Forward

Maryland is proud to report that the enclosed plan represents the culmination of numerous WIOA Work Group meetings, the input of a wide array of subject matter experts from the national, State, and local levels, and the public at large. Throughout the pages of this document, you will find Governor Hogan’s vision for a system that places Maryland’s jobseekers and businesses at the center of workforce programming.

Through the pages of this document you will read of a system dedicated to:

• **Placing people before performance** through placing customers at the center of policy decision regarding service

• **Engaging business** through greater business involvement in workforce processes.

• **Providing excellent customer service** to businesses and individuals through improve customer intake processes and an increased focus on businesses and jobseekers as customers of the system

• **Building an efficient workforce system** through staff training and sharing of information, increased collaboration, deeper focus on streamlined service delivery using a “systems approach” where partner strengths are relied on and maximized, and improved customer flow and access.

• **Developing standards, policies and procedures** to ensure the sustainability of best practice efforts throughout the State through the integration of career pathway models in competitive grant applications; the implementation of continuous improvement plans for service delivery; the provision of technical assistance and best practice resources; the negotiation of local performance measures utilizing regression models, the expansion of apprenticeship opportunities in high-demand industries; and, through the establishment of a robust Eligible Training Provider List.

• **Utilizing technology** to ensure a collaborative system through the integration of technology and data sharing between WIOA partners; enhancing functionality of the Maryland Workforce Exchange; creating of metrics, process maps, and models; and implementing enhanced technologies that increase data sharing and access

• **Ensuring a system that serves all individuals** through guidelines to partners to manage and refer customers between and among partners; ensuring cultural appropriate material and services; implementing universal design practices; creating multiple access points to increase outreach.
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PART 1. OVERVIEW OF MARYLAND’S WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) SYSTEM

Maryland’s WIOA State Plan is Governor Hogan’s blueprint for the creation of an effective and efficient workforce system. Governor Hogan has directed the Department of Labor, Licensing and Regulation (DLLR), the Department of Human Resources (DHR), and the Maryland State Department of Education (MSDE) to work collaboratively to develop a strategic and operational plan to include the following programs:

<table>
<thead>
<tr>
<th>WIOA State Plan Program</th>
<th>Core WIOA Program as determined by law</th>
<th>Additional WIOA Program as determined by Governor</th>
<th>MD State Agency Responsible for Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Program</td>
<td>●</td>
<td>DLR</td>
<td>DLLR</td>
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<tr>
<td>Dislocated Workforce Program</td>
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<td>DLR</td>
<td>DLLR</td>
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<tr>
<td>Youth Program</td>
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<td>DLR</td>
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<tr>
<td>Wagner-Peyser Act Program</td>
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<td>DLR</td>
<td>DLLR</td>
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<tr>
<td>Adult Education &amp; Family Literacy Act Program</td>
<td>●</td>
<td>DLR</td>
<td>DLLR</td>
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<tr>
<td>Vocational Rehabilitation Program</td>
<td>●</td>
<td>DLR</td>
<td>DLLR</td>
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<tr>
<td>Temporary Assistance for Needy Families Program</td>
<td>●</td>
<td>DHR</td>
<td>DHR</td>
</tr>
<tr>
<td>Trade Adjustment Assistance for Workers Program</td>
<td>●</td>
<td>DLLR</td>
<td>DLLR</td>
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<tr>
<td>Jobs for Veterans State Grant Program</td>
<td>●</td>
<td>DLLR</td>
<td>DLLR</td>
</tr>
<tr>
<td>Reintegration of Ex-Offenders Program</td>
<td>●</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

The inclusion of these key programs, in combination, will ensure that Maryland effectively leverages its existing resources to deliver outstanding customer service to workers and businesses that are vital to Maryland’s economic growth. Key partners from these state agencies as well as representatives from the Governor’s Workforce Investment Board (GWIB) and local workforce development areas (collectively referred to as the “WIOA Partners”) have, pursuant to the Governor’s charge, are working together to ensure that Maryland is poised to develop a WIOA compliant workforce system.

Overview of Maryland’s Workforce Innovation and Opportunity Act Transition

The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014 and went into effect July 1, 2015. WIOA supersedes 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. WIOA is designed to help both job seekers and businesses. WIOA addresses the needs of job seekers through establishing a workforce system that helps them access employment, education, training and support services to succeed in the labor market. WIOA addresses employer needs by matching them to the skilled workers they need to compete in the global economy.

In order to ensure Maryland’s effective implementation of the requirements of the new federal law, the WIOA partners agreed on the development and implementation of proven best practices and strategies towards system
improvement. As a part of the transition, DLLR convened nine WIOA Work Groups comprised of subject matter experts and advocates from a variety of State and local agencies, community colleges, businesses, and key advocacy groups. By design, all workgroups are chaired by DLLR leadership staff and co-chaired by local leadership staff in an effort to ensure collaborative decision making.

<table>
<thead>
<tr>
<th>Maryland’s WIOA Work Groups</th>
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<tbody>
<tr>
<td>1. Governance</td>
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<tr>
<td>1. Policy</td>
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<tr>
<td>1. Fiscal Accountability</td>
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<tr>
<td>1. American Job Center Operations &amp; Partnerships</td>
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<td>1. Youth Services &amp; Partnerships</td>
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<tr>
<td>1. Business &amp; Industry Partnerships</td>
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<td>1. Performance Accountability</td>
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<td>1. Labor Market Information &amp; Sector Strategies</td>
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<tr>
<td>1. Adult Education &amp; Career Pathways</td>
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</table>

The following chart lists the key goals and organizations represented for each of the 9 WIOA Work Groups:

<table>
<thead>
<tr>
<th>WIOA Work Group</th>
<th>Key Goals</th>
<th>Organizations Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance</td>
<td>Review statewide policies and programs to develop recommendations on actions MD should take to align core and other programs</td>
<td>Anne Arundel Workforce Development Corporation</td>
</tr>
<tr>
<td></td>
<td>Develop guidance for the implementation and continuous improvement of the workforce development system</td>
<td>Baltimore City Mayor’s Office of Employment Development</td>
</tr>
<tr>
<td></td>
<td>Revise and implement Local Workforce Development Board certification requirements</td>
<td>Governor’s Workforce Investment Board</td>
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<tr>
<td></td>
<td></td>
<td>Maryland Department of Aging</td>
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<td></td>
<td>Maryland Department of Disabilities</td>
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<td></td>
<td></td>
<td>Maryland Department of Human Resources – Family Investment Administration</td>
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<tr>
<td></td>
<td></td>
<td>Maryland Department of Juvenile Services</td>
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<tr>
<td></td>
<td></td>
<td>Maryland DLLR - Division of Workforce Development &amp; Adult Learning</td>
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<tr>
<td></td>
<td></td>
<td>Maryland State Department of Education – Division of Career and College Readiness</td>
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<tr>
<td></td>
<td></td>
<td>Maryland State Department of Education – Division of Rehabilitation Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Montgomery County Division of Workforce Investment Services</td>
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<tr>
<td></td>
<td></td>
<td>Upper Shore Workforce Investment Board</td>
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</tbody>
</table>
### Policy
- Assess and evaluate Workforce Investment Act policies to determine and improve overall processes, policies, and procedures in light of WIOA
- Coordinate policy development with core partners at State and local levels
- Identify policy and regulatory changes for State and Local Workforce Development Areas

### Fiscal Accountability
- Determine needed and required fiscal and monitoring policies
- Update grant agreements to align with WIOA and OMB Uniform Guidance
- Review resource sharing and infrastructure costs

<p>| Anne Arundel Workforce Development Corporation | Baltimore City Mayor’s Office of Employment Development |
| Baltimore City Department of Social Services | Baltimore Co. Department of Social Services |
| Goodwill Industries of the Chesapeake | Governor’s Office for Children |
| Governor’s Workforce Investment Board | Howard Community College |
| Maryland Association of Adult Community and Continuing Education | Maryland Department of Human Resources – Family Investment Administration |
| Maryland Department of Disabilities | Maryland DLLR-Division of Workforce Development &amp; Adult Learning |
| Maryland DLLR-Division of Unemployment Insurance | Maryland DLLR-Division of Education - Division of Rehabilitation Services |
| Maryland State Department of Education - Division of Rehabilitation Services | Mid Maryland Workforce Investment Area |
| Susquehanna Workforce Network, Inc. | Upper Shore Workforce Investment Board |
| Western Maryland Consortium | Franchise Workforce Network |</p>
<table>
<thead>
<tr>
<th><strong>American Job Center Operations &amp; Partnerships</strong></th>
<th><strong>Anne Arundel County Department of Social Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage partners and improve customer flow within career services, including how to better serve UI claimants and hardest-to-serve customers</td>
<td>• Anne Arundel Workforce Development Corporation</td>
</tr>
<tr>
<td>• Improve the use of technology in the American Job Centers</td>
<td>• Baltimore City Mayor’s Office of Employment Development</td>
</tr>
<tr>
<td>• Develop templates for MOUs and RSAs, including the sharing of infrastructure expenses</td>
<td>• Baltimore County Department of Economic &amp; Workforce Development</td>
</tr>
<tr>
<td>• Determine staff training needs and opportunities during WIOA transition, including developing relevant board member fact sheets</td>
<td>• Baltimore City Community College</td>
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<tr>
<td>• Review training provider list</td>
<td>• Carroll County Government</td>
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<td></td>
<td>• Enoch Pratt Free Library</td>
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<td></td>
<td>• Frederick County Workforce Services</td>
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<tr>
<td></td>
<td>• Goodwill Industries of the Chesapeake</td>
</tr>
<tr>
<td></td>
<td>• Lower Shore Workforce Alliance</td>
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<tr>
<td></td>
<td>• Maryland Department of Human Resources – Family Investment Administration</td>
</tr>
<tr>
<td></td>
<td>• Maryland Department of Human Resources – Office for Refugees and Asylees</td>
</tr>
<tr>
<td></td>
<td>• Maryland DLLR – Division of Workforce Development &amp; Adult Learning</td>
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<tr>
<td></td>
<td>• Maryland DLLR- Division of Unemployment Insurance</td>
</tr>
<tr>
<td></td>
<td>• Maryland DLLR- Office of Administration</td>
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<td></td>
<td>• Maryland DLLR – Office of General Services</td>
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<tr>
<td></td>
<td>• Maryland Higher Education Commission</td>
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<tr>
<td></td>
<td>• Maryland State Department of Education – Division of Rehabilitation Services</td>
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<tr>
<td></td>
<td>• Mid Maryland Workforce Investment Area</td>
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<td></td>
<td>• Montgomery County Division of Workforce Investment Services</td>
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<td></td>
<td>• Prince George’s County Economic Development Corporation</td>
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<td></td>
<td>• Susquehanna Workforce Network, Inc.</td>
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<td></td>
<td>• Tri-County Council for Southern Maryland</td>
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<td></td>
<td>• Upper Shore Workforce Investment Board</td>
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<td></td>
<td>• Western Maryland Consortium</td>
</tr>
</tbody>
</table>
### Youth Services & Partnerships

- Ensure 75% of youth funds is properly allocated to serve Out-of-School Youth
- Expand system capacity
- Improve work-based youth activities
- Enhance services for youth with disabilities

#### Business & Industry Partnerships

- Involve existing local area business engagement plan teams
- Collect input from local areas then share ideas with the work group
- Allow for input and data at local, regional, and state levels
- Develop common measures and common platforms

#### Partnerships

- Anne Arundel Workforce Development Corporation
- Baltimore City Mayor’s Office of Employment Development
- Baltimore County Department of Economic & Workforce Development
- Caroline County Department of Social Services
- Governor’s Office for Children
- Governor’s Workforce Investment Board
- Humanim
- Kent County Department of Social Services
- Maryland Department of Health and Mental Hygiene
- Maryland Department of Juvenile Services
- Maryland Department of Human Resources – Social Services Administration
- Maryland DLLR - Division of Workforce Development and Adult Learning
- Maryland Developmental Disabilities Council
- Maryland State Department of Education – Division of College and Career Readiness
- Maryland State Department of Education – Division of Rehabilitation Services
- Maryland State Department of Education – Division of Special Education
- Mid-Maryland Workforce Investment Area
- Montgomery County Division of Workforce Investment Services
- Somerset County Department of Social Services
- Talbot County Department of Social Services
- Woodlands Job Corps
- Wor-Wic Community College

- Anne Arundel Workforce Development Corporation
- Baltimore City Mayor’s Office of Employment Development
- Frederick County Workforce Services
- Governor’s Workforce Investment Board
- Hagerstown Community College
- Maryland Department of Commerce
- Maryland Department of Human Resources – Family Investment Administration
- Maryland DLLR – Division of Workforce Development & Adult Learning
- Maryland DLLR – Division of Unemployment Insurance
- Maryland State Department of Education – Division of Rehabilitation Services
- Tri-County Council for Southern Maryland
- Wicomico County Department of Social Services
### Performance Accountability
- Implement new performance accountability measures
- Determine best presentation of WIOA performance reports for state and local areas
- Develop recommendations for additional measures
- Negotiate levels of performance/adjustment factors

- Anne Arundel Workforce Development Corporation
- Baltimore City Mayor’s Office of Employment Development
- Baltimore County Department of Social Services
- Baltimore County Department of Workforce & Economic Development
- Carroll County Government
- Dorchester County Department of Social Services
- Frederick County Workforce Services
- Maryland Department of Human Resources – Family Investment Administration
- Maryland DLLR- Division of Workforce Development & Adult Learning
- Maryland Higher Education Commission
- Maryland State Department of Education – Division of Rehabilitation Services
- Maryland State Department of Education – Division of College and Career Readiness
- Montgomery County Division of Workforce Investment Services
- Prince George’s County Economic Development Corporation
- Susquehanna Workforce Network, Inc.
- Tri-County Council for the Lower Eastern Shore of Maryland
- Tri-County Council for Southern Maryland
- Upper Shore Workforce Investment Board
- Western Maryland Consortium

### Labor Market Information & Sector Strategies
- Inform sector strategies of Labor Market Information
- Shape state and local plans with LMI
- Use LMI in the regional delineation of economic activity
- Evaluate current LMI tools and resources

- Baltimore Development Corporation
- Lower Shore Workforce Alliance
- Maryland Department of Commerce
- Maryland Department of Human Resources – Family Investment Administration
- Maryland DLLR – Division of Workforce Development & Adult Learning
- Maryland State Department of Education – Division of Rehabilitation Services
- Towson University
- Tri-County Council for Southern Maryland DLLR
- University of Baltimore – Jacob France Institute
- Upper Shore Workforce Investment Board
## Adult Education & Career Pathways

- Identify best practices for integration and alignment of adult education with other WIOA core and partner programs via a Career Pathways systems approach
- Suggest strategies addressing any challenges to the integration and alignment of activities, including but not limited to the funding gaps
- Address the assurance of non-duplication of services for eligible populations

### Key Participants
- Anne E. Casey Foundation
- Baltimore City Mayor’s Office of Employment Development
- Baltimore Strive
- Carroll Community College
- Cecil College
- Charles County Public Schools
- Enoch Pratt Free Library
- Frederick Community College
- Goodwill Industries of the Chesapeake
- Job Opportunities Task Force
- Maryland Association of Adult Community and Continuing Education
- Maryland Cash Campaign
- Maryland Department of Human Resources – Family Investment Administration
- Maryland DLLR – Division of Workforce Development and Adult Learning
- Maryland State Department of Education – Division of College and Career Readiness
- Maryland State Department of Education – Division of Rehabilitation Services
- Montgomery County Department of Social Services
- Prince George’s Community College
- Prince George’s County Department of Social Services
- Susquehanna Workforce Network, Inc.
- Worcester County Department of Social Services
PART 2. GOVERNOR HOGAN’S STRATEGIC VISION FOR THE WORKFORCE SYSTEM

Changing Maryland for the Better

Governor Larry Hogan’s vision for Maryland centers on five main principles:

1. Economic Development and Jobs;
2. Reduce Taxes and Fees;
3. Fiscal Responsibility;
4. Government Reform; and,
5. Improving Quality of Life.

Providing businesses with the skilled workforce they need to compete in the global, regional, and local economies is central to Governor Hogan’s vision and to his charge to make Maryland “open for business.” Maryland’s workforce system provides that talent pipeline through a partnership of State and local partners, businesses, economic development, education, and community stakeholders.

To ensure that the workforce system efficiently meets the needs of both the businesses and the jobseekers that it serves, Governor Hogan has directed Maryland’s workforce agencies to jointly develop the State’s workforce plan. For the first time, Maryland’s Department of Labor, Licensing and Regulation, the Department of Human Resources, the Maryland State Department of Education, the Governor’s Workforce Investment Board, and local workforce partners joined to develop the operational components of Maryland’s plan. The Governor’s charge to these state agencies is to develop a plan that leverages state resources in order to deliver outstanding customer service to workers and businesses that are vital to Maryland’s economic growth. The agencies were further encouraged to collaborate and innovate to ensure that Maryland’s citizens have access to quality workforce training and employment opportunities.

Economic Development and Jobs

“Our focus will be on jobs, struggling Maryland families, and restoring our economy.”

-Governor Hogan’s State of the State Address 2015

Maryland thrives as the economy flourishes. As businesses grow, jobs are created. As jobs are created, qualified workers are needed to meet the demand. As workers become more highly skilled, innovations occur resulting in the emergence of new economic drivers. A sound and thriving economy creates quality jobs, provides financial stability for Maryland’s families and communities, and reduces dependency on governmental programs. In short, business must play a key role in Maryland’s workforce system.

A workforce system that is disconnected from business fails to meet the needs of jobseekers who do not obtain the training needed to obtain gainful employment. Therefore, workforce initiatives must be driven by industry. Previously, business’ input into the workforce development system was largely based on its role as “employer.” While providing employment is a very important role that a business plays, it is not its only role. Businesses must function as partners and customers of the workforce system.

Businesses serve as partners to the workforce system by providing guidance regarding in-demand training needs, and policy guidance for the system to ensure that initiatives are driven by industry demands. As businesses change and adapt to labor markets, a workforce development system that successfully partners with business also changes...
to ensure that jobseekers receive proper training and opportunities for in-demand careers. As business serves this critical role, long-term solutions to skills gaps are addressed.

The Governor’s Workforce Investment Board is comprised of business leaders in targeted industry sectors. They serve as ambassadors for Maryland’s business community and further advise Governor Hogan and the workforce system on the workforce development and training needs for Maryland’s businesses. Maryland’s workforce partners must proactively engage with businesses to ensure that workforce training funds are utilized in the most effective and efficient way possible.

Currently, Maryland has been recognized as a national leader in industry-led partnerships through the EARN Maryland program. The program, whose acronym stands for Employment Advancement Right Now, is a state-funded initiative that provides training opportunities for Maryland’s jobseekers and those individuals seeking to obtain additional training to further their careers in a wide variety of fields. Partnerships have been formed to advance careers in health care, construction, biotechnology, cybersecurity and information technology, transportation and logistics, and many more. While there is wide variety in the partnerships for which the State’s Department of Labor, Licensing and Regulation provides funding through a competitive grant process, all partnerships are driven by industry needs and have a number of business partners involved in shaping each individual program. At last count, nearly 500 employer partners have participated in the EARN Maryland program. Businesses are also customers of the workforce system inso much that they receive the benefits of a pipeline of skilled workers equipped with the knowledge and abilities needed for the changing workforce. Maryland’s workforce agencies must work together to ensure quality customer service to the business. Previously, Maryland’s business outreach has been disjointed as agencies independently built relationships with businesses without collaboration or coordination. As a result, multiple agencies from State and local entities make multiple, and sometimes overlapping inquiries of business. Rather than building lasting relationships with this consumer of workforce services, businesses are often pulled away from their businesses to meet with governmental agencies. Thus, Maryland’s workforce and economic agencies must coordinate efforts to provide consulting services to businesses tailored to particular business needs.

Specifically, the Maryland Department of Commerce, the Maryland Department of Labor, Licensing and Regulation, and the Maryland State Department of Education’s Division of Rehabilitative Services have already begun the process of deeper and more meaningful collaboration. These agencies have staff dedicated to interacting with businesses on a regular basis. Business Development representatives from Commerce are charged with retaining and growing existing Maryland businesses, providing support for businesses to expand through assistance with business development, finance and regulatory issues, as well as actively recruiting new businesses nationally. The Department of Labor, Licensing and Regulation’s Business Service representatives work with companies throughout the State to understand specific business employment needs and to assist with workforce development strategies. The Department also has a few Apprenticeship Navigators who interact with businesses to promote apprenticeship opportunities to businesses. The Division of Rehabilitative Services also serves as a resource for businesses on disability and employment matters, including: disability awareness training, workforce diversity and inclusion initiatives, and serves as a key resource for Americans with Disabilities Act reasonable accommodations solutions. Worksite consultations are also available to help businesses hire and retain quality employees with disabilities. Local workforce development areas and the Department of Human Resources must also play an important role in business outreach.

In frequent communication, these agencies will develop a deeper understanding of the services each offer, and, after understanding a business’s needs, will be able to refer the business to the services of either agency. This will
also require that the agencies collaborate on a shared communications platform. In short, the State’s workforce agencies must be proactively engaged with Maryland’s business community. It cannot wait for business to come to the State for assistance. Through relationship-building, the State’s workforce system must be attuned to the needs of the businesses, and must tailor workforce training opportunities to ensure that those needs are being met.

Improving Quality of Life

“Marylanders are among the nation’s hardest working and most educated people.”

-Governor Hogan’s State of the State Address 2015

Jobseekers must also be the focus of Maryland’s workforce development system. Whether a jobseeker is entering an American Job Center, submitting a resume to apply for jobs on the Maryland Workforce Exchange, or receiving training through one of Maryland’s twelve local partners, the services received must be tailored to the individual’s needs.

The primary goal of the workforce system must be to serve the person above serving performance measures only. The State of Maryland is diverse geographically. From the mountains of Western Maryland, to the Interstate 95 corridor, to the waters of the Chesapeake Bay, Maryland is truly “America in miniature.” The people who call Maryland home are just as diverse. They come from a large array of backgrounds, education, and social and political perspectives. They carry with them unique life stories and experiences that can contribute greatly to Maryland’s economic wellbeing. However, some of these individuals face barriers to employment that hinder them from entering into a fulfilling and meaningful career. Individuals with barriers to employment, as defined by the Workforce Innovation and Opportunity Act, include, but are not limited to:

- Displaced homemakers;
- Low income individuals (including TANF and SNAP recipients);
- Native Americans, Alaskan Natives, and Native Hawaiians;
- Individuals with disabilities, including youth with disabilities;
- Older individuals;
- Ex-offenders;
- Homeless Individuals;
- Youth who are in or have aged out of the foster care system;
- Individuals who are English language learners;
- Individuals who have low levels of literacy;
- Individuals facing substantial cultural barriers;
- Eligible migrant and seasonal farm workers;
- Individuals within two years of exhausting lifetime eligibility under Part A of the Social Security Act;
- Single parents (including single pregnant women) and non-custodial parents; and
- Long-term unemployed individuals;
- Individuals who are unemployed
- Veterans
- Individuals without a High School Diploma.

Maryland’s workforce system must be dedicated to creating a career pathway for all Marylanders. The federal Workforce Innovation and Opportunity Act defines a career pathway, as a combination of rigorous and high-quality education, training, and other services that:

- Aligns with the skill needs of industries in the economy of the State or regional economy involved;
- Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships;
- Includes counseling to support an individual in achieving the individual’s education and career goals;
- Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and,
- Helps an individual enter or advance within a specific occupation or occupational cluster.

A career pathway system ensures that Maryland’s job seekers are offered education and skills training and the necessary credentials to meet business demands. Recognizing the varying backgrounds of Maryland’s jobseekers, a career pathway system provides participants with multiple entry points to accommodate varying education levels, and multiple exit points as the jobseeker obtains the necessary skill or credential. Again, business partnerships are key in the development of this pathway to ensure that the jobseeker obtains industry-recognized credentials and has the potential to obtain a rewarding career.

To accomplish this, Maryland’s WIOA agencies and their local partners must dedicate their efforts to serve the person and not the performance measure. Maryland has taken an important first step in dedication to this vision through its dedication to a Combined Workforce State Plan. For the first time, Maryland’s workforce system is required to purposefully combine the services to include service delivery for individuals who receive Temporary Assistance for Needy Families (TANF) benefits as well as those jobseekers with disabilities. Both groups often have significant barriers to employment, and for too long Maryland’s workforce system has not been aligned to meet their needs.

Increased customer service requires that Maryland’s WIOA partners collaboratively identify all services that are provided among their varying programs, and find ways to combine resources, when practicable, to ensure efficiency. Education partners, such as the Maryland State Department of Education, the Maryland Higher Education Commission, and Maryland’s community colleges are also key to the development of a career pathways system. As Maryland’s youth exit the K-12 system and enter into post-secondary opportunities, the transition must be seamless.

**Opportunities for Youth**

Programs must be developed to ensure that Maryland’s youth are truly ready to enter into the workforce just as much as they are being academically prepared to enter into college. Maryland currently offers Career Technology Education (CTE) programs to high school students. CTE programs include a work-based learning opportunity (e.g. internships, clinical experiences, or industry-mentored projects) tied to the student’s area of interest. These programs are aligned to establish academic, technical, and employability skill standards, and are centered on ten career clusters.

<table>
<thead>
<tr>
<th>Maryland's CTE Career Clusters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Arts, Media and Communication</td>
</tr>
<tr>
<td>2. Business, Management and Finance</td>
</tr>
<tr>
<td>3. Construction and Development</td>
</tr>
<tr>
<td>4. Consumer Services, Hospitality and Tourism</td>
</tr>
<tr>
<td>5. Education and Workforce Preparation</td>
</tr>
<tr>
<td>6. Health and Biosciences</td>
</tr>
<tr>
<td>7. Human Resource Services</td>
</tr>
<tr>
<td>8. Information Technology</td>
</tr>
<tr>
<td>9. Manufacturing, Engineering and Technology</td>
</tr>
<tr>
<td>10. Public and Social Services</td>
</tr>
</tbody>
</table>
These career clusters connect educators and employers, and provide a framework that is responsive to industry demands. The Department of Labor, Licensing and Regulation, in partnership with the Maryland State Department of Education, piloted a program in 2015 to establish a youth apprenticeship in science, technology, engineering, mathematics or manufacturing in two Maryland counties, Frederick and Washington. The pilot program is part of a larger initiative to foster youth apprenticeships in the State for both traditional and non-traditional apprenticeable fields. Providing opportunities for Maryland’s youth that contextualize classroom training into the workplace must remain a priority for the workforce system in its delivery of services to youth in-school and out-of-school, alike. Additionally, due to the new WIOA focus on older, out of school youth, as well as including TANF as a mandated partner, Maryland views this as a prime opportunity to engage younger TANF recipients between the ages of 18-24 in local WIOA youth services. This earlier engagement in workforce development for young TANF recipients can place individuals on a career pathway that will lead to self sufficiency and earlier independence from public assistance.

Opportunities for Adult Learners

Adult Education is a vital element to Maryland’s workforce system. Providing literacy and high school equivalency testing to adult learners provides these individuals with the skills they need to compete in global, regional, state, and local economies. Effectively assessing the needs of the adult learner is key to ensuring that the individual receives the time and attention he or she needs to not only secure a job, but to thrive in his or her community and family. Maryland’s workforce system must ensure that front-line staff are properly trained to ensure that, when an adult is assessed, it is done according to all applicable testing standards. By accurately measuring a learner’s literacy, numeracy, and English language skills, Maryland’s WIOA system is better equipped to meet the learners or jobseekers exactly where they are in their education or training needs, and then ultimately assist the individual in obtaining gainful employment.

Maryland’s adult learners not only have a variety of skill levels, but also have a number of cultural obstacles that must be addressed. Ninety percent of adult education enrolled participants are below high school level of skills. Additionally, a large subset, approximately 49 percent, of the adult education population is English language learners. Immigrant populations make up approximately 17 percent of Maryland’s workforce system. They provide substantial contributions to Maryland’s economy every day. In turn, Maryland’s workforce system must strive to tailor services for this population as they obtain literacy and high school equivalency testing, training, and employment services.

Further, efforts must continue to provide services for those individuals in Maryland’s correctional facilities. While Maryland’s workforce system currently provides both academic and occupational education for this subset of the adult learner population, efforts within the correctional education system must not simply be “out of sight, out of mind.”

Providing career opportunities for those who are currently incarcerated is key to reducing recidivism. It further provides an investment in Maryland’s communities, as those who return to their communities with a nationally recognized credential or skill are more likely to succeed. Correctional education opportunities must be tailored to the labor market, so that inmates receive training in the skills they need to successfully transition into the workforce. Greater collaboration must also occur between State agencies to identify those individuals who are slated to be released to ensure they receive job service counseling and the opportunity to obtain a marketable skill.
Opportunities for Veterans
Maryland’s workforce system must also ensure that opportunities for veterans are plentiful and robust. Veterans make incredible and lasting impacts on their communities, their places of employment, and their families. Maryland’s workforce system must be seen as a partner for veterans transitioning from active service to civilian life, no matter when that transition occurred.

Currently, veterans staff are available at Maryland’s American Job Centers to solely serve the needs of veteran job seekers with significant barriers to employment and businesses who seek to employ veterans. Maryland’s workforce system must provide greater outreach to this community, and to ensure that, veterans employment staff at both the state and local levels must be invested in this community. Professional development for staff must continuously take place. Furthermore, veterans staff must be continuously aware of businesses who wish to hire Maryland’s veterans. Thus, greater collaboration between business services personnel and veterans representatives must occur.

Opportunities for Individuals with Disabilities
Every working age Marylander with a disability, including those with the most significant disabilities, must have access to opportunities which lead to employment in competitive, integrated settings. The opportunity to learn necessary skills and receive needed supports through the state's workforce development system and its key partners enables individuals with disabilities to experience success in the full cross section of Maryland's businesses and industries. Employment is critical to ensuring quality lives for Marylanders with disabilities while reducing reliance on public assistance and strengthening the economic fabric of our state.

Marylanders with disabilities possess the ability to contribute to the state’s economic growth and achieve financial self-sufficiency. Historically, this population has had a low level of workforce participation and this is particularly true among those with the most significant disabilities. In an effort to capitalize on the attributes of this untapped workforce, Maryland's workforce system will play a key role in embracing nationally recognized best practices including Employment First, a national effort to assure that all individuals with significant disabilities can work in meaningful positions in integrated settings when provided with adequate, appropriate supports. All aspects of the workforce development systems including state partner agencies, local public and private efforts, and businesses will coordinate to effectively achieve employment outcomes for Marylanders with disabilities.

To that end, the Maryland Department of Disabilities, a member of the Governor's Workforce Investment Board, will provide leadership to the workforce development system and other key partners. This leadership will focus on aligning policies and service delivery practices which ensure progress toward competitive, integrated employment as the first priority for publicly funded services supporting youth and adults with disabilities.

Reduce Taxes and Fees

"High taxes, over-regulation, and an anti-business attitude are clearly the cause of our economic problems."

-Governor Hogan’s State of the State Address 2015

High taxes stifle economic growth and a business’ initiative to expand its operations within the State. Unemployment Insurance in Maryland is one of the many taxes and fees businesses are required to pay under Maryland law. Maryland’s businesses will see a significant reduction in Unemployment Insurances rates, the lowest possible rates allowed under state law, beginning in the First Quarter of 2016. While a decrease in the
Unemployment Insurance tax rate is a sign of the Administration’s continued commitment to improve the State’s business climate, there is much more to be done.

Maryland’s workforce system must partner with its Unemployment Insurance counterparts to ensure that reemployment strategies are fully integrated and proactively implemented for both the benefit of the Unemployment Insurance claimants and Maryland’s businesses. Unemployment Insurance claimants benefit from reduced unemployment duration, increased employment and likely increased earnings. Businesses benefit by even lower Unemployment Insurance taxes and a robust pool of candidates ready to work to meet the workforce needs of business and industry.

Increased cooperation and communication between Maryland’s workforce and Unemployment Insurance systems will ensure that once an individual is eligible for Unemployment Insurance benefits, he or she will quickly and efficiently be placed on the path toward meaningful reemployment. Increased cooperation and communication will also ensure that Maryland’s Unemployment Insurance claimants have a clear understanding of the responsibilities required of them as a condition for receiving Unemployment Insurance benefits.

**Fiscal Responsibility**

Maryland’s workforce system must be effective and efficient. If the focus is truly on the people and businesses that are served through the system, Maryland’s workforce partners will naturally seek to create, coordinate, and revise systems to ensure greater delivery of services. Maryland’s WIOA partners must continuously coordinate efforts, finding efficiencies not only within their own agencies, but also finding ways in which they can coordinate efforts with their sister agencies.

One way this may be accomplished is though the sharing of data and technological resources. Maryland’s workforce agencies have varying systems that, as of March 2015, simply do not communicate with each other to the extent needed. As a result, a customer obtaining services though Maryland’s labor department must provide the same basic demographic information all over again when obtaining human services, like Temporary Assistance for Needy Families. This lack of coordination leads to duplicative efforts and frustrated customers.

**Government Reform**

“Our administration will chart a new course; one guided by simple, common sense principles.”

-Governor Hogan’s State of the State Address 2015

While the path toward government reform is not an easy one, it is nonetheless a necessary journey Maryland’s workforce system must take. Maryland’s WIOA partners must be innovative. They must find new ways in which they can provide services to Maryland’s businesses and jobseekers. Just because something was previously done a certain way does not mean that is must continue to be done that way.

For the first time, Maryland is combining its workforce efforts across multiple agencies into one State plan. The end result will be a greater dedication by Maryland’s workforce agencies to deliver services to Maryland’s jobseekers from diverse backgrounds and with diverse needs. By committing to serve low-income individuals receiving services through the Maryland Department of Human Resource’s Temporary Assistance for Needy Families program, as well as those with disabilities receiving services from the Maryland State Department of
Education’s Division of Rehabilitative Services, in addition to Maryland’s adult education population, the workforce system is devoted to serving all of Maryland’s jobseekers.

The renewed focus on serving these deserving populations requires a change in philosophy. Maryland’s workforce system can no longer place a label on a jobseeker as merely a customer of one agency or another. Rather under this new customer-centric workforce system, the agencies together, with their respective local partners, will identify the services that are needed for the customer, not by shuffling the customer from one referring agency to another, but through collaboration and increased communication. In doing so, the system focuses on the person before the performance measures an agency reports to its federal partners.

When the focus is on the customer, and meeting the customer’s needs, Maryland’s workforce system’s efforts will be on meeting the needs of the individual, not on meeting the goals written on a page. When the focus is on the customer, Maryland’s workforce system will recognize that jobseekers are not an input into a system that must be moved through prescribed processes. Rather, the jobseekers who enter Maryland’s American Job Centers, or visit local Department of Social Services locations are our neighbors, friends, and fellow Marylanders who are in need of the critical services these agencies, and their local partners, deliver. This change in focus is what Maryland’s jobseekers and businesses not only deserve, but require.

This change in focus also requires a change in the way that Maryland measures its performance. As Maryland has treated the enactment of the Workforce Innovation and Opportunity Act as a way to critically analyze and to ultimately “reset” the workforce system, the enactment of the federal act is also an opportunity to “reset” the performance standards that were negotiated under the Workforce Investment Act. Maryland’s workforce system and the partner agencies are dedicated to establishing a baseline measure over the next two years as they serve the increased amount of customers entering the workforce system that were not previously reached under previous models. In doing so, Maryland is reforming the operations of the workforce system and is truly placing people before performance measures.

Maryland’s efforts to increase and foster the growth of apprenticeship opportunities must be aligned with the workforce system. Previous efforts in apprenticeship focused heavily on the traditional trades-based models. However, in order to truly promote apprenticeships, greater opportunity must be given to expand this “earn and learn” model to other non-apprenticable fields.

In aligning apprenticeship opportunities with Maryland’s workforce system, a pipeline of talent is created. Businesses that participate will be able to train their employees toward the skills they need to succeed. It further fosters continuation of career pathways approach to workforce development. Youth who pursue an apprenticeship opportunity will be able to obtain on-the-job training in a high-demand career of their choice. The same is true for those adults who wish to begin a new career path. Currently, the Maryland Department of Labor, Licensing and Regulation has begun efforts to establish a cyber apprenticeship in Maryland. Through working with and learning from Maryland’s business community and stakeholders, the Department determined that establishing a talent pipeline for this emerging industry is key to the growth of the cybersecurity and information technology fields in the State.

By aligning apprenticeships with the WIOA system, Maryland will ensure that traditional apprenticeship opportunities expand alongside the creation of new opportunities that are grounded in labor market demand.
**The Path Forward**

This new collaborative approach to the workforce system, while not easy, is a necessity for Maryland’s businesses and jobseekers. Thus, each decision regarding the workforce system must be centered on how the decision will affect businesses and jobseekers.

To that end, the following is a list of goals to achieve this overall vision:

<table>
<thead>
<tr>
<th>Goals &amp; Outcomes</th>
<th>Strategies for Accomplishing the Goals &amp; Outcomes</th>
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</thead>
</table>
| Leverage existing resources and minimize costs                                  | • Integration of technology and data sharing between WIOA partners  
• Enhancing functionality of the Maryland Workforce Exchange  
• Streamlined service delivery from WIOA partners;  
• Using a “systems approach,” where partner strengths are relied on and maximized  
• Reduced staff costs due to improved customer flow and access                         |
| Increase access to education, training, and key services for individuals with barriers to employment | • Integration of career pathway models in competitive grant applications  
• Strengthen input of customers (jobseekers and business) through implementing continuous improvement plans for service delivery that involve customer satisfaction surveys, etc.  
• Provide technical assistance and best practice resources  
• Negotiation of local performance measures utilizing regression models  
• Expanding apprenticeship opportunities in high-demand industries  
• Ensuring the State has a robust Eligible Training Provider List                  |
| Improve customer intake processes via standardization to reduce the amount of time it takes for a customer to engage in services | • Creation of metrics, process maps, and models  
• Implementation of universal design practices  
• Implementation of enhanced technologies that increase data sharing and access  
• Readily identifying and proactively engaging unemployed individuals in intensive re-employment strategies soon after job loss |
| Increase focus on businesses and jobseekers as customers of the system            | • Enhanced business engagement through the development of comprehensive business services teams and strategies which align businesses, trade associations, trade unions, chambers, community colleges, and other community based organizations with resources dedicated to business outreach  
• Creation of regional business service units working with business, as well as Rapid Response teams, to engage jobseekers early and to identify skills for other business partners |
Economic, Workforce and Workforce Development Activities Analysis

Overview
Maryland is home to a diverse, well-educated, and affluent population in comparison to the United States. Industry diversity is relatively high in Maryland, with government, professional and business services, and education and health services dominating in terms of employment. These industries have recovered since employment lows of 2010, have exhibited positive growth exceeding pre-recession levels, and are projected to continue to grow. Even industries showing declines, such as manufacturing, are experiencing increases in specialized areas such as pharmaceutical and medicine manufacturing. Skilled occupations related to health care or computers are highly demanded by employers and offer high-paying careers for Marylanders.

Economic Indicators
In 2014, the United States’ real Gross Domestic Product (GDP) growth accelerated to 2.2 percent from a rate of 1.9 percent in the previous year (Bureau of Economic Analysis, 2015). In terms of the U.S. economy, the professional, scientific, and technical services, Nondurable goods manufacturing, and real estate and rental and leasing were the
primary contributors to real U.S. economic growth (Bureau of Economic Analysis, 2015). In the state of Maryland, the rate of growth also increased from a rate of 0.7 percent in 2013 to 0.8 percent growth in 2014 (See Graph 1) (Bureau of Economic Analysis, 2015).

In Maryland, a similar pattern in largest contributors to growth was observed with real estate and rental and leasing increasing by 1.1 percent and the professional and business services increasing by 3.3 percent from 2013 to 2014 (See Graph 2) (Bureau of Economic Analysis, 2015). During that same time frame, mining and the agriculture, forestry, fishing, and hunting industries experienced the largest percentage decreases in terms of real GDP (See Graph 2); however, given those sectors are smaller components of Maryland’s economy, the decreases in manufacturing, construction, and government influenced Maryland’s real GDP more heavily (See Graph 3) (Bureau of Economic Analysis, 2015).

Professional and business services, more specifically management of companies and enterprises, experienced growth and is a relatively large component of Maryland’s economy. Finance, insurance, real estate, rental, and leasing, more specifically real estate and rental and leasing, also experienced increases. Educational services, health care, and social assistance experienced a large increase of 1.9 percent with Educational services increasing by 2.6 percent and health care and social assistance increasing by 1.8 percent. In 2014, Government, which is a
primary driver of Maryland’s economy, experienced a decrease in terms of real GDP for the second time in a row (Bureau of Economic Analysis, 2015).

In 2014, Maryland’s per capita real GDP was 53,759 in chained 2009 dollars, which was higher than that of the United States (Bureau of Economic Analysis, 2015). Maryland’s per capita personal income (PCPI) is typically one of the highest in the nation and 2014 was no exception. Maryland was ranked 5th in the United States with a PCPI of $55,143. Maryland’s PCPI increased by 2.4 percent from 2013 to 2014 compared to the national change of 3.0 percent (Department of Commerce, 2015). It is expected that PCPI will continue to rise to over 65,000 in 2009 dollars by 2040 (Maryland Department of Planning, 2015). Maryland is home to many high paying occupations, with a mean annual wage for all occupations of $53,470 compared to the mean annual wage of $47,230 reported for the U.S. (Bureau of Labor Statistics, 2014). However, it is important to note that Maryland does have a relatively high cost of living (MERIC, 2015).

