to full time employment and career pathway
- RF Conversions – training leading to automotive body work & conversion in the Automotive industry
- Jane Addams Resource Corporation (JARC) Welding & Manufacturing ([www.jane-addams.org/programs/jarc-baltimore](http://www.jane-addams.org/programs/jarc-baltimore))
- Hopkins – Internship opportunities in environmental services leading to full time employment with career path
- Mercy Hospital – direct hire or training with direct hire and career path
- Details – Social enterprise preparing job skills specific to construction industry

- A third of Job Network completers continue their education at CCBC.

To address barriers faced by the TANF population, DSS has built an expansive network of partnerships that span the local AJCs, DORS, CCBC, Humanim, as well as numerous community organizations:

- |   |   |                               |
|---|---|-------------------------------|
| • Community Assistance Network                                      | • Maryland Works                                  | • Suited to Succeed           |
| • Fuel Fund   | • Baltimore County Chamber of Commerce            | • SEEDCO                      |
| • Southeast Group   | • Job Opportunities Task Force                    | • Maryland Family Network     |
| • Central Maryland Transportation Resource Information Point (TRIP) | • Maryland Food Bank                              | • Child Locate                |
| • Vehicles for Change/Transportation Assistance Partnership (TAP)   | • Homeless Persons Representation Project         | • Young Parent Support Center |
| • Total Health Care   | • Leadership Baltimore County Program             | • Maryland Cash Campaign      |
| • Greener and Healthier Homes                                       | • Franklin Square Hospital                        | • Success In Style            |
| • ASPIRE  | • East Baltimore Development Incorporated (EBDI)  | • PRP Learning Style          |
| • Priority Partners MCO   | • Mayor’s Office of Employment Development (MOED) | • Welfare Advocates           |

### Opportunities and Challenges

TANF funding has been flat for several years, making it difficult to provide the growing level of services participants need to address the complex challenges they often face. Poor academic attainment and resulting low literacy and numeracy levels, poor work histories, behavioral and mental health issues, and substance abuse are all too common among TANF recipients. Their efforts to find and keep good jobs are further compounded by a lack of transportation, a lack of affordable, family-friendly childcare, and poor access to behavioral health resources and affordable housing.

Job Network needs more physical space to serve the large number of individuals who are currently enrolled in, or who need to be enrolled in the program. On the other side of the coin, meeting performance targets for program attendance can also pose difficulties, because mandated participants are not always cooperative in engaging in the process.

### Reintegration of Ex-Offenders Program

#### Partner Summary

Baltimore County has the second highest population of ex-offenders in the state of Maryland. Ensuring these individuals find good jobs is a primary factor in the success of their reintegration into their communities. Employment is also a powerful deterrent to recidivism.



*Two partner organizations provide services to help individuals transition from incarceration to post-release employment. Baltimore County's Department of Corrections provides detainees with services "behind the fence," and the Maryland Reentry Initiative Program provides support to ex-offenders in the AJCs.*

#### *Baltimore County's Department of Corrections (DOC)*

*The goal of DOC services is to proactively assist individuals prepare for the transition to life, post-release. The Department of Corrections partners with the Department of Social Services and CCBC to provide GED classes several days a week. Male detainees can be enrolled in the "Winning Fathers" program. Detainees who are successful in completing these and other programs are released back to their communities with referrals and job placements, as appropriate. Social Services staff follow clients into the community to provide stipends and additional support, as appropriate.*

#### *Maryland Re-entry Initiative Program*

*One Re-entry Transition Specialist rotates between the County's Eastpoint and Liberty AJCs, to provide workshops and individualized support to ex-offenders. The workshops cover a wide range of issues relevant to ex-offenders, including procedures for expungement of records, bonding, resume writing, interviewing skills, and more. Customers who want the AJC to help them secure a Bonding Letter or who want to access training with WIOA funds are required to attend one of the Re-entry Workshops.*

#### *Capacity to Meet the Workforce Development Needs of Job Seekers and Employers*

*The Maryland Re-entry Initiative program has run a Job Fair for the last three years to connect job seekers with criminal records to local and regional jobs. Some of the larger employers who have participated at the fairs include Johns Hopkins, Verizon, Broadway Services, Elevator, and Escalator Union.*

#### *Strengths*

- The Re-entry Specialist works closely with service providers of other populations whose needs have significant overlap with those of ex-offenders, including veterans, individuals with substance abuse issues, and individuals who are homeless.*

#### *Opportunities and Challenges*

- More resources are needed to support the intensive level of case management this population needs.*
- Baltimore County has a fully-equipped Mobile AJC funded to serve the ex-offender community under a grant that has expired. Because no funding is currently available, Mobile Unit use is limited.*
- The youth population is not currently being captured through the AJCs re-entry program.*
- A formal protocol is needed to ensure that Business Services Representatives are consistently asking employers about their willingness to hire ex-offenders.*
- AJC and Business Services staff need training on important legislative changes that have taken place with respect to ex-offenders.*

#### *Trade Adjustment Assistance*

### *Partner Summary*

*The Trade Adjustment Assistance (TAA) Program in Baltimore County operates out of the Eastpoint AJC. The County's TAA program is in the final stages of a large project to serve R.G. Steel workers following the closing of that plant. DLLR staff supporting the TAA program will continue to provide trade-affected workers in Baltimore County with opportunities to obtain the skills, resources, and support they need to become reemployed as the need arises.*

### *Carl D. Perkins*

#### *Partner Summary*

*Both CCBC and BCPS receive funding from the Carl D. Perkins federal program, through the Maryland State Department of Education. Perkins funding is used to improve and expand approved career and technical training programs. Examples of funding include program design, equipment, professional meetings, initial staffing for new programs and other resources that improve and expand programming. CCBC and BCPS provide annual plans to MSDE. In turn, MSDE combines plans from all Maryland Perkins recipients to submit as part of the State plan presented to the federal government.*

#### *Baltimore County Public Schools (BCPS)*

*BCPS is the secondary education partner funded under Carl D. Perkins. BCPS utilizes Perkins funds to support its Office of Career and Technology Education ("CTE Office"). DEWD's Youth Services division works most closely with the CTE Office's School to Career Transition (STCT) program. STCT offers high school students opportunities to engage in a variety of work-based learning experiences, including internships, CTE capstone completers, apprenticeships, and job shadowing.*

*Twenty-five BCPS magnet and non-magnet schools across the County provide programming funded under Carl D. Perkins in the following Career Clusters:*

- Arts, Media, and Communication*
- Business, Management, and Finance*
- Career Research and Development*
- Consumer Services, Hospitality, and Tourism*
- Construction and Development*
- Environmental, Agricultural, and Natural Resource Systems*
- Health and Biosciences*
- Human Resource Services*
- Information Technology*
- Manufacturing, Engineering, and Technology*
- Transportation Technologies*

*All BCPS CTE programs emphasize the development of work-place readiness skills. Students develop professional portfolios and resumes to present to perspective employers and for college admission and scholarship applications. Students who complete CTE programs are eligible for skill certificates, apprenticeship credits, state licensing, or industry-recognized certifications.*

*Community College of Baltimore County (CCBC)*

*CCBC is the post-secondary educational partner receiving Carl D. Perkins funds within Baltimore County. CCBC’s Perkins funds are used to support the Career Pathways program, a partnership between CCBC and BCPS. Career Pathways are programs of study which begin in high school and continue at CCBC, culminating in either an associate degree, further postsecondary study, or employment. The Career Pathways program combines classroom and workplace experiences to help students prepare for post-secondary education, as well as entry into technical and career fields.*

*BCPS high school students can earn up to 23 free college credits upon successful completion of the program. Students completing a minimum of four high school credits in their Career Completer program with a technical grade point average of B or better are eligible to receive articulated college credits upon enrollment to CCBC.*

*The table below shows CCBC’s Career and Technology Pathway Agreement for Construction and Development:*

<i>High School Program</i>	<i>CCBC Program</i>	<i>Credits Awarded</i>	<i>Suggested Sequence</i>	<i>Career Options</i>
<i>Carpentry Careers</i>	<i>Construction Management</i>	<i>6</i>	<i>Carpentry Careers</i>	<i>Carpentry</i>
<i>Construction Maintenance-HVAC Careers</i>	<i>Construction Management</i>	<i>22</i>	<i>HVAC-Construction Maintenance</i>	<i>HVAC</i>
<i>Construction Management</i>	<i>Construction Management</i>	<i>6</i>	<i>Construction Management</i>	<i>Construction Management</i>
<i>Electrical Careers</i>	<i>Construction Management</i>	<i>6</i>	<i>Electrical Careers</i>	<i>Electrician</i>
<i>Mechanical Construction/ Plumbing</i>	<i>Construction Management</i>	<i>3</i>	<i>Mechanical Construction/ Plumbing</i>	<i>Construction Management</i>

*Capacity to Meet the Workforce Development Needs of Job Seekers and Employers*

- *BCPS's Work-based Learning (WbL) program includes both CTE and non-CTE students. The WbL program is a half-day work schedule that allows students to complete academic coursework part-time while also gaining real work experience.*
- *Every high school in Baltimore County has a Work-based Learning Coordinator on staff. The WbL Coordinator is a certified teacher with an additional certification in work-based learning. This individual works with businesses local to the high school to ascertain their needs and manages students in off-site employment placements.*
- *BCPS maintains industry advisory boards for every CTE program. These boards are comprised of local businesses who conduct annual reviews of programming and provide input and guidance to revise curriculum, as needed to stay current with employer needs.*
- *BCPS maintains a database of local and regional employers who provide employment opportunities tied to CTE specialty areas.*

*CCBC has 11 Career and Technology Pathways Agreements in place with BCPS, in the following areas:*

- |   |  |
|---|--|
| • <i>Business Management and Finance</i>                  | • <i>Human Resource Services</i>                   |
| • <i>Construction and Development</i>                     | • <i>Information Technology</i>                    |
| • <i>Consumer Services, Hospitality and Tourism</i>       | • <i>Junior ROTC</i>                               |
| • <i>Environmental Agricultural and Natural Resources</i> | • <i>Manufacturing, Engineering and Technology</i> |
| • <i>Health and Biosciences</i>                           | • <i>Mass Communications</i>                       |
|   | • <i>Transportation Technology</i>                 |

*CCBC also has articulation agreements with the following Maryland and Pennsylvania Counties:*

- |   |   |
|---|---|
| <i>Allegany County Public Schools (ACPS)</i>      | <i>Frederick County Public Schools (FCPS)</i>       |
| <i>Anne Arundel County Public Schools (AACPS)</i> | <i>Harford County Public Schools (HCPS)</i>         |
| <i>Baltimore City Public Schools (BCPS)</i>       | <i>Howard County Public Schools (HCPSS)</i>         |
| <i>Calvert County Public Schools (CCPS)</i>       | <i>Kent County Public Schools (KCPS)</i>            |
| <i>Carroll County Public Schools (CCPS)</i>       | <i>Montgomery County Public Schools (MCPS)</i>      |
| <i>Cecil County Public Schools (CCPS)</i>         | <i>Prince Georges County Public Schools (PGCPS)</i> |
| <i>Dorchester County Public Schools (DCPS)</i>    | <i>Talbot County Public Schools (TCPS)</i>          |
| <i>Franklin County Public Schools (FCPS)</i>      | <i>Washington County Public Schools (WCPS)</i>      |
|   | <i>Worcester County Public Schools</i>              |

### *Strengths*

- *BCPS's CTE offerings are diverse and high-quality, and includes rigorous curriculum, such as Project Lead the Way.*
- *All CTE students are required to complete two career preparation courses that cover 21<sup>st</sup> Century employability skills, academic skills and employability and technical skills specific to the occupational area in which they are placed.*
- *BCPS offers 33 different programs of study, representing each of Maryland's 10 Career Clusters.*
- *BCPS has a relationship with ABC of Baltimore that facilitates involvement in apprenticeships.*

- *BCPS operates its CTE program from the central office, which provides a high degree of consistency and quality in programming.*
- *Connections between BCPS and CCBC are strong. CCBC operates a High School Collaboration Office dedicated to assisting school students in matriculating CTE credits over to college-level courses.*

*Opportunities and Challenges*

- *It is difficult to keep all programs staffed with qualified instructors. Qualifications to teach in most CTE programs include three years of industry experience and a Maryland educator’s certificate.*
- *The current process for collecting data on the industry credentials that students earn while in high school needs to be improved. (Note: This will be a primary focus for the CTE office in 2016-2017.)*
- *Awareness among counselors and parents, and the community of the benefits of participating in CTE programs needs to be increased.*

*Post-secondary Institutions*

*The partners whose training and employment programs have been described in this section provide essential professional development resources for the populations targeted under WIOA. They maintain important “on-ramps” in a larger workforce development system that also includes a wide range of outstanding post-secondary institutions throughout the Baltimore region. The universities, colleges, and technical schools listed in the table that follows play an important role in facilitating ongoing career development of local workers as they advance along career pathways:*

<i>Anne Arundel Community College</i>	<i>Howard Community College</i>	<i>Tai Sophia Institute</i>
<i>Baltimore City Community College</i>	<i>ITT Technical Institute</i>	<i>TESST College of Technology</i>
<i>Capitol College</i>	<i>Johns Hopkins University</i>	<i>Towson State University</i>
<i>College of Notre Dame of Maryland</i>	<i>Loyola College</i>	<i>University of Baltimore</i>
<i>Community College of Baltimore County</i>	<i>Morgan State University</i>	<i>University of Maryland at Baltimore</i>
<i>Coppin State University</i>	<i>Sojourner-Douglass College</i>	<i>University of Maryland Baltimore County</i>
<i>Goucher College</i>	<i>Stevenson University</i>	<i>University of Maryland University College</i>

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**Susquehanna** also provided a good analysis of strengths and weaknesses.

**Excerpt:**

*Workforce development strengths include:*

- *Strong economic and workforce development partnerships*

- *Proven ability to address local and regional workforce priorities collaboratively with partner organizations*
- *National and local award winning Workforce Board with representation and strategic linkages to key business, industry, sector and government leaders*
- *Proven long term record of accountability and performance*
- *Strong and collaborative partnerships with local and regional economic developers, chambers of commerce, education and training providers and business, governmental and community organizations*
- *Proven and successful track record with grants and serving targeted populations*
- *Secondary and Post-Secondary systems that aggressively seek to expand educational and training opportunities, degreed and credentialing opportunities and workforce programs*
- *Dynamic business outreach and engagement*
- *Situated in the northeastern corner of Maryland with intermodal transportation and sandwiched between two major metropolitan areas provides increased access to workforce services and employment opportunities*
- *Customarily deploys data-driven decision making practices*

*Key local workforce opportunities and challenges include:*

- *Continuing to expand higher education and credentialing opportunities*
- *Accelerated job openings via retirements*
- *Increased prevalence of professional, scientific and technical occupations*
- *Predominance of Small and Micro businesses necessitating workers with versatile skill sets*
- *Capacity to expand workforce programs and sector initiatives to address the needs of the diverse industry composition in the local area*
- *Broadening access of workforce services to those living in the most rural areas and to specialized and targeted populations with multiple barriers to employment*
- *Increasingly, job growth in the region is concentrated in industries that require elevated levels of human capital*

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**Prince George’s County** plans to add a “Talent Acquisition Specialist” in the Office of Business Services in an effort to more effectively engage businesses.

**Excerpt:**

*In the spirit of WIOA the WDB and WDB Executive Director have integrated the Office of Business Services and the Maryland Department of Labor, Licensing and Regulations (DLLR) to manage multi-level engagement of businesses through ongoing communication and partnerships. With the integration of the two business services entities both organizations Business Consultants collectively serve the needs of local and regional employers utilizing collection of services, tools and business strategies. Each Business Consultants (BC) in the integrated system is assigned an in-demand industry within Prince George’s County local area and region. The team has a uniform set of operations, flyer and will be purchasing and implementing the usage of a customer relationship management system (CRM) to track the cumulative efforts of business services in the Prince*



*George's County Public Workforce System. It is the goal of the WDB that all partners purchase and utilize a common CRM tool for business engagement tracking across the County.*

*The Prince George's County Public Workforce System's new and more efficient Office of Business Services will improve the service delivery to business and bring more opportunities to job seekers entering the Prince George's County One Stop Career Centers. To meet the projected increased opportunities provided by the BC's, the WDB has worked with the EDC to add a new position to the Office of Business Services, the Talent Acquisition Specialist (TAS). The TAS serves as the liaison between the Office of Business Services and the programs and partners operating within the Career Centers. The TAS will ensure that job seekers are job ready and connected to the BC working with businesses in their desired industry.*

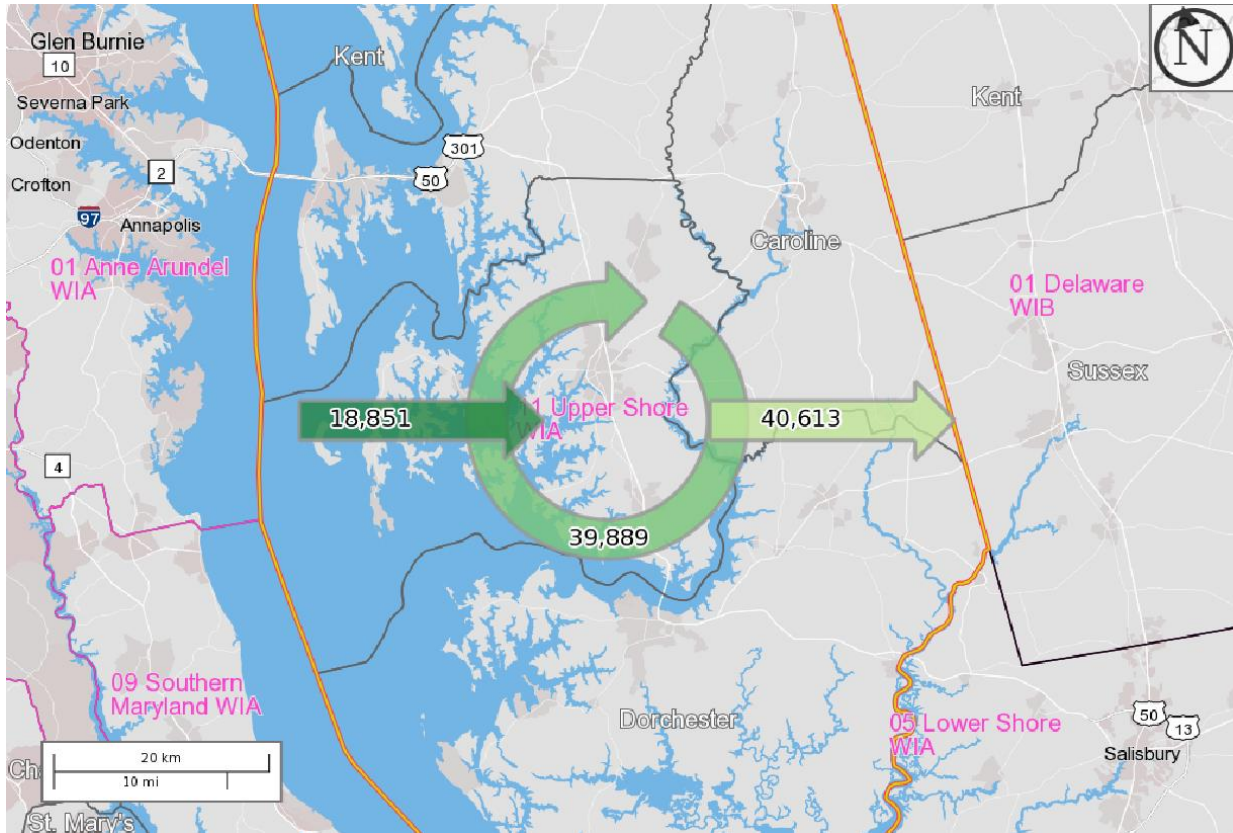
*Career Service and Business Services are coordinated through Prince George's County One Stop Career Centers. The One Stop Career Centers are the hubs of the Prince George's County Public Workforce System. All job seekers have access to career resource areas in each of the Prince George's County career centers. Resource areas allow job seekers the opportunity to conduct job searches, submit employment applications, develop their resumes, participate in a variety of workshops and conduct research on the availability of jobs in the area. Additional services provided by the partners in the Prince George's County One Stop Career Centers include referrals, on-site recruitments, virtual notifications, and other methods.*

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The **Upper Shore** area displayed strength in analysis in its discussion of “commuters.”

