2016 – 2020

BALTIMORE COUNTY LOCAL WORKFORCE AREA PLAN

Workforce Innovation and Opportunity Act (WIOA)

DRAFT FOR PUBLIC COMMENT
August 15, 2016

Please submit any comments to:

LocalPlanComments@BaltimoreCountyMD.gov

Due date for comments is September 15, 2016. Please include a page of reference for each comment to facilitate review.

Workforce Development Board

Department Of
Economic And Workforce Development

BALTIMORE COUNTY MARYLAND

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Acronym List

ACE	Accelerating Connections to Employment
ADA	Americans with Disabilities Act
AEFL	Adult Education and Family Literacy
AJC	American Job Center
CAFL	Center for Adult and Family Literacy
CBO	Community Based Organization
CCBC	Community College of Baltimore County
CFDA	Catalog of Federal Domestic Assistance
CLEO	Chief Local Elected Official
DLLR	Department of Labor, Licensing & Regulation
DORS	Division of Rehabilitation Services
DVOP	Disabled Veteran Outreach Specialist
DWDAL	Division of Workforce Development & Adult Learning
EARN	Employment Advancement Right Now
EOO	Equal Opportunity Officer
ETP	Eligible Training Provider
GAAP	Generally Accepted Accounting Procedures
ITA	Individual Training Account
LCC	Local Chamber of Commerce
LEA	Labor Exchange Administrator
LEO	Local Elected Official
LMB	Local Management Board
LVER	Local Veteran Employment Representative
MOU	Memorandum of Understanding
MSFW	Migrant and Seasonal Farmworkers
MWE	Maryland Workforce Exchange
NAWB	National Association of Workforce Boards
OJT	On-the-Job Training
PII	Personal Identifiable Information
POS	Priority of Service
RFP	Request for Proposal
RSA	Resource Sharing Agreement
RTW	Ready to Work
SBDC	Small Business Administration's Small Business Development Center
SNAP	Supplemental Nutrition Assistance Program
TANF	Temporary Assistance to Needy Families
TCA	Temporary Cash Assistance
WIOA	Workforce Innovation & Opportunity Act

Introduction

The Workforce Innovation and Opportunity Act (WIOA) was signed into law July 22, 2014. WIOA became effective July 1, 2015, and full implementation will be achieved by July 1, 2017. WIOA replaces the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.

Section 108 of WIOA requires all Local Boards to develop and submit to the Governor a comprehensive 4-year Local Plan and to make that plan available for public comment. This document is Baltimore County's draft plan. It details how Baltimore County will work to achieve WIOA's vision of a job-driven workforce system that helps job seekers and workers access employment, education, training, and support services to succeed in the labor market and match employers with skilled workers they need to compete in the global economy.

Section 1 – Strategic Planning

Note: *The information provided for responses prepared for 1(A) -1(C) are based on the 2016 "Trends in Occupational Employment Analysis for Baltimore County", a report that was researched and written by Valbridge Property Advisors/Lipman Frizzell & Mitchell LLC and the Jacob France Institute.*

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

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, 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 (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: LQs 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.

The table in Figure 1 provides LQs, 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

	Current				2001-2015		2015-2024	
Industry	LQ	2001	2015	2024	# Change	% Change	# Change	% Change
Total Employment		360,132	372,748	385,650	12,616	3.5%	12,902	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.

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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; and
- 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.

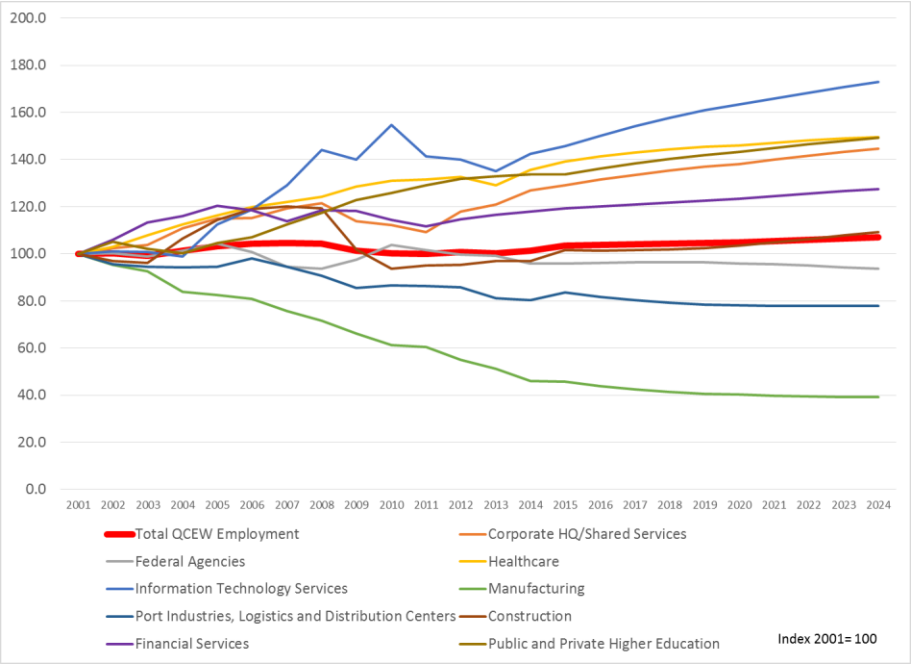
These nine industry clusters we identified as:

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; and
9. Public and Private Higher Education.

The chart 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 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

The table below displays the current and projected employment in Baltimore County, by the nine industry clusters, by corresponding NAICs code.

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

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

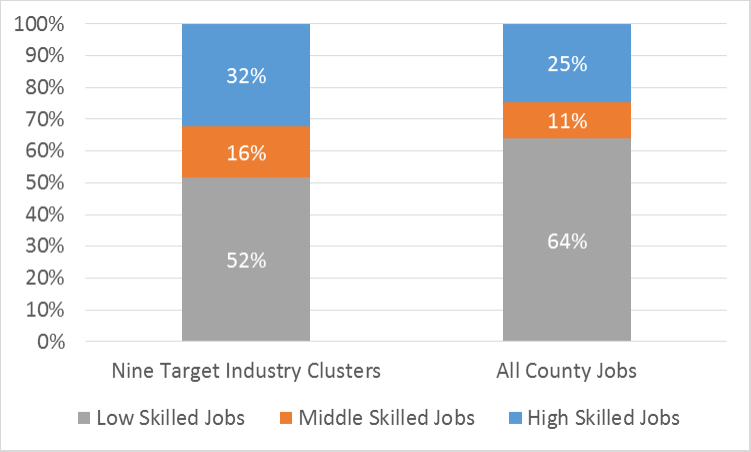
Although the manufacturing port/logistics/distribution centers and federal agency sectors are significant drivers in the local economy, it should be noted that they have suffered in recent years and are projected to continue to decline though 2024:

- 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.

1(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.

Baltimore County's targeted industry clusters require a higher degree of skills and education than the County's traditional sectors, indicating an increased need for educational and workforce development services in the County. Thirty-two percent of jobs in the nine targeted industry clusters are high skilled jobs that require a Bachelor's degree or above, versus 25 percent of all jobs in Baltimore County. The chart below displays the overall skill level of the nine industry clusters compared with total County employment.

Figure 4: Overall Skill Level of Nine Target Industry Clusters Compared to all County Employment



Data on the employment, median wage, and typical entry level of education required for the top five occupations in each of the three skill levels described above are presented in the table below.

Figure 5: Baltimore County Total Employment, Leading High, Middle and Low Skilled Occupations

Education/Skill Level	SOC CODE	Employment 2015	Median Wage	Typical Entry Level Education
High Skilled Occupations				
General and Operations Managers	11-1021	6,415	$52.97	Bachelor's degree
Accountants and Auditors	13-2011	4,368	$32.41	Bachelor's degree

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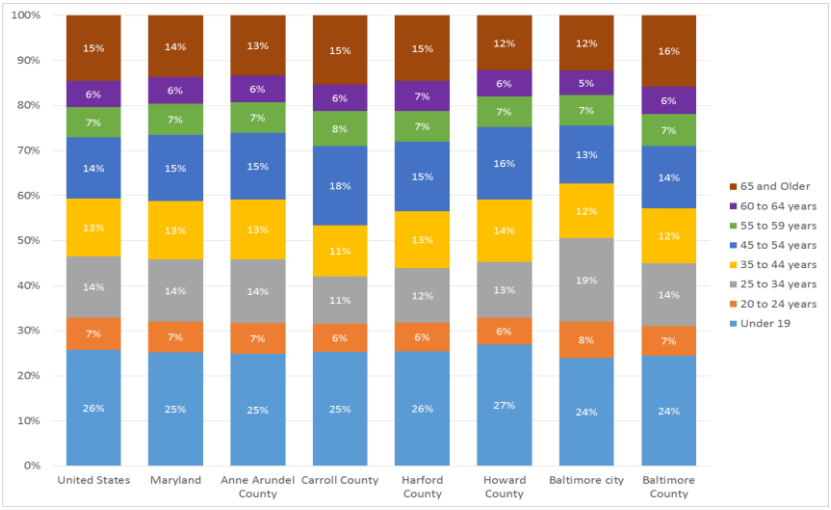
Education/Skill Level	SOC CODE	Employment 2015	Median Wage	Typical Entry Level Education
Postsecondary Teachers	25-1099	4,274	$32.94	Doctoral or professional degree
Elementary School Teachers, Except Special Education	25-2021	3,676	$27.60	Bachelor's degree
Secondary School Teachers, Except Special and Career/Technical Education	25-2031	3,247	$26.87	Bachelor's degree
Middle Skilled Occupations				
Registered Nurses	29-1141	7,110	$33.69	Associate's degree
Nursing Assistants	31-1014	4,932	$12.98	Postsecondary non-degree award
Heavy and Tractor-Trailer Truck Drivers	53-3032	2,845	$20.00	Postsecondary non-degree award
Teacher Assistants	25-9041	2,817	$11.64	Some college, no degree
Licensed Practical and Licensed Vocational Nurses	29-2061	2,105	$23.63	Postsecondary non-degree award
Low Skilled Occupations				
Cashiers	41-2011	12,775	$8.97	Less than high school
Retail Salespersons	41-2031	12,170	$9.87	Less than high school
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	43-6014	8,598	$16.84	High school diploma or equivalent
Customer Service Representatives	43-4051	7,841	$15.91	High school diploma or equivalent
Combined Food Preparation and Serving Workers, Including Fast Food	35-3021	6,475	$8.62	Less than high school

Source: JFI analysis of EMSI Data

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

Figure 6: Age Distribution in the Baltimore Metropolitan Area



Workforce Demographics - Age

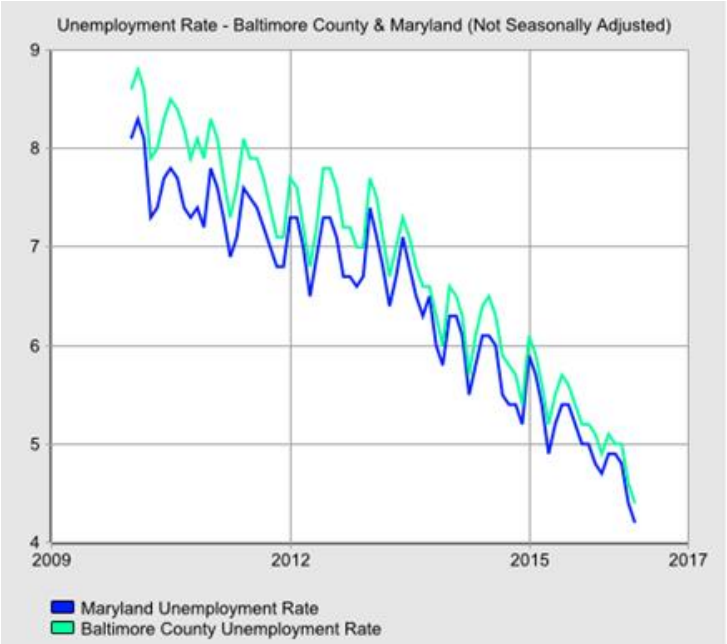
Dynamic economies are able to attract, develop and retain talent. The overall age of an area's population, (with a strong supply of younger workers) is an important marker for the relative supply of talent. Extensive research was conducted on Baltimore County's workforce to gain a clearer picture of relevant demographics. As the chart below shows, fourteen percent of Baltimore County's population falls within the 25-34 year-old age bracket associated with working millennials, making Baltimore County's numbers comparable with those of the State and region. The County is also well positioned in terms of workers in the prime 35-54 working age demographic. Also of interest, the County's concentration of older residents is higher than the averages for the nation, state and several peer regional jurisdictions.

Employment and Unemployment

Over the past six years, Baltimore County has seen a steady trend of falling unemployment rates, which have declined by nearly 50% since January 2010. Starting at 8.6 in January 2010, they decrease to 4.4 % by May 2016. Baltimore County's unemployment rate has not been this low in over eight years (since May 2008). This trend suggests that Baltimore County can expect to see job growth in the future.

The County's employment picture is as positive as its unemployment status and trends. Based on Maryland's Quarterly Census of Employment and Wages (QCEW), Baltimore County employed 379,223 people in 2015 and since 2010, Baltimore County has added 13,741 jobs to its employment base – a nearly four percent increase over six years. The County is projected to continue to experience positive employment growth, with employment projected to increase by 12,902 jobs by 2024.

Figure 7: Unemployment Rate *Source: Bureau of Labor Statistics/DataZoa*

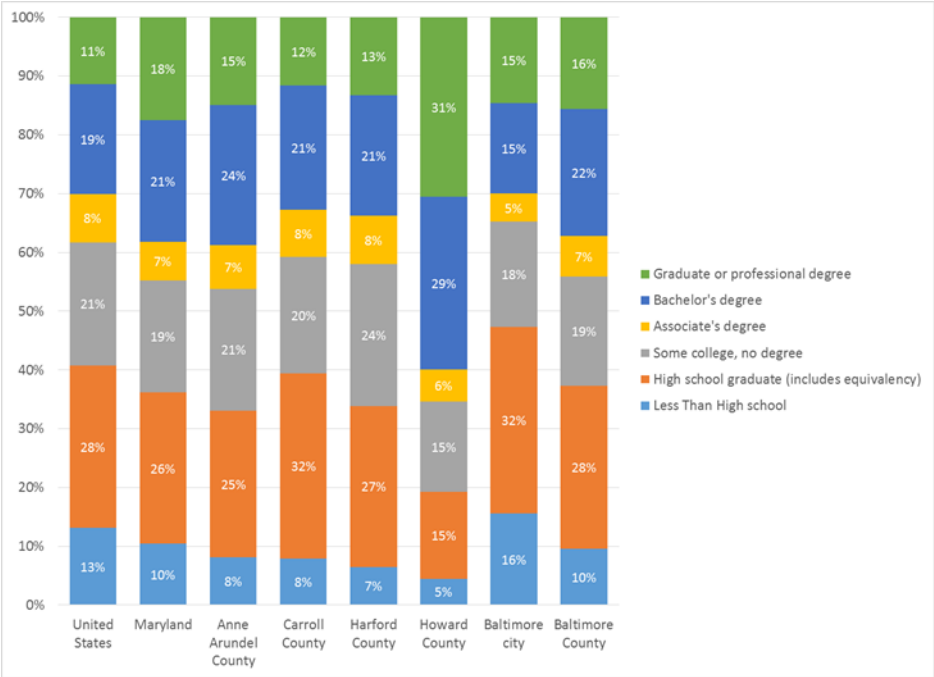


Workforce Demographics – Educational Attainment

The level of educational attainment in Baltimore County's workforce is a competitive advantage. The chart in Figure 8 displays educational attainment in the Baltimore Metropolitan Area. As shown, 37% of Baltimore County residents have a Bachelor's degree or above, higher than the national average (30%) and only slightly lower than the Maryland average (38%). Only two counties in the region, Anne Arundel (39%) and Howard (60%) have a higher percentage of these highly educated workers. Similarly, the share of the County's population employed in Creative Class-related Management, business, science, and arts occupations is higher than the nation, comparable to Maryland and comparable to regional peers.

Figure 8: Educational Attainment of Adults 25 and Older in the Baltimore Metropolitan Area

Figure 9: Summary Demographic Characteristics - U.S., Maryland, the Baltimore Metro



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Area and Baltimore County, 2000-2014

	United States			% Change		Maryland			% Change		Baltimore MSA			% Change		Baltimore County			% Change	
Demographic Characteristic	2000	2009	2014	2000-14	2009-14	2000	2009	2014	2000-14	2009-14	2000	2009	2014	2000-14	2009-14	2000	2009	2014	2000-14	2009-14
Total Population	281,421,906	307,006,556	318,857,056	13.3%	4%	5,296,486	5,699,478	5,976,407	12.8%	5%	2,552,994	2,690,886	2,785,874	9%	4%	754,292	789,814	826,925	9.6%	5%
One Race White	211,460,626	229,773,131	233,963,128	11%	2%	3,391,308	3,432,154	3,432,582	1%	0%	1,719,315	1,722,490	1,707,689	(1%)	(1%)	561,132	541,781	516,823	(8%)	(5%)
One Race African American	34,658,190	38,093,725	40,379,066	17%	6%	1,477,411	1,652,857	1,774,618	20%	7%	699,962	764,778	815,130	16%	7%	151,600	208,272	230,073	52%	10%
Hispanic	35,305,818	48,356,760	55,279,452	57%	14%	227,916	412,453	556,179	144%	35%	51,329	99,642	147,928	188%	48%	13,774	26,380	41,407	201%	57%
Foreign Born	31,107,889	38,517,234	42,391,794	36%	10%	518,315	730,400	890,439	72%	22%	146,128	222,678	281,972	93%	27%	53,784	82,811	103,692	93%	25%
Households	105,480,101	113,616,229	117,259,427	11%	3%	1,980,859	2,095,122	2,165,438	9%	3%	974,071	1,005,051	1,032,604	6%	3%	299,877	308,039	311,099	4%	1%
Median Age	35.3	36.8	37.7			36	37.7	38.3			n.a.	37.8	38.2			37.7	38.8	39.2		
Population by Selected Age Group																				
Under 19	80,473,265	83,634,477	82,433,403	2%	(1%)	1,492,965	1,521,232	1,508,866	1%	(1%)	713,064	702,020	692,067	(3%)	(1%)	197,692	196,339	201,854	2%	3%
20 to 24 years	18,964,001	21,419,696	22,698,029	20%	6%	314,129	380,507	404,728	29%	6%	151,413	184,493	190,444	26%	3%	45,112	53,627	54,721	21%	2%
25 to 34 years	39,891,724	41,373,577	43,323,099	9%	5%	748,521	751,062	827,460	11%	10%	354,647	370,084	401,557	13%	9%	101,340	109,340	115,167	14%	5%
35 to 44 years	45,148,527	41,674,213	40,751,359	(10%)	(2%)	916,156	804,593	771,141	(16%)	(4%)	438,027	369,750	349,080	(20%)	(6%)	123,444	103,169	100,913	(18%)	(2%)
45 to 54 years	37,677,952	44,597,268	43,353,277	15%	(3%)	755,032	886,428	877,068	16%	(1%)	362,570	415,644	402,514	11%	(3%)	108,542	120,011	113,629	5%	(5%)
55 to 59 years	13,469,237	18,781,293	21,314,688	58%	13%	268,647	359,480	415,303	55%	16%	128,656	168,436	195,041	52%	16%	37,849	51,231	59,917	58%	17%
60 to 64 years	10,805,447	16,019,384	18,768,308	74%	17%	201,729	304,840	349,670	73%	15%	97,419	145,194	164,594	69%	13%	29,978	42,754	49,952	67%	17%
65 and Older	34,991,753	39,506,648	46,214,893	32%	17%	599,307	691,336	822,171	37%	19%	307,198	335,265	390,577	27%	16%	110,335	113,343	130,772	19%	15%
Population 16 years and over	217,168,077	241,002,178	253,588,947	17%	5%	4,085,942	4,512,846	4,775,143	17%	6%	1,977,083	2,144,721	2,234,808	13%	4%	595,770	638,844	668,127	12%	5%
In labor force	138,820,935	157,334,979	160,532,722	16%	2%	2,769,525	3,153,477	3,249,757	17%	3%	1,313,310	1,466,465	1,499,762	14%	2%	396,897	442,565	442,773	12%	0.0%
Civilian labor force	137,668,798	156,044,453	159,550,452	16%	2%	2,737,359	3,117,747	3,225,569	18%	3%	1,297,887	1,451,742	1,485,315	14%	2%	396,226	441,548	442,442	12%	0.2%
Employed	129,721,512	140,602,470	148,019,908	14%	5.3%	2,608,457	2,867,600	2,994,301	15%	4.4%	1,232,921	1,336,532	1,384,210	12%	4%	379,705	410,017	414,767	9%	1%
Unemployed	7,947,286	15,441,983	11,530,544	45%	(25%)	128,902	250,147	231,268	79%	(8%)	64,966	115,210	101,105	56%	(12%)	16,521	31,531	27,675	68%	(12%)
Armed Forces	1,152,137	1,290,526	982,270	(15%)	(24%)	32,166	35,730	24,188	(25%)	(32%)	15,423	14,723	14,447	(6%)	(2%)	671	1,017	331	(51%)	(67%)
Not in labor force	78,347,142	83,667,199	93,056,225	19%	11%	1,316,417	1,359,369	1,525,386	16%	12%	663,773	678,256	735,046	11%	8%	198,873	196,279	225,354	13%	15%
Civilian employed population 16 years and over	129,721,512	140,602,470	148,019,908	14%	5%	2,608,457	2,867,600	2,994,301	15%	4%	1,232,921	1,336,532	1,384,210	12%	4%	379,705	410,017	414,767	9%	1%
Management, business, science, and arts	43,646,731	50,179,987	54,622,492	25%	8.9%	1,076,233	1,242,526	1,338,363	24%	7.7%	490,723	578,664	626,381	28%	8%	149,884	172,657	180,380	20%	4%
Service occupations	19,276,947	25,066,647	26,950,798	40%	8%	363,833	482,261	518,961	43%	8%	173,156	214,206	233,204	35%	9%	50,193	60,046	72,154	44%	20%
Sales and office occupations	34,621,390	35,425,756	35,098,114	1%	(1%)	688,728	694,414	652,000	(5%)	(6%)	337,893	337,113	314,640	(7%)	(7%)	110,226	110,923	98,072	(11%)	(12%)
Natural resources, construction, and maintenance occupations	13,207,948	13,261,967	13,191,538	(0%)	(1%)	231,241	226,949	241,191	4%	6%	105,860	96,434	97,360	(8%)	1%	30,765	30,419	28,917	(6%)	(5%)
Production, transportation, and material moving occupations	18,968,496	16,668,113	18,156,966	(4%)	9%	248,422	221,450	243,786	(2%)	10%	125,289	110,115	112,625	(10%)	2%	38,637	35,972	35,244	(9%)	(2%)
Population 25 and over	182,211,639	201,952,383	213,725,624	17%	6%	3,495,595	3,797,739	4,062,813	16%	7%	1,691,080	1,804,373	1,903,363	13%	5%	511,434	539,848	570,350	12%	6%
Less than High School	35,715,625	29,785,248	27,992,034	(22%)	(6%)	565,086	447,385	422,614	(25%)	(6%)	306,272	214,717	184,557	(40%)	(14%)	80,054	58,517	55,022	(31%)	(6%)
High school graduate	52,168,981	57,551,671	59,249,552	14%	3%	933,836	1,013,865	1,043,926	12%	3%	458,761	495,551	511,969	12%	3%	141,035	150,356	158,116	12%	5%
Some college, no degree	38,351,595	43,087,484	44,799,481	17%	4%	711,127	747,161	776,715	9%	4%	341,196	358,249	363,805	7%	2%	105,147	112,733	106,104	1%	(6%)
Associate's degree	11,512,833	15,192,326	17,429,531	51%	15%	186,186	234,060	265,874	43%	14%	91,009	109,137	124,999	37%	15%	28,857	30,530	39,115	36%	28%
Bachelor's degree	28,317,792	35,494,367	39,864,014	41%	12%	629,304	748,377	841,315	34%	12%	292,770	358,995	406,135	39%	13%	92,487	108,011	122,997	33%	14%
Graduate or professional de	16,144,813	20,841,287	24,391,012	51%	17%	470,056	606,891	712,369	52%	17%	201,072	267,724	311,898	55%	16%	63,854	79,701	88,996	39%	12%

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Barriers to Employment

In 2012, Baltimore County entered into a coalition of local governments, regional organizations and state agencies in the Baltimore region to design strategies to reduce regional disparities and foster greater opportunity and success throughout the region. The coalition, named the Opportunity Collaborative, published a comprehensive report, entitled the Regional Plan for Sustainable Development. It also produced a report determining the scope of barriers to employment opportunity that impact job seekers in the Baltimore region. The study was based on a review of literature, interviews with workforce development managers and a survey of over 1,000 active job seekers in the region. The study found that most of the region's low-skilled job seekers face multiple and complex barriers to employment opportunity.

Data from the Opportunity Collaborative reports are summarized below:

A challenging job market: Over half (53%) of new jobs that are expected to be created between 2012 and 2020 will have minimum education requirements that are beyond a high school diploma and virtually all jobs that do not require at least some college education have average wages that are less than a living wage. The survey of job seeker respondents found:

- Approximately 62% of job seekers report they are unable to find a job that offers a living wage;
- 41% indicate that they have been laid off from a job and need new skills;
- 49% indicate that the cost of obtaining the training or education they need is too high.

Transportation and housing barriers: Transportation and housing barriers present an additional set of circumstances for residents to be successful in the job market. The survey found that few jobs are transit-accessible in the construction, manufacturing, transportation and logistics, information technology, or business services sectors. The survey of job seeker respondents found:

- 25% of job seekers indicate that they can't get to jobs by accessing public transportation;
- 23% face difficulties finding permanent housing;

According to a survey of workforce development directors in the region, most transportation problems are linked to the distance between where most low-skilled or low-income workers live and where most new jobs are being created.