In terms of other economic indicators, the number of new housing units authorized by building permits for 1-unit structures in Maryland decreased slightly from 10,667 in 2013 to 10,541 in 2014. The number of multiple unit housing buildings remained relatively constant, decreasing from 243 buildings in 2013 to 241 buildings in 2014; however, the number of housing units for multiple unit structures was nearly 1,500 units less than the level in 2013 (U.S. Census Bureau, 2015). Average weekly hours of production employees on manufacturing payrolls in Maryland declined from an annual average of 40.7 hours in 2013 to 39.6 hours in 2014 (Department of Labor, 2015). In examining exports, Maryland exported over 12 billion dollars in total exports of merchandise, with over 3 billion dollars exported to one of the U.S’s Free Trade Partners (International Trade Administration, 2014). Maryland’s biggest market for exports was Canada with nearly 1.9 billion dollars of exports in 2014 (International Trade Administration, 2014). The largest export industry was Transportation Equipment with approximately 3.5
billion dollars in exports in 2014, which was followed by Chemicals at a value of 2.2 billion dollars (International Trade Administration, 2014).

**Total Nonfarm Employment and Recovery**

Maryland’s economy is diverse in industry composition, providing a variety of opportunities at all skill and education levels. However, it is services-oriented, with the services sector accounting for about nine out of ten private sector payroll jobs. Nearly 20 percent of the employment is in the public sector (See Graph 4). Maryland, equipped with industry diversity and an emphasis on providing services, is generally well positioned to overcome potential economic shocks.

Maryland’s 2014 annual total non-farm employment had an annual average of 2,619,000 in 2014, as measured by the Current Employment Statistics (CES) program. This was an increase from 2013 by 0.9 percent, which is on par with growth exhibited the year before. This growth was primarily driven by growth in the private sector, and more specifically the private service-providing industry. From 2013 to 2014, manufacturing experienced the sharpest decline in employment, decreasing by 2,500. However, the loss from 2013 to 2014 was less severe than the loss exhibited in the previous year. Over the same time frame, Education and health services exhibited an impressive increase of 7,100, which was larger than the gain of 5,800 that was experienced the year before (BLS, 2015).

In evaluating progress towards recovery since employment lows in 2010, all major industries except manufacturing, information, and other services had increased in employment by 2015. Furthermore, all major industries had achieved or exceeded pre-recession 2008 employment levels with the exception of Mining, logging,
and construction, Trade, transportation, and utilities, and Financial activities in addition to the aforementioned industries that had yet to exceed 2008 levels (BLS, 2015).

**Growth, Emerging, and Target Industries**
To further examine industries providing employment opportunities in Maryland, data from Maryland's Quarterly Census of Employment Wages (QCEW) Program was analyzed; however, it is important to note that the data only covers workers covered by the Unemployment Insurance (UI) Law of Maryland and the unemployment compensation for federal employees (UCFE) program. Additionally, emerging and growth occupations were determined at the county level (See Appendix E).

**Growth Industries**
Using the growth in private employment from 2013 to 2014 in combination with Location Quotients (LQ) greater than one, seven growth industries were identified for the state of Maryland. Health care and social assistance and Professional and technical services are large components of Maryland’s economy, and from 2013 to 2014 they experienced a growth of 1.3 percent and 1.6 percent respectively. Arts, entertainment, and recreation experienced the largest growth of 5.5 percent from 2013 to 2014 with Construction coming in second with a growth of 2.4 percent (See Table 1).
Emerging Industries
Using the growth in private employment from 2013 to 2014 in combination with Location Quotients (LQ) less than or equal to one, five emerging industries were identified for the state of Maryland. Agriculture, forestry, fishing and hunting experienced the largest growth in employment from 2013 to 2014 of 3.5 percent, and was closely followed by Transportation and warehousing with a growth of 3.4 percent (See Table 2).

<table>
<thead>
<tr>
<th>Industry</th>
<th>Establishments</th>
<th>Avg. Emp. Level</th>
<th>LQ</th>
<th>OTY Emp. % Chg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>16,120</td>
<td>149,555</td>
<td>1.31</td>
<td>2.4</td>
</tr>
<tr>
<td>Real estate and rental and leasing</td>
<td>6,490</td>
<td>43,624</td>
<td>1.14</td>
<td>1.4</td>
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<tr>
<td>Professional and technical services</td>
<td>27,802</td>
<td>239,651</td>
<td>1.54</td>
<td>1.6</td>
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<td>Educational services</td>
<td>2,683</td>
<td>62,281</td>
<td>1.25</td>
<td>1.6</td>
</tr>
<tr>
<td>Health care and social assistance</td>
<td>16,552</td>
<td>346,379</td>
<td>1.04</td>
<td>1.3</td>
</tr>
<tr>
<td>Arts, entertainment, and recreation</td>
<td>2,536</td>
<td>43,925</td>
<td>1.12</td>
<td>5.5</td>
</tr>
<tr>
<td>Other services, except public administration</td>
<td>19,479</td>
<td>89,117</td>
<td>1.13</td>
<td>0.6</td>
</tr>
</tbody>
</table>

*Table 1: Maryland's Growth Industries*

Industry Clusters
The Life Sciences cluster, which includes industries such as: Medical laboratories, Research and development in biotechnology, and Other scientific and consulting services, was determined to be an emerging industry cluster in Maryland. From 2010 to 2014, private employment in the Life Sciences cluster grew by 1.15 percent. The
Information Technology cluster, which includes industries such as: Data processing, hosting and related services, Computer systems design and related services, and Computer training, was determined to be a growth industry cluster. From 2010 to 2014, the Information Technology cluster grew in employment by 0.5 percent, and is relatively concentrated in Maryland with a Location Quotient of 1.44. Although Manufacturing is a declining industry in Maryland, the IT manufacturing cluster experienced a growth of 2.19 percent from 2013 to 2014. Additionally, other specialized areas of manufacturing experienced growth. From 2013 to 2014, Primary metal manufacturing, Pharmaceutical and medicine manufacturing, and Agriculture, construction, and mining machinery manufacturing all experienced growth (See Appendix F).

**Target Industries**

The Maryland Department of Labor, Licensing and Regulation’s Division of Workforce Development, based on research conducted by the Division’s Labor Market Information Team, has had the occasion to recently develop a list of proposed industry sectors for Maryland. This research leveraged business groups, industry-led consortia through the EARN Maryland initiative, collaboration with the Division of Unemployment Insurance, as well as secondary data provided by the Bureau of Labor Statistics, the Census Bureau and other reputable sources. The Department is also required, under Maryland statute, to consult with the Maryland Economic Development Commission in evaluation of potential employment and economic growth of Maryland’s industry sectors; and, to make recommendations regarding eligible industry sectors to the Maryland Economic Development Assistance Authority and Fund (MEDAAF). The Authority has established the following industry sectors as those deemed to be eligible to receive financial assistance through MEDAAF. Those industries include:

<table>
<thead>
<tr>
<th>MEDAAF Eligible Industry Sectors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Forestry</td>
<td>Aerospace</td>
</tr>
<tr>
<td>Distribution, Warehousing and Transportation</td>
<td>Environmental Technology</td>
</tr>
<tr>
<td>Health Care Technology Services</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Financial Services</td>
<td>Telecommunications</td>
</tr>
<tr>
<td>Businesses with US or regional corporate offices located or to be relocated in Maryland</td>
<td>Businesses located in Maryland that generate more than 50% of their revenue from outside of Maryland</td>
</tr>
<tr>
<td>A soundstage to support the Maryland film industry</td>
<td>If supported by a resolution adopted by the governing body of the jurisdiction in which a project may be located, costs of feasibility studies</td>
</tr>
<tr>
<td>Revitalization projects through the Maryland Economic Development Corporation (MEDCO) in a qualified distressed county on land currently or formerly owned by the State</td>
<td>Rehabilitation or redevelopment of surplus State assets for economic development purposes</td>
</tr>
</tbody>
</table>

*Table 3: MEDAAF Eligible Industry Sectors*
In an attempt to coordinate workforce development and economic development efforts, and to further integrate the services provided by WIOA partners and economic development agencies within the State, the following demand-driven industry clusters have been identified:

<table>
<thead>
<tr>
<th>Maryland Workforce Targeted Industry Sectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare</td>
</tr>
<tr>
<td>Information Technology / Cybersecurity</td>
</tr>
<tr>
<td>Biotechnology (Life Science)</td>
</tr>
<tr>
<td>Distribution, Warehousing and Transportation</td>
</tr>
<tr>
<td>Construction</td>
</tr>
<tr>
<td>Agriculture and Forestry</td>
</tr>
<tr>
<td>Manufacturing</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
</tr>
</tbody>
</table>

*Table 4: Maryland Workforce Targeted Industry Sectors*

All of the above listed industry sectors or clusters, with the exception of Manufacturing, are continuing to grow in Maryland. Agriculture and Biotechnology have been emerging industries in Maryland between 2010 and 2014 (See Graph 6). Also, with the exception of Hospitality and tourism and Construction, all of the above referenced
industries are consistent with the industry sectors eligible for funding under the Maryland Economic Development Assistance Authority and Fund.

Despite the industry decline, numerous occupations within the manufacturing sector are projecting significant growth. Targeted work-based training efforts to support this growth are currently being developed, and should continue to be developed. For instance, DLLR, in partnership with the Maryland State Department of Education has established a youth apprenticeship pilot program wherein local school systems must establish an apprenticeship opportunity in Science, Technology, Engineering, and Mathematics, as well as Advanced Manufacturing.

Growth and Emerging Occupations
Using the Occupational Employment Statistics (OES) data for Maryland and the associated Location Quotients (LQ) to measure the concentration of the occupations, growth and emerging occupations were identified for Maryland. Additionally, emerging and growth occupations were determined at the sub-state level.

Growth Occupations
Using the occupational growth from 2011 to 2014 in combination with Location Quotients (LQ) greater than one, eight broad types of growth occupations were identified for the state of Maryland (See Table 5). Occupations within these broad categories, such as Radiologic Technicians and Software Developers, have above average wages. Additionally, growth occupations are available across a range of education levels providing opportunities for Marylanders at all levels.

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>2014 Employees</th>
<th>% Change</th>
<th>LQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Financial Operations Occupations</td>
<td>161,250</td>
<td>3.1%</td>
<td>1.25</td>
</tr>
<tr>
<td>Computer and Mathematical Occupations</td>
<td>117,040</td>
<td>11.9%</td>
<td>1.61</td>
</tr>
<tr>
<td>Life, Physical, and Social Science Occupations</td>
<td>41,170</td>
<td>7.5%</td>
<td>1.9</td>
</tr>
<tr>
<td>Community and Social Service Occupations</td>
<td>38,810</td>
<td>0.4%</td>
<td>1.06</td>
</tr>
<tr>
<td>Healthcare Practitioners and Technical Occupations</td>
<td>157,630</td>
<td>2.3%</td>
<td>1.06</td>
</tr>
<tr>
<td>Protective Service Occupations</td>
<td>73,020</td>
<td>7.3%</td>
<td>1.17</td>
</tr>
<tr>
<td>Building and Grounds Cleaning and Maintenance Occupations</td>
<td>85,720</td>
<td>6.3%</td>
<td>1.04</td>
</tr>
<tr>
<td>Construction and Extraction Occupations</td>
<td>109,570</td>
<td>0.5%</td>
<td>1.09</td>
</tr>
</tbody>
</table>

Table 5: Maryland’s Growth Occupations

Emerging Occupations
Using the occupational growth from 2011 to 2014 in combination with Location Quotients (LQ) greater less than or equal to one, seven broad types emerging occupations were identified for the state of Maryland (See Table 6).
In 2014 it was estimated that Maryland had a population of 5,976,407, which has risen from the 2013 estimate of 5,938,737 (Census, 2015). Maryland has exhibited positive growth in population and is projected to continue to increase to a level of 6,429,750 by 2025 (Maryland Department of Planning, 2015). Maryland is home to a diverse population with the three major races represented being White (60.1%), Black or African American (30.3%), and Asian (6.4%). In regards to ethnicity, Maryland is 9.3% Hispanic or Latino. Gender is equally distributed, with females accounting for 51.5% of the population (Maryland Department of Planning, 2015). In 2014, the median age of Marylanders was 38.2 years and the distribution of people by age categories was similar to that of the U.S. (StatsAmerica, 2015). Maryland is home to a well-educated population and ranks 3rd in the nation for percent of population with a graduate degree or higher. However, 6.3 percent of Maryland’s workforce possesses a 9th to 12th grade education level and four percent have less than a 9th grade level education (StatsAmerica, 2015).

Ensuring that all of Maryland’s workers have the skills they need to compete in the global, regional, and local economies, Maryland’s WIOA partners are dedicated to ensuring that opportunities are available to adult learners who wish to obtain their high school diploma through passage of the GED® Test or through the National External Diploma Program. Maryland’s integration of adult learning opportunities into workforce development programming serves as a national model, especially in light of the provisions of WIOA. Additionally, many of Maryland’s EARN grantees emphasize the need for participants who do not otherwise have their high school diploma to obtain the same through GED® preparation and literacy advancement. Both the employers who participate in the EARN Maryland program and DLLR’s Youth Apprenticeship Advisory Committee have identified the need to incorporate soft skills training into workforce development programming. The need for soft skills training is an emerging theme within almost all of the EARN Maryland workforce training plans, regardless of industry, region or subset of the workforce. Soft skills, also known as essential skills, are an important component of job-readiness training. Examples of soft skills include, but are not limited to, skills related to professionalism, problem-solving, timeliness, interpersonal communication and customer service. Many employers who participate in the EARN Maryland program have stated that soft skills are equally as important as the hard skills, or technical skills, that are necessary to be proficient in a career. EARN Maryland’s partnerships are implementing soft skills training in the classroom, as well as modeling on-the-job work experiences throughout the training program. Time management, customer service, personal appearance, appropriate conduct and personal responsibility are all essential skills identified by DLLR’s Youth Apprenticeship Advisory Committee as important.

Workforce Analysis: Population

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>2014 Employees</th>
<th>% Change</th>
<th>LQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Design, Entertainment, Sports, and Media Occupations</td>
<td>31,340</td>
<td>2.6%</td>
<td>0.92</td>
</tr>
<tr>
<td>Food Preparation and Serving Related Occupations</td>
<td>211,330</td>
<td>5.7%</td>
<td>0.91</td>
</tr>
<tr>
<td>Personal Care and Service Occupations</td>
<td>76,440</td>
<td>19.4%</td>
<td>0.97</td>
</tr>
<tr>
<td>Sales and Related Occupations</td>
<td>256,510</td>
<td>4.8%</td>
<td>0.95</td>
</tr>
<tr>
<td>Office and Administrative Support Occupations</td>
<td>403,680</td>
<td>0.3%</td>
<td>0.99</td>
</tr>
<tr>
<td>Installation, Maintenance, and Repair Occupations</td>
<td>99,100</td>
<td>6.0%</td>
<td>1</td>
</tr>
<tr>
<td>Transportation and Material Moving Occupations</td>
<td>151,840</td>
<td>12.8%</td>
<td>0.87</td>
</tr>
</tbody>
</table>

*Table 6: Maryland’s Emerging Occupations*
skills needed for the development of a youth apprenticeship talent pipeline. The Committee, formed to evaluate the effectiveness of existing high school youth apprenticeship programs in the State, other states, and other countries, concluded in its initial report outlining the steps the State needs to take in order to establish apprenticeship opportunities in both traditional and non-traditional apprenticeable fields.

**Workforce: Characteristics of the Employed**
Those who work in the state of Maryland are not just Maryland residents, but also include commuters from: Virginia, Pennsylvania, and the District of Columbia. Maryland’s workers are predominantly 30 to 54 years of age; however, a sizeable portion of workers are 55 years or older indicating that replacement needs could be high in the near future (See Graph 8). Maryland’s workers are well-educated with 34 percent having a Bachelor’s or advanced degree; however, 11 percent of those employed in Maryland possess less than a high school degree (See Graph 7).

![Graphs 7 and 8: Maryland’s workers by age and educational attainment; Source: Census, 2015](image)

**Workforce: Characteristics of the Unemployed**
Maryland’s unemployment is not equally distributed among demographic groups, or geographic areas as is later shown, and poses unique opportunities and challenges for the state. Maryland’s youth, certain minority groups, and those with fewer credentials face higher unemployment rates and makeup a smaller portion of those employed in Maryland (See Graphs 8 and 9).
Employment and Unemployment Trends
Maryland has been fortunate to maintain an unemployment rate that is better than or on par with that of the United States. The annual unemployment rate (not seasonally adjusted) in Maryland has exhibited a downward trend since 2010 and from 2013 (annual average) to 2014 (annual average) decreased by 0.8 percentage points (BLS, 2015). Maryland’s labor force averaged 3,111,329 persons in 2014, slightly down from 3,124,102 in 2013. From 2013 to 2014, the number of employed persons rose by 0.4 percent and unemployed persons decreased by 12.3 percent. Maryland’s labor force participation rate remained relatively constant over the course of 2014, hovering around 66 percent (BLS, 2015).
As previously alluded to, employment and unemployment are not equally distributed across the state, which creates an additional complexity in forming policies aimed at curbing unemployment in Maryland. The eastern shore of Maryland, especially the counties of Dorchester, Somerset, and Worcester, experienced high unemployment rates in 2014. Additionally, Baltimore City, a large urban area, has consistently exhibited higher unemployment rates than that of the state as a whole. On a positive note, the unemployment rate fell in all areas from 2013 to 2014 (See Figures 1 and 2) (BLS, 2015).
In terms of individuals with barriers to employment, youth, individuals with disabilities, and low-income individuals have higher rates of unemployment in comparison to Marylanders in general. According the American Community Survey (ACS) estimates, in 2014 123,117 Marylanders with a disability were employed with individuals with an ambulatory difficulty accounting for the largest share with an estimated employment of 43,335 (See Table 7). In 2014, there were 24,360 unemployed persons with a disability in Maryland. Those with a cognitive disability accounted for the largest share with nearly 13,000 individuals unemployed (See Table 7). It is important to note that those with disabilities have a higher rate of unemployment than Marylanders with no disability and also have a lower labor force participation rate (Census, 2015).

<table>
<thead>
<tr>
<th>Maryland</th>
<th>Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total:</td>
<td>3,737,434</td>
</tr>
<tr>
<td>In the labor force:</td>
<td>3,015,521</td>
</tr>
<tr>
<td>Employed:</td>
<td>2,799,997</td>
</tr>
<tr>
<td>With a disability:</td>
<td>123,117</td>
</tr>
<tr>
<td>With a hearing difficulty</td>
<td>30,829</td>
</tr>
<tr>
<td>With a vision difficulty</td>
<td>25,679</td>
</tr>
<tr>
<td>With a cognitive difficulty</td>
<td>37,622</td>
</tr>
<tr>
<td>With an ambulatory difficulty</td>
<td>43,335</td>
</tr>
<tr>
<td>With a self-care difficulty</td>
<td>11,142</td>
</tr>
<tr>
<td>With an independent living</td>
<td>22,517</td>
</tr>
<tr>
<td>No disability</td>
<td>2,676,880</td>
</tr>
<tr>
<td>Unemployed:</td>
<td>215,524</td>
</tr>
<tr>
<td>With a disability:</td>
<td>24,360</td>
</tr>
<tr>
<td>With a hearing difficulty</td>
<td>3,409</td>
</tr>
<tr>
<td>With a vision difficulty</td>
<td>4,738</td>
</tr>
<tr>
<td>With a cognitive difficulty</td>
<td>12,975</td>
</tr>
<tr>
<td>With an ambulatory difficulty</td>
<td>10,584</td>
</tr>
<tr>
<td>With a self-care difficulty</td>
<td>2,613</td>
</tr>
</tbody>
</table>
According to ACS 2014 estimates, youth experience much higher unemployment rates especially those 16 to 19 years of age (See Table 8). For older workers, they enjoy a relatively low rate of unemployment in Maryland (See Table 8) (Census, 2015).

<table>
<thead>
<tr>
<th>Maryland</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 to 19 years:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In labor force:</td>
<td>157,216</td>
<td>150,386</td>
<td>307,602</td>
</tr>
<tr>
<td>In Armed Forces</td>
<td>55,678</td>
<td>57,556</td>
<td>113,234</td>
</tr>
<tr>
<td>Civilian:</td>
<td>2,320</td>
<td>815</td>
<td>3,135</td>
</tr>
<tr>
<td>Employed</td>
<td>53,358</td>
<td>56,741</td>
<td>110,099</td>
</tr>
<tr>
<td>Unemployed</td>
<td>39,231</td>
<td>46,423</td>
<td>85,654</td>
</tr>
<tr>
<td>Not in labor force</td>
<td>14,127</td>
<td>10,318</td>
<td>24,445</td>
</tr>
<tr>
<td>20 and 21 years:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In labor force:</td>
<td>101,538</td>
<td>92,830</td>
<td>194,368</td>
</tr>
<tr>
<td>In Armed Forces</td>
<td>2,851</td>
<td>709</td>
<td>3,560</td>
</tr>
<tr>
<td>Civilian:</td>
<td>52,192</td>
<td>54,420</td>
<td>106,612</td>
</tr>
<tr>
<td>Employed</td>
<td>42,457</td>
<td>45,522</td>
<td>87,979</td>
</tr>
<tr>
<td>Unemployed</td>
<td>9,735</td>
<td>8,898</td>
<td>18,633</td>
</tr>
<tr>
<td>Not in labor force</td>
<td>27,843</td>
<td>24,662</td>
<td>52,505</td>
</tr>
<tr>
<td>55 to 59 years:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In labor force:</td>
<td>197,682</td>
<td>217,621</td>
<td>415,303</td>
</tr>
<tr>
<td>In Armed Forces</td>
<td>159,596</td>
<td>158,652</td>
<td>318,248</td>
</tr>
<tr>
<td>Civilian:</td>
<td>159,486</td>
<td>158,652</td>
<td>318,138</td>
</tr>
<tr>
<td>Employed</td>
<td>151,039</td>
<td>151,119</td>
<td>302,158</td>
</tr>
<tr>
<td>Unemployed</td>
<td>8,447</td>
<td>7,533</td>
<td>15,980</td>
</tr>
<tr>
<td>Not in labor force</td>
<td>38,086</td>
<td>58,969</td>
<td>97,055</td>
</tr>
<tr>
<td>60 and 61 years:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In labor force:</td>
<td>69,476</td>
<td>75,709</td>
<td>145,185</td>
</tr>
<tr>
<td>In Armed Forces</td>
<td>49,495</td>
<td>48,451</td>
<td>97,946</td>
</tr>
<tr>
<td>Civilian:</td>
<td>49,495</td>
<td>48,410</td>
<td>97,905</td>
</tr>
<tr>
<td>Employed</td>
<td>47,223</td>
<td>45,998</td>
<td>93,221</td>
</tr>
<tr>
<td>Unemployed</td>
<td>2,272</td>
<td>2,412</td>
<td>4,684</td>
</tr>
<tr>
<td>Not in labor force</td>
<td>19,981</td>
<td>27,258</td>
<td>47,239</td>
</tr>
<tr>
<td>62 to 64 years:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Armed Forces</td>
<td>93,553</td>
<td>110,932</td>
<td>204,485</td>
</tr>
</tbody>
</table>
In Maryland, veterans experience a lower unemployment rate than is experienced by Marylanders who are nonveterans according to the 2014 ACS data (See Table 9) (Census, 2015).

Lastly, for those Marylanders with income below the poverty level the unemployment rate is much higher than those with income levels at or above the poverty level (See Table 10) (Census, 2015).
Skills Gap Analysis
In terms of skills gaps, a skills gap study was conducted on behalf of Maryland by the University of Baltimore’s Jacob France Institute. The study used education, in terms of level of education and particular field of study, as a proxy for skills. In the study several possible spatial mismatches were identified. At the county level, it was found that there appeared to be gaps by education level for the Finance and Health services industries and it is noted that additional research is needed in this area (Zhang et al, 2014).

Labor Market Trends and Projections
Given the historical growth and prevalence in terms of employment of Maryland’s sectors, it is also important to look at projected changes in employment by industry and by occupation. From 2012 to 2022 it is projected that total employment in Maryland will increase by 6.12 percent. All of the sectors are expected to exhibit growth, with the exception of Manufacturing, Utilities, and Real estate, rental, and leasing. The largest growth is projected to occur in Professional, scientific, and technical services, which is projected to grow in employment by 42,555 (See Graph 13) (DLLR, 2014).

Occupations projected to increase in size and have above average wages in Maryland were stratified by education levels to create list of “Hot Jobs”. In the Associate’s degree or below category, the top occupations were projected to increase by as much as 33 percent from 2012 to 2022 and have average annual wages starting at nearly $60,000. These occupations typically required extensive experience or specialized skills, such as Radiologic Technicians and Managers. For the Bachelor’s degree category, projected growth was estimated to be as high as 41 percent for some occupations. The average annual wages started at approximately $60,000 to over $100,000. These occupations were dominated by computer-related occupations, such as Software Developers. In the Graduate and Professional Degrees category, employment growth is estimated to be as high as 35 percent for some occupations. Health care, Education, Computer and mathematical related occupations, dominated this list of “Hot Jobs” (DLLR, 2015).
Occupations projected to increase in size and have above average wages in Maryland were stratified by education levels to create list of “Hot Jobs”. In the Associate’s degree or below category, the top occupations were projected to increase by as much as 33 percent from 2012 to 2022 and have average annual wages starting at nearly $60,000. These occupations typically required extensive experience or specialized skills, such as Radiologic Technicians and Managers. For the Bachelor’s degree category, projected growth was estimated to be as high as 41 percent for some occupations. The average annual wages started at approximately $60,000 to over $100,000. These occupations were dominated by computer-related occupations, such as Software Developers. In the Graduate and Professional Degrees category, employment growth is estimated to be as high as 35 percent for some occupations. Health care, Education, Computer and mathematical related occupations, dominated this list of “Hot Jobs” (DLLR, 2015)

**Employers’ Employment Needs**
Based on real-time Labor Market Information (LMI), the top 10 occupations by number of job openings advertised online included many of the previously mentioned occupations, such as: Computer and mathematical occupations, Healthcare practitioners and technical occupations, and Management occupations (See Table 11).
### Table 7: Top Advertised Job Openings by Occupation; Source: MWE, 2015

According to the top jobs advertised online, job openings are available at a range of education and experience levels (See Tables 12 and 13).

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Education Level</th>
<th>Job Openings</th>
<th>Mean (Average) Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare Practitioners and Technical Occupations</td>
<td>Bachelor’s Degree</td>
<td>25,564</td>
<td>$70,233</td>
</tr>
<tr>
<td>Management Occupations</td>
<td>Bachelor’s Degree</td>
<td>24,133</td>
<td>$72,048</td>
</tr>
<tr>
<td>Computer and Mathematical Occupations</td>
<td>Bachelor’s Degree</td>
<td>21,188</td>
<td>$73,680</td>
</tr>
<tr>
<td>Sales and Related Occupations</td>
<td>Bachelor’s Degree</td>
<td>17,859</td>
<td>$30,989</td>
</tr>
<tr>
<td>Office and Administrative Support Occupations</td>
<td>High School Diploma or Equivalent</td>
<td>15,173</td>
<td>$31,139</td>
</tr>
<tr>
<td>Transportation and Material Moving Occupations</td>
<td>Bachelor’s Degree</td>
<td>12,820</td>
<td>$31,775</td>
</tr>
<tr>
<td>Architecture and Engineering Occupations</td>
<td>Bachelor’s Degree</td>
<td>12,149</td>
<td>$76,645</td>
</tr>
<tr>
<td>Food Preparation and Serving Related Occupations</td>
<td>Bachelor’s Degree</td>
<td>8,850</td>
<td>$29,434</td>
</tr>
<tr>
<td>Business and Financial Operations Occupations</td>
<td>High School Diploma or Equivalent</td>
<td>7,644</td>
<td>$60,047</td>
</tr>
<tr>
<td>Installation, Maintenance, and Repair Occupations</td>
<td>Bachelor’s Degree</td>
<td>4,889</td>
<td>$40,182</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Education Level</th>
<th>Job Openings</th>
<th>Mean (Average) Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer and Mathematical Occupations</td>
<td>Bachelor’s Degree</td>
<td>4,616</td>
<td>$79,385</td>
</tr>
<tr>
<td>Management Occupations</td>
<td>Bachelor’s Degree</td>
<td>3,048</td>
<td>$78,149</td>
</tr>
<tr>
<td>Office and Administrative Support Occupations</td>
<td>High School Diploma or Equivalent</td>
<td>2,258</td>
<td>N/A</td>
</tr>
<tr>
<td>Architecture and Engineering Occupations</td>
<td>Bachelor’s Degree</td>
<td>2,208</td>
<td>$72,329</td>
</tr>
<tr>
<td>Sales and Related Occupations</td>
<td>High School Diploma or Equivalent</td>
<td>1,846</td>
<td>N/A</td>
</tr>
<tr>
<td>Healthcare Practitioners and Technical Occupations</td>
<td>Bachelor’s Degree</td>
<td>1,749</td>
<td>$72,783</td>
</tr>
<tr>
<td>Business and Financial Operations Occupations</td>
<td>Bachelor’s Degree</td>
<td>1,645</td>
<td>$59,840</td>
</tr>
<tr>
<td>Management Occupations</td>
<td>High School Diploma or Equivalent</td>
<td>1,121</td>
<td>N/A</td>
</tr>
<tr>
<td>Transportation and</td>
<td>High School Diploma or Equivalent</td>
<td>1,079</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Material Moving Occupations

Diploma or Equivalent

### Healthcare Practitioners and Technical Occupations

No Minimum Education Requirement

841 N/A

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Experience Level</th>
<th>Job Openings</th>
<th>Mean (Average) Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer and Mathematical Occupations</td>
<td>Less than 1 year</td>
<td>3,676</td>
<td>$80,946</td>
</tr>
<tr>
<td>Healthcare Practitioners and Technical Occupations</td>
<td>Less than 1 year</td>
<td>2,133</td>
<td>$56,002</td>
</tr>
<tr>
<td>Office and Administrative Support Occupations</td>
<td>Less than 1 year</td>
<td>1,573</td>
<td>$27,490</td>
</tr>
<tr>
<td>Business and Financial Operations Occupations</td>
<td>Less than 1 year</td>
<td>1,496</td>
<td>$59,018</td>
</tr>
<tr>
<td>Management Occupations</td>
<td>Less than 1 year</td>
<td>1,185</td>
<td>$68,664</td>
</tr>
<tr>
<td>Sales and Related Occupations</td>
<td>Less than 1 year</td>
<td>1,155</td>
<td>$26,590</td>
</tr>
<tr>
<td>Architecture and Engineering Occupations</td>
<td>Less than 1 year</td>
<td>1,057</td>
<td>$67,442</td>
</tr>
<tr>
<td>Management Occupations</td>
<td>2 Years to 5 Years</td>
<td>742</td>
<td>$78,870</td>
</tr>
<tr>
<td>Management Occupations</td>
<td>1 Year to 2 Years</td>
<td>697</td>
<td>$63,678</td>
</tr>
<tr>
<td>Healthcare Practitioners and Technical Occupations</td>
<td>1 Year to 2 Years</td>
<td>655</td>
<td>$83,518</td>
</tr>
</tbody>
</table>

**Tables 11 and 12: Top Job Openings Advertised Online by Education and Experience Levels; Source: MWE, 2015**

### Conclusion

In closing, Maryland is home to a diverse and well-educated labor force. The unemployment rate has continued to decline from elevated levels associated with the Great Recession and real GDP is on the rise. Government, Professional and technical services, and Education and health services are industries that employ many Marylanders and these industries have recovered from the Great Recession. Additionally, these industries are projected to continue to grow based on long-term projections. Skilled occupations, such as those related to computers or health care, are expected to grow and are high-paying careers available for Marylanders.

### Works Cited


37
Workforce Development, Education and Training Activities Analysis

DLLR – Division of Workforce Development and Adult Learning

DLLR commissioned the Jacob France Institute (JFI) at the University of Baltimore to analyze the economic and fiscal contribution of its workforce development programs. The analysis utilized data provided to JFI for outcomes under the core programs provided at Maryland’s American Job Centers during PY 2013.

This study uses the standard regional economics modeling method of input/output (I/O) analysis to quantify the induced (multiplier) impacts of DLLR workforce development programs in terms of the earnings of persons placed in employment after receiving DLLR services. This analysis uses an IMPLAN Maryland economic input/output model that quantifies the interrelationships between economic sectors. I/O data show the flow of commodities to industries from producers and institutional consumers for any given state, region or county. The data also show consumption activities by workers, owners of capital, and imports from outside the state or region. These trade flows built into the model permit estimating the impacts of one sector on all other sectors with which it interacts. In other words, I/O analysis models the flow of funds that originate from the direct expenditures associated with the earnings of persons entering employment after receiving DLLR workforce development services and the ongoing ripple (multiplier) effect of these earnings. I/O analysis is widely considered the “gold standard” for measurement of economic impacts and is the generally accepted methodology for measuring the economic impact associated with projects, companies, or of entire industries.

The IMPLAN model allows for the estimation of three key economic measures used in this analysis:

- **Employment** – The total number of full and part time jobs in all industries;
- **Labor Income** – All forms of employment income, including both employee compensation (wages and benefits) and self-employment earnings; and
- **Output** – The total value of production or sales in all industries.

Economic impact analyses begin with quantifying the direct effect of an activity. In the case of this analysis, the direct effect being modeled is the earnings of persons placed in or entering employment after receiving DLLR workforce development services. As described above, the JFI obtained data on the number of previously unemployed persons who were placed or entered into employment and their associated average annual earnings for Program Year 2013 from DLLR.

For this analysis, the contribution of DLLR’s WIA and Wagner-Peyser Act workforce development programs is considered to be the earnings of the previously unemployed persons receiving services under both programs. These earnings impact the Maryland economy as they are spent on purchases of goods, services, housing and other activities.

As presented in the table below, there is a total of $1.37 billion in earnings associated with the 70,786 previously unemployed persons included in this analysis, placed in or entering employment after receiving services from DLLR’s WIA and Wagner-Peyser Act funded programs. The 3,340 previously unemployed persons placed in or entering employment after receiving WIA services had estimated annual income of $85.96 million.

The earnings of the previously unemployed persons receiving services from WIA and Wagner-Peyser Act funded programs is one measure of DLLR’s contribution to the State of Maryland. Simply counting these earnings as the economic contribution of the program however, undercounts the actual contribution of the program. These earnings also support other economic activity in the State as the incomes of these previously unemployed persons
are spent and become income for businesses and other individuals in the State. This additional spending can be measured through the use of economic I/O modeling, which estimates the “multiplier” effects of the additional rounds of spending associated with an activity.

The results of the IMPLAN economic contribution analysis are presented in Table 3. As presented in this table:

- The $85.96 million in post placement earnings for the 3,340 previously unemployed persons placed in or entering employment after receiving WIA services supports $91.96 million in economic activity in Maryland, supports 698 jobs earning $32.9 million in labor income, and generates $6.2 million in estimated combined State and local tax revenues;

- The $1.37 billion in post placement earnings for the 70,786 previously unemployed persons placed in or entering employment after receiving Wagner-Peyser services induces $1.5 billion in economic activity in Maryland, supports 11,091 jobs earning $525.5 million in labor income, and generates $97.3 million in estimated combined State and local tax revenues.

It is important to note that the total economic contributions derived from the increase in spending of persons placed in or entering employment after receiving DLLR Wagner-Peyser or WIA services is only a small increment above the actual increase in incomes. This is because an increase in an individual’s income impacts the economy through the local spending associated with this income. Increases in incomes are reduced by the amount of state and federal taxes and individual savings and thus, only a portion of any increase in income is actually spent in the form of consumption expenditures. Furthermore, a large portion of actual in-State consumption expenditures are spent on items that are imported from outside of the State. Thus, the overall State-level contribution of increases in income appear to be small in relation to the actual increase in incomes.
Benefit-Cost Ratio Analysis

The budget for the WIA and Wagner-Peyser workforce programs analyzed is presented in Table 4. DLLR total spending for WIA and Wagner-Peyser workforce programs totals $45.7 million, consisting of $34.2 million for WIA programs and $11.6 million for Wagner-Peyser programs.

The most conservative way to look at the benefit-cost ratio of DLLR’s WIA and Wagner-Peyser workforce programs is to analyze the State tax revenues generated in comparison to the costs incurred. This type of comparison; however, is complicated by the fact that the majority of these funds come from the federal
government, rather than state appropriations. As presented in Table 5, using this benefit-cost measure, DLLR’s WIA and Wagner-Peyser programs return $1.18 in estimated State tax revenues per $1 spent. A broader measure of the benefit-cost ratio of DLLR’s WIA and Wagner-Peyser workforce programs is to analyze the economic output or activity generated by these programs compared to the cost of the programs. This analysis is complicated by the relatively low levels of expenditures per person in comparison to the post employment earnings, making this measure quite distorted. This is especially true of the Wagner-Peyser program, where only limited direct assistance is provided to each job seeker. For the more intensive WIA program, where persons receive more substantial training and placement assistance, the program generates $2.7 in Maryland economic activity for each $1 budgeted via WIA.

<table>
<thead>
<tr>
<th>Budget for DLLR Wagner-Peyser and WIA Programs Program Year 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Total for DLLR Workforce Programs Analyzed</td>
</tr>
<tr>
<td>WIA</td>
</tr>
<tr>
<td>Wagner Peyster</td>
</tr>
</tbody>
</table>

The workforce development services provided by DLLR are also important because the Department is charged with ensuring employers have the skilled workforce they need to be competitive. DLLR pursues this mission by working with the business and employer community to identify key industries and occupations vital to Maryland’s economic future. Another key contribution of the DLLR’s WIA and Wagner-Peyser workforce programs is the role of each in facilitating the hiring of the individuals served through its Wagner-Peyser and WIA programs by the core industries deemed to be vital for Maryland’s economic future. Employment by sector for 66,156 of the 70,786 persons entering or placed in employment by DLLR’s WIA and Wagner-Peyser workforce programs is presented in Table 6.11.

The largest number of placements/persons entering employment is in the Administrative and Waste Services sector, with 17%. This sector includes the Employment Services industry, which includes placement and temporary help services. The retail sector accounted for 16% of employment, followed by Health and Social Services (13%) and accommodations and food service (10%).
TANF Program

Short-term Employment & Earnings Outcomes

TANF’s federal performance measure focuses on the percent of work-eligible clients that are engaged in work-related activities intended to prepare them for employment. These activities can include job search, work experience, subsidized employment, and on-the-job training among others. In order to gauge the impact of these activities on recipients, Maryland also examines employment outcome measures, such as the percent of work-eligible clients with employment after they exit the TANF program. The following table examines the employment and earnings of work-eligible clients in the year before and the year after their cash assistance receipt.
Population: Work-eligible TANF clients who exited cash assistance between October 2013 and June 2014 (n=11,340). Most of these individuals were unemployed while receiving TANF; only 14.4% (n=1,639) had earnings below the eligibility threshold while they were cash assistance recipients.

Employment before and after TANF receipt: About half (52%) of work-eligible TANF clients worked in the year before they began receiving TANF, and more than three in five (62%) worked in the year after they exited the program.

Earnings before and after TANF receipt: In the year before TANF receipt, employed work-eligible TANF clients had average annual earnings of $7,344, and among those working in the year after exiting the program, average annual earnings were nearly $3,000 more ($10,134). This translates into an increase of nearly $30 million in total earned income after clients had participated in the TANF program.

Strength of the TANF work program: Maryland’s TANF program is able to assist clients in returning to the workforce. Additionally, clients typically receive higher earnings after TANF participation. One of the goals of the TANF program is to end the dependence of needy parents on government benefits by promoting job preparation, work, and marriage. Based on this analysis, employment increased by 10 percentage points after TANF receipt, and earnings increased by nearly 40%.

<table>
<thead>
<tr>
<th>Employment &amp; Earnings Before &amp; After TANF Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year before TANF receipt</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Year after TANF receipt</td>
</tr>
</tbody>
</table>

Note: Includes work-eligible clients with a TANF case closure between October 2013 and June 2014 (n=11,340). Earnings figures exclude clients without any employment in the year before or after TANF receipt and are standardized to 2015 dollars.

Five-Year Employment & Earnings Outcomes

The following two tables examine employment and earnings among a 5% random sample of TANF clients, excluding child-only cases, who exited cash assistance between December 2001 and March 2009 (n=4,767). Clients are categorized into groups based on their employment and earnings in the first five years after exit.

Employment five years after TANF receipt: One in five (21.6%) TANF clients were able to maintain stable employment during the five years after exiting TANF. Considering the changes in the economy during this period, this is a significant accomplishment; fewer than one in three (30.2%) of these clients returned to welfare during those five years. However, clients with decreasing or low employment outcomes (29.3%) were substantially more likely to return to TANF within five years after exit (64.5%). One major difference between these two groups of clients is their educational attainment: almost three in four clients with stable employment (73.1%) finished high school, compared to just over half of clients with decreasing or low employment (53.7%).

Earnings five years after TANF receipt: Less than 10% of clients were able to maintain earnings above the poverty threshold for a family of three ($19,790 in 2014) for each of the five years after exit. Just over 10% of these individuals returned to TANF. On the other hand, 32.3% of clients had earnings amounting to less than 20 hours per week at the minimum wage or earnings that decreased over the five-year period; 72.9% of these clients returned to TANF. There is a considerable difference in educational attainment between those with continuous
substantial earnings and those with decreasing or low earnings; over 80% of those with higher earnings finished high school, compared to 50% of their counterparts with low or decreasing earnings.