**Excerpt:**

*A significant Labor Market Trend in the Upper Shore area is the prevalence of commuting. The Inflow/Outflow of commuters is shown in the map graphic below. The Inflow/Outflow data is easy to obtain, available on the US Census Bureau's Longitudinal Employer-Household Dynamics (LEHD) website. The data however, doesn't tell us why workers choose to commute. The USWIB, by engaging employers and customers, will work to determine the training strategies for customers that lead to a local or commuter job. There are many anecdotal stories about commuters, but the LEHD data provides a measure of the significant impact of the outflow of workers on a daily basis. The data indicates that more workers live in the Upper Shore and commute to work elsewhere, than live and work in the Upper Shore.*



US Census Bureau: LEHD On The Map

(E) A description of the Local Board’s strategic vision and goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), including goals relating to the performance accountability measures based on primary indicators of performance described in Section 116(b)(2)(A) of WIOA in order to support Local Area economic growth and economic self-sufficiency.

**Prince George’s County** provided a model strategic vision and priorities breakdown.

**Excerpt:**

*The WDB’s strategic planning process yielded the following vision:*

*“A Workforce Development Board driving the innovation, integration, continuity, productivity, and efficiency of a workforce system that produces a robust, qualified, and skilled workforce that meets the needs of the business community.”*

*The development of the WDB’s visions led to the creation of five strategic priorities. The five strategic priorities are listed below:*



1. *Provide Employer-Driven Education and Training*
2. *Promote Integration of Partners within the Prince George's County Public Workforce System*
3. *Implement a "No Wrong Door" Approach to Service Delivery*
4. *Serve Small Businesses*
5. *Prioritize hardest-to-serve populations*

Overall, through these strategic priorities, the WDB plans to:

1. *Create career pathways with stackable credentials based on industry (blue collar and higher skilled)*
2. *Create career pathways based on sector strategy research conducted in Prince George's County and the Capital Region*
3. *Assess and provide wrap-around services to meet mental health and/or learning issues.*
4. *Become recognized as "the" subject-matter expert for responding to the workforce needs of Prince George's County, Maryland's Capital Region and the D.C. Metropolitan Area*
5. *Have representation on several key Business and Economic Development Boards (Chamber, Prince George's County Economic Development Corporation, Prince George's County Business Roundtable, Greater Washington Board of Trade, and etc.)*
6. *Convene annual meetings to conduct conversations with all of the business and economic development entities*
7. *Identify the barriers of the hardest-to-serve and create customized services to address specific barriers*
8. *Obtain alternative funding sources outside of WIOA to minimize the percentage of WIOA dollars funding the public workforce system*
9. *Identify methods and strategies to address the barriers experience by a large portion of the unemployed population in Prince George's County*
10. *Conduct cross-training and continuous training with internal and external partners*
11. *Provide excellent and consistent customer service by developing and enforcing SOP's*
12. *Create a Prince George's County Public Workforce System that no matter where a customer enters or calls, they receive consistent services and answers. This system will be reinforced by leadership upon identification of the agencies that need the common 'door'*
13. *Develop marketing collateral and training materials that are consistent in their messaging*
14. *Create a vehicle for developing available talent pools that promote business retention and expansion by identifying OJT opportunities and utilizing incumbent worker training*
15. *Conduct business needs assessments to develop effective service plans and referrals to other resources that lead to the expansion and growth of businesses utilizing the public workforce system*
16. *Conduct business engagement and outreach to identify qualified small businesses and provide an orientation to workforce development services*

**Baltimore City's** vision statement was clearly defined and well done.

**Excerpt:**

*The Baltimore Workforce Development Board "envision[s] a city where every person maximizes his or her full employment potential and all employers have the human resources to grow and prosper."*

*In order to achieve this vision, it has adopted the mission:*

*“In collaboration with all key stakeholders, most importantly business, will build a workforce development system that drives and supports the local economy.”*

(F) Taking into account analyses described in subparagraphs (A) through (D), a strategy to work with the entities that carry out the core programs to align resources available to the Local Area, to achieve the strategic vision and goals described in subparagraph (E).

**Anne Arundel** established an “Alignment Committee” of partners.

**Excerpt:**

***Alignment Committee (includes Career Center work group):***

- *Oversee the Anne Arundel County Career Center operations to ensure all visitors receive excellent customer service*
- *Partner with Wagner-Peyser, Adult Education, and Vocational Rehabilitation to ensure implementation/enhancement of a career pathways model*

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**Southern Maryland’s** partners convened groups to align procedures to enhance Southern MD’s ability to carry out the vision and goals.

**Excerpt:**

*The Southern Maryland Workforce Development Board has established a partnering convening group comprised of Core Program Partners to provide recommendations and advice on the local workforce system and to establish procedures for aligning resources. The partnering convening group has discussed and agreed to some aligned procedures that will enhance the Southern Maryland Workforce Development Area’s ability to carry out the vision and goals for the workforce system:*

- *Ensure that ALL jobseeker clients, regardless of where they first access the workforce system, will be registered in Maryland’s Workforce Exchange.*
- *Create a common intake form that will be used until such time a statewide electronic common intake is established.*
- *Partner program inclusion in the mobile unit that is available for remote access to services throughout the region.*
- *Establish initial screening questions to help in identifying potential partner engagement.*
- *Establish partner lists of typical characteristics for each program in regard to potential eligibility and suitability for enrollment to assist with targeted referrals.*
- *Each partner has negotiated a referral process that kicks in based on the initial screening findings and has agreed that if the initial screening is done at the American Job Center, basic individualized services will be offered and provided.*

- *Create a service map of available basic and individualized career services, training, and supportive services.*
  - *Create a system orientation to be used at all access points in the Southern Maryland Workforce Development Area.*
  - *Initiate a primary case management system where an individual maintains his or her case manager at the point of first enrollment to provide a single point of contact regardless of the subsequent funding streams he or she may be co-enrolled in. Subsequent funding streams will serve as a program contact that maintains appropriate recordkeeping to track progress and performance data.*
  - *Establish a tracking form that will be used until such time a statewide electronic tracking is available via an integrated case management system.*
  - *Core Program Partners will meet at least monthly to review referral listings, enrollments, co-enrollments, and exits. These meetings will serve as informational to help partners follow through on referrals, to provide opportunities for pitching co-enrollment possibilities, discuss performance strategies, and to coordinate exits.*
  - *Core Program Partners that have a “job” as a planned outcome have agreed to participate on an integrated business service team including Adults, Dislocated Workers, Youth, Wagner-Peyser, Vocational Rehabilitation, and Temporary Cash Assistance.*
  - *Core Program Partners plus the College of Southern Maryland and Economic Development Representatives will assist in the creation and support of sector partnerships for the identified existing and emerging industries and occupations. The sector partnerships will incorporate career pathways into its responsibilities in terms of creating a flow of the career path options, analysis of the needs and expectations of business customers, analysis of the existing skills and knowledge of the talent pipeline, and work with education representatives to tap into existing training or create new credentialing or certification options. The College of Southern Maryland will include Carl Perkins options in the equation to assist with credits for eligible participants.*
  - *Core Program Partners have discussed and agreed upon the existing and emerging in-demand industries and occupations that the Southern Maryland Workforce Core Program Partners have discussed and agreed upon the existing and emerging in-demand industries and occupations that the Southern Maryland Workforce Development Area will focus on regarding business development and the building of a talent pipeline to meet business needs and expectations.*
- 

**Mid-Maryland** established strategies that promote alignment among partners.

**Excerpt:**

*We have held and will continue to hold local partner meetings to ensure alignment of the system and to make the best use of resources available. The goal for all of us is an integrated system that is responsive to local and regional workforce needs. Collaboration will result in enhanced customer service.*

*A customer-centered approach is the cornerstone of our service delivery. This will be achieved by:*

- *Increasing opportunities for cross training of staff fostering timely and responsive services without duplication*
- *Sharing information to ensure alignment with the goals identified by the board*

- *Supporting the state's goal for a common intake process*
- *Establishing point of contacts for each partner to enhance the customer referral process*

## Section 2 – Alignment of the Local Workforce Development System

*This section includes a description of the workforce development system within the Local Area, a description of how the Local Board will expand employment and training opportunities and how the Local Area will incorporate EARN Maryland and apprenticeship opportunities into its programing.*

(A) A description of the workforce development system in the Local Area that identifies the programs that are included in that system and how the Local Board will work with the entities carrying out workforce development programs identified in the State Plan. The description should also include how the Local Board and the programs identified plan to align and integrate to provide services to customers. The description should also include programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.).

**Frederick County** is moving the AJC to Frederick Community College.

**Excerpt:**

*Frederick County’s local workforce system is one built on collaboration and coordination. The county is known for being a well-networked community. Wagner-Peyser, TAA, UI, JVSG, DORS, and WIOA adult and dislocated worker programs are currently co-located at the Business and Employment Center/American Job Center in Frederick. Plans for Frederick County’s American Job Center to move into a renovated space at the Frederick Community College Advanced Training Center<sup>2</sup> are well underway, further showing the commitment of our County Executive and Workforce Development Board to partner for efficient and effective delivery of workforce programs.*

**Baltimore City** chart included in its response to Section 2(A) encapsulates all partners and the services they provide.

**Excerpt:**

	Entity	Services
Title I – Workforce Development Activities	Adult: Delivered by the Mayor’s Office of Employment Development	Determine eligibility for career and individualized services, referral to occupational skills training and job placement assistance.
	Dislocated Worker: Delivered by the Mayor’s	Determine eligibility for career and individualized services, referral to

<sup>2</sup> 200 Monroe Avenue, Frederick, MD 21701 <http://www.frederick.edu/about-fcc/monroe-center.aspx>

	Office of Employment Development	occupational skills training and job placement assistance.
	Youth: Administered by the Mayor’s Office of Employment Development	Under WIOA the Youth Council is not mandated but due to the success and high level of participation of youth service providers, school system, non-profits, local and state agencies, and business it was decided to keep the Youth Council with the new name Youth Committee.
	Job Corps: Maryland Job Corps Adams and Associates, Inc.	A Job Corps admissions representative holds scheduled hours at the Eastside One-Stop Career Center to provide outreach, intake and orientation sessions for interested candidates. A Job Corps transition specialist provides job search assistance at the Eastside One-Stop Career Center.
Title II –Adult Education and Literacy	Baltimore City Community College	<p>Provide assistance in establishing eligibility for programs with financial aid assistance for training and education programs provided under WIOA.</p> <p>Conduct diagnostic testing and use of other assessment tools; CASAS. Facilitate GED and ABE classes in the One-Stops</p> <p>Perform assessments and instructional services in basic skills and/ or English language skills for language acquisition. Provide integrated education and training programs including ABE/ESL</p> <p>Provide occupational skills training for in-demand jobs.</p>
	LIFT	Assessments, advising, and instructional services in adult basic and secondary skills and/or English language skills

	South Baltimore Learning Center	Assessments, advising, and instructional services in adult basic and secondary skills and/or English language skills  Cross referral of learners for skills upgrades  Workforce Literacy Classes
	Strong City Baltimore	Assessments, advising, and instructional services in adult basic and secondary skills and/or English language skills  Cross referral of learners for skills upgrades
Title III- Wagner-Peyser	State of Maryland, Department of Labor, Licensing and Regulation	Wagner-Peyser staff are located full-time at each One-Stop location to provide outreach, intake, orientation sessions, and job readiness sessions.
Title IV-Vocational Rehabilitation Services	State of Maryland Department of Education, Division of Rehabilitative Services	DORS counselor is assigned to Baltimore City One-Stops for referral to DORS Services if requesting any of the following: <ul style="list-style-type: none"> <li>• an accommodation needed to access the AJC, or</li> <li>• indicates a need for multiple or extensive vocational services, or</li> <li>• Customer receives SSI or SSDI benefits as a result of a disabling condition (qualifies for Ticket to Work).</li> <li>• Is interested in specialize vocational rehabilitation services to assist with employment.</li> </ul>
Senior Community Service Employment Program	State of Maryland, DLLR	Senior Aide Workers are located at some One-Stop sites. Outreach, intake and orientation to One-Stop services for older workers are the shared responsibility of all partners. All Staff are trained on the workforce development services available

		through the Older American's Act. Detailed descriptions are available at One-Stops at all partner sites.
	Senior Service America	Provides Senior Aide Workers at some One-Stop Sites. Outreach, intake and orientation to One-Stop services for older workers are the shared responsibility of all partners. All Staff are trained on the workforce development services available through the Older American's Act. Detailed descriptions are available at One-Stops and all partner sites.
Temporary Assistance to Needy Families	State of Maryland, Baltimore City Department of Social Services	Through a partnership with MOED, BCDSS provides workforce development services to TANF recipients. In the coming year, collaboration and integration of workforce development services aims to increase participation of TANF recipients in WIOA services.
Vocational Education Activities under Carl D. Perkins Career and Technical Act of 2006	Baltimore City Community College	Career and Technology Education (CTE) prepares both youth and adults for a wide range of careers. The careers require varying levels of education- from high school and postsecondary certificates, to apprenticeships. Students add value to their overall education by completing CTE programs of study that provide opportunities to earn industry-recognized credentials.
Trade Adjustment Assistance	State of Maryland Department of Labor, Licensing and Regulation	WIOA DW program, provide some services to TAA participants along with WP staff, supervised by DLLR supervisors, typically have primary responsibility for the program at the one-stop and assist TAA participants with completing and submitting all paperwork required to receive training. They also assist participants with completing some requirements associated with their receiving Trade



		Readjustment Allowances (TRA), such as applying for and renewing waivers.
Veterans	State of Maryland Department of Labor, Licensing and Regulation	Veteran staff are located at each of the One-Stops to provide services to veterans.
Community Service Block Grant	City of Baltimore Housing and Community Development, The Mayor’s Office of Human Services, Community Action Centers	At a minimum, detailed service descriptions for each of the Community Action Centers (CAC) are available at the One-Stop locations. Information on the services available through the One-Stops is available at the CACs.
Housing and Community Development	City of Baltimore Housing and Community Development, Housing Authority of Baltimore City	Services are provided through direct referral to the One-Stops.
Unemployment Compensation	State of Maryland, Department of Labor, Licensing and Regulation	Working in conjunction with the UI Division, DLLR Workforce staff require that UI claimants attend re-employment workshops. Attendance records are shared with UI, who can assure that claimant status reflects lack of participation. Through information shared at these workshops, DLLR staff also ensure that claimants are connected to additional individualized and training services. Also, DLLR staff attend the center’s staff meetings to stay apprised of upcoming opportunities and events.

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**Baltimore County** established a “C.A.R.E.E.R. team.”

**Excerpt:**

*[T]he WDB has authorized DEWD to serve as the “Convener” of a new consortium of local workforce development system partners, the Coalition of Agencies Ready to Engage in Employment and Retention (The CAREER Team). The CAREER Team will serve as the organizational body that facilitates greater service alignment, integration and efficiency across the local system.*

*To establish an overarching universal framework for how partners in Baltimore County's local system will work together to deliver workforce development programs, the CAREER Team developed Vision and Mission statements. These statements will inform the CAREER Team's efforts to align and integrate the system's operations and offerings:*

*The CAREER Team's Vision Statement:*

We listen to the needs of our customers and hold ourselves accountable for the transformative process that occurs when we collaboratively plan, communicate, share data, engage employers, provide experiential learning opportunities, and work together to provide ongoing support and tracking.

*The CAREER Team's Mission Statement:*

The CAREER Team helps individuals overcome actual and perceived barriers to employment and achieve personal growth and success. Building on the strengths and resources of each partner, our network collaborates to prepare the workforce for regional, family-sustaining employment opportunities.

(B) A description of how the Local Board, working with the entities identified in A, will expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment,<sup>1</sup> including how the Local Board will facilitate the development of career pathways and co-enrollment, as appropriate, and improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).

**Mid- Maryland** established a single point of contact for all partners to enhance the integration of services and the plan to increase apprenticeship. The local area plans to expand outreach to partners that serve individuals with barriers.

**Excerpt:**

*We will use varied strategies to expand access for eligible individuals particularly individuals with barriers to employment. At present, we outreach to a variety of community organizations and agencies, in addition to the core partners including: housing, health departments, Children's Boards, and homeless organizations. We intend to expand our outreach while using Maryland's strategy to "place people before performance. We will reach out to non-traditional locations, where individuals with barriers may be such as halfway houses, the Day Resource Center and, the Multiservice Center and others. We have expanded our social media presence and expect to continue to expand it.*

*In order to facilitate co-enrollment and improve access to activities, we are considering an idea to have one dedicated point of contact for each core partner (WIOA, WP, DORS, DSS, Adult Education) to streamline customer service, referrals and response. We are also looking to create a checklist of steps at intake in an effort to streamline the referral process. We are very interested in a common intake process. Our goal is to have everyone know their "NEXT STEP" along their career path. The over-reaching idea is to have a clear and sequential understanding of "what is next for*

your career” in the industry. We will use the data from the Baltimore Metropolitan Council Opportunity Collaborative research to identify career pathways that align with the established need as well as the other LMI identified by the board. When funding training we work toward assisting the individual with obtaining a certification or credential that is portable, stackable and in demand. We review labor market information and will only support training where data indicates it will lead to employment. When an individual is embarking on a new career, we support training that allows for upward mobility and expands their opportunities. We would like to increase registered apprenticeship opportunities to create career ladders leading to successful employment for our customers.

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**Prince George’s** was the only area to reference Able Bodied Adults Without Dependents (ABAWDs) served through the SNAP program.

**Excerpt:**

*The Department of Social Services, responsible for the Able Bodied Adults Without Dependents (ABAWD) program, is currently an active partner on the Workforce Development Board. The services provided as part of the ABAWD is part of the Supplemental Nutrition Assistance Program (SNAP) Employment and Training Program. This program has significant work requirements that will mesh with and complement WIOA plans and activities. Working through and with the partners in the Prince George’s One Stop Career Center (and part of the American Job Center network), the WDB will use as a base the requirements and opportunities described in WIOA Joint Rules section 678.430. From this base, the partners will collaboratively develop common services and programs to ensure the job seeker participants receive consistent and effective services to address their short and long term employment needs and reduce their dependence on the nation’s and Maryland’s public support system.*

The **Lower Shore** displays collaborative agencies in its answer to Section 2(B).

**Excerpt:**

*Expanding access to employment, training, education and supportive services will begin with gaining an understanding of the services each partner agency provides. Once the services are identified, a group strategy can be developed to expand access to all workforce services for all participants.*

*Informal referrals are often given between agencies so that each individual may receive the most accurate and direct assistance possible. Development of a formal referral process is expected during future discussions amongst partners.*

*Individuals with barriers to employment should greatly benefit from agency cooperation by connecting those individuals to additional services. Increased co-enrollment will also be a direct benefit of analyzing the existing services available, since a knowledgeable staff will play a key role in facilitating the coordination of services as well as linking participants to post-secondary activities ...*

Career pathways development will need to include the participation of the local education system as well as the workforce system. LSWA has current policies that support the stacking of credentials to support healthcare career pathways with an eye on expanding the opportunity for career pathway development to other industries.

The American Job Center Leadership Group, consisting of co-located partner representatives, meets quarterly to share updates and discuss collaborative efforts. This group will be expanded to include additional WIOA partners who are not necessarily co-located and will focus on workforce system integration.

The local MOU process will further describe provision of services. The MOU is expected to be completed by December 2016.

**Baltimore County** established “Partner Briefs” to ensure staff across the system understand the basics of each agency.

**Excerpt:**

The CAREER Team has produced a series of “Partner Briefs” to educate the staff in partner organizations on the programs and services offered by other partners in the system. The Partner Briefs provide a quick, one-page snapshot of each organization’s programs and services.

Partner Briefs provide a profile of each partner organization, including:

Populations served	Staff Size
Programs offered	Performance Metrics
Locations	Support Services
Active Partnerships	

## Partner Snapshot

### The Center for Adult and Family Literacy (CAFL)



<b>Populations served:</b>	<ul style="list-style-type: none"> <li>• Adults and families with low literacy levels</li> <li>• Employers seeking literacy/essential skills training for employees</li> <li>• Adults who speak English as a second language.</li> </ul>
<b>Programs Offered:</b>	<ul style="list-style-type: none"> <li>• Maryland High school Diploma preparation courses</li> <li>• Workplace Basic Education Skills Training</li> <li>• English for Speakers of Other Languages</li> </ul>

<b>Locations:</b>	<p><u>Adult Basic Skills and Maryland High school Diploma, and Workplace Basic Education Skills Training</u></p> <ul style="list-style-type: none"> <li>• CCBC Catonsville - 800 South Rolling Road, Baltimore, MD 21228-5317</li> <li>• CCBC Essex - 7201 Rossville Boulevard, Baltimore, MD 21237</li> <li>• CCBC Dundalk - 7200 Sollers Point Road, Baltimore, MD 21222-4649</li> <li>• CCBC Owings Mills - 10300 Grand Central Avenue, Owings Mills, MD 21117</li> <li>• CCBC Hunt Valley - 11101 McCormick Road, Hunt Valley, MD 21031 (<b>CO-LOCATED WITH DEWD</b>)</li> <li>• Eastern Family Resource Center - 9100 Franklin Square Drive, Rosedale, MD 21237</li> <li>• Young Parent Support Center – 201 Back River Neck Road, Essex Maryland 21221</li> </ul>
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Workplace Basic Education Skills Training

- Classes offered at sites throughout the Baltimore region, including all CCBC campuses and business sites, based on employer needs and preferences.