Basic reading and math barriers: Basic math and reading skills are a necessity for many jobs, and are also a prerequisite for entering education programs that lead to higher paying jobs. In the survey of the region's job seekers:

- 30% of job seekers indicated that low math skills were a barrier to employment;
- 28% reported having difficulties with basic computer skills;
- 14% reported literacy problems as a barrier to employment;
- 13% reported that lack of a high school diploma was a barrier.

Criminal record barriers: Individuals with a criminal background face a number of barriers to getting hired due to company policies for security background checks or because workers require a security clearance for their job. 21% of job seekers reported that they have a criminal record and that is a barrier to employment. Studies have also shown that targeted law enforcement in lower-income and communities of color ensure over-representation of African Americans in the criminal justice system, further challenging their future employment opportunities.

Most of the Baltimore region's low-skilled job seekers face multiple and complex barriers to employment opportunities – including poverty levels, race, education levels, age and criminal record.

Poverty Levels: Between 2007 and 2012, the number of Baltimore Region residents living below the federal poverty level increased by over 46,000 adults. Locally, the number of people in Baltimore County living in poverty in 2014 was 72,175 – out of an 817,720 total population. The chart below provides 2014 poverty rates by population in Baltimore County.

Racial Disparities: Unemployment rates also vary by race. While the overall regional unemployment rate was 5.7% for 2014 the rates for Whites was 4.4%, for Blacks was 9.4, and for Hispanics and Latinos was 3.8%. Additionally, people of color represent a third of the region's population over age 16, but represent more than half of people unemployed. African Americans represent just over a quarter of the region's working age population and account for nearly half of all unemployed people.

Education Levels: Differences in employment outcomes in the region can also be highlighted by level of education. Between 2005 and 2012, for every three new highly skilled individuals entering the labor market, one low skilled worker dropped out or was left unemployed. Individuals with a Bachelor's degree or higher had a low unemployment rate of 3.1% in 2012, but the unemployment rate for people with less than a high school diploma was 20.4%. Also people with a high school diploma experienced a comparatively better unemployment rate at 11.1%, and people with some college or an associate's degree saw a 9.7% unemployment rate.

Age Factors: Additionally, age also plays a role in employment outcomes. According to the American Community Survey, workers age 45 and older had lower unemployment rates, especially in the age 45 to 54 category, which had an unemployment rate of 6.4%. By comparison, workers age 20 to 24 had an 18.2% unemployment rate and younger than that, age 16 to 19 had an unemployment rate of 24.9%.

As a result of the myriad and compounding barriers to employment that many Baltimore Region residents face, Baltimore County will continue to identify and respond to the challenges and needs of those who have dropped out of the employment pipeline; encourage those who have low skills to achieve higher education and technical skills; and give individuals facing racial, financial, social and transportation barriers an opportunity to work in a family-sustaining career.

Labor Market Trends

A high share of Baltimore County's workforce is employed in higher wage, higher skilled occupations. The overall occupational composition of Baltimore County is competitive nationally in terms of the concentration of employment in higher wage occupations, but the County has a somewhat lower concentration of employed residents in these occupations than the State and region. Overall, the County is competitive nationally in terms of its share of resident workers in: management, business, and financial occupations; computer, engineering, and science occupations; education, legal, community service, arts, and media occupations; and healthcare practitioners and technical occupations. These occupations tend to be high wage, high skilled occupations. Several occupational employment trends stand out and these are:

- Management, business, and financial occupations where the County's occupational LQ is 1.08, indicating a concentration of resident employment 8 percent above the national average. The County is particularly competitive in business and financial operations occupations, where its concentration of employed residents is 26 % above the national average. While these occupations can be found in industries across the economy and core industry clusters, they are critical to the corporate operations centers/shared services, federal agencies; and financial services clusters;

- Computer, engineering, and science occupations where the County's resident occupational LQ is 1.33, indicating a concentration of resident employment 33 percent above the national average. The County is particularly strong in terms of its resident employment concentration in Computer and mathematical occupations, with an occupational LQ of 1.57. While these occupations can again be found in industries across the economy, they are critical to the: Corporate Operations Centers/Shared Services, Federal Agencies, and Information Technology Services clusters. *and*
- Baltimore County stands out in terms of its concentration of resident employment in both healthcare practitioners and technical occupations and Healthcare support occupations where its concentrations of resident employment are higher than the state and regional levels. It is clear that Baltimore County has the workforce to support its targeted healthcare cluster and is an important source of healthcare workers to the State and region.

While the County has a strong concentration of employment in the higher skilled occupations discussed above, the County also has higher concentrations of workers employed in many middle and lower skilled occupations than the State or region (but generally lower than the nation) in: protective service occupations, with an occupational LQ of 1.40; sales and office occupations, with an occupational LQ of 1.00; and production, transportation, and material moving occupations, with an occupational LQ of 0.69. While the County occupational LQ's for sales and office occupations signifies an employment concentration at the national average and the occupational LQ for production, transportation, and material moving occupations, indicates a concentration of employment below the national average, the concentration of resident employees in these occupations is above the state and regional average for both. Many of these occupational groupings are important to the manufacturing and port industries, logistics and distribution centers clusters.

The table that follows offers a more in-depth view of total employment by occupation (for populations 16 years and older) for Baltimore County, Baltimore Metro, Maryland and United States.

Figure 11: Employment by Occupation for the Civilian Employed Population 16 Years and Older

	United States		2009-14	Maryland		2009-14	Baltimore Metro		2009-14	Baltimore County		2009-14
	2009	2014	% Change	2009	2014	% Change	2009	2014	% Change	2009	2014	% Change
Total	**140,602,470**	**148,019,908**	**5%**	**2,867,600**	**2,994,301**	**4%**	**1,336,532**	**1,384,210**	**4%**	**410,017**	**414,767**	**1%**
Management, business, science, and arts occupations:	50,179,987	54,622,492	9%	1,242,526	1,338,363	8%	578,664	626,381	8%	172,657	180,380	4%
Management, business, and financial occupations:	20,037,815	21,946,506	10%	492,727	521,186	6%	224,317	243,120	8%	67,010	66,674	(1%)
Management occupations	13,740,168	14,846,834	8%	325,375	341,606	5%	150,242	160,377	7%	44,293	41,548	(6%)
Business and financial operations occupations	6,297,647	7,099,672	13%	167,352	179,580	7%	74,075	82,743	12%	22,717	25,126	11%
Computer, engineering, and science occupations:	7,421,301	8,073,244	9%	252,533	262,465	4%	113,922	116,778	3%	29,577	30,087	2%
Computer and mathematical occupations	3,472,221	4,119,236	19%	137,016	150,862	10%	62,676	69,398	11%	17,537	18,100	2%
Architecture and engineering occupations	2,594,829	2,663,497	3%	63,726	59,056	(7%)	33,786	28,077	(17%)	7,204	6,160	(14%)
Life, physical, and social science occupations	1,354,251	1,290,511	(5%)	51,791	52,547	1%	17,460	19,303	11%	4,836	5,827	20%
Education, legal, community service, arts, and media occupations:	15,170,971	15,971,308	5%	335,097	367,898	10%	152,768	172,167	13%	44,252	51,743	17%
Community and social service occupations	2,337,698	2,521,254	8%	54,101	57,868	7%	24,896	29,489	18%	8,391	10,109	20%
Legal occupations	1,662,509	1,661,609	(0%)	50,066	46,131	(8%)	19,501	19,729	1%	6,335	5,625	(11%)
Education, training, and library occupations	8,551,258	8,910,030	4%	171,210	199,252	16%	82,597	93,428	13%	21,694	26,736	23%
Arts, design, entertainment, sports, and media occupations	2,619,506	2,878,415	10%	59,720	64,647	8%	25,774	29,521	15%	7,832	9,273	18%
Healthcare practitioners and technical occupations:	7,549,900	8,631,434	14%	162,169	186,814	15%	87,657	94,316	8%	31,818	31,876	0%
Health diagnosing and treating practitioners and other technical occupations	5,107,441	5,772,601	13%	112,787	127,428	13%	62,433	67,923	9%	22,270	23,396	5%
Health technologists and technicians	2,442,459	2,858,833	17%	49,382	59,386	20%	25,224	26,393	5%	9,548	8,480	(11%)
Service occupations:	25,066,647	26,950,798	8%	482,261	518,961	8%	214,206	233,204	9%	60,046	72,154	20%
Healthcare support occupations	3,401,975	3,516,392	3%	59,223	68,802	16%	25,838	34,951	35%	6,944	11,290	63%
Protective service occupations:	3,204,989	3,269,090	2%	90,881	90,196	(1%)	41,831	42,094	1%	11,324	12,787	13%
Fire fighting and prevention, and other protective service workers including supervisors	1,735,026	1,794,061	3%	51,574	53,388	4%	23,911	25,364	6%	5,523	7,662	39%
Law enforcement workers including supervisors	1,469,963	1,475,029	0%	39,307	36,808	(6%)	17,920	16,730	(7%)	5,801	5,125	(12%)
Food preparation and serving related occupations	7,821,140	8,728,394	12%	127,667	148,601	16%	56,984	68,744	21%	17,323	21,150	22%
Building and grounds cleaning and maintenance occupations	5,586,647	5,945,384	6%	102,069	110,060	8%	43,388	41,878	(3%)	10,702	12,338	15%
Personal care and service occupations	5,051,896	5,491,538	9%	102,421	101,302	(1%)	46,165	45,537	(1%)	13,753	14,589	6%
Sales and office occupations:	35,425,756	35,098,114	(1%)	694,414	652,000	(6%)	337,113	314,640	(7%)	110,923	98,072	(12%)
Sales and related occupations	15,741,762	15,864,596	1%	270,187	273,591	1%	131,800	137,041	4%	43,431	41,728	(4%)
Office and administrative support occupations	19,683,994	19,233,518	(2%)	424,227	378,409	(11%)	205,313	177,599	(13%)	67,492	56,344	(17%)
Natural resources, construction, and maintenance occupations:	13,261,967	13,191,538	(1%)	226,949	241,191	6%	96,434	97,360	1%	30,419	28,917	(5%)
Farming, fishing, and forestry occupations	988,070	1,102,758	12%	5,453	8,639	58%	1,306	3,131	140%	287	962	235%
Construction and extraction occupations	7,573,078	7,470,757	(1%)	141,001	142,083	1%	56,452	53,635	(5%)	15,527	16,478	6%
Installation, maintenance, and repair occupations	4,700,819	4,618,023	(2%)	80,495	90,469	12%	38,676	40,594	5%	14,605	11,477	(21%)
Production, transportation, and material moving occupations:	16,668,113	18,156,966	9%	221,450	243,786	10%	110,115	112,625	2%	35,972	35,244	(2%)
Production occupations	8,308,821	8,824,465	6%	86,896	89,499	3%	44,235	41,068	(7%)	14,602	12,029	(18%)
Transportation and material moving occupations	8,359,292	9,332,501	12%	134,554	154,287	15%	65,880	71,557	9%	21,370	23,215	9%

Source: U.S. Bureau of the Census ACS

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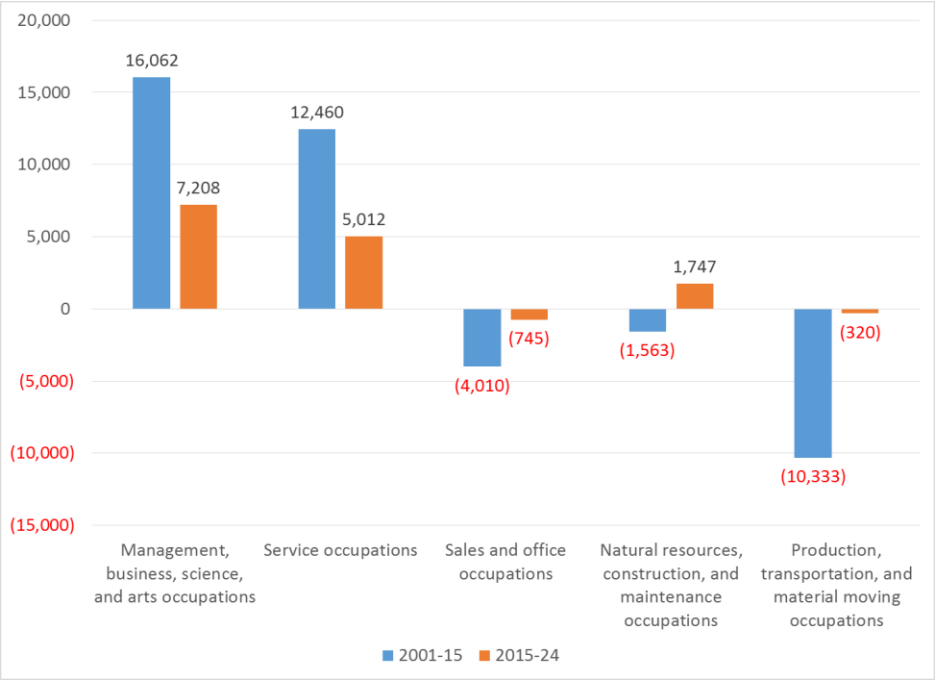
Baltimore County has experienced growth in key leading high skilled occupations. Since 2001, Baltimore County has added large numbers of jobs in: Management; business and financial operations; and Computer and mathematical occupations employment. Baltimore County also experienced strong growth in employment in Healthcare Practitioners and Technical and Healthcare support occupations, creating a number of Middle Skill job opportunities for County residents. All of these occupational groupings are projected to continue to experience strong employment growth through 2024. Employment in Construction and extraction and installation, maintenance, and repair occupations declined with recession driven declines in construction activity, but employment growth, strong employment growth in the case of Construction occupations, is projected through 2024. Between 2001 and 2015, County employment in Architecture and engineering occupations declined and employment in Life, physical and social sciences occupations grew only modestly. These have been areas of substantial employment growth at the State and regional level, creating an opportunity for Baltimore County to focus on these strengthening occupations.

Patterns of occupational employment are changing in Baltimore County, driven by national changes in business workforce needs as well as the changing composition of the Baltimore County economy. As presented in Figure 12, Baltimore County has experienced strong growth in employment in management, business, science and arts and service occupations since 2001 and this occupational grouping is projected to continue to experience the strongest growth through 2024. As a result of declines in employment in the manufacturing and wholesale/distribution sectors as well as increased automation and technology utilization, the County experienced declines in production, transportation and materials moving occupations jobs since 2001, and employment in these occupations is expected to continue to fall through 2024. Recession driven declines in construction activity caused a decline in employment in natural resource, construction and maintenance jobs since 2001; however, employment in these strengthening occupations is projected to recover and grow through 2024.

Figure 12: Changes in Occupational Employment, 2001-15 and Projected 2015-2024



To further understand the level of education and skills needed to qualify for in-demand jobs in Baltimore County, data was collected on the typical minimum level of educational attainment required to enter an occupation in one of three categories:

- High skilled jobs are occupations that require a Bachelor's or Above;
- Middle skilled jobs are occupations that require more than a High School Diploma but less than a Bachelor's Degree; *and*

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- Low skilled jobs are occupations that require a High School Diploma or Less.

The table that follows shows the breakdown of the County's workforce, by educational level.

Figure 13: Baltimore County Total Employment, by Degree Requirements and Skill Level - 2001, 2015, and 2024

				2001-2015		2015-2024	
Education/Skill Level	2001	2015	2024	# Change	% Change	# Change	% Change
Total[1]	359,764	372,326	385,215	12,563	3.5%	12,889	3.5%
High Skilled Jobs[2]	81,126	91,827	97,661	10,701	13.2%	5,834	6.4%
Middle Skilled Jobs[3]	38,096	42,563	44,458	4,468	11.7%	1,895	4.5%
Low Skilled Jobs[4]	240,542	237,936	243,096	(2,606)	(1.1%)	5,160	2.2%
Total	360,132	372,748	385,650	12,616	3.5%	12,902	3.5%
Less than high school	93,238	97,358	101,175	4,120	4.4%	3,817	3.9%
High school diploma or equivalent	147,304	140,578	141,921	(6,727)	(4.6%)	1,343	1.0%
Postsecondary non-degree award	19,446	21,382	22,435	1,936	10.0%	1,053	4.9%
Some college, no degree	4,549	4,900	5,047	351	7.7%	147	3.0%
Associate's degree	14,101	16,282	16,977	2,181	15.5%	695	4.3%
Bachelor's degree	65,885	73,682	78,383	7,796	11.8%	4,701	6.4%
Master's degree	5,321	6,702	7,111	1,381	25.9%	409	6.1%
Doctoral or professional degree	9,919	11,443	12,167	1,524	15.4%	723	6.3%
Unallocated	368	422	435	53	14.5%	13	3.1%

(1) Does not sum to total jobs because of unallocated employment.

(2) Occupations requiring a Bachelor's or Above.

(3) Occupations requiring more than a High School Diploma but less than a Bachelor's Degree.

(4) Occupations requiring a High School Diploma or Less.

Source: JFI analysis of EMSI Data

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Findings:

- ***The educational and skills needs of the Baltimore County employer community have been increasing and are expected to continue to increase in the future.*** Employment in high skilled occupations (requiring a Bachelor's and above) increased by 13 percent in 2001-15 and is expected to continue to grow by 6 percent through 2024. In contrast, employment in low skilled (high school or less) occupations fell by 1 percent since 2001, and is projected to grow by only 2 percent through 2024. Employment in middle skill occupations increased by 12 percent since 2001 and is projected to grow by 5 percent through 2024. It is clear that as the national, State and Baltimore County economies have changed the outlook for better educated workers has and will continue to improve. As a result, programs to enhance the skills and education levels of the County's workforce can be expected to become more important over time.
- ***Employment in very high education requirement occupations expanded significantly.*** County employment in very high level of education requirement occupations grew rapidly since 2001, with 26 percent growth in occupations requiring a Master's degree and 15 percent growth in occupations requiring a doctorate or professional degree. While these occupations represent only a small portion, 5 percent, of total employment, the rapid employment growth in these occupations indicates the importance of the County's strong higher education system. Employment in occupations requiring a Bachelor's, Master's and Doctoral/ Professional degree are all projected to increase by more than 6 percent through 2024, far outpacing growth in other, less skilled occupations. This strong demand for highly educated workers indicates that the educational requirements of County jobs is shifting towards more highly skilled positions requiring greater education and training.

Gap Analysis

A workforce development system gap is the difference between the number of workers demanded by the employer community and the supply of workers available to meet that demand. 'Alignment' in terms of how well the industry, education, training and workforce development resources in the County work together to support employment growth is described at two levels:

1. The alignment of the County's resident workforce to the occupational demands of the County's employer community;
2. The alignment of County's workforce development system in terms of degrees granted with a focus on the public and private education system to the occupational demands of the County's employer community.

The table in Figure 14 displays the level of alignment of current workforce with the industry cluster demands.

Figure 14: Alignment of Current Workforce with Industry Cluster Needs

		Supply	Demand - Share of Jobs by Occupation								
SOC	Description	Baltimore County Occupational LQ	Industry 1: Corporate Operations Centers/Shared Services	Industry 2: Federal Agencies	Industry 3: Healthcare	Industry 4: Information Technology Services	Industry 5: Manufacturing	Industry 6: Port Industries, Logistics and Distribution Centers	Industry 7: Construction	Industry 8: Financial Services	Industry 9: Public and Private Higher Education
11-0000	Management Occupations	1.00	10%	9%	4%	9%	7%	7%	7%	8%	6%
13-0000	**Business and Financial Operations Occupations**	1.26	**21%**	**28%**	2%	**9%**	**6%**	5%	4%	**30%**	5%
15-0000	**Computer and Mathematical Occupations**	1.57	**9%**	**9%**	1%	**59%**	4%	4%	*	**8%**	5%
17-0000	Architecture and Engineering Occupations	0.83	**12%**	**7%**	*	4%	**7%**	1%	1%	*	*
19-0000	**Life, Physical, and Social Science Occupations**	1.61	3%	**6%**	1%	*	3%	*	*	*	4%
21-0000	**Community and Social Service Occupations**	1.43	*	1%	**5%**	*	*	*	*	*	2%
23-0000	**Legal Occupations**	1.21	1%	3%	*	*	*	*	*	1%	*
25-0000	**Education, Training, and Library Occupations**	1.07	*	1%	*	*	*	*	*	*	**44%**
27-0000	**Arts, Design, Entertainment, Sports, and Media Occupations**	1.15	4%	1%	*	2%	1%	1%	*	*	2%
29-0000	**Healthcare Practitioners and Technical Occupations**	1.32	3%	**9%**	**33%**	*	*	*	*	1%	2%
31-0000	**Healthcare Support Occupations**	1.15	1%	2%	**20%**	*	*	*	*	*	*
33-0000	**Protective Service Occupations**	1.40	*	5%	1%	*	*	*	*	*	2%
35-0000	Food Preparation and Serving Related Occupations	0.86	*	*	4%	*	1%	*	*	*	1%
37-0000	Building and Grounds Cleaning and Maintenance Occupations	0.74	*	1%	2%	*	1%	*	*	*	3%
39-0000	Personal Care and Service Occupations	0.95	*	*	8%	*	*	*	*	*	1%
41-0000	Sales and Related Occupations	0.94	5%	*	*	6%	4%	19%	2%	14%	1%
43-0000	**Office and Administrative Support Occupations**	1.05	**26%**	**10%**	**17%**	**10%**	**11%**	**22%**	**10%**	**38%**	**17%**
45-0000	Farming, Fishing, and Forestry Occupations	0.31	*	*	*	*	*	*	*	*	*
47-0000	Construction and Extraction Occupations	0.79	1%	2%	*	*	1%	*	**62%**	*	1%
49-0000	Installation, Maintenance, and Repair Occupations	0.89	1%	3%	1%	1%	5%	**7%**	8%	*	2%
51-0000	Production Occupations	0.49	1%	1%	1%	*	**41%**	3%	1%	*	*
53-0000	Transportation and Material Moving Occupations	0.89	1%	1%	1%	*	**9%**	**29%**	3%	*	*

Bold = High Occupational LQ > 1.05

(*) > 1% of jobs

= **Area of Stong Alignment** - High Occupational LQ and High Industry Demand

= **Area of Need** - Low Occupational LQ and High Industry Demand

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The data indicates that there is a strong level of alignment between the occupational composition of the County's current workforce and the needs of its nine target industry clusters. The composition of the County workforce was compared to the occupational staffing patterns of the nine industry clusters to identify the core occupational groupings where both the concentration of County workforce is high (Occupational LQ greater than 1.05) and there is a strong level of employer occupational demand (more than 5 percent of cluster employment). The results of this analysis are presented above. Strong levels of alignment between the County's workforce and the needs of its employer community in the following areas:

- Baltimore County has a high concentration of resident workers employed in Business and financial operations occupations, which aligns with the high demand for these occupations in the Corporate Operations Centers/Shared Services; Federal Agencies; Information Technology Services; Manufacturing; and Financial Services clusters;
- Baltimore County has a high concentration of resident workers employed in Computer and mathematical occupations, which aligns with the high demand for these occupations in the Corporate Operations Centers/Shared Services; Federal Agencies; Information Technology Services; and Financial Services clusters;
- Baltimore County's high concentration of resident employment in Life, physical, and social science occupations aligns with the needs of the Federal Agencies cluster and its high concentration of employment in Education, training, and library occupations aligns with the needs of the Public and Private Higher Education cluster;
- Baltimore County is particularly well positioned in terms of the alignment of its workforce with the needs of the Healthcare Cluster, with high concentrations of workers in Healthcare practitioners and technical occupations; Community and social service occupations; and healthcare support occupations;
- Overall there are multiple levels of alignment between the occupational composition of the County's workforce and six of the nine target industry clusters. Baltimore County has a high concentration of employment in the core occupations demanded by the: Corporate Operations Centers/Shared Services; Federal Agencies; Healthcare; Information Technology Services; Financial Services; and Public and Private Higher Education clusters.

There is a weaker level of alignment between the composition of the County's workforce and the needs of the Manufacturing; Port Industries, Logistics and Distribution Centers; and Construction clusters, with the County having somewhat low concentrations of resident employment in the Construction and extraction occupations; Production occupations; and Transportation and material moving occupations that are the major occupational groupings for these three clusters. It is important to note that the low concentration of employment does not necessarily indicate a workforce gap for these industries; simply a lower level of resident employment in these core occupations. Workers may commute to jobs in the County in these clusters from other jurisdictions. Furthermore, all three of these industries have experienced either long term, in the case of Manufacturing and Port Industries and Logistics and Distribution Centers, or recent, in the case of Construction, declines in County employment. Resident employees impacted by reductions in staffing may have changed occupations due to job losses in these industries.

Employer Input

On April 26, 2016 DEWD convened an Industry Roundtable Discussion with 14 business/industry members of the Workforce Development Board in attendance, representing directly or indirectly each of the County's core industry sectors.

The discussion addressed labor shortage issues specific to certain industries:

- Healthcare - Entry level CNA's and GNA's are in particular demand, but also RN's, 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 creating demand, but Millennials are less drawn to the profession—particularly since women have more career paths open to them in other industries. Career expectations are different with LPN's aspiring to be RN's and Nurse Practitioners and other advanced positions more common. 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 continue to discourage students from pursuing training in these fields.The Career and Technical Education (CTE) division of Baltimore County Public Schools conducts ongoing educational outreach to parents and guidance counselors to 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 Baltimore County Public Schools (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; the best model for training and development has been demonstrated by the labor unions through apprenticeship. Employers with non-skilled positions want people who have cleared backgrounds, clean drug screenings, etc. but are often not offering salaries or career paths which are competitive. There has been a shift to people opting not to come into "corporate" work setting, but

entering their own entrepreneurial ventures. How do we help to incubate and train people who want to start their own business?

- 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% of prospects access opportunities through their smartphones. More access to technology, however, creates a high quantity of candidates but low quality—with perhaps 90% 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, the 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.

Conclusion and Next Steps

The *"Trends in Occupational Employment Analysis for Baltimore County"* report provides the WDB with a rich and valuable source of information to guide future local workforce development initiatives. While the report identified the nine industry sectors that drive the local economy, it will be the Board's task in future months to identify the subset of four to five sectors within that universe where industry demand converges with opportunities to prepare job seekers for middle-skilled jobs that pay sustainable wages and offer career pathways for future advancement. In selecting targeted sectors and occupations the Board will place special emphasis on supporting workforce development initiatives aimed at occupations that present the most promising opportunities for individuals with barriers to employment.