**Improving long-term outcomes:** Some TANF clients have difficulty maintaining stable employment during the five years after their exits from TANF. Additionally, earning self-sufficient wages may be challenging for some clients. Those with decreasing or low employment or earnings were more likely to return to the TANF program for additional cash assistance than clients with stable employment or clients with earnings above the poverty threshold. It is important to note, however, that the study period includes the Great Recession, which affected the employment opportunities available to clients exiting TANF and depressed their wages. The main difference between clients who have successful long-term employment or earnings outcomes and those who do not is higher educational attainment. This suggests that additional education and training may help many TANF clients obtain stable employment and increase their earning power.

### Employment Outcomes: Five Years after Exit

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent of Sample</th>
<th>Percent with High School Diploma</th>
<th>Percent who Return to TANF within 5 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stable employment</td>
<td>Employed for 3-4 quarters in each year</td>
<td>21.6%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Other employment success</td>
<td>Employment increased over time or worked 3-4 quarters in each of last 2 years</td>
<td>20.9%</td>
<td>62.4%</td>
</tr>
<tr>
<td>Decreasing or low employment</td>
<td>Employment decreased over time or worked 0-1 quarter each year</td>
<td>29.3%</td>
<td>53.7%</td>
</tr>
<tr>
<td>Inconsistent pattern</td>
<td>No pattern or worked 0-1 quarter in each of last 2 years</td>
<td>28.3%</td>
<td>57.2%</td>
</tr>
</tbody>
</table>

### Earnings Outcomes: Five Years after Exit

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent of Sample</th>
<th>Percent with High School Diploma</th>
<th>Percent who Return to TANF within 5 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous substantial earnings</td>
<td>Total earnings more than the federal poverty threshold for a family of three ($19,790) each year</td>
<td>8.0%</td>
<td>83.0%</td>
</tr>
<tr>
<td>Other earnings success</td>
<td>Earnings increased over time or earned more than $19,790 in each of last 2 years</td>
<td>20.4%</td>
<td>70.9%</td>
</tr>
<tr>
<td>Decreasing or low earnings</td>
<td>Earnings decreased over time or earned less than $7,540 (20 hours per week at minimum wage) each year</td>
<td>32.3%</td>
<td>50.4%</td>
</tr>
<tr>
<td>Inconsistent pattern</td>
<td>No pattern or earned less than $7,540 (20 hours per week at minimum wage) in each of last 2 years</td>
<td>39.3%</td>
<td>62.4%</td>
</tr>
</tbody>
</table>
Assessments, Performance and Alignment
To ensure that workforce system continuously improves, Maryland’s WIOA Partners must dedicate themselves to placing people before performance standards. In placing the customers (businesses and jobseekers) that rely on the workforce system at the center of the decisions that are made regarding the system, Maryland’s WIOA Partners must continue to strive for excellence, innovation, and the best service delivery possible. People who need the services the most will benefit from a system that operates out of realistic expectations and is empowered with the flexibility to take risks needed to serve target populations. To that end, the WIOA Partners will work with USDOL and the federal Department of Education and other federal funders to agree on performance standards once further guidance is provided.

The WIOA partners must continually meet on a regular basis to ensure that the constituent programs within Maryland’s workforce system are aligned to provide businesses and jobseekers the best services possible. The WIOA partners are dedicated to establishing an “Alignment Group” that will continue to provide focus to the WIOA work groups that have been previously formed to ensure:

- Customer flow strategies are formalized and efficiencies are maximized;
- Seamless access to information is achieved for businesses and jobseekers alike;
- Development of shared assessment tools that emphasize customer service;
- New technologies are harnessed for ease of access for the consumer; and,
- Common branding is leveraged to promote Maryland’s workforce system.

The Alignment Group will serve as a vehicle for greater communication between the WIOA partners. The group will include key leadership in all of the core and combined plan elements state in the plan. The group will meet on a regular basis and will also serve as a way to discuss issues that may arise as the programs continue to align, and in some instances, co-locate into Maryland’s American Job Center system.

Furthermore, the WIOA partners are directed to within the first year of implementation of this State Plan, establish a Maryland WIOA convening. The convening will include both cabinet secretaries representing the WIOA partners, key management from the WIOA partners, GWIB representatives, and key local operational representation. The vision for an integrated system, as set forth in this plan, will be communicated at this convening. Additionally, best practices must be discussed, and partners from all levels must be afforded the opportunity to discuss issues as this combined plan is implemented.
PART 3. OPERATIONAL PLANNING ELEMENTS

STATE STRATEGY IMPLEMENTATION

The Governor’s Workforce Investment Board (GWIB) is responsible for advising the Governor on the development of strategies and policies to form a coordinated WIOA-compliant workforce system by integrating a variety of education, employment, and training programs. It brings together and focuses various workforce development partners and stakeholders on two key outcomes – ensuring there is a properly prepared workforce that meets the current and future demands of Maryland employers, and providing opportunities for all Marylanders to succeed in the 21st century workforce.

GWIB Mission: To guide a nationally-recognized workforce development system that aligns with the economic and educational goals of the State of Maryland and will result in a qualified workforce available to employers across the State.

GWIB Vision: A Maryland where every person maximizes his or her career potential and businesses have access to the human resources they need to be successful. The vision includes:

- Alignment of the business, workforce system, and economic development interests in Maryland;
- Well-integrated, coordinated, and collaborative systems across agencies, institutions, local areas, and business;
- Preservation and expansion of Maryland's highly-educated workforce; and,
- Creation of opportunities for all Maryland residents to participate and succeed in the workforce.

To ensure the State’s workforce board’s functions are successfully carried out pursuant to WIOA, the GWIB has:

- **GWIB Chairperson** presides at all meetings, appoints committees, and is responsible for leading the Board in its activities and for serving as the principal liaison between the Governor and the Board. As necessary to facilitate the Board’s performance of its WIOA duties and responsibilities, the Chairperson duties include: facilitating and driving high-performance governance; setting the proposed agenda with the Executive Director; holding task force committees accountable; communicating and coordinating with the Executive Director; managing and facilitating meetings; appointing members to committees; and performance ambassador, advocacy and public relations responsibilities.

- **An Executive Committee** that is comprised of 10 GWIB Board members—6 members of business, 3 government representatives, and 1 member representing workforce. The Executive Committee develops recommendations to the Board in the areas of strategic planning, legislation, and operations. One of their primary duties is to develop the agenda for full Board meetings.

- **An Interagency Workforce Committee** that is comprised of senior officials from the GWIB's partner agencies. The Committee's purpose is to coordinate and align workforce development initiatives and policies to meet the demands of Maryland’s industries.

- **GWIB Staff** provide strong administrative support to the Board in its efforts to carry out its WIOA functions.

Implementation of Maryland’s Strategy

To support Maryland’s comprehensive and collaborative workforce system, DLLR, DHR, MSDE, and local partners are committed to ensuring effective coordination and alignment of the State’s WIOA programs through strategic policy development coordinated resource sharing through cooperative agreements, and collaboration with local and regional partners. Together, Maryland’s WIOA team facilitates the creation of a strong, skilled workforce that effectively connects with businesses to help them compete in the global, State, and local economies.
Consistent with Governor Hogan’s vision, DLLR will continue over the next four years to work closely with its sister agencies and local partners to ensure that customers are provided with the services they need, in a way that avoids duplication of programs and activities carried out through the system. DLLR’s Division of Workforce Development and Adult Learning (DWDAL) leads the State WIOA workforce system’s implementation of operational protocols, programs, and practices. The Division is committed to the implementation of policies and procedures that promote systems improvement, efficient operations within the American Job Center system, and the expansion of established best practices related to service provision.

Maryland is positioning itself to make certain that investments in the State’s workforce system now will ensure continuous improvement of a comprehensive and robust system that gives the State’s businesses the skilled workforce they need to compete in an ever changing global economy. Maryland will continue to take a customer-focused approach to workforce development issues to successfully meet both jobseeker and business needs.

**Jobseekers as Customers: Coordination, Alignment, and Provision of Services**

For jobseekers—especially for those jobseekers who are unemployed or who face barriers to employment—this approach means that the State will strive to ensure customers who are receiving multiple services across agencies are not discouraged or disenfranchised by unnecessary bureaucracy. Instead, Maryland customers will feel encouraged and assisted by the workforce system, because the WIOA partners will continue to communicate often and effectively, taking action to align efforts across programs when possible. The WIOA partners will meet on a monthly or bi-monthly basis through the Alignment Group to discuss implementation and alignment efforts, and to address the progress and opportunities for improvement, which would include training opportunities for staff. Maryland will use multiple avenues and access points to provide efficient and effective services and systems for customers to access resources and services needed to achieve their goal.

To help operationalize alignment efforts, DLLR, DHR, MSDE, and local workforce partners are committed to cross training employees and sharing resources and data, as appropriate and when possible. Collaboration between State and local workforce partners and the co-location of resources will further foster improved customer service, as it will help to identify commonalities and to ensure that processes are in place that will provide more service to shared customers.

The WIOA partners are also committed to meeting frequently to discuss issues, best practices, and challenges to ensure continued collaboration. The WIOA partners are further committed to placing job seekers in the center of all they do and are.
Maryland’s WIOA partners are committed to serving the following target population:

<table>
<thead>
<tr>
<th>Target Populations: Individuals with Barriers to Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displaced Homemakers</td>
</tr>
<tr>
<td>Eligible migrant and seasonal farmworkers</td>
</tr>
<tr>
<td>Ex-offenders</td>
</tr>
<tr>
<td>Homeless individuals</td>
</tr>
<tr>
<td>Low-income individuals (including TANF and SNAP recipients)</td>
</tr>
<tr>
<td>Native Americans, Alaska Natives, and Native Hawaiians</td>
</tr>
<tr>
<td>Individuals with disabilities, including youth who are individuals with disabilities</td>
</tr>
<tr>
<td>Older individuals</td>
</tr>
<tr>
<td>Individuals facing substantial cultural barriers</td>
</tr>
<tr>
<td>Individuals who are English language learners</td>
</tr>
<tr>
<td>Individuals who are unemployed</td>
</tr>
<tr>
<td>Individuals who have low levels of literacy</td>
</tr>
<tr>
<td>Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act</td>
</tr>
<tr>
<td>Individuals without a High School Diploma</td>
</tr>
<tr>
<td>Long-term unemployed individuals</td>
</tr>
<tr>
<td>Single parents (including single pregnant women and non-custodial parents)</td>
</tr>
<tr>
<td>Veterans</td>
</tr>
<tr>
<td>Youth who are in or have aged out of the foster care system</td>
</tr>
</tbody>
</table>

These individuals face challenges that require innovative strategies, solutions, and tools to meet their needs throughout the job acquisition, training, and business recruitment processes. Maryland’s WIOA system will:

1. **Incorporate continuous staff training**, which is paramount to understanding and properly utilizing the tools available to facilitate assessment, to disseminate information on services available throughout the system, and to refer customers to appropriate WIOA partner organizations.
2. **Provide multiple access points** to increase outreach and balance efficiency among the various persons involved with the customer experience.
3. **Create a robust menu of services and appropriate referrals** that can effectively meet the needs of a diverse customer base.
4. **Establish relationships, competence, and accountability among all partners** and customers involved in the system. Through the Alignment Group, the WIOA partners will establish deeper relationships and accountability to enhance our customers’ experiences.
5. **Encourage sharing of information among partners**, such as creating a resource map, workforce network blog, WIOA list serve, and a common customer service management system. The Alignment Group will provide guidance to the system.
6. **Encourage greater business involvement** in workforce processes, in Workforce Development Boards, and in the sharing of “industry-related” work skills and behavioral expectations. This includes a greater
collaborative role for community colleges and industry organizations in developing programs that meet labor market needs in the local area.

7. **Develop a common intake process**, with partners having the ability to access customer information on services provided and next steps in the process.

8. **Reduce duplicative processes** to expand staff’s ability to serve customers more efficiently. The Alignment Group will provide guidance, and the WIOA work groups will continue to work on customer flow models, and common intake.

9. **Establish guidelines** for WIOA partners to manage and refer customers to other partners.

10. **Identify liaisons** among the various partners to assure that customers experience a seamless flow and referral to appropriate services.

11. **Develop a mechanism for clear identification of resources and service responsibilities** among the partners and within the community.

12. **Place people before performance** by putting customers at the center of policy decisions regarding service delivery.

**Supportive Services**

Supportive services provide financial assistance to participants who would not be able to participate otherwise. As needed and able, the WIOA partners may offer supportive services to eligible participants with transportation, suitable attire for business, tools, work or training equipment, child or dependent care, graduation fees, union fees, clothing for interviews or work, and more. Using a systems approach, the WIOA partners are committed to working together to ensure supportive service resources are leveraged effectively for jobseekers.

Programs working with out-of-school youth ages 16-24 are strongly encouraged to work with Local Management Boards through the Governor’s Office for Children to plan and implement supportive services that respond to the needs of youth in their respective jurisdictions. Local Management Boards are local government designees established in each of Maryland’s 24 jurisdictions to ensure the coordinated implementation of a local inter-agency service delivery system for children, youth, and families. Local Management Boards are able to apply for flexible State funds from the Children’s Cabinet to support programming that aligns with Governor Hogan’s goal of ensuring economic opportunity for all. These flexible State funds may provide necessary supports that could not otherwise be provided with existing, less flexible federal dollars. It is envisioned that collaborative planning and implementation will prevent service duplication and ensure that State funds are used to fill gaps in services. Local plans must address how they will leverage and coordinate supportive services in service delivery.

**Business as WIOA Customers: Coordination, Alignment and Provision of Services to Employers**

Businesses must play a central role in the workforce system. Businesses create jobs and employ Marylanders. They directly benefit from the creation of a pipeline of skilled and knowledgeable workforce. As such, Business is a key customer of the workforce system. Recognizing this fact, the majority of the Governor’s Workforce Investment Board, consistent with the requirements of WIOA, is comprised of business leaders. As Governor Hogan’s chief policy-making body on workforce development, innovation and opportunity, the Board is dedicated to promoting comprehensive planning and coordination of employment and training programs in the State. Business can play an important role in developing training criteria and identifying emerging jobs.

GWIB will dedicate efforts to establish a business engagement taskforce to ensure that business is engaged in the delivery of workforce services. The taskforce will provide strategies to the WIOA partners on providing outreach to Maryland’s businesses, utilization of labor market information, and the development of innovative practices in
workforce development training needs. Local Boards must also outline in their respective local plans how they intend to provide a greater business voice in local workforce services.

Furthermore, the WIOA partners agree to work together to ensure quality customer service to businesses. Previous business outreach efforts have been disjointed as agencies independently built relationships with Maryland business leaders without collaboration or coordination. As a result, multiple agencies from State and local entities make multiple, and sometimes overlapping inquiries of businesses. The Maryland Business Services Team, is comprised of DLLR staff, local workforce staff, and other locally determined partners. It exists to help companies grow and thrive, to foster economic growth and stability, and to ensure that Marylanders have opportunities for gainful employment.

Together, the members of the Business Services Team work with companies throughout the State to understand specific business needs and to proactively assist Maryland’s businesses with growth and workforce development strategies. The team partners with agencies and local entities to meet its goal. Additional partners may include, but are not limited to: Maryland Department of Commerce, DHR, MSDE, the Maryland Department of Disabilities, local economic development agencies, public libraries, faith-based organizations, community organizations, Chambers of Commerce, industry associations, Maryland businesses and colleges and universities. Moving forward, the aforementioned agencies will have representation on the Business Services Team to ensure that both workforce and economic development needs of a respective business are met, and that State resources are effectively leveraged.

Team members have participated, and will continue to participate, in joint training sessions and will work collaboratively to develop relationships with Maryland businesses, meet with leaders and provide consulting services related to company stabilization and growth throughout the business life cycle. In frequent communication, the Business Services Team will develop a deeper understanding of the service each offer, and, after understanding a business’s needs, will be able to refer the business to the services of fellow team members. Businesses should also be considered partners in the WIOA system. Recognizing that a workforce system that is disconnected from business fails to meet the needs of jobseekers, the WIOA partners are dedicated to creating an industry-driven solution to workforce development that places businesses in the center of the identification of workforce needs, the development of curriculum, the design of trainings, and the placement of successful participants. Deep involvement of business in the process breeds confidence from employers that program participants are proficient in relevant skills that create contributing employees.

Maryland has received national acclaim as a leader in industry-led partnerships through the EARN Maryland program. The program, whose acronym stands for Employment Advancement Right Now, is a state-funded initiative that provides grants to strategic industry partnerships, which, in turn, provide training opportunities for Maryland’s jobseekers and those individuals seeking to obtain additional training to further their careers in a wide variety of fields.

The WIOA partners agree that building on the success of this industry-driven model will ensure that the needs of businesses and jobseekers are met. Maryland’s WIOA partners are also dedicated to the expansion of industry-led partnerships that allow participants to obtain industry-recognized credentials. In placing an emphasis on both industry-led partnership opportunities and industry-recognized credentials, Maryland is ensuring that its talent pipeline is responsive to the needs of in-demand careers and industry sectors. To that end, local workforce partners must also identify in their local plan submissions how they will promote and cultivate industry-led partnerships in the delivery of workforce training opportunities. Opportunities to link EARN with the Adult
Education/Career Pathways system should be explored and implemented, in order to establish a bridge to participation for low-skilled individuals and others with barriers to employment.

**Partnership with Education**

Unlike many states, which face siloed education and workforce systems, Maryland enjoys strong, collaborative partnerships between its educational institutions and workforce entities. By emphasizing career pathways as a key tenant of our state’s strategic plan, Governor Hogan recognizes the importance of sustaining and continuing to foster this important relationship.

In Maryland, adult education and literacy programs are housed within DLLR’s Division of Workforce Development and Adult Learning, alongside the WIOA workforce programs. Colocation of leadership ensures that administrators are communicating often and effectively. Strong communication helps to ensure that local adult education service providers (many of which are community colleges) and local workforce areas are administering programs in a coordinated fashion. It also provides the State with an opportunity to apply for supplemental grants together, and it allows for more easily recognizable alignment opportunities.

For example, Maryland is committed to aligning basic skills and English language assessments between its local adult education providers and its local workforce areas, so that customers are not over-assessed and resources can be maximized. Mutual customers will be better served by Maryland’s alignment of National Reporting System (NRS) tests. This alignment allows individuals, who may need help from the adult education providers to improve numeracy or literacy before entering a workforce training program, to transfer assessment results between the two systems. Over the next four years, Maryland will continue to seek out opportunities like this for improved customer service and cost savings. Local Plans must address how the local area will align basic skills and English language assessments.

Maryland is committed to reevaluating its Eligible Training Provider (ETP) application process, as a way to ensure that WIOA customers have a robust list of diverse, job-driven training and career pathway programs for which Individual Training Accounts (ITAs) can be used. While an interim policy was released by DLLR in July 2015, DLLR has since made efforts to further consolidate responsibilities for the State’s administration of the Eligible Training Provider List. A revised policy regarding the process in light of this consolidation will be issued by Summer 2016. DLLR is also committed to convening stakeholders, including but not limited to WIOA partners, community colleges, and EARN Program training providers, to understand how application processes for new providers could be improved. DLLR will also continue conversations with its existing ETPs and the USDOL to gauge how Personally Identifiable Information (PII) concerns can be addressed to ensure that PII is managed scrupulously.

Though WIOA places a greater emphasis on serving out-of-school youth, Maryland’s WIOA partners remain committed to ensuring that a clearly defined career pathway exists for in-school youth too. The workforce system has a strong, enduring relationship with its Career and Technical Education (CTE) schools across the State. Many CTE administrators sit on Local Workforce Boards and are actively engaged in conversations with businesses and workforce providers to understand how high school programs can be improved to meet industry needs. Representatives from DLLR’s Division of Workforce Development and Adult Learning are currently meeting alongside MSDE and other key stakeholders to ensure ongoing alignment of Maryland’s CTE system with in-demand careers. The group is further committed to placing a greater emphasis on CTE programming as an avenue of college and career readiness for all students.
DLLR has provided training in promising models of Career Pathways and awarded grants to support career pathways systems planning in various local workforce areas. With leadership from DLLR’s adult education office, Maryland also piloted the Maryland Integrated Basic Education and Skills Training (MI-BEST) program and the Accelerating Connections to Employment (ACE) initiative, both of which provided accelerated, integrated learning opportunities for low-skilled job seekers, including individuals with limited English proficiency and those with low reading, writing, and math skills. DLLR will continue to provide technical assistance to local workforce areas to implement career pathways systems. This approach requires an investment of time and resources in order to best serve businesses, as well as job seekers. Identifying businesses in need of trained, entry-level employees is key to the success of career pathways programming. This requires the expertise of local workforce and economic development agencies. Planning for integrated academic and specific job training requires thoughtful coordination of training providers and adult education providers. Other partners must be engaged to fulfill the need for support services for individuals with barriers to employment. Businesses may provide internships and help to guide curriculum. The success of the program is measured by the percentage of participants who become employed within the specific industry for which they were trained.

The career pathways approach will require a workforce system transformation and can benefit a wide variety of participants, including low-skilled adults, high school students, disconnected youth, veterans, incumbent workers, individuals with disabilities, and other target populations. The system requires aligned and transparent educational progression with multiple entry points and clearly defined “on and off ramps.” The system requires a source of funding to scale up and sustain initiatives, maintain the partnerships that are critical to the process, and tools to measure and evaluate outcomes.

The WIOA partners are dedicated to the career pathways system as a way to further implement a, systematic approach to sustainable employment solutions for Maryland's jobseekers. To that end, WIOA partners pledge to provide resources to establish a robust career pathways system in Maryland. Local workforce partners must address in their local plans how they intend to implement a career pathways model to address their local workforce training needs.

Recently, DLLR convened a Youth Apprenticeship Advisory Committee, a group of business, labor, CTE experts, and other stakeholders, to explore the expansion of youth apprenticeships in Maryland pursuant to Chapter 646 of the Acts of 2014, as codified in Section 11-409 of the Labor and Employment Article of the Maryland Annotated Code. The Committee issued a report to serve as a blueprint for the Maryland’s youth apprenticeship system in an effort to engage a new generation of workers and employers in Maryland. The Committee is charged to evaluate the effectiveness of existing high school youth apprenticeship programs in other states and other countries. The Committee is further tasked with reviewing and identifying ways to implement high school youth apprenticeship programs in the State. The Committee must also review and identify means through which employers and organizations can obtain tax credits, grants, and other subsidies to support establishment and operation of high school youth apprenticeship programs, and set targets for the number of apprenticeship opportunities for youth that the State should reach over the next three years. As we have learned with the more traditional trade-focused Registered Apprenticeship programs, apprenticeships are a win-win for the business and the apprentice alike. Studies show that apprenticeships can and do reduce turnover costs, increase job satisfaction and increase productivity. Apprenticeships offer employees the opportunity to earn while they learn and reduce sky-rocketing costs associated with education and training necessary to compete effectively in the workforce. Also, recently, a team from Education, Commerce, and Labor jointly identified two school jurisdictions—Frederick and Washington Counties—where youth apprenticeship programs will be piloted beginning in September 2016 with high school juniors and seniors in STEM and manufacturing careers. Legislation creating the pilot was approved by the
Maryland General Assembly in 2015 as part of the State’s Economic Development and Business Climate Commission. Over the course of the next few years, DLLR hopes to build on best practices identified by this pilot to potentially expand this earn-and-learn model.

Maryland is dedicated to expanding Integrated Education and Training programming (training models that combine classroom instruction with meaningful workforce experiences), and specifically utilizing this model for apprenticeship and career pathways. These are primary tenets of our State’s strategic vision and, as such, our investments will open opportunities for Marylanders to access portable, stackable postsecondary credentials that are recognized across industry and education.

Coordinating with Commerce
Recognizing that greater collaboration between agencies may require the use of common platforms, data collection and information sharing. Maryland is committed to exploring technologies that link our business services teams in a more coordinated way. In order to provide relevant information to Maryland’s businesses, Business Services Team members from various state agencies must be cross-trained to a functional knowledge of business services offered by other state agencies and actively facilitate warm referrals to partners. Maryland’s Business Services members will attend quarterly training on business retention, growth and layoff aversion strategies, as well as economic and industry indicators, and Labor Market Information. Additionally, representatives from DLLR and Commerce will continue discussions to ensure greater coordination of services, including but not limited to access to Commerce’s current business services platform.

Furthermore, joint investment in incumbent worker training programs support employer strategies for upgrading the skills of currently employed workers. Incumbent worker training programs invest not only in the employee who obtains transferable skills and industry-recognized credentials, but also supports the competitiveness of Maryland’s businesses by ensuring that their incumbent employees can effectively adapt to meet continually advancing technologies.

These programs typically support business retention and expansion efforts. They do so not by developing basic skill levels in occupations with growing demand, a primary focus of Maryland’s EARN program, but by supporting company efforts to update skills for new processes and equipment. Both DLLR and Commerce have previously invested in matching grant programs directed to businesses. These investments in Maryland’s businesses provided customized training solutions for individual companies with unique or proprietary technical skill requirements.

Under WIOA, incumbent worker training can be used to help avert potential layoffs of employees, or to increase the skill levels of employees. DLLR and Commerce will collaboratively find ways to renew efforts to increase incumbent worker training funds, and will jointly market the availability of these training funds to ensure Maryland’s businesses are competitive and their employees are well-trained to compete in a global marketplace.

MARYLAND OPERATING SYSTEMS & POLICIES

Maryland’s Virtual One-Stop
The Maryland Workforce Exchange (MWE) is the State’s online operating system that is the foundation, support, and common link aligning Maryland’s Workforce System to include labor market information, data systems, and communications systems. With funding from various grants, the MWE has improved the State’s ability to serve both job seekers and businesses through an innovative, technology-based approach that provides comprehensive workforce services and online applications for a variety of integrated programs. These programs include the state’s
key workforce programs—Wagner-Peyser, the WIOA Adult, Dislocated Worker and Youth Programs, Trade Adjustment Assistance Act, the Jobs for Veterans State Grant Program, national dislocated worker grant programs, and more.

Self-service resource rooms, available in each American Job Center, include computers with internet access and shortcuts to other web-based job search and recruitment tools, labor market information, and career exploration.

The Maryland Workforce Exchange provides the opportunity for increased data integration services and case management. Businesses and employers have access to the portal as a customer service tool to search for qualified candidates, job description tools, labor market information, salary data and information on employment events.

Based upon feedback from the local workforce areas and businesses, the MWE will continue to provide convenient access to a variety of services through technology. This eliminates the necessity for both the jobseeker and business to enter a brick-and-mortar location, saves travel expense and time. The MWE is consistently updated with the changing and growing needs of both job seeker and business customers. In 2016, the MWE will be enhanced with the following modules:

- Mobile application – to provide access to MWE from mobile phones and other wireless devices
- Resume Aggregation – to provide resumes collected from external websites nationally. This module will add over 360,000 high quality resumes to MWE to help meet business’ recruitment needs.
- Worker Adjustment Retraining Notification (WARN) module – to track company layoff and closure activity as defined by Federal and State regulations automatically alerting staff of a new WARN notifications.

MWE enhancements allow the State to better meet the needs of Maryland’s jobseekers and business customers alike. The system allows us the ability to register and establish preliminary eligibility, obtain primary services, create customer profiles, post resumes, access training provider lists, and search thousands of employment opportunities using key word searches and filters. The system provides helpful resource tools and allows for ease of access to the portal from the office, home, school, library and various locations where internet access is available. MWE enhancements will also be made to raise business community awareness of MWE, and the applications will be developed to meet favorable reaction from business leaders. Development of applications should also take into account all accessibility requirements to ensure that MWE is accessible for all of Maryland’s jobseekers.

Under WIOA, there is an even greater emphasis on labor market information than there had been in the past. DLLR’s LMI Team is a part of the Office of Workforce Information and Performance. The LMI Team works to make workforce and economic data analyses easily accessible for informed decision-making for individual jobseekers, businesses, and policymakers, alike. These analyses include:

- Analyzing real-time labor market information;
- Identifying in-demand industries and occupations;
- Analyzing employers’ needs in those industries and occupations; and,
- Analyzing the workforce itself, including employment and unemployment rates and patterns, and the educational and skill levels of the workforce.

The team provides Maryland’s workforce with information about the local, regional, and national labor market, such as employment levels, unemployment, wage and earnings data, labor supply and demand and employment
projections. The LMI Team develops and deploys new information solution tools and systems that are located on the MWE and DLLR’s LMI website (http://www.dllr.state.md.us/lmi/).

The MWE is utilized to manage and validate operational activities, via an internet-accessible participant reporting and data collection system that all DLLR and local workforce area case managers use to report, collect, verify, and manage participant data from each of the local and regional teams. The system’s case management capabilities allow staff to determine program eligibility, track services, and report results to Federal funding sources. MWE is the official data source for all performance and program management data for all workforce WIOA workforce programs. The State has directed considerable funds and resources in this system's development to ensure that performance measure calculations are consistent with current Federal reporting requirements as specified by USDOL.

LACES System
To collect and report performance data from adult education providers, DLLR has adopted the online LACES (Literacy, Adult and Community Education System), developed by LiteracyPro Systems to collect and report performance data from adult education providers. The system was designed specifically to report to the National Reporting System for Adult Education (NRS), as required by all states receiving WIOA Title II funding. LACES is currently utilized by approximately one third of the states to report to NRS. In addition to meeting the requirements for federal reporting, LACES offers adult education providers a tool to manage student demographic, assessment and progress data. Data may be exported from LACES or imported from partner programs to provide integrated reporting.

AWARE System
DORS utilizes the AWARE VR case management system, a product from Alliance Enterprises. AWARE is a web-based, comprehensive, statewide database of participants, employers, staff and vendors. The AWARE system is also used by the majority of the VR agencies throughout the nation. AWARE provides DORS with a comprehensive set of modules and tools grouped by general function. Case, Financial, and Organizational modules are each available from the Main Menu. DORS staff can access the modules for which they have been granted the security to do so. The features and procedures in AWARE are consistent and standardized throughout all modules, providing easy navigation and task completion throughout the system. Individual modules are based on VR business practices and Federal requirements. Alliance Enterprises is required by contract to ensure that AWARE VR remains current with all federal reporting requirements.

DORS staff utilizing AWARE can perform all their required tasks, collect, and access all data and reports required to do their case management work and monitor performance. AWARE supports the two primary federal case types that DORS provides – Vocational Rehabilitation and Independent Living Older Blind. In addition, AWARE allows DORS to set up “custom” case types for special programs, such as the new Pre-Employment Transitioning Services. Finally, AWARE has been customized to meet DORS’ need to batch transmit our client authorizations (POs) directly into the State’s FMIS. This allows DORS to integrate client tracking and the vendor payment system into one single system, thus eliminating the duplication of effort.

WORKS System
The Maryland Department of Human Resource’s WORKS system is an online management information system that tracks work activity for a number of human service programs, including TANF. The system is used to collect and report data for federal reporting requirements and to provide both DHR and its local social service departments with information to help monitor results of work programs. WORKS ensures compliances and interfaces with a number of other DHR systems.
Enhancing Alignment of Maryland’s Management Information Systems

As previously mentioned, part of the State’s strategic plan calls for greater alignment of Maryland’s WIOA programs. While many of the State’s WIOA programs use the MWE for the processes previously described, several of the State’s WIOA programs operate in a different data system. At times, this can challenge our ability to easily share information on mutual customers. Recognizing this challenge, in the interim, Maryland is committed to establishing data sharing agreements in the absence of one common State system. Maryland is also committed to exploring common platform methods that will help us to improve system coordination. Pages X-Y provide details on the WIOA team’s short-term and long-term plans for aligning and sharing information.

Performance Accountability System and Related Performance Issues

Performance measures are a regular component of our technical assistance and training activities throughout the year. In addition to specific performance measure training conferences held as needed, staff participate in roundtables and provide locally customized training upon request.

Local staff and local workforce development areas receive quarterly performance reports and data that help them to monitor and continuously improve their participant reporting and performance outcomes. In addition to locally customized reports that coincide with the USDOL’s quarterly performance reporting formats, DLLR computes program-year-to-date performance outcomes so that local boards can monitor their progress toward meeting negotiated performance goals. DLLR staff work closely with the local and regional teams to monitor and enhance performance throughout the year. Regularly scheduled training sessions will be held to provide the local and regional teams with basic and specific training on the performance indicators, data entry, and data element validation. DLLR is also committed to providing bi-annual reports regarding performance, fiscal and other pertinent information regarding workforce programming to both local board chairs and chief local elected officials to ensure that both are well-informed of the workforce activities in their respective local areas.

DORS also monitors performance on an ongoing basis. DORS staff have access to AWARE VR standardized performance reports on an ongoing basis - weekly, monthly, quarterly, and annual reports. Performance is monitored regularly to ensure progress toward the achievement of performance goals. Additionally, Alliance Enterprises has been working with Maryland DORS and other VR agencies to develop new data reporting elements in accordance with WIOA common performance measures. As Alliance Enterprises updates AWARE, DORS will ensure that staff are provided necessary training. Also, DORS staff will continue to work with its workforce partners toward implementing WIOA common performance measures.

Currently, the Maryland Workforce Exchange (MWE) has the capability to request that the customer participate in a customer service survey outlining his or her experience in obtaining services. Moving forward, the WIOA partners are dedicated to establishing a common customer service survey to ensure that common measures of customer satisfaction are captured.

WIOA Policy Work

The Governor’s Workforce Investment Board (GWIB) sets forth public policy guidance for the workforce system. This includes, but is not limited to, the promotion of sector strategies and the development and growth of industry-led partnerships for workforce training delivery. The GWIB plays the critical role of finding ways to promote Maryland’s workforce system to businesses and jobseekers alike. GWIB also provided needed insight into the needs of Maryland’s businesses and will be apprised of operational policy needs.
Maryland is committed to a collaborative approach to operational policy making and will continue to encourage participation from State and local partners across the WIOA spectrum. The WIOA partners will develop WIOA policies using DLLR’s 8 step process for policy development (http://www.dllr.state.md.us/employment/mpi/):

<table>
<thead>
<tr>
<th>Maryland’s 8 Step Process for WIOA Policy Development</th>
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</thead>
<tbody>
<tr>
<td>1. Determine policy need</td>
</tr>
<tr>
<td>2. Policy Session with Subject Matter Experts</td>
</tr>
<tr>
<td>3. Policy drafting</td>
</tr>
<tr>
<td>4. Review &amp; Comment Period</td>
</tr>
<tr>
<td>5. Updates to draft</td>
</tr>
<tr>
<td>6. Final approvals</td>
</tr>
<tr>
<td>7. Policy dissemination</td>
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<tr>
<td>8. Policy modification (when applicable)</td>
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</table>

To help identify specific WIOA policy needs, the WIOA Policy Work Group began by soliciting feedback in Spring 2015 from the State’s other eight WIOA Workgroups (identified on page X) to ensure policy needs were documented and subject matter experts from relevant State and local organizations were appropriately identified and engaged. Additionally, DLLR reviewed its existing policies and identified areas that could benefit from improvement and/or alignment with other WIOA programs. As of December 2015, the following policy needs have been identified:

<table>
<thead>
<tr>
<th>WIOA Policy Need</th>
<th>Organizations Represented by Subject Matter Experts in Policy Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Local Workforce Development Boards</td>
<td>• Anne Arundel Workforce Development Corporation</td>
</tr>
<tr>
<td>Policy Issued by GWIB on 7/8/2015:</td>
<td>• Governor’s Workforce Investment Board Maryland</td>
</tr>
<tr>
<td><a href="http://www.gwib.maryland.gov/policy/gwi/bpi1-15.pdf">http://www.gwib.maryland.gov/policy/gwi/bpi1-15.pdf</a></td>
<td>• Maryland DLLR-Division of Workforce Development &amp; Adult Learning</td>
</tr>
<tr>
<td>2. WIOA Eligibility</td>
<td>• Baltimore City Mayor’s Office of Employment Development</td>
</tr>
<tr>
<td>Title I policy issued by DLLR on 6/25/15:</td>
<td>• Maryland Department of Disabilities</td>
</tr>
<tr>
<td><a href="http://www.dllr.state.md.us/employment/mpi/mpi4-15.pdf">http://www.dllr.state.md.us/employment/mpi/mpi4-15.pdf</a></td>
<td>• Maryland DHR – Family Investment Administration</td>
</tr>
<tr>
<td></td>
<td>• Maryland DLLR-Division of Workforce Development &amp; Adult Learning</td>
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<tr>
<td></td>
<td>• Maryland DLR-Division of Unemployment Insurance</td>
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<td></td>
<td>• Maryland Department of Planning</td>
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<td></td>
<td>• Maryland State Dept. of Education -Division of Rehabilitation Services</td>
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<tr>
<td></td>
<td>• Mid-Maryland Workforce Investment Area</td>
</tr>
<tr>
<td></td>
<td>• Montgomery County Division of Workforce Investment Services</td>
</tr>
<tr>
<td></td>
<td>• Susquehanna Workforce Network, Inc.</td>
</tr>
</tbody>
</table>
### 3. Youth
Interim policy issued on 7/2/15 & replaced by comprehensive policy issued on 10/2/15: [http://www.dllr.state.md.us/employment/mpi/mpi8-15.pdf](http://www.dllr.state.md.us/employment/mpi/mpi8-15.pdf)

- Anne Arundel Workforce Development Corporation
- Baltimore Co. Department of Economic Development
- Maryland DLLR-Division of Workforce Development & Adult Learning
- Maryland DHR - Family Investment Administration
- Maryland DHR – Social Services Administration
- Mid-Maryland Workforce Investment Area
- Montgomery County Division of Workforce Investment Services

### 4. Maryland State List of Eligible Training Providers
Interim policy issued on 7/22/15: [http://www.dllr.state.md.us/employment/mpi/mpi6-15.pdf](http://www.dllr.state.md.us/employment/mpi/mpi6-15.pdf)

- Anne Arundel Community College
- Anne Arundel Workforce Development Corporation
- Baltimore City Mayor’s Office of Employment Development
- Community College of Baltimore County
- Frederick County Workforce Services
- Maryland DLLR-Division of Workforce Development & Adult Learning
- Maryland Higher Education Commission
- Mid-Maryland Workforce Investment Area

### 5. Transfer of funds up to 100% allocation (Adult and Dislocated Worker Training Programs)

- Frederick County Workforce Services
- Governor’s Workforce Investment Board
- Maryland DLLR-Division of Workforce Development & Adult Learning
- Mid-Maryland Workforce Investment Area

### 6. Basic skills and English language assessments used by American Job Centers and Adult Education service providers

- Anne Arundel Community College
- Baltimore City Mayor’s Office of Employment Development
- Baltimore County Dept. of Economic Development
- Frederick County Workforce Services
- Hagerstown Community College
- Howard Community College
- Lifelong Learning Center (Charles County)
- Literacy Council of Montgomery County
- Maryland DHR – Family Investment Administration
- Maryland DLLR-Division of Workforce Development & Adult Learning
- Mid Maryland Workforce Investment Area
- Montgomery College
- Montgomery County Division of Workforce Investment Services
- Prince George’s County Economic Development Corporation

### 7. Monitoring & Data Validation

- Baltimore City Mayor’s Office of Employment Development
- Maryland DLLR-Division of Workforce Development & Adult Learning
- Maryland State Dept. of Education-Division of Rehabilitation Services
- Mid-Maryland Workforce Investment Area
- Montgomery County Division of Workforce Investment Services
8. Memoranda of Understanding/Resource Sharing Agreement
   - Frederick County Workforce Services
   - Governor’s Workforce Investment Board
   - Maryland DLLR-Division of Workforce Development & Adult Learning
   - Susquehanna Workforce Network, Inc.
   - Maryland DHR – Family Investment Administration
   - Maryland DLLR-Division of Unemployment Insurance
   - Maryland State Dept. of Education – Division of Rehabilitation Services
   - Montgomery County Division of Workforce Investment Services
   - Tri-County Council for Southern Maryland

9. Approved Training & Work Search Waivers for UI Claimants
   - Maryland DLLR-Division of Workforce Development & Adult Learning
   - Maryland DLLR-Division of Unemployment Insurance
   - Mid Maryland Workforce Investment Area

10. WIOA Career Services and Training
    - Anne Arundel Workforce Development Corporation
    - Maryland DLLR-Division of Workforce Development & Adult Learning
    - Mid Maryland Workforce Investment Area
    - Montgomery County Division of Workforce Investment Services
    - Susquehanna Workforce Network, Inc.

11. Business Services
    - Frederick County Workforce Services
    - Maryland Dept. of Commerce
    - Maryland Dept. of Disabilities
    - Maryland DHR-Family Investment Administration
    - Maryland DLLR – Division of Workforce Development & Adult Learning
    - Maryland State Dept. of Education – Division of Rehabilitation Services
    - Susquehanna Workforce Network, Inc.