	<p><u>ESOL</u></p> <ul style="list-style-type: none"> <li>• Owings Mills, 10300 Grand Central Avenue, Owings Mills, MD 21117</li> <li>• CCBC Hunt Valley, 11101 McCormick Road, Hunt Valley, MD 21031</li> <li>• Creative Kids Community Center, 958 Ashbridge Drive, Apts. A &amp; B</li> <li>• CCBC Essex, 7201 Rossville Boulevard, Baltimore, MD 21237</li> <li>• Eastern Family Resource Center, 9100 Franklin Square Drive, Rosedale, MD 21237</li> </ul>
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<b>Staff Size:</b>	13 Full-time, 11 Part time (Admins/Staff)	<b>County Residents served per year:</b>	Approximately 2500
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<b>Performance Metrics:</b>	Educational Functional Level gains – soon to be adjusting to WIOA specific goals of median incomes, retain and obtaining employment, etc.
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**Support Services:** Student Support Services include academic learning support and disability accommodations, referral, and career advising.

<b>Active Partnerships</b>	<ul style="list-style-type: none"> <li>• DEWD</li> <li>• DLLR</li> <li>• BCPS</li> <li>• DSS</li> </ul>	<ul style="list-style-type: none"> <li>• Churches (ESOL)</li> <li>• Vehicles for Change (VfC)</li> <li>• International Rescue Committee (IRC)</li> </ul>	<ul style="list-style-type: none"> <li>• All internal CCBC programs</li> </ul>
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(C) A description of the steps taken by the Local Board to engage entities identified in A in the formulation of its Local Plan.

The **Lower Shore** references partner participation in work groups and approving the draft.  
**Excerpt:**

*In order to gain core partner input in the formulation of the local plan, three workgroup meetings were held with attendance by representatives of the local board, Wagner-Peyser, Division of Rehabilitation Services, Department of Social Services and Adult Education from all three counties. Working drafts were shared with partners throughout the writing process for assistance in editing.*

*A thirty day public comment period was provided by listing announcements in the local paper directing individuals to lswa.org for the document. Instructions for submitting comments were included.*

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**Susquehanna** allowed local partners to provide input and co-author portions of the plan

**Excerpt:**

*The Local Board embarked on a comprehensive approach to engaging entities to actively participate in the formulation of the Local Plan which began approximately 12 months prior to the Plan's submission. This has included:*

- 1. Each Core Partner and many of the WIOA Required Partners engaged with the Workforce Board during monthly meetings of the Board beginning September 2015.*
- 2. Local workforce and economic development partners, as well as many WIOA core and/or required partners are members of the Local Board. Plan and planning considerations have been a routine agenda topic at monthly meetings.*
- 3. The Workforce Board's professional staff, as well as many partner staff, actively engaged in local, state and national events, meetings, workgroups and other activities to support the development of the workforce areas local plan.*
- 4. A local WIOA Partner Group was established and began convening in October of 2015. This has fostered collaborative planning and the identification of needs and priorities. This led to cross agency/ individual planning meetings and discussions contributing to the development of the plan.*
- 5. Local partners provided input and often co-authored portions of the local plan.*
- 6. Relevant portions of the Local Plan were further developed, informed and shared through the Board's committee structure whose membership includes WIOA and local partner entities.*
- 7. The pre-Draft Plan was shared with the WIOA Partners prior to the public comment notice.*
- 8. All partners, and others, will have the opportunity for additional input during the Public Comment period.*

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**Mid-Maryland** had partners participated in a retreat and held subsequent meetings with Core Partners.

**Excerpt:**

*We meet and work regularly with the entities identified in A. The Workforce Development Board has been discussing the formulation of the plan, held a one day retreat, and subsequent meeting focused solely on plan development where each core partner was represented. Committees worked on components of the Plan and individual partner meetings were held to further plan development. Board members, including the WDB Chair, participated in the Maryland Convening. Each board member received a copy of the draft plan during the 30-day comment period.*

(E) A description regarding the implementation of initiatives such as EARN Maryland, Registered Apprenticeship, incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, integrated education and training, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies, designed to meet the needs of businesses in support of the strategy described in Section 1.

**Susquehanna's** response establishes co-enrollment for DPRS/SCSEP/Title I Adult programs.

**Excerpt:**

*Integrated Employment and Training are jobs held by people with disabilities in typical workplace settings where the majority of persons employed are not persons with disabilities. Participants earn at least minimum wage and are paid directly by the employer. As a Core Program Partner, Division of Rehabilitative Services will work with other American Job Center Partners to provide guidelines on referrals and where possible participate in co-enrollment with the Title I Adult or Older Youth Programs. Co-enrollments will leverage financial and case management resources and provide the participant a more diverse array of services. The system orientation will include information regarding Integrated Employment and Training and the Integrated Business Services Team will include it in their outreach and recruitment materials.*

(F) A description of how the Local Board will coordinate workforce development activities carried out in the Local Area with economic development activities carried out in the Local Area in which the Local Area (or planning region) is located, and promote entrepreneurial skills training and microenterprise services;

**Southern Maryland** established "Project Open Doors."

**Excerpt:**

*JobSource co-sponsored an entrepreneurial skills program called PROJECT OPEN DOORS in partnership with the Small Business Development Center Southern Region, Tri-County Council for Southern Maryland, College of Southern Maryland, and the Rural Maryland Council. The program was a boot camp to help individuals with tools, resources, and support to launch a small business.*

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The **Upper Shore** established co-location of Small Business Administration and SCORE.

**Excerpt:**



*The USWIB and the Small Business Administration's Small Business Development Center (SBDC) are co-located at Chesapeake College, Wye Mills, MD. The USWIB and the SBDC have collaborated on projects where we have assisted workers affected by plant closings, and with WIOA occupational trainees who are interested in training that results in a job where wages are documented by an IRS 1099, and through the cross referrals of customers.*

(G) A description of how the Local Board will leverage and coordinate supportive services in the delivery of workforce development activities carried out in the Local Area. Specifically, the Local Plan should address how the Local Board will work with Local Management Boards and other providers to deliver supportive services to jobseekers.

The **Upper Shore's** response provided a great commitment to leveraging resources.

**Excerpt:**

*The USWIB is committed to understanding, acknowledging and committing One Stop Partner expertise to Memoranda of Understanding and a Resource Sharing Agreement. WIOA recognizes and requires One Stop Partners to commit resources to the support of job-seeker customers during the time that they are engaged in the One Stop system and service delivery. Through the MOU/RSA negotiation, the USWIB will negotiate with partners to ensure that resources are made available to enhance a customer's chance of success in training and employment. The USWIB is committed to negotiating in good faith, and intends to negotiate from a perspective that if an action is allowable by the Uniform Grant Guidance, Law or Regulation, the action may be negotiated.*

*The USWIB has an extensive history working with the Kent County Local Management Board and Family Center. An Affiliate One Stop has been co-located with the Kent County Local Management Board's Family Center for many years, and the USWIB looks forward to continuing the relationship and co-location.*

*The USWIB has engaged in a contractual relationship with the Dorchester County Local Management Board to serve Disconnected Youth.*

*The USWIB provided extensive input and comments on the Caroline, Dorchester, Kent, Queen Anne's and Talbot County Local Management Board plans that were submitted to the Governor's Office for Children, May 6, 2016. The USWIB envisions a close relationship with the Upper Shore Local Management Boards in the delivery of services for Disconnected Youth. The USWIB will work to commit the relationship(s) to a structured agreement, whether funding is exchanged or not.*

(H) A description of how the Local Board intend to provide a greater business voice in the delivery of workforce development activities carried out in the Local Area. The description should include how the Local Board will engage businesses on decisions regarding the type and content of training activities;

The **Lower Shore** has an established process in place to provide a greater voice for businesses.

**Excerpt:**

*LSWA will continue to participate in the Business Services Team and existing industry advisory groups. Additionally, the board guidelines list the following sub-committee description:*

***Business Partnership Committee:*** *The Business Partnership Committee is a standing committee of the WDB. The Committee is chaired by a member of the Advisory Board and may include others who are not members of the Board but who have been determined to have the requisite expertise and experience on local employer needs.*

*The role of the Business Partnership Committee includes, but is not limited to, the following actions:*

- 1. To develop effective linkages with employers or their intermediaries to encourage employer utilization of the local workforce system,*
- 2. To educate the Board and local leaders on the workforce needs of local employers,*
- 3. To meet with local business leaders to identify ways the workforce system can accommodate their workforce needs while providing training opportunities for local customers,*
- 4. To complete other tasks as assigned by the full Board.*

*In reviewing the effectiveness of employer relationships, the Workforce Development Board should evaluate the status and value of this group and make changes as necessary to the goals and operation of the subcommittee.*

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**Mid-Maryland** hosts and gathers information from industry-specific recruitments

**Excerpt:**

*Mid-Maryland believes in a demand-driven workforce system based on the needs of our businesses. We access our board members to provide a voice in the delivery of workforce development activities. We regularly gather information from our industry-specific recruitments. We target industries based on both formal and informal LMI and priority industries identified in Section 1. When meeting with businesses, whether individually or in groups we specifically discuss and identify training requirements. We work with our partners including the community colleges and economic development offices and their related advisory groups to obtain this valuable information. Our job*

seeker customers are required to research skills needed in the local area and share that information with their counselors. This is another avenue we use to identify types of training required by local and regional business. As an added bonus, the President of one of the Chambers of Commerce is on the local board. Another strategy we intend to use is industry sector partnerships to identify skill requirements and to develop work and learn opportunities such as: registered apprenticeships, on-the-job-training, internships, work experience, incumbent employee training and any other work and learn opportunity in demand by our businesses community.

(J) A description of the role (if any) of local faith or community-based organizations in the local workforce development system.

**Susquehanna** established an “Ambassador Program.”

**Excerpt:**

*A new Ambassador Program was initiated by SWN to inform community-based and faith based organizations of the services provided through the workforce system. This outreach initiative was developed to enhance the awareness and accessibility of the workforce system. The Ambassador Program is scheduled quarterly at one of the region’s Workforce Centers. In addition to providing information, the program facilitators are identifying ways to assist and support the work of each organizations through coordination strategies and opportunities. The development of a database has been established to communicate with these community and faith-based organization on a consistent basis.*

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**Prince George’s County** is already engaging the County’s faith-based community.

**Excerpt:**

*The faith based community is actively engaged by the Prince George’s County Public Workforce System. The WSD promotes programs and services through faith based communities, organizations and events. Additionally, in partnership with the EDC the One Stop Career Center staff and partners conduct monthly Economic Development Summits at various churches throughout the County.*

*Through the development of the Prince George’s County One Stop Community Network, the faith based community will play an intricate role in providing Basic Career Services such as assistance in registering in MWE, One Stop Career Center orientations, job readiness training, job search assistance and access to workforce outreach and informational materials.*

## Section 3 – American Job Center Delivery System

*This Section should include a description of the American Job Center delivery system in the Local Area, including priority of service, solicitation of the one-stop operator, and customer flow processes.*

**(B)** Customer Flow System - Describe the customer flow process used in the Local Area. This description should include eligibility assessment, individualized training plans and case management.

**Susquehanna** implemented a “no-wrong door” approach and a system orientation and Maryland Workforce Exchange (MWE) for all.

**Excerpt:**

*Jobseekers, youth, and workers may access the workforce system at the comprehensive American Job Center, a satellite American Job Center, the mobile American Job Center, Vocational Rehabilitation, Department of Social Services, or Adult Education and Literacy. A “no-wrong door” approach agreed upon by the partner agencies provides common steps regardless of the access point. The partners are establishing an initial screening tool that is comprised of some basic questions that provide an indication of whether the individual may be a potential candidate for another Core Program Partner. If the initial screening identifies a potential partner referral may be helpful, the referral process negotiated by each partner agency is triggered. Everyone entering each of the access points will then be provided a computer to register in the Maryland Workforce Exchange. The partner convening group is creating a system orientation that will be technology-based and individuals will watch the PowerPoint. The system orientation will provide information on the diverse array of options that may be available. Next, basic career services may be provided by the Center first accessed or a partner agency or an individual may be referred to an American Job Center to utilize the resource room if access is somewhere other than an American Job Center. Next, program screening is conducted by the respective partner including assessments, and the individual is given the unique program orientation for the services he or she will be enrolled in. Funding streams provide appropriate program services.*

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**Anne Arundel** developed an Academy Model as an entry point for a career path.

**Excerpt:**

*The County offers multiple entry points that include:*

- *Community Access Points*
  - *Working closely with targeted communities in the county, the workforce system provides career-related information and resources for residents that are in closer proximity to these resources than to the Career Centers. The Board ensures that these*

*Community Access Points are located in areas of high unemployment and poverty. Career Access Points include Freetown, Meade Village, and Pioneer City. In these locations, satellite offices are established within these respective residential areas and are staffed by Workforce Specialists who provide resume writing and interviewing assistance; referrals; access to computers for job search; connection to hiring events; and access to Career Center workshops.*

- *Community Partners*
  - *Community Partners play a critical role in the community. Partners are able to provide services unique to a client's personal circumstances (i.e. mental health issues; substance abuse; GED tutoring; access to public assistance; housing). A referral process will be developed to ensure that clients experience a seamless transfer from one partner to another with minimal duplication of registration, eligibility, and documentation requirements. Community partners include: OIC, Community Action, Arundel Lodge, Arundel House of Hope, the Lighthouse, Way Station and other organizations that serve veterans.*
- *Targeted Outreach*
  - *Utilizing outreach tools such as social media, community newspapers, local radio, and email campaigns clients are informed about Career Center services such as workshops, business presentations, and hiring events. Individuals mandated by Unemployment Insurance (UI) receive communication inviting them to attend job readiness workshops in the Career Center in an effort to connect them to employment as quick as possible.*

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**Baltimore City's** response on Section 3(B) offers a best practice for other local areas to follow.

**Excerpt:**

*The American Job Centers employ a triage service delivery model. This model ensures that a customer is not forced to follow a prescribed set of processes that may not meet their needs. Rather, a Greeter provides the customer with an informal assessment and overview of Career Services and center resources and then connects the customer to the appropriate service and/or partner.*

*When a customer enters the American Job Center and self-identifies as a Veteran, the greeter administers the Veteran Services Significant Barriers to Employment Categories Eligibility Checklist to screen the veteran. This tool is an assessment that determines whether the veteran has a significant barrier to employment and should be given the option to meet with a representative of the Disabled Veteran Outreach Program (DVOP) for individualized services. If the assessment does not reveal a significant barrier then the veteran receives non-specific veteran services.*

*All customers, including veterans, are encouraged to attend the center's information session, which is designed to familiarize the customer with the full menu of Career Services offered by the One-Stop centers and partners. The menu of Career Services includes: employment opportunities, a variety of*

*job readiness workshops, web-based tutorials, partners services, individualized and training opportunities. These services are provided in a manner that does not require sequence of service and allows the customer to access the resources and activities they need to succeed. New customers are encouraged to enroll in the Maryland Workforce Exchange (MWE), the State of Maryland's job match system, prior to accessing center services. Career Services are classified into two categories: Basic and Individualized Services (See Section 4.A.)*

*Interpretation service is available for limited English speaking customers through the Language Line. Similarly, assistive technology equipment is available for those visually impaired customers and on-demand video relay is available for those customers requiring sign language interpretations.*

*For those customers interested in services beyond basic career services an appointment is given to meet with a Career Development Facilitator who determines their eligibility for WIOA funded services and other specialized funded programs, conducts a comprehensive assessment, career planning and develops the Individual Employment Plan.*

### ***Eligibility Assessment***

*The Career Development Facilitator (CDF) conducts an eligibility determination and assessment of the customer's suitability for WIOA Adult and Dislocated Workers services or special project eligibility such as, National Emergency Grants (NEG), reentry services, services for refugees, etc. and collects the required documents that verify eligibility. Once eligibility has been determined, the customer receives a comprehensive assessment to evaluate skills, aptitude, interest and ability.*

### ***Case management and Development of the Individualized Employment Plan***

*The Career Development Facilitator (CDF) meets with the customer to understand their interest, goals and any potential barriers to employment that may need to be addressed. The CDF determines the customer's suitability for individualized and/or training services and eligibility for WIOA and other grants.*

*The results of all assessments are then used to develop the Individual Employment Plan (IEP). The IEP is jointly developed by the customer and the CDF and identifies the customer's employment goal(s), achievement objectives, and the appropriate combination of services for the customer to achieve their career objectives. Further, the plan documents the need for skills training, remediation, job readiness skills, and/or occupational skills training; and outlines the frequency of contact with the customer i.e. weekly, bi-weekly and/or monthly to continually track and (re)assess progress towards the career objectives as defined in their IEP.*

*Case managers facilitate and monitor individualized career services and training services. WIOA services are recorded in the Maryland Workforce Exchange and the customer's case file. Further, the CDF provides consistent counsel to ensure the customer stays on target to execute the strategies outlined in the IEP and provides guidance on solutions to challenges that may prevent or derail them from accomplishing their goals, as mapped out in the IEP.*



**Mid-Maryland** described a thorough process.

**Excerpt:**

*Mid-Maryland uses a customer-centered approach. Our customer flow is designed to provide wrap around assistance to the job seeker from the point of entry to point of exit. Through various means of assessment, staff and partners determine the customer's level of job readiness and identify resources which are applicable to the customer's needs and goals. In order to maximize services provided to the job seeker, Mid-Maryland has developed partnerships with both mandated partners and other resources that are coordinated to ensure uniformity and minimize any duplication of effort. Referrals are made to the appropriate partner(s). A common intake method is being discussed with the hope that the State, with its partners, will coordinate a technology based tool that all partners could access.*

*Mid-Maryland's eligibility process includes an interview, evaluation and career planning assessment. The process is designed to acquaint the job seekers with the resources and services available. At this time any need for other partner or community services is identified and the appropriate referrals are offered. Job seekers are encouraged to register using the MWE system. We are currently developing a strategy to streamline the eligibility intake process with partner programs. For those job seekers who are determined to meet Adult, Youth, or Dislocated Worker eligibility guidelines, required documents are collected and reviewed. The exception to this is the Veteran. Mid-Maryland follows the WIOA guidelines regarding services to Veterans.*

*Based on the initial assessment which determines the customer's level of job readiness and customer need, services may be provided such as: basic career services, individualized career services, referral to partner services, support services and follow up. In cases of referral, or if two or more agencies are working with a customer, then collaborative case management may be implemented to best meet the needs of the customer.*

*Basic career services may include the initial assessment of needs, assessment of skill levels and literacy, referral to partner services, information on training providers, labor market information, career counseling and assistance with applying for unemployment insurance benefits. Individualized career services may include comprehensive and specialized assessments, development of an Individual Employment Plan, case management, career planning, short term prevocational training, education and training. Follow up services, including workplace counseling, will continue for a minimum of twelve (12) months after the customer exits the Adult, Dislocated Worker or Youth program.*

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**Frederick** established coded cards for customer to facilitate effective service delivery.