1(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.

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 partner's 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

DEWD - Title I: Adults and Dislocated Workers

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

Role	Hunt Valley	Liberty	Eastpoint
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 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 in the ROW and RESEA programs to AJC services and employment opportunities.
- Innovative cohort training programs, modeled on the national *Accelerating Connections to Employment* program, will continue to build on the success of the cohort training model.
- Three newly-added job developers will continue to 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 that will improve the quality of services, and makes it easier 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.

<u>Youth</u>

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 to identify the youth services provider(s) for Baltimore County. Proposals submitted during the RFP process are currently under review.

<u>CCBC - Title II: Adult Education Providers</u>

CONTINUING EDUCATION

Summary

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 a satellite campus in Owings Mills. As previously noted, CCBC is co-located with the AJCs at Hunt Valley and Liberty Center. While *not* 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 satellite sites, 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 develops and delivers customized training programs in partnership with external and regional partners, and connects employers with qualified talent. Critically important student support services are available through CtE, including academic learning support, disability accommodations, referrals, and career advising. The CtE program has approximately 800 class registrations and runs 250 to 300 cohorts annually. It is an industry-driven, business-friendly, flexible resources for training that can be delivered at a wide range of locations, from the CCBC campuses to the employer work sites.

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

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 the issue of retention directly, by providing students with support services that make it possible for them to 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 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.

JOB NETWORK

Summary

Job Network is a partnership of Baltimore County DSS, CCBC, and Humanim that operates out of CCBC's Catonsville campus and Baltimore County's DSS district office in Essex. The program annually serves between 3000 and 5000 individuals with barriers to employment. Participants are referred to Job Network via Temporary Assistance to Needy Families (TANF), Non-Custodial Parents (NPEP), SNAP Able Bodied Adults without Dependents (ABAWDs), refugees and asylees, and aging Foster Youth in Baltimore County. Participation is mandatory for most TCA applicants and recipients.

Job Network's *Winning New Jobs* program offers a 5 phase approach to employment:

1. Essential Skills
2. Resume and Online Presence
3. Interviewing and Interpersonal skills
4. Job Development
5. Retention

Job Network also offers the *Workforce Solutions* (WFS) program as a follow-on to *Winning New Jobs* for individuals who have been unsuccessful obtaining or retaining employment. WFS services include intensive case management, social work services, and connections to vocational rehabilitation services. Additional services include intensive mental health screening, individualized help in applying for Social Security income or enrolling in rehabilitation programs leading to employment.

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

In addition to extensive essential skills training and career preparation, Job Network participants work with Employment Coordinators and a team of Job Developers. The role of the job developers is to make

connections with and learning about the skills needs of local and regional employers, and match them with qualified candidates from Job Network's job seeker pool. The Job Developers also partner with the AJCs to assist participants in gaining workplace skills needed for employment success.

Strengths

- Employment services are integrated into a holistic program of services 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 program; p
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Opportunities and Challenges

- More physical space is needed to serve the large number of individuals who are currently enrolled in, or who *need* to be enrolled in the program.
- Some participants are highly motivated to gain employment, but this is not always the case, which can make it challenging to meet performance targets.
- Recruitment can also be challenging.

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 satellite campus at Owings Mills. 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 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.
- Client recruitment is challenging.

SINGLE STEP

Summary

The Single Step program is designed to serve adults with cognitive developmental, and mental health disabilities. It serves approximately 100 to 120 participants per year, providing academic, pre-vocational, social and independent living skills for students with special needs. Students leave the program prepared for success in college study, employment and adult life. Single Step is offered at the CCBC campuses in Catonsville, Essex and Dundalk, but services can also be delivered remotely wherever services are needed. Features of the program include basic skills instruction specifically designed for special learners, a 6-1 student teacher ratio, community-based field trips, and interactive learning activities designed to connect learning with students' real lives, goals, and communities.

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

Single Step offers nine career training options:

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

In addition to the career training options, Single Step also offers a variety of specialized individual courses designed to meet the special needs of the population. www.ccbcmd.edu/Programs-and-Courses/Adults-with-Disabilities/CASE-Single-Step-Course-and-Certificate-Offerings.aspx

Strengths

The Single Step program reaches difficult to serve populations barriered by a range of disabilities. The slower pace of the Single Step program makes it an excellent alternative for participants of other programs who are struggling to succeed in more demanding environments.

Opportunities and Challenges

Affording the cost of tuition and fees can be a challenge for prospective or continuing students. Because of the wide range of unique challenges faced by individuals at Single Step, it can be difficult to find appropriate work sites for student internships.

DLLR – Title III: Wagner-Peyser

Summary

DLLR's home base in Baltimore County is the Eastpoint Workforce Development Center. A manager, assistant manager, and four Job Service Specialists (JSS) work at the Eastpoint AJC, 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.

WAGNER-PEYSER EMPLOYMENT SERVICES:

Baltimore County's Wagner-Peyser staff facilitate job seekers in using computers in the resource area to access online assessment and job search tools. Job seekers use Compass, My Next Move, My Next Move for Vets, My Next Move (SPANISH), and the O*NET Interest Profiler Assessment tools to identify career interests, explore information on occupations, and assess strengths and transferrable skills. WP staff also assist job seekers in creating resumes on the Maryland Workforce Exchange, and using a range of job search tools to conduct targeted job searches based on interests and qualifications.

UNEMPLOYMENT - ROW and RESEA WORKSHOPS:

DLLR offers ROW and RESEA workshops at all three AJCs, as described in the following table:

Program	**ROW – Reemployment Opportunity Workshop**	**RESEA – Reemployment Services and Eligibility Assessment Program**
Description	ROW is a reemployment program that assists Unemployment Insurance (UI) claimants identified as least likely to exhaust benefits before finding a job.	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.)*
How are customers connected with these programs?	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.	
Activities **Participants in both programs risk losing their benefits if they do not participant in required activities.*	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.	RESEA participants attend one half-day workshops which include: orientation to AJC services, individualized UI Eligibility assessment and referral to adjudication, as appropriate, and a customized development of an individual re-employment plan. Completers are required to participate in at least one post-RESEA reemployment service and/or

Program	ROW – Reemployment Opportunity Workshop	RESEA – Reemployment Services and Eligibility Assessment Program
		training activity, including employability workshops and/or seminars.
DEWD Interaction with the Program	DEWD has developed the following strategy to prepare and connect individuals in the ROW and RESEA programs with employment opportunities: • An AJC staff person conducts a 20-minute presentation during both workshops to explain the services and resources participants can access through the AJCs. • An interest survey is distributed during DEWD's presentation, to identify participants who would like to take advantage of AJC services. • 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.	

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 seekers who 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 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.)

<u>DORS – Title IV: Vocational Rehabilitation Services</u>

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. Approximately 3000 individuals receive services from DORS annually at service sites located in Towson, Owings Mills and East Baltimore County.

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

DORS works closely with other local workforce development system partners to connect clients with appropriate employment opportunities.

Strengths

- 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.
- DORS subject matter experts can offer AJC staff cross-training to educate them on best practices in providing services to these populations.

Opportunities and Challenges

- Service capacity cannot meet demand. As of the spring of 2016, DORS reported having a waiting list of 450 individuals with severe disabilities.
- Under WIOA, 15% of funds must be directed to Pre-Employment Transitioning Services for transitioning youth. This new youth requirement is a concern. DORS is mandated to create an entirely new youth program without increased funding resources.

<u>Temporary Assistance to Needy Families (TANF)</u>

Partner Summary

Baltimore County's Department of Social Services contracts with CCBC and Humanim to provide TANF-funded services in the local workforce area, at locations in Catonsville, Towson, Essex, Reisterstown and at the Young Parent Support Center in Essex. Participants receive individual and intensive case management, upskilling and credential building, job development and job placement. Workshops are offered that provide participants with information and resources related to job seeker marketing tools, resume writing, interviewing, cover letters and the job search process. DSS staff work collaboratively with business partners to recruit, screen, and provide retention services post job placement.

The numbers served by DSS and its vendors are staggering: nearly 10,000 individuals are referred annually for TANF and Temporary Cash Assistance services, as well as approximately 5000 Able-Bodied Adults Without Dependents (ABAWDs). (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 through the Noncustodial Parent Employment Program (NPEP), and approximately 40 through the Transitional Foster Care program.

Employment barriers faced by TANF participants are equally daunting. In the months between July of 2015 and April of 2016, the level of unemployment among participants fell within a narrow range between 85% and 90%. The average literacy level of participants is in the 8th grade. The average numeracy level is slightly lower, in the 6th grade range. A full quarter of participants do not hold high school degrees, and nearly half only have a high school degree or GED.

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

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.

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. Job Developers build long term relationships with employers by ensuring individuals referred as candidates for openings are pre-screened. Job matching and retention services are also added values for employers.

DSS assists participants in accessing training in the following areas:

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

DSS works with partners to offer the following career pathway initiatives:

- Moveable Feast & St. Vincent DePaul (Culinary)
- Genesis- CAN & GNA training leading to full time employment and career pathway
- RF Conversions – training leading to automotive body work & conversion in the Automotive industry
- JARC Welding & manufacturing
- Hopkins – Internship opportunities in environmental services leading to full time employment with career path
- Mercy – direct hire or training with direct hire and career path
- Details – Social enterprise preparing job skills specific to construction industry

Strengths

DSS has built an expansive network of partnerships to address the variety of barriers faced by the TANF population. Partners include the local AJCs, DORS, CCBC, Humanim, as well as the following 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	• PRP Learning Style
• Priority Partners MCO	• Mayor's Office of Employment Development	• Welfare Advocates

Opportunities and Challenges

TANF funding has been flat for several years, which constrains the organization's ability to provide the growing level of services participants need. The populations TANF serves are confronted with numerous, sometime co-occurring challenges, such as low literacy and numeracy levels, poor work histories, poor academic attainment, behavioral and mental health issues, and substance abuse. A poor public transportation system, a lack of affordable, family-friendly childcare, and poor access to behavioral health resources and affordable housing also create serious barriers.

Reintegration of Ex-Offenders Program

Partner Summary

Baltimore County has the second largest population of ex-offenders in the state. Because employment is such a vital element in reduced 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

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

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 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

School to Career Transition (STCT) program, which includes work-based learning, internships, Career and Technology Education (CTE) capstone completers, apprenticeships, and job shadowing. BCPS offers CTE programs in 25 magnet and non-magnet schools across the County, covering all of Maryland's Career Clusters. All 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. An Articulation Agreement is in place between BCPS and CCBC that makes it possible for students who successfully complete a CTE program to qualify for college credits that will articulate to CCBC.

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.

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 21st 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 high 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 partner providers whose training and employment programs have been described in this section provide essential professional development resources for the populations targeted under WIOA. They serve as important "on-ramps" in a much larger workforce development system which 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:

Anne Arundel Community College	Howard Community College	Tai Sophia Institute
Baltimore City Community College	ITT Technical Institute	TESST College of Technology
Capitol College	Johns Hopkins University	Towson State University

College of Notre Dame of Maryland	Loyola College	University of Baltimore
Community College of Baltimore County	Morgan State University	University of Maryland at Baltimore
Coppin State University	Sojourner-Douglass College	University of Maryland Baltimore County
Goucher College	Stevenson University	University of Maryland University College

1(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.

Baltimore County's Workforce Development Board has adopted Vision and Mission Statements that provide a strategic framework for the Board's goals, structure, and activities:

Vision Statement

Baltimore County's Workforce Development Board will lead a local public workforce system that meets the talent needs of Baltimore County employers, raises the quality of Baltimore County's workforce, and catalyzes matchmaking between job seekers and employers.

Mission Statement

The Baltimore County Workforce Development Board's business-majority membership provides leadership and advisory oversight to build a local public workforce development system that:

- Provides Baltimore County employers with workforce solutions that support the success and vitality of the local economy.
- Develops a work-ready talent pipeline prepared with skills aligned to local and regional industry demand.
- Operates an efficient, innovative, solutions-oriented workforce development system in which the services and resources delivered *to customers are responsive to their needs and promote their success.*

Guided by this framework, the Board has established five standing committees, described in the following table:

Baltimore County Workforce Development Board Standing Committees

Committee	Description
Executive Committee	Comprised of the Chairs from each of the committees as well as the Board Chair, the Executive Committee's function is to provide final approval on certain initiatives, (such as certifications), The Executive Committee meets on an as-needed basis, to promote communication across committees, coordinate activities and identify synergies.
American Job Center	The AJC committee serves in a strategic advisory role, providing leadership for the operations of the three American Job Centers (AJCs) in Baltimore County.

Committee	Description
	The AJC Committee: • Tracks performance measures and reports to the Board on a quarterly basis; • Guides the activities of the CAREER Team, a partnership of service providers in Baltimore County's workforce development system; • Leads the annual, federally-mandated certification of the local workforce Centers.
Barriers to Employment (BtE)	The BtE Committee works to enhance services to individuals with disabilities and other barriers to employment by: • Identifying AJC staff training needs related to serving Barriered customers; • Supporting AJCs in meeting ADA compliance requirements for facility and programmatic accessibility to services for individuals with physical and cognitive disabilities; • Securing technical assistance, as needed; • Promoting connections between employers and Barriered job seekers.
Industry Engagement (IE)	The IE Committee provides input to the local workforce system on industry needs through regular analysis of regional labor market data and by engaging and connecting employers with job seekers in meaningful and effective ways.
Youth Committee	The Youth Committee: • Advises DEWD's Youth Division regarding youth services and the management of service providers; • Promotes sustainable partnerships that connect youth to the workforce through engagement, education, and employment.

1(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.

In order to develop and implement a strategy that aligns the activities of core programs in the local area, the WDB has authorized DEWD to serve as the "Convener" of a new consortium of local workforce development system partners, the ***C**oalition of **A**gencies **R**eady to **E**ngage in **E**mployment and **R**etention* (The CAREER Team). The WDB's American Job Center committee provides oversite and guidance to the CAREER Team.

The new CAREER Team partnership will serve as the mechanism for achieving greater service integration and efficiency across the local system. Issues identified by the CAREER Team partnership for focus during the upcoming four-year strategic planning cycle include (but are not limited to):

- Developing a universal intake and referral processes;

- Holding a series of “summits” that bring partners together to generate solutions and innovative service strategies for serving Barriered populations, understanding shared (and divergent) performance metrics, and aligning customer service models.

In addition to holding regular meetings to discuss and resolve issues, the CAREER Team will make recommendations to the County’s workforce Board to guide key activities, such negotiating memorandums of understanding, conducting center certifications, etc.

Section 2 - Alignment of the Local Workforce Development System

2(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.);

Note: A full description of the programs offered in the local system is provided in the response to 1(D).

As previously presented in the response to 1(F), the WDB has authorized DEWD to serve as the "Convener" of a new consortium of local workforce development system partners, the ***C**oalition of **A**gencies **R**eady to **E**ngage in **E**mployment and **R**etention* (The CAREER Team). The new CAREER Team partnership will be the organizational body that facilitates greater service alignment, integration and efficiency across the local system. Baltimore County's Workforce Development Board will provide oversight of The CAREER Team through its American Job Center committee.

All of the core and recommended partners participated in the creation of the CAREER Team:

Baltimore County Local Core Partners on The CAREER Team

Title I: WIOA Adult, Dislocated Workers and Youth	Department of Economic and Workforce Development (DEWD)
Title II: Adult Education Providers	Community College of Baltimore County (CCBC) *Representatives for the following programs -* • Continuing Education • Connections to Employment • Job Network • Center for Adult and Family Literacy • Single Step
Title III: Wagner-Peyser Employment Services	Department of Labor, Licensing and Regulation (DLLR)
Title IV: Vocational Rehabilitation Services	Department of Rehabilitative Services (DORS), *Region 5*
Temporary Assistance to Needy Families (TANF)	Department of Social Services (DSS)
Reintegration of Ex-Offenders Program	Baltimore County Department of Corrections
Veteran Services	DLLR
Trade Adjustment Assistance	DLLR
Carl D. Perkins	Baltimore County Public Schools (BCPS) *A list of the programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 is included in the appendix for Section 2 located at the end of the plan document.*

It is the intent of the CAREER Team to be an inclusive group that encourages broad participation, so membership is expected to expand over time.

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 guide and inform the CAREER Team's efforts to align and integrate services to customers:

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.

A series of goals and activities have been identified by the CAREER Team partnership for focus during the upcoming four-year strategic planning cycle:

- Develop universal intake and referral processes;
- Convene a series of "summits" to –
  - Generate solutions and innovative strategies for serving individuals with barriers to employment;
  - Clarify shared (and divergent) performance metrics;
  - Align customer service models;
- Making recommendations to the County's workforce Board to guide key activities, such negotiating memorandums of understanding, conducting center certifications, etc.

2(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, 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);

With guidance and oversight from Baltimore County's Workforce Development Board, DEWD's administrative leadership and American Job Center management will continue to work closely with core partners from CCBC, TANF and DORS to coordinate and expand access to employment, training, education, and supportive services for eligible individuals, particularly for individuals who have barriers to employment. The AJCs will build on successful business-led cohort trainings in in-demand occupations, delivered in partnership with CCBC, to introduce career pathways models, improve access to activities leading to industry-recognized postsecondary credentials, and develop co-enrollment protocols. The DORS and TANF programs will work with the AJCs to increase integration of services, particularly services that introduce appropriate accommodations for individuals with disabilities.

WIOA acknowledged that one of the primary constraints to expanding services in local systems has been the siloed way in which partner organizations have traditionally operated. As a result of long years of working in relative isolation, partners often lack basic awareness about what other service providers actually do. An important first step in reversing the situation must be an educational process and a new

level of cross-communication. A vital function of the CAREER Team will be to improve the quality, quantity, and regularity of communications between partners, to build a greater shared understanding of partner services.

DEWD has established a shared resource library for the CAREER Team where partners can post discussion questions, offer advice, participate in decision-making, and collaborate on projects. This will be an important tool for sharing information about new training opportunities and seeking involvement and input on new initiatives.

The CAREER Team has produced a series of "Partner Briefs" to educate the staff in partner organizations, and thereby expand access to and integration of system services. The Partner Briefs provide a quick, one-page snapshot of each organization and services. Partners will distribute the Briefs to their respective staff, who can use the information as a quick reference tool to locate the best resources to meet their customer's needs.

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

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

NOTE: The CAREER Team's template for the Partner Brief, and a completed partner Brief prepared for CCBC's Center for Family and Adult Literacy are included in the appendix for Section 2 located at the end of the local plan.

2(C) A description of the steps taken by the Local Board to engage entities identified in the formulation of its Local Plan.

In the summer of 2015, Baltimore County's Workforce Development Board participated in an intensive three-month process to produce detailed recommendations for the County's local plan. All Board members joined one of five committees. The committees held at least one extended meeting per month, although most met more often.

The following table describes the WIOA requirements committees used to drive their recommendations.

Committee	WIOA Requirements
Transition Committee	In addition to serving as an executive committee for the work of the other committees, the Transition Committee developed recommendations to: • Describe how the local board will coordinate workforce investment activities with regional economic development activities, and promote entrepreneurial skills training and microenterprise services. • Describe and assess the type and availability of adult and dislocated worker employment and training activities in the local area. • Describe the roles and resource contributions of the one-stop partners in the local one-stop delivery system. • Describe how the local board will coordinate workforce investment activities carried out under this title in the local area with the provision of

Committee	WIOA Requirements
	transportation, including public transportation, and other appropriate supportive services in the local area. Describe how one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under this Act and programs carried out by one-stop partners.
Industry Engagement Committee	*The Industry Engagement Committee developed recommendations to:* Identify strategies, services and best practices that can be adapted in Baltimore County to address employers' current and projected workforce needs with regard to: • Create and implement effective industry-led, data-driven sector initiatives that create a platform to assess and address issues common across prioritized industries. • Identify options for more flexible training and workplace learning models. Describe how the local board will ensure the continuous improvement of eligible service providers within our system; Establish a methodology and metrics to ensure that services provided (for job-readiness, basic, remedial, occupational and technical skills) are comprehensive and well-coordinated across programs with flexibility to meet the needs of local employers, workers and job seekers.
Barriers to Employment Committee	*The Barriers to Employment Committee developed recommendations to:* • Enhance the provisions of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination. • Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with the Americans with Disabilities Act of 1990 to ensure the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, staff training, etc. • Describe how the local board will facilitate access to services provided through the one-stop delivery system, including through the use of technology and through other means. • Develop recommendations for researching populations, benefits, and value of employing populations (and maintaining updated research).
Youth Committee	• Describe and assess the type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities. (Enhanced Program Availability), including

Committee	WIOA Requirements
	a description and assessment shall include an identification of successful models of such youth workforce investment activities.

At the end of the three-month work period, the recommendations produced by the five committees were compiled and submitted to the Board for review and comment.

The Board's recommendations for the local plan were approved at the December 2015 quarterly meeting of the full Board.

2(D) A description of the strategies and services that will be used in the Local Area—

- **To facilitate engagement of businesses, including small businesses and businesses in in-demand industry sectors and occupations, in workforce development programs**
- **To support a local workforce development system that meets the needs of businesses in the Local Area**
- **To better coordinate workforce development programs and economic development**
- **To strengthen linkages between the American Job Center delivery system and Unemployment Insurance programs.**

Baltimore County will employ a variety of strategies in the local area, as appropriate, to:

Facilitate the engagement of businesses, including small businesses and businesses in in-demand industry sectors and occupations, in workforce development programs:

- Connect with professional trade/industry groups and associations to access the most recent data and resources.
- Plan roundtable discussions and skills panels with industry leaders.
- Identify key industry leaders and key growth industries.
- Set up invitation networking/discussion sessions.
- Schedule concentrated visits to key industries for face to face meetings.
- Identify key businesses to visit and develop relationships.
- Show future results after visit.
- Conduct targeted outreach to local employers in prioritized industries to raise awareness of the benefits of Baltimore County workforce system.
- Engage businesses on their "turf", using their language, e.g., "Return-on-Investment"

Support a local workforce development system that meets the needs of businesses in the Local Area:

- Market available talent as pre-screened and "certified" as highly qualified and prepared for the occupation or industry sector with which they are being connected
- Determine program infrastructure to monitor implementation of continuous improvement measures in service delivery where gaps were identified to assure business customers are only sent quality candidate referrals
- Establish parameters and a mechanism to measure success and return on investment for employers.

- Provide continuous customer support after candidates are hired or placed in work and learn opportunities.
- Identify additional employee retention and resources that the workforce system can offer as cost savings benefit for business, (e.g., funds for occupational skills training for employees, funds to support On-The-Job Training (OJT), backfilling entry-level and mid-skilled positions when employees are in training or advance on career path, incentives for hiring from the workforce system talent pool, particularly from the pool of individuals with barriers to employment job seekers.)

Better coordinate workforce development programs and economic development:

Develop and implement processes that clearly connect the local workforce system's activities to both existing and new local and regional economic drivers.

- Work with the County's Economic Development unit to maintain a current inventory of existing and new economic development initiatives and real estate development projects.
- Review inventory on a quarterly basis to identify workforce development implications and opportunities.
- Identify hiring trends, skill gaps and employment opportunities in the industry sectors targeted in the County's current economic development strategy.
- Promote entrepreneurial upskilling along with occupational training.
- Establish employer skills panels attached to each target industry.
- Prioritize workforce investments that prepare workers for middle-skilled occupations.

Operate an industry-driven workforce investment service model that delivers tightly integrated business and job seeker services:

- Maintain a Business Engagement Team Leader who coordinates employer outreach (job fairs, etc.) across all three Baltimore County American Job Centers.
- Maintain a team structure that pairs the county's economic development representatives with the workforce system's business services representatives and relevant workforce system partners, as appropriate, to assure seamless and non-overlapping delivery of services to employers.
- Develop and implement defined processes that connect workforce development services to regional economic entities and initiatives, to ensure employer demand drives workforce development activities.
- Strengthen connections with area business incubators and the Small Business Resource Center to assess and support entrepreneurial workforce development needs to start-up and small businesses, and provide ongoing assistance as companies grow and expand.
- Monitor and report to the Workforce Development Board on the workforce investment system's impact, focused on economic development hubs located throughout Baltimore County.

Strengthen linkages between the American Job Center delivery system and Unemployment Insurance programs.

- DEWD staff will continue to have a presence during ROW and RESEA workshops. Job fairs, recruitment activities, high profile job postings, and other AJC initiatives will be promoted to this targeted group. *(See also - 1(D) Wagner-Peyser section.)*

2(E) A description regarding the implementation of initiatives such as EARN Maryland, 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.

DEWD's business services team will listen to the needs of employer's needs and be prepared to offer strategic, results-driven solutions:

- A business may be incentivized to hire participants who have completed a WIOA approved occupation skills training program through attaching an OJT component to the end of training. Businesses will thereby have an opportunity to augment the theoretic knowledge a student gains in classroom learning with practical application of skills through real world experience.
- AJC staff will tour key local apprenticeship programs to learn program requirements and application processes. Staff will, in turn, be better prepared to appropriately interview, screen, and refer job seekers who meet apprenticeship requirements to the appropriate programs.
- WIOA focuses on providing individuals with greater access to training that yields family sustaining wages. AJC staff will look for opportunity to provide multiple trainings to enrolled individuals who gain employment after earning their 1st certifications. The thought is to provide stackable credentials to individuals who can move forward on his/her career pathway earning a family sustaining wage.
- The Business Services and Job Development teams will collaborate to host career "invitational" recruitment events in each of the three AJCs. The goal for each event is to target business needs across industries and sectors within each Baltimore County territory, and connect only those participants whose skill set, education, or experience align with the business' needs.

2(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;

The Economic Development arm of DEWD's workforce development system includes three Business Development Representatives (BDRs) who cover eastern, northern and western territories of Baltimore County. The BDRs work directly with numerous business prospects each year to promote Baltimore County as a business base. BDRs assist companies in accessing incentives and gaining needed permits, and connect them with the county's workforce system.