12. Rapid Response
    - Maryland DLLR-Division of Workforce Development & Adult Learning
    - Maryland DLLR-Division of Unemployment Insurance
    - Mid-Maryland Workforce Investment Area

13. Exit Policies for each Core Program
    - Baltimore City Mayor’s Office of Employment Development
    - Maryland DLLR-Division of Workforce Development & Adult Learning
    - Mid Maryland Workforce Investment Area

14. Determining Planning Regions
    - Goodwill Industries
    - Governor’s Workforce Investment Board
    - Department of Commerce
    - Maryland DLLR-Division of Workforce Development & Adult Learning
    - Maryland Dept. of Planning
    - Upper Shore Workforce Investment Board
|   | Reporting, including closeout | Frederick County Workforce Services  
|   |                                | Maryland DLLR-Division of Workforce Development & Adult Learning  
|   |                                | Mid Maryland Workforce Investment Area  
| 15. | Grant Award Agreements | Frederick County Workforce Services  
|   |                                | Governor’s Workforce Investment Board  
|   |                                | Maryland DHR-Family Investment Administration  
|   |                                | Maryland DLLR-Division of Workforce Development & Adult Learning  
|   |                                | Susquehanna Workforce Network, Inc.  
| 16. | WIOA Funding Allocations | Frederick County Workforce Services  
|   |                                | Maryland DLLR-Division of Workforce Development & Adult Learning  
|   |                                | Mid Maryland Workforce Investment Area  
|   |                                | Upper Shore Workforce Investment Board  
|   |                                | Western Maryland Consortium  
| 17. | Performance Standards | Baltimore City Mayor’s Office of Employment Development  
|   |                                | Goodwill Industries  
|   |                                | Maryland Dept. of Disabilities  
|   |                                | Maryland DHR-Family Investment Administration  
|   |                                | Maryland DLLR-Division of Workforce Development & Adult Learning  
|   |                                | Susquehanna Workforce Network, Inc.  
| 18. | Information Sharing and Integrating Data Systems | Baltimore City Mayor’s Office of Employment Development  
|   |                                | Maryland DHR-Family Investment Administration  
|   |                                | Maryland DLLR-Division of Workforce Development & Adult Learning  
|   |                                | Maryland DLLR-Office of Information Technology  
|   |                                | Maryland State Dept. of Education – Division of Rehabilitation Services  
|   |                                | Mid Maryland Workforce Investment Area  
| 19. | Personally Identifiable Information and Confidentiality/Ethics | Maryland Dept. of Disabilities  
|   |                                | Maryland DHR-Family Investment Administration  
|   |                                | Maryland DLLR-Division of Workforce Development & Adult Learning  
|   |                                | Maryland State Dept. of Education – Division of Rehabilitation Services  
|   |                                | Mid Maryland Workforce Investment Area  
| 20. | Priority of Services (Veteran, WIOA Title I, Adult Edu.) | Adult Education Program Administrators  
|   |                                | Anne Arundel Workforce Development Corporation  
|   |                                | Maryland DLLR-Division of Workforce Development & Adult Learning  
|   |                                | Maryland Department of Disabilities  
|   |                                | Mid Maryland Workforce Investment Area  
<p>| 21. |   |</p>
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</table>
| **22.** Consequences of Non-Compliance | • Governor’s Workforce Investment Board  
• Maryland DLLR-Division of Workforce Development & Adult Learning  
• Maryland DLLR-Division of Unemployment Insurance  
• Mid Maryland Workforce Investment Area |   |
| **23.** Reasonable Accommodations | • Maryland Dept. of Disabilities  
• Maryland DHR-Family Investment Administration  
• Maryland DLLR-Division of Workforce Development & Adult Learning  
• Maryland State Dept. of Education – Division of Rehabilitation Services  
• Mid Maryland Workforce Investment Area |   |
| **24.** Mandatory workshops for UI claimants - RESEA & ROW | • Maryland DLLR-Division of Workforce Development & Adult Learning  
• Maryland DLLR-Division of Unemployment Insurance  
• Maryland DLLR- Office of Information Technology  
• Susquehanna Workforce Network, Inc. |   |
| **25.** Trade | • Maryland DLLR-Division of Workforce Development & Adult Learning  
• Maryland DLLR-Division of Unemployment Insurance |   |
| **26.** National Dislocated Worker Grants | • Anne Arundel Workforce Development Corporation  
• Maryland DLLR-Division of Workforce Development & Adult Learning  
• Mid Maryland Workforce Investment Area |   |
| **27.** EARN / Sectors and Interfaces | • Baltimore City Mayor’s Office of Employment Development  
• Maryland DLLR-Division of Workforce Development & Adult Learning  
• Goodwill  
• Mid Maryland Workforce Investment Area  
• Montgomery County Division of Workforce Investment Services  
• Tri County Council for Southern Maryland |   |
| **28.** Use of funds (braiding and leveraging) | • Maryland Association for Adult Community and Continuing Education Maryland DHR-Family Investment Administration  
• Maryland DLLR-Division of Workforce Development & Adult Learning  
• Maryland State Dept. of Education – Division of Rehabilitation Services  
• Susquehanna Workforce Network, Inc. |   |
| **29.** Disaster Plan | • Maryland Dept. of Disabilities  
• Maryland DLLR-Division of Workforce Development & Adult Learning  
• Prince George’s County Economic Development Corporation |   |
Maryland Workforce Innovation and Opportunity Act State Plan – Public Comment Draft

30. Use of technology

- Maryland Department of Disabilities
- Maryland DHR-Family Investment Administration
- Maryland DLLR-Division of Workforce Development & Adult Learning
- Maryland State Dept. of Education – Division of Rehabilitation Services
- Mid Maryland Workforce Investment Area
- Prince George’s County Economic Development Corporation

31. GED/National External Diploma Program and alternatives to these measures

- Maryland Adult Learning Advisory Council
- Maryland Association for Adult Community and Continuing Education
- Maryland DLLR-Division of Workforce Development & Adult Learning
- Maryland State Dept. of Education
- Maryland State Board of Education

32. Addressing the growing out of school population to increase graduation rates

- Goodwill Industries
- Maryland DLLR-Division of Workforce Development & Adult Learning
- Maryland State Dept. of Education

33. Work to develop policies to increase work study (School to Work)

- Maryland Dept. of Disabilities
- Maryland DLLR-Division of Workforce Development & Adult Learning
- Maryland State Dept. of Education
- Governor’s Workforce Investment Board

These collaborative, comprehensive policy efforts build on and leverage state policies that promote a systems approach to implementing WIOA. Maryland will continue to build partnerships that will ensure the development of effective policies to support the State’s strategies.

MARYLAND WIOA STATE AGENCIES ORGANIZATION

Three Maryland State agencies are responsible for administration and oversight of the WIOA System:

1. Maryland Department of Labor, Licensing and Regulation – Division of Workforce Development & Adult Learning
2. Maryland State Department of Education – Division of Rehabilitation Services
3. Maryland Division of Human Resources – Family Investment Administration

The following section details both the State and local organization and delivery systems for the Maryland’s WIOA programs. Appendix B provides organizational charts to go alongside this explanation.

Maryland Dept. of Labor, Licensing & Regulation – Division of Workforce Development & Adult Learning

Maryland’s employment and training programs comprise a workforce system that serves the businesses and jobseekers of our State. Among other workforce programs, DLLR’s Division of Workforce Development and Adult Learning (DWDAL) administers the WIOA Title I, Title II, and Wagner-Peyser Programs. To provide support and oversight DWDAL offers:
Oversight of the State’s WIOA Planning Regions that consist of the State’s twelve local workforce areas;
Guidance to Local Workforce Development Boards on the Development of Regional and Local Plans that support the Governor’s vision and goals;
Policies and Procedures that guide the overall workforce system; and,
Technical Assistance related to programming and system improvements.

Maryland has twelve local workforce areas, which are governed by Local Workforce Development Boards (Local Boards). These local workforce areas administer much of the State’s public workforce system in collaboration with Wagner-Peyser funded staff, DLLR’s central offices, the Governor’s Workforce Investment Board, MSDE’s Division of Rehabilitation Services, and DHR. Other partners, such as community colleges, provide career and technical education and adult education services across Maryland. Case management and reporting related to employment services and labor market information are coordinated across the State through a statewide information and technology resource called the Maryland Workforce Exchange Virtual One-Stop (MWE).

Office of the Assistant Secretary (OAS)
The Division of Workforce Development and Adult Learning (DWDAL) is managed by the Division’s Assistant Secretary. The Assistant Secretary provides day-to-day supervision of programmatic managers, as well as the strategic vision for the operations of Maryland’s workforce system. The office provides centralized oversight for the following:

- **Office of Discretionary Grants (ODG)** is responsible for developing strategies and partnerships that provide a means for securing additional Federal and State funding through the competitive grant process. The ODG successfully secures competitive funds to enhance Maryland’s programs and services. Grants target dislocated workers, the long-term unemployed, veterans and other targeted populations.

- **Policy Director** is responsible for leading policies through the process for policy development from beginning to end. When a need for policy is determined, the Director convenes stakeholders and subject matter experts in policy sessions to develop, draft, and implement the Division’s policies. The Director works closely with the leadership team and key stakeholders from the business and education community to ensure effective implementation of new laws, regulations, and guidance that affect DLLR DWDAL programs.

- **New Americans Workforce Program** was created in 2010 in response to the recommendations of the Maryland Council for New Americans 2009 report, which sought to "expedite immigrant integration into the economic and civic life of the state." Through frequent outreach and community engagement efforts, the New Americans Program provides information on the State's training and employment opportunities to those immigrants who call Maryland home. The Program further provides multilingual support for American Job Center staff. The New Americans Workforce Program promotes adult literacy and English language acquisition for immigrants including foreign born professionals.

- **Communications and Outreach Unit** works in coordination with various internal and external departments and agencies to ensure that accurate, clear, and consistent messaging regarding DWDAL programs and services is effectively relayed to businesses, job seekers, and the public.

- **Monitoring & Compliance Unit** provides fiscal and programmatic monitoring of local workforce and adult education entities to ensure compliance with applicable federal and State law.
Office of Workforce Development (OWD)
The Office of Workforce Development (OWD) coordinates the efforts of Maryland’s American Job Centers. Maryland is home to 32 American Job Centers across the State—all of which provide comprehensive services to both job seekers and businesses. While job seekers are offered a wide range of career and training services, businesses are provided with numerous types of assistance and growth services.

- **American Job Center Operations Unit** provides centralized oversight of DLLR’s Labor Exchange Administrators who manage employment and training programs and services throughout the State’s American Job Centers. The Unit provides administrative oversight and job seeker services through Wagner-Peyser and WIOA Title I Adult, Dislocated Worker, and Youth programs funding.

- **Dislocated Worker Services** provides centralized oversight and administration of Maryland’s Rapid Response and Trade Assistance Act (Trade) Program activities. These programs are both designed to help individuals through their transition to reemployment.
  
  - **Rapid Response** is designed to shorten or eliminate time between employment opportunities for an individual, reducing or eliminating the time an individual would receive Unemployment Insurance (UI) benefits. The Rapid Response team, which is comprised of State and local workforce area employees, offers its services to the State’s small organizations and large companies alike. DSU employees disseminate essential information to individuals, ranging from how to file for and what to expect from Unemployment Insurance to local resources available for individuals seeking reemployment.

  - **Trade Program** provides aid to eligible workers who lose their jobs, or whose hours of work and wages are reduced, as a result of increased imports or production transfers abroad.
• **Professional Outplacement Assistance Center** (POAC) provides assistance to individuals who are in the professional, executive, technical, managerial, and/or scientific occupations, along with recent college graduates, who find themselves in need of assistance in getting reconnected to the labor market. POAC provides employers with access to an e-service program where employers can use active marketing approaches to promote employment opportunities.

• **Reemployment Services and Eligibility Assessment (RESEA) Program** was developed by the USDOL in an effort to reduce the number of weeks that UI claimants receive benefits, by assisting UI claimants in quickly returning to the workforce. The RESEA Program is designed to help claimants to identify potential barriers to employment and assesses work search progress. It also includes an eligibility review, which in turn helps the DLLR Division of Unemployment Insurance to identify claimants that may be out of compliance with basic UI laws and policies regarding ability and availability to work, school attendance, and active work search.

• **Reemployment Opportunities Workshop (ROW) Program** is a full day workshop offered to certain UI claimants to shorten the duration of UI benefits received through reemployment efforts.

• **Veteran Services Unit** operates the Jobs for Veterans State Grant (JVSG). The JVSG Program’s mission is two-fold: it offers employment and training services to Veterans with significant barriers to employment and connects employers with work-ready Veterans.

• **Foreign Labor Certification Program** is an employment-based immigration program which requires applicable employers, who have obtained USDOL approval to begin the hiring process of permanent or temporary foreign workers. The program assists employers across Maryland in navigating federal program requirements, including application processing, data collection, wage and prevailing practice surveys in specific employment areas where foreign workers have been brought to Maryland.

• **Tax Credit Unit** is charged with administering federal and State tax credit programs which offer income tax incentives to employers for hiring members of targeted population groups, such as ex-offenders or certain individuals with disabilities.

• **Migrant Seasonal Farm Worker Program** ensures migrant and seasonal farm workers are receiving the same employment services that non-migrant seasonal farm workers receive at the State’s American Job Centers.

• **Maryland Re-Entry Initiative (MRI)** is a statewide initiative to increase the employability of Maryland citizens with criminal backgrounds. The program provides technical assistance to job seekers, staff, and employers to increase the number of individuals hired with criminal history and barriers to employment. The MRI administers the Federal Bonding Program through the State’s American Job Centers.

• **Youth and Disability Services** provides disability and youth services coordination and technical assistance to the State of Maryland’s Local workforce areas and partners responsible for serving WIOA Title I youth program participants and American Job Center customers with disabilities.

• **Business Services Unit** exists to help companies grow and thrive, to foster economic growth and stability, and to ensure that Marylanders have opportunities for gainful employment.
Office of Workforce Information and Performance (OWIP)

OWIP’s mission is to collect, analyze, and produce labor market and workforce information as a service to businesses, job seekers, students, and workforce entities. OWIP carries out five core functions:

- Bureau of Labor Statistics (BLS) information sharing;
- Labor Market Information Services;
- Maryland Workforce Exchange – Virtual One-Stop (MWE-VOS) maintenance;
- MWE-VOS Help Desk; and,
- WIOA Performance Units.

Additionally, through administering USDOL’s Workforce Information Grant, OWIP manages and maintains the Workforce Information Database, the production of industry and occupational employment projections, and other workforce information and economic products and services.

Office of Adult Education and Literacy Services

The Office of Adult Education and Literacy Services provides services to Maryland’s adult learners as required under WIOA Title II. Under the Act, the Office selects local providers of adult education instructional services via a statewide competition made available to eligible providers every five years. Instructional services include Adult Basic and Secondary Education, English Language Acquisition / Integrated English Literacy and Civics, Family Literacy, High School Diploma preparation, and Correctional Education.

Maryland’s current providers include a wide-range of community colleges, local public school systems, community-based organizations, public libraries, and the State’s Correctional Education program. A complete listing of local providers of adult education authorized under Title II can be found at: http://www.dllr.maryland.gov/gedmd/programs.shtml.

The Office provides monitoring, technical assistance, professional development, and assistance to these providers. The Office further serves as the State’s contact for adult education with the United States Department of Education. Also located within the Office is Maryland’s GED® and National External Diploma Program® administration. The Office provides key oversight for the administration of these two opportunities for Maryland’s adult learners and out-of-school youth to obtain their Maryland High School Diplomas. A complete listing of GED® testing sites in Maryland are listed at http://www.dllr.maryland.gov/gedmd/gedlocations.shtml.

Office of Correctional Education

The Office of Correctional Education provides educational opportunities for incarcerated men and women enabling them to become independent and productive workers, citizens and parents. The Office, with the oversight of the Correctional Education Council, and in partnership with the Department of Public Safety and Correctional Services (DPSCS) is responsible for the academic and vocational educational programs provided in Maryland’s correctional institutions.

The academic program begins with basic literacy and continues along a learning continuum through high school completion. Special education services are also available to eligible students. Upon attainment of the Maryland High School Diploma through passage of the GED® examination, students may participate in one of 23 occupational programs or limited post-secondary education courses. Many of the occupational programs provide a
unique opportunity for the inmate to obtain nationally recognized credentials, with the goal of reaching economic self-sufficiency.

<table>
<thead>
<tr>
<th>Occupational Programs offered by Maryland Correctional Education</th>
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</thead>
<tbody>
<tr>
<td>Architectural CADD</td>
</tr>
<tr>
<td>Automotive Body Repair</td>
</tr>
<tr>
<td>Automotive Maintenance and Inspection</td>
</tr>
<tr>
<td>Building Maintenance</td>
</tr>
<tr>
<td>Fabric and Upholstery Cleaning</td>
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<tr>
<td>Furniture Upholstery</td>
</tr>
<tr>
<td>Graphic Arts and Design</td>
</tr>
<tr>
<td>Introduction to Word and Excel</td>
</tr>
<tr>
<td>Office Practice and Management</td>
</tr>
<tr>
<td>Office Technology</td>
</tr>
<tr>
<td>Pre-Apprenticeship Carpentry</td>
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<tr>
<td>Pre-Apprenticeship Electrical</td>
</tr>
</tbody>
</table>

Transitional programs also provide students with skills for developing short and long term employment plans including job search strategies and soft skills training for job readiness. In short, the program seeks to provide educational opportunities to support the inmate’s successful reentry and reintegration into the community.

**Maryland State Department of Education – Division of Rehabilitation Services**

The public Vocational Rehabilitation Program in Maryland is administered by the Maryland State Department of Education’s Division of Rehabilitation Services (DORS) in accordance with the Rehabilitation Act of 1973, as amended, most recently by the Workforce Innovation and Opportunity Act of 2014. DORS is funded primarily by the U.S. Department of Education, Rehabilitation Services Administration. The federal funding includes a State matching requirement (Federal 78.7% and State match 21.3%) and maintenance of effort requirement.

DORS provides services and supports to assist eligible students, youth, and adults with significant disabilities transition to post-secondary education, training, and employment. Vocational rehabilitation services and Pre-Employment Transition Services are provided by the following branches:

- **Office of Field Services** – provides services such as career counseling, assistive technology, vocational training and/or job placement services; staff are located in 22 field offices located throughout the State, some of which are co-located with American Job Centers.
- **Office for Blindness and Vision Services** – established in 2005; staff located in offices statewide specialize in services to individuals whose primary disability is blindness or vision loss, to assist them in achieving their goals of employment and of independence in their homes and communities; oversees the Maryland Business Enterprise Program (BEP) for the Blind, a program that prepares individuals who are legally blind to operate vending, gift, or food service businesses in public facilities, in accordance with the Randolph Sheppard Act.
• Workforce and Technology Center – a comprehensive vocational rehabilitation facility that offers career assessment services, career and skills training, job placement assistance, assistive technology services, and other medical and support services.

A complete listing of DORS Regions and Offices is available at the following link: http://dors.maryland.gov/resources/Pages/locations.aspx.

DORS also engages with businesses throughout the State, assisting Maryland businesses recruit and maintain qualified, valuable employees. DORS also serves as a resource on disability and employment matters such as disability awareness training, workforce diversity and inclusion initiatives, training on the Americans with Disabilities Act and solutions for reasonable accommodations, and worksite consultations, and continues to be dedicated to the creation of the Maryland Business Services team outlined above.

**Maryland Department of Human Resources – Family Investment Administration**

In Maryland, the TANF program is called Temporary Cash Assistance (TCA) and the TCA workforce development programs delivered at the local departments of social services level (LDSS-http://www.dhr.state.md.us/blog/?page_id=805) is the statewide framework for delivering education, job training, job placement, and other services to assist TANF customers with overcoming barriers to obtaining self-sustaining employment. In Maryland, our efforts led to record TANF job placements in each year of the Fiscal Year (FY) 2012-2014 period. Key components of the program include:

• Collaborating with private and public sector partners to identify local growth occupations and their associated education and training requirements;
• Assessing customers respective skill sets, career interests and barriers to obtaining self-sustaining employment; and
• Developing or procuring appropriate work-related services, including academic remediation, targeted sector training, and job placement services.

TANF workforce development is built on a philosophy of “universal engagement.” This means that every customer is expected to participate in activities based on the results of individual assessments with the goal of employment or removing barriers to employment. Many of the remaining welfare families and many of the new families applying for TCA can be considered “hard to place” in jobs. Workforce development is designed to meet the critical, essential needs of the under-employed, newly unemployed and hard-to-place.

In addition to workforce development, our TANF program provides a broad range of services. The Department's Family Investment Administration (FIA) formed partnerships with other administrations within DHR, including the Child Support Enforcement and Social Services divisions and with other State agencies and community organizations. FIA works with these partners to promote DHR’s goal to protect children by assisting their families to become independent through work, personal and family responsibility, and community involvement. The Department expanded its goal to include support for low income working families and continues to strengthen those partnerships by empowering staff in the LDSS across the State to work together to provide employment and training activities, supportive services, and benefits that enable customers to obtain jobs and improve their economic circumstances.
MARYLAND’S STATE WORKFORCE DEVELOPMENT BOARD
The Governor's Workforce Investment Board (GWIB) is the Governor's chief policymaking body for workforce development. The GWIB is a business-led board of 53 members, a majority of whom represent the business community, as mandated by WIOA. Specifically, 37 members represent business, 11 represent workforce, and 15 represent government. Members include the Governor and the Lieutenant Governor, cabinet secretaries, college presidents, the State Superintendent of Schools, elected officials, labor, and representatives of non-profit organizations. The following links provides a complete, updated board roster and the GWIB Executive Order signed by Governor Hogan:


MARYLAND’S LOCAL WORKFORCE DEVELOPMENT BOARDS
The Workforce Investment Network for Maryland (WIN) is a coalition of executive directors from Maryland’s 12 local workforce agencies. WIN works closely with GWIB and the DLLR to support a comprehensive workforce system. WIN, GWIB and DLLR meet monthly to discuss important matters pertaining to the workforce system and to provide perspective on issues that may arise. The collaboration between WIN, GWIB and DLLR creates a strong workforce system in Maryland.

Local workforce boards are established in each of these twelve areas to ensure that each area’s workforce is well-prepared to meet the current and future needs of local businesses. Pursuant to WIOA Section 107(b)(2), at a minimum, Local Board membership must include:

- Majority representation from representatives of Business;
- At least 20% representation from representatives of Workforce;
- Representatives of Education and Training, including government and economic and community development entities.


In light of the Combined State Plan, Local Boards are strongly encouraged to include Local Directors from both Vocational Rehabilitation and Temporary Assistance for Needy Families programs. The individual selected by local areas to serve on the Local Board must have decision-making authority for the local vocational rehabilitation and/or TANF programs. The WIOA partners strongly encourage inclusion of local presentation of these programs on the Local Boards as a way to ensure constant communication and alignment of programming at the local level.

MEASURING MARYLAND’S SUCCESS: PERFORMANCE ACCOUNTABILITY
WIOA makes changes to the performance accountability system and creates a requirement that the U.S. Secretaries of Labor and Education create a statistical adjustment model which will replace the regression-based levels that the USDOL used in performance negotiations under the Workforce Investment Act of 1998.

The implementation of WIOA performance accountability requirements will be phased in and must be implemented by July 1, 2016 (Program Year 2016). To accommodate Maryland’s development of a WIOA-
compliant performance accountability system, USDOL has extended Maryland WIA Program Year (PY) 2014 performance goals into PY 2015. While each DLLR, MSDE, and DHR are capable of reporting on each individual program to the respective federal oversight agency, Maryland does not currently have an integrated system with all partner programs. DLLR is therefore currently unable to report data from agencies, like DORS and FIA, which report outside of the Maryland Workforce Exchange (MWE) system. As shown, the MWE currently houses WIOA Adult, Dislocated Worker, Youth, Wagner-Peyser, JVSG, and Trade program participants; however, TANF, Vocational Rehabilitation, and Adult Education are not currently in MWE. The WIOA partners intend to replace the existing multiple systems with a new system that will include imaging and workflow management, and a robust business rules engine to aide in eligibility determination and creating and managing benefit plans, as well as report performance accountability measures.

As previously noted, Maryland’s WIOA partners are dedicated to placing customers at the heart of the WIOA system. This will often require a customer to receive additional services and training to ensure that they are placed on a sustainable career pathway. This dedication places less emphasis on a performance goal and more emphasis on the individual behind the goal.

Maryland continues to recognize the importance of performance accountability metrics to accurately assess the WIOA system’s overall effectiveness. Therefore, Maryland’s WIOA team is committed to exploring the establishment of cross-cutting measures that focus on the quality of customer service for jobseekers and businesses, which could potentially supplement or replace the WIOA measures specified by law. GWIB is dedicated to forming a task force to examine additional performance accountability measures to ensure that Maryland’s focus remains on its business and jobseeker customers. Maryland is interested in securing a third party evaluator to focus on overall WIOA system effectiveness in relation to the WIOA performance measures prescribed by law. Maryland’s WIOA Partners are further committed to conducting ongoing evaluations of workforce activities carried out in the State in order to promote, establish, implement, and utilize methods for continuously improving core program activities in order to achieve high-level performance within, and high-level outcomes from, the workforce development system.

**Core WIOA Programs**

WIOA standardizes performance requirements across core programs.

For the WIOA Title I Adult & Dislocated Worker Programs, Title II adult education and literacy activities, Title III Wagner-Peyser employment services, and Title IV vocational rehabilitation, the primary indicators of performance are, as follows:

- Placement in employment during 2nd quarter after exit;
- Placement in employment during 4th quarter after exit;
- Median earnings;
- Credential attainment rate;
- Measurable skills gain; and,
- Effectiveness in serving employers.

For the WIOA Title I Youth program, the primary indicators of performance are, as follows:

- Placement in employment, education, or training during 2nd quarter after exit;
- Placement in employment, education, or training during 4th quarter after exit;
- Median earnings;
• Credential attainment rate;
• Measurable skills gain; and,
• Effectiveness in serving employers.

WIOA explains that each state shall identify within the State Plan its expected levels of performance for each primary indicator, for each program, for the first 2 program years covered by the State Plan. The law subsequently explains that the levels agreed to by the State, the Secretary of Labor, and the Secretary of Education, shall be considered to be the State adjusted performance and shall be incorporated into the State Plan prior to its approval.

Maryland anticipates that USDOL will soon provide further guidance on the WIOA performance measures via Training and Employment Guidance Letters (TEGLs) and Training and Employment Notices (TENs). Therefore, pending federal guidance, Maryland has not yet identified expected performance levels. Maryland’s WIOA team is committed to continuing to work closely with USDOL in anticipation of additional information.

Temporary Assistance for Needy Families
The U.S. Department of Health and Human Services assesses state TANF performance based on the Work Participation Rate (WPR) performance indicator. Under the WPR, states must engage TANF work eligible individuals in federally approved, countable work activities for a specific number of hours per week. By statute, the target WPR is 50 percent. Below is Maryland’s WPR Federal indicator:

• WPR – The total number of work eligible TANF recipients that have met their work requirement, averaging 30 hours per week (20 hours a week for single parents with one or more children under 6 years old), in the month.

In addition to the Federal WPR, Maryland assesses performance based on the following indicators:

• Job Placements – The total number of TANF recipients that were placed in a subsidized public employment, subsidized private employment, unsubsidized employment, or on the job training activity;
• Ten Dollar per Hour Job Placements – The total number of TANF recipients that were placed in a subsidized public employment, subsidized private employment, unsubsidized employment, or on the job training activity and scheduled for 30 hours per week or more; and,
• Job Retention- Achieve a job retention rate of 75 percent.

Trade Program
USDOL assessed Maryland’s Trade performance through the Trade Act Participant Report (TAPR). The TAPR features a data extract capturing the full universe of Trade Adjustment Assistance (TAA) applicants, including TAA participants who receive benefits and services across programs. A standardized set of data elements that includes information on participant demographics, types of services received, and performance outcomes is a key component of this reporting structure. As the TAPR is intended to track information on TAA activity on a “real time” basis for individuals, from the point of TAA eligibility determination through post- participation outcomes, the data are used to respond quickly and effectively to the management information needs of Congress, the Administration, and a variety of stakeholders who develop and implement TAA program design.
In addition, Trade assessment data are made available to the public based on industry, state, and national aggregates through a query-able search feature on the TAA website located at www.doleta.gov/tradeact, which provides an unprecedented level of transparency on TAA participation.

Jobs for Veterans State Grant Program
Annually, the State and USDOL negotiate Maryland’s targets for performance measures for employment services for Veterans. Performance during previous periods guides the performance negotiation process to ensure that performance levels are both realistic and challenging. States are expected to develop strategies and policies that demonstrate continuous improvement.

USDOL measures the effectiveness of a State’s employment services by reviewing:

1. The Jobs for Veterans State Grant (JVSG) Program; and,
2. All other USDOL administered programs that are offered to Veterans through the American Job Center delivery system.

If the State falls short of its negotiated targets, then USDOL’s Veterans Employment Training Services (VETS) provides technical assistance to help the State achieve success in providing Veterans with employment services that lead to viable opportunities for employment.

The following measures seek to address the outcomes experienced by eligible Veterans and spouses with Significant Barriers to Employment, who are served by Disabled Veterans Outreach Program (DVOP) specialists.

The State’s JVSG Program is evaluated on the following measures:

- Intensive Services provided by DVOP specialists;
- Total Veterans and eligible persons served by DVOP specialists in Maryland;
- Veterans’ entered employment rate;
- Veterans’ employment retention rate;
- Veterans’ average earnings (six months);
- Disabled Veterans’ entered employment rate;
- Disabled Veterans’ employment retention rate;
- Disabled Veterans’ average earnings (six months).

The State’s American Job Center delivery system is also evaluated on the following measures:

- Veterans’ entered employment rate;
- Veterans’ employment retention rate;
- Veterans’ average earnings (six months);
- Disabled Veterans’ entered employment rate;
- Disabled Veterans’ employment retention rate;
- Disabled Veterans’ average earnings (six months).

PRECEDING PERFORMANCE

Maryland’s previous assessment results are, as follows:
### WIOA Titles I & III: Adult, Dislocated Worker, Youth & Wagner-Peyser

#### WIOA Title I & III Performance for PY 2013

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Standard</th>
<th>State Performance</th>
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<tbody>
<tr>
<td><strong>Entered Employment Rate</strong></td>
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<tr>
<td>Adult</td>
<td>82%</td>
<td>80.3%</td>
</tr>
<tr>
<td>Dislocated Worker</td>
<td>87%</td>
<td>85%</td>
</tr>
<tr>
<td>Wagner Peyser</td>
<td>55%</td>
<td>51.5%</td>
</tr>
<tr>
<td><strong>Retention Rate</strong></td>
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<td></td>
</tr>
<tr>
<td>Adult</td>
<td>87%</td>
<td>88.4%</td>
</tr>
<tr>
<td>Dislocated Worker</td>
<td>91%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Wagner Peyser</td>
<td>81%</td>
<td>82.4%</td>
</tr>
<tr>
<td><strong>Average Earnings</strong></td>
<td></td>
<td></td>
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<tr>
<td>Adult</td>
<td>$15,800</td>
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<tr>
<td>Dislocated Worker</td>
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<tr>
<td>Wagner Peyser</td>
<td>$15,000</td>
<td>$15,041</td>
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<tr>
<td><strong>Attainment of Degree or Certificate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth</td>
<td>70%</td>
<td>80.1%</td>
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<tr>
<td><strong>Placement in Employment or Education</strong></td>
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<td></td>
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<tr>
<td>Youth</td>
<td>67%</td>
<td>77.2%</td>
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<tr>
<td><strong>Literacy/Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth</td>
<td>69%</td>
<td>78.7%</td>
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#### WIOA Title I & III Performance for PY 2014

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Standard</th>
<th>State Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entered Employment Rate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td>82%</td>
<td>78.6%</td>
</tr>
<tr>
<td>Dislocated Worker</td>
<td>87%</td>
<td>82.2%</td>
</tr>
<tr>
<td>Wagner Peyser</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td><strong>Retention Rate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td>89%</td>
<td>90.8%</td>
</tr>
<tr>
<td>Dislocated Worker</td>
<td>91%</td>
<td>92.2%</td>
</tr>
<tr>
<td>Wagner Peyser</td>
<td>81%</td>
<td>82.9%</td>
</tr>
<tr>
<td><strong>Average Earnings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td>$16,500</td>
<td>$17,289</td>
</tr>
<tr>
<td>Dislocated Worker</td>
<td>$19,500</td>
<td>$21,204</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Wagner Peyser</td>
<td>$15,000</td>
<td>$15,062</td>
</tr>
</tbody>
</table>

### Attainment of Degree or Certificate

| Youth | 76%    | 77.6%  |

### Placement in Employment or Education

| Youth | 73%    | 78.3%  |

#### Literacy/Numeracy

| Youth | 70%    | 74.1%  |

### WIOA Title II Adult Education

#### Adult Education

**Core Follow-Up Outcome Achievement**

**July 1, 2013 – June 30, 2014**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Participants in Cohort</th>
<th>Participants Responding to Survey or Available for Data Matching</th>
<th>Response Rate or % Available for Match</th>
<th># of Participants Achieving Outcomes (Unweighted)</th>
<th># of Participants Achieving Outcome (Weighted)</th>
<th># Achieving Outcome (Weighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment</td>
<td>8,431</td>
<td>6,512</td>
<td>77%</td>
<td>1,982</td>
<td>2,566</td>
<td>30%</td>
</tr>
<tr>
<td>Retained Employment</td>
<td>9,906</td>
<td>6,176</td>
<td>62%</td>
<td>3,903</td>
<td>6,260</td>
<td>63%</td>
</tr>
<tr>
<td>Obtained a Secondary School Credential or its Equivalent</td>
<td>3,205</td>
<td>3,187</td>
<td>99%</td>
<td>1,828</td>
<td>1,838</td>
<td>57%</td>
</tr>
<tr>
<td>Entered Postsecondary Education or Training – current program year</td>
<td>4,342</td>
<td>4,342</td>
<td>100%</td>
<td>304</td>
<td>304</td>
<td>7%</td>
</tr>
<tr>
<td>Entered Postsecondary Education or Training – prior program year</td>
<td>3,211</td>
<td>3,211</td>
<td>100%</td>
<td>317</td>
<td>317</td>
<td>10%</td>
</tr>
</tbody>
</table>

#### Adult Education

**Educational Gains & Attendance for Pre- & Post-tested Participants**

**July 1, 2013 – June 30, 2014**

<table>
<thead>
<tr>
<th>Entering EFL</th>
<th>Total # Enrolled Pre- and Post-tested</th>
<th>Total Attendance Hours</th>
<th># Completed Level</th>
<th># who Completed a Level &amp; Advanced 1 or more Levels</th>
<th># Separated Before Completing</th>
<th># Remaining within Level</th>
<th>% Completing Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Beginning Literacy</td>
<td>445</td>
<td>50,898</td>
<td>265</td>
<td>246</td>
<td>170</td>
<td>10</td>
<td>60%</td>
</tr>
<tr>
<td>ABE Beginning Basic Literacy</td>
<td>1,285</td>
<td>171,919</td>
<td>941</td>
<td>867</td>
<td>325</td>
<td>19</td>
<td>73%</td>
</tr>
<tr>
<td>ABE Intermediate Low</td>
<td>2,352</td>
<td>293,023</td>
<td>1467</td>
<td>1,382</td>
<td>759</td>
<td>126</td>
<td>62%</td>
</tr>
<tr>
<td>ABE Intermediate High</td>
<td>3,577</td>
<td>470,101</td>
<td>1192</td>
<td>1,109</td>
<td>2,095</td>
<td>290</td>
<td>33%</td>
</tr>
<tr>
<td>ASE Low</td>
<td>725</td>
<td>96,941</td>
<td>215</td>
<td>195</td>
<td>477</td>
<td>33</td>
<td>30%</td>
</tr>
<tr>
<td>ASE High</td>
<td>355</td>
<td>38,591</td>
<td>166</td>
<td>0</td>
<td>175</td>
<td>14</td>
<td>47%</td>
</tr>
<tr>
<td>ESL Beginning Literacy</td>
<td>760</td>
<td>71,020</td>
<td>657</td>
<td>606</td>
<td>79</td>
<td>24</td>
<td>86%</td>
</tr>
</tbody>
</table>
## Adult Education

### Educational Gains & Attendance by Educational Functioning Level

**July 1, 2013 – June 30, 2014**

<table>
<thead>
<tr>
<th>Entering EFL</th>
<th>Total # Enrolled</th>
<th>Total Attendance Hours</th>
<th># Completed Level</th>
<th># who Completed a Level &amp; Advanced 1 or more Levels</th>
<th># Separated Before Completing</th>
<th># Remaining within Level</th>
<th>% Completing Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Beginning Literacy</td>
<td>781</td>
<td>67,019</td>
<td>265</td>
<td>246</td>
<td>491</td>
<td>25</td>
<td>34%</td>
</tr>
<tr>
<td>ABE Beginning Basic Literacy</td>
<td>2,065</td>
<td>212,454</td>
<td>941</td>
<td>867</td>
<td>1,066</td>
<td>58</td>
<td>46%</td>
</tr>
<tr>
<td>ABE Intermediate Low</td>
<td>3,684</td>
<td>351,153</td>
<td>1,467</td>
<td>1,382</td>
<td>1,997</td>
<td>220</td>
<td>40%</td>
</tr>
<tr>
<td>ABE Intermediate High</td>
<td>6,304</td>
<td>613,479</td>
<td>1,192</td>
<td>1,109</td>
<td>4,587</td>
<td>525</td>
<td>19%</td>
</tr>
<tr>
<td>ASE Low</td>
<td>1,709</td>
<td>150,571</td>
<td>470</td>
<td>195</td>
<td>1,160</td>
<td>79</td>
<td>28%</td>
</tr>
<tr>
<td>ASE High</td>
<td>893</td>
<td>71,573</td>
<td>365</td>
<td>0</td>
<td>475</td>
<td>53</td>
<td>41%</td>
</tr>
<tr>
<td>ESL Beginning Literacy</td>
<td>1,062</td>
<td>80,208</td>
<td>657</td>
<td>606</td>
<td>337</td>
<td>68</td>
<td>62%</td>
</tr>
<tr>
<td>ESL Beginning Low</td>
<td>1,665</td>
<td>126,511</td>
<td>1,045</td>
<td>943</td>
<td>450</td>
<td>170</td>
<td>63%</td>
</tr>
<tr>
<td>ESL Beginning High</td>
<td>3,425</td>
<td>257,402</td>
<td>1,740</td>
<td>1,564</td>
<td>1,166</td>
<td>519</td>
<td>51%</td>
</tr>
<tr>
<td>ESL Intermediate Low</td>
<td>4,038</td>
<td>301,885</td>
<td>1,747</td>
<td>1,552</td>
<td>1,623</td>
<td>668</td>
<td>43%</td>
</tr>
<tr>
<td>ESL Intermediate High</td>
<td>2,943</td>
<td>228,277</td>
<td>1,118</td>
<td>1,013</td>
<td>1,363</td>
<td>462</td>
<td>38%</td>
</tr>
<tr>
<td>ESL Advanced</td>
<td>1,485</td>
<td>110,919</td>
<td>167</td>
<td>0</td>
<td>1,067</td>
<td>251</td>
<td>11%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30,054</strong></td>
<td><strong>2,571,451</strong></td>
<td><strong>11,174</strong></td>
<td><strong>9,477</strong></td>
<td><strong>15,782</strong></td>
<td><strong>3,098</strong></td>
<td><strong>37%</strong></td>
</tr>
</tbody>
</table>

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**EFL = Educational Functioning Level; ABE = Adult Basic Education; ASE = Adult Secondary Education; ESL = English as a Second Language**

***FY 2015 information currently unavailable***

### WIOA Title IV Vocational Rehabilitation

|----------------|-----------------|-----------------|------------------|

---

75
<table>
<thead>
<tr>
<th>Number of Closed Cases with an Employment Outcome</th>
<th>2,545</th>
<th>2,559</th>
<th>At least one more than the previous year.</th>
</tr>
</thead>
</table>

### Standards

<table>
<thead>
<tr>
<th>Description</th>
<th>First Year</th>
<th>Second Year</th>
<th>Federal Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the Closed Cases that received services, the percentage with an Employment Outcome</td>
<td>59.08%</td>
<td>59.65%</td>
<td>55.80%</td>
</tr>
<tr>
<td>Of the Closed Cases with an Employment Outcome, the percentage that have a wage greater than or equal to Minimum Wage.</td>
<td>95.09%</td>
<td>90.47%</td>
<td>72.60%</td>
</tr>
<tr>
<td>Of the Closed Cases with an Employment Outcome, the percentage that have a wage greater than or equal to the Minimum Wage and have Significant Disabilities.</td>
<td>100.00%</td>
<td>100.00%</td>
<td>62.40%</td>
</tr>
<tr>
<td>Ratio of Average State Wage to the average wage of Closed Cases with Employment Outcome that have wages greater than or equal to Minimum Wage.</td>
<td>0.42</td>
<td>0.44</td>
<td>0.52</td>
</tr>
<tr>
<td>Difference between the percentage of Closed Cases with Employment Outcomes that have a wage greater than or equal to the Minimum Wage that are Self Support at Application and the percentage of Closed Cases with Employment Outcomes that have a wage greater than or equal to the Minimum Wage that are Self Support at Closure.</td>
<td>67.645</td>
<td>68.596</td>
<td>53.000</td>
</tr>
<tr>
<td>Ratio of Minority Service Rate to Non-Minority Service Rate</td>
<td>0.841</td>
<td>0.894</td>
<td>0.800</td>
</tr>
</tbody>
</table>