**Excerpt:**

*Customers who walk into the Business and Employment Center for the first time are given a brief triage to determine what brought them to the center and to direct them appropriately. They are*



*given a card that serves as a visual signal to all staff that they are either a new customer, a Veteran customer, and/or a customer needing assistance or accommodation.*

*The front desk staff direct new job seeking customers to the Resource Room, and they are then greeted and welcomed by staff, who can identify the customer's key service need by their visual card cue. Veteran customers immediately meet with a staff person to receive a needs assessment of Significant Barriers to Employment; other customers needing assistance or accommodation are set up accordingly; and all new customers or those who might need it watch a Welcome PowerPoint on a computer workstation that serves as their orientation to the one-stop career center. All customers receive instruction and staff assistance on registering in the Maryland Workforce Exchange.*

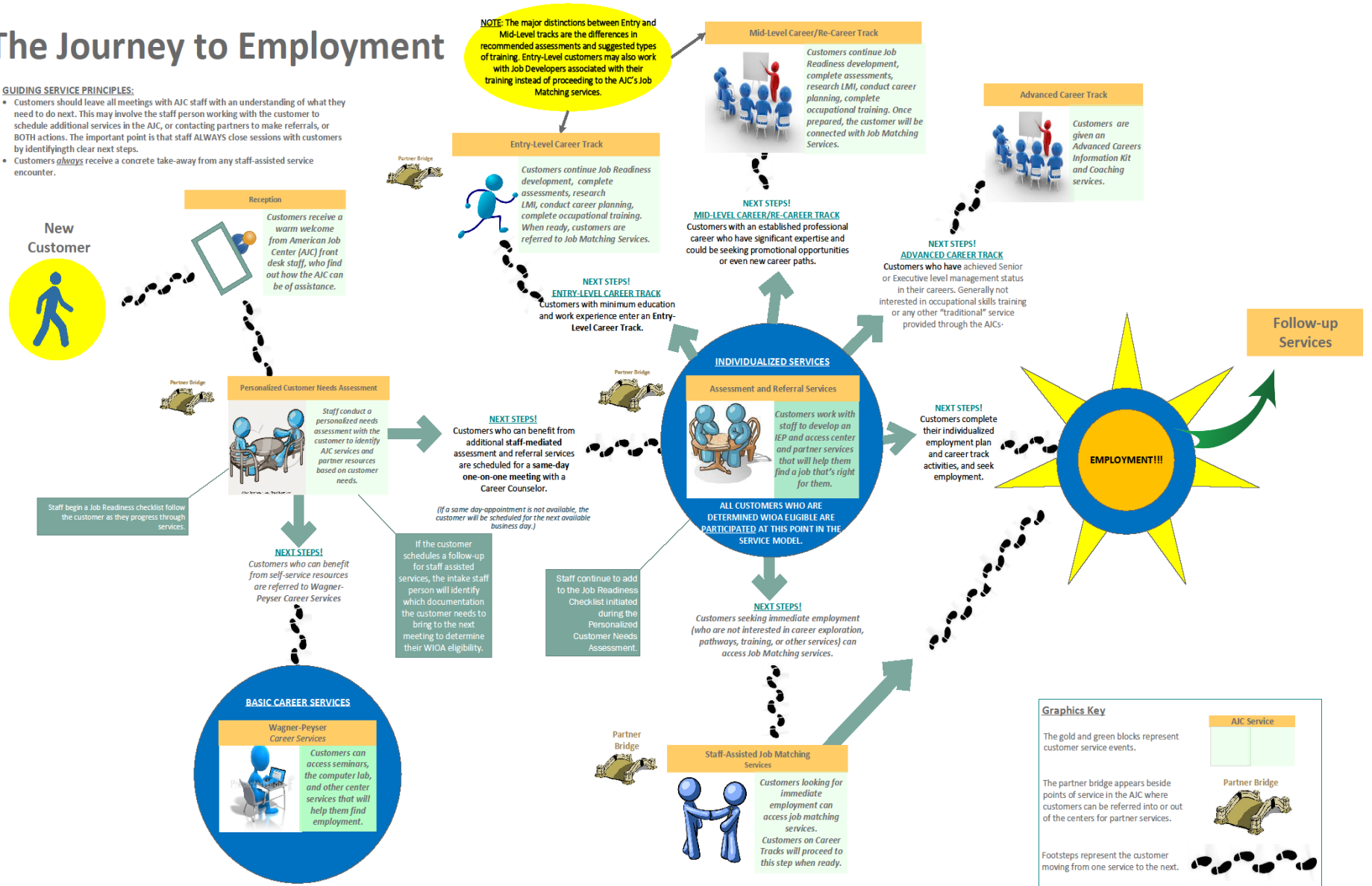
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**Baltimore County** graphically displayed its customer flow process for new customers in the “Journey to Employment.”

# The Journey to Employment

## GUIDING SERVICE PRINCIPLES:

- Customers should leave all meetings with AIC staff with an understanding of what they need to do next. This may involve the staff person working with the customer to schedule additional services in the AIC, or contacting partners to make referrals, or BOTH actions. The important point is that staff ALWAYS close sessions with customers by identifying clear next steps.
- Customers always receive a concrete take-away from any staff-assisted service encounter.



(C) Describe how the Local Board will ensure meaningful access to all customers.

**Mid-Maryland** established the co-location of Core Partners.

**Excerpt:**

*We are lucky because DORS is co-located in an AJC and assisted with the design of the AJC to enhance services to customers, including those with disabilities. Adult Education is also co-located in an AJC and assists individuals with limited English proficiency and literacy skills. We have recently upgraded our assistive technology to meet customer needs. We are exploring the use of enhanced technology to serve individuals who cannot physically get to the Centers. Staff will go to other organizations to provide services such as: homeless shelters, halfway houses, detention facilities, the MultiService Center and others when it is difficult for customers to get to the workforce centers.*

(D) A description on the process the Local Board intends to provide for the solicitation and selection of a One-Stop Operator as identified in Section 107 of WIOA.

**Anne Arundel** outlined a strong process to solicit the One-Stop Operator.

**Excerpt:**

*Consistent with section 121(d) of WIOA, the Board, with the agreement of the Chief Elected Officials shall designate or certify one-stop operators and may terminate for cause the eligibility of the provider selected. Selection of the One-Stop Operator will be through a competitive process and shall be a public, private, nonprofit, or consortium of entities comprised of three (3) or more American Job Center partners. The selected One-Stop Operator will have demonstrated effectiveness and will be located in the local area. Examples of organizations that may competitively apply include: institutions of higher education, employment service State Wagner-Peyser Act agencies, community-based organizations, nonprofit organizations, private-for-profit entities, government agencies, local chambers of commerce, business organizations, labor organizations, career and technical education schools, and other interested organizations or entities. Elementary schools and secondary schools shall not be eligible for designation or certification as a One-Stop Operator.*

*Organizations applying for One-Stop Operator designation must disclose any potential conflicts of interest arising from the relationships with other service providers. The selected One-Stop Operator(s) may not establish practices that create disincentives to providing services to individuals with barriers to employment who may require longer-term services, such as intensive employment, training and education services. And, the selected One-Stop Operator(s) must comply with Federal regulations and procurement policies related to calculation and use of profits. The Board will*

*consider proposals that have direct costs associated with providing the One-Stop Operator roles and responsibilities, and proposals that have costs incorporated within other on-site service provider activities and no direct One-Stop Operator budget.*

*To ensure there is no conflict of interest or perceived conflict of interest, the Board may consider hiring an independent consultant to facilitate the procurement process. In this option, the Operations Committee of the Board will work directly with the independent consultant to develop a request for proposal and evaluation tool. No workforce system service provider or potential service provider will be involved in the development of the request for proposal or the selection process. In the event only one proposal is received, the Board will proceed with sole source procurement with the approval of the Chief Elected Officials.*

(E) A description of how the Local Board will ensure the continuous improvement of eligible providers of services through the system and ensure that such providers meet the employment needs of local businesses, and workers and jobseekers.

The **Upper Shore**'s responses related to aspects of the USWIB's operations were thorough.

**Excerpt:**

*The USWIB is committed to engaging employers in the ongoing analysis of the necessary credentials that job seekers need in order to qualify for a job, retain a job and also to continue to learn and develop skills on the job. A review of the eligible training providers' course credential offerings will assist in determining whether there is a match to the qualifications identified by local employers. The USWIB will determine the value of credentials offered by eligible training providers by implementing the steps listed below...*

(F) A description of how the Local Board will facilitate access to services provided through the American Job Center delivery system, including in remote areas, through the use of technology and through other means.

**Montgomery County** plans to establish "Pop-Up Career Centers."

**Excerpt:**

*The Montgomery County Job Centers are in the process of improving the customer flow process and the service delivery model. Included in the development and implementation of the enhanced customer flow, increased job-seeker access is a priority. WSM intends to explore access to services through additional means, such as use of technology and developing mobile "Pop-Up Career Centers" that can be taken into the community.*

**Southern Maryland** established a "no wrong door" policy and mobile units.

**Excerpt:**

*Access to services will be achieved through a variety of mechanisms starting with training all Core Program Partners on registering individuals in the Maryland Workforce Exchange, providing workforce system initial screening questions, and offering the system-wide orientation that is being developed. This “no wrong door” concept allows multiple and varied access points.*

*Technology is encouraged throughout the Workforce Innovation and Opportunity Act. Information will be provided on all Core Program Partner websites on services that are available via the web. Information on how to access web resources will be provided via the system orientation and through outreach and recruitment materials.*

*For remote access, JobSource has a mobile American Job Center. Many Southern Maryland Workforce Development Area citizens residing in the more remote communities of the region are severely limited in their ability to access the employment and training services made available by Federal funding at the American Job Centers in Prince Frederick in Calvert County, Waldorf in Charles County, and Lexington Park in St. Mary’s County. Since the services at these Centers are meant to benefit all citizens, an innovative and cost effective means was designed to take the services to the individuals, regardless of where they are.*

*The Tri-County Council for Southern Maryland purchased this mobile unit in 2009 with U.S. Department of Labor funding from the American Reinvestment and Recovery Act. The greatest single benefit of the mobile unit is its ability to provide employment and training services in the more rural and remote communities of the Southern Maryland Workforce Development Area where transportation is difficult or nonexistent for individuals to attend one of the “bricks and mortar” American Job Centers. In the one-year period covering July 1, 2015 to June 30, 2016, the mobile unit served 1,667 Southern Maryland Workforce Development Area residents who would otherwise have been unable to take advantage of these services, positively impacting both job creation and retention.*

*The mobile unit is a 38’ converted RV equipped with telecommunications equipment and information technology capable of being deployed inside or outside of the vehicle. It offers a full array of employment, reemployment and employer services. The mobile unit contains 11 computer workstations and one computer server with the ability to accommodate additional users utilizing wireless laptops, and all have Internet access. It is able to respond to private, public and workforce related needs including: rapid response sessions (business closings) and workforce reductions; trade shows, job fairs and expositions; targeting youth and elder services at schools, senior centers, and churches; serving incarcerated individuals soon to be released; serving those with disabilities via the mobile unit’s wheelchair lift; visiting employer organization meetings, and providing tutorial and workforce skills training.*

***THE MOBILE UNIT ALLOWS JOBSOURCE TO WORK WITH PARTNER AGENCIES, COMMUNITY-BASED ORGANIZATIONS, GOVERNMENT, FAITH-BASED ORGANIZATIONS, HIGH SCHOOLS, PROVIDERS OF POST-SECONDARY AND ADULT EDUCATION, AND BUSINESSES.***

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**Prince George's County** plans to provide "Access Points" throughout the city in addition to a "Hot Jobs" mobile app.

**Excerpt:**

*The WSD offers remote services through outreach events, access points, integrated technology and social media. The WSD has partnered with several agencies to create Access Points throughout the city such as the Prince George's County Memorial Library System, the Department of Social Services, the Suitland Wellness Center and the County Executive's Transforming Neighborhoods Initiative. Outreach events entail monthly presentations and interaction with members of Mega churches throughout the county. This tour is coined the "Activate Prosperity" campaign. The implementation of the Prince George's County One Stop Community Network will increase access and Basic Career Services throughout Prince George's County.*

*The WSD also hosts LinkedIn, Twitter, Facebook and additional social media platforms to share employment related information such as openings, Job search tips, recruitment events, workshops helpful articles. There will also be opportunities to apply for jobs through the local WSD using our "hot jobs" mobile app.*

*The WSD staff also host a bi-weekly webinar series for job seekers and businesses which cover topics such as using social media to acquire employment, using MWE for effective job search and using the resume as a marketing tool.*

*The PGCEDC-WSD website [www.princegeorgesworkforce.org](http://www.princegeorgesworkforce.org) is being updated with more interactive features and links that can be accessed for assessment, job search and career development without actually visiting a One Stop Career Center.*

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**Frederick County** outlined a strong plan to use technology.

**Excerpt:**

*The Board in the delivery of its programs will not discriminate in employment opportunities or practices on the basis of race, color, religion, gender (including pregnancy), gender orientation, ethnicity, age, physical or mental ability, genetic information, marital or family status, veteran status, political belief, or any other characteristic protected by law.*

*The use of technology as a tool for ensuring access to service delivery in the Frederick area will allow customers access to information on job search, job openings, and other services delivered in the workforce system. It can also facilitate job interviews by way of tools like Skype. While this expands the system's reach, there is a significant portion of the customers who use the American Job Centers who lack basic technology skills and digital literacy. The Maryland Workforce Exchange mobile app has potential to be very useful when reaching out to youth and younger generations of workers who are used to using technology in ways that meet their needs.*

*FCWS has recently launched an online “Career Chat” to allow customers the option of live-chatting with a career expert. Delivering more services in this manner seems inevitable, particularly for customers accustomed to technology. There exists great opportunity to further explore will examine technology solutions through an ongoing analysis of the resources listed below in order to ensure mainstream and publicly available products which are relevant and cost-effective may be used.*

**(G)** A description of how entities within the American Job Center delivery system, including American Job Center operators and the American Job Center partners, will comply with Section 188 of WIOA, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.

**Southern Maryland’s** response outlines its vision to comply with Section 188.

**Excerpt:**

*The Southern Maryland Workforce Development Board supports and requires compliance as follows:*

- *Section 188 of the Workforce Innovation and Opportunity Act prohibiting discrimination on the grounds of race, color, religion, sex, national origin, age, disability, political affiliation or belief.*
- *Section 188 of the Workforce Innovation and Opportunity Act requires reasonable accommodations be provided to qualified individuals with disabilities in certain circumstances.*

*All JobSource partners will post required notices to ensure all eligible individuals are aware of the system’s obligations to operate programs in a non-discriminatory manner. Equal Employment Opportunity is the Law notices will be posted in all partner facilities and will be reviewed with each program participant and documented in each client file. Equal Employment Opportunity language will be placed on all new and reprinted outreach and recruitment documents.*

*All American Job Centers will be accessible to individuals with disabilities including the mobile unit.*

*Monitoring will include a review of system compliance regarding all of the above.*

*The Southern Maryland Workforce Development Board is requesting that the Division of Rehabilitation Services do a review of the American Job Centers, as part of their in-kind resource contribution, to validate compliance. In addition, Division of Rehabilitation Services will provide training to JobSource partner staff regarding serving individuals with disabilities as part of the resource sharing agreement.*



**Susquehanna** will use DORS to help identify needs and develop strategies to support accessibility.

**Excerpt:**

*SWN will ensure that services will be accessible to qualified individuals with disabilities in accordance with the Americans with Disabilities Act (ADA). Each Workforce Center will conduct an annual assessment of accessibility of their Center. The assessment will be reviewed for compliance and any deficiencies will be addressed. WIOA Partners will acknowledge compliance through the execution of MOU's with the Local Board. A coordinated referral process between the One-Stop Centers, the Division of Rehabilitation Services (DORS), and other organizations that provide specialized services to people with disabilities will ensure streamlined services. Through DORS, eligible job seekers with disabilities will have access to specialized employment related services. Additionally, DORS will assist with identifying needs and developing strategies to support physical and programmatic accessibility.*

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**Frederick County** took a “system’s approach” and will maximize partner strengths (ex. DORS and ADA technical assistance).

**Excerpt:**

*The American Job Center (AJC) Partners offer assistance to all individuals who use the center. Partner staff make connections to WIOA and other community resources, to persons with disabilities and auxiliary aids are made available upon request. The American Job Center is ADA compliant and partners distribute information and public notices to ensure customers are made aware of their rights.*

*American Job Center partners will consult DORS and other technical assistance entities to take steps to assess and ensure the appropriate auxiliary aids and services are made available when necessary to afford an individual with a disability an equal opportunity to participate in and benefit from our services. Partners have already engaged in discussions on cross-training on technology tools, resources and accessibility. The AJC of Frederick County is accessible for individuals with disabilities.*

<p>(I) A description of the roles and resource contributions of the American Job Center partners.</p>
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**Baltimore City’s** response in Section 3(l) was well written and thorough.

**Excerpt:**

*The MOED expects that One-Stop Partners will comply with Section 121 (b) (1) (A) to: (1) Provide access through the One-Stop delivery system to such programs or activities carried out by the One-Stop, including making career services as described in section 134 (c) (2) applicable to the program*

or activities available in the One-Stop centers and any other appropriate locations, (2) use a portion of the funds available for programs and activities to maintain the One-Stop delivery system, including paying infrastructure costs associated with One-Stop centers, (3) enter into a Memoranda of Understanding and Resource Sharing Agreement with the local board relating to the operation of the One-Stop system, and (4) participate in the operation of the One-Stop system consistent with the terms of the MOU, the requirements of WIOA and the requirements of Federal laws authorizing the programs or activities.

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**Frederick County's** response was well done.

**Excerpt:**

*Provide access through the American Job Center delivery system to such program or activities carried out by the entity, including making career services as described in Section 134 applicable to the program or activities available in the centers, and any other appropriate locations.*

- *Use a portion of the funds available for programs and activities to maintain the One Stop delivery system, including paying infrastructure costs associated with One Stop centers.*
- *Enter into a local Memoranda of Understanding with the local board relating to the operation of the American Job Center.*
- *Participate in the operation of the American Job Center system consistent with the terms of the Memoranda of Understanding, the requirements of WIOA and the requirements of Federal laws authorizing the program or activities.*

(J) A description of how the Local Board will use Individualized Training Accounts based on high-demand, difficult to fill positions identified within local priority industries identified in Section 1(A).

**Baltimore City** plans to use Individualized Training Accounts based on high-demand, difficult to fill positions identified within local priority industries.

**Excerpt:**

*Customers deemed appropriate to access training through the ITA process are referred to the ITA orientation. The orientation provides customers with in-depth information about the ITA process, policies and application requirements. The curriculum also introduces the resources available to them to facilitate their decision making process. As part of the orientation, information is provided regarding the Pell Grant process as well as other resources for financial aid by a partner representative out-stationed at the One-Stop from The Maryland Educational Opportunity Commission (MEOC). The MEOC staff also provide individualized assistance to customers in the completion and submission of the Pell Grant application.*

*To reinforce the information provided in the orientation, an ITA application packet is provided to each customer. The application process requires customers to justify that their career choice is in an occupation/industry with high growth projections (20% +). Using current labor market information, customers thoroughly research the demands, entry requirements, salary potential and certification requirements of their career choice, compare the performance and ancillary services of chosen vendors, and research job opportunities.*

(K) A description of how the Local Board will provide priority of service that conforms to the State Plan. This should include a description of additional local requirements or discretionary priorities including data to support the need and how the local requirement and/or priority will be documented and implemented for the adult program.

Local areas should consult Policy Issuance 2016-10: Workforce Innovation and Opportunity Act (WIOA) Title 1 Program Eligibility, issued on November 17, 2016. The policy is available at the following link: <https://www.dllr.state.md.us/employment/mpi/mpio-16.pdf>.

(L) A description of how the Local Board will utilize funding to create incumbent worker training opportunities.

**Frederick County** plans to utilize a job-driven approach creating incumbent worker training and upskilling opportunities.

**Excerpt:**

*Career progression is at the heart of WIOA legislation and the Maryland State Plan, and incumbent worker training allows individuals to stay marketable and progress in their careers, and allows businesses to remain competitive. Skilled talent is a top priority for successful businesses to continue to support the economic development in our area.*

*In accordance with WIOA regulations, up to 20% of local workforce funds may be used to subsidize training activities for incumbent workers to obtain the skills necessary to retain employment or avert layoffs. A local policy will be developed and used to implement an incumbent worker program.*

**The Upper Shore** has established a line item in the budget for Incumbent Worker training.

**Excerpt:**

*The USWIB will create a line item in its annual budget for Incumbent Worker training. Incumbent Worker training will be employer driven, and will require a minimum of a 50% match by the employer. This training strategy will support incumbent worker training expenses using a cost reimbursement methodology. The USWIB will work with local economic development entities to determine how Incumbent Worker funds can enhance the economic development mission of the cities, towns and counties in the Upper Shore area.*

(M) A description of how the Local Board will train and equip staff to provide excellent, WIOA-compliant customer service.

**Southern Maryland** established “annual secret shopping” (in person and via phone).

**Excerpt:**

*All JobSource partners will be provided training on the fundamentals of the principles at least annually. Customer service training will be provided annually. Processes and procedures will embrace the concept of customer input and feedback to help make improvements. Secret shopping will be conducted at least once annually to evaluate customer service from the eyes of the customer both in-person and via the telephone.*

## Section 4 – Title I – Adult, Youth and Dislocated Worker Functions

*This Section should include rapid response coordination, youth workforce development activities, utilization of dislocated worker funding, and the like.*

**Anne Arundel County’s** plan included a “Policy Development Schedule” that provided an estimated time of completion for various policies.