The BDRs partner closely with a Business Services team comprised of three Talent Management Coordinators (TMCs), who are similarly assigned to eastern, northern, and western territories of the county. TMCs are responsible for working with businesses to learn more specifically about their workforce needs. They assist employers in posting hiring needs to the Maryland Workforce Exchange and facilitate access to the qualified pool of AJC job seekers in a variety of ways. In addition to working with Job Developers in the AJCs, TMCs organize customized recruitments and job fairs, prescreen candidates for positions and ensure employment opportunities are promoted to targeted audiences. Where incumbent worker training, customized trainings, and on-the-job trainings present the best solutions for employers, TMCs work to develop appropriate training and access available funding to help defray the costs of that training.

DEWD also has three Job Developers, one at each AJC. The Job Developers' roles are assigned by industry sectors, rather than by geographic territories. They function as liaisons between the AJCs and the Talent Management Coordinators. Because they are stationed in the AJCs, they are able to maintain a detailed working knowledge of the skills and qualifications of current job seekers in the talent pool. However, because they also work closely with the Talent Management Coordinators, they are able to make quick connections between employer hiring needs and candidates in the AJC inventory.

The Employer Engagement Team Leader *(See section 10(E) for a full discussion of the Team Leader roles.)* coordinates the activities of the AJCs, job developers, and the business services team to meet WIOA performance measures around employer engagement – effectively connecting job seekers and employers in Baltimore County.

To promote entrepreneurial skills training and microenterprise services, the local system will work to strengthen connections with area business incubators and the Small Business Resource Center, to assess and support the workforce needs of starter and small businesses, and provide ongoing assistance as companies grow and expand.

2(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 job seekers;

In accordance with TEGL 3-15, Baltimore County provides supportive services to customers receiving Title I Career Services who need additional assistance to secure or retain employment. Baltimore County coordinates with partners, such as Vehicles for Change, the local homeless shelters, and other community and faith-based organizations to assist customer in accessing the supportive services they need. Supportive services coordinated through the AJCs include vouchers for public transportation, payments to defray the cost of childcare, dependent care, housing, and other needs-related payments, such as money to pay for equipment or special clothing required as part of a job.

In the spring of 2016, Baltimore County's Local Management Board provided funding assistance to DEWD's Youth Services Program to support the development of a strategic plan. The LMB's funding was used to hire a consulting group to develop a strategic plan for the County's youth services. As the first step in the development process, the contractor distributed detailed online surveys to stakeholders, and conducted extensive focus groups with service providers and youth from across the county to learn more about the needs of local disconnected youth. Work on the strategic plan is in process at the writing of this plan.

2(H) A description of how the Local Board intends 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;

As noted in the response to 2(D), Baltimore County's Workforce Development Board will seek out opportunities to learn about and meet the employment needs of businesses using a variety of strategies.

The Board will:

- Connect with professional trade/industry groups and associations to access most recent data and resources.
- Plan roundtable discussions and skills panels with industry leaders.

- Identify key industry leaders and key growth industries.
- Set up invitation networking/discussion sessions.
- Schedule concentrated visits to key industries for face to face meetings.
- Identify key businesses to visit and develop relationships.
- Show future results after visit
- Conduct targeted outreach to local employers in prioritized industries to raise awareness of the benefits of Baltimore County workforce system.
- Engage businesses on their "turf", using their language, e.g., “Return-on-Investment” In addition to business engagement strategies already described in

2(I) A description of how the Local Board will promote and cultivate industry-led partnerships, such as career pathways and EARN Maryland, in the delivery of workforce training opportunities.

DEWD is a workforce partner in the Ready to Work Partnership Grant entitled the *Maryland Tech Connection* (MTC). The MTC grant is a partnership of 59 workforce, economic development, workforce development, and education organizations throughout central Maryland. In addition, the MTC has also strategically partnered with four Employment Advancement Right Now (EARN) Maryland Partnerships, to expand on existing efforts in the region.

The goal of the MTC program is to address the shortage of workers who can perform in middle- and high-skilled occupations. Participants receive training to gain the skills local and regional employers need. By building the talent pipeline of local workers, businesses gain access to high-quality, skilled workers, and save time and money spent on finding qualified workers outside of the country.

In addition to helping businesses gain the workforce they need to compete, the MTC also assists Maryland’s long-term unemployed job seekers get back to work in high-growth industries. Job seekers receive short-term occupational training aligned with the needs of the target industries along with several key support services, including benefits screening and application assistance, financial stability services and behavioral health services.

After completion of training, participants receive hands-on work experience though work-and-learn opportunities with partner organizations. The hands-on work experience create an essential bridge for MTC participants to successfully transition to full-time employment.

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

DEWD works informally with a variety of community-based organizations who assist individuals with barriers to employment, such as homelessness, hunger, etc.

DEWD is also actively pursuing opportunities to increase the system’s ability to reach customers with transportation barriers who cannot reach one of the three brick-and-mortar AJCs. Specifically, DEWD is in the exploratory phase of building a relationship with the County’s public library system which would allow for the installation of AJC kiosks in local libraries.

Section 3 – American Job Center Delivery System

3(A) List the American Job Centers in your Local Area, including address and phone numbers. Indicate the One-Stop Operator for each site and whether it is a comprehensive or satellite center.

Comprehensive Center	Satellite Center	Satellite Center
Eastpoint American Job Center 7930 Eastern Boulevard Baltimore, Md. 21224 410-288-9050	*Hunt Valley American Job Center* 11101 McCormick Road Hunt Valley, Md. 21031 410-887-7940	*Liberty American Job Center* 3637 Offutt Road Randallstown, MD 21122 410-887-8912

3(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.

Key changes in customer service mandated by WIOA have been integrated into a new customer service model currently being piloted in Baltimore County's AJCs:

- In place of the "tiered" service model, County AJCs will offer Basic Career Services, Individualized Services, and Follow-up Services, as described in TEGL 3-15.
- Participants may receive services *in any order that is deemed appropriate* – based on an interview, evaluation, or assessment, and eligibility determination.
- Collaborative relationships and protocols with partner service providers will be established to achieve seamlessly integrated services that provide comprehensive solutions for customers.

Basic Career Services (BCS)

DEWD has redesigned its AJC service delivery model to reflect the WIOA emphasis on connecting customers more quickly to the specific services and resources they need. In DEWD's new model, new customers meet with an AJC BCS staffer for a preliminary *Personalized Customer Needs Assessment* to evaluate the customer's needs. The staffer gathers information to answer two broad questions:

1. Can this customer benefit from services and/or resources the AJC has to offer?
2. Can this customer benefit from the services and/or resources of partners, in addition to, or instead of those available through the AJC?

Based on the outcome of the *Personalized Customer Needs Assessment*, the staffer and customer work together to develop an action plan. Partner referrals are also made, as appropriate.

If it is determined that customers can benefit from more staff-intensive services, the staffer discusses WIOA eligibility criteria and identifies the documentation the customer will need to produce to demonstrate eligibility. A second appointment is set up for the customer to pursue individual Career Services before the close of the first appointment.

Three documents are provided in the Appendix that provide information on the newly-developed WIOA-compliant customer flow process that is currently in the pilot phase in Baltimore County AJCs:

- Journey to Employment – This is a graphic document that provides a high level overview of the new WIOA customer service flow.

- WIOA – Intake for New Customers – This document provides a detailed description of the activities, tools and outcomes for the Intake process.
- WIOA – Referral and Assessment – This follows the model of the Intake document above, and provides detailed information on the activities, tools and outcomes for the Assessment and Referral process.

Individualized Career Services (ICS)

At the second appointment, ICS staff verify WIOA eligibility and work with the customer to develop an Individualized Employment Plan (IEP). If the IEP indicates a possible need for training, the next step is completion of the Career Development Assessment.

The CDA is a career planning tool that provides customers with a structured guide to help them research explore whether occupational training may be needed to meet their employment objectives and what types of training are available. Eligible customers who can demonstrate that they will benefit from, are prepared for and are committed to completing training can apply to receive ITA funds to cover training costs.

Components of the CDA include:

1) Labor market information that shows the targeted occupation(s) in which the customer wants to gain employment is (are) in demand in the local and regional market and pays sustainable wages.
2) A description of how training under consideration would prepare the customer for a job in his/her targeted occupation. With respect to training alternatives, staff will ensure that customers understand they have choices among programs and training providers, and will provide customers with access to the "State List of Occupational Training Providers", as well as information on the performance of these training. The WDB has also approved a resolution to provide cohort-based training in high-demand occupations through a partnership between DEWD and area training providers including the Community College of Baltimore County. Customers will receive information on these cohort programs when they are open for enrollments as another training option.
3) Evidence (assessment results, educational transcripts, etc.) that the customer possesses the prerequisite skills to successfully complete the training opportunities they are interested in.

Once the CDA is completed to the satisfaction of the AJC case manager, the customer will have the option to complete and submit a "Training Scholarship Application," formally requesting WIOA financial assistance to cover all or part of the cost of the identified training (the completed CDA is a required attachment to the application). AJC staff will then consider the application and make a determination as to whether the training is approved.

A description of the Follow-Up process is provided in the response to section 10(I).

3(C)

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

Baltimore County's Workforce Development Board (WDB) is committed to building an inclusive, integrated 21st Century workforce system that:

- Provides employers with workforce solutions that support the success and vitality of the local economy;

- Develops a work-ready talent pipeline prepared with skills aligned to local and regional industry demand;
- Operates an efficient, innovative, solutions-oriented workforce development system in which the services and resources delivered *to customers are responsive to their needs and promote their success.*

The local system's success in meeting this mission will be hinged on its ability to reach barriered populations.

In June of 2015, the WDB established a Barriers to Employment (BtE) committee, comprised of leaders from the local business community, the local educational system, and non-profit organizations. The BtE committee was charged with examining the current system's services and resources, and identifying opportunities to improve meaningful access to the local workforce development system for individuals with disabilities and other barriers to employment.

The BtE committee held a series of intensive planning sessions to produce a comprehensive list of recommendations on accessibility, communication and transportation barriers, staff training needs, customer service quality, service integration, employer connections and value-add customer services. Actions were identified in each area that the local system can take to expand its ability to reach barriered populations with services and training opportunities that will help them find sustainable employment. The BtE Committee will continue to pursue work related to the recommendations. Initiatives will be prioritized based on the urgency of the need and the availability of resources.

Major recommendations developed by the BtE committee include:

Highlights - BtE Recommendations to the Baltimore County Workforce Development Board

Accessibility

- Leverage the expertise and resources of the Department of Rehabilitative Services (DORS) to evaluate the compliance of local facilities with ADA requirements, in order to identify areas where improvements to facilities can provide greater access.
- Use DEWD's ADA Director's annual report as a measure of agency effectiveness in meeting adopted accessibility standards.

Communications Barriers

- Investigate the potential to introduce free technologies into service processes, e.g., using Google Translate for customers with limited English Language skills, or voice command features for populations that lack manual dexterity or have poor technological skills.
- Consult with DORS to investigate updated assistive technologies that can replace older accommodations currently in use in the AJCs for individuals with hearing or visual disabilities
- Make all print materials available in large print and braille and shelved at approximately 3' level.
- Create a video orientation that outlines the services of the AJC as well as those of partnering agencies and organizations. The video should include subtitles and narration to accommodate custo mers with hearing or visual impairment.

Transportation Barriers

- Develop processes and staffing support that will allow customers to complete the intake process remotely, either by phone or online.

- Establish satellite kiosk sites located in public libraries throughout the County where customers who are unable to travel to the three AJCs can access center resources through dedicated computers loaded with specialized tools and programs.
- Offer professional development seminars in a synchronous webinar format with live chat.
- Geographically align service providers' bases of operations to better meet the transportation limitati ons of customers.
- Look for opportunities to expand usage of the mobile AJC, and gain additional resources to cover the costs associated with its operation.
- Provide vouchers for transportation for customers in training and during the initial period of employ ment.
- Explore programs designed to allow employers to buy into programs that reduce the cost of transportation.

Staff Training

- DORS subject matter experts can offer training to other partners who share their customers, to increase partner knowledge regarding the needs of various disabled populations. (e.g., disabilities etiquette; best practices in communications with individuals with various disabilities)

Customer Service Quality

- Create a new staff position for a "Concierge", who is responsible for providing a friendly and effective welcome and first experience for all customers – "barriered" or otherwise. The value add with this position would be that the Concierge is well-trained in customer service AND cross-trained to understand the needs of each target barriered population. For example, the Concierge could be trained in basic sign language to communicate with individuals with hearing disabilities. A system could be developed that enables the delivery of Concierge services via live chat.
- Adopt "customer service excellence" as a core value, with a customer service and barriered-population communication training being provided for all AJC staff.
- Adopt or develop a set of standards to ensure quality and a welcoming experience and climate for customers with disabilities, utilizing such standards as CARF or COA.
- Establish an advisory body comprised of individuals with barriers to employment to assist in identifying and prioritizing actions and advising on the effectiveness of proposed solutions.
- Collect customer feedback from customers through each element of service to assess customer satisfaction and measure effectiveness.
- Utilize customer feedback as a metric in AJC staff performance evaluations.

Service Integration

- Create a new "Concierge" position in the AJCs. The Concierge would be responsible for providing a friendly and effective welcome and first experience for all customers – "barriered" or otherwise. The value add with this position would be that the Concierge would be well-trained in customer service AND cross-trained to understand the needs of each target barriered population. For example, the Concierge could be trained in basic sign language to communicate with individuals with hearing disabilities. A system could be developed that enables the delivery of Concierge services via live chat.

- Develop a comprehensive directory of regional organizations dedicated to serving individuals with barriers to employment – (include information available in existing resource lists).
- Develop a job readiness assessment checklist for persons seeking employment that can be shared by multiple partners.

Employer Connections

- Develop content for an employer education/marketing plan that presents the value proposition for hiring barriered job seekers and addresses common financial and legal concerns.

Service Offerings

- Expand access to quality, affordable daycare options.

3(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.

The WDB and DEWD will comply with WIOA's One Stop Operator competitive selection requirement in accordance with the final regulations released on June 30, 2016. The specific process will be detailed as more guidance becomes available from US DOL and MD DLLR.

3(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 WDB is committed to maintaining a system that promotes and supports the ongoing growth of service providers in the metropolitan area, particularly those producing skilled workers for identified high-demand industries and occupations. DEWD has designated staff to ensure continuous improvement of the AJCs through the analysis of information collected from both service providers and service constituents. The county's continuous improvement process includes: consultation with employer groups and the local chambers; regular reviews and critiques of service providers; and analysis of outcome data of services provided to both job seekers and employers.

With oversight from the WDB, DEWD will also implement a series of measures within the AJCs to ensure continuous improvement of services:

The Operations Team

Formation of an AJC Operations Team will be considered. The Team would develop performance standards and goals for enhancing service delivery. The Operations Team will regularly review reports generated by the Maryland Workforce Exchange to assess performance at the local AJCs.

DEWD's Operations Team will additionally implement structured periodic internal reviews as described below:

- On an annual basis develop a plan that prioritizes and organizes annual goals that build towards the achievement of goals set in strategic four-year local plan. An outcome of the annual planning process will be the identification of *quarterly milestone targets* that allow the Operations Team to measure the progress AJC's are making towards accomplishing annual goals.
- On a quarterly basis conduct internal monitoring events to assess the success of AJCs in meeting performance measures negotiated by the State, as well as performance standards identified internally. The status of quarterly milestones will be reviewed and adjustments will be made, as

required. Reports from monitoring events will be shared with frontline AJC staff at regular staff meetings in an open, collegial dialogue that integrates professional development and engages staff in problem solving and service innovation.

- On a monthly basis AJC managers will review current performance measures, discuss and resolve problems, identify opportunities for greater service integration, and manage, evaluate, and enhance AJC services.

AJC Staff Workgroup

DEWD will create an AJC Staff Workgroup that will be jointly convened by the three AJC managers. The workgroup will bring together staff from the County's three AJCs to:

- Discuss and resolve problems
- Identify opportunities to enhance service
- Promote best practices
- Ensure consistent case management across all three AJCs.

3(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;

DEWD recognizes the importance of reaching and serving customers throughout the local area, regardless of their ability to visit a bricks and mortar AJC. The Mobile Career Center (MCC), a [newly-updated] vehicle that contains six computerized work stations, is a key resource that allows workforce services to travel to where the need is, whether homeless shelters, the detention center, the circuit court, community events or libraries.

Technology also plays a valuable role in reaching and serving customers. A variety of online tools will be used to market services and information to jobseekers.

These include:

- Targeted social media advertising for training opportunities and events.
- A LinkedIn site dedicated to posting Hot Jobs, service information, and success stories.
- A telecast service for contacting jobseekers to inform them of upcoming events and services.
- Outreach through the County website, which lists American Job Center information and service offerings.

In addition to the online tools noted above, DEWD also plans to implement additional enhancements, including:

- An updated web presence on Baltimorecountymd.gov - page to include help/how to videos, success stories and some transactional abilities (TBD).
- E-Blast capabilities via Tele-task with job opportunities, helpful tips, center info and events.

DEWD is also exploring new opportunities to expand access to AJC services by establishing satellite kiosk sites. By setting up "mini AJCs" in branches of the County library system, for example, the local public workforce development system can create new community-based access points. Establishing these remote service locations will allow individuals with barriers, such as a lack of transportation or physical handicaps, to utilize system services.

Additional information on the integration of technology in AJC services is provided in section 10(I).

3(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;

A detailed response addressing this question is provided in sections *10(M), (N)* and *(O)*.

3(H) An acknowledgment that the Local Board understands that, while Section 188 of WIOA ensure equal opportunity for individuals with disabilities, sub-recipients may also be subject to the requirements of:

a. Section 504 of the Rehabilitation Act, which prohibits discrimination against individuals with disabilities by recipients of Federal financial assistance;
b. Title I of the ADA, which prohibits discrimination in employment based on disability;
c. Title II of the ADA, which prohibits State and local governments from discriminating on the basis of disability;
d. Section 427 of the General Education Provisions Act; and
e. Maryland Anti-Discrimination laws;

Baltimore County's Workforce Development Board acknowledges that it understands that, while Section 188 of WIOA ensure equal opportunity for individuals with disabilities, sub-recipients may also be subject to the requirements of:

a. Section 504 of the Rehabilitation Act, which prohibits discrimination against individuals with disabilities by recipients of Federal financial assistance;
b. Title I of the ADA, which prohibits discrimination in employment based on disability;
c. Title II of the ADA, which prohibits State and local governments from discriminating on the basis of disability;
d. Section 427 of the General Education Provisions Act; and
e. Maryland Anti-Discrimination laws;

3(I) A description of the roles and resource contributions of the American Job Center partners;

DEWD is currently working through the process, prescribed by DLLR, to develop a WIOA-compliant Memorandum of Understanding with partner service providers in Baltimore County's workforce development system.

3(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); and,

A thorough description of DEWD's plan for implementing ITA's is provided in sections *10(F)* and *(G)*. As noted in the response to *10(F):*

ITA funding is limited and must be distributed strategically to produce positive results in the local economy. To ensure funds are used effectively, the Board will lead a regular analysis of regional labor market data to identify in-demand occupations within the Board's targeted industry sectors, where labor market data and local employers indicate there is strong demand, and/or growth in demand is expected. The Board will focus on identifying occupations within these sectors that offer career

pathways and pay family-sustaining wages. A particular emphasis will be placed on identifying occupations that provide employment opportunities for individuals with barriers to employment. Based on this analysis, the WDB will recommend a list of targeted High-Priority Occupations (HPOs).

3(K) A description of how the Local Board will provide priority of service that conforms with 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.

In accordance with Maryland's State Plan, The Baltimore County "Priority of Service" for Adult and Dislocated Worker Programs will be implemented as follows:

PRIORITY OF SERVICE FOR THE WIOA TITLE I ADULT PROGRAM	
First Priority	Veterans and eligible spouses who are also members of a one or more of the targeted population examples: • low-income • recipients of public assistance • basic skills deficient
Second Priority	Individuals who are not veterans or eligible spouses, but meet criteria to be considered a target population described within the first priority.
Third Priority	Veterans and eligible spouses who did not meet "first priority" conditions
Fourth Priority	Individuals who are not veterans and do not meet criteria to be considered a target population

Baltimore County's workforce system is currently in the process of reviewing and updating policies previously in force under WIA. Pending final review and approval of DEWD's new Priority of Service policy, the organization's interim policy is to approve ITA funding ***that supports training for adults and dislocated workers in targeted populations, whose skills qualify them to participate in DEWD cohort training programs in high priority occupations.***

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

Incumbent worker training is focused on improving the education and skill levels of the current workforce to improve the local and regional economy and increase the ability of local businesses to effectively compete in the global market. Baltimore County's WDB will oversee DEWD's implementation of incumbent worker training.

Eligibility

DEWD's eligibility requirements and criteria for employer and employee qualification and participation in incumbent worker training conform to rules set forth in WIOA.

To qualify as an incumbent *worker*, the individual needs to be employed in a position that meets the Fair Labor Standards Act requirements for an employer-employee relationship. The individual must have an established employment history with the employer for 6 months or more. The training must satisfy the requirements in WIOA Section 134(d)(4) and §680.790 and increase the competitiveness of the employee or employer. An incumbent worker does not necessarily have to meet the eligibility requirements for career and training services for adults and dislocated workers. DEWD may reserve and expend up to 20 percent of combined adult and dislocated worker formula allotments for incumbent worker training.

DEWD considers the following factors when determining the eligibility of employers to receive the WIOA share of funds to provide training to incumbent workers using either local Adult and/or Dislocated Worker formula funds:

- The characteristics of the incumbent workers to be trained, specifically the extent to which they historically represent individuals with barriers to employment as defined in WIOA Section 3(24), and how they would benefit from retention or advancement.
- The quality of the training (e.g., industry-recognized credentials, advancement opportunities).
- The number of participants the employer plans to train or retrain.
- The wage and benefit levels of participants (before and after training).
- The occupation(s) for which incumbent worker training is being provided must be in demand as defined by WIOA Section 3(23) and as determined by workforce development area-specifc labor market information produced by ESD.
- The industry to which the employer is assigned, as determined by its North American Industry Classification System (NAICS) code, must be in demand as defined by WIOA Section 3(23) and as determined by workforce development area-specific labor market information produced by ESD.
- The employer must attest, in writing, that it is not delinquent in unemployment insurance or workers' compensation taxes, penalties, and/or interest.

Talent Management Coordinators will document these factors in approving an incumbent worker training project with an employer. Employer Share of Training Costs: Employers participating in incumbent worker training are required to pay the non-WIOA (non-federal) share of the cost of providing training to their incumbent workers.

Awards

The employer share is based on the size of the workforce (wages paid to the participant while in training can be included as part of that share) as follows:

- At least 10 percent of the cost for employers with 50 or fewer employees
- At least 25 percent of the cost for employers with 51 to 100 employees
- At least 50 percent of the cost for employers with more than 100 employees

Process

Within DEWD, the Talent Management Coordinators (TMC) and Business Development Representatives (BDR) who work directly with businesses will lead incumbent worker training program initiatives. Opportunities for incumbent worker training are selected to target the industries and occupations identified on the WDB's HPO list.

- TMCs/BDRs provide the business with a Maryland Business Works application.
- Completed applications are reviewed and submitted to DLWDAL.businessservices-dllr@maryland.gov for consideration.
- Upon approval, the training takes place.
- At the end of training the business provides proofs of the completion of training to the DLLR Office of Workforce Development along with proof of payment for the approved training.
- An invoice is submitted on business letterhead showing the costs DLLR and the participating business agreed upon.

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

To maintain credibility with job seekers and businesses as a resource for workforce development expertise, DEWD *must* value the development of internal staff as workforce professionals. The AJC staff who work with customers every day need to be equipped with the latest tools and techniques to effectively prepare job seekers for 21st Century employment. Staff also need a cutting edge understanding of current best practices for serving the business community. In both cases, there is simply no substitute for ongoing professional development.

DEWD is committed to supporting staff success by promoting a sustained focus in this area. Leadership will dedicate internal resources to analyze the qualifications, professional certifications, and training needs of AJC staff. A professional development plan will be produced that strategically distributes training resources, with the goal of building a highly qualified.

Section 4 - Title I Functions

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

A thorough description and assessment of the type and availability of the adult and dislocated worker employment and training activities available in Baltimore County through the AJCs and the network of workforce development system partners is provided in section 1(D).

4(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).

General Information

The Department of Economic and Workforce Development System (DEWD) receives and responds to information regarding company downsizings from various sources.

- Larger companies will typically report WARN (Worker Adjustment and Retraining Notification) status to the Maryland Department of Labor Licensing and Regulation's (MD-DLLR) Dislocation Services Unit (DSU). This usually involves mass layoffs due to plant closures or other economic factors. In these cases, the state's DSU representatives forwards the notification DEWD Talent Management Coordination, who, in turn, coordinates outreach efforts with the company on behalf of the affected workers.
- Other companies may send to DEWD a letter of notification indicating that a downsizing is eminent. At times, the Department may also become aware of downsizings through notification from the County Executive's Office.

Companies may connect directly with DEWD staff to inquire about services (Business Services, American Job Centers, and Administrative Offices). The Talent Management Coordination team investigates and follows up on leads about possible downsizings from news media and other reliable sources.

Pre-Activity Coordination

If layoff notification is received in advance, DEWD will attempt to work with the company to discuss its needs before, during, and after the employees' transition time. If the company is amenable, DEWD deploys Talent Management Coordination staff to join with state Dislocation Services and Unemployment Insurance representatives to meet with the impacted workers on company grounds. During this activity staff will assess the needs of impacted workers as well as discuss and answer questions about the full range of services offered through the Department.

If there are time limitations or a lack of company support for providing onsite sessions, DEWD collates Transition Assistance packages filled with reference materials for the employees' use. The company is expected to distribute the packages to the employees prior to their departure. In these scenarios, DEWD would request that the company provide a contact list (name, address, phone number, and job title) for the impacted employees. DEWD would then follow up with the impacted individuals at a later time.