### Temporary Assistance for Needy Families

**Temporary Assistance for Needy Families**

**Federal Fiscal Year 2014 Aggregate Scores At-A-Glance**

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Work Participation Rate</th>
<th>Total Job Placements</th>
<th>Total Fulltime $10/hr Job Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large Counties</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baltimore City</td>
<td>52%</td>
<td>5030</td>
<td>1020</td>
</tr>
<tr>
<td>Baltimore County</td>
<td>55%</td>
<td>1713</td>
<td>514</td>
</tr>
<tr>
<td>Prince George's</td>
<td>65%</td>
<td>1099</td>
<td>281</td>
</tr>
<tr>
<td><strong>Medium Counties</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anne Arundel</td>
<td>56%</td>
<td>1232</td>
<td>375</td>
</tr>
<tr>
<td>Montgomery</td>
<td>56%</td>
<td>768</td>
<td>235</td>
</tr>
<tr>
<td>Wicomico</td>
<td>55%</td>
<td>322</td>
<td>47</td>
</tr>
<tr>
<td>Jurisdiction</td>
<td>Work Participation Rate</td>
<td>Total Job Placements</td>
<td>Total Fulltime $10/hr Job Placements</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------</td>
<td>----------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Harford</td>
<td>55%</td>
<td>476</td>
<td>134</td>
</tr>
<tr>
<td>St. Mary's</td>
<td>55%</td>
<td>261</td>
<td>20</td>
</tr>
<tr>
<td>Howard</td>
<td>42%</td>
<td>262</td>
<td>65</td>
</tr>
<tr>
<td>Washington</td>
<td>62%</td>
<td>246</td>
<td>41</td>
</tr>
<tr>
<td>Cecil</td>
<td>50%</td>
<td>227</td>
<td>48</td>
</tr>
<tr>
<td><strong>Small Counties</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frederick</td>
<td>67%</td>
<td>360</td>
<td>137</td>
</tr>
<tr>
<td>Charles</td>
<td>54%</td>
<td>130</td>
<td>31</td>
</tr>
<tr>
<td>Allegany</td>
<td>58%</td>
<td>139</td>
<td>12</td>
</tr>
<tr>
<td>Dorchester</td>
<td>54%</td>
<td>90</td>
<td>8</td>
</tr>
<tr>
<td>Caroline</td>
<td>79%</td>
<td>117</td>
<td>14</td>
</tr>
<tr>
<td>Carroll</td>
<td>56%</td>
<td>106</td>
<td>36</td>
</tr>
<tr>
<td>Somerset</td>
<td>54%</td>
<td>128</td>
<td>19</td>
</tr>
<tr>
<td>Queen Anne's</td>
<td>67%</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>Calvert</td>
<td>68%</td>
<td>108</td>
<td>25</td>
</tr>
<tr>
<td>Worcester</td>
<td>73%</td>
<td>67</td>
<td>15</td>
</tr>
<tr>
<td>Garrett</td>
<td>55%</td>
<td>35</td>
<td>3</td>
</tr>
<tr>
<td>Talbot</td>
<td>33%</td>
<td>55</td>
<td>22</td>
</tr>
<tr>
<td>Kent</td>
<td>57%</td>
<td>74</td>
<td>14</td>
</tr>
<tr>
<td><strong>MARYLAND</strong></td>
<td><strong>55%</strong></td>
<td><strong>13,115</strong></td>
<td><strong>3126</strong></td>
</tr>
</tbody>
</table>

**Temporary Assistance for Needy Families**

**Federal Fiscal Year 2015 Aggregate Scores At-A-Glance**

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Work Participation Rate</th>
<th>Total Job Placements</th>
<th>Total Fulltime $10/hr Job Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Counties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baltimore City</td>
<td>52%</td>
<td>5572</td>
<td>1301</td>
</tr>
<tr>
<td>Baltimore County</td>
<td>54%</td>
<td>1611</td>
<td>563</td>
</tr>
<tr>
<td>Prince George's</td>
<td>63%</td>
<td>1147</td>
<td>285</td>
</tr>
<tr>
<td>Medium Counties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anne Arundel</td>
<td>52%</td>
<td>1184</td>
<td>379</td>
</tr>
<tr>
<td>Montgomery</td>
<td>59%</td>
<td>748</td>
<td>265</td>
</tr>
<tr>
<td>Wicomico</td>
<td>53%</td>
<td>303</td>
<td>54</td>
</tr>
<tr>
<td>Harford</td>
<td>58%</td>
<td>471</td>
<td>135</td>
</tr>
<tr>
<td>St. Mary's</td>
<td>56%</td>
<td>277</td>
<td>28</td>
</tr>
<tr>
<td>Howard</td>
<td>67%</td>
<td>204</td>
<td>52</td>
</tr>
</tbody>
</table>
## Trade Program

### Trade Program Assessment Results for FY 2014

<table>
<thead>
<tr>
<th>Measure</th>
<th>Goal</th>
<th>FY 14 Q1 (as of 4/9/14)</th>
<th>FY 14 Q2 (as of 6/6/14)</th>
<th>FY 14 Q3 (as of 9/5/14)</th>
<th>FY 14 Q4 (as of 12/9/14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Expenditures</td>
<td>85% - 115%</td>
<td>132.5%</td>
<td>166.8%</td>
<td>55.9%</td>
<td>65.7%</td>
</tr>
<tr>
<td>TRA Expenditures</td>
<td>85% - 115%</td>
<td>49.1%</td>
<td>98.3%</td>
<td>98.0%</td>
<td>94.0%</td>
</tr>
<tr>
<td>A/RTAA Expenditures</td>
<td>85% - 115%</td>
<td>93.2%</td>
<td>92.9%</td>
<td>97.3%</td>
<td>94.7%</td>
</tr>
<tr>
<td>Job Srch / Reloc Exp</td>
<td>85% - 115%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Tenure</td>
<td>100%</td>
<td>97.5%</td>
<td>98.7%</td>
<td>98.8%</td>
<td>98.9%</td>
</tr>
<tr>
<td>ONET</td>
<td>100%</td>
<td>0.9%</td>
<td>0.8%</td>
<td>69.9%</td>
<td>79.1%</td>
</tr>
<tr>
<td>ISP</td>
<td>100%</td>
<td>74.4%</td>
<td>69.8%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>NAICS</td>
<td>90%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>96.8%</td>
<td>93.8%</td>
</tr>
<tr>
<td>Credential</td>
<td>50%</td>
<td>25.9%</td>
<td>32.1%</td>
<td>37.8%</td>
<td>40.3%</td>
</tr>
<tr>
<td>Rapid Response</td>
<td>50%</td>
<td>21.8%</td>
<td>16.7%</td>
<td>51.5%</td>
<td>74.3%</td>
</tr>
<tr>
<td>Case Management</td>
<td>50%</td>
<td>73.8%</td>
<td>87.7%</td>
<td>83.2%</td>
<td>83.4%</td>
</tr>
<tr>
<td>First TAA Date</td>
<td>90%</td>
<td>99.7%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Agent Liable</td>
<td>75%</td>
<td>89.4%</td>
<td>91.4%</td>
<td>94.9%</td>
<td>93.5%</td>
</tr>
<tr>
<td>Employment After Exit</td>
<td>100%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Wages Prior</td>
<td>100%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Wages Following</td>
<td>100%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### Trade Program Assessment Results for FY 15

<table>
<thead>
<tr>
<th>Measure</th>
<th>Goal</th>
<th>FY 15 Q1 (as of 3/10/15)</th>
<th>FY 15 Q2 (as of 6/4/2015)</th>
<th>FY 15 Q3 (as of 9/2/15)</th>
<th>FY 15 Q4 (as of 12/10/15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Expenditures</td>
<td>85% - 115% Discrepancy</td>
<td>Discrepancy</td>
<td>Discrepancy</td>
<td>Discrepancy</td>
<td>Adjustment</td>
</tr>
<tr>
<td>TRA Expenditures</td>
<td>85% - 115% Pass</td>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>A/RTAA Expenditures</td>
<td>85% - 115% Pass</td>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Job Srch / Reloc Exp</td>
<td>85% - 115% Pass</td>
<td>Discrepancy</td>
<td>Discrepancy</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Tenure</td>
<td>100% 100.0% 100.0%</td>
<td>99.0%</td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ONET</td>
<td>100% 82.1% 74.2%</td>
<td>78.7%</td>
<td>84.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISP</td>
<td>100% 100.0% 100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>NAICS</td>
<td>90% 94.1% 96.5%</td>
<td>95.9%</td>
<td>97.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credential</td>
<td>50% 46.4% 50.9%</td>
<td>51.6%</td>
<td>55.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapid Response</td>
<td>55% 64.4% 60.0%</td>
<td>65.3%</td>
<td>60.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Management</td>
<td>50% 83.2% 80.4%</td>
<td>78.6%</td>
<td>78.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First TAA Date</td>
<td>90% 100.0% 100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Agent Liable</td>
<td>75% 92.7% 88.8%</td>
<td>79.7%</td>
<td>78.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment After Exit</td>
<td>100% 100.0% 100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Wages Prior</td>
<td>100% 100.0% 100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Wages Following</td>
<td>100% 100.0% 100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

### Jobs for Veterans State Grant

#### PY 13 Veterans Program Assessment Results

<table>
<thead>
<tr>
<th>Performance Targets for JVSG Staff</th>
<th>Negotiated Targets</th>
<th>Q-4 Performance</th>
<th>% of Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Services Provided to Individuals by DVOP Specialists/Total Veterans and Eligible Persons Served by DVOP Specialists in the State</td>
<td>48%</td>
<td>59.2%</td>
<td>123%</td>
</tr>
<tr>
<td>Veterans’ Entered Employment Rate (weighted)</td>
<td>60%</td>
<td>56%</td>
<td>93%</td>
</tr>
<tr>
<td>Veterans’ Employment Retention Rate</td>
<td>84%</td>
<td>82%</td>
<td>98%</td>
</tr>
<tr>
<td>Veterans’ Average Earnings (Six-Months)</td>
<td>$20,400</td>
<td>$19,223</td>
<td>94%</td>
</tr>
<tr>
<td>Disabled Veterans’ entered employment rate</td>
<td>50%</td>
<td>48%</td>
<td>96%</td>
</tr>
<tr>
<td>Disabled Veterans’ employment retention rate</td>
<td>83%</td>
<td>82%</td>
<td>99%</td>
</tr>
<tr>
<td>Disabled Veterans’ average earnings (Six Months)</td>
<td>$23,400</td>
<td>$22,558</td>
<td>96%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Targets for Labor Exchange Services for Veterans</th>
<th>Negotiated Targets</th>
<th>Q-4 Performance</th>
<th>% of Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans’ Entered Employment Rate</td>
<td>55%</td>
<td>51%</td>
<td>93%</td>
</tr>
<tr>
<td>Veterans’ Employment Retention Rate</td>
<td>84%</td>
<td>83%</td>
<td>99%</td>
</tr>
<tr>
<td>Veterans’ Average Earnings (Six-Months)</td>
<td>$20,300</td>
<td>$19,627</td>
<td>97%</td>
</tr>
<tr>
<td>Disabled Veterans’ entered employment rate</td>
<td>50%</td>
<td>47%</td>
<td>94%</td>
</tr>
<tr>
<td>Disabled Veterans’ employment retention rate</td>
<td>85%</td>
<td>83%</td>
<td>98%</td>
</tr>
<tr>
<td>Disabled Veterans’ average earnings (Six Months)</td>
<td>$23,000</td>
<td>$23,227</td>
<td>101%</td>
</tr>
</tbody>
</table>
### PY 14 Veterans Program Assessment Results

<table>
<thead>
<tr>
<th>Performance Targets for JVSG Staff</th>
<th>Negotiated Targets</th>
<th>Q-4 Performance</th>
<th>% of Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Services Provided to Individuals by DVOP Specialists/Total Veterans and Eligible Persons Served by DVOP Specialists in the State</td>
<td>75%</td>
<td>81%</td>
<td>108%</td>
</tr>
<tr>
<td>Veterans’ Entered Employment Rate (weighted)</td>
<td>57%</td>
<td>65%</td>
<td>114%</td>
</tr>
<tr>
<td>Veterans’ Employment Retention Rate</td>
<td>83%</td>
<td>82%</td>
<td>99%</td>
</tr>
<tr>
<td>Veterans’ Average Earnings (Six-Months)</td>
<td>$19,400</td>
<td>$18,264</td>
<td>94%</td>
</tr>
<tr>
<td>Disabled Veterans’ entered employment rate</td>
<td>49%</td>
<td>49%</td>
<td>100%</td>
</tr>
<tr>
<td>Disabled Veterans’ employment retention rate</td>
<td>83%</td>
<td>81%</td>
<td>98%</td>
</tr>
<tr>
<td>Disabled Veterans’ average earnings (Six Months)</td>
<td>$22,600</td>
<td>$20,556</td>
<td>91%</td>
</tr>
</tbody>
</table>

### Performance Targets for Labor Exchange Services for Veterans

<table>
<thead>
<tr>
<th>Performance Targets for Labor Exchange Services for Veterans</th>
<th>Negotiated Targets</th>
<th>Q-4 Performance</th>
<th>% of Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans’ Entered Employment Rate</td>
<td>52%</td>
<td>54%</td>
<td>104%</td>
</tr>
<tr>
<td>Veterans’ Employment Retention Rate</td>
<td>84%</td>
<td>82%</td>
<td>98%</td>
</tr>
<tr>
<td>Veterans’ Average Earnings (Six-Months)</td>
<td>$19,700</td>
<td>$19,290</td>
<td>98%</td>
</tr>
<tr>
<td>Disabled Veterans’ entered employment rate</td>
<td>50%</td>
<td>48%</td>
<td>96%</td>
</tr>
<tr>
<td>Disabled Veterans’ employment retention rate</td>
<td>84%</td>
<td>81%</td>
<td>96%</td>
</tr>
<tr>
<td>Disabled Veterans’ average earnings (Six Months)</td>
<td>$23,300</td>
<td>$22,615</td>
<td>97%</td>
</tr>
</tbody>
</table>

### WIOA FISCAL ACCOUNTABILITY

The following section details how Maryland will ensure fiscal integrity is maintained for its WIOA Title I, II and IV programs.

#### WIOA Title I - Adult, Dislocated Worker & Youth Programs

Maryland is working to establish a new fiscal policy to appropriately describe the methods and factors the State uses in distributing funds under the WIOA Title I Adult, Dislocated Worker, and Youth programs. Currently, the WIOA Fiscal Accountability Work Group is convening to set forth recommendations to regarding the establishment of the most effective factors to distribute funds.

TEGL 29-14 outlines methods upon which the state must allocate WIOA Title I funds. While the work of Maryland’s cost allocation subgroup continues to identify the methods and factors which the State will use in distributing funds under WIOA Title I, Maryland will allocate Adult, Dislocated Worker & Youth Program funds following TEGL 29-14.

#### Local Youth Activities Funding

Maryland will distribute WIOA Youth Activities funds among local workforce areas (subject to reservation of the 10 percent limitation for statewide workforce investment activities) in accordance with Section 128 of WIOA and the approved WIA/Wagner-Peyser Act State Plan. Maryland will use data made available by the Bureau of Labor Statistics to determine Areas of Substantial Unemployment, and will further use the special tabulations of American Community Survey data in the determination of the number of economically disadvantaged youth as set forth in the statutory formula, available at: [http://www.doleta.gov/budget/disadvantagedYouthAdults.cfm](http://www.doleta.gov/budget/disadvantagedYouthAdults.cfm)
Local Adult Activities Funding
For PY 2015, Maryland will distribute WIOA Adult Activities fund allotments among local workforce areas (subject to reservation of the 10 percent limitation for statewide workforce investment activities) in accordance with the provisions in WIOA Section 133 and the approved WIA/Wagner-Peyser Act State Plan. Maryland will use data made available by the Bureau of Labor Statistics to determine Areas of Substantial Unemployment for the within-state Adult Activities allocation formula, and will further use the special tabulations of American Community Survey data in the determination of the number of economically disadvantaged adults, as set forth in the statutory formula, available at: http://www.doleta.gov/budget/disadvantagedYouthAdults.cfm.

Maryland will await guidance from USDOL regarding subsequent allocation distribution guidance.

Local Dislocated Worker Funding
Maryland will distribute Dislocated Worker Activities funds for PY 2015 among the local workforce investment areas (subject to reservation of up to 25 percent for statewide rapid response activities in accordance with Section 133 of WIOA and the 10 percent limitation for statewide workforce investment activities) in accordance with WIOA Section 133 and the approved WIA/Wagner-Peyser Act State Plan.

Maryland will await guidance from USDOL regarding subsequent allocation distribution guidance. Local plans must address how the local area plans to utilize Local Dislocated Worker Funding.

Maryland expects its workgroup to complete this chiefly important work by Summer of 2016. The methodology recommended by the work group will be distributed to a diverse group of Subject Matter Experts, with State and local experience (identified on page X), will convene to collaboratively develop the policy. Ultimately, methodology will be provided to GWIB for review and ultimate approval. This fiscal policy will describe the State’s methods and factors used to distribute funds to the local areas for youth activities in accordance with WIOA section 128(b)(2) or (b)(3) as established by the policy, adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3) as established as the policy, and dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

Maryland recognizes the importance of a cost allocation methodology that appropriately distributes funds to the State’s 12 local workforce areas. WIOA allows for the flexibility to transfer funds between Adult and Dislocated Worker programs. The State has created and recently issued policy on this process (as identified on page X). The policy describes the request and approval procedures for transferring funds when warranted.

WIOA Title II - Adult Education & Literacy Services
For the Title II Adult Education fund, Maryland will award grants to eligible providers through a competitive application process, to establish or operate programs that provide adult education and literacy activities. The application process will be open to eligible providers for seamless delivery of services, ensuring that services are available in every jurisdiction based on the level of need. The services provided will focus on the adult education goals described in WIOA Title II, including helping adults to become literate and obtain the knowledge and skills necessary for employment and sufficiency.
The following services will be funded:

<table>
<thead>
<tr>
<th>Adult Education &amp; Family Literacy Act Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adult Basic Skills Education Programs</strong></td>
</tr>
<tr>
<td>Maryland adult education program will continue to provide instruction in adult basic skills for adults with low basic skills, low educational attainment, and helping the most vulnerable adults to gain access to the services they need</td>
</tr>
<tr>
<td><strong>Adult Secondary Education Programs</strong></td>
</tr>
<tr>
<td>Adult secondary education instruction will be provided for students functioning at the adult secondary education level in preparation for a high school diploma through GED® testing or the National external Diploma Program®</td>
</tr>
<tr>
<td><strong>English Language Acquisition Programs</strong></td>
</tr>
<tr>
<td>English language acquisition programs will continue to be provided especially in jurisdictions with a high population of English language learners. Instructional programs will be required to incorporate mathematics instruction as required in the new law.</td>
</tr>
</tbody>
</table>

As the oversight and administrative agency for WIOA Title II adult education programs, DLLR will evaluate past performance in delivering adult education and family literacy activities in order to assess the effectiveness of applicants during the competitive process. Selected applicants must have documented success in providing adult education and literacy services. DLLR will convene one statewide application process for eligible providers. Title II providers in each jurisdiction will be selected on the basis of this competition.

**WIOA Title IV – Vocational Rehabilitation**
DORS is a Combined Agency that provides services for individuals who are blind. As such this provision is not applicable in Maryland.

**WIOA PROGRAM DATA & SYSTEM ALIGNMENT**
The following section details Maryland’s plans on how it will ensure WIOA data systems become aligned and better integrated, all the while maintaining privacy and the highest ethical standards.

Under WIOA, states can report an integrated or non-integrated extract based on current federal register documents. Maryland is committed to moving towards an integrated system, but it has not reached that point yet.
The following chart documents the data systems used, by WIOA program and contract end date:

<table>
<thead>
<tr>
<th>WIOA Program</th>
<th>Data System(s) Used</th>
<th>Year Contract Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Program</td>
<td>Maryland Workforce Exchange</td>
<td>2019</td>
</tr>
<tr>
<td>Dislocated Worker Program</td>
<td>Maryland Workforce Exchange</td>
<td>2019</td>
</tr>
<tr>
<td>Youth Program</td>
<td>Maryland Workforce Exchange</td>
<td>2019</td>
</tr>
<tr>
<td>Wagner-Peyser Act Program</td>
<td>Maryland Workforce Exchange</td>
<td>2019</td>
</tr>
<tr>
<td>Adult Education &amp; Family Literacy Act Program</td>
<td>Literacy and Community Education System</td>
<td>2019</td>
</tr>
<tr>
<td>Vocational Rehabilitation Program</td>
<td>AWARE</td>
<td>2020</td>
</tr>
<tr>
<td>Temporary Assistance for Needy Families Program</td>
<td>WORKS</td>
<td>2017</td>
</tr>
<tr>
<td>Trade Adjustment Assistance for Workers Program</td>
<td>Maryland Workforce Exchange</td>
<td>2019</td>
</tr>
<tr>
<td>Jobs for Veterans State Grant Program</td>
<td>Maryland Workforce Exchange</td>
<td>2019</td>
</tr>
<tr>
<td>Reintegration for Ex-Offenders</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

While DLLR, MSDE, and DHR are capable of reporting on each individual program to the respective federal oversight agency, Maryland does not currently have an integrated system with all partner programs. DLLR is therefore currently unable to report data from agencies, like MSDE-DORS and DHR-FIA, which report outside of the Maryland Workforce Exchange (MWE) system. As shown, the MWE currently houses WIOA Adult, Dislocated Worker, Youth, Wagner-Peyser, JVSG, and Trade program participants, however, TANF, Vocational Rehabilitation, and Adult Education are not currently in MWE.

Due to contract end dates in 2019 and 2020, the WIOA leadership team recognizes that Maryland needs both short- and long-term solutions and goals to data sharing and alignment.

To reach the long-term goal of system integration or alignment, the WIOA leadership team will work to identify potential options for common platforms and data integration. The team will schedule demonstrations with vendors and will work together to weigh pros and cons of the options available.

DHR is leading discussions with WIOA partners on long-term solutions in the development of prototypes, using multiple technologies to evaluate which best suit the needs of the State. Overall requirements and features are to be defined based on the suggestions from various stakeholders. The WIOA partners intend to replace the existing multiple systems, shown above, with a new system that will include imaging and workflow management, and a robust business rules engine to aid in eligibility determination and creating and managing benefit plans. The key design principles of the modernized system will be to create a client centric view with the use of shared data sources and a common business operating model. This platform for this new system will be adaptable across multiple Maryland State agencies. All require a system with similar attributes: a flexible, robust case management platform with safeguarding of Personally Identifiable Information, and a comprehensive, adaptable rules engine. It is intended that the MWE will be integrated into this common infrastructure platform for use. Long term, the application solution for the consolidated WIOA management system is to be utilized across the WIOA System.

In the short-term, the WIOA leadership team is very committed to working together to address data alignment and information sharing concerns through the following methods:
• Creating an inventory of data that is collected, by WIOA program, to determine which data elements (SSN, demographic data, etc.) would be helpful to partner WIOA organizations for eligibility purposes, etc.;
• Establishing Memoranda of Understanding between WIOA agencies, when applicable;
• Developing one standard confidentiality/ethics form for use with all personnel within the WIOA system to ensure staff understand, and agree with signature, to their responsibilities related to safeguarding confidential WIOA records;
• Developing one standard waiver for use with customers at first touch within the WIOA system to ensure compliance with applicable State and federal laws (e.g.: Family Educational Rights & Privacy Act (FERPA); Health Insurance Portability and Accountability Act (HIPPA); etc.);
• Granting “read only” basic access, with the appropriate releases, to limited WIOA system staff; and,
• Recognizing that if a WIOA partner agency has verified eligibility documentation, then the same documentation does not need to be duplicated by another State agency for a common customer.

In addition, the Governor’s Workforce Investment Board will establish a Data-Driven Technology Standing Committee to assist the Governor in aligning technology and data systems. The committee will report on high-level, cross-system indicators that are aligned with Maryland’s vision and connection to State data. The committee will analyze, develop, and advise on strategies that support the State workforce system.

INTEROPERABILITY OF MARYLAND’S WIOA MANAGEMENT INFORMATION SYSTEMS

Performance Interoperability

Once integrated, the WIOA partners will be able to effectively use the WIOA management system to assess the progress of participants exiting from core programs and completing post-secondary education or entering into or retaining employment. The modernized WIOA management system will provide a common data infrastructure from which ad hoc and automatically generated reports may be produced. Once established, this system will provide the ability to flexibly analyze and visualize data across the WIOA system, either in a consolidated fashion or using system specific data. Analysts will have the ability to quickly explore data through easily customized visualization tools. These visualization tools that are currently being contemplated should be customizable. This would allow for a drag and drop type interface, which would eliminate the need for hard coding when generating a new report or changing an existing report.

Until then, in order to collect the participant level data that will be aggregated and displayed in USDOL quarterly reports, Maryland will use a standardized individual record file for program participants, called the WIOA Participant Individual Record Layout (PIRL). The PIRL provides a standardized set of data elements, definitions, and reporting instructions that will be used to describe the characteristics, activities, and outcomes of WIOA participants. Maryland will be able to meet USDOL requirements to collect participant information that corresponds with the data elements and descriptions delineated within the PIRL. Once collected, this information will then be aggregated according to the conditions outlined in the WIOA Data Element Specifications, detail the common data elements and technical specifications necessary for calculation of reporting elements under all the USDOL programs listed in the paragraph below.

Once aggregated, Maryland will submit the outcomes of the PIRL data to USDOL and will then display according to the frameworks within the USDOL Performance Scorecard and the WIOA Pay-for-Performance Scorecard.

1 Maryland is currently evaluating pay-for-performance as a way to address workforce needs.
receive core employment and workforce information services through the public labor exchange of the states’ One-Stop delivery system under the Wagner Peyser Program. This Report is also included in the state’s collection request. Additionally, to meet USDOL requirements, Maryland will certify and submit the USDOL Performance Scorecard to USDOL on a quarterly basis and will submit the Pay-for-Performance report(s) and Job Openings report quarterly when applicable.

The accuracy, reliability, and comparability of program reports submitted by Maryland using Federal funds are fundamental elements of good public administration, and are necessary tools for maintaining and demonstrating system integrity. The use of a standard set of data elements, definitions, and specifications at all levels of the workforce system helps improve the quality of the performance information that Maryland reports on its WIOA programs.

The set of common performance indicators represents the key results that Maryland strives to achieve for their customers, and that the WIOA federal oversight agencies like USDOL are interested in measuring. Using this set of common indicators affords ETA the ability to describe, in a similar manner, the core purposes of the workforce system – through the program services received, how many people found jobs; what were their earnings; and what skill gains they achieved. They are an integral part of Maryland’s WIOA performance accountability system, and through the Workforce Performance Accountability, Information, and Reporting System, Maryland will continue to collect and report data on program activities, participants, and outcomes that are necessary for program management and to convey full and accurate information on the performance of workforce programs to policymakers and stakeholders.

Section 116(d)(1) of WIOA mandates that the U.S. Secretaries of Labor and Education develop a template for performance reports to be used by states, local boards, and eligible providers of training services for reporting on outcomes achieved by participants in the WIOA core programs. Required annual data for the core programs include those related to primary performance indicators, participant counts and costs, and barriers to employment as described further in this section. Once Maryland receives these templates from its federal agency partners, it will work to ensure data are collected and reported in a timely and accurate manner. The WIOA partners are dedicated to provide their staff with additional training regarding performance reporting to ensure proficiency.

Sec. 506(b)(1) of WIOA states that section 116 of WIOA will go into effect at the start of the second full program year after the date WIOA was enacted. WIOA was enacted on July 22, 2014. Therefore, Section 116’s performance accountability system is effective July 1, 2016. Approval of this information collection is required so that the states, grantees, and other entities can begin programming their management information systems in order to allow for collection of the necessary data to implement the data collection and reporting requirements of Section 116 in accordance with the WIOA statute.

DORS monitors performance on an ongoing basis. DORS staff have access to AWARE VR standardized performance reports on an ongoing basis through weekly, monthly, quarterly, and annual reports. Performance is monitored regularly to ensure progress toward the achievement of performance goals. Additionally, Alliance Enterprises has been working with Maryland DORS and other VR agencies to develop new data reporting elements in accordance with WIOA common performance measures. As Alliance Enterprises updates AWARE, DORS will ensure that staff are provided necessary training. Also, DORS staff will continue to work with its workforce partners toward implementing WIOA common performance measures.
Use of Unemployment Insurance Data
Under WIOA, Unemployment Insurance wage records will continue to serve as the primary source for all employment related performance measures.

To ensure Maryland is seeing a full and accurate picture of the impact its WIOA programs have on participants’ employment outcomes, the State plans to use supplemental wage record data to document participants’ entry and retention in employment when wage records are unavailable. Although a majority of employment situations will be covered by wage records, certain other types of employment, particularly self-employment, are either excluded from UI wage records, or remain difficult to gain access to due to restrictions related to confidentiality.

WIOA partners take the responsibilities of privacy and confidentiality very seriously. Therefore, the WIOA partners are dedicated to ensuring that staff who access and review Unemployment Insurance wage records sign appropriate confidentiality and ethical disclosures every six (6) months.

Fiscal Management & Accountability System
All of Maryland’s WIOA programs use the Financial Management Information System (FMIS) for fiscal and management accountability information. FMIS is an integrated database system with purchasing and accounting components. FMIS runs on the Comptroller of Maryland’s Annapolis Data Center’s computers, and supports individual agency and statewide purchasing and accounting operations.

FMIS supports purchasing functions through the Advanced Purchasing and Inventory Control System (ADPICS) component, and supports the accounting operations through the Relational Standard Accounting and Reporting System (R*STARS) component. The integration of procurement and accounting processing within FMIS results in two primary agencies, the Department of Information Technology (DoIT) and the Comptroller of Maryland, having responsibility for separate aspects of FMIS. Specifically, DoIT is responsible for daily FMIS administration, including maintenance, operation, security, and back-up of related database records and the computer programs that perform online and overnight processing. The Comptroller of Maryland’s General Accounting Division (GAD) is primarily responsible for R*STARS operations, security, and reporting.

PRIVACY SAFEGUARDS
To protect Personally Identifiable Information (PII), Maryland adheres to USDOL guidance provided in Training and Employment Guidance Letter 39-11, “Guidance on the Handling and Protection of PII.” Whenever possible, Maryland will continue to use unique identifiers for participant tracking instead of Social Security Numbers (SSNs). While SSNs may initially be required for performance tracking purposes, subsequently staff may use a unique identifier to link each individual record back to the SSN. Once the SSN is entered for performance tracking, the unique identifier may be used in place of the SSN for tracking purposes.

When SSNs are used for tracking purposes, Maryland requires its WIOA programs to store or display SSNs in a way that is not attributable to any particular individual. For Maryland’s WIOA programs using the MWE, the State subsequently uses alternative identifiers, such as State IDs, after SSNs have initially been supplied. When SSNs are used, this information is truncated and encrypted within the MWE. Only WIOA staff with selective privileges can access SSNs.

To secure the System Internet communications within the MWE, a Secure Sockets Layer (SSL) is used to encrypt a session between the server and the Web user. SSL is a program layer for managing the security of message transmissions in a network. The programming for maintaining data confidentiality is contained in a program layer between an application such as the System and the Internet's Transmission Control Protocol / Internet Protocol.
(TCP/IP) layers. The “sockets” part of the term refers to the socket method of passing data back and forth between
client and a server program in a network or between program layers in the same computer. SSL uses the public-
and-private key encryption system from RSA.

A digital certificate is an electronic "credit card" that establishes credentials when carrying out transactions on the
Web, and is issued by a certification authority. It contains a copy of the certificate holder's public key, which is
used for encrypting and decrypting messages and digital signatures, and the digital signature of the certificate-
issuing authority. This is used so that a recipient can verify the certificate is real. The following data will always be
encrypted when it is accessed by the MWE System:

- Social Security Number;
- Federal Employer Identifier Number;
- Wage Records;
- Information relating to benefits and public assistance received; and,
- User ID and Password.

The MWE System includes a set of permissions that determine the resources in the system that a specific user can
access and/or modify. For example, some staff will be able to view certain data while others will be able to view
and modify this data. When MWE’s creator, Geographic Solutions, hosts the System, the data is secured behind
our advanced firewall.

In addition, DLLR’s current policy on PII recommends that SSNs are obtained for performance and reporting
purposes, but it also states that SSNs are not required for services to be provided. Because SSNs are important for
tracking outcomes, staff should seek SSNs and in doing so should communicate the following to customers:

- You are not required to provide us with your SSN. Your receipt of services will not be affected by
disclosure or nondisclosure of your SSN or any other information that is voluntarily requested.
- SSNs are used to facilitate efficient record keeping, integrated service delivery, for performance
measurement, research, planning, and program evaluation.
- Your SSN will be kept confidential and is intended for use only by the program administrator and the
federal government for reporting and evaluation.

Due to privacy concerns among local workforce areas and DLLR, Maryland recently formed a work group to
assess current policy related to privacy and to work with the federal oversight agencies, like USDOL, to determine
alternative methods of tracking that do not require staff to receive PII. The desired goal is to obtain accurate
eligibility documentation while reducing paper case files.

Utilization of a module within the MWE will allow all eligibility information and supporting documentation to be
scanned and uploaded to the MWE without necessity of a paper file. While this option is still in discussion, with
further discussions regarding partner access to MWE and data sharing as a more robust and integrated system is in
the planning stages, the DLLR work group believe that the adoption of a form in the style of an United States
Citizenship and Immigration Services Form I-9 is preferable to the maintenance of a paper case file for each
workforce participant. The form would require the attestation of the program participant and the applicable WIOA
partner case worker that the information provided on the form is correct and complete. In such a case, the
supporting documentation will no longer need to be secured by the partner agency. Thus, documents containing
PII will be limited to the information that has been attested to by both the customer and the case worker. While
such a form has been created by the DLLR work group, it has yet to be shared by the partners. Once a document is
agreed to by the WIOA partners, DLLR is committed to piloting a program that integrates the I-9 type form into the intake process. The pilot will allow agencies and WIOA partners to establish a baseline in determination of an acceptable error rate. Upon successful completion of the pilot, and upon agreement among the WIOA partners, an I-9 based form will be integrated as a part of the intake process until information can be securely uploaded onto the MWE and/or partner systems and information can be successfully shared between the partners.

**VETERANS PRIORITY OF SERVICES**

In accordance with the Jobs for Veterans Act of 2002 and the Veterans’ Benefits, Health Care, and Information Technology Act of 2006, DLLR offers covered Veterans and eligible spouses “Priority of Service.” The purpose of Priority of Service is to give first consideration for program participation to covered Veterans and eligible spouses who also meet the eligibility criteria of a USDOL training, employment, or placement service in any workforce preparation program. A covered Veteran or an eligible spouse must receive access to services earlier in time than a non-covered person or, if resources or space is limited, the covered Veteran or eligible spouse must receive access to the service instead of, or before, the non-covered person.

To receive Veterans Priority of Service for a specific program, a Veteran or eligible spouse must meet the statutory definition of a “covered person” and also must meet any other statutory eligibly requirement applicable to the program. Depending on the type of service or resource being provided, Priority of Service may mean:

- Covered person gains access to services or resources earlier than the non-covered persons;
- Covered person receives service or resources instead of a non-covered person when resources are limited.

Veterans Priority of Service should take precedence before applying WIOA Priority of Service for recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

For universal access programs, such as Wagner-Peyser services, covered persons must receive Priority of Service over all other program participants. However, for programs with specific eligibility criteria, such as the WIOA Title I Adult program, covered persons must first meet all statutory eligibility requirements for the program to receive Priority of Service. For programs that target specific populations without statutory mandate, covered persons must receive the highest priority for enrollment, similarly to the Priority of Service applied to universal access programs.

State and local program operators understand that Priority of Service must be followed. As established by statute, State and local operators do not have the discretion to establish further priorities within the overall Priority of Service; this right is reserved for the U.S. Secretary of Labor only.

Local workforce area directors must ensure that local workforce area plans incorporate a Veterans Priority of Service policy that is consistent with the requirements of State policy and the law.

**IDENTIFYING VETERAN STATUS**

Each American Job Center, or other relevant, point of entry should inform covered persons, that by identifying as a Veteran or covered spouse, they are entitled to Priority of Service. One of the responsibilities of the Local Veterans’ Employment Representatives (LVERs) is to ensure that signage and detailed sign-in sheets exist at both the physical service delivery point and through the Internet service delivery point.

The workforce system and affiliate program operators must enable Veterans and eligible spouses to identify themselves as Veterans at the point of entry to the system or program, so that covered persons take full advantage
of Priority of Service. American Job Center and affiliate program operators must ensure that covered Veterans and eligible spouses are made aware of:

- Priority of Service entitlement;
- The full array of employment training and placement services available; and,
- Applicable eligibility requirements for programs and services.

**VERIFYING VETERAN STATUS**

Any individual self-identifying as a covered person should be provided immediate priority in the delivery of employment and training services. No covered person should be denied access on a priority basis to any services provided by program staff in order to verify covered person status.

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

It is neither necessary nor appropriate for any staff to require verification of the status of a Veteran or eligible spouse at the point of entry, unless the individual who self-identifies as a covered Veteran or eligible spouse:

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

To receive Priority of Service for career services, covered persons may self-attest their Veteran or eligible spouse status. To receive training services under WIOA, however, Veteran status must be verified.

**WIOA SYSTEM ACCESSIBILITY FOR ALL MARYLANDERS**

Maryland’s WIOA oversight entities are committed to ensuring that individuals with disabilities have equal access to all WIOA covered programs and activities. The State of Maryland will ensure that sub-recipients establish and implement appropriate procedures and processes under the Americans with Disabilities Act (ADA) and Rehabilitation Act -Title IV.

The State of Maryland has taken necessary steps to identify compliance under Section 188 of WIOA which contains provisions identical to those in Section 188 of WIA. The State of Maryland will ensure that all local workforce areas comply with provisions that prohibit discrimination against individuals who apply to, participate in, work for, or come into contact with programs and activities that receive financial assistance from USDOL, U.S. Department of Education, and the U.S. Department of Health & Human Services.

Section 188 prohibits discrimination on the grounds of race, color, religion, sex, national origin, age, disability, or political affiliation or belief, among other bases. Section 188 also requires that reasonable accommodations be provided to qualified individuals with disabilities in certain circumstances. American Job Center are expected to meet the needs of their customers by ensuring universal access to their programs and activities for all eligible individuals. Universal access includes performance of the following functions:
Understanding local needs;
Marketing and outreach;
Involving community groups and schools;
Effecting collaboration, including partnerships and linkages;
Staff training;
Intake, registration and orientation;
Assessments and screenings; and,
Service delivery.

Maryland’s American Job Centers are required to provide reasonable accommodation for individuals with disabilities to ensure equal access and opportunity. The term “reasonable accommodation” is defined in the current Section 188 regulations as “modifications or adjustments to an application/registration process that enables a qualified applicant/registrant with a disability to be considered for the aid, benefits, services, training or employment that the qualified applicant/registrant desires;” or “modifications or adjustments that enable a qualified individual with a disability to perform the essential functions of a job, or receive aid, benefits, services, or training equal to that provided to qualified individuals without disabilities;” or “modifications or adjustments that enable a qualified individual with a disability to enjoy the same benefits and privileges of the aid. American Job Center will make visible to participants that:

- Section 188 implements the nondiscrimination and equal opportunity provisions of WIOA, which are contained in section 188 of the statute.
- Section 188 prohibits discrimination on the grounds of race, color, religion, sex, national origin, age, disability, political affiliation or belief, among other bases.
- Section 188 also requires that reasonable accommodations be provided to qualified individuals with disabilities in certain circumstances.

The State expects local providers to acknowledge in local plans and/or policies that they understand that, while Section 188 regulations ensure equal opportunity for individuals with disabilities, sub-recipients may also be subject to the requirements of:

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

MONITORING OF SITES
For WIOA programs where DLLR has oversight, in order to confirm compliance under Section 188, DWDAL State Regional Program Monitors will conduct an onsite review that begins with the State of Maryland Monitor’s arrival and observation of the site’s triage systems; making sure the appropriate federal signs are visible by participants and a kiosk with WIA/WIOA, Veteran, ITA, OJT information is available. Maryland’s WIOA partners are dedicated to ensuring that other subject matter experts in relevant areas, such as disabilities and accessibility, are included in monitoring best practice training and discussions to ensure that WIOA programming is delivered thoroughly and effectively. Before a brief entrance conference the Monitor will confirm with Program Manager or
Director that his office received notification, staff is aware of participation and requested information prior to meeting is complete and unchanged. Next, the monitor will conduct a walk-through. The walk-through will observe the following:

- EO Law Posters are in plain sight, centrally located, in needed languages; provide State and local EO Officer contact information
- Literature is present
- EO tagline (inserted and correct); TTY/TDD or Relay Service number when phone number is listed
- Accessibility
- Disability entrance signage; entrance; parking lot
- Accessible stations; Assistive Technology

The monitor will perform a case file review analyzing documentation, Intake processes, eligibility determination and access to services based on the laws under WIOA Title I, and Title IV from randomly selected files for the Program year. Test will be performed using the monitoring tools created by the Monitoring Unit along with instruments provided by DLLR Office of Fair Practices. A report will be developed highlighting any discrepancies, findings or concerns that will be forwarded to the Office of Fair Practice, and the Office of the Assistant Secretary for further review.

DORS self-monitors compliance with the provisions of the Americans with Disabilities Act to ensure that all offices, programs, services, technology, and materials are fully accessible to staff with disabilities and consumers with significant disabilities. On a daily basis, staff with disabilities and participants in the VR program monitor DORS for accessibility. Monitoring activities are also conducted by the US Department of Education, Rehabilitation Services Administration, as well as by state and federal auditors.

DHR provides assistance to individuals and families with disabilities applying for or receiving TANF. Maryland (1) ensures equal access to people with disabilities; (2) reasonably modifies policies, practices, and procedures for people with disabilities where necessary; and (3) ensures that methods of administration do not discriminate on the basis of disability. Applicants and recipients are provided special accommodations and auxiliary aids such as interpreters for individuals with hearing impairments, large type reading materials for individuals with visual impairments and telephone interviews for those customers who unable to visit a LDSS.