Anne Arundel Workforce Development System		
Policy Development Schedule		
Policy Subject	Est. Completion	Approval Level
<b>Incumbent Worker</b>	Q1 FY17	Board
<b>Unlikely to Return - Dislocated Worker</b>	Q2 FY17	Board
MTC Supportive Services	Q2 FY17	Program
<b>Priority of Service</b>	Q2 FY17	Board
<b>Procurement and Contract Approval</b>	Q2 FY17	Board
<b>"Quality Assurance Guidelines" Policy</b>	Q2 FY17	Board
<b>Training Services</b>	Q2 FY17	Board
<b>Underemployed Workers and Self-Sufficiency</b>	Q2 FY17	Board
<b>WIOA Title I Eligibility</b>	Q2 FY17	Program/Board
WIOA Youth Services	Q2 FY17	Board
Assessment Policy	Q3 FY17	Board
Enrollment and Exit Policy	Q3 FY17	Operations
Selective Service	Q3 FY17	Operations
Self-Attestation	Q3 FY17	Operations
<b>Supportive Services</b>	Q3 FY17	Board/DLLR
<b>Discrimination Policy</b>	Q4 FY17	Board
Case Management and Case Notes	Q4 FY17	Operations
<b>Conflict of Interest</b>	Q4 FY17	Board
Delivery of Services	Q4 FY17	Operations
<b>Follow-up Services</b>	Q4 FY17	Operations
Individual Employment Plan (IEP)	Q4 FY17	Operations
<b>Personally Identifiable Information</b>	Q4 FY17	Board
<b>Solicitation and Selection of One-Stop Operator</b>	Q4 FY17	Board
*Policies in <b>bold</b> are referenced in the Plan		
<p>The policy development and approval process is described in the "Policy Development" policy. Policies are drafted at the internal policy group level. Policies then are being sent to all partners for comments (Alignment Committee). Policies that require Board approval are being reviewed either by the Governance Committee or an entire Board.</p>		

(A) A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the Local Area.

**Southern Maryland** displayed a thorough and individualized plan.

**Excerpt:**

*The Southern Maryland Workforce Development Board wants to make available as many options for Individualized Career Services and Training as possible to allow a tailored unique experience based on client needs. This supports our customer-centric model. The local workforce system will not prescribe to “a one size fits all” mentality. The toolbox of opportunities will be extensive providing front-line workers and integrated business service team members a chance to individualize the workforce system experience and create a meaningful plan of action.*

*The assessment of the type and availability of these employment and training activities was conducted through a service mapping exercise performed by the partner convening group. The services will not all be the role of the title I Adult and Dislocated Worker provider. In some instances, the services are Basic Career Services that one or more partner agencies may be assisting with. In other instances, such as Adult Education and Literacy, a Core Program Partner will provide the service. Adults and Dislocated Workers may be co-enrolled across partner programs to leverage resources and expand the menu options.*

*Therefore, the Southern Maryland Workforce Development Area will consider all Title I service possibilities on the options menu:*

*Basic Career Services*

- *Eligibility determination*
- *Outreach, intake, and orientation*
- *Initial assessment of skill levels, aptitudes, abilities, and supportive service needs*
- *Labor exchange services*
- *Referrals and coordination of activities*
- *Workforce and labor market employment statistics information*
- *Performance information and program cost information on eligible providers of training*
- *Local area performance regarding accountability measures*
- *Information on availability of supportive services and referrals*
- *Assistance in establishing eligibility for financial aid assistance for training and education programs*
- *Information and assistance regarding filing Unemployment Insurance claims.*

*Individualized Career Services*

- *Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers.*
- *Individual employment plan*

- *Group and/or individual counseling and mentoring*
- *Career planning (including case management)*
- *Short-term pre-vocational services*
- *Internships and work experiences*
- *Workforce preparation activities*
- *Financial literacy services*
- *Out-of-area job search assistance and relocation assistance*
- *English language acquisition and integrated education and training programs*

#### *Training Services*

- *Occupational Skills Training*
- *On-the-Job Training*
- *Programs that Combine Workplace Training with Related Instruction*
- *Apprenticeship Training*
- *Training Programs Operated by Private Sector*
- *Skill Upgrading and Retraining*
- *Entrepreneurial Training*
- *Customized Training*
- *Incumbent Worker Training*
- *Adult Education and Literacy Activities*
- *Job Readiness Training*

*Front-line staff will be trained on each of the service options and the Southern Maryland Workforce Development Board will develop policies to support each service.*

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**Mid-Maryland** provides a detailed response to Section 4(A), including noting the local area's practice of industry specific job fairs.

#### **Excerpt:**

*The Mid-Maryland Workforce Centers are committed to a customer-centered design recognizing that our customers include businesses and job seekers. All WIOA services are available to Adults and Dislocated Workers either directly in the Area's AJC or through the vast network of community partners, public and private training institutions, vocational technical centers, community colleges, private proprietary schools, and four-year public and private educational institutions.*

*We support an integrated service delivery system for job seekers and business. Everyone may access career services and we encourage the use of the Centers through orientations, outreach, referrals, and events. We will continue to prepare an educated and skilled workforce that meets the needs of business. Our workforce system has the resources, services, and tools to assist individuals in obtaining and maintaining good jobs and improve employment prospects for success. All job seekers have access to job search tools and resources at the centers, such as, MWE and other internet based job search websites; linkages to community partners; access to local, regional, and national labor market information. In addition, we conduct and develop job search workshops facilitated by*



experts. These workshops are designed to assist targeted populations based on regional workforce needs.

We will continue to work closely with our customers to address and remove workforce barriers. This includes assessing and determining job readiness, identifying the need for other supportive services, assisting with resume development and advocating for the customer to be competitive in the labor market. For example, we provide employment services for the local shelter, refer customers who are in need of appropriate business attire to non-profit partners and work from satellite offices in low income areas.

We will assist job seekers to acquire industry-recognized credentials for in-demand jobs. This will be accomplished through staff assisted career services to include, but not limited to, comprehensive assessment, counseling, case management, funded training, work based training experiences including on the job training and registered apprenticeship opportunities.

The Business Service team will participate in sector partnership activities in the identified key industries. We will continue to engage business in discussions about their industries, training needs, skill gaps, and what they believe their future needs will be. The information gathered helps identify specific in-demand short-term training that results in certificates and credentials. This leads to a talent pipeline of individuals who possess the knowledge, skills and abilities that match the labor market demand.

Howard and Carroll counties both hold job fairs and recruitment fairs throughout the year to assist business with their hiring needs and to help job seekers reach their employment goals. These recruitments are industry focused and demand driven based on local and regional employer needs. Mid-Maryland will continue to offer these job fairs and specialized recruitments as a service to Area business.

Career progression is at the heart of WIOA legislation and the Maryland State Plan, and incumbent worker training allows individuals to stay marketable and progress in their careers, and allows businesses to remain competitive. Skilled talent is a top priority for successful businesses to continue to support the economic development in our area.

In accordance with WIOA regulations, up to 20% of local workforce funds may be used to subsidize training activities for incumbent workers to obtain the skills necessary to retain employment or avert layoffs. A local policy will be developed and used to implement an incumbent worker program.

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**Frederick County's** chart included in its response to Section 4(A) is well done.

**Excerpt:**

<b>BASIC</b>	<b>INDIVIDUALIZED</b>	<b>TRAINING</b>
<b><i>Intake and Assessments</i></b>		
<p><i>At the first visit, customers are triaged at the reception area and are directed as appropriate.</i></p> <p><i>Customers receive orientation to information and other services provided. There may be an initial assessment of skill levels and supportive service needs.</i></p>	<p><i>Customers are identified as needing more intensive services and one-on-one counseling with an Employment and Training Specialist. These services would include above and beyond services offered at the basic level.</i></p> <p><i>Determination of eligibility to receive assistance.</i></p>	<p><i>LMI</i></p> <p><i>Priority of Service</i></p> <p><i>Current skills/marketability</i></p> <p><i>Determination of need for training.</i></p>
<b><i>Eligibility Determination</i></b>		
<p><i>Informal assessment and scheduled appointment for eligibility determination.</i></p>	<p><i>Fundamental eligibility (legal work status, selective service registration, veteran status, family size, family income, etc.)</i></p> <p><i>Priority of Service determination.</i></p> <p><i>At the time this plan is developed. Documentation required for eligibility is collected and verified. Appointments with ETS staff are often available the same day</i></p>	<p><i>Priority of Service</i></p> <p><i>Income</i></p> <p><i>Assistance in completing a training application which may include supporting LMI, informational interviews, job leads, meeting with a college-level advisor to discuss academic and career option that result in credentialing and license attainment.</i></p> <p><i>Determination of unlikely or unable to obtain or retain employment that leads to economic self-sufficiency.</i></p> <p><i>In need of training to upgrade skills.</i></p> <p><i>In need of training services to obtain or retain employment that leads to economic self-</i></p>

		<p>sufficiency.</p> <p>Approval of the occupational or classroom curriculum using the Maryland WIOA Eligible Training Provider List.</p>
<p><b>Employment and Training Assistance</b></p>		
<p>Services available for job search assistance are detailed in monthly calendar, on the FCWS website.</p> <p>Labor exchange, LMI, job vacancy listings, Job search classes, information on nontraditional employment, individual resume review and practice interviews.</p> <p>Customers have access to recruitments and other business services on behalf of employers.</p> <p>Resource room usage, including resource room staff assistance.</p> <p>Maryland Workforce Exchange Information and assistance regarding filing claims for unemployment compensation</p>	<p>Initial appointments include informal assessment of needs.</p> <p>Development of an individual employment plan (IEP).</p> <p>Referrals to partners</p> <p>Supportive Services</p> <p>Assistance in establishing eligibility for programs of financial aid assistance for training and education programs that are not funded under WIOA.</p> <p>In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.</p> <p>Discussion of career pathways to attain career objectives.</p> <p>Availability of internships and work experience linked to careers</p>	<p>Availability of funding.</p> <p>Comprehensive and specialized assessments of the skill levels and service needs to determine appropriateness and need for training.</p> <p>Customers have access to ETP information on performance information and program costs.</p> <p>ETS staff evaluate any potential barriers to successful completion of training, including supportive services.</p> <p>Coordination with training vendor.</p> <p>Assistance in establishing eligibility for programs of financial aid assistance for training and education programs that are not funded under WIOA.</p> <p>Access to occupational skills training, incumbent worker training, on-the-job training, transitional employment, internships/paid work experience</p>
<p><b>Case Management</b></p>		

n/a	<p>Prepare and coordinate comprehensive IEP</p> <p>Provide job and career counseling during program participation and after job placement.</p> <p>Regular contact and availability of ETS staff.</p> <p>Employer vacancy notifications.</p>	<p>Support to successfully complete training.</p> <p>Credential attainment</p>
<b>Referral to Partners</b>		
Informal assessment & referral as appropriate via MOU	Informal assessment & referral as appropriate via MOU	Informal assessment & referral as appropriate via MOU
<b>Supportive Services</b>		
Based on availability to support job search and successful employment in accordance with local policy	To mitigate barriers to successful employment in accordance with local policy.	To mitigate barriers to successful completion of training and credential attainment in accordance with local policy.
<b>Follow-up Services</b>		
Informal and limited follow-up services may be provided to address specific situations.	<p>Designed to provide support for job retention.</p> <p>Celebrate successes.</p> <p>Provided according to policy</p>	<p>Designed to provide support for successful training completion, credential attainment to support career pathways and to support job retention.</p> <p>Celebrate successes.</p> <p>Provided according to policy.</p>

(B) A description of how the Local Board will coordinate workforce development activities carried out in the Local Area with statewide rapid response activities, as described in Section 134(a)(2)(A).

**Montgomery County's** response to Section 4(B) is well done.

**Excerpt:**

*Rapid Response is a flexible strategy that is designed to respond to layoffs and plant closings by quickly coordinating services and providing immediate aid to companies and their affected workers. The WDB will meet the requirements of any state rapid response policy and will work collaboratively with DLLR to provide Rapid Response services to worker groups on whose behalf a trade petition has been filed.*

*Rapid Response activities will be a coordinated effort that includes the employer, affected workers, WSM, DLLR Dislocation Services Unit, and Montgomery County Job Center partners. WSM will work with employers and employee representative(s) to reduce the disruptions on businesses, affected workers, and communities that are associated by job loss. The WDB is committed to working with both Worker Adjustment and Retraining Notification (WARN) and non-WARN businesses and employees to maximize resources in times of job loss.*

*Generally, Rapid Response Teams provide customized services onsite at an affected company, accommodate work schedules, and assist companies and workers through the challenging transitions associated with job loss. The WDB will work with the Rapid Response Team to conduct an initial business consultation, deliver an information session for affected employees, and customize additional solutions as appropriate under the Dislocation Services Unit's direction.*

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**Southern Maryland's** response to Section 4(B) is well rounded.

**Excerpt:**

*In the Southern Maryland Workforce Development Area, Rapid Response is a collaborative effort that involves locally defined partnerships with staff from the Department of Labor, Licensing and Regulation, the Southern Maryland Dislocated Worker Program, the State's Business Services Team, Southern Maryland Workforce Development Area's Integrated Business Services Team and Division of Unemployment Insurance. Rapid Response teams work with both Worker Adjustment and Retraining Notification (WARN) and non-WARN businesses and employees to quickly maximize public and private resources that will minimize the disruptions on companies, affected workers, and communities associated with job loss. Generally, Rapid Response Teams provide customized services onsite at an affected company, accommodate work schedules, and assist companies and workers through the challenging transitions associated with job loss.*

*All Rapid Responses, irrespective of the size of the dislocation event and whether it is a WARN or non-WARN situation, involve: (1) an initial business consultation, which is employer-focused, and*

(2) an information session, which is employee focused. The Department of Labor, Licensing and Regulation works collaboratively with JobSource, the Division of Unemployment Insurance, and other relevant stakeholders to ensure effective, customer-centric Rapid Response provision.

(C) A description and assessment of the type and availability of youth workforce development activities in the Local Area, including activities for youth who are individuals with disabilities, which description and assessment shall include an identification of successful models of such youth workforce investment activities.

**Mid-Maryland** established a “Career Exploration Day” for youth.

**Excerpt:**

*One program we are particularly proud of is our Career Exploration Day program. We have partnered with the Howard County Public School System and the Howard County Department of Community Resources and Services, Office of Disability Services and DORS to host this event. 2017 will be our 10<sup>th</sup> Anniversary. The students shadow Howard County Government employees and private sector businesses for half the day to learn about the diverse opportunities available in local government and private sector business and experience a real-life work setting.*

*Students travel to their assigned work sites, which were chosen based on a student’s area of vocational interest. The Career Exploration Day experience includes meeting with staff, learning about the qualifications and skills needed to perform various jobs, observing employees in the workplace and completing a work-related task. Typically, the County Executive, Maryland Secretary of Disabilities, and the Superintendent of Schools open the event.*

*We host youth in the workforce centers to practice mock interviews with local businesses. We partner with DORS to administer their summer youth program which is another opportunity for youth with disabilities to obtain actual work experience.*

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**Montgomery County** selected diverse target populations.

**Excerpt:** Procedures are implemented to target and provide workforce services to youth with the following barriers:

*Foster Care/Aging out of Foster Care Youth:* The foster care youth population service delivery focuses on career guidance, assistance with social service referrals (mental health/ medical), tutoring and academic supports, employability skills/ life skills training, job referrals, leadership development skills, support services, and mentoring activities.

*Justice-Involved Youth:* The primary services to justice-involved youth focus on work readiness and work maturity skills training, comprehensive career counseling, assistance attaining employment, liaison with court system, collaboration with organizations that target justice-involved youth, development of strong partnerships to fill gaps in existing interventions, and connecting youth to caring adults.

*Youth with Disabilities:* Services to youth with disabilities focus on collaboration and linkages with community partners' services youth with disabilities, customized work readiness skills, customized internships/ work experience, and supportive services.

*Basic Skills Deficient:* Services to youth who are academic or English basic skills deficient focus on usage of standardized tests to determine basic skill levels, pre-testing and post-testing, tutoring, developmental activities to include individual or group academic activities, and specialized instructions to include integrated learning models.

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**Baltimore County** emphasized coordination of the ACE Program into existing WIOA training.

**Excerpt:**

*CCBC has a strong positive presence in the community and a well-established organizational infrastructure. Furthermore, CCBC facilities are located throughout the County on public transportation routes, providing the Youth program with a new, expanded level of reach into underserved communities. CCBC intends to use its broad reach to recruit youth participants from throughout Baltimore County, with emphasis on recruiting efforts in areas with higher unemployment and lower educational completion rates than the state average, (for example, Essex, Gwynn Oak, Windsor Mill, Dundalk Halethorpe and Fort Howard).*

*CCBC will apply best practices identified in the Accelerating Connections to Employment (ACE) grant, including a three-week "bridging" unit, designed to assess the suitability of candidates for the program. The bridging unit will also serve to prepare selected participants for success. GED preparation, basic skills development, English for Speakers of Other Languages (ESOL) instruction, contextualized occupational training that integrates academic skill building, and instructional preparation for industry-recognized credentials are all features of CCBC's services. Supportive services and a robust follow-up program also replicate best practices implemented in the ACE model.*

(D) A description of how the Local Board will coordinate education and workforce development activities carried out in the Local Area with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.

The **Lower Shore's** response to Section 4(D) is well done and displays a great level of partner involvement.

**Excerpt:**

*The secondary education system includes the Boards of Education in all three counties. LSWA has a close working relationship with representatives in all three counties as the In-School Youth program providers funded by LSWA have been the Boards of Education for many years. The previous Youth Council under the Workforce Development Board and the new Youth Sub-Committee of the Board*



welcome representatives to the regular meetings and value the experience and input from these service providers.

The primary provider of post-secondary education and credentialing programs in the area is Wor-Wic Community College. LSWA and Wor-Wic Community College participate in quarterly meetings to discuss service delivery strategies for WIOA participants related to funding ITAs at the college. This close partnership allows staff to recognize trends, discuss career pathways and portable, stackable credentials and better serves participants by communicating with one another. A representative of Wor-Wic Community College sits on the Workforce Development Board.

These close relationships with the secondary and post-secondary education providers already allow for coordinating strategies, enhancing services, and avoiding duplication of services; coordination of services will continue.

(E) A description of how the Local Board will coordinate workforce development activities carried out under this title in the Local Area with the provision of transportation, including public transportation, and other appropriate supportive services in the Local Area.

**Montgomery County's** response to Section 4(E) is well done.

**Excerpt:**

*Supportive services are defined as those services or activities, provided either directly to or on behalf of customers, necessary to reduce or eliminate barriers to obtaining or retaining employment. The WDB permits the provision of supportive services for several populations to assist with the elimination or reduction of barriers that may hinder compliance with training, work activity requirements, and employment opportunities. The WDB will provide support services that are consistent with all applicable federal, state, and local laws and regulations.*

*Common barriers to employment, employment training, and other required activities typically include lack of transportation, lack of available child care and in extreme case a lack of a proper home. To address these issues, the centers have informal partnerships with the public transportation system and various other non-profit organizations. Through these partnerships, the Montgomery County Job Centers are able to obtain bus passes each month that are distributed to clients to assist with transportation issues. Eligible clients are also able to receive child care vouchers that can be used to pay for daycare services and in those cases of extreme hardship. These informal processes are in the process of becoming formalized through the development of a master list of partnering agencies and center staff members receiving regular training on the informal referral process.*

*The WDB and the partners are currently developing a strategy to reach out to more organizations that provide these services to develop formal partnerships. A key area of need is mental health services. Currently a family services agency is located at the one stop to provide some mental health counseling to customers who may be depressed or have other non-psychotic needs. More is needed, along with transportation and housing. A plan is in development to also provide training on trauma*

*informed care to case managers at the centers.*

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**Prince George’s County** provides an inclusive plan for Section 4(E).

**Excerpt:**

*The WDB is an advocate for customers and employers in regard to workforce transportation issues and solutions. The WDB is committed to ensuring that the Departments of Social Services are full partners in the Prince George’s County workforce system and that resources for supportive services are fully understood by the One Stop Partners, customers and employers. The WDB is also committed to working with Prince George’s County officials to discuss and increase the public transportation system and its access in rural areas and areas where job seekers are unable to enroll in training or work due to a lack of public transportation.*

*The WDB is also committed to ensuring that DORS is a full partner in the Prince George’s County public workforce system and that multiple resources and supportive services are fully understood by the One Stop Partners, customers and employers. The WDB is committed to work with the Local officials to create a partnership that is beneficial to the customers, employers and One Stop Partners of the Prince George’s County workforce system. The WDB will work closely with the Financial Aid Officer(s) at Eligible Training Provider institutions to ensure that customers are able to explore all options for assistance with tuition, fees, transportation and cost of attendance.*

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**Baltimore County** plans to use asset mapping.