Rapid Response Orientations

Rapid Response Orientation Sessions are coordinated and delivered on-site at the company or in a designated location. A Rapid Response Team, comprised of representatives from the State of Maryland and DEWD, deliver informational sessions in a group setting that can be as few as 5 or as large as the

company requests. For maximum impact and opportunity for interactivity, it is best that sessions host no more than 50 attendees. Sessions are typically 60 to 90 minutes long, and provide attendees information about:

- Resources/Services Through the American Job Center System (local, regional, and national)
- Professional Development, Skill Enhancement & Training Funding Opportunities
- Upcoming Career Events, Job Fairs, and related Employment Opportunities
- Tips and Advice on Understanding Unemployment Insurance

Presentations are followed by ample time for Q&A and are coordinated according to the business' requests. Flexibility in scheduling is crucial to accommodate seeing employees prior to their last date of employment, varying shifts, and the company's need for staff productivity while still on the payroll.

Additional On-site Assistance and Seminars

Depending on an employer's willingness and the impacted workers' needs additional resources and support coordinated through the Department are activities such as:

MD Workforce Exchange (MWE) enrollment and assistance

- Résumé and Interviewing Tips (full and condensed presentations)
- Job Search in the 21st Century – understanding the use of technology in job search
- Federal Résumés – understanding the application process and KSA's
- Financial Literacy – Related to job loss

Conclusion

Rapid Response activity through the Department of Economic and Workforce Development ensures that workers who are impacted by significant downsizings learn about available services helping them to get connected with the American Job Centers as quickly as possible. Doing so positively impacts Dislocated Workers and shortens time spent collecting Unemployment Insurance benefits.

4(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;

This issue will be addressed specifically when a youth vendor selection is completed.

The ISS will include:

- Individualized educational and employment goals;
- An assessment of the need for supportive services and a plan to provide them;
- Results of the comprehensive assessment process (including objective assessments and interviews), which will be documented in a format defined by DEWD; *and*
- A customized program of services that is based on assessment findings and incorporates, as appropriate in each case, one or more of the 14 WIOA-required program elements.

Supportive Services Policy

During the assessment process, a determination will be made regarding the types of supportive services the customer may need. After a needs assessment, supportive services may be made available to individuals in order to enable them to participate in WIA activities. Such services include assistance with transportation needs, child and dependent care needs, and housing needs, clothing, uniforms and tools and assistance with acquiring the documentation needed for employers. Assistance will be provided directly through vouchers and/or direct gifts or through referrals to other appropriate agencies that offer such services.

Individuals will also be able to access the supportive services offered by the partners in the local One Stop system as well as other appropriate agencies. Information about the services offered by other agencies shall be made available to individuals at the One Stop Centers. Referrals for supportive services, such as assistance with housing needs and dependent care needs, may be made available to individuals during the assessment process.

Needs Related Payment Policy

Baltimore County may offer a needs-based payment on a limited basis to customers who have exhausted their Unemployment Insurance and who otherwise could not enroll in occupational skills training for lack of an income.

4(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;

A representative from Baltimore County Public Schools *Office of Career & Technology Education* sits on the local Workforce Development Board (WDB), and also participates on the WDB's standing Youth Committee. As the local system's Title II partner, CCBC is also represented on the WDB. Multiple CCBC representatives actively participate on multiple WDB committees. The high level of involvement from both BCPS and CCBC assist the WDB immeasurably in effectively coordinating education and workforce development activities with relevant secondary and post-secondary activities.

4(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;

The WDB recognizes the significant barrier a lack of transportation creates for job seekers, both in terms of their ability to access AJC services as well as their ability to secure and retain employment. Employers on the WDB also report that transportation-related challenges constrain their ability to get and keep the qualified talent they need.

To the extent that the local workforce system can ameliorate ponderously complex transportation issues, it has done so: the County's three AJCs are geographically distributed to provide coverage to all service areas in the County, and all three AJCs are positioned along public transportation routes. Responses elsewhere in this document describe the WDB's plans to explore opportunities to extend the reach of AJCs by establishing new satellite locations in branches of the County's public library system.

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).

4(F) A description of how the Local Board will utilize Local Adult Funding, based on adult priority groups as specified in the State Plan.

<u>WIOA Adult Eligibility</u>

Moving forward under new WIOA eligibility standards, the following requirements will be implemented:

To qualify under WIOA eligibility for adult services, individuals must:

- Be 18 years of age or older;
- Be a citizen or noncitizen authorized to work in the United States; *and*
- Meet Military Selective Service registration requirements (males only).

Note: Authorization to work in the United States may be verified through eligibility for UI benefits.

Allocations for individualized career services and training services must be given on a priority basis, regardless of funding levels, to:

- Public assistance recipients;
- Other low-income adults; *and*
- Individuals who are basic skills deficient.

Veterans and eligible spouses continue to receive priority of service for all DOL-funded job training programs, which include WIOA programs. The existing guidance on priority of service for veterans remains in effect. (*See Training and Employment Guidance Letter 35-11, issued on November 3, 2011, and entitled "Priority of Service for Eligible Veterans—Update."*)

Priority for individualized career services and training services must be provided in the following order:

- Eligible veterans and eligible spouses who are also recipients of public assistance, low income, or basic skills deficient;
- All other individuals who are recipients of public assistance, low-income, or basic skills deficient;
- All other eligible veterans and eligible spouses;
- Adults and dislocated workers in targeted populations, whose skills qualify them to participate in cohort training programs in high priority occupations.

<u>Low-Income Individuals</u>

An individual who meets any one of the following criteria satisfies the low-income requirement for WIOA adult services:

- Receives, or in the past six months has received, or is a member of a family that is receiving or in the past six months has received, assistance through SNAP, TANF, or the Supplemental Security Income (SSI) program, or state or local income-based public assistance;
- Receives an income or is a member of a family receiving an income that, in relation to family size, is not in excess of the current combined U.S. Department of Labor (DOL) 70 percent Lower Living Standard Income Level and U.S. Department of Health and Human Services (HHS) Poverty Guidelines;
- Is a homeless individual as defined in §41403(6) of the Violence Against Women Act of 1994, or a homeless child or youth as defined in §725(2) of the McKinney-Vento Homeless Assistance Act;
- Receives or is eligible to receive a free or reduced-price lunch under the NSLA (this only applies to the individual receiving the free or reduced-price lunch);
- Is a foster youth on behalf of whom state or local government payments are made; or
- Is an individual with a disability whose own income meets -
    - WIOA's income requirements, even if the individual's family income does not meet the income requirements; or
    - The income eligibility criteria for payments under any federal, state, or local public assistance program.

<u>Family</u>

A family is defined as two or more individuals related by blood, marriage, or decree of court, who are living in a single residence and are included in one or more of the following categories:

- Two married individuals and dependent children;
- A parent or guardian and dependent children; *and*
- Two married individuals.

In a situation in which a job seeker is claiming, for the purpose of defining his or her family, to be in a common-law marriage, written attestation must be obtained from both parties affirming the fact.

Family Income

For the purpose of determining WIOA income eligibility, the following are excluded from income:

- Unemployment compensation
- Needs-based scholarship assistance
- Financial assistance under Title IV of the Higher Education Act—Pell Grants, Federal Supplemental Educational Opportunity grants, Federal Work Study Program, PLUS, Stafford loans, and Perkins loans
- Child support payments
- Cash assistance payments (including TANF, SSI, Refugee Cash Assistance, general assistance, emergency assistance, and general relief)
- Onetime income received in lieu of TANF cash assistance
- Income earned by a veteran while on active military duty and certain other veterans' benefits, such as compensation for service-connected disability, compensation for service-connected death, vocational rehabilitation, and education assistance
- Regular payments from Social Security, such as Old-Age and Survivors Insurance Trust Fund
- Lump sum payments received as assets in the sale of a house, in which the assets are to be reinvested in the purchase of a new home (consistent with IRS guidance)
- Payments received as the result of an automobile accident insurance settlement that are being applied to the repair or replacement of an automobile
- Foster care payments
- Any withdrawal from an Individual Development Account for the purchase of a home, medical expenses, or educational expenses
- One-time cash payment, including tax refunds; loans, which are debt and not income; one-time insurance payments; gifts; and lump sum inheritances
- Noncash assistance such as employer-paid fringe benefits, food, or housing received in lieu of wages, Medicare, Medicaid, SNAP, school meals, and housing assistance

Note: When a federal statute specifically provides that income or payments received under such statute shall be excluded in determining eligibility for the level of benefits received under any other federal statute, such income or payments shall be excluded in WIOA eligibility determination (for example, adoption subsidies).

Anything that is not listed above as excluded from income is included as income.

Basic Skills Deficient

An individual who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society satisfies the basic skills deficient requirement for WIOA adult services. In assessing basic skills, Boards must use assessment instruments that are valid and appropriate for the target population and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities.

4(G) A description of how the Local Board will utilize Local Dislocated Worker Funding;

The WIOA dislocated worker program offers employment and training services for eligible workers who are unemployed through no fault of their own or who have received an official layoff notice. WIOA expands the definition of dislocated worker to include the spouse of active military who lost employment as a result of a permanent change in duty location or is unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment.

WIOA Dislocated Worker Eligibility

To be eligible to receive WIOA services as a dislocated worker in the adult and dislocated worker programs, an individual must:

- Be a citizen or noncitizen authorized to work in the United States;
- Meet Military Selective Service registration requirements (males only); and
- Meet the definition of dislocated worker at WIOA §3(15). Note: Authorization to work in the United States can be verified through eligibility for UI benefits.

Definition of Dislocated Worker

A dislocated worker is an individual who meets one of the following five sets of criteria:

1. The individual:
    - Has been terminated or laid off, or has received a notice of termination or layoff, from employment;
    - Is eligible for or has exhausted entitlement to unemployment compensation, or has been employed for a duration sufficient to demonstrate attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a state's UI law; *and*
    - Is unlikely to return to a previous industry or occupation (permanent layoff with no recall date). *Note: Baltimore County's definition for "Unlikely to Return" is provided in the response to section 4(H).*

    Military Service Members

    Separating military personnel or recently separated veterans qualify as Category 1 dislocated workers if they:

    - Are discharged under conditions other than dishonorable, whether voluntarily or involuntarily;
    - Are non-retirees. *Note: WIOA §3(63)(B) defines "Recently Separated Veteran" to mean any veteran who applies for participation under WIOA within 48 months after the discharge or release from active military, naval, or air service*.

    Expedited Eligibility Authorization to work in the United States can be verified through eligibility for UI benefits. Dislocated worker eligibility for Trade-affected workers and Rapid Reemployment

Services (RRES) participants UI claimants who have been profiled and determined likely to exhaust benefits meet the definition of a Category 1 dislocated worker.

Eligibility can be verified and documented through the following:

- An open TAA occupational or educational training service Program Detail;
- A copy of the RRES outreach letter sent to the participant; or

2. The individual:
   - Has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;
   - Is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or
   - For purposes of eligibility to receive services other than training services, individualized career services, or support services, is employed at a facility at which the employer has made a general announcement that such facility will close.
3. The individual was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters. This includes individuals working as independent contractors or consultants but not technically employees of a firm.
4. The individual is a displaced homemaker, as defined in WIOA §3(16). A displaced homemaker is an individual who:
   - Has been providing unpaid services to family members in the home;
   - Is unemployed or underemployed and experiencing difficulty finding or upgrading employment; *and*
   - Meets one of the following -
     - Has been dependent on the income of another family member but is no longer supported by that income; *or*
     - Is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment, a call or order to active duty, a permanent change of station, or the service-connected death or disability of the member.

   A displaced homemaker may lose support income due to divorce or the death of a spouse. In addition, the loss of support income may be the result of a former wage earner's job loss and that former wage earner may still be living in the home.
5. The individual is the spouse of a member of the Armed Forces on active duty 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 unemployed or underemployed and experiencing difficulty finding or upgrading employment.

   <u>Specialized Reemployment Services</u>

Additional specialized reemployment services are available to dislocated workers in Baltimore County through programs operated by DLLR, including:

- Rapid Response
- ROW
- RESEA

4(H) A description of how the Local Board will define "self-sufficiency" for employed Adult and employed Dislocated Worker participants.

Note: Baltimore County is currently engaged in the process of updating local AJC policies and procedures to align them with WIOA. The WDB's definition of self-sufficiency, described in this response, is an interim measure put in place to provide guidance while the final policy undergoes an internal review, revision, and approval process.

The Massachusetts Institute of Technology's living wage calculator indicates that a living wage for Baltimore County for a family of four, with one wage earner, is $26.56 per hour. (http://livingwage.mit.edu) This hourly wage translates to an annual wage of $55,244. According to the U.S. Department of Labor, this is about 173% of the 70% LLSIL for Washington-Baltimore metro. (https://www.doleta.gov/llsil)

Therefore, Baltimore County's self-sufficiency level for individuals who qualify as dislocated workers due to a documented, impending layoff will be set at a wage level that meets or exceeds 175% of the Baltimore County WIOA 70% LLSIL indicators as defined above, or, 99% of the pre-layoff wage, whichever is the higher of the two.

Only the individual income (unsubsidized) of the employed adult or dislocated worker will be used for determining self-sufficiency and eligibility for WIOA services, unless DEWD leadership has invoked its priority of service policy.

DEWD will review these standards on an as needed basis in connection with WIOA funding levels and fluctuations within Baltimore County's economic environment and community needs, and will maintain the ability to use discretion in cases of special need.

4(I) A description of the Local Board's definition of "unlikely to return to previous industry or occupation" when required for eligibility for Dislocated Worker services.

Note: Baltimore County is currently engaged in the process of updating policies to align them with WIOA. The WDB's definition of "unlikely to return to previous industry or occupation", described in this response, is an interim definition adopted while the final policy undergoes an internal review and revision process.

In order for a dislocated worker to qualify for WIOA funding because they are "unlikely to return to previous industry or occupation", the customer must demonstrate one of the following criteria:

1. The individual has been laid off without a recall date (or the recall date has passed) and falls into one of the following categories:
2. The number of jobs in the applicant's previous industry/occupation is declining based on Labor Market Information (LMI) data;
3. The projected annual increase in employment growth within the local area based on LMI or O*Net is fewer than 100 jobs in the previous industry (including replacements) or the projected annual increase in growth openings is fewer than 30 jobs in the previous occupation;

4. The applicant is dislocated from a job not found on the most recent local or state list of demand occupations (if applicable);
5. The applicant has conducted a dedicated but unsuccessful job search in the previous industry/occupation, as evidenced by employer rejection letters or employer contact logs;
6. Evidence, preferably from several sources including OhioMeansJobs.com, professional journals, etc., of few openings in the previous industry or occupation; or
7. The applicant is unable to perform the duties of the previous job due to age, ability, or disability (as defined in this section).

4(K) A description of how the Local Board will interpret and document eligibility criteria for "requires additional assistance to complete an educational program or to secure or hold employment" as set forth in the State's Youth Policy and WIOA Sections 129(a)(1)(B)(iii)(VII) and (a)(1)(C)(iv)(VII);

Note: Baltimore County is currently engaged in the process of updating policies to align them with WIOA. A discussion is underway to determine how to interpret and document eligibility criteria associated with the "requires assistance" status:

Options Under Consideration:

Define an eligible youth "requiring additional assistance to complete an educational program, or to secure and hold employment", as one who:

- Has a poor work history (i.e., fired from one or more jobs within the last six months or has a history of sporadic employment such as having held three or more jobs within the last 12 months and is no longer employed).
- Has received a low score on a pre-employment skills assessment or a letter from an employer stating that the youth does not possess the requisite skills for employment.
- Has been actively seeking employment for at least two months, but remains unemployed or underemployed. This includes a youth with no employment history, with limited work experience, and/or who is actively seeking full-time employment, but has only achieved part-time employment.
- Is currently at-risk of dropping out of school as determined by a referral from school staff, probation officer, or other responsible person with documentation evidencing chronic poor attendance or discipline problems during the last 12 months, or has educational underachievement (i.e. less than a cumulative 2.0 grade point average).
- Is currently credit deficient (i.e. one or more grade levels behind peer group). This also includes youth currently enrolled in special education classes that require appropriate education for children with disabilities and has an Individual Education Plan.
- Has failing grades as defined by having failed a minimum of three classes in the most recent grading period.
- Has low literacy in Reading and/or Math.
- Has incarcerated parent(s).

4(L) A description of the documentation required to demonstrate a "need for training."

To demonstrate and document the need for training, AJC staff must create case notes that describe the path the customer has taken to arrive at the point where he or she is seeking training. Case notes will therefore relate information gathered from the customer during interviews, along with the results of any assessments the customer has completed which support his or her readiness to succeed in the proposed training program. Any career planning activities in which the customer has participated should also be documented in the case notes.

In addition, AJCs will continue to work with customers to complete a Training Scholarship Application (TSA). Essentially, the TSA is a structured grant application, designed to guide customers through the process of "making their case" to access WIOA training funds. The TSA must be completed and signed before funding for training can be considered.

The TSA format is regularly reviewed and revised, as needed, to maximize its effectiveness as a selection tool. Minimally, the document will collect the following information:

- A clear statement of the customers training goals.
- An evaluation and justification of the training that demonstrates the customer has considered multiple options and has used objective criteria to select the proposed training (in cohort trainings, this element is not required).
- An explanation of how will the proposed training program will help the customer meet his/her employment goals.
- LMI data showing demand for the skills training will build.
- An explanation of how the proposed training program relates to any past work experience, if relevant.
- A description of the outcome of the training, e.g., certificate, license, recognition by industry.
- Documentation that employment opportunities are available in the proposed training area.

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

DEWD released an RFP in the spring of 2016 seeking proposals from youth providers. The RFP requested all proposals to include a specific description of how the vendor will deliver WIOA's 14 program components:

WIOA Required Program Elements
1. Tutoring, study, skills training, instruction, and evidence-based dropout prevention and recovery
2. Alternative secondary school services, or dropout recovery services
3. Paid and Unpaid Work Experiences
4. Occupational Skills Training
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
6. Leadership Development Opportunities
7. Supportive Services
8. Adult Mentoring
9. Follow-Up Services
10. Comprehensive Guidance and Counseling
11. Financial Literacy Education

WIOA Required Program Elements
12. Entrepreneurial Skills Training
13. Labor Market Information
14. Activities that help youth prepare for and transition to postsecondary education and training

4(N) A description of the steps the Local Board will take to ensure at least 20% of Youth Funds are used for work-based training activities;

This issue will be addressed specifically when a youth vendor selection is completed.

4(O) A description of the Local Board's plan to serve 75%+ out of school youth and identify specific steps that have been taken to meet this new goal; and

This issue will be addressed specifically when a youth vendor selection is completed.

4(P) If the Local Area has contracted with youth service providers, provide a list and description of services.

The selection process for a youth services provider is currently in progress.

4(Q) A description of how the Local Board will provide basic and individualized career services to customers. The description should explain how individualized career services will be coordinated across program/partners in the American Job Centers, including Vocational Rehabilitation, TANF, and Adult Education and Literacy activities. This description should specify how the Local Area will coordinate with these programs to prevent duplication and improve services to customers.

A comprehensive description of the customer service flow in Baltimore County AJCs, and specific explanations of the elements of basic and individualized career services provided therein, have been provided in the response to 3(B).

The CAREER Team partnership has taken on the challenge of improving the integration of partner services in Baltimore County's local workforce system. A primary step in the process is for partner organizations in Baltimore County to become much better informed with respect to what other partners are doing. For example: What does the Job Network's intake process look like? When does DSS use literacy assessments? Developing a better shared understanding of these details will facilitate greater coordination and integration of services, and will help the local system eliminate unnecessary redundancies.

To gather this information, the CAREER Team developed the matrix the matrix below.

	Current Program Workflow	Key Activities or Milestones	Potential Next Steps
Components of Customer Service Flow	*Briefly describe the goals for each step in your customer service flow (left column).*	*Identify the key activities that occur or any milestones achieved by the client during each program component.*	*What are the options for what a customer can do next?*
Outreach			

	Current Program Workflow	Key Activities or Milestones	Potential Next Steps
Components of Customer Service Flow	*Briefly describe the goals for each step in your customer service flow (left column).*	*Identify the key activities that occur or any milestones achieved by the client during each program component.*	*What are the options for what a customer can do next?*
Identify the ways that customers learn about this service/get connected to it.			
Intake and Registration *Describe who does this (staff role), how it's done, and what information is collected.*			
Start of Services *Describe the first service delivery engagement for the program.*			
Main Service Activities *Provide a brief description of services by:* • *Type (1-on-1 or group)* • *Frequency of activity* • *Duration of client participation* • *Which staff interact with clients*			
Program Exit *Describe when exit occurs and what happens at that time.*			
Follow-up *List any follow-up activities, who performs them, and when they take place.*			
Other			

All CAREER Team partners have submitted completed versions of the matrix. In the coming months, the CAREER Team will use the collected data to support work on universal intake and referral processes between partners. The data will also help the Team to identify new opportunities to leverage resources and coordinate services.

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

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.

<u>Retention/Follow-up Procedures for WIOA Participants</u>

Case Closure obtained employment

- Career Consultant (CC) enters case closure and passes file to Retention Specialist (RS) to initiate the follow-up

- Process.
- 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

Employment While Participating

- The CC enters service code 122 in MWE (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 they 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 - Title III: Wagner-Peyser Functions

5(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.

Note: A graphical representation of the partners who are located at Baltimore County's comprehensive American Job Center (AJC) at Eastpoint 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 at the County's comprehensive Eastpoint American Job Center (AJC), to ensure Wagner-Peyser services are integrated and coordinated with those of the local system.

A variety of partner services are accessible to customers at the Eastpoint AJC, 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, and body group of local workforce service providers (including all of the core partners) convened to improve and systematize the integration of services in the local system.

<u>Assurances</u>

The Local Board has established a comprehensive, full-service American Job Center at Eastpoint Workforce Development Center, and has 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.

5(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's workforce system staff has introduced new program features into the Wagner-Peyser ROW and RESEA workshops that introduce Unemployment Insurance claimants to the 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 and leave the room.
- Interest surveys are entered in a spreadsheet.

The data collected in the spreadsheet is used regularly by Talent Management Coordinators (business services reps) for outreach purposes when job fairs, onsite recruitments, cohort training opportunities, or other workforce activities are planned by an AJC.

5(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.

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 of 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.

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

6(A) A description of how the Local Board will coordinate workforce development activities in the Local Area integrating the provision of adult education and literacy activities under Title II of WIOA, including, but not limited to, the implementation of the career pathways model. The description should include a discussion of how the Local Board will comply with requirements to review local applications submitted under Title II as set forth in guidance provided by the Division of Workforce Development's Office of Adult Education and Literacy Services. Once review has been conducted, the Local Board will submit documentation (DLLR WIOA Alignment Form) of the review and any recommendations for increased alignment to the applicant for Title II services in a timely manner;

WIOA requires that Title II adult basic education providers submit applications to the local Board for review. The local Board is charged with reviewing applications and determining whether provider offerings are in alignment with the local plan. Because this is a new process, the WDB will establish a process to receive and review applicant proposals and determine whether they align with the Baltimore County Local Workforce Development Plan. The WDB will then, for each applicant, complete the WIOA alignment certification form to be provided by the DLLR Division of Workforce Development and Adult Learning (DWDAL) and submit to DLLR.

All Title II applicants will be encouraged to thoroughly familiarize themselves with the content of the local plan as they prepare their applications.

6(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.**

As has been previously noted in this plan, the newly-formed CAREER Team is taking the lead in systematizing an integrated service model that includes protocols for all of the assessment-related issues presented in question 6(B). The CAREER Team is currently in the process of mapping out the customer service flows of all of the member partner-providers. The detailed level of information collected will allow partners to identify when and how different assessments are now being utilized in the local system, where there is duplication, where there are gaps, and where opportunities exist to improve coordination of resources.

The CAREER Team will use information on partner assessments to align workforce system activities with basic education skills and English language assessments conducted by the Baltimore County Adult Basic Education service provider (currently CCBC), and will provide a starting point for overcoming the challenges associated with sharing information while protecting customer privacy despite the realities of a patchwork of different case management programs. Determining who will conduct which assessments when will be a major goal of the CAREER Team in its first year.

The local workforce system will also complete an internal review of the status of staff training on assessments, and will ensure staff are adequately trained to conduct assessments properly.

6(C) A description of how the Local Board will ensure that the individual appointed to represent Title II services on the Board will coordinate with all Title II Grant Administrators in the Local Area in a uniform, regular and consistent manner.

The WDB will ensure a representative of the County's Title II services will coordinate with Title II Grant Administrators in a uniform, regular, and consistent manner, by:

- Including a detailed discussion of this issue in negotiations conducted during the MOU/RSA planning period;
- Developing and formalizing specific expectations in the MOU/RSA with respect to the processes and timelines for regular periodic assessments of Title II services, to ensure coordination, alignment, and quality.

6(D) A description of how adult education services will be provided in the American Job Center system within the Local Area.

The Community College of Baltimore County (CCBC) is currently the Title II provider of Adult Basic Education and Literacy (ABEL) training in Baltimore County. The American Job Centers (AJCs) prominently display CCBC programs and offerings at the workforce development centers, and customers are referred to these programs as appropriate. CCBC satellite campuses are co-located with the Hunt Valley and Liberty Center Workforce Centers, providing AJC customers with immediate access to adult education and literacy classes. The Liberty Center also hosts GED classes offered by the Baltimore County Public Schools. Although not co-located at the Eastpoint facility, CCBC occupies two classrooms at this location where CCBC staff conduct GED, Adult Basic Education and Basic Level Computer classes. To ensure programming stays responsive to the needs of the customers coming through the workforce centers, AJC managers will communicate regularly with CCBC's ABEL leadership. A similarly robust system for delivering adult education in the County will be established with whichever entity is selected by DWDAL in the upcoming ABE RFP process.

Section 7 – Vocational Rehabilitation Functions

7(A) A description of the replicated cooperative agreements (as defined in section 107(d)(11)) between the Local Board or other local entities described in section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of such Act (29 U.S.C. 720 et seq.) (The Maryland State Department of Education's Division of Rehabilitation Services) (other than section 112 or part C of that title (29 U.S.C. 732, 741) and subject to section 121(f)) in accordance with section 101(a)(11) of such Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance,

use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.