Further, specifically with TANF workforce development programs, DHR requires LDSS to complete an annual Plan for Achieving Self-Sufficiency. Included in the annual plan are project descriptions for all work program activities. LDSS are required to describe in the plan their assessment, reasonable accommodation and monitoring processes which will include a communication strategy with vendors that provide workforce development services, if applicable. Additionally, DHR conducts monthly technical assistance/monitoring calls and annual on-site monitoring visits with each LDSS and will evaluate ADA compliance. Compliance will be measured, among other things, by the promulgation of policies, tracking of requests for reasonable accommodations and participation in DHR ADA trainings. Finally, monitoring is also conducted by the U.S. Department of Health and Human Services as well as state and federal auditors.

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COMMON ASSURANCES (for all core programs)

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<tr>
<th>The State Plan must include assurances that:</th>
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<td>1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;</td>
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<td>2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;</td>
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<td>3. The lead State agencies with responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;</td>
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<td>4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;</td>
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<td>6. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for adult, dislocated worker, and youth programs to carry out workforce investment activities under chapters 2 and 3 of subtitle B;</td>
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PART 4. PROGRAM SPECIFICS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES

REGIONS & LOCAL WORKFORCE DEVELOPMENT AREAS

Maryland’s Planning Regions
Regional planning is a new requirement under Section 106 of WIOA. The Act requires the State to identify planning regions as a part of the process for developing the State plan. Maryland’s twelve (12) local areas have historically entered into agreements wherein they developed regions and produced plans to regionally target various industry sectors. However, in the development of Maryland’s planning regions pursuant to the Act, the local workforce directors and Chief Elected Officials were concerned with implications surrounding the creation of WIOA regions. According to the law, local areas, “must establish administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate, for the region” as well as “coordinat[e]…transportation and other supportive services, as appropriate, for the region.” Outside of the specific references in Section 106 of WIOA, there has been no additional guidance from USDOL regarding these important provisions.

Therefore, Maryland, while dedicated to developing planning regions that will develop and implement sector initiatives for in-demand industry sectors or occupations in a region, and further dedicated to regional coordination of economic development services, needs additional time to fully communicate with Local Boards and Chief Local Elected Officials to fully develop regional planning guidance, including the issuance of a State policy.

Additionally, while WIOA requires that a State identify planning regions in the process of developing the State Plan, the Act is silent as to the re-designation of planning regions. Therefore, Maryland will temporarily designate all 12 local areas as regions onto themselves. This designation is temporary and effective only until July 1, 2016. At that time, Maryland will revise its plan to re-designate planning regions after further and more robust discussion between State and local partners is had and additional guidance is provided.

Again, Maryland’s twelve local areas are:

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<th>Maryland’s Local Workforce Areas</th>
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<td>Anne Arundel County</td>
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<td>Mid-Maryland</td>
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Process for Determining Regions
The State of Maryland convened a group of stakeholders as a part of its nine (9) WIOA workgroups to examine proposed methodology in delineating regions pursuant to Section 106 of WIOA. That group, consisting of the State’s department of labor, economists, and local workforce development directors collaboratively reviewed the list of variables that could be used to delineate regions of economic activity pursuant to Section 679.210 of the Notice of Proposed Rulemaking issued by USDOL on April 16, 2015. The Executive Director of the Governor’s Workforce Investment Board contacted Maryland’s Chief Elected Officials explaining the statutory requirements regarding regional planning in July 2015.
In October 2015, the WIOA workgroup on Labor Market Information distributed, for public review, a list of draft variables that the State proposed to use for delineating regions. The department led work group proposed the use of a similarity index that would include local areas with similar or shared labor markets, shared common economic development areas, and adequate possession of federal and non-federal resources to ensure that a proposed region would have appropriate education and training institutions. The State considered the following additional variables:

- Population centers;
- Commuting patterns;
- Land ownership;
- Industrial composition;
- Location quotients;
- Labor force conditions; and,
- Geographic boundaries.

After allowing for adequate public comment, three (3) draft maps incorporating the variables were circulated for public inspection, review, and comment. After consultation with the Maryland’s twelve (12) local workforce directors, the department issued a fourth map for review and comment.

Functions of the Planning Regions

Pursuant to Section 106 of WIOA, Local Boards and Chief Elected Officials must engage in a regional planning process. That process must result in the preparation of regional plan. The regional plan must incorporate the local plans for each of the local areas in the planning region and must be aligned with Maryland’s State Plan. Maryland, pursuant to Section 106 of WIOA, will provide technical assistance and labor market information upon the request of a local area to assist with regional planning.

Pursuant to Section 106 of WIOA, each regional plan shall collaboratively engage in a process that results in:

1. The establishment of regional service strategies, including use of cooperative service delivery agreements;
2. The development and implementation of sector initiatives for in-demand industry sectors or occupations for the region;
3. The collection and analysis of regional labor market data, in conjunction with the State;
4. The establishment of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate, for the region;
5. The coordination of transportation and other supportive services, as appropriate, for the region;
6. The coordination of services with regional economic development services and providers; and,
7. The establishment of an agreement regarding collective negotiation with the State on local levels of performance, and report on performance accountability measures for local areas or the planning region as set forth in Section 116(c) of WIOA.

Subsequent Designation of Regions

Upon request of the Chief Elected Officials from the local areas affected, or every two years beginning July 1, 2016, the State will review the current configuration of regions. Should it be determined that the regions no longer meet the needs of the State’s workforce system, the State will undertake a reconfiguration of the regions in coordination with Maryland’s Local Boards and Chief Elected Officials.
Designation and Re-Designation of Local Areas

Upon request of a Chief Elected Official(s) of a local area, the Governor shall approve the re-designation of a local area that has performed successfully and sustained fiscal integrity.

For the purposes of these measures, Maryland adopts the following definitions:

*Performed Successfully* -- The term “performance successfully” means the local area met or exceeded the adjusted levels of performance for primary indicators of performance described in Section 116(b)(2)(A) (or, if applicable, core indicators of performance described in Section 136(b)(2)(A) of the Workforce Investment Act of 1998) for each of the last 2 consecutive years for which data are available preceding the determination of performance under this paragraph. As Maryland’s workforce system is dedicated to placing people before performance measures, the WIOA partners are dedicated to taking the first two years of implementation of the Act to develop a baseline of performance. During that time, all areas will be considered as “performing successfully,” as long as it is demonstrated that they are truly serving individuals with barriers to employment.

*Sustained Fiscal Integrity* -- The term “sustained fiscal integrity” means that the Secretary has not made a formal determination, during either of the last 2 consecutive years preceding the determination regarding such integrity, that the administrative entity of the area misspent funds provided under Subtitle B of WIOA (or, if applicable, Title I of the Workforce Investment Act of 1998) due to willful disregard of the
requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration.

Upon receipt of a request from a Chief Elected Official for a particular local area to re-designate the local area, the Maryland Department of Labor, Licensing and Regulation will conduct a review of the local area’s performance and fiscal integrity to ensure that it both performed successfully and sustained fiscal integrity. Upon conclusion of the same, the Secretary of the Department of Labor, Licensing and Regulation will recommend to the Governor whether local area should be re-designated.

**Appeal of Re-Designation**

In the event that a unit of general local government (including a combination of such units) is not granted re-designation, it may appeal the decision, pursuant to Section 106(a)(5) of WIOA to the Governor’s Workforce Investment Board. Such an appeal must be made in writing within 30 days of the Governor’s decision not to re-designate local area. If the appeal does not result in a designation of the local area, the U.S. Secretary of Labor, after receiving a request for review from the unit and on determining that the unit was not accorded procedural rights as specified under Section 102(b)(2)(D)(i)(III) of WIOA, or that the area meets the requirements as set forth above, may require the area be designated as a local area.

**Statewide Policy Activities**

Maryland has a robust policy plan in place to guide the state workforce development system. Pages X-Y provide details on Maryland’s WIOA policy activities.

**Governor Hogan’s WIOA Set Aside Funding**

As required in Section 134 of WIOA, DWDAL has set aside funding for both required (section 134.2) and allowable (section 134.3) Statewide activities. The final determination of the use of available funding for allowable activities is made by the Governor or his designee. DLLR is committed to providing funding opportunities for workforce delivery systems that are innovative and industry-driven. DLLR is particularly interested in providing funding to workforce training opportunities in the industries identified in Governor Hogan’s strategic plan. Additionally, in an effort to further align workforce development and apprenticeship opportunities, DLLR is committed to providing funding for apprenticeship opportunities in non-traditional apprenticeship fields.

**Rapid Response & Layoff Aversion in Maryland**

In Maryland, Rapid Response is a collaborative effort that involves locally defined partnerships with staff from DLLR’s DWDAL Dislocation Services Unit (DSU), the local workforce areas, the State’s Business Services Team, and the DLLR Division of Unemployment Insurance. Rapid Response teams work with both Worker Adjustment and Retraining Notification (WARN) and non-WARN businesses and employees to quickly maximize public and private resources that will minimize the disruptions on companies, affected workers, and communities associated with job loss. Generally, Rapid Response Teams provide customized services onsite at an affected company, accommodate work schedules, and assist companies and workers through the challenging transitions associated with job loss.

All Rapid Responses— irrespective of the size of the dislocation event and whether it is a WARN or non-WARN situation—involve: (1) an initial business consultation, which is employer focused, and (2) an information session, which is employee focused. DLLR works collaboratively with the local workforce areas, the Division of
Unemployment Insurance, and other relevant stakeholders to ensure effective, customer-friendly Rapid Response provision.

**WARN Protocols**

To ensure quality coordination, DLLR DWDAL’s Rapid Response Coordinator (or designee) is responsible for sharing WARN information with relevant staff from DWDAL, the affected local workforce area(s), the DLLR Division of Unemployment Insurance, other DLLR staff, and other relevant stakeholders in a timely manner. The local DSU field representative is then responsible for keeping the local workforce area well-informed of its anticipated actions, and for contacting the business in a timely manner to explain the importance of Rapid Response services and to determine the business’ level of interest. The local DSU field representative(s) also manages and coordinates the specific Rapid Response effort with relevant team members, including those from the affected local workforce area(s) to decide:

- What approach should be taken for the initial business consultation?; and,
- Who specifically should participate in the initial business consultation from the local Rapid Response Team and in what capacity?

**Non-WARN Protocols**

In the absence of a WARN, a business may contact any member of the Rapid Response team. For example, the business may contact the local area directly if it has an existing relationship or it may contact the Division of Unemployment Insurance to ask specific UI questions. It is the responsibility of the individual who has been contacted to ensure coordination and information sharing between the Rapid Response team occurs timely. In the same way that DWDAL must coordinate with the local workforce area(s), Division of Unemployment Insurance, and other stakeholders in WARN situations, the local workforce area(s) must coordinate with DWDAL and keep DWDAL well-informed of its anticipated actions in non-WARN situations, as it will be included in reporting to the U.S. Department of Labor.

**Initial Business Consultation (Employer Focused)**

The Initial Business Consultation is an opportunity for members of the Rapid Response team to meet with the business to discuss employer needs and the benefits of moving forward with offering an employee-focused Rapid Response Information Session. Participants may include: the employer representative, local Rapid Response Coordinator, DSU staff, State of local economic development staff, union representation, and/or private outplacement consultants hired by the employer.

The primary goal of the consultation is to secure the employer’s commitment to offer an Information Session. Staff shall arrange for Initial Business Consultations on company time at the work site when appropriate. To gain employer participation and support, the Rapid Response team shall describe the benefits of holding an Information Sessions, which include:

- Advising the dislocated workers on the transition services that are available via the American Job Centers and workforce system;
- Explaining the UI benefit system; and,
- Offering question and answer sessions to help reduce worker anxiety, and to minimize negative impact on the business.
The Business Services Team shall be a part of the consultation whenever possible. Prior to a Rapid Response event, the BST staff should encourage the business to solicit resumes from relevant employees. Staff will gather information concerning the skills and abilities of impacted workers to be used for outreach with local businesses. Business Services Team staff will use the information learned during a consultation to inform future outreach opportunities and to provide information on business needs.

**Information Session (Employee Focused)**
The Information Session is an opportunity for members of the Rapid Response team to meet, for about one hour, with the affected workers to provide important information on available transition services, unemployment insurance, and other relevant workforce development activities.

The following two sections offer guidance that is specific to dislocation events affecting:

- Closures and mass layoffs of 100+ employees;
- Closures and substantial layoffs of less than 100 employees.

**CLOSURES AND MASS LAYOFFS OF 100+ EMPLOYEES**
At a minimum, Rapid Response Information Sessions for closures and mass layoff of 100+ employees involve representatives from the DLLR DSU, the affected local workforce area(s), and the Division of Unemployment Insurance. Other staff or stakeholders may also be involved.

The DLLR DSU is responsible for coordinating the team’s efforts. This must include outreach to the Director of Benefits, Division of Unemployment Insurance to inform him or her of the dislocation event. The Director of Benefit shall determine who will attend the Information Session to provide UI information and to be available for questions.

**CLOSURES AND SUBSTANTIAL LAYOFFS OF LESS THAN 100 EMPLOYEES**
At a minimum, Rapid Response Information Sessions for closures and mass layoff of less than 100 employees shall involve representatives from the DLLR DSU and the affected local workforce area(s). Other staff or stakeholders, such as Division of Unemployment Insurance staff, may also be involved.

Although the Division of Unemployment Insurance may not actively participate in a smaller dislocation event, the DLLR DSU staff must always inform the Director of Benefits, Division of Unemployment Insurance of the occurrence and subsequent Information Session. The Director of Benefits shall then determine whether UI staff can be present. If UI staff cannot be present, then the DSU field representative is responsible for providing the UI information prescribed by the Division of Unemployment Insurance. When UI is not present, affected workers must be directed to the website and appropriate contact for additional information.

**LAYOFF AVERSION & RAPID RESPONSE**
Business Service Team members assist eligible businesses with layoff aversion and/or Rapid Response along any given point of a business’ lifecycle. The following picture depicts the general lifecycle of a business.
Business Services offers an array of initiatives and strategies that work towards job creation and layoff aversion. As defined by the USDOL, layoff aversion is:

1. When a worker’s job is saved with an existing employer that is at risk of downsizing or closing; or,
2. When a worker at risk of dislocation transitions to a new job, with the same employer or a different employer, and experiences no or a minimal break in employment.

**Disaster Planning**

USDOL recommends states use Rapid Response funds to plan for disaster response before a disaster strikes. In keeping with that recommendation, DLLR has developed a plan and taken initial preparation and coordination steps in an effort to strive for strong disaster preparedness.

In the event of a disaster, Maryland will use Rapid Response funds to support the following activities:

- Devise prospective strategies to provide assistance to local areas experiencing disasters;
- Identify strategies for aversion of layoffs;
- Ensure mechanisms for regular exchange of information relating to potential dislocations are in place;
- Collect and analyze data and information for a number of purposes; and,
- Hold disaster drills.

In the event of a natural disaster, mass layoff, or other emergency, DLLR’s Secretary will work closely with the Governor and other cabinet-level staff to execute the appropriate actions in a timely manner through the Department’s position on the Maryland Emergency Management Agency Board. The Secretary, in turn, will communicate with appropriate staff, including the Rapid Response team, to ensure the State fulfills its obligation to deliver the appropriate services and transition workers to new employment as quickly as possible.

Rapid Response teams are expected to be flexible and responsive. Therefore, it makes sense that Rapid Response plays a key role in disaster response in partnership with other internal and external government, non-profit, and private agencies. Should it be needed, Maryland will be able to access those funds for the following activities:

- Purchase and deployment of mobile units for service delivery in disaster areas;
- Support for organizing physical locations for disaster relief centers;
• Support to individuals with applying for unemployment insurance (and Disaster Unemployment Assistance);
• Support sharing information on services available, including temporary jobs through National Dislocated Worker Grants;
• Hiring staff to support range of needs of impacted individuals, including counselors; and,
• Job search assistance.

The Dislocation Services Unit, in partnership with Business Services Team, will work to ensure that Maryland businesses consider the importance of having an emergency plan within their own organization as a part of the Maryland Business Services Team’s outreach efforts. Staff will offer assistance in the development of their personal disaster plan, according to their projected needs.

**Rapid Response & Trade Adjustment Assistance**

The federal government provides additional services to workers whose jobs are lost due to foreign trade or shifts in production out of the United States. While not all job loss due to foreign competition meets the requirements of the Trade Act, the Rapid Response team will work with businesses to provide information on Trade Adjustment Assistance (TAA) and the benefits workers can receive if a business is certified as trade-affected. A business, the Rapid Response team, or the workers themselves can file a trade petition with the United States Department of Labor. Trade Adjustment Assistance, offered at no cost to employers, allows impacted workers to access an even wider array of services for which they would not otherwise be eligible.

Once the adversely affected workers become certified under the Trade program, a Trade Informational Session will be held for those workers by the Dislocation Services Unit Field Representative in coordination with the Trade Readjustment Allowance (TRA) Coordinator from the Division of Unemployment Insurance and Trade Program case managers local to the impacted workers, to discuss all services and benefits that they may be eligible for depending upon their approved petition identifier.

The Trade Adjustment Assistance Program enables adversely affected workers to prepare for reemployment as quickly as possible by allowing Trade-impacted participants to work individually with a case manager located in one of the statewide American Job Centers. The case manager will work with the Dislocation Services Unit to enroll eligible participants into the Trade Program. Participants will be co-enrolled whenever possible. Co-enrollment allows the individual to receive core and intensive services, reemployment services, training, and support services. Funding for both programs is available at each of the American Job Centers. All participants can obtain the same career services through our American Job Center system. Individuals eligible for Dislocated Worker Services and TAA Services are provided career services with the same case manager, allowing the individual a seamless approach to the development of an Individualized Employment Plan.

Case management begins with an initial assessment of the individual’s skills, interests, abilities, and goals. Marketable and transferrable skills are identified during this assessment process, as well as matching the skills to available, suitable employment with local employers. Many times the trade petition is certified well after the assessment process, and because DLLR has a co-enrollment process, the individual can continue working with the same case manager while being provided services and benefits under both the WIOA Title I Dislocated Worker program and the Trade program. After the assessment is completed and it is determined that the individual requires retraining in order to become reemployed in suitable employment, the case manager will continue working with the individual in developing his or her retraining plan. The participants will do research on training programs and requirements using statewide labor market information. Training will be approved as long as it meets the six criteria for approval of training under the Trade Act and there are available federal Trade funds. The TAA State
Merit staff review and make the final determination on the retraining plan, ensuring it meets the federal requirements under the Trade Act.

Co-enrollment continues through the end of the retraining program to meet the needs of the individual. The Trade Act program is administered, staffed, and implemented by DWDAL and the Division of Unemployment Insurance, alongside the State’s local workforce areas.

When working with trade-impacted individuals, all partners work together by providing accurate and consistent information to the trade-impacted workers. When developing Individualized Employment Plans under the Trade Act, both DLLR divisions and the case manager, who is working with the individual, must work together on behalf of the impacted worker. The case manager must gather accurate information during the entire training program to provide progress updates and report on benchmarks, as well as making sure that the TRA deadlines will be met. This is of paramount importance, as the individual must be able to enter and complete the retraining program in the required amount of time with the financial support provided. Maryland strives to provide the best services possible to meet the needs of our customers in a seamless manner. With partners working together in a cohesive manner, we will be able to achieve our goals with the trade act program.

WIOA ADULT & DISLOCATED WORKER PROGRAMS -- ALTERNATIVE TRAINING MODELS

Employment Advancement Right Now (EARN) Maryland is a State funded, industry-led program that provides funding to Strategic Industry Partnerships to train unemployed, underemployed and incumbent workers. This program has received national acclaim for its innovative, industry-lead approach to workforce needs. The EARN Maryland program, through its industry-led partnerships, provides participants with relevant, in-demand training with the possibility of employment or increased credentials upon completion.

While traditional workforce programs often look to training entities or higher education to determine training needs and develop curriculum, EARN Maryland’s innovative model tasks business and industry partners with designing the program. These critical partners identify workforce needs, develop curriculum, participate in training, and, in the case of entry-level candidates, interview successful graduates.

Moreover, many of the EARN Maryland Strategic Industry Partnerships are dedicated to serving individuals with significant barriers to employment. These barriers include, but are not limited to, criminal records, low levels of literacy, substantial cultural barriers, and disabilities. The WIOA partners are committed to incorporate the EARN Maryland model in on-going efforts to create an industry-lead workforce system.

Maryland is committed to creating a business focused delivery system for workforce needs. In a business focused system, customized training can be used to meet the special requirements of an employer or group of employers, conducted with a commitment by the employer to employ all individuals upon successful completion of training. The WIOA partners collaborate with the business to identify eligible program participants and potential sources of training funds.

Maryland will continue to utilize models like EARN Maryland and those established under the Job Driven National Emergency Grant (JD NEG) Program in advancing this business focused system. Under this system, dislocated worker services will focus on industry-driven partnerships with the business community. Utilizing this renewed focus, employer partnerships create job opportunities for dislocated workers through work based learning, on-the-job training, and customized and occupational skills training.
Whenever possible, the use of these strategies will be considered as leverage opportunities for future discretionary grant opportunities. Industry-based training will be the priority for any available competitively procured and state discretionary funding. The state’s industry cluster approach will be the focus of WIOA statewide activities. Individual Training Accounts will become increasingly more important in a business focused workforce development system.

Local workforce partners also play a key role in the development of a business focused workforce system. State and local entities must work together to develop work-based training opportunities, including on the job training, apprenticeship and internships for youth and adults. Utilizing limited funding sources for industry-lead partnerships is key, particularly in light of the limited available support for the continued influx of participant training in degree or certificate programs. Therefore, local partners must develop a practice of issuing Individual Training Accounts based on high-demand, difficult to fill positions identified within local industry clusters. Maryland will further ensure that at least 20 percent of youth formula funds at the local level are used on work-based training activities such as summer jobs, on-the-job training (OJT), and apprenticeship for in school and out of school youth.

Local Workforce Development Boards must further utilize WIOA funds in support of the business focused system. Locally defined priority industries must be identified by local Workforce Development Boards and appropriate services developed and provided based upon input received from employers and other key partners. Apprenticeships, on-the-job training, incumbent worker training, and individual training accounts can be used to provide business-driven training.

Apprenticeship in Maryland
The Maryland Apprenticeship and Training Council is responsible for registering and regulating the state approved apprenticeship programs in Maryland. In Maryland there are over 230 registered occupations and over 9,000 registered apprentices. Most apprenticeships are within the building trades and construction industries.

DLLR is dedicated to aligning apprenticeship opportunities with the workforce development system. Aligning apprenticeships with workforce development resources will ensure that Maryland creates a pipeline of skilled and qualified labor for years to come. In establishing a robust apprenticeship system, Maryland is dedicated to exploring new and innovative ways to create apprenticeship opportunities within the workforce system. One way Maryland has demonstrated this commitment is through the work of the Youth Apprenticeship Advisory Committee. Created by a 2014 act of the Maryland General Assembly, the committee issued its first report to the Maryland General Assembly on December 1, 2015. In it, the Committee outlined eight recommendations in furtherance of the creation of a robust apprenticeship system dedicated to serving the needs of Maryland’s youth. Those recommendations are as follows:

**RECOMMENDATION 1:** The Department of Labor, Licensing and Regulation, in consultation with the Department of Commerce, should identify and convene key industry partners to establish an employer engagement campaign for youth apprenticeship.

**RECOMMENDATION 2:** The Committee should identify and evaluate current and needed resources for the State to establish the role of business intermediaries for youth apprenticeship.

**RECOMMENDATION 3:** The Committee should establish targets for implementing youth apprenticeships after reviewing and assessing available data. The Committee should also establish performance matrixes to gauge the success of youth apprenticeship programming.
**RECOMMENDATION 4:** The Committee should review and establish best practices for mentorship.

**RECOMMENDATION 5:** The Committee should identify policies and suggest changes to regulations that prohibit employers from establishing a youth apprenticeship program.

**RECOMMENDATION 6:** The Committee should identify and suggest solutions to additional barriers that would inhibit youth from participating in a youth apprenticeship program. These barriers include, but are not limited to, transportation needs.

**RECOMMENDATION 7:** In consultation with the Maryland State Department of Education and other stakeholders, the Committee should review Maryland’s existing models and recommend ways to integrate soft skills training into the training plans for the Youth Apprenticeship program.

**RECOMMENDATION 8:** The Committee should convene a one-day conference with leading experts to discuss the necessary components of high quality training plans to ensure strong mentorships and the integration of academic, technical, and the essential skills.

In addition, the State’s first youth apprenticeship pilot program, Apprenticeship Maryland, awarded two grants to Frederick and Washington Counties in November 2015 to create opportunities for students to enter STEM (Science, Technology, Engineering, and Math) disciplines, or manufacturing industries. The pilot program was the creation of a partnership between DLLR, the Maryland State Department of Education, and the Department of Commerce.

DLLR will continue to work with Registered Apprenticeship programs to encourage and assist with participation as a provider on the state’s Eligible Training Provider List (ETPL) to access WIOA funding for training and create pipelines for apprenticeship programs across Maryland. The WIOA partners will continue to explore opportunities to leverage existing and future discretionary grant opportunities to create and enhance pre-apprenticeship and apprenticeship programs across Maryland. Current models exist with partnerships formed under federal and state grants in which adult, dislocated workers, youth, veterans, ex-offenders and other at risk populations are targeted as a pipeline for pre-apprenticeship programs and connected to apprenticeship opportunities after successful completion. Business Service staff will also receive training on how apprenticeships can serve as a tool for businesses to develop a pipeline of talent.

**MARYLAND’S ELIGIBLE TRAINING PROVIDER LIST**

In July 2015, Maryland identified processes for determining initial and continued eligibility for training providers. The following section details Maryland’s current process and it is worth noting that Maryland has a dedicated work group looking at ways that the State could improve processes, applications, and procedures related to the ETPL.

**Initial Eligibility for In-State Providers**

Effective July 22, 2015, under WIOA, training providers seeking initial ETP designation must submit certain information to be considered for initial eligibility. When granted, initial ETP designation shall remain in effect for one year. To remain on the ETPL after the first year, providers must apply for continued eligibility.

DLLR-DWDAL, in partnership with the Local Boards, will work to identify programs for inclusion on the ETPL to ensure there are sufficient numbers and types of providers serving each local workforce area in a manner that maximizes customer choice. DLLR-DWDAL is dedicated to providing a robust list of eligible training providers that is both locally focused, and industry-driven.
Registered Apprenticeship (RA) programs are not subject to the same eligibility procedures as other ETPL training providers, because they go through a detailed application and vetting procedure with the Maryland Apprenticeship and Training Council (MATC), in partnership with DLLR’s Division of Labor and Industry (DLI).

For inclusion on the ETPL, RA Program sponsors must submit a completed Program Description and Nomination Form, provided in Attachment B- Program Description and Nomination Form, to MHEC. MHEC shall include a verified RA Program on the Maryland ETPL for as long as the program is registered, or until the RA program sponsor notifies MHEC in writing that it no longer wants to be included on the ETPL.

As part of the annual application renewal process, MHEC shall verify RA Program status with DLLR’s DLI, in coordination with MATC. RA programs that are voluntarily or involuntarily de-registered shall be removed from the ETPL.

**Maryland’s WIOA Title I Youth Program**

WIOA outlines a broader youth vision that is grounded in evidence-based strategies to support a service delivery system that is dedicated to achieving high-levels of performance, accountability and quality in preparing young people for the workforce.

Through the WIOA Title I Youth Program, WIOA places a greater emphasis on supporting the educational and career successes of Out-of-School Youth (OSY). A minimum of 75 percent of WIOA Title I Youth Program funds is required to be spent on OSY, which is an increase from the minimum of 30 percent under WIA. The law also expands the Youth Program’s key elements to include dropout recovery strategies and services, education offered concurrently with workforce activities and training, financial literacy education, entrepreneurship, postsecondary transitional support, and labor market information. Local workforce areas now must spend at least 20 percent of WIOA Title I Youth Program funds on work experiences that incorporate academic and occupational education.

The WIOA Youth Program is designed to support eligible youth in reaching their educational and career goals. To meet this aim, local workforce areas and local provider that are awarded competitive contracts, must:

1. Conduct an objective assessment of the participant’s skills;
2. Develop an Individual Service Strategy (ISS) with the participant; and,
3. Utilize WIOA’s 14 Youth Program elements to support the participant in reaching his or her career and academic goals.

**Co-Enrollment**

Given WIOA’s focus on providing an integrated service delivery system that leverages resources across the State, DLLR encourages LWDA to co-enroll youth participants in both the WIOA Youth Program and other related programs when appropriate. The following list provides examples of programs where co-enrollment may make sense for the youth participant:

- DLLR’s WIOA Title I Adult Program;
- DLLR’s WIOA Title I Dislocated Worker Program;
- DLLR’s WIOA Title II Adult Education Program;
- DHR’s Temporary Assistance for Needy Families (TANF) Program;
- DHR’s Supplemental Nutrition Assistance Program (SNAP);
Maryland Workforce Innovation and Opportunity Act State Plan – Public Comment Draft

- Maryland State Department of Education (MSDE)’s Division of Rehabilitation Services (DORS) Program;
- DLLR’s Jobs for Veterans State Grant Program;
- DLLR’s Trade Adjustment Assistance (TAA) Program; and/or,
- DHR’s John H. Chafee Foster Care Independence Program.

Youth participants must meet eligibility criteria for participation within each program before co-enrollment occurs.

**SELECTING SERVICE PROVIDERS**

DLLR encourages Local Boards to develop formal partnerships, through a competitive process, to select WIOA Youth Program service providers that will allow multiple agencies and organizations to fund different aspects of the WIOA Youth Program. Each local system of services can be coordinated through a combination of contracts and Memoranda of Understanding (MOUs) between the participating entities. As a result of this strategy, funds from federal agencies like the Department of Justice (under programs for incarcerated youth on probation) or the Department of Health and Human Services (under programs for homeless or foster youth), or other USDOL programs (WIOA Title II Adult Education programs) could be leveraged to provide certain services for WIOA Youth Program participants to help them reach their educational and career goals.

In granting or contracting WIOA Youth Program services, Local Boards must award grants or contracts on a competitive basis to providers of youth workforce investment activities identified based on the criteria identified in the State Plan and taking into consideration the ability of the providers to meet performance accountability measures. In an effort to foster WIOA partnerships, DLLR has a preference for the Title II Adult Education service providers for instruction to help youth participants prepare for the GED® and National External Diploma Program® (NEDP®) programs.

A Local Board may award grants or contracts on a sole-source basis only if it determines there is an insufficient number of eligible providers of youth workforce investment activities in the LWDA (such as a rural area) for grants and contracts to be awarded on a competitive basis.

It is important to incorporate the major changes in WIOA into Requests for Proposals (RFPs) and youth provider contracts immediately. For example, if a LWDA issues separate RFPs for In-School Youth (ISY) and Out-of-School Youth (OSY), they should be structured in a way to ensure LWDA are moving toward implementation of the 75 percent OSY expenditure minimum. LWDA should similarly incorporate the 20 percent work experience expenditure minimum into RFPs and new service provider contracts.

For DLLR’s records, LWDA must provide DLLR with timely copies of the selected service providers’ contracts or grant agreements. DLLR encourages LWDA that grant or contract out Youth Program services to include DLLR’s Youth & Disability Coordinator in the RFP evaluation and selection process.

**OPTION-YEAR CONTRACTS**

LWDA must incorporate WIOA requirements by amending or modifying the option years of current contracts, provided that such changes are permissible under the contract (i.e., if the contract includes legislation, regulation, or requirements). In competing new contracts, USDOL and DLLR encourage LWDA to employ one-year contracts which may contain additional option years, rather than multi-year contracts, at the beginning of WIOA implementation. Given how resource-intensive the RFP process may be, option year contracts are a strategy to ensure maximum flexibility while final regulations are published and program guidance is issued. They also
provide added flexibility to LWDAs during a time of transition when regulations and guidance will be issued that could provide information necessary for future service provider contracts.

**OBJECTIVE ASSESSMENT**

Once eligibility has been determined, LWDAs shall ensure that each WIOA Youth Program provider consistently conducts an objective assessment of each participant’s academic levels, skill levels, and service needs to properly identify the appropriate services and career pathways.

The assessment must include a review of:

- Basic skills;
- Occupational skills;
- Prior work experience;
- Employability;\(^2\)
- Interests;
- Aptitudes, including interests and aptitudes for nontraditional jobs\(^3\);
- Supportive Service needs; and,
- Developmental needs.

If the participant has been assessed by a provider to pursue another education or training program within the last year, the WIOA Youth Program provider may use that existing assessment to fulfill program requirements. When used, the provider must retain copies of previous assessment(s) and/or assessment result(s) in the participant’s case file.

**INDIVIDUALIZED SERVICE STRATEGY (ISS)**

The Individualized Service Strategy (ISS) serves as a guide for both the participant and staff by outlining the necessary and recommended next steps. Through the ISS, staff should aim to identify the appropriate combination and sequence of services to help the participant fulfill goals and program requirements. Of critical importance to the development of an effective ISS, staff must interpret assessment results and incorporate those results into service planning and activities. This will help to ensure that youth achieve established goals and obtain desired career and educational outcomes. Taking into account individual needs, abilities and goals, the ISS must map out anticipated progress.

LWDAs must ensure that each WIOA Youth Program provider develops an Individualized Service Strategy (ISS) with each youth participant after he or she has been objectively assessed. When developing the ISS, the Youth Program career planner and participant must jointly take the objective assessment results into account. The career planner must also take the performance measures into account when developing goals for the ISS.

In the ISS, career pathways must be identified and must, at a minimum, include an examination of short-term and long-term:

\(^2\) Recommended goals for youth with disabilities can be found at: http://www.ncwd-youth.info/guideposts.

\(^3\) WIOA defines "Non-Traditional Employment" as occupations or fields of work, for which individuals from the gender involved comprise less than 25 percent of the individuals employed in each such occupation or field of work.
• Education goals;
• Employment goals;  
• Appropriate achievement objectives or benchmarks/milestones; and,
• Appropriate services.

Once completed, LWDAs must ensure that the ISS is signed by the Youth Program career planner and the participant. LWDAs must ensure that each participant receives a signed copy of his or her ISS as record.

If an ISS has been developed for a participant to pursue another education or training program within the last quarter, then the WIOA Youth Program provider may use the existing ISS to fulfill program requirements.

The Youth Program career planner must review the ISS with each youth participant every 90 days, at a minimum, to review progress and make necessary adjustments. As the ISS is a living document that should be adjusted as the participant and case manager deem necessary, Youth Program career planners should update the document to reflect changes. Examples of updates include, but are not limited to: participant progress; completed activities or benchmarks; rewriting new goals once objectives have been met; outlining a clear direction or career pathway for the participant; changes to household status; legal name changes; address changes; and, other updates to contact information.

**YOUTH PROGRAM ELEMENTS**

Based on assessment results and the ISS, LWDAs must ensure that providers offer youth participants access to WIOA Youth Program elements that will support attainment of a secondary school diploma, entry into postsecondary education, and career readiness. All activities must be documented within the Maryland Workforce Exchange. For additional information on performance requirements, refer to pages 20-21.

The WIOA Youth Program consists of 14 key program elements:

1. Tutoring, skills training, and dropout prevention;
2. Alternative secondary school services;
3. Paid and unpaid work experiences;
4. Occupational skills training;
5. Leadership development opportunities;
6. Supportive services;
7. Mentoring;
8. Follow-up services;
9. Counseling;
10. Concurrent education and workforce preparation activities;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Labor Market Information (LMI);

Whereas program elements 1-9 were offered under the Workforce Investment Act (WIA), elements 10-14 are new with WIOA. The remainder of this policy section provides details on the 14 program elements. DLLR has provided policy guidance to local workforce areas on each program element and will continue to offer support to help local areas achieve goals.

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4 Recommended goals for youth with disabilities can be found at: [http://www.ncwd-youth.info/guideposts](http://www.ncwd-youth.info/guideposts).
“REQUIRES ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT”

WIOA sections 129(a)(1)(B)(iii)(VIII) and 129(a)(1)(C)(iv)(VII) define eligibility criteria for the WIOA Title I Youth Program. For In-School Youth and Out-of-School Youth, one criterion is that an individual is low-income and requires additional assistance to enter or complete an educational program or to secure or hold employment. Maryland’s local workforce areas will be required to define what it means to “require additional assistance to enter or complete an educational program or to secure or hold employment.”

ALTERNATIVE EDUCATION

At the federal level, an alternative school is defined as a public secondary school that addresses needs of students that typically cannot be met in a regular school, provides nontraditional education, serves as an adjunct to a regular school, or falls outside the categories of regular, special, or vocational education.

As of September 2014, Maryland offers 89 alternative education programs in 22 of the State’s 24 local school systems. Of these programs, most target students with behavioral issues, students who were in contact with law enforcement, and/or students who were having academic difficulties, as evidenced by low grades or being behind grade level. Many also target students with attendance problems. Additional information on alternative education can be found in the following ICF International report dated September 2014: http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2014038.pdf

ATTENDING SCHOOL & NOT ATTENDING SCHOOL

While Maryland law does not define “attending school” and “not attending school,” it does provide guidance on who is within the age of compulsory school attendance. Effective July 1, 2015, each child who resides in Maryland and is 5 years old or older and under 17 shall attend a public school regularly during the entire school year, unless the child is otherwise exempted due to attainment of a high school diploma or GED®; is receiving regular, thorough instruction during the school year in the studies usually taught in the public schools to children of the same age or has completed such instruction; is married; is active military; attends an alternate education program; or is within any other exemptions listed in Education Article, §7-301, Annotated Code of Maryland. Effective July 1, 2017, the age for compulsory public school attendance will change to ages 5-18.

BASIC SKILLS DEFICIENT

Scores below Low Adult Secondary Education are considered to be Basic Skills Deficient. Per WIOA Section 3(5), an individual is to be considered basic skills deficient if he or she is an individual: (1) who is a youth, that has English reading, writing or computing skills at or below the 8th grade level on a generally accepted standardized test; or, (B) Who is a youth or adult that 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. Like WIOA Title II adult education service providers, WIOA Title I Youth providers will be expected to follow all DLLR policy guidance on basic skills and English language assessments.

Waivers

Training and Employment Guidance Letter (TEGL) 01-15, issued by USDOL on or about July 1, 2015, advises that the United States Secretary of Labor's waiver authority under the Workforce Investment Act and waivers approved under WIA do not extend to WIOA, which has its own waiver authority. The TEGL further stipulates that USDOL "does not envision a need for States to request waivers before the submission of the first WIOA State
Plan in March of 2016." Rather, the Department, through TEGL 01-15, encouraged states to "work with, and test the flexibility of WIOA, particularly during PY 2015, the first year of implementation."

While the TEGL does not deny, outright, a state's ability to apply for a waiver, USDOL advises that a state must "demonstrate[] that a proposed waiver would lead to a true innovation or improve service delivery beyond the improvements provided for in WIOA." At this time, Maryland does not wish to submit a waiver. However, the state reserves its right to request a waiver from USDOL as it fully implements the requirements of WIOA.

### TITLE I-B ASSURANCES

The State Plan must include assurances that:

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<th>Assurance</th>
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<tbody>
<tr>
<td>1.</td>
<td>The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of career and training services to individuals who are low income, public assistance recipients or basic skills deficient;</td>
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<td>2.</td>
<td>The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program’s Disabled Veterans’ Outreach Program (DVOP) specialist;</td>
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<td>3.</td>
<td>The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;</td>
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<td>4.</td>
<td>The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);</td>
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<td>5.</td>
<td>Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;</td>
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<td>6.</td>
<td>The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;</td>
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<td>7.</td>
<td>The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);</td>
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<td>8.</td>
<td>The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;</td>
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<td>9.</td>
<td>If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;</td>
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<td>10.</td>
<td>Priority of Service for covered persons is provided for each of the Title I programs; and</td>
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<tr>
<td>11.</td>
<td>The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.</td>
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<tr>
<td>12.</td>
<td>The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);</td>
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PART 5. WAGNER-PEYSER ACT PROGRAM (Employment Services)

The WIOA Staff Training Committee, comprised primarily of American Job Center field and supervisory staff along a cross-section of WIOA partners, surveyed all American Job Center staff to identify where staff felt the greatest need for training existed.

Based upon that survey and independent knowledge, the Staff Training Committee recommended seven areas upon which to focus training, utilizing existing staff expertise as much as possible to provide training to all partners. In particular, the content of the first item below – customer service – was a common theme throughout the committees’ deliberations.

The WIOA Staff Training Committee offered the following recommendations:

1. Provide customer service training (internal and external), including common intake, getting creative, removing barriers, reasonable accommodations, understanding generational differences, understanding commonalities in hard-to-serve populations, and diversity and sensitivity training to work with the hard-to-serve customers;
2. Deliver training on effective case management strategies;
3. Provide industry and occupational demands training – how to effectively use Labor Market Information to assist customers;
4. Strengthen understanding of principles of continuous improvement through training;
5. Offer ongoing, evolving staff development (online and classroom), including certification training for staff who have yet to attain credentials, computer, and social media skills;
6. Provide ongoing partner cross-training; and,
7. Deliver business services training to better educate staff on competencies and skillsets desired by businesses; in turn, staff will be able to educate job seekers.