**Excerpt:**

*In addition, the WDB developed a series of recommendations for consideration during the 2016 to 2020 cycle, which include:*

- *Producing and maintaining an asset map of existing transportation resources that is incorporated into the job seeker customer service model.*
- *Developing an effective method for the referral of AJC customers to non-profit organizations (such as Vehicles for Change) that assist low income individuals in purchasing cars.*
- *Positioning Baltimore County’s public workforce system as a leader in adopting strategies that address the changing nature of work (e.g., flexible schedules that allow workers to avoid rush hour traffic; telework).*

(F) A description of how the Local Board will utilize Local Adult Funding, based on adult priority groups as specified in the State Plan.
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Local areas should consult Policy Issuance 2016-10: Workforce Innovation and Opportunity Act (WIOA) Title 1 Program Eligibility, issued on November 17, 2016. The policy is available at the following link: <https://www.dllr.state.md.us/employment/mpi/mpi10-16.pdf>.

(K) A description of the documentation required to demonstrate a “need for training.”

**Baltimore City’s** description of the documentation required to demonstrate a “need for training” is thorough and well done.

**Excerpt:**

Section 680.220 of the Proposed Federal Register states “The case file must contain a determination of need for training services as determined through the interview, evaluation, or assessment, and career planning informed by labor market information and training provider performance information, or through any other career service received.” This justification must be documented on the IEP.

Examples of Justification of Training include:

- Customer is unemployed and lacks occupational skills required to obtain employment.
- Customer is unemployed and requires additional certification to obtain employment in their chosen occupation.
- Customer is unemployed and needs to up-grade his or her skills to obtain employment in their chosen occupation.
- Customer is unemployed but lacks marketable skills to obtain employment.
- Customer is employed and requires skills upgrading to obtain or retain employment that leads to self-sufficiency.
- Customer is employed and requires additional certification(s) to obtain or retain employment that leads to self-sufficiency.

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**Susquehanna’s** response to Section 4(K) is well done.

**Excerpt:**

*"Need for Training" is a multifaceted discussion with the job seeker which is documented on the job seeker's Employment Plan as well as recorded in case notes. Customers are assessed for basic skill levels, interests, capabilities, occupational skills and credentials as needed for available jobs in the labor market. Additionally, the job seeker's job search activity, competencies and tactics as well as their understanding of the labor market are evaluated. Further, their work history and potential barriers to employment are analyzed and goals are identified. Importantly, goals and potential training plans are evaluated based on the ability of the training and skill acquisitions to progress the customer to an improved quality of life and self-sufficiency. Examples of tools utilized include Labor Market Research, ACINET, Interest Inventories, Employer Inquiries, and Career Assessments.*

(L) A description of how the Local Board will provide the fourteen required program elements for the WIOA Youth program design.

Frederick County’s chart included in its response clearly denotes which entity will provide each element.

Excerpt:

<b>PROGRAM ELEMENT</b>	<b>Provided By</b>
<i>Tutoring, skills training, and dropout prevention</i>	<i>Contractor, Title I funded staff, volunteers, training providers</i>
<i>Alternative secondary school services</i>	<i>Contractor, Title II partner</i>
<i>Paid and Unpaid Work Experiences</i>	<i>Contractor, Title I funded staff</i>
<i>Occupation skills training</i>	<i>Training providers</i>
<i>Leadership Development Opportunities</i>	<i>Contractor, American Job Center partners, community partners</i>
<i>Supportive Services</i>	<i>Contractor, American Job Center partners, Title I funds</i>
<i>Mentoring</i>	<i>Contractor, Title I funded staff, Workforce Development Board</i>
<i>Follow-up Services</i>	<i>Contractor, Title I funded staff</i>
<i>Comprehensive Guidance and Counseling</i>	<i>Contractor, Title I funded staff, community partners</i>
<i>* Concurrent Education and Workforce Prep Activities</i>	<i>Contractor, Title I funded staff</i>
<i>* Financial Literacy Education</i>	<i>Contractor, Title I funded staff, community partners</i>
<i>* Entrepreneurial Skills Training</i>	<i>Community Partners, volunteers, Workforce Development Board</i>
<i>* Labor Market Info</i>	<i>American Job Center Partners, contractor, Title I funded staff, community partners</i>
<i>* Preparation for and transition to Post-Secondary Education and Training</i>	<i>Contractor, Title I funded staff</i>

\* New program elements under WIOA

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Western Maryland also includes a well-rounded answer to Section 4(L).

Excerpt:

The WIOA Youth Program Fourteen key program elements:

Regional training and education institutions, WIOA Title I Staff, and other available individuals or entities will provide **tutoring, skills training, and dropout prevention**.

Those partners designated under WIOA Title II and Title I Staff will provide **alternative secondary school services**.

WIOA Title I Staff will provide **paid and unpaid work experience** options.

Eligible Training Providers will be used to provide **occupational skills training**.

WIOA Partners, CBOs and other appropriate entities will provided **leadership development opportunities**.

WIOA Partners and WIOA Title I funding will be used to provide **supportive services**.

Volunteers, WIOA Partners and other advocates will provide **mentoring**.

WIOA Partners and WIOA Title I Staff will provide **follow-up services**.

Title I Staff and other qualified WIOA Partners will offer **counseling**.

Vendors that have expertise and experience in **concurrent education and workforce preparation activities** will be used.

WIOA and other community partners will provide **financial literacy education**.

Business leaders, business associations and small business development organizations will be used to provide **entrepreneurial skills training**.

WIOA AJC Partners and WMC Staff will provide access to **Labor Market Information (LMI)**.

WIOA Title II and training providers will provide **preparation for post-secondary education and training**.

<p>(O) If the Local Area has contracted with youth service providers, provide a list and description of services.</p>
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**Susquehanna** shows a commitment to youth services, especially a connection with the local education system and the utilization of a “Youth Services Specialist.”

**Excerpt:**

*The youth segments targeted through a competitive procurement are youth who have dropped out of the public schools, youth who have graduated high school or have a GED but are basic skills deficient, youth in need of supervision and youth with disabilities. The Request for Proposal (RFP) specifies the population segments targeted, requires adherence to Youth Program Design and the delivery of elements from a menu of the required fourteen program elements.*

*The Program Design must include an objective assessment, the development of Individual Service Strategies (ISS), preparation for post-secondary/employment individual needs assessment by identifying linkages between academic and occupational learning, linkages to the Workforce*

*Centers and how the menu of program elements will be delivered and by whom.*

*The basic skill assessment must be one of the approved academic assessment instruments. The Individual Service Strategy instrument is standardized for all youth vendors to insure the elements are documented and the service strategies are conducted in collaboration with the youth.*

*Youth vendors may provide comprehensive guidance and counseling, case management services, tutoring services as needed, ABE/GED as applicable, occupational skill training as applicable, adult mentoring, leadership development, financial literacy and one year of follow-up services after the completion of their intensive year of service delivery.*

*The Susquehanna Workforce Network's Youth Work Experience Specialist will provide basic entrepreneurial training, labor market information, preliminary career interest assessments and work experience services to youth enrolled in the year-round program.*

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**Mid-Maryland's youth program design provides tracks.**

**Excerpt:**

*Mid-Maryland's youth program provides the 14 elements through a contracted provider WIOA Title 1 staff, and partner organizations. The program design gives youth the opportunity to participate in a comprehensive year round program. The enrollment process begins with orientation, eligibility determination and an objective assessment where TABE testing and the Individual Services Strategy (ISS) are completed. TABE results are shared between the Contractor and WIOA Title 1 staff to reduce the duplication of testing. Staff then determines an appropriate track or tracks for youth based on the results of the comprehensive assessment. The available tracks are Education, Work-based training and Credentialing and are described as:*

*Education Track - designed for the youth that need to obtain their Maryland High School diploma or increase their basic skills. Services may include but are limited to:*

- *Tutoring*
- *Study Skills instruction*
- *TABE assessment*
- *GED Classes*
- *Successfully obtaining GED or high school diploma*
- *ABE classes*
- *English Language Learner (ESL)*

*Work-Based Training Track – uses a variety of paid work experiences to help youth attain and/or improve work readiness skills and obtain unsubsidized gainful employment.*

- ***Career exploration and assessment***
  - *Work skills assessment*
  - *Interest inventory*
  - *Labor market information research;*
- ***Employment Preparation***

- Career Interest Assessments
- Work-Experience - can be in conjunction with GED or other occupational skills trainings. (Currently youth may work up to 25 hours per week @ \$10.00/ hour for approximately 9 months depending on the worksite and program participation.)
- On-the-Job Training (OJT)
- Other subsidized employment

- **Successful gains are unsubsidized employment or entrance into the military**

*Credentialing Track – training for industry-recognized credentials linked to demand occupations*

- **Career exploration**
  - Interest inventory
  - Labor market information research
  - TABE testing
  - Job shadowing
- **Enrollment in training program**
  - Financial aid training program
  - Registration completed
  - Classes scheduled
  - Earn certificate or credential

*The development of the ISS is considered to be the “cornerstone” of the process for serving WIOA Out-of-School Youth. The Contractor’s Youth Specialist and the WIOA Youth Coordinator provide guidance and support for each youth to achieve their goals as outlined in the ISS. The Contractor uses proven program activities and established partnerships that engage the youth in education and work essentials. Staff may utilize CareerScope, MWE, O\*Net and other career exploration tools to assist the youth in designing a career path, and acquiring in-demand skill sets in an occupation that leads to potential career laddering opportunities.*

**(Q)** Describe the Local Board’s follow-up services policy. This should include follow-up requirements, frequency of contact, and required documentation.

**Prince George’s** created a “Data Quality and Performance Management Unit.”

**Excerpt:**

*Through the WIOA implementation process the WSD formed the Data Quality and Performance Management Unit. This unit was created to manage all WSD management information systems, the performance of WSD and ensure the quality of services performed by WSD meet local state and federal standards. Follow-up services are a top priority of this unit, as the WDB and WSD believe that effective follow-up services leads to positive performance.*



*Working with the Data Quality and Performance Management Unit, WIOA staff and additional partners as designated by the MOU will contact customers on a monthly basis for one year following exit. The contact may be accomplished by email, electronic message, and phone, in person or through contact initiated by a One Stop Career Center partner. Contact with the customer will be documented via an electronic case note. If there is an indication that additional services may be beneficial, the customer will be referred to a WIOA Training Associate for an assessment for additional services. If a customer is unreachable for three months in a row, the customer will be placed in an inactive follow up status, and a final follow up attempt will be made at the twelve month date.*

*Along with the efforts by WIOA staff and partners, the Data Quality and Performance Management Unit's newly created Retention and Data Validation Specialist will provide additional in-program follow-up and post program job placement services in support of customers' job retention and career progression efforts as well as obtain documentation ensuring successful completion of specific benchmarks related to the goals of the participants of all WIOA programs.*

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**Baltimore County** provides an inclusive policy. Its answer to Section 4(Q) is well done.

**Excerpt:**

*Career Consultants and Retention Specialist are responsible for providing follow-up services to WIOA participants for up to 12 months after the first day of employment; or for 4 quarters following exit by contacting the participant and entering services and/or outcomes into the Maryland Workforce Exchange.*

**Retention/Follow-up Procedures for WIOA Participants**

Case Closure – Customer Obtained Employment

- *Career Consultant (CC) enters case closure and passes file to Retention Specialist (RS) to initiate the follow-up*
- *The RS contacts the customer twice during the 90-day wait for the file to exit. (e.g. case closure date is 4/2016, RS would contact 5/2016 & 6/2016)*
- *Follow-up services should be entered if applicable. (see service list)*
- *Case notes should be specific to follow-up service provided or conversation upon contact.*
- *Upon exit, the RS will perform quarterly follow-up, and will complete the follow-up grid with pertinent information. (MABS, Employer contact, customer contact, Work # etc...)*
- *Case notes should be specific to follow-up service provided or conversation upon contact if applicable.*

Case Closure - Employed While Participating

- *The CC enters service code 122 in MWE. (Customer finds employment during participation).*
- *The CC continues to case manage the customer's file until the case is closed.*
- *The CC enters case closure and passes the file to the RS to begin the follow-up process.*
- *The RS contacts the customer twice during the 90-day wait for the file to exit the system.*
- *Follow-up services should be entered if applicable (see service list).*

- *Case notes should be specific to follow-up service provided or conversation upon contact.*
- *Upon exit, the RS performs quarterly follow-ups and completes the follow-up grid with pertinent information (MABS, Employer contact, customer contact, Work # etc...).*
- *Case notes should be specific to the follow-up service provided or conversation upon contact, if applicable.*

#### Case Closure - Without Employment

- *The CC enters case closure and passes the customer's file to the RS, once exited.*
- *Upon exit, the RS will perform quarterly follow-ups and complete the follow-up grid with pertinent information (MABS, Employer contact, customer contact, Work # etc...).*
- *The RS enters case notes.*

## Section 5 – Wagner-Peyser Functions

*This section includes a description of plans to maximize coordination of Wagner-Peyser Act services, how the local board will provide access for Unemployment Insurance claimants, and how the local board will ensure that migrant and seasonal farmworkers in the Local Area will receive services.*

(A) A description of plans and strategies for, and assurances concerning, maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) and services provided in the Local Area through the American Job Center delivery system, to improve service delivery and avoid duplication of services.

**Baltimore County, Frederick County and Mid-Maryland** all provide comprehensive plans for the inclusion of Wagner-Peyser functions.

### **Baltimore County Excerpt**

Note: DLLR's Wagner-Peyser staff are currently concentrated at the Eastpoint AJC, although they regularly rotate to the County's other two AJCs to deliver services as well. A graphical representation of the configuration of partners delivering services at the Eastpoint AJC is included in the appendix for Section 5.

*Baltimore County's workforce team works closely with the Labor Exchange Administrator (LEA) and DLLR Center Manager to ensure Wagner-Peyser services are integrated and coordinated with those of the local system.*

*A variety of partner services are accessible to customers, either: (a) on-site full-time where space permits, (b) on-site part-time through scheduling of shared workspaces, or (c) by information provision and referral. Partners include, but are not limited to: Title I (WIOA Adult and Dislocated Worker), Wagner-Peyser, (Basic Career Services; Reemployment Opportunity Workshops (ROW); Reemployment Services and Eligibility Assessment Program (RESEA), Veterans Services, Job Corps, Native American Program, Adult Education, DORS, Department of Aging, Unemployment Insurance Hearings, Department of Social Services, Community College of Baltimore County, and the Baltimore County Small Business Resource Center.*

*The County's Workforce Development Board has sought out the participation of the LEA, who has actively participated in discussions and votes at quarterly meetings. The LEA also served on the Transition Committee, a temporary committee established to guide the work of the Board as four other committees generated recommendations for the local plan.*

*In addition, the LEA represents the Wagner-Peyser program as a charter member of the CAREER Team, a group comprised of local workforce development system service providers (including all of the core partners) convened to improve and systematize the integration of services in the local system.*

### Assurances

*The Local Board has established three comprehensive, full-service American Job Centers, and have a written process for the local Chief Elected Official and Local Board to determine that the center conforms to the definition therein.*

*The Local Board has developed plans and strategies for maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) and*

services provided in the Local Area through the American Job Center delivery system, to improve service delivery and avoid duplication of services.

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### **Frederick County Excerpt**

*The Board will coordinate the career services delivered by Wagner-Peyser staff with the career services delivered by other American Job Center partners through the Memoranda of Understanding and Resource Sharing Agreement.*

*Labor exchange services, which are the primary services provided by WP staff, fall under the Basic Career Services mentioned in Section 4 of Training and Employment Guidance Letter 03-15 (TEGL 03-15). Wagner-Peyser staff also may make available the Individualized Career Services discussed in TEGL 03-15, particularly for those individuals with barriers to employment as defined in WIOA sec. 3(24).*

*Wagner-Peyser staff are cross-trained to screen customers for WIOA eligibility and make appropriate referrals to core partners and community based organizations including Goodwill, Transit, and Frederick County Mental Health Association, and others for supportive services. Staff make referrals to resources including the 24-Hour call center through Maryland 211, the Frederick County Guide to Mental Health and Community Support Services, the Frederick Employment Network Matrix, and the Maryland Community Services Locator (MDCSL).*

*The Board assures that every effort will be made to reduce duplication of services and maximize coordination among partners.*

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### **Mid-Maryland Excerpt**

*Mid-Maryland has been co-located for over a decade and will continue to coordinate customer-centered services. Mid-Maryland is operationally consolidated using a team approach. Many basic and individualized services in the AJC are handled by Wagner Peyser and WIOA Title I. All Basic career service functions have been integrated and cross training has been completed in compliance with the law and state personnel regulations. Features of the integrated system include an orientation process highlighting all partner services where group orientations may be facilitated by a multi-partner team; a common resource area; common job search or job related workshops; technology linkage; sharing of information, resources, and staff; joint case management and funding; combined staff meetings, integrated program planning and trouble-shooting; consolidated business team functions, and a unified commitment to the Maryland Workforce Exchange.*

*Mid-Maryland's Business Service teams work to provide a comprehensive "demand-side" service approach to the business community. The core team is WIOA Title 1, WP, DORS, LVER. Depending on the type of service, a representative of the local community college, Rapid Response, DSS, and others may also participate. Members of the team attend regular EDA meetings. The team addresses employer needs, outreach to high growth/high demand industries/priority industries, and establishing goals, and recruitment efforts as well as any other item the business needs. We refer to partners and coordinating community resources as needed.*

(B) A description of how the Local Board will utilize the Wagner-Peyser program to provide access to local workforce development services for Unemployment Insurance claimants.

### **Baltimore County Excerpt**

*Baltimore County's AJC staff have introduced new program features into the Wagner-Peyser ROW and RESEA workshops offered at the three County AJCs to help Unemployment Insurance claimants access to the range of services the local workforce system has to offer.*

*DEWD has partnered with State staff to help prepare and connect individuals in the ROW and RESEA programs with employment opportunities and workforce services:*

- *An AJC staff person conducts a 20-minute presentation during both workshops to explain the services and resources participants can access through the AJCs.*
- *The AJC staffer distributes an interest survey to identify participants who would like to take advantage of AJC services. Surveys are completed while presenters are in the room. Presenters review surveys for completeness, after which they leave the room.*
- *Interest surveys are entered in a spreadsheet.*

*The data collected in the spreadsheet is used regularly by TMCs for outreach purposes when job fairs, onsite recruitments, cohort training opportunities, or other workforce activities are planned by an AJC.*

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### **Frederick County Excerpt**

*Reemployment Workshops for Unemployment Insurance Claimants participate in federally funded RESEA (Reemployment Services and Eligibility Assessment) or state funded ROW (Reemployment Opportunity Workshops). These workshops instruct participants regarding labor market information, resume writing, interviewing skills, networking, and job search strategies. The goal is to expedite reemployment by offering job search assistance and referrals to partner agencies. They also serve as an orientation to the center, an introduction to WIOA programming, and the connection of job seekers to job opportunities and/or training funding as appropriate. WIOA staff is available to conduct a brief informational session on how to pursue individualized services and access WIOA training funds. Wagner-Peyser staff also provides follow-up support for UI workshops: one-on-one interviews, resume review, referrals to applicable job postings, scheduling assessments, and WIOA eligibility appointments.*

*Resource room staff members and other Wagner-Peyser funded staff provide information and assistance regarding filing claims for unemployment compensation. Staff members are trained in unemployment compensation claims filing and the rights and responsibilities of claimants. Assistance may be provided in person, by phone, or via email. Customers have use of the resource area computers to access the .com website to make their initial claim and subsequent webcerts. For customers applying or making inquiries by phone a private area is available as needed. The DLLR publication "**What You Should Know about Unemployment Insurance in Maryland**" is available to customers to provide additional guidance.*

## **Mid-Maryland Excerpt**

*We hold special sessions for Unemployment Insurance claimants. We adhere to the requirements of the Re-employment Services and Eligibility Assessment (RESEA) and Re-employment Opportunities Workshops (ROW) programs. State merit staff is currently managing the bi-weekly RESEA and ROW programs to provide services to the UI Claimants. We always attempt to provide comprehensive service to our customers, and access or referrals to partner agencies. We strive to empower our customers with the skills and knowledge to conduct their job search with staff assistance or independently. We also assist job seekers with filing claims in the center and submitting UI appeal request documents. There are UI and Workforce liaisons in headquarters to assist with more complex UI claimant issues.*

(C) If applicable, a description of how the Local Board will ensure that migrant and seasonal farm workers in its Local Area will be provided employment services.