The Maryland State Department of Education/ Division of Rehabilitation Services, in accordance with 29 U.S.C. 721(a)(11) will provide the following services to individuals with disabilities :

- Provide intake, orientation, and assessments for disabled job-seekers;
- Promote employment of persons with disabilities;
- Based on a comprehensive assessment of an individual disabilities, determine an individual's eligibility for services in accordance with the Division's Order of Selection criteria;
- Develop an Individualized Employment Plan;
- Provide guidance and counseling, physical restoration, and training to financially eligible persons with disabilities;
- Provide follow-up services to enhance job retention;
- Provide other services as may be available and appropriate;
- Provide Pre-Employment Transitioning Services for students with disabilities, as defined by
- WIOA;
- Provide Supported Employment Services for youth with disabilities as defined by WIOA;
- Provide independent living services to enhance the capacity of persons with disabilities to live unaided in the community;
- Provide performance information as required by WIOA;
- Provide cross-training of Workforce staff on disability related issues;
- Provide technical assistance on disability related issues and on assistive technology;
- Engage employers through the Division's Business Liaisons;
- Work in a collaborative manner to coordinate services among the Workforce Partners for individuals with disabilities.

7(B) A description of how individuals with disabilities will be served through the American Job Center system in the Local Area.

As with all individuals, whether they have a disability or not, who access the American Job Center, the goal is to have a universal referral form, which will enable individuals to select the services they feel they need. In addition, the goal is to ensure that all information and services are accessible, regardless of the individual's disability. DORS will provide training to the partners in such areas as: programmatic and physical accessibility, serving individuals with disabilities that require support services, disability etiquette and sensitivity training, assistive technology.

Section 8 – Temporary Assistance for Needy Families (TANF) Functions

DHR, in partnership with the 24 local Departments of Social Services (LDSS) and the WIOA Partners, will implement this new mandated partnership using a phased in approach over the four-year period of Maryland's WIOA Combined Plan in all 12 Workforce Development Areas Statewide. This will allow for strategic and thoughtful roll-out, flexibility based on crucial local needs and input, evaluation and ability to change course as needed. With guidance and technical assistance from DHR and DLLR, Local Areas will work to implement a functional approach to integration which may include revised practices and policies related to:

Eligibility

- **The range and sequence of services**
- **The use of funds for supportive services**
- **Income support**
- **Performance measurement**
- **Reporting requirements**
- **Administrative structures and decision making**

The phased in schedule will be informed by the WIOA/TANF readiness assessment data gleaned from both the LDSS and Workforce Development Areas.

This Section should include-

8(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.).

Baltimore County convened partners in the local workforce development system in April of 2015 to create a new local workforce partnership consortium, the *"CAREER Team"*. The County's Department of Social Services (DSS), which implements the local TANF program, joined the CAREER Team as a charter member. *(Note: Additional information on the CAREER Team's vision, mission, goals and planned activities is provided in the responses to 1(F), 2(A), and 4(Q).)*

The CAREER Team's initial focus will be on conducting a series of activities designed to define, align and integrate local system services. In parallel with, and informed by the CAREER Team's work, DSS will be engaged with the local Board in a structured negotiation process to develop an MOU/RSA within a framework defined by DLLR.

Therefore, while specific information regarding a phased implementation at the local level is not immediately available, a concrete plan is in place to determine a transition timeline and related planning activities.

8(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.**
- **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.

These issues will be addressed as part of the MOU/RSA negotiation process.

Cross train and provide technical assistance to all WIOA Partners about TANF.

DSS currently co-enrolls customers in the Maryland Workforce Exchange, (as well as other case management systems, depending on the enrollment), which is a strong step toward achieving trackability for the WPR. However, full integration of services is hampered by the fact that DSS's WPR metric lacks any correlate in the metrics tracked by AJCs. To overcome this challenge, DSS will actively contribute to the CAREER Team's initiative to develop universal intake and referral mechanisms. Establishing these mechanisms will allow partners to efficiently and effectively meet the needs of customers and protect their confidentiality, while also collecting a universal core of customer data that meets the needs of all partners.

Ensure that activities are countable and tracked for the TANF Work Participation Rate (WPR).

DSS currently co-enrolls customers in the Maryland Workforce Exchange (as well as other case management systems, depending on the enrollment), which is a strong step toward achieving trackability for the WPR. However, full integration of services is hampered by the fact that DSS's WPR metric lacks any correlate in the metrics tracked by AJCs. To overcome this challenge, DSS will actively contribute to the CAREER Team's initiative to develop universal intake and referral mechanisms. Establishing these mechanisms will allow partners to efficiently and effectively meet the needs of customers and protect their confidentiality, while also collecting a universal core of customer data that meets the needs of all partners.

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.

DSS currently serves TANF customers through CCBC's Job Network program. *(Note: for more information on Job Network, see Section 1(D).)* DSS has developed a variety of business services designed to serve the TANF population. Job Network staff conduct onsite career events, employer informational sessions,

off site career days at the employer site, career fairs and networking events. Job Developers skilled in marketing job seekers with employment barriers conduct community outreach to educate businesses on the talent pool and on the benefits of tapping DSS employer services, such as pre-screening, candidate referral, job matching and retention.

Greater service coordination and integration are primary goals of all partners on the CAREER Team, which ascribes to a No Wrong Door service philosophy. CAREER Team efforts will focus on moving toward operationalizing a single point of entry to benefit target populations.

Contribute and provide baseline outcomes data to the WIOA system through strategies for collecting and reporting varied program reporting requirements.

Inventory of baseline data

8(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.

The Deputy Director of Baltimore County's Department of Health and Human Services, who directly oversees TANF programming as the LSDSS, serves on the County's WDB. To ensure full coverage and provide expertise of programming issues, the Job Network Administrator at DSS also provides support for TANF on the local Board.

Section 9 – Jobs for Veterans State Grants Functions

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

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 above, 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.

Baltimore County's Veteran Services

Three Disabled Veterans Outreach Specialists (DVOPS) provide workforce development services to veterans in Baltimore County. Two are stationed full-time at the Eastpoint AJC. The third rotates between the Liberty and Hunt Valley AJCs. DVOPs provide case management, develop individual employment plans, offer group and individual career guidance and planning, make referrals to other service providers, prove job search assistance, and deliver short-term instruction to augment skills development, such as interview and communication skills.

Baltimore County also has one Local Veterans Employment Representative (LVER) who works closely with the County and State Business Services Representatives (BSRs) and the County's Job Developers to build relationships with businesses to secure employment opportunities for Veterans. LVERs in Baltimore County conduct employer outreach, engage in advocacy efforts, organize and facilitate job clubs, and conduct pre-screening for hiring executives, local businesses, business associations, business groups, industry partners and community based organizations.

Customer Service Flow for Veterans

The receptionists who work at the front desks in Baltimore County AJCs are trained to ask all new customers whether they are veterans. Information on veteran status is also collected at the front desk when customers complete the County's "Customer Activity Sheet". Customers who self-attest to veteran status receive priority 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 Significant Barriers to Employment (SBE).

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

1) If the customer qualifies as SBE, and/or wants to receive case management, or training, AJC staff assists in setting up an appointment for him/her to meet with the center DVOP.
2) Even if the customer does *not* qualify as SBE, but wishes to receive case managed services or training, he/she can be referred to the DVOP
3) If the customer does *not* wish to receive case managed services or training, he/she is referred to Basic Career Services resources.

Note: When a veteran seeks services at an AJC where the DVOP is not currently available because of the 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.

9(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) will be integrated into AJC staff meetings and center activities. Baltimore County and State Business Services Representatives will partner with LVERS on employer outreach and advocacy efforts. The LVER will participate in meetings convened to assess employer hiring needs, and will work with AJC managers, staff, and job developers, to make connections between job seeker veterans and employment opportunities.

Section 10 – Fiscal, Performance, and Other Functions

10(A) An identification of the entity responsible for the disbursal of grant funds described in section 107(d)(12)(B)(i)(III), as determined by the chief elected official or the Governor under section 107(d)(12)(B)(i)(III).

Responsibility for the disbursal of grant funds, as determined by the chief elected official, rests with the government of Baltimore County, Maryland, through its Office of Budget and Finance.

10(B) A description of financial sustainability of the American Job Center services with current funding levels, and a description of the ability to make adjustments should funding levels change.

The Department of Economic and Workforce Development (DEWD) will proactively plan annual expenditures on services and operations based on projected funding levels. If funding levels fluctuate unexpectedly, or if new community needs emerge that were not anticipated in the annual budget plan, DEWD management will re-evaluate and modify the budget, as necessary, to maintain financial sustainability while remaining responsive to local workforce development needs.

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

As a Workforce Investment Area operating under the federal Workforce Innovation and Opportunity Act, Baltimore County complies with 2 CFR - PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS, and 29 CRF Part 95, Part 97. Specific procurement provisions, consistent with the County's Charter and Code, have been developed by the Office of Budget and Finance through its Purchasing Division, and reviewed by the Office of Law. These provisions are captured in the Baltimore County Purchasing Manual.

Baltimore County follows the guidance in 2 CFR 200.330 to determine whether an agreement with a service provider or vendor is handled as a sub-grant or contract. A contract is used when Baltimore County buys goods or procures services for the benefit of the County. In this instance, the County follows its competitive procurement process in making the award. The sub-grant or subcontract process is used when Baltimore County passes-through a portion of a grant to another entity for the purpose of programmatic effort on the project. This may also be the subject of a competitive process. All the terms and conditions that are part of the primary grant award are included in both the sub-grant agreement and the contract. Signature of acceptance of these terms by the receiving entity is required.

Baltimore County's procurement processes incorporate risk assessment of potential sub-grantees and contractors, and include, but are not necessarily limited to, documentation of suspension and debarment status, provision of a procurement affidavit, provision of past history of performance (program and financial), references, documentation of financial stability, evidence of current ability to perform, MBE/WBE participation, where possible, etc.

Baltimore County's procurement process ensures that procurements are conducted in a manner that provides, wherever possible, full and open competition. WIOA related procurement documentation is available for review by federal and State auditors/monitors as well as the independent auditors for the annual single audit. Independent auditors and State monitors from the Maryland DLLR may complete an on-site review of procurement procedures/transactions to ensure compliance with federal, State and Local requirements.

10(D) A description of the local levels of performance negotiated with the Governor and CLEO pursuant to section 116(c), to be used to measure the performance of the Local Area and to be

used by the Local Board for measuring the performance of the local fiscal agent, (where appropriate), eligible providers under subtitle B and the American Job Center delivery system in the Local Area.

DEWD and Baltimore County's Workforce Development Board (WDB) will utilize performance measures, as negotiated with and defined by Maryland's Governor and Baltimore County's CLEO, to evaluate the performance of the three AJCs providing services in the local area.

The WDB will develop additional processes and criteria, as appropriate, to measure the performance of eligible providers (under subtitle B) and the AJCs delivering workforce development services in the Local Area.

10(E) A description of the actions the Local Board will take toward becoming or remaining a high-performing Board, consistent with the factors developed by the State board pursuant to Section 101(d)(6). This should include a description of the process used by the Local Board to review and evaluate performance of the AJCs and the One-Stop Operator.

Baltimore County's WDB is committed to creating and maintaining a local workforce system that produces workers equipped with the skills employers need to successfully compete in a global economy.

<u>The WDB American Job Center Committee</u>

To support this outcome, the WDB has established and will maintain an American Job Center (AJC) Committee, comprised of Board members representing the local system's core partners as well as representatives from DEWD's AJC management. The AJC Committee's role is to serve in a strategic advisory capacity, overseeing the work of the local service provider partnership (The CAREER Team), and providing leadership on center operations, performance, technology, referral processes, and other relevant issues.

The AJC Committee is the Board's primary liaison to the AJC's. In this role, the committee is responsible for promoting communication between the WDB, DEWD leadership, and AJC management. The AJC committee is charged with ensuring AJCs are kept apprised of Board activities, and, conversely, that the Board is regularly updated regarding the status of the local AJC's. The AJC Committee will work with DEWD staff complete the evaluation process required for the annual AJC certification. This Committee will make recommendations regarding certification to the full Board.

<u>DEWD Actions</u>

The DOPs Project

In fall of 2015, DEWD launched the DEWD Operational Policies (DOPs) project. The focus of the DOPs project was to plan and implement a new system and processes for the review, documentation, maintenance, dissemination and operational adoption of DOPs to replace the previous WIA-based field instructions. Within the new DOPs system, DEWD frontline staff serve as subject matter experts, assisting in the development and roll-out of policies that conform to WIOA. A complete overhaul of DEWD's local policies and procedures is in process and will be completed in 2017.

Specialty Team Leads

DEWD ensures that its organizational structure is designed to enhance cohesion and improve coordination of efforts across the local system, and revisits the structure as appropriate to be sure it is aligned to address new opportunities, challenges and Federal and State requirements. Currently, DEWD has given each AJC manager a cross-center programmatic subject matter expert role to ensure that staff across the agency are fully aligned with WIOA's new vision.

Summaries for each role follow:

- Team Leader for Career Events – To increase the number of successful job matches between employers and job seekers, the Team Leader for Career Events is responsible for increasing the number of employment events (job fairs, recruitments, employer meet-and-greets, etc.) and streamlining their implementation. The Career Events Lead works with the Business Services Team to identify innovative event opportunities that serve hiring goals for businesses by connecting them with job seekers, including job seekers in training and qualifications of the current pool of DEWD job seeker customers (including those in training who will be entering the job market in the next several weeks
- The WIOA Performance and Compliance Team Leader is responsible for ensuring that DEWD's WIOA services and records (both paper and electronic) are in compliance with all WIOA regulations and that DEWD consistently meets or exceeds established performance standards on all indicators – including those for Youth Services.
- The Partner Outreach Team Leader is responsible for initiating and strengthening partnerships with other stakeholders in the local system, and to extend County AJC services to new and expanded audiences through:
    - Special grant programs (e.g., Maryland Tech Connection)
    - Partnerships with County, State and not-for-profit partners (e.g., Baltimore County Public Library and County homeless shelters)

10(F) A description, including a copy of, the Local Area's Individual Training Account policy. The description should include information such as selection process, dollar limits, duration, etc.

ITA funding is limited and must be distributed strategically to realize a positive impact in the local economy. To ensure funds are directed effectively, the Board will lead a regular analysis of regional labor market data to identify in-demand occupations within the Board's targeted industry sectors, where labor market data and local employers substantiate there is strong demand, and/or growth in demand is expected. The Board will focus on identifying occupations within these sectors that offer career pathways and pay family-sustaining wages. A particular emphasis will be placed on identifying occupations that provide employment opportunities for individuals with barriers to employment. Based on this analysis, the WDB will recommend a list of targeted High-Priority Occupations (HPOs).

AJC staff will use the Board's HPO list when advising customers and assessing their interests and transferrable skills. AJC management will use the HPO list to guide decisions on ITA funding awards to customers, to ensure the County's ITA funds will are directed to support training that prepares job seekers for related employment opportunities.

ITAs will be limited to training that can be completed in twenty-four months or less. Exceptions may be requested on a case-by-case basis to fund a maximum of the last 9 credits of a degree, if such credits are within the degree major/specialty area and completion of the degree is the next step (i.e. pre-requisite) to enrollment in a related occupational training program aligned with job opportunities in the local area, or is the minimum requirement for acceptance into a DEWD sponsored OJT or Customized Training opportunity with a local employer.

The ITA will cover some or all of the costs of tuition and fees for an approved training program offered by an approved occupational training provider. The Baltimore County Workforce Development Board currently has a training limit of $3,000 for each WIOA-funded ITA. This limit can be raised based on

customer need and employer demand. Any change in the limit must be approved by the Manager of the AJC (up to $5,000). Training over $5,000 will need to be approved by the Chief of Workforce or designee.

To expand access to limited ITA funding, the Board will consider the application of a sliding scale to determine ITA awards. As currently envisioned, the scale will provide full ITA coverage for TANF participants and others who lack adequate income to pay for training. Customer contributions will increase in line with the individual's personal financial resources.

In addition, in accordance with WIOA, individuals will be required to apply for Pell Grants and other sources of funding prior to determining the value of an ITA. In some cases, supplemental resources such as Pell Grants will be combined with WIOA funds to fully cover the tuition and fee costs of an approved training program.

10(G) A description of how training services under chapter 3 of subtitle B will be provided in accordance with Section 134(c)(3)(G), including, if contracts for the training services will be used, how the use of such contracts will be coordinated with the use of ITAs under that chapter, and how the Local Board will ensure informed customer choice in the selection of training programs, regardless of how the training services are to be provided.

Once a customer is authorized by WIOA staff to attend a training program with an eligible ITA training provider, the staff member will provide the individual with a signed copy of a Billing Authorization Form to cover the costs of the selected training program. The AJC manager for the center in which the customer is being served forwards the Billing Authorization Form to the training provider.

The training provider submits the Billing Authorization Form, along with an Invoice, to DEWD for payment reimbursement. When submitting an invoice, training providers must indicate whether they have determined the customer's Pell eligibility. If a customer is eligible to receive a Pell award, the amount of funding approved in the Billing Authorization Form must reflect a total amount that is reduced by the amount of the Pell award. Payment for properly charged tuition and fees shall be made by Baltimore County in a timely manner.

Tracking of ITA obligations and ITA payments will be managed at DEWD Central Office. This obligation and expenditure information will be disseminated to staff at the local AJCs on a routine basis to ensure that up-to-date information is available to the customer service staff and customers.

A second training strategy, On-the-Job Training (OJT) may be utilized on a limited basis when the need arises from an employer. If an OJT option is chosen, a contract between DEWD and the employer will be developed. In the contract, a training plan, including the skills to be learned and the length and the cost of the training will be specified. The cost of the training will be tied to the trainee's salary, and DEWD will reimburse the employer for up to 75% of the wages until the training costs are paid. At no time will the reimbursement of wages be paid for longer than six months. As part of all OJT agreements, recruitment of the trainees will be done through the AJCs. DEWD will follow the OJT requirements in accordance with DLLR policy.

Customized training may be offered to employers who have a need for funding to pay for training to insure that the company's new hires can perform at the optimal level. DEWD will work with the employers to recruit new hires, and the employer will provide or purchase curriculum for the customized training. It is anticipated that all new hires who successfully complete customized training will be employed on a permanent basis. DEWD will follow the customized training requirements as outlined in accordance with DLLR policy.

10(H) A description of the process used by the Local Board, consistent with subsection (d), to provide an opportunity for public comment, including comment by representatives of businesses and

comment by representatives of labor organizations, and input into the development of the local Plan prior to submission of the plan.

A draft of Baltimore County's local plan will be posted to the Baltimore County website for a 30-day public review period, and the plan will be covered in a County blog post. Board members representing stakeholders from the business community, labor organization, and other community groups will be asked to share the local plan draft within their respective networks.

A dedicated email will be set up through which comments will be collected. A point person on staff has been identified to compile public comments. When the 30-day period closes, the WDB's Executive Committee will convene to review comments and advise on whether and how input should be integrated into the final draft submitted of the local plan that will be forwarded to the CLEO for signature before submission to the state.

10(I) A description of how the AJCs are utilizing MWE as an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and programs carried out by AJC partners.

Baltimore County's AJCs rely on MWE to deliver integrated, holistic services that comprehensively address each customer's employment-related needs. Every time a staff member works with a customer, information is entered in MWE to build and expand on the customer's story. MWE allows staff to chronical the services customers receive, the barriers faced and the strategies employed to overcome those barriers, the partners enjoined to provide additional services in other specialty areas, the training and professional development resources completed, and the outcomes realized.

The following map provides a step-by-step explanation of how MWE is incorporated into AJC service delivery:

CUSTOMER RECEPTION

Customers are greeted by a receptionist who enters each individual's name into MWE to document traffic at the center. The receptionist asks if the customer is registered in MWE. If the customer isn't sure, the receptionist searches for the customer's name in the MWE system. If a customer has registered but can't remember his or her password, the receptionist assists in recovering it before inviting the customer to speak with a Career Resource Specialist (staff member) in more depth.

INTAKE

Baltimore County AJCs are piloting a new, WIOA-centric customer service flow that emphasizes individualized customer engagement early in the process. New customers are immediately paired with a staff member to discuss the issue(s) that prompted their visit to the center. During this conversation, the staffer takes the customer through a structured interview using a Personalized Customer Needs Assessment tool. The tool is designed to all determine whether and how AJC services can be of assistance. All information gathered during the assessment is entered into MWE, along with case notes that begin to tell the story of that individual's unique situation and needs.

If it is determined that the customer can benefit from and is interested in receiving more staff-intensive Individualized Services, the staffer explains WIOA eligibility requirements. The staffer identifies the documentation the customer will need to produce to participate in WIOA-funded programming, and schedules a second appointment to meet with an Individualized Career Services (ICS) staff member as soon as possible.

If the customer will be better served with by accessing Wagner-Peyser Employment Services, such as the professional development workshops or use of the computer lab, the staffer describes and refers them to these resources.

In either case, the staffer explains all of the benefits gained by completing a full registration in MWE. If the customer wants to complete the registration in the computer lab, they can. Alternatively, they can complete their registration from their home computer.

At the close of the *Personalized Customer Needs Assessment*, the staffer enters services and creates case notes that describe the encounter and customer outcomes.

CASE MANAGEMENT

In Baltimore County's pilot customer service model, *all WIOA-eligible customers who progress to Individualized Services are participated in WIOA*. A full assessment of the resulting performance metrics will be conducted to determine whether modifications to this participation policy are needed.

ICS staff rely on MWE case notes entered by BCS staff as the starting point for the *Assessment and Referral* services they provide to customers, and they are trained to use MWE as a resource for accessing the labor market information they need to Committee customers on growing occupations, fields, and industries in the County and region.

ICS staff members may meet with customers multiple times. Each time, the use of MWE is integrated as a case management tool. Any services provided are entered, as well as explanatory case notes that describe the meeting, the customer's progress, and any other relevant information that helps to tell the customer's story.

RETENTION AND FOLLOW-UP

MWE continues to be an important tool for capturing information during Retention and Follow-up services. In the table that follows, DEWD's use of MWE is described for three customer paths.

Case Closure – Customer Obtained Employment	Employment While Participating	Case Closure Without Employment
The AJC staffer delivering Individualized Career Services enters case closure in MWE and passes the customer's file to another AJC staffer responsible for conducting follow-up activities. This AJC staffer contacts the customer 2x during the 90 day wait for file to exit and documents these contacts in MWE. If the AJC staffer assists the customer with any services during follow-up contacts, this is documented in MWE.	The AJC staffer delivering Individualized Career Services records "employment during participation" in MWE. The AJC staffer continues to case manage the customer until the file can be case closed. The AJC staffer enters case closure and forwards the file to another AJC staffer responsible for retention functions, who initiates the follow-up process.	The AJC staffer delivering Individualized Career Services enters case closure in MWE and forwards the customer's file to the staffer conducting follow-up services when the customer is exited. This staff person will perform quarterly follow-up and provide documentation in MWE.

Case Closure – Customer Obtained Employment	Employment While Participating	Case Closure Without Employment
Once the customer is exited from the system, the AJC staffer will perform a quarterly follow-up, which is documented in MWE.	The AJC staffer contacts the customer twice during the 90 day wait for file to exit. Any follow-up services provided to customers should be documented in MWE. When the customer is exited, the AJC staffer performs quarterly follow-up contacts which are documented in MWE.	

PARTNERS

None of DEWD's partners in Baltimore County's workforce system currently share MWE access, which has limited our ability to efficiently "share" customers with partner providers. However, all of the core partners regard the development of greater data integration as an essential element in creating a more cohesive, user-friendly system with the capacity to serve customers most in need of coordinated services.

One element in any larger solution will be the development of a system-wide, universal intake and referral mechanism. The development of such a mechanism has been adopted as a primary goal of the newly created local workforce system partnership group, "The CAREER Team".

10(J) A description of the Local Board's procedures for conducting oversight and monitoring of its WIOA activities and those of its sub-grantee 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 sub-grantee 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 sub-grantees and contractors.
- Provisions for the recording of findings made by the recipients' monitor(s), the forwarding of such findings to the sub-grantee or contractor for response and the recording of all corrective actions
- Provisions of technical assistance as necessary and appropriate
- 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.

DEWD program and fiscal staff are responsible for facilitating this activity. The ongoing monitoring of program performance, financial data and compliance information is intended to ensure that Baltimore

County is in compliance with the provisions of the Act and regulations and other applicable laws and regulations.

All sub-grantees (excluding vendors not delivering WIOA-funded will be monitored a minimum of one time per year (more often if deemed necessary to ensure attainment of performance measures). Currently, only the Youth Program contracts out service delivery. To foster effective program monitoring, DEWD distributes a "Service Provider Handbook" that outlines duties and expectations, and articulates specific policies and procedures with which sub-grantee youth service providers must comply. The strategy is to work collaboratively with vendors whenever possible to problem-solve performance issues.

Upon completion of a monitoring review, a monitoring report is prepared to document the monitoring findings and any problems identified during the review. The report also includes required corrective actions, if applicable. In the event that corrective actions are necessary, DEWD staff notifies the sub-grantee/contractor of the deficiencies and require a written response which outlines the corrective actions that will be instituted to address the deficiencies, and the time-frame for implementing corrective actions. The corrective action plan and implementation schedule must be mutually agreed upon by DEWD and the sub-grantee/contractor.

DEWD will notify DLLR regarding any needs for technical assistance it may have regarding the implementation and operation of the WIOA program. DLLR has the responsibility to provide technical assistance to the local jurisdictions if necessary. DEWD staff will be available to provide technical assistance to its WIOA partners and its sub-recipients as needed. DEWD routinely provides assistance and training for both staff and other agencies that are involved in Workforce Development programs in the County.

DEWD requires all sub-grant recipients (both sub-grantees and contractors) to submit copies of Single Audit Reports and Financial Statements on an annual basis.

The accounting system utilized by Baltimore County allows for the classification of funds by grant, cost category and object/sub-object. This system helps ensure that funds are adequately tracked and reported in compliance with federal and State requirements. DEWD's Budget and Finance Unit (BFU) staff routinely review expenditures, including expenditures at the sub-recipient level, to ensure compliance with the federal and State guidelines regarding allowable costs and cost classification.