DLLR is in the process of creating new job classifications for its State Merit Staff to reflect WIOA needs. The intent is to create a career pathway for Wagner Peyser staff that promotes professional development, allows flexibility for staff, and offers promotional opportunities consistent with skills and abilities. Staff will operate in a number of disciplines and will be flexible to move between functions, locations, and funding streams to provide seamless delivery of services. As part of each classification, certifications will be required to advance to each level. Staff will have access to professional development activities to support attainment of certifications as well as maintenance of certifications. In addition, we will work to identify staff needs through a training matrix we develop.

Wagner Peyser & Unemployment Insurance (UI) Partnership

The Division of Workforce Development and Adult Learning and the Division of Unemployment Insurance, both located within DLLR, have entered into conversation and trainings to outline the ways in which American Job Center staff will be educated on the correct information and services they can provide to unemployment insurance claimants. An Unemployment Insurance Liaison will attend joint meetings of American Job Center leadership to provide training. Ongoing information and training will also be provided to Wagner Peyser staff in the American Job Centers.

Under Title III of WIOA, the Wagner Peyser Act, a greater emphasis is placed on providing services to unemployment insurance claimants with referrals to additional American Job Center services. This is in an effort to
ensure claimants remain eligible for unemployment insurance benefits and to provide meaningful assistance in their efforts to regain employment. Labor exchange services, which are the primary services provided under Wagner Peyser, fall under the —basic career services identified in WIOA. Wagner-Peyser staff must use funds authorized by WIOA to provide basic career services.

Maryland is actively engaged in work with the Division of Unemployment Insurance and Office of Workforce Development staff to develop and deliver training to American Job Center staff. The Division of Unemployment Insurance, in conjunction with state workforce development staff, has developed a “train the trainer” method of delivery. State staff will be the primary point of contact for training. The Division of Unemployment Insurance has developed training for staff use on the provision of meaningful UI information.

In addition, staff working with profiled claimants will be provided additional training to address the identification and reporting of issues related to continued eligibility for unemployment benefits. Reemployment Services and Eligibility Assessment (RESEA) staff and Reemployment Opportunity Workshop (ROW) staff will be provided specific training on providing an eligibility review and identifying able and available issues.

DLLR staff in American Job Centers are interacting with UI claimants on a more direct level as Maryland complies with WIOA–prescribed personal interviews and development of individual plans for claimants attending Reemployment Services and Eligibility Assessment (RESEA). In collaboration with OWD program managers, Unemployment Insurance staff will continue to provide training and technical assistance as needed.

American Job Center offices have access to fact sheets developed by UI available that provide basic instruction on how to apply online or via telephone for an initial claim. For customers that need additional intensive assistance, staff will be trained by unemployment insurance to assist with online application and telephone claims. UI staff will be available by phone and email to answer specific questions American Job Center staff may not be able to provide. Claimants will be able to reach SMEs at 410-767-3246 or wayne.cooper@maryland.gov. Wagner Peyser, ROW, and RESEA staff have been provided training by unemployment insurance staff to answer most common questions posed. In addition a FAQ site will be available:

http://www.dllr.state.md.us/employment/unemployment.shtml

DWDAL and DUI work collaboratively to provide workforce development opportunities to all non-job attached claimants in Maryland. This will be accomplished utilizing a variety of strategies including initial mailers from UI describing the requirement for enrollment and call in of claimants for Reemployment Services and Eligibility Assessment (RESEA) or Reemployment Opportunity Workshop (ROW) for UI Claimants. Under the Maryland Unemployment Insurance law, claimants must enroll in Maryland’s One-Stop Career Center system within four weeks of receiving the UI pamphlet. Claimants must enroll either in person by visiting their nearest one-stop career center; or via the internet at https://mwejobs.maryland.gov/vosnet/Default.aspx. A list one-stop career centers is included as part of the mailed pamphlet.

WIOA increases connections between the job training and employment services and the UI system. Maryland will offer its full array of American Job Center Services as options for reemployment services to unemployment insurance customers including basic and individual career services and training services under WIOA. UI claimants will benefit from the enhanced services, including the labor exchange services and career guidance that are included as career services under Title I, and activities that assist workers in identifying and obtaining jobs in in-demand industries and occupations.

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Maryland utilizes permanent Wagner-Peyser staff to conduct RESEA activities under Title III WIOA changes. From the UI first pay list, the worker profiling system will profile claimants weekly, with those profiled as most likely to exhaust assigned to the RESEA program along with UCX claimants. The remaining claimants will be assigned to the Reemployment Opportunities Workshop. RESEA claimants may be referred to ROW as a result of the RESEA after the eligibility review and if determined it will assist in reducing the length of unemployment. Historically, Maryland’s WPRS system profiles between 20,000-30,000 annually.

The elements which comprise Maryland’s RESEA are American Job Center Orientation, Labor Market Information Provision, Individual Employment Plan, Referral to Reemployment and Training Services, and Eligibility Review Interview. Claimants and trainers will mutually agree upon which of the array of American Job Center services are most beneficial to assist in a job search. Examples of American Job Center program referrals may include WIOA training, Professional Outplacement Assistance Center (POAC), and specific training for Ex-Offenders, GED® seekers, or seniors, and other targeted populations. The mutually agreed upon service is recorded in MWE, and on the claimant IEP, and is followed by the trainer to assure compliance with the agreement. If a claimant fails to follow through on agreed upon reemployment services within 30 days, they are referred to UI for adjudication.

The Reemployment Opportunity Workshop (ROW) provides reemployment assistance to Unemployment Insurance Claimants not served by the RESEA program. ROW trainers provide services at American Job Centers. The goals of the program include shortening the duration of UI and connecting UI claimants to Employment Service programs. The delivery of reemployment services involves a coordinated approach, involving Unemployment Insurance (UI), Wagner-Peyser, and Workforce Innovation and Opportunity Act (WIOA) funded staff. ROW is open to all jobseekers whether a current unemployment insurance claimant or employed.

Each identified profiled candidate is contacted regarding participation in a job finding and career enhancing workshop for a 6 hour presentation that covers at a minimum the Job Acquisition Process – Self-Assessment, Career Transition, Employment Related Correspondence, and Interviewing. Additional topics and local programs are encouraged to provide a well-rounded program s for customers and partners.

Each workshop participant will know, at the end of the workshop, that successful employment is the ultimate goal, and that all American Job Center staffers are available to assist with their job search. Each workshop completer receives targeted and specific job search assistance, beginning in the workshop, with emphasis on appropriate and necessary labor market information. Self-assessment instruments, access to supportive services and partner agencies, and individual and group counseling (career guidance) are available. Referral to program staff to access training and additional services is made within the workshop along with the process to access the programs. In addition, local training staff can access lists of workshop completes to provide follow up inquiries to potential dislocated workers.

Job matching services, one-on-one conferences and follow-up activities, and meetings are used as tools to help customers obtain rapid reemployment. Each workshop participant is contacted for follow-up assistance and additional services. To further support the re-employment strategy, videos and concentrated —mini— workshops are used to provide additional assistance in areas of identified need. Workshops are available that address interviewing skills, application preparation, résumé writing, and job searches on the Internet. Participants access services and attend workshops at the American Job Center. They also receive referrals to upcoming job fairs and employer recruitment events and link with other American Job Center partners.
Partners participate in RESEA and ROW workshops or provide information on-site or through their websites. Participants who need additional training to obtain employment are assisted through WIOA programs. With increasing numbers of individuals with limited English proficiency (LEP) filing UI claims, Maryland is responding to the need for Spanish-language workshops. Workshop materials have been translated into Spanish and Spanish-speaking workshop facilitators provide Spanish-language workshops in the areas with the largest numbers of English Language Learners (ELL) claimants. Spanish-language services are available in the rest of the State as well.

DWDAL and DUI continue to work collaboratively to ensure that staff questions, concerns and challenges are quickly identified and addressed. There is great importance attributed to the fact that DWDAL and DUI administration meet regularly, to orient themselves toward the highest standards for the RESEA program. Also, the RESEA Program Administrator and UI Administrator jointly host regular program staff meetings to allow for frequent training and technical assistance in such areas as UI eligibility issues and fact finding processes, data system operations and reporting, site-specific issues from a more global perspective, and integration of the RESEA program into the American Job Center fabric. USDOL recently cited how impressed they were by the level of communication between DUI and DWDAL as it relates to collaborative work with UI claimants.

**AGRICULTURAL OUTREACH PLAN**

Maryland provides equitable services through its network of workforce providers –Maryland Jobs Now – a proud partner of the American Job Center Network – offering Migrant and Seasonal Farm Workers (MSWFs) a full range of employment, training and educational services qualitatively equivalent and quantitatively proportionate to services provided to non-Migrant Seasonal Farmworkers. The State Monitor Advocate, who is fluent in Spanish, is dedicated to providing culturally appropriate outreach to MSWFs. Outreach materials include illustrations and pictorial depictions as aids to ensure information is effectively conveyed.

The Maryland State Monitor Advocate works continuously reviewing state-wide agricultural activities and the provision of labor exchange and training services to employers and employees within agricultural communities. Consistent with historical trends, agriculture in Maryland continues to be a multi-billion dollar enterprise. However, agricultural jobs do not rank within the top ten industries with advertised job openings in the Maryland Workforce Exchange Virtual One-Stop (MWE-VOS).

**ASSESSMENT OF NEED**

The three major crop activities across Maryland continue to employ a declining number of migrant and seasonal farm workers (MSFW):

1. **Nursery stock** generally employs workers across the state from March through November. A cool spring and late frost in the most recent growing season affected nursery production slightly.
2. **Vegetable farms**, including mostly tomatoes, melons, corn and fresh produce for wholesale and retail outlets employ workers mostly on the Eastern Shore for a short period in July and August.
3. **Fruit orchards**, consisting mostly of apple growers, but including some peaches and occasionally other fruit, employ workers generally along Maryland’s northern border, from July through October, depending on the varieties of fruits grown at the particular orchard.

These three crops activities are believed to employ approximately 1,000 workers across the state from March through November. The levels of employment are largely dependent on weather conditions and availability of worker crews who have traditionally passed through Maryland. These traditional worker crews have diminished in number. It is believed that most MSWFs encountered in Maryland are either long-time migrants who have been
picking crops for years, or persons with various backgrounds who are seeking to be part of an underground economy which is difficult to trace for various reasons. Also, the MSFW population is beginning to see family members and some newer generations of independent workers who are relatives or associates of workers who have worked previously on individual farms. However, the numbers of these workers continues to decline.

As understood in the USDOL definition of migrant and seasonal farm worker, most of those in Maryland reside in other states and return home once the season ends. For this reason, training usually is not an option as they do not wish to remain in Maryland long enough to take advantage of the many training programs available to them.

Housing for MSFWs is usually not a problem in Maryland as the available stock exceeds the number of individuals who come to work in Maryland. Dedicated DLLR staff continues to work with agricultural employers to insure housing meets acceptable standards.

DLLR is fortunate to have experienced staff providing outreach to its agricultural community. The experience of the staff helps the state to understand the declining numbers of workers found across the state and the situations that arise as farm land is sold off for housing developments. It is indeed instructive that the number of staff dedicated to agriculture continues to decline because of the noticeable decline in farming and relative employment opportunities across the state. It is and has been frequently reported in previous agricultural plans that agricultural openings in Maryland are increasingly filled by workers from foreign countries as annually, the number of H2A visas and related petitions increase.

Economic challenges continue to plague farmers annually. The most obvious challenge is the diminution of agriculture as a viable economic industry. Staff consistently observes farm land that is sold for housing; a reality that challenges growth within the agricultural community.

OUTREACH ACTIVITIES

Maryland’s Wagner-Peyser staff consistently out-perform their annual goal of reaching over 50 percent (a historical average) of the migrant and seasonal farm workers who live and work in Maryland. Consistent with this performance and the resources available, staff and partners will endeavor to reach approximately 60 percent of the farm workers who are estimated to live or work in the state. This chart elucidates annual goals:

<table>
<thead>
<tr>
<th>PY</th>
<th>Estimated Population</th>
<th>Total Outreach</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 16</td>
<td>1050</td>
<td>620</td>
</tr>
<tr>
<td>PY 17</td>
<td>1000</td>
<td>600</td>
</tr>
<tr>
<td>PY 18</td>
<td>975</td>
<td>585</td>
</tr>
<tr>
<td>PY 19</td>
<td>950</td>
<td>575</td>
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</table>

The number of state agency staff conducting outreach to migrant and seasonal farm workers has remained consistent in the past at 2.5 full-time equivalent positions. These staff includes the State Monitor Advocate, the State Rural Services Coordinator, and several local office staff. Also, the state National Farmworker Jobs Program grantee, Telamon Corporation is co-located in the Salisbury Jobs Center and provides at least half of the total outreach numbers. The experienced staff at both Telamon Corporation and DLLR insure that the maximum penetration is achieved into the farm worker population in areas where they are known to live and work.
number of farm workers who might be missed is believed to be minimal, if not non-existent, according to USDOL definitions.

Following a historical track, Maryland staff and cooperation agencies will dedicate their outreach efforts through three major service areas. The outreach service areas may be seen in the following chart.

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Counties</th>
<th>Outreach Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Shore</td>
<td>Kent, Queen Anne, Caroline, Dorchester, Somerset, Worcester</td>
<td>90</td>
</tr>
<tr>
<td>Mason-Dixon Border</td>
<td>Garrett, Washington, Alleghany, Frederick, Carroll, Baltimore, Harford, Cecil</td>
<td>7</td>
</tr>
<tr>
<td>Balance of State</td>
<td>Howard, Montgomery, Anne Arundel, Prince George’s, Calvert, Charles, St.Mary’s</td>
<td>3</td>
</tr>
</tbody>
</table>

Of the 2.5 full-time equivalent staff who do outreach across the state, the Eastern Shore demands the most staff hours that totals about 1.5 of the staff who perform outreach duties. The remaining full-time staff equivalent is proportionately divided between the Mason-Dixon border counties and the balance of the state.

In spite of continued efforts by state and cooperating agency staff to provide outreach services, most recent quarterly reports to USDOL regarding Service to Migrant and Seasonal Farm Workers (ETA 5148) reflect no MSFWs being recorded in the state data system (MWE-VOS), and therefore, Equity Ratios Indicators cannot mathematically be computed. The conclusions of experienced outreach staff and the State Monitor Advocate suggest that the reason for the non-participation of MSFWs is two-fold: First, the majority of MSFWs encountered in the places where they live or work voluntarily self-attest that they are undocumented and therefore ineligible for services; second, most MSFWs express they are only “passing through” the state, have established permanent residences elsewhere, and do not desire to participate in workforce services in Maryland. Local staff continually reviews data system information to ascertain the accuracy of MSFW identification and service provision when appropriate. Such reviews indicate the veracity of what is outlined in this Agricultural Outreach Plan.

**STATE STRATEGIES**

Telamon Corporation, the WIOA Title 1 Section 167 National Farm Workers Jobs Program grantee is co-located with workforce agencies in the Salisbury Job Center. An MOU is executed between Telamon Corporation and the Salisbury Job Center which illustrates the contributions of all the partners and includes services to MSFWs who may infrequently come to the Center.

There are two other noteworthy community service agencies with whom the State Monitor Advocate and local staff interact regularly. These include BEACON, a non-profit entity which meets at Salisbury University and brings together service providers for the Hispanic population on the Eastern Shore. A similar non-profit organization is sponsored and meets at Prince George’s Community College.

Other areas of the state have different public and private community organizations. Local staff participates in these according to local demands and local interest in the missions of these organizations. The State Monitor Advocate
accompanies local staff to meetings of these organizations to assess their value and efficacy in assisting the agricultural community.

The full range of services to MSFWs is provided through Maryland’s American Job Center network. The centers and staff provide services to job seekers such as:

- Job search workshops and resources including internet access
- Reemployment services
- Veterans services
- Federal, state & local government information
- Career planning and training programs
- Labor market information
- Bilingual assistance
- Complaint handling

MSFWs are made aware of the services available in an American Job Center often through bilingual brochures that are aimed specifically for them. Also outreach workers provide additional information about local opportunities which they share when they visit farm workers. Oral information seems to be the most effective for information to farm workers.

The Employment Service Complaint System is reviewed biannually within DLLR by the State Monitor Advocate through either workshops or teleconferences. Furthermore, the System is available through legal advocacy groups and other farm worker advocacy groups. The State Monitor Advocate is occasionally asked to speak at various meetings and will highlight the System. Local staff is kept current with the Employment Service Complaint system through periodic staff meetings and training.

Staff and the State Monitor Advocate review labor law posters annually and assure that they are posted in the places where MSFWs live and work. This seems to be the most effective method for communicating rights regarding terms and conditions for employment. Furthermore, staff check in places where nonimmigrant foreign workers to the U.S. to perform agricultural labor or services of a temporary or seasonal nature through the H2A Temporary Agricultural Program are employed especially where field checks are conducted, to ascertain that workers have been given and understand the provision found in copies of their terms and conditions for employment.

The majority of outreach and marketing for American Job Center services to the agricultural community in Maryland is accomplished through personal contact. Long term experience is the calling card for staff who provide services to this community. Familiarity is probably the largest single contributor to ongoing successful relationships between the state agency and the agricultural community in Maryland.

**SERVICE PROVIDED TO FARM WORKERS & AGRICULTURAL EMPLOYERS THROUGH THE WIOA SYSTEM**

Agricultural workers rarely frequent the American Job Center Delivery system, with the exception of the Salisbury Job Market, in which Telamon Corporation is a co-located partner and an attraction for employers and job seekers on the Eastern Shore. Furthermore, a local bus depot housed in the same location has increased the presence to the community. Agricultural employers rarely access Center services. However, it must be noted that Maryland
provides assistance to 65% of the employers who utilize the agricultural foreign labor system (H2A), easily exceeding the performance of similar states.

Maryland employs a full-time Rural Services Coordinator who provides guidance and technical assistance to local staff and works closely with individual agricultural employers across the state. The Rural Services Coordinator is a seasoned veteran in his position whose long-standing relationship with agricultural employers assists the state agency to provide high quality services. Services of particular interest to agricultural employers include housing information. Employers in Maryland’s agricultural community report a historic and on-going challenge of finding adequate workers to meet local needs. Most employers report scant referrals of persons who are relatives or friends of current or past workers, but these few referrals generally do not meet labor needs. However, employers generally have long-standing relationships with local and state agency staff and maintain their cooperation with the state agency.

OTHER REQUIREMENTS
The State Monitor Advocate has been afforded the opportunity to review and comment on this current Agricultural Outreach Plan. As is customary, the State Monitor Advocate was instrumental in the assembly of the Plan.

This Agricultural Outreach Plan has been posted on the Maryland Department of Labor, Licensing and Regulation web site for public review and comment, including Telamon Corporation, Maryland’s WIOA Section 167, National Farm Worker Jobs Program grantee. No comments were received by the state agency.

The goals of Maryland’s PY2014 Agricultural Outreach Plan were achieved as they were enumerated. Maryland continues to be challenged by the decline in agriculture and MSFWs across the state. As stated earlier, while agriculture remains a multi-billion dollar industry within the state, the economic opportunity for the agricultural community continues to decline. This decline requires constant re-evaluation of the resources that can be dedicated to services to the agricultural community. Another concern is the aging population of farmers, farm workers, and staff in Maryland. This too assists the statewide decline in agriculture. This concern is shared with Maryland’s largest partner in providing services to the agricultural community: Telamon Corporation. In spite of these challenges, Maryland believes that it continues to provide services to its agricultural community that are exemplary.

WAGNER-PEYSER ASSURANCES

<table>
<thead>
<tr>
<th>The State Plan must include assurances that:</th>
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<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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</table>
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and

4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations.
PART 6. ADULT EDUCATION AND LITERACY PROGRAMS

ALIGNING OF CONTENT STANDARDS

The Maryland Department of Labor, Licensing and Regulation (DLLR) has adopted the College and Career-Ready Standards (CCRS) Standards for Adults to align with the State K-12 College and Career Readiness Standards. The standards provide a rigorous education based on shared goals and expectations of what all Maryland high school graduates should know and be able to do in order to succeed in postsecondary education and careers. To ensure alignment, DLLR will:

- Conduct an assessment to determine local adult education program needs for full integration of CCRS into their practice.
- Gather data on effective models of statewide implementation.
- Educate local adult education program leadership and instructional staff on the components of CCRS.
- Create and deliver professional development and disseminate best practices for implementation in local programs.
- Provide technical assistance to local adult education programs to determine critical shifts in instruction necessary to align with the CCRS and current high school equivalency assessments.

LOCAL ACTIVITIES

Maryland will award grants to eligible providers through a competitive application process to establish or operate programs that provide adult education and literacy activities. The application process will be open to eligible providers for seamless delivery of services, ensuring that services are available in every jurisdiction based on level of need. The services provided will focus on the adult education purposes described in Title II, the Adult Education and Family Literacy Act, of the Workforce Innovation and Opportunity Act (WIOA), including helping adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency, assisting with their children’s educational development, attaining a secondary school diploma and entering postsecondary education or training.

- Adult basic education classes will provide instruction for adults with low basic skills, low educational attainment, and help the most vulnerable adults to gain access to services that they need.
- Adult secondary education instruction will be provided for students functioning at the adult secondary education level in preparation for a high school diploma through the GED® or the National External Diploma Program (NEDP) and transition to postsecondary education and employment.
- English language acquisition will assist eligible learners to achieve the competence in reading, writing, speaking and comprehension of the English language and math skills needed to attain a high school credential and transition to postsecondary education and employment.
- All education will incorporate evidence-based practices, including the essential components of reading instruction to ensure that participants achieve learning gains and contextualized content including workforce preparation skills and integrated education and workforce training.

Workplace adult education and literacy activities

Workplace adult education and literacy activities will be offered by eligible providers in collaboration with an employer or employee organization at a workplace or an off-site location. These programs will be designed to improve the productivity of the workforce.
Adult education programs will offer workplace literacy instruction in basic skills, GED® preparation, English language skills and Integrated EL/Civics in partnership with businesses, to improve the skills and productivity of workers.

- Programs will collaborate with local Workforce Investment Boards, American Job Centers and other workforce partners to market workplace literacy to businesses, including through the Maryland Workforce Exchange (MWE).
- Programs may be approved to use a portion of instructional funding for workplace literacy instruction and negotiate payment or in-kind services from the business partner. Workplace education activities are also an allowable activity for Title I incumbent worker training.
- The state will provide professional development/technical assistance in workplace literacy for local adult education programs.

Family literacy activities

Family literacy services will assist adult who are parents and family members to acquire the education and skills needed to become full partners in the education of their children and attain the educational credentials needed to attain employment and increased economic opportunities for their family.

Family literacy services require instruction in collaboration with an approved family literacy partner program. Services must be provided to families with at least one eligible parent of a child aged birth through 16. This model will continue to address the basic four components of family literacy, however, there will be an emphasis on developing an educated, literate and well-trained workforce. Funds are expected to be used to improve economic opportunities for the entire family.

The expectation of local providers will be to move participants closer to achieving the goal of economic self-sufficiency through participation in activities designed to improve academic, critical thinking and digital literacy skills for example. Additionally, children’s activities must be designed, delivered and supported by an approved provider.

English Language Acquisition Activities

Maryland will award grants to eligible providers for the delivery of English Language instruction which assists adult immigrants and other English language learners to improve reading, writing, speaking and understanding English. Curriculum will be expanded to include basic numeracy and mathematics vocabulary, and to provide transitions to Adult Basic Education classes.

Integrated English Literacy and Civics Education

Grants will be awarded to eligible providers in areas of high immigrant residence to offer Integrated English literacy and Civics Education. Specialized curriculum must be presented by the grantee in which English language skills are taught contextually within instruction on the rights and responsibilities of citizenship and civic participation, understanding American systems of government, education, healthcare, etc., and participation in the workforce. Grants will be awarded to providers presenting a plan for integrated education and training within the scope of IEL/CE.

Workforce preparation activities

AEFLA funded programs will provide contextualized instruction incorporating basic academic skills, critical thinking, digital literacy and self-management skills in all levels of instruction to ensure that students are prepared for successful transition to postsecondary education, training opportunities and subsequent employment:
• Bridge programming for integrated basic education and training and college transition programming will incorporate workforce preparation components to prepare students for the rigor of a college curriculum, transition to a work environment and to build a pipeline for career pathways programming.
• Local programs will receive professional development and technical assistance to ensure that contextualized workforce preparation activities are included and effectively implemented in curriculum offerings.

Integrated education and training
Maryland will offer a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
• Maryland’s Integrated Basic Education and Training (MI-BEST) initiative is based on the renowned Washington State I-BEST model which provides adult literacy and occupational skills instruction concurrently with wrap-around support services. The Adult Education program will continue to support this instructional model in partnership with organizations that provide funding for occupational training in a high demand industry sector. The MI-BEST instructional model supports adult students in their first step along a career pathway.
• Adult Education will connect with GWIB, the Office of Workforce Development, workforce development boards, American Job Centers, state agencies, foundations and educational organizations to explore funding options to expand the MI-BEST model. The Maryland Adult Learning Advisory Council (MALAC) and the Adult Education and Career Pathways Work Group will serve in an advisory capacity to guide the program in expanding this model to all jurisdictions.
• Professional development and ongoing technical assistance will be provided to local program administrators, teachers and partners on best practices incorporating the experience of the MI-BEST and ACE programs including recruitment, training selection, team teaching, support services, employer participation, outcomes, and data collection.

Special Rule
Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

CORRECTIONAL EDUCATION
Instruction is delivered in 22 state prisons and pre-release centers through the Maryland Correctional Education Program in partnership with the Maryland Department of Public Safety and Correctional Services and in local detention centers through local adult education grantee programs. Funded programs will deliver academic instruction in adult basic education, adult secondary education and English language acquisition for incarcerated individuals to provide the resources and tools needed for transition to post-secondary education and training opportunities and unsubsidized employment.
Within local detention centers, instruction is focused on improving basic academic skills and preparing for high
school equivalency testing, to provide the necessary credential for enrolling in post-secondary education or training
or entering employment.

Within the state Correctional facilities, inmates with a minimum of 18 months left on their sentence are required to
take adult education classes if they do not have a high school diploma, unless they are exempt due to a medical,
developmental or learning disability. Special education is available for eligible students under the age of 21,
supported by an inter-agency partnership. Peer tutors play an important role in supporting the educational progress
of inmates both inside and outside the classroom setting.

After earning a high school diploma, a number of transition offerings are available through the support of partner
agencies and programs. Offenders are eligible for occupational programs or advanced education through local
partnering community colleges.

Programs are designed to reduce recidivism by supporting incarcerated and formerly incarcerated individuals’
access to career pathways opportunities through innovative approaches that support academic achievement and
transition to postsecondary training.

Students who have a high school credential may earn college credit at one of three community colleges.
Certificates are available in occupations (Desk Top User Specialist, Office Administration and Business
Management) aligned with in-demand industry requirements and may be applied toward an Associate’s Degree
upon release. Correctional Education supports a number of competency-based occupational training programs
which award a state or nationally recognized certificate upon completion. Maryland Correctional Enterprises
provides industry training leading to industry recognized credentials.

Incarcerated individuals may also participate in internships, pre-apprenticeships and nationally recognized non-
union apprenticeships. Maryland’s intensive pre-release transition program prepares individuals for life outside of
the institution and provides job readiness in collaboration with workforce partners. Representatives from state
workforce programs visit exiting ex-offenders and provide services post release to support their transition to
employment. The state supports two state of the art American Job Centers that provide specialized services to this
population.

**Integrated English Literacy and Civics Education Program**

Through a competitive application process, Maryland will award grants to eligible providers to carry out a program
of integrated English literacy/civics instruction. Applicants for funds are required to apply for funding in a
competitive process and to meet the same requirements as other AEFLA Title II applicants.

Grants will be awarded on a competitive basis to those applicants that best address the following priority areas:

- Workforce participation;
- The rights and responsibilities of citizenship;
- Naturalization procedures;
- Civic participation; and,
- American government.
Maryland will award funding for Integrated English Literacy and Civics Education through the competitive grant process to providers that propose to serve a significant number of English language learners.

Funds allocated will be specifically used to provide integrated instruction to adult English language learners, including those who may have professional degrees or certifications in their native countries, that will enable them to develop proficiency in the English language and in the skills needed to become effective parents, workers and citizens in the United States.

Instruction will include evidence based practices that honor cultural diversity and prepare adults for unsubsidized employment in high demand industries and occupations that lead to economic self-sufficiency.

English language learners will develop the language and academic proficiency to prepare them to access postsecondary education. Selected providers will be funded to support the English language and civics portion of an integrated education and training program in partnership with an organization that will fund the occupational training.

Integrated EL/Civics instruction will also be used to provide funding for workplace education programs in partnership with business.

Integrated EL/Civics instruction will be contextualized to include academic and workplace preparation skills that provide English language learners with the skills needed to succeed in post-secondary education and develop an understanding of the American workplace, regional in-demand industries and occupations that lead to economic self-sufficiency.

Maryland was recently awarded a LINCS ESL Pro Technical Assistance grant and will use the opportunity to develop instructional practices that enhance the ability of local jurisdictions to effectively prepare English language learners for careers. The best practices developed in this initiative will be shared with all AEFLA programs.

Ongoing professional development in Integrated EL/Civics and focused technical assistance will be provided to local programs to ensure that effective practices in place that will support the goals of adult English language learners.

Local providers of Integrated English Literacy and Civics Education will be required to include in their applications a plan for the integration of activities and services with workforce development activities delivered in the local area. Maryland will continue the expectation that alignment of activities is achieved through a planning process prior to submission of applications.

**FUNDING REQUIRED STATE LEADERSHIP ACTIVITIES**

In an effort to align adult education and literacy activities with other core programs and Maryland’s American Job Center Partners, core program representatives will be appointed to the Maryland Adult Advisory Council (MALAC) and the Adult Education and Career Pathways Work Group to build interest, consensus and support for the Adult Education program, provide input on policy development and to create and implement a statewide career pathways system to support the progress of adult learners through an education and employment continuum leading to economic self-sufficiency. Sector partners, including the EARN grantees will update partners on labor market and training needs and guide the development of programs that will prepare workers to fill industry skills
gaps. Adult education and workforce programs will coordinate initial assessments of literacy, numeracy and English language skills and selection of testing instruments to facilitate co-enrollment and referrals between programs. Finally, the State and local workforce areas will identify professional development that can be delivered to core partners to promote the development of a statewide career pathways system and build exceptional service delivery systems for customers.

**Professional Development**

High quality professional development programs is vital to ensuring that Maryland’s adult learners obtain the best instruction possible. To improve the instruction provided pursuant to local activities required under Section 231(b) of WIOA, including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs, Maryland’s Adult Education programming will:

- Allocate resources to promote the development and implementation of statewide, regional and local training activities for adult education practitioners to improve academic instruction, digital literacy and transitions to postsecondary education and employment;
- Conduct an annual statewide needs assessment to provide the State agency with input from the provider network as well as other stakeholders;
- Require adult education teachers to receive professional development that will provide them with the tools to meet the new challenges in daily practice including college and career readiness standards for adult education and opportunities to learn more about the careers for which they are preparing their students.
- Require administrators of local provider programs receive professional development on the best practices for management and collaboration.

**Technical Assistance**

The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including— (i) the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training; (ii) the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and (iii) assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.

The adult education program will develop and maintain repository of information on research-based and best practices for adult literacy instruction and disseminate findings to local programs.

- Maintain a LISTSERV of adult education providers for disseminating information about adult education;
- Communicate regularly through monthly conference call;
- Develop a plan for disseminating information using an online platform of communication and staff development to improve system efficiencies.

**Monitoring and Evaluation**

Monitoring and evaluation is important to ensure the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State. Maryland will ensure the collection and reporting of valid and reliable data consistent with the current state and federal data collection guidelines and requirements through:
• Maintaining the use of the LACES Management Information System database;
• Providing of training and technical assistance to all agencies using the system;
• Conducting annual enrollment verification on-site monitoring visits of funded adult education program providers; conduct annual risk analysis matrix for scheduling fiscal monitoring on-site visits;
• Providing feedback and information on improvement strategies/ models; and conducting other activities necessary to ensure compliance with federal and state requirements and to determine the effectiveness of the program.

**FUNDING PERMISSABLE STATE LEADERSHIP ACTIVITIES**

Maryland will seek to develop and implement the use of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology. This will be accomplished through:

• Utilizing the distance learning program, Maryland i-Pathways, to prepare students to pass the GED® tests.
• Ensuring that all providers integrate Maryland’s Adult Education Technology Standards in their practices.
• Assessing and address the need for professional development for utilization of technology in delivering instruction and teacher training.

Maryland is dedicated to developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults. Developing content and models for integrated education and training and career pathways is also a priority. In establishing career pathways, Maryland is dedicated to:

• Conducting a pilot program through LINCS for ELL teachers to develop teaching strategies for integrating education and training using contextualization concepts in teaching.
• Identifying and disseminating a model of best practices for career pathways design and implementation through the Adult Education and Career Pathways Work Group.

Maryland will also work to provide assistance to eligible providers in developing and implementing programs that achieve the objectives of Title II of WIOA and in measuring the progress of those programs in achieving such objectives.

Maryland is also dedicated to utilizing funding for local programs to develop transition activities including hiring staff, articulation, and planning as the State further develops and implements a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.

The State is also dedicated to integrating literacy and English language instruction with occupational skill training, including promoting linkages with employers. This can be accomplished through providing funding for basic skills and GED® preparation and partnering with local workforce programs to conduct MI-BEST programming.

In identifying curriculum frameworks and aligning rigorous content standards that specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and take into consideration the following:

• State adopted academic standards.
• The current adult skills and literacy assessments used in the State or outlying area.
• The primary indicators of performance described in section 116.
• Standards and academic requirements for enrollment in nonremedial, for-credit courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area.
• Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area.

Maryland intends to accomplish this provision of WIOA by restructuring English Language Acquisition Content Standards to include integration of language acquisition and with workforce preparedness training. Further, professional development on integration of the College and Career Readiness Standards for adults with instruction for all students should be utilized.

Developing and piloting of strategies for improving teacher quality and retention; the development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement level; outreach to instructors, students, and employers; and, other activities of statewide significance that promote the purpose of WIOA Title II will be explored.

Maryland’s adult education providers will collaborate where possible, and avoid duplicating efforts, in order to maximize the impact of the activities described above, and will provide funds to local program to facilitate coordination, and collaboration with WIOA partners and avoid duplicating efforts through participation of the state level in interagency planning initiatives with the WIOA partners.

**STATE-IMPOSED REQUIREMENTS**
Whenever a State or outlying area implements any rule or policy relating to the administration or operation of a program authorized under this title that has the effect of imposing a requirement that is not imposed under Federal law (including any rule or policy based on a State or outlying area interpretation of a Federal statute, regulation, or guideline), the State or outlying area shall identify, to eligible providers, the rule or policy as being imposed by the State or outlying area

**ASSESSING QUALITY**
Maryland will assess the quality of adult education providers using a combined desk and onsite monitoring approach.

• Data on student demographics, enrollment and progress is captured in the National Reporting System compliant LACES data system.
• Data quality monitoring includes an annual sampling of data from LACES that is verified onsite to ensure the validity of data entered at the provider level.
• Quarterly monitoring of progress is accomplished via a required progress report from the providers, indicating whether the provider is on track to meet negotiated performance goals. Reports are reviewed by state adult education specialists and technical assistance is provided as needed.
• Onsite classroom observations are conducted annually to assess the quality of instruction.
• Targeted technical assistance is designed for providers that are unable to meet performance goals, or who request guidance for specific instructional and/or student retention issues.
• Professional development is designed to address statewide as well as local instructional needs.
- A Performance Based Funding formula provides a system to incentivize high quality programming capable of producing high performance. Available instructional funding is targeted through this formula to providers with high rates of meeting the needs of the adult education population.
- Providers serving large numbers of students with barriers to participation will be observed to ensure that instruction includes best practices for individuals with special learning needs.

### ADULT BASIC EDUCATION AND LITERACY PROGRAMS CERTIFICATIONS AND ASSURANCES

**States must provide written and signed certifications that:**

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<td>1.</td>
<td>The plan is submitted by the State agency that is eligible to submit the plan;</td>
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<td>2.</td>
<td>The State agency has authority under State law to perform the functions of the State under the program;</td>
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<td>3.</td>
<td>The State legally may carry out each provision of the plan;</td>
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<td>All provisions of the plan are consistent with State law;</td>
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<td>5.</td>
<td>A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;</td>
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<td>6.</td>
<td>The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;</td>
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<td>7.</td>
<td>The agency that is submitting the plan has adopted or otherwise formally approved the plan; and</td>
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<td>8.</td>
<td>The plan is the basis for State operation and administration of the program;</td>
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**The State Plan must include assurances that:**

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<td>1.</td>
<td>The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions);</td>
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<td>2.</td>
<td>The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;</td>
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3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA; and

4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

1. SF424B - Assurances – Non-Construction Programs (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
PART 7. VOCATIONAL REHABILITATION

Input and recommendations by the State Rehabilitation Council

The Maryland State Rehabilitation Council (MSRC) was established under the 1992 Amendments to the Rehabilitation Act. The Council reviews, analyzes and advises the Division of Rehabilitation Services (DORS) about issues such as service provision, eligibility, strategic planning, and consumer satisfaction. MSRC members meet quarterly, perform extensive committee work and help with informal consultation.

The MSRC provides year-round formal and informal consultation to DORS, particularly at scheduled quarterly full Council meetings, at committee meetings and during an annual DORS/MSRC executive planning meeting. Meeting minutes document discussions and recommendations.

Additionally, DORS provided members of the Policy and Planning Committee with the following documents so that the committee could offer formal recommendations for the agency’s strategic planning needs:

- MSRC FY 2015 Annual Report
- DORS FY 2015 Outcomes
- FY 2015 Standards & Indicators
- Consumer satisfaction survey results from the Office of Field Services and the Office for Blindness & Vision Services
- DORS/MSRC 2015 Public Meetings report

During FY2015, MSRC played an active role in many activities with and in support of DORS. These included the following:

- Advocating for increased awareness of public vocational rehabilitation programs and the Vocational Rehabilitation services portion of the Maryland Combined State Plan, including educating stakeholders about the impact of DORS waiting list on people with significant disabilities, pre-employment transition services to students with disabilities, and enhancing collaboration with workforce partners to promote the competitive integrated employment of individuals with significant disabilities,
- Facilitating statewide public meetings,
- Providing consultation and review for consumer satisfaction surveys,
- Providing review and analysis of Client Assistance Program outcomes and issues,
- Reviewing and analyzing DORS employment and retention study,
- Contacting members of Maryland’s General Assembly regarding the need to maintain state funding to address the needs of underserved populations and DORS staff vacancy rates, and to thank them for their continuing support of the public vocational rehabilitation program,
- Actively participating in DORS strategic and annual planning process meetings,
- Expressed continued concern in the MSRC Annual Report regarding the lengthy waiting list of DORS consumers with significant disabilities on the waiting list for services, and
- Participated in the Region 3 SRC Community of Practice, the Council of State Administrators of Vocational Rehabilitation (CSAVR), the National Council of State Agencies for the Blind (NCSAB), and the National Coalition of State Rehabilitation Councils.
Recommendations from the Maryland State Rehabilitation Council

1. The Council commends DORS for the progress made in developing a comprehensive QA case review process to be implemented no later than July 1, 2014. The Council looks forward to hearing results of the initial “beta” year of implementation. The Council recommends that the agency address the methodology of consumer satisfaction surveys and explore web-based surveys. Consider strategies to expand sample size, reach underrepresented groups, and preserve anonymity. Explore Web-based surveys, follow-up phone calls, and other response methods.

2. The Council recommends that DORS develop training for staff to expand knowledge and understanding of disabilities and functional capacities, means to mitigate limitations, such as assistive technology, and impact on employment, as a basis for providing effective career counseling.

3. The Council recommends that DORS continue collaboration with local providers, the Maryland Department of Disabilities, and the Developmental Disabilities Administration at the State and local levels, as related to the Employment First initiative. This should include an exploration of programmatic barriers to success and cross-agency training needs.

4. The Council recognizes continuing barrier that lack of transportation causes for individuals with disabilities seeking employment statewide. The Council will work with DORS staff to determine the status of federal and state transportation efforts that may improve transportation resources for individuals with disabilities.

5. The Council recommends that DORS continue to explore, identify, and implement innovative practices in job development and placement, including evaluating the effectiveness of the new Business Services Branch.

6. The Council is interested in following the benefits realized through the expansion of services at the Workforce & Technology Center for consumers who are deaf/hard-of-hearing, blind, visually impaired, deaf-blind, and on the Autism spectrum; and recommends that WTC/DORS provide periodic updates to the Council on the effectiveness and utilization of these expanded services.

7. The Council recommends that DORS continue efforts to improve the effectiveness of the Agency’s website and social media in providing consumer information, public education, outreach, and as a means of allowing stakeholders to provide feedback to the Agency.

8. The Council is supportive of the Agency’s three-year strategic plan and annual planning activities.

9. The Council recommends that DORS evaluate the characteristics, including receipt of public benefits, of individuals on the waiting list and determine, within the capacity of the agency and case management system, their outcomes in terms of employment. This is to have a better understanding of the true cost of individuals being on the DORS waiting list.

10. The council discussed the issue of DORS serving eligible individuals who require specific services or equipment to maintain employment, regardless of DORS’ established order of selection and wait list of individuals with disabilities seeking DORS’ services. The council discusses the impact of the decision,
weighing both the costs and the benefits. The council recommends maintaining current policies until additional information is available regarding the potential costs to the program.