## **Baltimore County Excerpt**

*Workforce development services are available to both employers and workers involved in the County's agricultural sector through the Migrant and Seasonal Farm Workers (MSFWs) program.*

### Supply Side

*Migrant and Seasonal Farmworkers (MSFWs) in Baltimore County can access the full menu of employment services through the three local AJCs, including:*

- *Basic Career Services*
- *Individualized Career Services*
- *Veteran Services*
- *Bilingual Assistance*

*Outreach workers consistently provide information on seasonal or short-term non-agricultural job openings where workers may wish to transition when agricultural work opportunities have concluded. Partnerships with other state and local agencies, e.g., the County Health Department, the Maryland Farm Bureau, and the Maryland Legal Aid Bureau -- enhance the agency's ability to achieve maximum penetration into the MSFW population by reaching local workers as well as MSFWs.*

*In addition, a State Monitor Advocate has developed strategic partnerships with community-based organizations to maximize resources and provide support services to the agricultural community. These partnerships provide the State Monitor Advocate with an opportunity to share knowledge of farm worker needs, characteristics, and concerns with other organizations, and cooperatively develop solutions to any deficiencies in the delivery of services to MSFWs.*

### Demand Side

*Baltimore County has a Business Services Consultant (BSC) who provides business services, to assure provision of the highest quality services to agricultural employers. Local staff maintain close positive relationships with agricultural employers, especially employers who participate in the*

Foreign Labor program, H2A, and employers who participate annually in Maryland's agricultural wage surveys.

Typical business services provided by the BSC may include the following:

- Access to top workforce talent
- Current labor market information
- Continuous exposure for job openings posted through the Maryland Workforce Exchange
- Assistance with occupational and professional licensing, including crew leaders
- Resources and assistance for occupational safety and health
- Access to tax credit programs
- Services related to unemployment insurance

Additionally, Baltimore County's BSC meets with farm owners each spring and summer to conduct the Prevailing Practice Survey. The Survey collects information on wages and housing conditions for the H2A and H2B workers. The spring and summer meetings also give farmers the opportunity to express business concerns and/or lodge complaints.

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### **Frederick County Excerpt**

Although there are relatively low numbers of migrant and seasonal farm workers (MSFWs) in the Local Area (approximately 7 MSFWs as of 3/21/2016) outreach programs have been developed and delivered to the locations where they reside. During the season, visits are conducted at the farm location. Communication with Spanish speakers is provided in their native language. Every effort is made to meet MSFWs where they are available, in case the American Job Center is not within their commuting ability.

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### **Mid-Maryland Excerpt**

In Mid-Maryland, we have a Regional Agricultural Specialist that covers Howard, Carroll and Frederick Counties. If a migrant seasonal farm worker is identified they are contacted and told about the services available and provided information on how to access them. Monthly outreach is also conducted to ensure compliance with MSFW program.



## Section 6 – Title II – Adult Education and Family Literacy Functions

*This Section should include a description of the integration of adult education and literacy services into the local area, how the local area will coordinate with Title II providers to align basic skills and English language assessments, and how adult education will be provided in the local areas.*

(B) A description of how the Local Board will coordinate efforts with Title II providers to align basic skills and English language assessments. The description should include:

- An outline of the agreed upon steps that will be taken to align basic education skills and English language assessments within the local area, including, but not limited to, any Memoranda of Understanding entered into by the workforce development and adult learning partners;
- An identification of how assessment scores will be shared among WIOA Title I areas and Title II providers (Consideration must be given to the Federal Education Rights and Privacy Act (FERPA));
- An identification of who will conduct which of the approved assessments (including for Trade Participants) and when such assessments will be conducted, consistent with this policy;
- An outline of how the local area will coordinate testing between workforce development and adult education providers; and,
- An outline of how the local area will ensure that test administrators are to be trained in accordance with this policy and applicable testing guidelines as set forth by the applicable test publisher.

**Susquehanna** establishes a policy whereby only workforce staff who are trained by adult education staff will be able to deliver assessments.

### **Excerpt:**

*Title II representatives will be included as part of the discussion and negotiations of the MOUs. The adult education partner will provide assessment, advising, and instructional services in adult basic and secondary skills and/or English language skills. The workforce system will utilize compatible and approved assessment instruments when identifying the basic education needs of customers. The workforce staff will be trained in administering the common assessments utilized by Title II providers.*

*The sharing of assessment scores is currently done in a youth funded program and with the informed consent of the customer. A formal agreement will be executed to include the sharing of assessment scores for the adult and dislocated worker populations. Title II providers will request that students sign FERPA release forms so that educational records, including assessment data, can be shared. Assessments conducted in the Workforce Centers will be administered by trained staff.*

*Wagner Peyser staff who specialize in services to Trade participants facilitates the delivery of services related to the Trade Program. Based on the training services requested, arrangements for assessments will be arranged.*

The workforce center staff has the capability of administering basic education, career and skill assessments. Once it is determined through a customer's Employment Plan their training choice, the occupational training provider may require occupational specific assessments which they will administer.

**Mid-Maryland** includes a plan to create a "Release of Information" for clients to sign.

**Excerpt:**

*Student/client score information is shared in multiple ways. One of the Adult Ed. providers is also a subcontractor for the WIOA youth program; students who participate in both programs have score information shared through staff in that program. Otherwise, staff at each program send score information through the students themselves in order to comply with FERPA and WIOA/County privacy requirements. When needed, we request that clients sign a Release of Information so that we can share the scores.*

## Section 7 – Vocational Rehabilitation Functions

*This Section should include a description of replicated cooperative agreements between the local board and other entities and the local office of MSDE's DORS. The local area should include how the agreements enhance the provision of services to individuals with disabilities.*

All local areas completed this section in a satisfactory manner with the assistance of MSDE DORS.

## Section 8 – Temporary Assistance for Needy Families Functions

*This Section should include a description of the local board’s implementation timeline and planning activities for TANF integration, implementation and coordination of services to individuals on TANF, and a description of local Departments of Social Services’ representation on the local board.*

(A) A description of the Local Board’s implementation timeline and planning activities for TANF (e.g., strategies for improving customer intake, service coordination, client monitoring and tracking, targeting employment services to low-skill, low-wage workers, etc.).

**Anne Arundel** was the only local area to fully address the TANF portion of the plan without any required revisions. All of the local area’s responses are included.

### **Excerpt:**

*The Board’s goal is to ensure that Temporary Assistance for Needy Families (TANF) recipients have the skills needed to become self-sufficient and to advance on a career path to middle- and high-skill jobs. Therefore, the Director of Anne Arundel County Department of Social Services (DSS) is a member of the Board, and Anne Arundel Workforce Development Corporation (AAWDC) is the TANF provider for job readiness and job placement services.*

*AAWDC staff is colocated with DSS in the Glen Burnie and Annapolis offices. AAWDC staff provides essential skills workshops, life skills and job readiness training, case management, barrier removal, career exploration, hard skills enhancement/occupational training, work and learn opportunities, connection to employment, and follow up and retention services to TANF recipients to ensure that they are self-sufficient.*

*The Board will be also put an emphasis on working with adults and their children at the same time to implement two generational approach.*

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**Southern Maryland’s** plan establishes collaboration and partnership between LDSS and WIOA.

### **Excerpt:**

*Individuals served by Temporary Assistance for Needy Families called Temporary Cash Assistance in the State of Maryland, are a primary target population for Workforce Innovation and Opportunity Act Title I Adult Programs. This low-income and multi-barrier target population will be an important component of a successful local workforce system making the partnership with Temporary Cash Assistance essential.*

*Temporary Cash Assistance representatives from Department of Social Services are participating as a Core Program Partner in the three (3) Counties that comprise the Southern Maryland Workforce Development Area. They are members of the partner convening group and have been actively engaged.*

*As referenced throughout this Plan, the partners including Temporary Cash Assistance have agreed to an integrated upfront system that includes initial screening, Maryland Workforce Exchange registration, referral, and basic career services. In addition, Temporary Cash Assistance representatives will participate in integrated case management meetings monthly to facilitate co-enrollments, career pathway strategies, system orientation, and coordination of exits and supportive services. Temporary Cash Assistance will also participate on the local Integrated Business Service Team that will conduct business development opportunities for job placements.*

(B) A description of the implementation and coordination process to enhance the provision of services to individuals on TANF that includes:

- Potential co-location of LDSS and/or WIOA Partners at AJCs or LDSS depending on the nature of local partnerships and operations
- Leverage existing financial and in-kind contributions to the WIOA system to ensure coordination of services provided by multiple programs, creating a seamless approach to delivering services
- Cross train and provide technical assistance to all WIOA Partners about TANF
- Ensure that activities are countable and tracked for the TANF Work Participation Rate (WPR)
- Access to business services and employer initiatives to attract and better serve employers by marketing joint services, minimizing the burden on employers who use the centers, and provide employer-focused services through a single point of entry rather than through all partnering programs
- Contribute and provide baseline outcomes data to the WIOA system through strategies for collecting and reporting varied program reporting requirements.

### **Anne Arundel Excerpt**

*AAWDC has been providing job readiness and placement services for TANF population for almost 9 years. For easy referral, AAWDC staff has been collocated with the DSS offices in Glen Burnie and Annapolis. The DSS locations will serve as affiliate career centers to provide services not only to TANF population but for all DSS clients.*

*AAWDC will use TANF funds first to provide career readiness, occupational and essential skills training, and barriers removal. Then, the Workforce Innovation and Opportunity Act (WIOA) funding will be blended in to move TANF participants to career pathways and placement at a family sustaining wage.*

*The State of Maryland has required TANF to be a core partner, and therefore the Anne Arundel County Alignment Committee has discussed integrated staff trainings and ways to share information between all partners on a regular basis. This is a prerequisite for creating a common intake process and integrated service delivery system. The Alignment Committee includes local DSS*

*representatives and information about TANF will be discussed and presented at those trainings and included in the distribution materials.*

*AAWDC is responsible for participation rate calculations and population of relative tracking databases. AAWDC also provides weekly, monthly, quarterly, and annual reports in accordance with DSS requirements.*

*AAWDC will continue to operate and expand its Work Experience initiative, which constitutes the placement phase where clients are matched with potential unsubsidized employment opportunities. Qualified and pre-screened clients could also be referred to entry-level jobs. A Talent Acquisition Specialist is tasked to implement these strategies of connecting clients with meaningful job experiences that lead to full-time employment.*

*The Alignment Committee is exploring ways to share client level data among partners. In the meantime, the reports will be shared on a regular basis with all partners.*

*The Board's vision is to adopt Benchmarks of Success developed by the WIOA Performance Workgroup.*

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**Susquehanna** provides a good answer to Section 8(B) and lists what will get covered in the MOU.

**Excerpt:**

*The Local Board and LDSS are committed to build upon existing relationships and service coordination. Currently SWN staff provided work-based training services, follow-up services and job placement services funded through DSS in Harford County. This includes entering and narrating activities into CARES and WORKS as well as job placement and work experience opportunities. Throughout the region TANF customers are referred to and participate in activities at the Workforce Centers. Through engagement with the Business Service Team and Business Engagement Committee of the Local Board, the LDSS are apprised of all employment recruitment activities conducted in the region and needs of employers through participation on the Business Engagement Committee of SWN.*

*It is anticipated that through the development of the Memorandum of Understanding and Resource Sharing Agreement additional implementation, coordination and opportunities to leverage resources and contribute to outcomes will be identified. It is envisioned that the MOUs will address topics such as:*

- *Referral mechanisms and access to TCA services*
- *Cross training and technical assistance opportunities*
- *Business services and engagement*
- *Co-location and/or access to TCA services*
- *Contributions to system infrastructure costs*
- *Data sharing, performance tracking and reporting*

(C) A description of the LDSS representation on the Local Board to ensure that TANF expectations, roles, and responsibilities are addressed in the Local Area.

**Anne Arundel Excerpt**

*The Local Director for the Department of Social Services serves on the Local Board and also participates on the Alignment Committee.*



## Section 9 – Jobs for Veterans State Grants Functions

*This Section should include how the local board will provide priority of service to veterans and their eligible spouses and how the local board will engage local Veterans Employment Services Representatives.*

*The following is a template response written in accordance with Maryland’s WIOA State Plan as required by Title 38, Chapters 41 & 42 United States Code; Veteran Program Letters (VPLs) 03-14 & 07-10)*

(A) A description of how the Local Board will provide priority of service to veterans and their eligible spouses.

The American Job Center (AJC) provides “Priority of Service” to veterans and their eligible spouses in accordance with the Jobs for Veterans Act of 2002 and the Veterans’ Benefits, Health Care, and Information Technology Act of 2006. The purpose of Priority of Service is to give first consideration for program participation to covered Veterans and eligible spouses who also meet the eligibility criteria of a federal Department of Labor training, employment, or placement service in any workforce preparation program. AJC will ensure all vendors follow Priority of Service provisions.

To receive Veterans Priority of Service for a specific program, a Veteran or eligible spouse must meet the statutory definition of a “covered person” and also must meet any other statutory eligibility requirement applicable to the program. For all U.S. Department of Labor (DOL) funded programs, Priority of Service means access to services or resources earlier than others, or if resources are limited, it may mean access to services and resources instead of general service individuals.

Veterans Priority of Service will take precedence before applying WIOA Priority of Service for recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. Programs with specific eligibility criteria, such as the WIOA Title I Adult program, will ensure covered persons meet all statutory eligibility requirements for the program before receiving Priority of Service.

**Note:** *All criteria for veteran and spouse eligibility will be applied as written in Maryland’s WIOA State Plan, Section 9. (review for more details on veteran and spouse eligibility)*

In accordance with Maryland’s State Plan, veterans and eligible spouses will continue to receive priority of service for all DOL-funded job training programs, which include WIOA programs. However, as described in TEGL 10-09, when programs are statutorily required to provide priority for a particular group of individuals, such as the WIOA priority described below, priority must be provided in the following order:

1. First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services provided with WIOA adult formula funds.

2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.
3. Third, to veterans and eligible spouses who are not included in WIOA's priority groups.
4. Last, to non-covered persons outside the groups given priority under WIOA.

1 <sup>st</sup> Priority	Veterans and eligible spouses who are also low-income, recipients of public assistance and/or basic skills deficient
2 <sup>nd</sup> Priority	Individuals who are not veterans or eligible spouses, are recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient
3 <sup>rd</sup> Priority	Veterans and eligible spouses who did not meet "first priority" conditions
4 <sup>th</sup> Priority	Individuals who are residents of the Local Area and who are not veterans and do not meet criteria to be considered a target population

### ***Customer Service Flow for Veterans***

*AJC staff provides core services and initial assessments to veterans.*

The receptionist or other American Job (AJC) staff who work at the front desks are trained to determine whether any customers are veterans. Information can also be gathered on veteran status when the AJC front desk has customers complete their county's "Customer Activity Sheet". Customers who self-attest to veteran status shall receive priority of service from this point forward.

AJC staff conduct the initial *Personalized Needs Assessment* with all new customers (including veterans). If a customer self-attests to veteran status, AJC staff complete DLLR's SBE Checklist to determine whether the veteran qualifies as having one or more Significant Barrier to Employment (SBE).

When the Personalized Needs Assessment is completed, veterans choose from the following options:

1. If the customer qualifies as SBE, and requires intensive services to overcome a barrier to employment, AJC staff assists in setting up an appointment for him/her to meet with Disabled Veteran Outreach Program (DVOP) Specialist.
2. If the customer does not require intensive services, he/she is then referred to Basic Career Services resources, WIOA Title I resources, an AJC Job Service Specialist, or other resource as determined appropriate based on the Personalized Needs Assessment.

*Note: When a veteran seeks services at an AJC where the DVOP is not currently available because of their rotation schedule, the receptionist provides the customer with the card and contact information of the DVOP and contacts the DVOP via email to provide them with the contact*

information of the customer so the two can coordinate a meeting time when the DVOP will be stationed at the AJC, if desired.

### **Verifying Veteran Status**

Any individual **self-identifying** as a covered person should be **provided immediate priority** in the delivery of employment and training services. It is neither necessary nor appropriate to require an individual self-identifying as a veteran or eligible spouse to verify his or her status at the point of entry unless the individual who self-identifies as a covered Veteran or eligible spouse:

1. Is to immediately undergo eligibility determination and must be registered or enrolled in a program; or,
2. The applicable Federal program rules require verification of covered Veteran or eligible spouse status at that time.

Similarly, a covered person should not be denied access on a priority basis to any services provided by program staff in order to verify covered person status. Rather, an individual self-identifying as a Veteran or eligible spouse should be enrolled and provided immediate priority and then be permitted to follow-up subsequently with any required verification of his or her status as a Veteran or eligible spouse.

**For services that require eligibility verification, such as classroom training, verification only needs to occur at the point at which a decision is made to commit the use of outside resources.** For example, to receive training services under WIOA Title I programs, veteran status must be verified. In cases, such as these verification is only necessary where a decision is made to commit outside resources to a covered person over another individual. For all other purposes, covered persons should be enrolled and provided immediate priority before providing verification as a covered person.

To receive Priority of Service for career services, covered persons may **self-attest** their veteran or eligible spouse status.

### **Veterans and Spouses as Dislocated Workers**

WIOA Title I Dislocated Worker Funds can help Veterans, separating service members, and eligible spouses to enter or reenter the civilian labor force. To receive services under the WIOA Title I Dislocated Worker Program, a Veteran or eligible spouse must be a dislocated worker. By definition, according to WIOA, a dislocated worker is an individual who:

1. Has been terminated or laid off, or received a notice of termination or layoff from employment;
2. Is eligible for, or has exhausted, unemployment insurance (UI) benefits;
3. Has demonstrated an appropriate attachment to the workforce, but is not eligible for UI and is unlikely to return to a previous industry or occupation;
4. Has been terminated or laid off, or **received notification** of termination or layoff from employment as a result of a permanent closure or substantial layoff;
5. Is employed at a facility where the employer has made the general announcement that the facility will close within 180 days;

6. Was self-employed, but is unemployed as a result of general economic conditions in the community or because of a natural disaster;
7. Is a displaced homemaker as defined by WIOA 3(16); or,
8. Is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of Title 10, U.S.C.), and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or is the spouse of a member of the Armed Forces on active duty and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**Generally, service members exiting the military, including, but not limited to, recipients of Unemployment Compensation for Ex-Military members (UCX), qualify as dislocated workers. Active duty service members who separate by retirement may also qualify as dislocated workers. However, an active duty service member taking early retirement as an incentive must be taken on a case by case basis. In some cases, this type of separation may be the only choice a service member may have. Thus, the service member's retirement could be considered a dislocation. However, if the service member's separation is voluntary, then the service member would not qualify as a dislocated worker.**

*If a Veteran meets the definition of a dislocated worker, then he/she may also be eligible to receive Priority of Service. For WIOA Title I programs, Priority of Service is available to any Veteran who has served at least one day in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable. AJCs may consider documentation of a service member's release from active duty on a specific date as equivalent to a layoff notice for WIOA Dislocated Worker Program eligibility. However, service members are not eligible for Priority of Service until they leave active duty.*

*In the case of separating service members, because they may be on a terminal leave from the military, a separating service member may begin to receive career services while the service member may still be part of the Active Duty military, but has an imminent separation date. It is appropriate to provide career services to separating service members who will be imminently separating from the military, provided that their discharge will be anything other than dishonorable.*

### **JVSG Funds Are Provided to Fund Two Staff Positions**

**Disabled Veterans' Outreach Program (DVOP) Specialists** -- Under 38 U.S.C. 4103A(a), a DVOP specialist provides intensive services<sup>5</sup> and facilitates placements to meet the employment needs of veterans, prioritizing service to special disabled veterans, other disabled veterans, and other categories of veterans in accordance with priorities determined by the Secretary of Labor (Secretary); and

**Local Veterans' Employment Representatives (LVER)** -- Under 38 U.S.C. 4104(b), the LVER's principal duties are to: (1) conduct outreach to employers in the area to assist veterans in gaining employment, including conducting seminars for employers and, in conjunction with employers, conducting job search workshops and establishing job search groups; and (2) facilitate employment, training, and placement services furnished to veterans in a State under the applicable State employment service delivery systems.

### **Monitoring Priority of Service**

To ensure priority of service is implemented and operating correctly it will be monitored by the Regional Local Veterans Employment Representative (RLVER) and by the Labor Exchange Administrator or whomever they designate.

(B) A description of how the Local Board will engage Local Veterans Employment Representatives in engaging and providing services to local businesses.