Furthermore, BFU staff prepare monthly financial status reports to ensure that there is adequate control over both obligations and expenditures, including compliance with cost classification and cost limitation requirements.

In addition, Baltimore County is subject to routine monitoring reviews by DLLR staff. State reviews, as well as the annual audit conducted in compliance with OMB Circular A133, are intended to ensure compliance with the WIOA requirements.

10(K) A description of the Local Board's policy and procedures regarding the handling of personally identifiable and confidential information.

Preserving the confidentiality of customer records in accordance with federal regulations is a top priority for Baltimore County AJC staff, who are trained on confidentiality protocols for handling personally identifiable customer information.

Established procedures for protecting the confidentiality of customer information include application of the following methods:

- Full social security numbers are never used to identify AJC customers. DEWD generally uses the last four digits of the SSN on its customer sign-in forms, or other WIOA eligibility forms. In certain instances, unique identifier generated by the Maryland Workforce Exchange, is used to identify customers.
- WIOA hard copy files are kept in locking file cabinets for storage daily. Files are never to be left on desks unattended.
- Computer screens are positioned at the front desk so the public cannot view any customer's personal information.
- Staff are trained to turn any papers containing customer information face down on their desk when not working with them.
- Documents with personally identifiable information that are no longer needed are shredded.

10(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.

The Civil Rights Center (CRC) of U.S. DOL is charged with enforcing Section 188 of WIOA, which prohibits exclusion of an individual from participation in, denial of the benefits of, discrimination in, or denial of employment in the administration of or in connection with, any programs and activities funded or otherwise financially assisted in whole or in part under Title I of WIOA because of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and for beneficiaries, applicants, and participants only, citizenship status, or participation in a program or activity that receives financial assistance under Title I of WIOA. Section 188 incorporates the prohibitions against discrimination in programs and activities that receive Federal financial assistance under certain civil rights laws including the following laws applicable to discrimination on the basis of disability:

- The Americans with Disabilities Act (ADA), as amended by the Americans with Disabilities Act Amendments Act (ADAAA),
- Section 501 of the Rehabilitation Act, as amended, which is enforced by the Equal Employment Opportunity Commission (EEOC);
- Section 503 of the Rehabilitation Act, as amended, which is enforced by the DOL's Office of Federal Contract Compliance Programs (OFCCP); and
- Section 504 of the Rehabilitation Act, which enforced by each Federal funding agency, including DOL.

DEWD has established procedures for resolving any complaint alleging violation of WIOA regulations, grants or other agreements under WIOA programs as operated by its service deliverers.

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.

Anyone who believes he or she has been subjected to discrimination under a WIOA Title I-financially assisted program or activity, may file a complaint within 180 days from the date of the alleged violation with either the Baltimore County WIOA Equal Opportunity Officer (EO) or directly with the U.S. DOL Civil Rights Center (CRC) in Washington, D.C. Complainants who file with the EO must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the CRC. Complainants are advised that they do not have to wait to receive a Notice of Final Action before filing with the CRC and that they must file any CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which the complaint was filed with the EO). Complainants are also advised that if they receive a written Notice of Final Action, but are dissatisfied with the decision or resolution, they may file a complaint with CRC. The CRC complaint must be filed within 30 days of the date on which they receive the Notice of Final Action.

Baltimore County also has a Human Relations Commission (BCHRC) which can handle complaints of discrimination. Complaints may be brought by any individual or organization including registrants, participants, service delivery organizations, staff, applicants for participation or financial assistance, labor unions, and community-based organizations.

Complaints and grievances not alleging illegal forms of discrimination. This includes grievances from individuals alleging labor standards violations.

Complaints may be filed for reasons not involving discrimination. This type of complaint must be filed in writing with the BCHRC, which is located in the Drumcastle Government Center, 640 York Road, 1st Floor, Baltimore, Maryland 21212. Upon receipt of a complaint, the BCHRC Complaint Officer will begin an investigation to verify and determine the validity of the complaint.

10(M) A description of the Local Board's policy and procedures with regard to aid, benefits, services, training, and employment, include a statement of assurance that you will provide reasonable accommodation to qualified individuals with disabilities unless providing the accommodation would cause undue hardship.

DEWD will provide reasonable accommodation to qualified individuals with disabilities with regard to aid, benefits, services, training and employment unless providing the accommodation would cause undue hardship. Each DEWD program or activity when viewed in its entirety, will be accessible to qualified individuals with disabilities in accordance with the Americans with Disabilities Act (ADA).

10(N) A description of how the Local Board will comply with the ADA. The description should include how the Local Board will provide reasonable accommodations regarding materials, technology, and physical and programmatic accessibility of facilities. The description should also include how the Local Board will provide staff training and support for addressing the needs of individuals with disabilities.

WIOA sec. 188 ensures that the definition of "disability" is consistent with the Americans with Disabilities Act Amendments Act and current case law, which will enable more individuals with disabilities to be effectively served within the public workforce system. The regulations also address accessibility requirements (such as those for information and electronic technologies) and service animals.

Consistent with WIOA's charge to provide universal access to services, Baltimore County's AJCs strive to provide services that serve the *entire* community, including those most in need of employment

assistance, with AJC services. Staff are trained to serve individuals with a range of barriers to employment (as identified in WIOA legislation).

In addition, the *Region 5* DORS Director and two ADA facilities requirements experts from the Maryland State Department of Education completed a thorough inspection of the physical facilities at the County's comprehensive Eastpoint AJC on June 30, 2016. The facility was found to be highly accessible, in terms of wide aisles, ADA-compliant restroom facilities, and access to computer banks.

A few accessibility improvements were suggested which will be pursued as funding becomes available, including the installation of power-assist doors and the relocation of handicap parking spaces closer to the main entrance.

In a collaborative discussion, DORS representatives, the County's Labor Exchange Administrator and the Eastpoint DLLR Manager developed several ideas for improving accessibility and services which will be pursued:

Improved Connections between Partners

- The partners will explore opportunities for DORS to be stationed at the AJCs on a rotating basis, to offer easier access for customers receiving services from both providers.
- AJC staff will be alerted that DORS' offices located at Towson and the Workforce and Technology Center (located in Baltimore City) are staffed with experts in services to customers with hearing mpairments who can serve as subject matter experts and resources.

Cross-functional Training Opportunities

- DORS can provide AJC staff with deaf sensitivity training.

Ideas for Funding Options

- The Eastpoint Center serves the largest proportion of disabled veterans in Baltimore County's three AJCs. In addition to standard veteran services, the Center also hosts a quarterly job fair for veterans that attracts about 25 employers and 200 veterans, per event. The Veteran Services partners operating in the AJC will be approached to seek a financial contribution to help defray the costs of making handicap accessibility upgrades.
- Eastpoint is a high-traffic center that sees between 1300 and 1400 customers a month. Opportunities to seek financial support to install power-assist doors will be explored.
- AJCs will examine Maryland's subscription to a *Video Remote Interpreting* (VRI) interpreter service to determine how this resource can be integrated into the service model.
- DORS may be approached to include an infrastructure contribution in their MOU with County AJCs to fund facility accessibility improvements.

10(O) A description of the Local Board's policy and procedures in place to ensure that communications with individuals with disabilities including individuals with visual or hearing impairments, are as effective as communications with others.

<u>Communication – Individuals with Disabilities</u>

Individuals with Visual Impairments

For individuals with vision impairments, DEWD will leverage its relationship with the Department of Rehabilitation Services (DORS) to assist in providing services. Through a counselor-to-counselor working relationship between DEWD and DORS staff, referrals may be made to DORS to obtain assessment

services and other specialized services for the visually impaired that are not available from DEWD. Based on recommendations from DORS, in combination with DEWD's assessment, visually impaired persons may be referred to DEWD training programs. The AJCs have versions of JAWS software installed on Center computers.

Individuals with Hearing Impairments

As is the case for AJC customers with visual impairments, DEWD leverages partner resources to meet the special needs of customers who have hearing impairments. The primary means for securing assistance will be through referrals to the DORS field offices currently located in Towson and Montebello (in Baltimore City), which are staffed by specialists with expertise in providing evaluative and rehabilitative services to meet the needs of hearing impaired persons. DORS and the AJCs are exploring opportunities for DORS counselors to provide services in the AJCs, to facilitate convenient access for shared customers.

In terms of technologies to accommodate hearing-impaired customers' needs, DEWD facilities currently have TDD devices available in County AJCs. DEWD's management recognizes that this technology is antiquated, however. More commonly, sign language interpreters are hired on an hourly basis to provide translation services for professional development workshops. The County will also explore the feasibility of utilizing the State's subscription to a *Video Remote Interpreting* (VRI) service to access translator services for one-on-one services delivered by AJC staff.

10(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.

Individuals who speak languages other than English are at a particular disadvantage in competing for jobs. To make these customers feel welcome in County AJCs, and to facilitate basic communications, DEWD posts multilingual signage in all centers. To help customers make substantive progress towards employability, however, DEWD works in close partnership with the Community College of Baltimore County (CCBC), the WIOA Title II partner for the local system. Customers are referred to the "English for Speakers of Other Languages" (ESOL) program, operated within CCBC's Center for Adult and Family Literacy.

CCBC'S ESOL program offers classes to help adult non-native speakers learn English for community and workplace settings. The ESOL program has three tracks of courses: Adult ESOL, Advanced ESOL and ESOL Family Literacy classes.

Beginner	Intermediate	Advanced
ESOL Level Intro - Life Skills Very low beginning course starts with basic English for life and work. **ESOL Level 1 - Life Skills** Low beginning course introduces simple English for life and work.	**ESOL Beginning Writing for Intermediate Speakers** Non-native speakers learn basic writing skills . **ESOL Expanded Reading and Writing Skills** Upper intermediate ESOL students move beyond life skills to reading and writing.	**Integrated Skills** ESOL **Advanced** Non-native speakers who have above a high intermediate level of English improve their language skills. Topics include specific strategies in listening, speaking, reading, grammar,

Beginner	Intermediate	Advanced
		vocabulary development, and writing.
ESOL Level 2 - Life Skills High beginning course improves simple English for life and work.	**ESOL Level 3 - EL Civics** Low intermediate course continues to develop English language skills and introduces civics concepts.	**English Pronunciation for Foreign Speakers (ESOL Pronunciation)** Designed for non-native English speakers who have above a high intermediate level of listening and speaking skills. Topics include techniques to improve vowel and consonant sounds, syllable and sentence stress, intonation patterns, and speaking style. Courses are 5 weeks/60 hours.

10(Q) A description of the local Board's procurement system, including a statement of assurance that the procedures conform to the standards in DOL regulations set forth in 29 CFR Part 95, Part 97 and 2 CFR 200.

Baltimore County's procurement process ensures that procurements are conducted in a manner that provides, wherever possible, full and open competition. Documentation regarding procurements conducted by DEWD is available for review by federal and State auditors/monitors as well as the independent auditors that work on the annual single audit. Both the independent auditors and State monitors from the Maryland DLLR complete an on-site review of procurement procedures/transactions on an annual basis to ensure compliance with federal, State and local requirements.

STATEMENT OF ASSURANCE:

Baltimore County assures that it is in compliance with federal law and regulations relating to procurement. To ensure compliance, DEWD follows the procurement process of Baltimore County Government as developed by the Baltimore County Purchasing Division and the Office of Budget and Finance, which conform to the minimum standards in the United States Department of Labor regulations 29 CFR, Part 97, Uniform Administrative Requirements for Grants and Cooperative Agreements to States and Local Governments and the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule Title 2 of the Code of Federal Regulations; 2 CFR200.

10(R) A description of any documentation to demonstrate that the acquisition, management, and disposition of property adhere to the Property Management Procedures taken from DOL, regulations 29 CFR Part 97 and 29 CFR Part 95.

The procedures for the acquisition, management and disposition of property established by Baltimore County conform to the minimum standards in United States Department of Labor regulations 29 CFR Part 97 and 29 CFR Part 95, Uniform Administrative Requirements for Grants and Cooperative Agreements to States and Local Governments.

10(S) A description of any policies or procedures the Local Board adopted to avoid conflicts of interest or the appearance of such conflicts in the exercise of their responsibilities, particularly those related to the awarding of contracts.

The Baltimore County Office of Law and the Baltimore County Ethics Commission assist all public officials (which include members of boards and commissions, including the Workforce Development Board), in understanding and avoiding conflicts of interest or the appearance of such conflicts in the exercise of their responsibilities, particularly those related to the awarding of contracts. Each board member is required to annually sign a statement affirming that he/she has reviewed the written policy and is aware of responsibilities under it.

10 (T) A description of the Local Board or fiscal agent's accounting procedures, including the procedures used in preparing reports to the State. In addition to the requirements that all financial transactions be conducted in compliance with Generally Accepted Accounting Principles (GAAP), the fiscal management system must include the following in the accounting procedures. This description must address how the fiscal system:

- Tracks funding types, funding amounts, obligations, expenditures and assets.
- Permits the tracking of program income, stand-in costs, and leveraged funds.
- Is adequate to prepare financial reports required by the State

DEWD, the administrative entity and grant recipient, uses the AMS Financial System operated by the Baltimore County Office of Budget and Finance as well as supplemental manual record keeping by DEWD administration staff. The Baltimore County Office of Budget and Finance has the fiduciary responsibility for all funds received and disbursed by the County agencies. Through the use of the AMS and other supplemental record keeping, DEWD assures that all financial transactions are conducted and records maintained in accordance with "Generally Accepted Accounting Principles."

The financial management system utilized by DEWD allows for:

- Tracking of obligations, expenditures and assets;
- Tracking of program income, potential stand-in costs and profits; and
- Submission of required fiscal reports to DLLR in both a timely and accurate manner.

Through the use of the AMS and other supplemental record keeping, DEWD assures that all financial transactions are conducted and records are maintained in accordance with "Generally Accepted Accounting Principles."

10(U) An identification of key staff who will be working with WIOA funds.

DEWD's BFU has the primary responsibility for working with WIOA funds. The Unit consists of a Manager of Budget and Finance, a Grants Reporting Manager, and a Contract/Fiscal Specialist. BFU staff work closely with staff from the Baltimore County Office of Budget and Finance, which has the fiduciary responsibility for all funds received and disbursed by the County agencies.

10(V) A description of how the Local Board's (or fiscal agent's) financial system will permit tracing of funds to a level adequate to establish that funds have not been used in violation of WIOA standards or DOL regulations.

DEWD uses the AMS Financial System operated by the Baltimore County Office of Budget and Finance as well as supplemental manual record keeping by DEWD administrative/fiscal staff. Through the use of the AMS and other supplemental record keeping, DEWD assures that all financial transactions are conducted and records maintained in accordance with federal WIOA requirements.

DEWD administration staff routinely review expenditures to ensure compliance with the federal and state guidelines regarding allowable costs and cost classification. Prior to making payments, DEWD staff assign accounting codes to the expenditure report/invoice in order to identify the proper funding source, cost category and line item. DEWD staff then review all invoices for payment and costs charged in the general ledger on a routine basis to ensure that costs are allowable and recorded in the proper account ledger. Adequate supporting documentation is maintained by DEWD to permit tracking of funds to a level adequate to establish that funds are not used in violation of WIOA standards or United States Department of Labor regulations.

10(W) Provide a brief description of the following:

- Fiscal reporting system
- Obligation control system
- ITA payment system
- Chart of Account system
- Accounts payable system
- Staff payroll system
- Participant payroll system
- Participant stipend payment system

Fiscal Reporting System

DEWD has the ability to prepare accurate and timely financial information for both internal management reports and expenditure reports to DLLR. DEWD uses the AMS Financial System to record and track fiscal information.

The Baltimore County Office of Budget and Finance provides printed monthly expenditure reports. The reports include expenditures and encumbrances by grant agreement and cost category. In addition to the monthly reports from the Office of Budget and Finance, DEWD has online access to the AMS. This online system provides current financial information that can be reviewed and printed at any time.

Using the information provided by the AMS as well as manually prepared supplemental worksheets, DEWD administration staff prepare monthly financial reports for internal management and quarterly financial reports for submission to DLLR. Accrued expenditure information applicable to the reporting period is included in both the monthly internal reports and quarterly reports to the State. An adequate audit trail is available to support the quarterly expenditure information reported to DLLR. Worksheets for each funding source are prepared which include the expenditures from the AMS, accruals and any adjustments that apply to the reporting period. These worksheets are the basis for preparing State reports and serve as supporting documentation for the quarterly reports.

Obligation Control System

The AMS provides the mechanism for adequate obligation control. The system records the amount of funds available for each grant, the amount of encumbrances, the amount of expenditures and the amount of the current balance. Staff from the Baltimore County Office of Budget and Finance approve and record all contract obligations in the local financial management system. This is accomplished by the issuance of contracts and/or purchase orders that generate encumbrances in the system. All obligations are recorded in the accounting ledgers. A current balance of funds, total funds available minus encumbrances and expenditures, is identified for each grant agreement.

Furthermore, DEWD administration staff maintain other supplemental records to monitor both obligations and expenditures by funding source. DEWD staff review this information on an ongoing basis to ensure adequate control over both obligations and expenditures.

Individual Training Account (ITA) Payment System

DEWD shall enter into contractual agreements with vendors it will be using for ITA programs. These agreements will describe the roles and responsibilities of the training provider, including the ITA payment system. Upon the enrollment of a WIOA client into a training program with an eligible ITA training provider, DEWD will provide the selected training provider with a billing authorization form for that individual. The billing authorization form will include the total amount of costs for tuition and fees that will be paid by DEWD. After the billing authorization form is received, the training provider can submit a “Request for Payment” form to DEWD which sets forth all approved tuition and fees for the WIOA client. This “Request for Payment” form requires the trainer to list whether the participant is eligible for Pell grants and, if so, how much of the tuition is paid by the Pell grant. Payment for properly charged tuition and fees shall be made by Baltimore County in a timely manner. The training provider is required to refund tuition and fees paid by Baltimore County when a WIOA client drops out of training.

Chart of Accounts System

The Chart of Accounts system utilized by Baltimore County operates on an encoding system that allows for the classification of funds by grant, fiscal unit and object/sub-object. The encoding system is comprised of a series of fields (000-000-0000-0000) which indicate funding source, agency code and grant code, and object/sub-object code. This system will ensure that funds are adequately tracked and reported in compliance with federal and State requirements.

Accounts Payable System

The Baltimore County Office of Budget and Finance is responsible for the disbursement of funds. After approval and coding by DEWD administration staff, expenditure invoices are forwarded to the Office of Budget and Finance for payment. Expenditure information is then entered into the County financial system using the appropriate budget codes, including funding source and cost category codes. Each transaction is identified in the general ledger. All disbursements, with the exception of petty cash, are made by credit card or check. DEWD staff closely monitor the general ledger transactions to ensure that all payments are charged to the proper grant and cost category.

Staff Payroll System

Bi-weekly time and attendance reports are utilized for DEWD staff. These reports include attendance information for each day of the week and are signed by the staff person as well as appropriate supervisory personnel. The information from these reports is entered into Baltimore County's automated payroll system on a daily basis by DEWD staff. Payroll checks are issued biweekly.

Participant Payroll System

DEWD does not have a payroll system for participants.

Participant Stipend Payment System

Youth participants enrolled in and actively attending training programs are eligible for participant stipend payments. DEWD uses a flat rate payment system consisting of two payment tiers. The first tier will consist of participants in need of services other than childcare. The second tier will consist of participants who are in need of childcare. A per diem payment schedule is established for each payment tier.

A similar process is in place for adults and dislocated workers who are assessed as eligible for a needs-based payment.

10(X) A description of the Local Board's (or fiscal agent's) cash management system, providing assurance that no excess cash will be kept on hand, and that procedures are in place to monitor cash.

DEWD staff prepare and submit cash requisitions to DLLR on a regular basis. The total amount of funds requested for each grant agreement includes cash expenditures to date and an estimate of cash expenditures for the upcoming month. DEWD staff maintain a worksheet and an audit trail to support the monthly requests for cash. The requisitions and backup material are reviewed and approved by staff from the Office of Budget and Finance. After funds are made available by DLLR, funds are deposited into the appropriate bank accounts by staff from the Baltimore County Office of Budget and Finance. Procedures are in place to monitor cash balances. DEWD receives funds on a reimbursement basis, so excess WIOA cash will not be kept on hand.

10(Y) A description of the Local Board's cost allocation procedures including:

- Identification of different cost pools
- Procedures for distribution of staff costs between cost categories (Administrative cost, program cost and indirect cost).
- Procedures used for distribution of funds from each cost pool.
- Description of funds included in each cost pool.
- Description of cost allocation plans for the AJCs.

Identification of Cost Pools

DEWD uses a "Central Office" cost pool for the accumulation and distribution of staff and operating costs that cannot be directly assigned to a specific WIOA funding source or cost category. DEWD also uses a separate cost pool for the accumulation and distribution of "Career Centers" and "Business Services" staff and operating costs that cannot be directly assigned to a specific funding source.

DEWD assures that it uses cost allocation methods that are both reasonable and consistently applied, and will maintain adequate documentation to support the distribution of costs to the various funding sources and cost categories. Costs that benefit a single funding source and/or cost category will be directly charged. All indirect and unassigned costs will be identified and accumulated in the cost pools and distributed based on acceptable cost allocation methodologies.

Distribution of Staff Costs between Cost Categories

Central office costs are accumulated in a cost pool and distributed to the two WIOA cost categories, administration and program, based on staff time distribution reports. Staff time distribution reports are

completed on a monthly basis and are signed by each individual as well as the appropriate supervisory personnel. Monthly time distribution reports document the number of hours spent on administration activities and the number of hours spent on the various program activities on a daily basis. Costs are distributed between the costs categories based on the number of documented hours worked on each cost category. DEWD distributes the costs in the pool on a monthly basis, quarterly basis or cumulative annual basis.

DEWD assures that whatever basis is used to distribute the pooled costs will be consistently applied during the program year.

Distribution of Funds from Each Cost Pool

The "Central Office" cost pool will be distributed between the two WIOA cost categories, administration and program, based on time distribution reports. The portion of the central office costs that are distributed to the program cost category will be distributed to the various funding streams based on either monthly time distribution reports or program participant counts. The "Career Center" cost pool will be distributed to the various funding sources based on program participant counts. Business Services cost pool is distributed evenly between the Adult and Dislocated Worker grants. DEWD will distribute costs from the pools on a monthly basis, quarterly basis, or cumulative annual basis. DEWD assures that the method used to distribute costs from the pools to the various funding sources and cost categories will be reasonable and consistently applied for the entire program year.

Funds Included in the Cost Pools

WIOA funds including allocations for the Adult Program, the Youth Program and the Dislocated Worker Program, as well as any WIOA performance awards and/or other WIOA discretionary awards, may be included in both the "Central Office" and the "Career Center" cost pools. Furthermore, other County funded employment programs may be included in both cost pools.

Cost Allocation Plans for One Stop Centers

Allocation of AJC infrastructure costs are negotiated by the various partners and memorialized in the Memorandum of Understanding and Resource Sharing Agreement in accordance with WIOA laws, regulations and guidance

Audits

All governmental and non-profit organizations must follow the audit requirements of the federal OMB Circular A-133. An annual financial and compliance audit will be conducted and submitted to the Maryland Department of Labor, Licensing and Regulation within thirty (30) days after the completion of the audit report, but no later than nine (9) months after the end of the audit period. Furthermore, the Baltimore County Division of Workforce Development ensures that all required sub-recipient audits and all sub-recipient audit resolution procedures are completed.

10(Z) A description of the Local Board's (or fiscal agent's) procedure for collecting debts involving WIOA funds.

If a debt is established as the result of an audit or any other circumstances, cash repayment is the primary sanction for the improper expenditure of WIOA funds. Debt collection procedures begin with the forwarding of a written payment demand letter that includes the amount of the debt and the date the payment is due to DEWD. Generally, the demand letter will ask for repayment in a lump sum, but a schedule of installment payments may be established if deemed appropriate.

If DEWD staff, after adequate negotiation, determine that cash repayment is not possible, other methods to satisfy the debt may be explored. DEWD may accept allowable WIOA services in lieu of cash as a satisfactory alternative. Such services must be in addition to those provided under any existing agreements. Finally, another method for settling debts is the reduction of payments to current sub-recipients while the sub-recipient continues to provide WIOA services at existing levels. If debts cannot be satisfied through the methods described above, DEWD will turn the case over to the Baltimore County Office of Law to initiate formal collection proceedings.

APPENDIX - SECTION 2

ALIGNMENT OF THE LOCAL WORKFORCE DEVELOPMENT SYSTEM

Career & Technology Education
...Education for a Lifetime!

Career and technology education (CTE) programs of study provide high school students with:

- ✓ Academic subject matter taught with relevance to the real world.
- ✓ Workplace, personal, academic, and technical skills.
- ✓ Educational pathways that help them explore interests and careers.
- ✓ Pathways that include four-year college degree programs, community college certificate/associate degree programs, registered apprenticeship, and industry certification.

CTE programs provide students with BOTH relevant career skills AND rigorous academic skills.

Did you know…?

- ✓ You will be prepared for both college AND careers?
- ✓ You may receive FREE college credit by successfully completing a CTE program?
- ✓ You may be eligible for industry credentials and related scholarships?
- ✓ Your home high school may have a program of study in a career pathway that is of interest to you?