Local Veterans Employment Representatives (LVER) conduct outreach to employers and engage in advocacy efforts with hiring executives to increase employment opportunities for veterans and encourage the hiring of veterans. The Local Board will promote LVER services through social media, job fairs and email blasts based on information provided to the Local Board by the LVER. The Local Board will include the LVER in employer meetings convened in support of determining employer needs related to Career Services, Training Services, or Educational Services. The LVER will be included in meetings and efforts convened by and on behalf of the One Stop Partners, including meetings and efforts convened by the One Stop Operator.

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**Lower Shore's** response to Section 9(A) is well done.

#### **Excerpt:**

While there is an adult priority of service policy as shown in its entirety in Section 3 outlining that for adult funding, 51% of participant will be low-income, public-assistance recipients, or basic skills deficient, the policy does not replace veteran's priority of service. The purpose of veteran's priority of service is to give first consideration for program participation to veterans and eligible spouses once meeting program eligibility requirements. Local staff closely follow Maryland Policy Issuance 2016-04 in providing veterans priority of service. Should the policy be replaced, the new effective policy will be followed.

Additionally, all AJC staff administer core services and initial assessments to veterans. While providing these services, AJC staff assess whether a veteran has a significant barrier to employment (SBE). After AJC staff delivers core services and initial assessments to veterans, veterans with an SBE who require intensive services are offered a referral to a Disabled Veterans' Outreach Program Representative, (DVOP) for those services, or an option of receiving intensive services from non-JVSG staff. In the selection process all customers interested in training first enroll in the Maryland Workforce Exchange (MWE) which is a process administered by DLLR Staff. If a customer engages WIOA Staff without prior identification of veteran status, the customer's military status and any significant barriers to employment would be identified during assessment and eligibility determination. If the customer presents barriers that are beyond the established services available to WIOA customers but that might be available through other partners, a recommendation to consult DVOP staff or other partners who provide appropriate services is made. In this way AJC staff engages in a reciprocal case management process to provide better outcomes for veterans and their spouses. Specifically, the veteran or spouse is made eligible for

WIOA services on a priority basis. They are also made aware of any other services which their status may make available to them.

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**Frederick County's** response to Section 9(A) is well done.

**Excerpt:**

*The Veterans' Employment and Training Service (VETS) - a federal program of the Department of Labor - provides funding to State Workforce Agencies through the Jobs for Veterans State Grants (JVSG) program. Through these grants, the state funds two positions in the American Job Center: our Disabled Veterans' Outreach Program (DVOP) Specialist provides intensive services to veterans with significant barriers to employment to facilitate the transition into meaningful civilian employment. The second position is our Local Veterans' Employment Representative (LVER) who performs outreach to local businesses and employers to advocate for the hiring of veterans.*

*Frederick County Workforce Services (FCWS) staff provides priority of service (POS) to veterans in all Department of Labor job training programs. Our Local Veterans' Employment Representative (LVER), Disabled Veterans' Outreach Program Specialist (DVOP), and American Job Center Staff (AJC) are partners in the One-Stop employment solution for businesses and job seekers. FCWS provides intensive services such as case management, career counseling, transition assistance, individual job development, and referrals to employment. There is a referral process to WIOA partners in place to connect eligible veterans with local programs that will pay for training, licenses, and certifications for in-demand occupations.*

*The Veterans Program offers assistance from a DVOP specifically to veterans with significant barriers to employment. AJC Staff provides services to all other veterans. FCWS provides various training programs specifically designed to prepare veterans for civilian careers. We also provide access to veteran benefit information, assistance with government job applications and federal resumes, and priority hiring through federal contractors.*

*In June 2014 a new screening procedure was implemented to identify veterans as they come into any AJC. There are specific criteria which determine if a veteran or qualifying spouse are eligible to receive intensive services from a DVOP, or all services (basic or individualized) through AJC staff.*

*The United States Code Title 38 Chapter 41 defines an eligible spouse as: (A) The spouse of any person who died of a service-connected disability, (B) the spouse of any member of the Armed Forces serving on active duty who, at the time of application for assistance under this chapter, is listed, pursuant to section 5 the following categories and has been so listed for a total of more than ninety days: (i) Missing in action, (ii) Captured in line of duty by a hostile force, or (iii) Forcibly detained or interned in line of duty by a foreign government or power, or (C) The spouse of any person who has a total disability permanent in nature resulting from a service-connected disability or the spouse of a veteran who died while a disability so evaluated was in existence. Detailed MWE reports of newly enrolled vets are run daily by JVSG staff and all veterans are delivered an invitation to come to the Center along with a Menu of Services and a current monthly calendar of events.*



*When a customer comes in as a veteran, the staff thanks him/her for their military service, advises them that veterans receive priority of services (POS) and asks “How may I help you today? .... Would you mind taking a few minutes for a brief screening to help determine your employment needs and your eligibility for specific services? If they are not already enrolled in MWE, staff assistance is provided in setting up an account in MWE. Using the MWE questions and answers help complete the Veteran Eligibility Questionnaire. MWE captures the majority of the required information, however, a few Veteran Eligibility Questionnaire questions request more detail on active duty time and Reserve and Guard duty. While assisting with MWE enrollment staff will check off answers on the SBE checklist. This process will answer the questions needed to clarify: eligibility, significant barriers to employment, job readiness, and subsequent steps for our veteran customer.*

*The Veteran Eligibility Questionnaire is a set of questions designed to determine if the veteran meets JVSG or WIOA priority of service definitions. If the veteran meets JVSG priority of service on the Veteran Eligibility Questionnaire, then the Significant Barriers to Employment (SBE) checklist is utilized to determine the need for intensive services from the DVOP. Significant Barriers to Employment (SBE) include (but are not limited to) service-connected disability, homelessness, prior incarceration, age 18-24, and low income (Adult Income Chart for FCWS (note: use 70% of LLSIL column is used for income eligibility). When Frederick county veterans have an SBE they are eligible for intensive services with the Disabled Veteran’s Outreach Program Specialist (DVOP). When veterans do not have an SBE, they are eligible for core and potential intensive services with the AJC staff. At this point in the process the veterans are encouraged to view the Welcome video or attend a Welcome Seminar for an overview of FCWS services and resources to assist with their job search and reemployment.*



## Section 10 – Fiscal, Performance and Other Functions

*This Section should include fiscal sustainability, oversight and monitoring, how the local area will utilize the Maryland Workforce Exchange, the local area’s accounting processes, and a description of the procurement system, etc.*

(C) A description of the competitive process to be used to award the subgrants and contracts in the Local Area for activities carried out under this title, including risk assessment of potential subgrantees and contractors.

**Susquehanna** provides a very complete description of the award criteria, which is spelled out in detail.

**Excerpt:**

<b><u>POINTS</u></b>	<b><u>AWARD CRITERIA</u></b>
5	<i>Consistent ability to exceed contractually required outcomes and performance standards, as demonstrated by success for 3 or more consecutive years.</i>
4	<i>Consistent ability to exceed contractually required outcomes and performance standards, as demonstrated by success for one or two years.</i>
3	<i>Has met contractually required outcomes and performance standards for at least two years.</i>
2	<i>Has met contractually required outcomes and performance standards during the previous year of operation.</i>
1	<i>Sporadic ability in meeting required outcomes and performance standards.</i>
0	<i>Consistent failure to meet performance expectations.</i>

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**Anne Arundel** includes a risk assessment assurance in its response.

**Excerpt:**

*Anne Arundel Workforce Development Corporation (AAWDC) has a procurement process that details the competitive selection procedures. The procedures prescribe for preparation of the Request of Proposal (RFPs) that include Board advisement. A Board review subcommittee makes a selection and recommends to the full Board as to the vendor. AAWDC contracts with the vendor. Risk assessment will become a part of the selection process. (see Attachment 2 for policy development timeline).*

(J) A description of the Local Board's procedures for conducting oversight and monitoring of its WIOA activities and those of its subgrantee and contractors. The monitoring plan shall address the monitoring scope and frequency and shall include the following:

- The roles and responsibility of staff in facilitating this procedure;
- A requirement that all subgrantee agreements and contracts be monitored at least annually;
- Procedures for determining that expenditures have been made against the cost categories and within the cost limitations specified in the Act and WIOA regulations;
- Procedures for determining compliance with other provisions of the Act and regulations and other applicable laws and regulations, including the method of monitoring to be used for subgrantees and contractors;
- Provisions for the recording of findings made by the recipients' monitor(s), the forwarding of such findings to the subgrantee or contractor for response and the recording of all corrective actions;
- Provisions of technical assistance as necessary and appropriate; and
- Specific local policies developed by the Local Board for oversight of the American Job Center system, youth activities and employment and training activities under Title I of WIOA.

**Western Maryland's** response to Section 10(J) is well done.

**Excerpt:**

*The Western Maryland Consortium is the fiscal agent for all WIOA Title I funds. The WMC will be responsible for conducting oversight and monitoring WIOA activities, including those conducted by sub-recipients and contractors.*

- 1. All sub-recipient agreements and contracts will be monitored at least annually. This monitoring will include at least one on-site visit, completion of a monitoring checklist and a review of all fiscal activities under the agreement.*
- 2. Expenditures are tracked each month by the fiscal unit of the Western Maryland Consortium to assure that expenditures have been correctly made against the cost categories and within the cost limitations specified in the Act, WIOA Regulations and the contract.*
- 3. Sub-recipient agreements and contracts are also monitored for compliance with other provisions of the Act and Regulations plus other applicable laws and regulations on a formal and informal basis. Formal visits are independent of fiscal monitoring visits and are made at least annually to all sub-recipients.*

*County Supervisors and Director of Administration make on-going desk reviews of each contract monthly. Any questions or perceived irregularities are discussed with the Executive Director. These reviews cover status of participant activity and fiscal matters.*

4. All monitoring visits will be documented. Any findings will be forwarded to the sub-grantee for review and response. After receiving the response from the sub-grantee or contractor, a follow-up meeting will be held to formulate corrective action. The corrective action developed will be documented, reviewed for approval or modification by the Western Maryland Consortium Executive Director and implemented. All corrective actions will be documented and followed up on for compliance.

5. It is the responsibility of the Western Maryland Consortium to provide the necessary technical assistance to sub-recipients and contractors prior to and during the duration of the program activity. This assistance may be the result of issues uncovered during monitoring or, simply, a result of questions that arise during the operation of the program.

6. The WMC will participate in bi-monthly reviews of program activities in each county. They will also review proposals for funding and consider the track record of previous programs operated by the contractor. Program operators with poor performance or significant compliance problems will not be approved for further provision of services.

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**Susquehanna's** response to Section 10(J) is very thorough. The reviewing team appreciates the commitment to annual on-site monitoring.

**Excerpt:**

*All subrecipients' agreements and contracts will be monitored on-site at least annually. The purpose of the monitoring will be to determine compliance with the agreements and WIOA rules and regulations. The monitoring will consist of a desk and on-site review, and a fiscal monitoring.*

*The procedure for determining that expenditures have been made against the cost categories and within the cost limitations specified in the Act and WIOA regulations are as follows ...*

On-Site Monitoring

*Project management reports, enrollment/eligibility accuracy, and maintenance of required documents in records, ability to track chronological activity through the filed documentation, a posted WIOA Policy on Non-Discrimination in Employment and Training Services, and an adequate and appropriate quality control system.*

*A written monitoring report will be forwarded to the recipient. If there are findings through the monitoring, the monitoring report will specify the findings and provide a timetable for corrective action. The contractor will be required to submit a written response indicating the corrective actions that will be instituted to address deficiencies and a time-frame for instituting the corrective actions. The plan will be reviewed by the Local Board and mutually agreed upon between the Local Board and provider.*

*The SWN will notify the Maryland Department of Labor, Licensing, and Regulation regarding technical assistance needs relative to the implementation and operation of WIOA. Technical*

assistance will be provided by SWN staff to sub-recipients and WIOA partners as needed. Cross-disciplinary training will be provided in WIOA regulations.

(L) A description of the Local Board's procedures for handling grievances and complaints from participants and other interested parties affected by the local American Job Center system, including partners and service providers. Provide a separate description for the:

- Complaints alleging discrimination on the ground of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and for beneficiaries only, citizenship or participation in any WIOA Title I – financially assisted program or activity;
- Complaints and grievances not alleging illegal forms of discrimination. This includes grievances from individuals alleging labor standards violations.
- Remedies that may be imposed for a violation of any requirement under WIOA Title I, limited to, suspension or termination of payments under the title; prohibition of placement of a participant with an employer that has violated any requirement under WIOA Title I; reinstatement of an employee, payment of lost wages and benefits, and reestablishment of other relevant terms, conditions, and privileges of employment (where applicable); and other equitable relief as appropriate.

**Susquehanna's** response to Section 10(L) is very thorough and well done.

**Excerpt:**

*The Susquehanna Workforce Network's procedures for handling grievances and complaints from participants and parties of the workforce system, including one-stop partners and service providers, are described in SWN's Grievance and Complaint procedure. This procedure is to ensure the principles of equal opportunity and nondiscrimination in administration and operations of all programs and activities delivered by SWN and its partners. This procedure describes processes for both complaints alleging discrimination and complaints and grievances not alleging discrimination.*

*All SWN participants in WIOA funded programs are entitled to Civil Rights under Federal Law while enrolled in an employment and training program. Participants cannot be discriminated against because of race, color, religion, sex, age, national origin, disability, political affiliation, belief, or participation in Title I Programs. Included in the general policy regarding all complaints, is that complaints shall be resolved informally between parties involved, when possible. Complaints which may be processed using these procedures will be classified by the Local Board as one of two types upon review of the complaint's content. Each type of complaint will be handled in the appropriate manner pursuant to WIOA regulations. These policies are intended to be in compliance with WIOA Section 188, and Title 29 Code of Federal Regulations (CFR) Part 38, and Title 20 CFR Part 683.60.*

**Type I Complaint Procedure: Formal Complaints Alleging Discrimination**

*Complaints alleging discrimination on the basis of race, sex, color, nation origin, religious belief, age, political affiliation, citizenship, disability and participation in WIOA Title I program, may be*

reported in writing to the Equal Employment Opportunity (EEO) Officer at SWN, the State Equal Opportunity Officer or the Civil Rights Center (CRC) U.S. Department of Labor (DOL).

1. *Filing the Complaint*

a. *The Susquehanna Local Board encourages all persons with complaints to first discuss their concerns with the persons who have caused those concerns. However, if after discussing the problem the individual still wishes to formally pursue resolution of his/her complaint, he/she may choose to pursue resolution through the Local Board*

b. *All complaints alleging discrimination must be filed within 180 days of the event which triggered the complaint.*

c. *Complaints filed with the Local Board WIB must be documented on the Complaint Procedures Form.*

2. *Resolving the Complaint*

a. *Directorate of Civil Rights (DCR) Investigation – A complainant may file a Type I complaint with the DCR at any time. There is no waiting period or lower level hearings which must precede this filing. Details on the steps which the complainant must follow in filing a complaint with the DCR will be provided to the complainant when requested.*

b. *Susquehanna Local Board/Subrecipient Procedures - If a complainant wishes to first seek a resolution of his/her complaint through the Local Board, and are participants in the Local Board's subrecipient programs, the complainant must file their complaint in accordance with the procedures established by the subrecipient.*

c. *Representatives of subrecipients or other interested persons have the option of either filing their complaint with the subrecipient (e.g. for interested persons) or with the Local Board.*

*Subrecipient procedural guidelines – Subrecipients of the Local Board must immediately notify the Local Board of all complaints received in writing which allege discrimination on the basis of race, sex, color, national origin, religious belief, age, political affiliation, citizenship, disability, or participation in a WIOA program. The Local Board will immediately notify the Department of Labor, Licensing and Regulation of the complaint's existence and content.*

*Subrecipients are permitted 30 days to attempt a resolution of the complaint using the procedures developed by the subrecipient. If after 30 days from the date of filing the complaint, the complainant has not achieved a satisfactory resolution of his/her complaint, he/she may file the complaint with the Local Board. The complaint should be filed on the Complaint Documentation Form.*

*Susquehanna Region Local Board Procedures – Upon receipt of a written Type I complaint, the Local Board will convene a hearing to which the complainant and other person(s) involved in the complaint are invited. The Local Board will hold this hearing within fifteen*

*(15) days of receipt of the complaint, and will identify a person who is not involved in the complaint to preside as the hearing officer.*

*The hearing officer will issue a written description of his/her judgment regarding the complaint, including his/her recommendation for resolving the complaint, within thirty (30) days of the date that the complaint was first filed (either at the subrecipient level or with the Local Board).*

### **Type II Complaint Procedure: Complaints NOT Alleging Discrimination**

*This procedure may be used to provide resolution of complaints arising from action taken by SWN with respect to investigations or monitoring reports of sub-grantees, contractors, and other sub-recipients. SWN and other sub-recipients will assure that employers, including private for profit employers of WIOA participants will also be provided with this procedure which may be used for complaints relating to the terms and conditions of employment for WIOA participants*

#### *1. Filing the Complaint*

*The Local Board encourages all persons with complaints to first discuss their concerns with the persons who have caused these concerns. However, if after discussing the concern the individual still wishes to formally pursue resolution of his/her complaint, he/she must adhere to the following guidelines.*

- a. Complainants who are participants in the Local Board's subrecipient programs must file their complaint in accordance with the procedures established by the subrecipient. Representatives of subrecipients or other interested persons have the option of either filing their complaint with the subrecipient (e.g. for "interested persons") or with the Local Board.*
- b. All complaints not alleging discrimination must be filed within one (1) year of the event which triggered the complaint.*
- c. Complaints filed with the Local Board must be documented on the Complaint Documentation Form.*

#### *2. Resolving the Complaint*

- a. Subrecipient Procedural Guidelines – Subrecipients are not limited by time in their handling of non-discrimination complaints. The existing complaint procedures adopted by the subrecipient should be followed. If after exhausting the subrecipient's procedure a complainant is dissatisfied with the proposed solution to his/her complaints, he/she may file the complaint with the Local Board. The complaint will be documented on the Complaint Documentation Form.*
- b. Susquehanna Local Board Procedures – Upon receipt of a written Type II*

*complaint, the Local Board will convene a hearing to which the complainant and other persons involved in the complaint will be invited. Written notices (invitations to attend) about the hearing will include the date, time and location of the hearing. The Local Board will hold the hearing within thirty (30) days of the date on which is received the written complaint, and will identify a person who is not involved in the complaint to preside as the hearing officer.*

*At the hearing, an opportunity will be provided for all parties (persons) involved in the complaint to present evidence. An audio tape of the complete hearing will be made and maintained for possible review by the Department of Labor, Licensing and Regulation (DLLR).*

*A written decision on the complaint, arising from the hearing, will be issued to all persons at the hearing within sixty (60) days of the date on which the WIB received the complaint.*

- c. Additional Procedures – If a complainant does not receive a decision by the Local Board within sixty (60) days from the date he/she filed the complaint with or receive a decision satisfactory to the complainant, the complainant (only) has the right to request a review by DLLR. A request for this review must be made within ten (10) days from the date on which the complainant should have received a decision (60 days after filing with the Local Board). Details on how to file a request for a DLLR review will be provided in the written decision rendered by the Local Board, or on request from the Local Board.*

#### *Other Complaint Procedures*

*Complaints arising from action taken by the grantee with investigation or monitoring reports of subgrantees, contractors and other subrecipients will follow the course of Type II complaints.*

*All employers of participants under WIOA programs will be requested to have a complaint procedure related to the terms and conditions of employment available to participants.*

#### *Discrimination/Complaint Coordination Policy – Susquehanna Workforce Centers*

*The dissemination of all potential discrimination/complaints are to be initially directed to the Workforce Center Coordinators. The Coordinators will then direct them to the appropriate discrimination/complaint regional contact.*

#### *Special Considerations*

*The Maryland Workforce Exchange is a shared system. If there is an inappropriate request spotted in the system, it is brought to the attention of the Workforce Center Coordinator.*

*Complaint procedures will be made available to:*



- *Participants, upon enrollment into or first contact with WIOA services*
- *Subrecipients and subcontractors, prior to the signing of grant agreements or contracts*
- *Other interested parties, upon their request to the Local Board.*

*Documentation of the receipt of the complaint procedures information will be maintained in the appropriate file(s) of the Local Board.*

(P) A description of the steps the Local Board will take to meet the language needs of limited English speaking individuals who seek services or information. The description should include how the Local Board proposes that information will be disseminated to limited-English speaking individuals.

**Susquehanna** displays a good use of its partnership with DORS.

**Excerpt:**

*Consultation with DORS has resulted in a coordinated referral process to facilitate the delivery of services to individuals with disabilities, including visually and hearing impaired. DORS will provide the Local Board with technical assistance to assure that services are accessible to individuals with disabilities.*