CTE Programs of Study♦ and Electives – 2015-2016 School Year

Cluster/Program or Elective Courses	MAGNET/ TECHNICAL SCHOOLS					Comprehensive High Schools
	Carver	Eastern	Milford Mill	Sollers Point	Western	
Arts, Media & Communication Cluster Completer Programs						**School to Career Supervisor**
Graphic/Print Communications Technology					X	Kenwood, Overlea
Interactive Media Production	X	X				Catonsville, Chesapeake*, Franklin, Parkville, Pikesville
Communication and Broadcast Technology						Dundalk
Business, Management, & Finance Cluster Completer Programs						**Business Education Supervisor**
Business, Management, and Finance		X	X		X	All High Schools; please check with school
Academy of Finance						Lansdowne*, Overlea*, Randallstown
Health & Biosciences Cluster Completer Programs						**Technical Programs Supervisor**
Academy of Health Professions		X	X	X	X	
Project Lead The Way: Biomedical Sciences				X		Franklin, Lansdowne*, New Town, Overlea, Woodlawn
Human Resource Services Cluster Completer Programs						**Family and Consumer Sciences Supervisor**
Child Care Services			X			Catonsville, Dulaney, Kenwood, Lansdowne*, New Town, Overlea, Patapsco, Woodlawn
Criminal Justice Technology		X				Chesapeake*, Patapsco
School Age Child Development & Care Services						Hereford, Parkville
Homeland Security and Emergency Preparedness						Dundalk
Human Services Associate						Kenwood, Overlea
Teacher Academy of Maryland		X				Dundalk

♦ A CTE program of study is a sequence of courses in a specific career pathway that provides a minimum of four credits in an approved CTE completer program. All CTE programs of study are approved by the Maryland State Department of Education (MSDE), and meet MSDE graduation requirements.

* Denotes a magnet program at a comprehensive school; applications may be required.

Name of Organization

Partner Snapshot

Populations served:	•		
Programs Offered:	•		
Locations:	•		
	•		
	•		
Staff Size:	**County Residents served per year:**		
Performance Metrics:			
Support Services:			
Active Partnerships	•	•	•

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

Partner Snapshot

Populations served:	
Programs Offered:	• Maryland High School Diploma preparation courses • Workplace Basic Education Skills Training • English for Speakers of Other Languages
	<u>Adult Basic Skills and Maryland High School Diploma, and Workplace Basic Education Skills Training</u> • CCBC Catonsville - 800 South Rolling Road, Baltimore, MD 21228-5317 CCBC Essex - 7201 Rossville Boulevard, Baltimore, MD 21237 • CCBC Dundalk - 7200 Sollers Point Road, Baltimore, MD 21222-4649 • CCBC Owings Mills - 10300 Grand Central Avenue, Owings Mills, MD 21117 • CCBC Hunt Valley - 11101 McCormick Road, Hunt Valley, MD 21031 **(CO-LOCATED WITH DEWD)** • Eastern Family Resource Center - 9100 Franklin Square Drive, Rosedale, MD 21237 • Young Parent Support Center – 201 Back River Neck Road, Essex Maryland 21221
	<u>Workplace Basic Education Skills Training</u> • Classes offered at sites throughout the Baltimore region, including all CCBC campuses and business sites, based on employer needs and preferences.
	<u>ESOL</u> • Owings Mills, 10300 Grand Central Avenue, Owings Mills, MD 21117 • CCBC Hunt Valley, 11101 McCormick Road, Hunt Valley, MD 21031 • Creative Kids Community Center, 958 Ashbridge Drive, Apts. A & B • CCBC Essex, 7201 Rossville Boulevard, Baltimore, MD 21237 • Eastern Family Resource Center, 9100 Franklin Square Drive, Rosedale, MD 21237
Staff Size:	13 Full-time, 11 Part time (Admins/Staff) **County Residents served per year:** Approximately 2500

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Support Services:	Student Support Services include academic learning support and disability accommodations, referral, and career advising.

Active Partnerships	• DEWD • DLLR • BCPS • DSS	• Churches (ESOL) • Vehicles for Change (VfC) • International Rescue Committee (IRC)	• All internal CCBC programs

CAFL Program Summaries

Adult Basic Education Offerings

General Equivalency Diploma and External Diploma Programs

GED Option		External Diploma Program (EDP)
Classroom-based Option	**Online Option** *I-Pathways*	The EDP program targets more mature adults working to earn a high school diploma. There is no classroom instruction, however, the EDP requires that participants demonstrate both academic and functional life skills, including skills related to occupational preparedness. Each participant works toward a Maryland State High School Diploma by demonstrating reading, writing, speaking, mathematics, problem-solving, and critical thinking academic skills, through the performance of real-life tasks. An entry-level job skill must also be demonstrated. There are a combination of take home assignments with written and oral assessments. Because this program was designed especially for mature adults, it is self-paced and confidential. Participants engage in weekly one-on-one appointments with trained assessors. The External Diploma Program is offered on the CCBC Essex and Catonsville campuses. *Cost: $200 (partially grant funded)*
Preparation courses for adult basic skills and adult secondary skills. Currently a structure of Essential Skills I, Essential Skills II, and Essential Skills III. At the adult secondary level (9th grade and higher), students will take 12 week preparation courses specific to the four subject areas of the GED Exam – Language Arts, Science, Social Studies, and Math. *Cost: Depends on class placement. Lower levels grant funded (student pays book/material cost. ASE (GED) level: $80 per semester + book/materials cost. (*Partially Grant Funded)*	Maryland I-Pathways is a free, teacher-supported online learning environment provided by the State of Maryland for GED test preparation. Participants must be Maryland residents, be at least 16 years of age, and be officially withdrawn from high school. Eligibility is based on assessment in both reading and math. Applicants must exhibit minimum 9th grade skill levels in order to be enrolled. *Cost: No Tuition (*Grant funded)*	

Workplace Basic Education Skills Training

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The Workplace Basic Education Skills Training is designed for and marketed to regional employers. Four tracks are offered, however, contracts can be customized to meet the needs of the employer. The four track are described as follows:

- Academic Skills Enhancement (ASE): These courses are designed to ensure employees gain the competence and skills necessary to retain a position or advance in the workplace.
- English for Speakers of Other Languages (ESOL): These courses improve communication in the workplace through instruction in speaking, listening, reading and writing.
- General Education Development Training: In addition to workplace readiness, these classes focus on the information and skills needed to obtain a high school diploma through the GED testing process.
- Math Skills Development: These classes provide employees with an improved ability to perform workplace tasks requiring computation and problem solving skills.

Day and evening classes are offered seven days a week at locations throughout the Baltimore region.

English for Speakers of Other Languages

CCBC'S English for Speakers of Other Languages program offers classes to help adult non-native speakers learn English for community and workplace settings. The ESOL program has three tracks of courses: Adult ESOL, Advanced ESOL and ESOL Family Literacy classes.

Beginner	Intermediate	Advanced
ESOL Level Intro - Life Skills Very low beginning course starts with basic English for life and work. **ESOL Level 1 - Life Skills** Low beginning course introduces simple English for life and work.	**ESOL Beginning Writing for Intermediate Speakers** Non-native speakers learn basic writing skills **ESOL Expanded Reading and Writing Skills** Upper intermediate ESOL students move beyond life skills to reading and writing.	**Integrated Skills English for Speakers of Other Languages Advanced** (ESOL) Non-native speakers who have above a high intermediate level of English improve their language skills. Topics include specific strategies in listening, speaking, reading, grammar, vocabulary development, and writing.
ESOL Level 2 - Life Skills High beginning course improves simple English for life and work.	**ESOL Level 3 - EL Civics** Low intermediate course continues to develop English language skills and introduces civics concepts. **ESOL Level 4 - EL Civics** Intermediate course continues to develop English language skills and builds on civics concepts. **ESOL Level 5 - EL Civic Engagement** High intermediate course continues to develop English language skills and extends civics concepts to civic engagement.	**English Pronunciation for Foreign Speakers (ESOL Pronunciation)** Designed for non-native English speakers who have above a high intermediate level of listening and speaking skills. Topics include techniques to improve vowel and consonant sounds, syllable and sentence stress, intonation patterns, and speaking style. Courses are 5 weeks/60 hours.

Classes are supported by grant funding from Maryland Department of Labor, Licensing and Regulation (DLLR).

Cost: $279 (Tuition: $79 Fees: $200). Textbook included.

ESOL Family Literacy Classes

Family literacy classes are designed for parents of elementary school aged or younger children to improve the parent's reading, speaking, writing, and listening skills focusing on materials used in everyday situations. Classes include training on how parents can be full partners in their

Beginner	Intermediate	Advanced
children's education. Educational activities focus on preparing children for success in school and other life experiences. Families must be pre-qualified by partners to be eligible to attend.		

*ESOL Family Literacy courses are offered **FREE** of charge.*

APPENDIX - SECTION 3

AMERICAN JOB CENTER DELIVERY SYSTEM

The Journey to Employment

GUIDING SERVICE PRINCIPLES:

- Customers should leave all meetings with AJC 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 AJC, or contacting partners to make referrals, or BOTH actions. The important point is that staff ALWAYS close sessions with customers by identifyingth clear next steps.
- Customers *always* receive a concrete take-away from any staff-assisted service encounter.

NOTE: The major distinctions between Entry and Mid-Level tracks are the differences in recommended assessments and suggested types of training. Entry-Level customers may also work with Job Developers associated with their training instead of proceeding to the AJC's Job Matching services.

New Customer

Reception

Customers receive a warm welcome from American Job Center (AJC) front desk staff, who find out how the AJC can be of assistance.

Partner Bridge

Personalized Customer Needs Assessment

Staff conduct a personalized needs assessment with the customer to identify AJC services and partner resources based on customer needs.

Staff begin a Job Readiness checklist follow the customer as they progress through services.

NEXT STEPS!
Customers who can benefit from self-service resources are referred to Wagner-Peyser Career Services

BASIC CAREER SERVICES

Wagner-Peyser Career Services

Customers can access seminars, the computer lab, and other center services that will help them find employment.

NEXT STEPS!
Customers who can benefit from additional **staff-mediated** assessment and referral services are scheduled for a **same-day one-on-one meeting** with a Career Counselor.

(If a same day-appointment is not available, the customer will be scheduled for the next available business day.)

If the customer schedules a follow-up for staff assisted services, the intake staff person will identify which documentation the customer needs to bring to the next meeting to determine their WIOA eligibility.

Partner Bridge

Entry-Level Career Track

Customers continue Job Readiness development, complete assessments, research LMI, conduct career planning, complete occupational training. When ready, customers are referred to Job Matching Services.

NEXT STEPS!
ENTRY-LEVEL CAREER TRACK
Customers with minimum education and work experience enter an **Entry-Level Career Track.**

Mid-Level Career/Re-Career Track

Customers continue Job Readiness development, complete assessments, research LMI, conduct career planning, complete occupational training. Once prepared, the customer will be connected with Job Matching Services.

NEXT STEPS!
MID-LEVEL CAREER/RE-CAREER TRACK
Customers with an established professional career who have significant expertise and could be seeking promotional opportunities or even new career paths.

Advanced Career Track

Customers are given an Advanced Careers Information Kit and Coaching services.

NEXT STEPS!
ADVANCED CAREER TRACK
Customers who have achieved Senior or Executive level management status in their careers. Generally not interested in occupational skills training or any other "traditional" service provided through the AJCs.

Partner Bridge

INDIVIDUALIZED SERVICES

Assessment and Referral Services

Customers work with staff to develop an IEP and access center and partner services that will help them find a job that's right for them.

ALL CUSTOMERS WHO ARE DETERMINED WIOA ELIGIBLE ARE PARTICIPATED AT THIS POINT IN THE SERVICE MODEL.

Staff continue to add to the Job Readiness Checklist initiated during the Personalized Customer Needs Assessment.

NEXT STEPS!
Customers complete their individualized employment plan and career track activities, and seek employment.

NEXT STEPS!
Customers seeking immediate employment (who are not interested in career exploration, pathways, training, or other services) can access Job Matching services.

Partner Bridge

Staff-Assisted Job Matching Services

Customers looking for immediate employment can access job matching services. Customers on Career Tracks will proceed to this step when ready.

Follow-up Services

EMPLOYMENT!!!

Graphics Key

The gold and green blocks represent customer service events.

AJC Service

The partner bridge appears beside points of service in the AJC where customers can be referred into or out of the centers for partner services.

Partner Bridge

Footsteps represent the customer moving from one service to the next.

New One Stop Service Delivery Model – *Pilot Design*

INTAKE PROCESS FOR NEW CUSTOMERS

Overview of Intake Service

Funding Stream: Wagner-Peyser

Level/Type of Staff Service: Career Services; Staff-facilitated Encounter / Structured Interview

Estimated Length of Customer Service Session: 30 minutes

Administrative Tools:
- Customer Activity Sheet
- Maryland Workforce Exchange

Resource Materials:
- WIOA Fact Sheet
- Information on targeted industries
- Relevant labor market information
- Partner Resource Materials

Assessment Tools:
- STRUCTURED INTERVIEW #1 - (*Job Seeker Needs Assessment*)
- Personality Inventory – (Compass)

How will the Intake Process Benefit the Customer?

The customer will:
- Receive personalized, needs-driven services from the One Stop Center staff.
- Complete a basic, brief MWE enrollment process so progress can be monitored and managed.
- Gain relevant introductory information on resources available through the One Stop system and partner organizations, *based on an assessment of specific needs*.
- Receive referrals to partner services (as appropriate).
- Be scheduled for a one-on-one meeting with Career Services staff for Assessment and Referral Services

Intake Session Goals

The Intake Staff person works with the customer to:

Complete a basic **MWE enrollment** *(can be completed on or off-site).*

Provide a brief overview of AJC services and resources.

Complete STRUCTURED INTERVIEW #1, (*Job Seeker Needs Assessment*), a preliminary assessment of workforce development and partner services.

Complete a personality inventory and job readiness assessment, if appropriate.

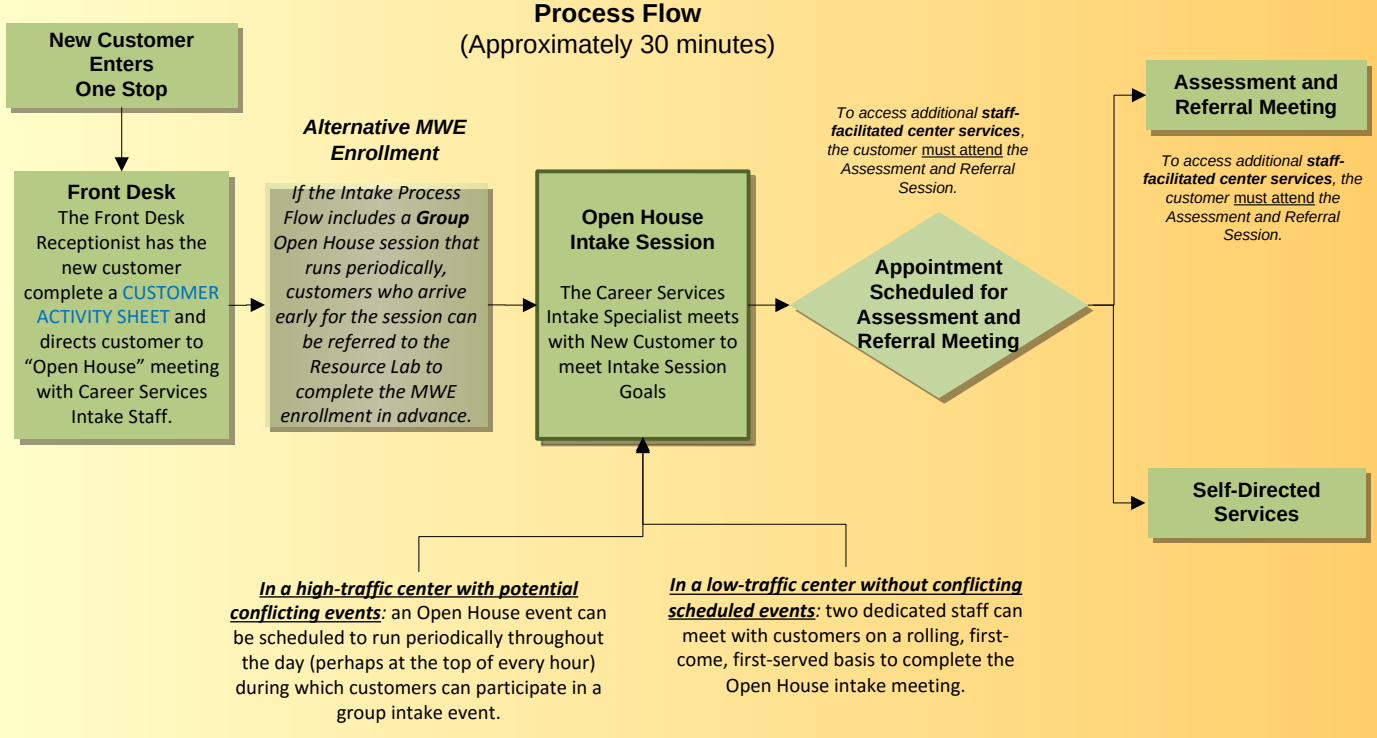
Clarify customer/center expectations.

Refer to partners for barrier removal assistance.

Schedule one-on-one meeting with a career counselor for Assessment and Referral services.

"Open House" Intake Session Process Flow

(Approximately 30 minutes)



New Baltimore County AJC Delivery Model - Pilot
ASSESSMENT AND REFERRAL PROCESS FOR NEW CUSTOMERS

Overview of Assessment and Referral Service

Funding Stream: Wagner-Peyser

Level/Type of Staff Service: Career Services; Staff-facilitated Encounter / Structured Interview

Estimated Length of Customer Service Session: 1 hour

Administrative Tools:
- Customer Activity Sheet
- Center Usage and Agreement
- Release of Information
- Maryland Workforce Exchange

Resource Materials:
- Information on targeted industries
- Relevant labor market information
- Partner Resource Materials
- Perfect Interview

Assessment Tools:
- STRUCTURED INTERVIEW #2 (Customer Assessment Profile)
- Assessments for –
  - Interest Measurements (ONET, My Next Move, Career Scope)
  - Basic Literacy and Numeracy (TABE Locator)
  - Computer Literacy
  - Skills Levels (Edmentum, Prove It!)

How will the Assessment and Referral Process Benefit the Customer?

The customer will:
- Receive a customized, in-depth orientation to center services and resources aligned with his/her needs.
- Receive recommendations on and gain access to an individualized menu of assessments designed to identify the customer's interests, abilities and skills profile.
- Define employment goals within the context of career pathways and industry clusters.
- Explore workforce development services and training opportunities offered through the One Stop system and review WIOA eligibility requirements, if appropriate.
- Develop an industry-targeted action plan that aligns employment goals, skills and interests with Baltimore County's top industry sectors.
- Secure additional referrals to partner services to address barriers to employment, as needed.

Assessment and Referral Session Goals

During the assessment and referral session, the Career Consultant works with customers to:

Enroll eligible participants in WIOA; develop alternative recommendations for non-eligible individuals.

Complete STRUCTURED INTERVIEW #2, *(Customer Assessment Profile)*.

Conduct an in-depth, customized orientation to center resources and services driven by the customer's goals and needs.

Discuss the value and applications of recommended assessments, services and resources.

Identify short and long-term employment goals aligned with career pathways.

Work with the customer to develop a customized Individualized Employment Plan (IEP).

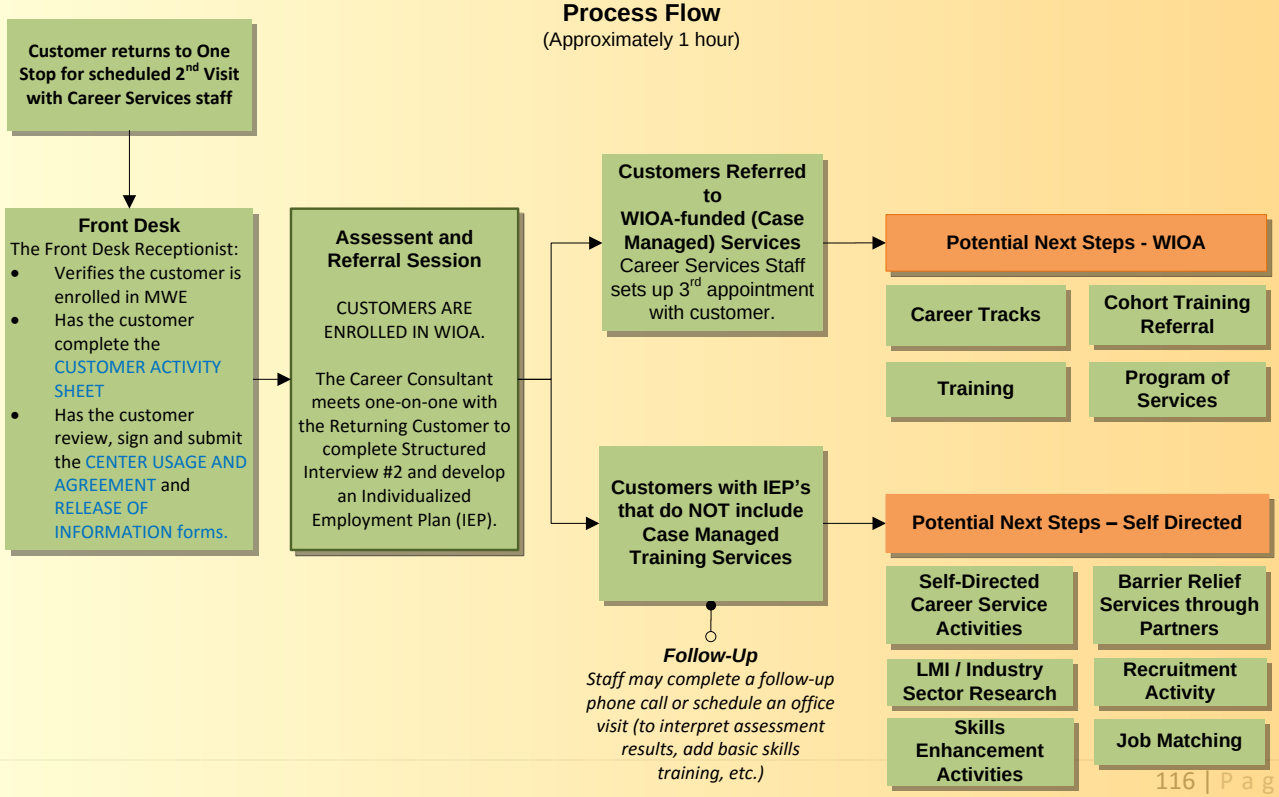
Provide access to selected assessment tools based on customer needs.

Register the customer for selected professional development workshops and activities aligned with his/her needs and goals.

Provide guidance to assist customers in transitioning to the next steps identified in their action plan.

Assessment and Referral Session Process Flow

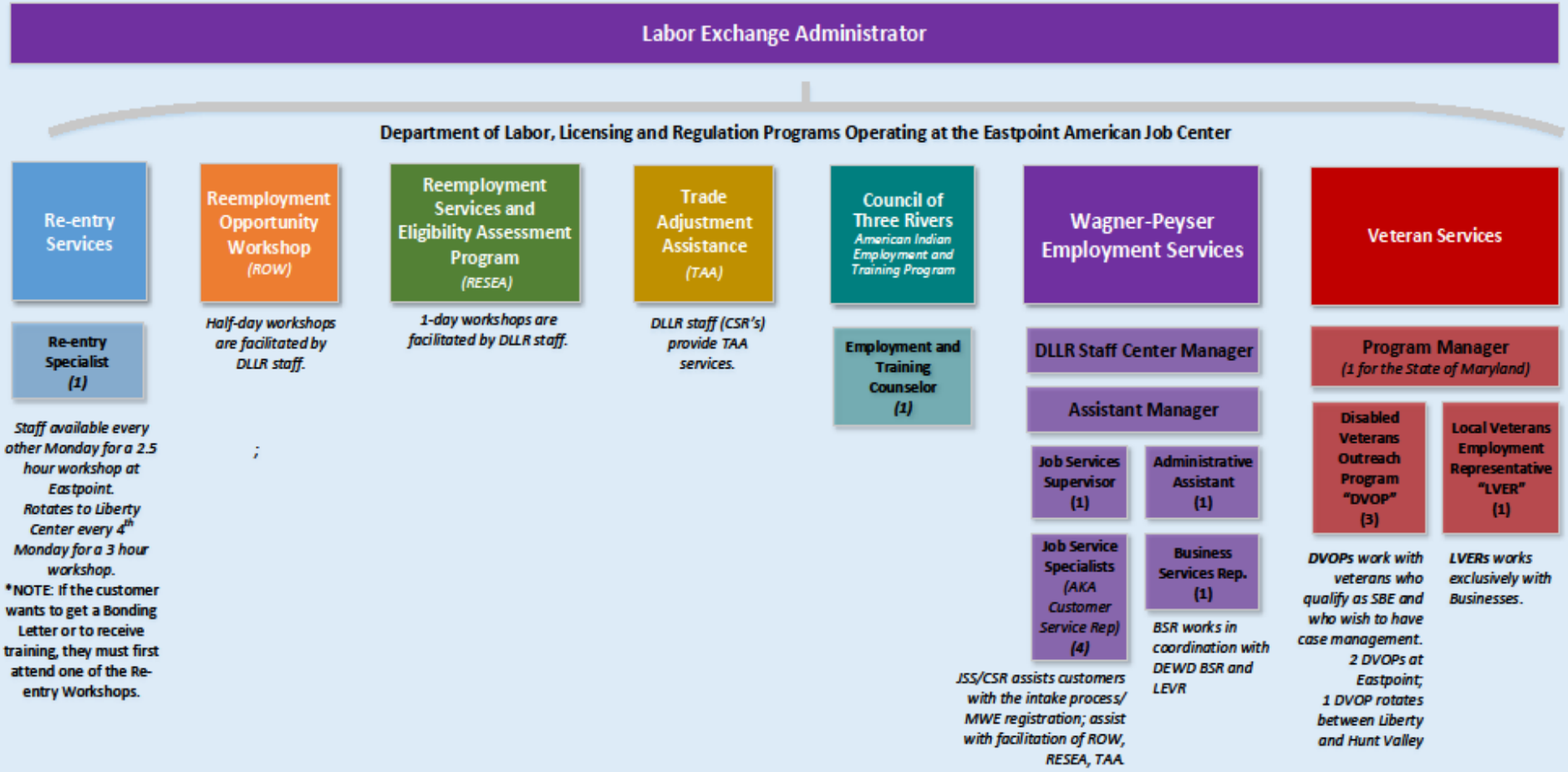
(Approximately 1 hour)



APPENDIX - SECTION 5

TITLE 1 – WAGNER-PEYSER FUNCTIONS

APPENDIX – SECTION 5



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