DORS supports these recommendations and continues to be very appreciative of the expertise of the individuals who comprise the Maryland State Rehabilitation Council. Their passion for and commitment to supporting individuals with disabilities is without equal. DORS values their contributions of time and knowledge.

**DORS Responses to the Council’s input and recommendations**

1. DORS looks forward to implementation of the QA case reviews over the next year and will keep the Council apprised of findings and effectiveness of the process and methodology. Additional efforts will be made by DORS in collaboration with the MSRC in addressing the consumer satisfaction survey methodology and tool.

   Update 11/24/15- DORS’ comprehensive QA case review process was implemented July 1, 2014, and expanded from a 12-month beta period to an 18-month review period. The final district review was completed on November 17, 2015. Data analysis is underway, and a final report will be present in early 2016.

2. DORS agrees that having a clear understanding of the disability, its impact on employment, and ways to lessen the impact of functional limitations is needed in order to provide effective career counseling and help consumers select appropriate employment goals. DORS will develop a training series to address specific disabilities.

3. DORS looks forward to continuing to collaborate with other agencies regarding Employment First, an initiative that assures that employment is considered first for individuals with developmental/intellectual disabilities. We expect that there will be more progress toward Employment First in Maryland this coming year with new leadership in place at DDA.

4. DORS looks forward to working with the Council to determine the current status of transportation initiatives, and will continue efforts to work with other entities on transportation issues and to share information with all staff about transportation resources.

5. DORS has created a new Business Services Branch, including Regional Business Services Representatives. We are eager determine the effectiveness of the new organizational structure and will advise the Council of their role and progress in helping individuals with significant disabilities in achieving competitive integrated employment.

6. DORS will continue to include WTC staff on the agenda of MSRC committee and full council meetings to update the membership on these innovative and effective practices.

7. DORS has developed new MSRC and agency websites and will continue to update our website and effectively use social media.

8. DORS developed a Strategic Plan for 2014-2017, with input of the MSRC. DORS looks forward to reviewing the Strategic Plan and monitoring outcomes of with continued input from the MSRC.
9. DORS will determine what information may be gleaned from the case management system related to waiting list and benefits status, and advise the Council.

10. DORS will elect not to serve eligible individuals, regardless of the established order of selection, who require specific services or equipment to maintain employment. The issue will be reviewed regularly to determine the need to revise this position.

Explanations for rejecting any MSRC recommendations

The agency does not reject any of the recommendations.

Request for Waiver of Statewideness

The Maryland Division of Rehabilitation Services has not requested a waiver of statewideness.

COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

Cooperation & Federal, State and local agencies and programs

Cooperation with private and non-profit service agencies, related government agencies and other professional organizations has long been a cornerstone of public vocational rehabilitation in Maryland. Such collaborations help to overcome the complex and multiple barriers that confront people with disabilities who want to work or stay independent in their communities.

The Division maintains cooperative agreements, memoranda of understanding and membership on Interagency Councils and Local Committees and other collaborative initiatives and projects with agencies and organizations outside the workforce investment system.

(1) Cooperative Agreements

- Department of Health and Mental Hygiene:
  Behavioral Health Administration – This cooperative agreement, most recently updated effective December 2011, addresses referrals between agencies and specifies shared responsibilities for funding of supported employment, as well as cross-training for staff.

  Developmental Disabilities Administration – Maryland State Department of Education, DORS, and the Maryland Department of Health and Mental Hygiene, Developmental Disabilities Administration updated and approved the Cooperative Agreement, Employment Services in October 2013. It focuses on implementation of Employment First in Maryland and addresses referral between agencies and specifies shared responsibilities for funding of supported employment. It also describes cross-training activities.

- Maryland Association of Student and Financial Aid Administrators - This cooperative agreement specifies
the process for defining unmet financial need for higher education and the requirements for PELL Grant and scholarship applications. It also outlines the process for sharing information to determine the amount of assistance DORS can provide to a student for tuition and other educational costs.

- Workers’ Compensation Commission— This agreement describes the referral process and the procedure for submitting rehabilitation plans to the Commission to determine if costs will be covered by an insurer.
- Maryland State Department of Education— The Intra-agency Cooperative Agreement on Transitioning specifies areas of cooperation among the Divisions of Student, Family and School Support Services; Special Education/ Early Intervention Services; Career and College Readiness, and Rehabilitation Services specific to transitioning students and youth with disabilities.

Memoranda of Understanding (MOUs)

- MOUs with each of these agencies authorize them to issue vouchers for the Maryland Disability Employment Tax Credit: Department of Health and Mental Hygiene’s Behavioral Health Administration, and Developmental Disabilities Administration (DDA).
- An MOU with the Maryland State Department of Budget and Management, Office of Personnel Services and Benefits outlines service provision for state employees with disabilities. This includes career assessment, worksite analysis and rehabilitation technology assessment for provision of reasonable accommodations. It also describes a referral process for state employees who are unable to do their job because of disability as well as what assistance is available for eligible employees in obtaining a new job within or outside of State government.

Interagency Councils and Local Committees

DORS maintains an active presence on numerous statewide interagency councils. DORS regional and field offices, the Workforce & Technology Center and the Office for Blindness and Vision Services also maintain active working relationships with many local committees and initiatives.

Statewide:

- Maryland Statewide Independent Living Council
- Maryland Developmental Disabilities Council
- Maryland Mental Health Advisory Board
- Local Coordinating Councils
- Department of Health and Mental Hygiene, Traumatic Brain Injury Advisory Committee
- Interagency Transition Council for Youth with Disabilities Under Executive Order 01.01.2007.13 (Interagency State Plan for Transitioning Students with Disabilities)
- The Maryland Coordinating Committee for Human Services Transportation
- Department of Health and Mental Hygiene/Developmental Disabilities Administration, Maryland Department of Disabilities Employment First
- The Maryland Library for the Blind & Physically Handicapped Advisory Board
- Maryland Adult Learning Advisory Council
- Maryland Special Education State Advisory Committee

Other Collaborative Initiatives and Projects

DORS collaborates with the Department of Disabilities, a cabinet level agency, and is represented on the following
committees/workgroups:

- SUCCESS - post-secondary education for individuals with intellectual disabilities,
- The annual Americans with Disabilities Act Celebration committee,
- Quarterly meetings between Maryland Department of Disabilities Secretary and DORS Director to discuss state and national disability topics, project updates, etc., and
- DORS supports/collaborates with Maryland Department of Disabilities during legislative session on issues of importance to the disability community.

All committees bring together a variety of Maryland agencies that supply programs and services to individuals with disabilities.

There are also agreements with the Maryland School for the Blind and the Maryland School for the Deaf covering referral procedures, evaluation, individualized planning and follow-up. The Office for Blindness & Vision Services (OBVS) sponsors summer programs with the Maryland School for the Blind at the Workforce & Technology Center.

Other collaborations:

- Supported Business Enterprise-- DORS works with the Developmental Disabilities Administration and the Behavioral Health Administration to assure that self-employment is a viable career option for individuals with cognitive and psychiatric disabilities. Supported Business Enterprise is a form of self-employment for individuals who, because of their disability, require supports to operate their business. While the consumer must perform a core function of the business, extended service providers support certain activities and related functions to assure successful operation. All businesses operate within an integrated employment setting.
- Blind Industries & Services of Maryland --DORS provides state-aided grants support services to individuals with vision loss, including rehabilitation teachers, aids and devices, and Braille production.
- Community Colleges—Autism Supports - DORS has agreements with certain Maryland Community Colleges for designated Workforce & Technology Center staff to work collaboratively on their campuses with the college Disability Support Services staff to provide supports required by students with Autism spectrum disabilities. DORS has expanded the Pathways program to include Montgomery College, Howard Community Colle, and the three campus sites of Community College of Baltimore County. With the expansion of this program, a new position will be added to the staff at WTC, which will offer the opportunity for expansion to other Maryland colleges.
- PROMISE Initiative – Maryland was one of six sites selected in September 2013 to participate in the U.S. Department of Education’s PROMISE initiative. The goal of the initiative is to improve education and career opportunities for young people receiving Supplemental Security Income through the Social Security administration. It is a partnership of State agencies, including DORS, and private sector disability organizations. Led by the Maryland Department of Disabilities, the initiative involves research to determine the most effective methods to assist young people and their families to become more self-sufficient.

(2) State programs carried out under the Assistive Technology Act of 1998

- The Maryland Department of Disabilities, Technology Assistance Program (TAP), and DORS partner in demonstrating assistive technology devices.
- DORS serves as a member of the Maryland TAP Advisory Committee.
Maryland TAP and DORS are members of the Governor’s Interagency Transition Council for Youth with Disabilities.
DORS partners with Maryland TAP to coordinate and provide Assistive Technology training to DORS staff.

(3) Programs carried out for Rural Development of the Department of Agriculture
The Maryland Division of Rehabilitation Services does not carry out any programs for Rural Development of the Department of Agriculture.

(4) Non-educational agencies serving out-of-school youth
DORS provides vocational services to out-of-school youth in collaboration with Community Rehabilitation Programs licensed through the Maryland Department of Health and Mental Hygiene for either Developmental Disabilities Administration and/or the Behavioral Health Administration employment services, as well as CRPs Community Rehabilitation Programs that are DORS accredited.

(5) State use contracting programs
DORS does not carry out any programs for State use contracting programs.

COORDINATION WITH EDUCATION OFFICIALS

(1) Plans, Policies and Coordination with Educational Officials
The Division of Rehabilitation Services (DORS) considers service provision to high school students with disabilities and their families a high priority. The agency coordinates services with local educational agencies in order to identify diploma and certificate students with disabilities and provide services designed to help them prepare for and achieve employment and self-sufficiency. Vocational Rehabilitation services and Pre-Employment Transition services are coordinated both at the statewide level as well by regional directors and supervisors on a local level.

(2) Information on the formal interagency agreement with the State educational agency
DORS is an organizational unit of the Maryland State Department of Education (MSDE). DORS, therefore, is a signatory and partner in implementation of the Maryland Intra-agency Cooperative Planning Agreement for Secondary Students with Disabilities. This is an agreement with three other cooperating Divisions within MSDE: the Division of Special Education/Early Intervention Services; the Division of Career Technology; and the Division of Student, Family, and School Services. The agreement identifies the roles and responsibilities of the cooperating Divisions at the state and local level, including the process for technical assistance and training to schools; assurances for the development and completion of the Individualized Education Program that is coordinated with the development of the Individualized Plan for Employment within 90 days of an Eligibility determination or off-delayed date; financial responsibilities and methods to resolve disputes; and referrals, including those students with disabilities at risk of dropping out, having been suspended or expelled. High School students with disabilities are referred for Vocational Rehabilitation Services during the fall of their next to last year in secondary school. Schools also provide information to families and high school students who are at least 14 years old but less than 22 regarding Pre-Employment Transition Services available through DORS. The Intra-
agency Cooperative Planning Agreement for Secondary Students with Disabilities is in the process of being updated to incorporate changes as a result of the Workforce Innovation and Opportunity Act of 2014.

**Local Agreements**

Upon finalization of the updated Maryland Intra-agency Cooperative Planning Agreement for Secondary Students with Disabilities, DORS and local education agencies will update local cooperative agreements to clarify roles and responsibilities at the local level as appropriate. DORS also maintains local cooperative agreements with the Maryland School for the Blind and the Maryland School for the Deaf regarding appropriate transition services for these under-served student populations.

**State Law – Counselor Assignment to Secondary Schools; Completion of the Individualized Plan for Employment**

Maryland State Law requires that DORS assign a counselor to each public secondary school in the state to promote effective transition. It also requires that DORS complete the Individualized Plan for Employment for eligible students with disabilities within 90 days of an Eligibility determination or off-delayed date.

**The Governor’s Interagency Transition Council for Youth with Disabilities**

By state law, DORS is a permanent member of the Governor’s Interagency Transition Council for Youth with Disabilities, recently reissued as Executive Order 01.01.2007.13. DORS collaborates with 26 other Council members, including state agencies (Department of Health and Mental Hygiene, Department of Labor Licensing and Regulation, Maryland Technology Assistance Program, Higher Education Commission, Workforce Investment Board), representatives of schools, disability advocacy groups, and individuals with disabilities and their families. The purpose of the Council is to promote effective transition services for students with disabilities throughout Maryland. This includes outreach to students and referral to DORS and other agencies that can be of assistance.

**Transition Planning by Personnel of the Designated State Agency and Educational Agency**

DORS maintains a Staff Specialist for Transition position to lead the following activities:

- Coordinate all VR and Pre-Employment Transition Service activities and projects with other state agencies, community organizations, public and private facilities, local DORS field offices, and employers.
- Collaborate with the DORS Grants Administrator in responding to federal and state transition requests for proposals and in implementing cooperative agreements.
- Develop, update and monitor transition documents.
- Provide program information to state level transition personnel and to the local education agencies through in-service training and publications.
- Serve as consultative staff for the Governor’s Interagency Transition Council for Youth with Disabilities.
- Facilitate an intra-agency transition group for counselors who provide transitioning services for the purpose of information sharing and ongoing training.

**Outreach to and Identification of Students with Disabilities Who Need Transition services**

- DORS will facilitate activities to bring state-of-the-art transitioning services to Maryland’s students and families, including the following Pre-Employment Transition Services as outlined in the Workforce Innovation and Opportunity Act: job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs, workplace readiness training to develop social skills and independent living, and instruction in self-advocacy.
DORS will continue to explore, develop and expand new initiatives and methodologies that promote the provision of Pre-Employment Transition Services and successful post-school outcomes, including the following: employment, post-secondary education and training, community participation, independent living, and healthy lifestyles. The initiatives will be accomplished through a variety of cooperative agreements, cooperative funding agreements, special grants, or other innovative means.

DORS will work with local businesses and agencies as needed to expand opportunities for internships, mentoring, and summer employment experiences as a way to prepare students for viable careers.

DORS will identify opportunities to provide information and outreach materials for transitioning students and their families.

Cooperative Agreements with Private Nonprofit Organizations

Cooperative Agreements are developed between DORS and approved Community Rehabilitation Programs in order to assure a mutual understanding of the services to be provided to DORS consumers, referral procedures, expectations and responsibilities of all parties. The Division utilizes Community Rehabilitation Programs to the maximum extent feasible to provide a wide range of highly skilled vocational rehabilitation services to individuals with disabilities around the state. DORS continually assesses the needs of individuals with disabilities and recruits new organizations and expands services with existing ones in order to meet those needs.

DORS Accreditations

Accreditation of CRPs is an important factor in the operation of the state vocational rehabilitation program in Maryland. The purpose of these reviews and accreditations is as follows:

- To improve the quality of services delivered to individuals with disabilities
- To assist the governing board of the community rehabilitation program and other interested groups in the community to better understand what is required for a sound program
- To serve as a means for self-evaluation by the board, administrator and staff.

The Accreditation Process

DORS purchases services from Community Rehabilitation Programs that are accredited and operate in compliance with federal regulations and operate in compliance with the regulations for Title I, Vocational Rehabilitation Services Program implementing the Rehabilitation Act Amendments of 1992, Section 361.51.

These CRPs must hold accreditations from a national organization such as Commission on Accreditation of Rehabilitation Facilities (CARF) or may also be in “deemed” status, having been accredited by other Maryland government agencies such as the Department of Health & Mental Hygiene. Otherwise, the DORS staff specialist for community rehabilitation programs will perform onsite accreditations every three years. The specialist, along with a local DORS staff person, advises the Community Rehabilitation Programs what is required and then conducts an onsite review to examine all resource documents, consumer files and details about programs. As appropriate, Community Rehabilitation Programs staff may attend the overview and exit conferences.

If the program demonstrates its ability to serve DORS consumers, a cooperative agreement is drafted for approval and signature. The agreement outlines roles, responsibilities and fees.

Services Purchased by DORS

DORS purchases a wide variety of services that assist people with disabilities to reach independence and employment. These may include pre-employment transition services, assistive technology services, employee
development services, non-supported employment job coaching, skills training and specialized services such as those for individuals with acquired brain injury.

DORS may also purchase job-coaching services from CRPs that have supported employment programs approved by the Behavioral Health Administration and the Developmental Disabilities Administration.

DORS will also purchase career assessment services which include community based assessment provided by private vendors who are Certified Vocational Evaluators or Professional Vocational Evaluators.

**Cooperative Agreements & Arrangements for the Provision of Supported Employment Services**

The Division enters into cooperative agreements with the Developmental Disabilities Administration and the Behavioral Health Administration in order to provide for increased interagency cooperation, ensure the maximum utilization of appropriate programs and resources in the provision of services to individuals with disabilities, expand and improve services to individuals with significant disabilities, and maximize the use of comparable benefits.

Formal written agreements set forth terms and conditions under which the Division and another agency or organization will cooperate in the provision of services. These formal interagency cooperative agreements will: Identify policies, practices, and procedures that can be coordinated among the agencies (particularly definitions, standards for eligibility, the joint sharing and use of evaluations and assessments, and procedures for making referrals), identify available resources and define the financial responsibility of each agency for paying for necessary services (consistent with State law) and procedures for resolving disputes between agencies, and include all additional components necessary to ensure meaningful cooperation and coordination.

**Evidenced Based Supported Employment**

DORS has implemented a Milestone Payment system for psychiatric rehabilitation programs offering Evidence-Based Supported Employment services. The Milestone Payment system significantly streamlines provision of services for DORS and provider staff by substantially reducing preparation of authorizations and invoices, tracking of hours of services, and simplifying reporting.

**“Employment First”**

DORS is a partner with other State agencies and community rehabilitation programs in implementing Employment First, a national effort to assure that all individuals, including those with significant disabilities, consider employment on a preferred basis in planning for their lives. Employment First, is consistent with DORS’ belief that individuals with disabilities, even the most significant disabilities, can work in meaningful positions in integrated settings when provided with adequate, appropriate supports. Supported employment is appropriate for individuals in Employment First and is the means to assure the best chance for success in employment. Benefits planning is an important part of services for individuals served through Employment First.

**Governor’s Employment Program for Persons with Acquired Brain Injury**

The Governor’s Employment Program for Persons with Acquired Brain Injury (ABI Project) provides intensive vocational rehabilitation and long-term supports to individuals with acquired brain injuries. This often includes needed neuropsychological and other assessments, training and supported employment services and long-term job coaching.
Individuals with acquired brain injuries often do not qualify for long-term supports offered through the Behavioral Health Administration for people with chronic mental illness or the Developmental Disabilities Administration for individuals with developmental disabilities. This program includes periodic meetings of DORS staff assigned ABI Project cases, DORS managers and staff of CRPs serving individuals with acquired brain injuries and includes a training component.

The ABI Program allows DORS to identify and serve 50 individuals annually with traumatic brain injuries with intensive and continuous service delivery with community partnerships. DORS is working with community rehabilitation programs and other organizations to provide the necessary services, including job coaching, to eligible individuals. A unique aspect of this program is that DORS provides the funding for the long-term job coaching support as part of post-employment services for individuals.

COORDINATION WITH EMPLOYERS
The Maryland Division of Rehabilitation Services (DORS) is well-positioned to expand engagement with employers that results in quality vocational rehabilitation services and employment outcomes. DORS has embraced the dual-customer model and has been building capacities over the last several years for dedicated positions tasked with employer outreach and engagement, as well as technical assistance to vocational rehabilitation counselors and consumers.

DORS has created a Business Relations Branch that includes a Program Manager and seven regional Business Services Representatives. This organizational structure ensures statewide oversight, information sharing and collaboration, and a team approach to employer engagement. The Business Relations Branch works closely with the agency’s Workforce and Technology Center (WTC) Employment Services to coordinate services to employers that enhance services and employment outcomes for consumers. WTC’s training advisory committees engage employers in specific industries to ensure training programs are in line with industry needs and standards, and the WTC Work Readiness Programs work with community employers to develop worksites for students. Additionally, the WTC’s Rehabilitation Technology Services is a key component to serving employers through its worksite services.

DORS Business Services Representatives participate with business services representatives of the Maryland Department of Labor, Licensing and Regulation (DLLR) in quarterly statewide training that includes effective skills, strategies and collaboration for business outreach and quality services, business and industry-specific information, and real-time and projected labor market and economic development information.

The DORS Business Relations Branch and Employment Services at the WTC meet and participate in quarterly training to enhance team capacities in working with employers to expand employment and work-based learning experiences. These structures and activities ensure that DORS is prepared and able to effectively engage with businesses to both meet their workforce needs. The activities also provide the best information on careers, business needs, labor market information, and opportunities to consumers so that they can make informed choices on their employment goals and access programs and services that lead to successful outcomes.

(1) DORS will build relationships with employers that result in improved career development and competitive-integrated employment outcomes for consumers through the following activities:

- Promoting and marketing the employment of persons with disabilities by networking and developing active partnerships with businesses and business-related organizations, such as Chambers of
Commerce, Society of Human Resource Managers, Business Leadership Networks, American Job Centers, DLLR, Workforce Investment Boards, and statewide and local economic development offices. Regional Business Services Representatives will be visible and available to area businesses and will serve as a single-point-of-contact, leading to improved business relations and access.

- Training and technical assistance to employers that promote the awareness of the skills and benefits that people with disabilities can bring to their workforce. Types of training include information on DORS services and training programs, disability awareness, requirements of the Americans with Disabilities Act, and federal contractor compliance with Section 503. Group training opportunities for businesses will be offered, as well as individual consultation and need-driven training for specific employers.
- Providing consultation on and support to removing disability-related obstacles to employment and the provision of reasonable accommodations for recruitment, work-based learning activities, and on-boarding and retention of employees, including assistive technology and worksite assessments. Business Services Representatives will serve as points of contact for businesses needing guidance, and the WTC Rehabilitation Technology Services unit will provide specific and applicable worksite services for consumers and employers.
- Providing information and resources on hiring incentives, including tax credits and on-the-job training wage reimbursements. Business Services Representatives will provide technical assistance to businesses in completing any required forms to access incentives.
- Facilitating and coordinating recruitment activities for business partners who are interested in hiring DORS consumers, including advertisement, pre-screening and interview preparation of consumer applicants, providing interview venues, referral and follow-up. Job openings and recruitment activities will be shared via email with counselors, consumers, and community rehabilitation programs, and jobs will be posted and tracked in the AWARE Employer module.
- Collaborating with DLLR business services representatives and economic development partners to leverage business contacts, share resources and expertise, and coordinate services that are beneficial to businesses and promote the employment of individuals with disabilities.
- Coordinating with the DLLR Business Services Team and American Job Centers in recruitment events and job fairs, including recruiting businesses and facilitating the inclusion of DORS consumers in the talent pool.
- Engaging with businesses interested in hiring people with disabilities through VR National Employment Team (NET) connections and activities. This includes NET conference calls, webinars and events with business partners and facilitating the inclusion of Maryland consumers in the national Talent Acquisition Portal (TAP).
- Partnering with community rehabilitation programs to facilitate communication and collaboration among business services representatives and employment specialists in sharing business contacts, job openings and strategies on job placement for consumers; this includes expansion of regional Job Placement Networks.
- Providing business and industry-specific career information and training sessions for consumers.
- Developing and monitoring of work-based learning and resume-building opportunities such as internships, job shadowing, disability employment awareness month activities, volunteering and on-the-job training, including expanding programs already in place, such as the Governor’s QUEST Internship Program and federal agency vocational rehabilitation internship programs.
- Promoting the federal Workforce Recruitment Program to businesses and consumers.
- Engaging businesses in Training Program Advisory Committees at DORS’ WTC to ensure training programs meet business and industry needs and standards and to facilitate work-based learning and employment opportunities.
Coordinating with businesses to develop community worksites for students in WTC’s Work Readiness 2 Program. Students spend a portion of their day during the six-week program at a business worksite learning and performing job tasks.

Developing customized training programs for DORS consumers based on business-specific workforce needs.

Collaborating with strategic partners, such as the Maryland Department of Disabilities, colleges and universities, and federal, state and local governments to connect employers and consumers.

Supporting and promoting state industry-led workforce training initiatives, such as apprenticeship programs and Maryland’s EARN program to DORS consumers.

Connecting DORS consumers with businesses and employment opportunities through the Maryland Workforce Exchange.

Business Services Representatives will provide technical assistance to both counselors and consumers related to job readiness, career information, labor market analysis, and real-time and projected employment opportunities gleaned through active engagement with businesses, business-related organizations and workforce partners.

(2) DORS will work with employers to develop and expand work-based learning for students and youth with disabilities through the following activities:

- Awareness opportunities on careers, industries, labor market information and workforce needs, including workshops or other training that includes employer speakers and presentations, career fairs, and workplace tours.
- Preparation activities that teach workplace skills, job readiness, interview skills and practice, and self-advocacy in application and employment processes.
- Exploration and skill-building opportunities to include job shadowing and mentoring, volunteering, internships, on-the-job training and employment.
- Development and coordination of pre-employment transitioning programs through community colleges, schools, community rehabilitation programs, and American Job Centers.
- Expansion of current internship programs, such as QUEST, to include students and transitioning youth.
- Promotion of summer youth employment programs to businesses and students.

INTERAGENCY COOPERATION

State Medicaid Agency
The Division of Rehabilitation Services (DORS) will work with the Maryland Medicaid agency toward establishing a cooperative agreement as outlined in the Workforce Innovation and Opportunity Act. DORS and the State Medicaid agency will collaborate in developing strategies to maximize resources and develop opportunities for competitive integrated employment for individuals with disabilities.

Developmental Disabilities Administration
DORS has entered into a cooperative agreement with the Maryland Department of Health and Mental Hygiene, Developmental Disabilities Administration (DDA), to provide for increased interagency cooperation, ensure the maximum utilization of appropriate programs and resources in the provision of services to individuals with disabilities, expand and improve services to individuals with significant disabilities, and maximize the use of comparable benefits. The agreement sets forth terms and conditions under which the Division and DDA will cooperate in the provision of services. The formal interagency cooperative agreement identifies policies, practices, and procedures that are coordinated between DORS and DDA (particularly definitions, standards for eligibility, the joint sharing and use of evaluations and assessments, and procedures for making referrals); identifies available
resources and defines the financial responsibility of each agency for paying for necessary services, consistent with State law and procedures for resolving disputes between agencies; and includes all additional components necessary to ensure meaningful cooperation and coordination.

DORS and DDA updated and approved the Cooperative Agreement, Employment Services, in October 2013. The agreement focuses on the implementation of Employment First in Maryland. It addresses referral between agencies, specifies shared responsibilities for funding of supported employment, and describes cross-training activities.

Behavioral Health Administration
DORS has also entered into a cooperative agreement with the Department of Health and Mental Hygiene, Behavioral Health Administration. The cooperative agreement, most recently updated effective December 2011, addresses referrals between agencies and specifies shared responsibilities for funding of supported employment, as well as cross-training for staff.

Comprehensive System of Personnel Development: Data System on Personnel and Personnel Development
The Division of Rehabilitation Services (DORS) has established policies and procedures for a Comprehensive System of Personnel Development (CSPD) which ensures that all personnel:

- are well qualified
- regularly take part in staff development
- participate in performance-based evaluation systems
- meet required licensing/certification standards

Training, education and developmental activities ensure appropriately skilled staff, with special emphasis given to rehabilitation technology, employer services, transitioning and disability-specific (e.g., blindness) skills. This system strives to fill vacancies with well-qualified and culturally diverse applicants.

As part of the Maryland State Department of Education, DORS is required to adhere to personnel development policies and procedures contained in 34 CFR 300.15, 34 CFR 300-383, 20. U.S.C. 1413 (A) (3) and in the Code of Maryland Regulations 13 A., 05.01.03G.

(1) Data System on Personnel and Personnel Development.
(A) Qualified Personnel Needs.

DORS has a data system to annually obtain information on personnel and personnel development, as follows:

- The number of personnel who are employed by the state agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category.

  By December 31 of each year DORS will:
  1. Use the RSA A2 Report of September 30 to determine the number of DORS positions in provision of VR services (total number of DORS positions minus total number of DDS positions).
  2. Determine the number of positions in the following categories:
     a. Rehabilitation Counselors
     b. Administrative Staff
c. Staff Supporting Counselor Activities
d. Other

3. Determine the number of individuals served effective September 30 from the AWARE case management system.

(ii) The number of personnel currently needed by the state agency to provide Vocational Rehabilitation services, broken down by personnel category.

Using the MSDE Personnel Report of September 30, analyze DORS vacancy rate and vacancies in the specific categories. Also consider total number of staff needed based on waiting list and other factors.

(iii) Projections of vacancies in personnel, broken down by personnel category, needed by the state agency to provide Vocational Rehabilitation services in the state in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field and other relevant factors.

- Ascertain turnover rate for most recent federal fiscal year.
- Project vacancies over the next five years in light of current staffing and turnover rate and other relevant factors.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Current positions</th>
<th>Current vacancies</th>
<th>Projected Vacancies over next 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rehabilitation Counselors</td>
<td>174</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>64</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Staff Supporting Counselor Activities</td>
<td>143</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

(B) Personnel Development.
Following is a description of DORS system for collecting and analyzing data on personnel development on an annual basis:

- Compile a list of the institutions of higher education in the state that are preparing Vocational Rehabilitation professionals, by type of program.
- Compile a list of programs in Maryland preparing Vocational Rehabilitation staff at the bachelor’s, master’s, and certificate level.
- Determine the number of students enrolled at each of those institutions, broken down by type of program.
- Determine the number of students who graduated during the prior year from each institution with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

At the conclusion of each academic year, DORS will contact coordinators of programs at Maryland institutions of higher education to obtain information about the following:
• The number of students enrolled in each type of program
• The number of employees sponsored by DORS or the US Department of Education, Rehabilitation Services Administration
• The number of employees sponsored by DORS or the Rehabilitation Services Administration who have graduated
• The number who have graduated
• The number who have graduated with certification or licensure or credentials required to achieve certification/licensure.

DORS staff will then determine personnel category of graduates who have certification, licensure or credentials to achieve certification/licensure.

**ANNUAL ANALYSIS/REPORT**

1. Compile data.
2. Analyze information compared to previous years; determine trends.
3. Based on data and trends, determine implications for rehabilitation services for individuals with disabilities in Maryland.
4. No later than December 31, prepare a report of findings; include recommendations in Division planning and other activities, as appropriate.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Students Enrolled</th>
<th>Employees sponsored by agency and/or RSA</th>
<th>Graduates sponsored by agency and/or RSA</th>
<th>Graduates from the previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coppin State University</td>
<td>127*</td>
<td>02*</td>
<td>00*</td>
<td>35*</td>
</tr>
<tr>
<td>George Washington University</td>
<td>81*</td>
<td>10*</td>
<td>02*</td>
<td>78</td>
</tr>
<tr>
<td>University of the District of Columbia</td>
<td>15*</td>
<td>0*</td>
<td>0*</td>
<td>02*</td>
</tr>
<tr>
<td>University of Maryland: CP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Maryland: ES</td>
<td>284*</td>
<td>0*</td>
<td>0*</td>
<td>20*</td>
</tr>
</tbody>
</table>

* 2014 data. Working with universities to update data.

**Plan for Recruitment, Preparation and Retention of Qualified Personnel**

a. Annually take the information and recommendations from the Data System described above regarding current and projected needs for personnel.

b. Based on findings, design a recruitment plan for the upcoming year in collaboration with colleges and universities, and the Maryland Rehabilitation Association.

c. Update the Plan on an annual basis, as needed.

**Colleges/Universities in Maryland with Rehabilitation Counseling Programs:**

Institution: Coppin State University (Historically Black Institution)
Location: Baltimore, Maryland
Programs: Undergraduate and Masters degrees in Rehabilitation Counseling; Certificate Program in Assistive Technology, and Post-Master Certificate Program in Professional Counselor Licensure.
Institution: The George Washington University  
Location: Washington, DC  
Programs: Masters degree in: Rehabilitation Counseling (on-line & on-site), and Vocational Evaluation, and Secondary Special Education and Transition Services; Certificate programs in Job Development/Placement, and Transition Special Education.

Institution: The University of the District of Columbia  
Location: Washington, DC  
Programs: Master’s degree in Rehabilitation Counseling (new program)

Institution: University of Maryland College Park  
Location: College Park, Maryland  
Programs: No longer offers any VR related programs.

Institution: University of Maryland Eastern Shore  
Location: Princess Anne, Maryland  
Programs: Masters and undergraduate degrees in Rehabilitation Counseling.

The plan may include the following:

- Active membership on advisory boards of colleges/universities with programs in Rehabilitation Counseling
- Provision of job shadowing opportunities for Masters level students in their first year
- Provision of internship opportunities in the comprehensive rehabilitation facility and field offices
- Staff presentations to students and classes about the public rehabilitation program
- Collaboration with the Maryland Rehabilitation Association training committee to provide on-going in-service training opportunities to current and prospective staff
- Maintain effective partnership with historically black institutions to assure sufficient number of applicants for state agency job vacancies so that the workforce reflects the composition of the state
- To support retention of staff and succession planning, collaborate with university, professional association and the National Rehabilitation Leadership Institute partners to provide on-going mentoring and leadership activities

**Personnel Standards**

DORS has policies and procedures in place related to personnel standards to ensure that designated state unit professional and paraprofessional personnel are adequately trained and prepared, including:

(A) Standards for hiring vocational rehabilitation specialists/rehabilitation counselors are consistent with standards in Maryland law, Labor and Employment Article which specify that rehabilitation counselors “have a bachelor’s degree from an accredited institution in rehabilitation counseling, human services, psychology, or a related field with at least 1 year of work experience in a human services occupation.” §9-6A-09. DORS considers related fields to include rehabilitation – career assessment, rehabilitation – employer services, education, deaf education, social work, psychology, human services, blind and vision services, employment/career counseling, and community counseling.

Specific time period by which all state unit personnel will meet the CSPD standards. For 2014, 100% of DORS VR
specialists/rehabilitation counselors met the CSPD standard of a bachelor’s degree and a year of experience. No one is hired for such positions with less than a bachelor’s degree.

(B) Standards for achievement of journeyman counselor status include a master’s degree. DORS requires that vocational rehabilitation specialists considered for promotion to rehabilitation technical specialist (the highest level of rehabilitation counseling) have a master’s degree in rehabilitation counseling or a closely related field, which may include rehabilitation - career assessment, rehabilitation - employer services, education, deaf education, social work, psychology, human services, blind and vision services, employment/career counseling, and community counseling. DORS provides technical assistance in career development for staff, and facilitates staff application for RSA Rehabilitation Services Administration scholarships and also provides tuition reimbursement to support staff in achieving required credentials. These education and experience requirements ensure that personnel have current understanding of the labor force and the needs of individuals with disabilities.

DORS encourages and supports through reimbursement of initial certification fees, achievement of Certified Rehabilitation Counselor certification, but does not require it.

Paraprofessional personnel must meet standards of their specific position in the classified service according to position descriptions developed and updated by the Maryland State Department of Education Personnel Office and the Maryland Department of Personnel.

Staff Development.

(A) DORS System of Staff Development.

The Division maintains a system of staff development for staff professionals and paraprofessionals that includes the identification of training needs, developing policies and procedures, and conducting training activities.

Training needs are identified based upon results of a variety of assessment instruments and methods which include: (1) the organizational Planning Process in which training areas are determined by the initiatives identified in the Division’s five year Strategic Plan and Annual Program Plan; (2) DORS Performance Appraisal which allows each professional employee and the employee’s supervisor to identify on a semi-annual basis training needs and develop a plan to assist the employee to meet the essential functions of their position as reflected in their position description. These needs are shared with the Staff Development Specialist and training needs are prioritized, developed, implemented and/or coordinated based on the results of the information; (3) Program Evaluation: Areas of need are identified by the DORS program evaluator, through the case review process and the RSA 107 review; (4) The triennial comprehensive assessment of the needs of individuals with disabilities, included as Attachment 4.11 (a); (5) Division’s Policy Review Committee, the State Rehabilitation Council (SRC), and annual public meetings provide feedback and a continuous evaluation component identifying needs which can be addressed and/or alleviated by training which are submitted to the Staff Development Office for appropriate action; (6) Individual Staff Training Needs Survey: A training needs assessment questionnaire is distributed to all staff annually. The results are tabulated and categorized to prepare for individual and/or group training programs.

Policies and Procedures for staff development activities are maintained in the Divisions Rehabilitation Services Manual I, Administrative Manual, section 700, as well as the Staff Development Site on InDORS, the Division’s intranet which allows staff to access information on policies and procedures for in-service training opportunities, tuition reimbursement, reimbursement for fees related to achievement and maintenance of CRC credentials.
mentoring and leadership activities, and provides a training calendar with links to brochures and registration information.

**Training Activities**

The Staff Development program identifies training needs from surveys and sources noted above; and develops and provides training to professional and paraprofessional staff through quarterly, annual, and customized training activities which include the following:

1. Orientation and training on fundamental rehabilitation process and procedures is provided to all new staff through Getting Connected, the Supervisor’s Guide to training new staff through the Divisions, and the Quality Rehabilitation Training program provided to all new staff.

2. Training for special populations is provided including: blindness and vision services, deaf and hard of hearing services, services for individuals with acquired brain injury, individuals on the autism spectrum, transitioning youth, and psychiatric rehabilitation throughout the year.

3. Training in career assessment services is offered semi-annually.

4. Rehabilitation technology training is offered throughout the year on a variety of assistive technology and worksite accommodation issues. When possible, these Assistive Technology trainings are coordinated with the MD Technology Assistance program.

5. Statewide prescriptive training on a variety of topics is delivered to all counselors, including career counseling, employer services, ethics, job placement, case note/case documentation training, Americans with Disabilities Act training, autism spectrum disorders.

6. Staff participate in the annual statewide training conference sponsored by the DORS and the Maryland Rehabilitation Association (MRA).

7. New supervisors training and ongoing training activities for supervisors and Division administrators are provided during semi-annual statewide supervisors meetings. Staff managers participate in management and leadership training through vendors.

8. Training is provided on topics specific to the implementation of the Workforce Innovation and Opportunity Act, such as Pre-Employment Transition Services and Sub-Minimum Wage requirements.

9. Paraprofessionals participate in statewide prescriptive training throughout the year with their units, as well as an annual training activity customized to meet the needs of staff and address agency priorities.

The Staff Development office maintains a data base of all training activities attended by Division professional and paraprofessional staff, according to the individual staff member, unit and Office.

**(B) Acquisition and Dissemination of Knowledge**

The Division ensures that professional and paraprofessional staff receive significant knowledge from research and other sources by keeping abreast of the latest information on disability issues, legislation, and current topics and training on rehabilitation. Information is disseminated to staff in a variety of ways including the following:

a. Posting information to staff on the Division’s InDORS intranet and public website [www.dors.maryland.gov](http://www.dors.maryland.gov)

b. Disseminating email and agency program directives, administrative instructions, and information bulletins

c. Developing agency policy and procedures based on federal and state law and regulation, as needed

d. Revising agency policy and procedures manuals, as needed

e. Providing staff training on new policy and policy and procedural updates

f. Providing staff training on a variety of current topics

g. Attending meetings, conferences, and workshops.

h. Posting training resources and archive presentations on the DORS website and intranet.
Personnel to address individual communication needs.

Meeting the needs of individuals who are deaf, hard of hearing or deaf/blind

DORS has personnel skilled in sign language who are assigned to provide services to consumers who are deaf and hard of hearing and deaf/blind who require such communication. DORS has TTYs in offices and has installed video phones within the office locations of our rehabilitation counselors for the deaf (RCDs). DORS hires approved interpreters as needed to assure that consumers have access to the full range of rehabilitation services they may need. DORS supports attendance of consumers at institutions specializing in services for the deaf, as appropriate.

Meeting the needs of individuals who are blind or vision impaired

DORS has a dedicated office, the Office for Blindness & Vision Services, which has counselors who have specialized caseloads working with individuals who are blind, visually impaired, or deaf blind. These staff participate in at least quarterly training on topics specific to blindness and vision services, assistive technology, job development, career counseling, and participate in other Division sponsored training with all staff. DORS collaborates with its partners in the provision of training including the National Federation of the Blind (NFB), the American Foundation for the Blind (AFB), Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), and Helen Keller National Center (HKNC). DORS provides assistive technology, as appropriate and required, for individuals who are blind or vision impaired. DORS provides all information for consumers in the requested alternate format of the individual. DORS website and intranet are fully accessible to users of screen readers.

Meeting the needs of individual with limited English

DORS provides interpreter and translation services to consumers through the state contract for such services and through staff with skills in languages other than English. A DORS workgroup addresses a multicultural initiative which includes identification of staff with language skills in addition to English, enhancing cultural competencies of staff, identification of community resources, and provision of public information and agency forms in alternate languages. The Division includes periodic in-service training opportunities on cultural proficiency.

Coordination of Personnel Development Under the Individuals with Disabilities Education Act

The Division has personnel who have specialized caseloads serving transitioning youth. These staff participate in quarterly training activities on current transition topics. Staff are also encouraged to participate in ongoing professional development through participation in a variety of workshops, conferences, and in service training opportunities that are disseminated via email to all staff and posted on the Divisions InDORS intranet. The Division also co-sponsors and coordinates an annual transition conference that is attended by over 500 staff, education partners, stakeholders, parents, and consumers. Staff are also encouraged to participate in training activities such as the George Washington University’s Master’s level 12 credit online transition certificate program.

Examples of cross-training with secondary school personnel include the following:
• Training in evidence-based transition practices for LEA staff and DORS staff provided by Transcen, Inc., as part of the Maryland Seamless Transition Collaborative.
• Training on Autism Spectrum disorders provided by DORS in partnership with Pathfinders for Autism and the Maryland Rehabilitation Association. The Workforce & Technology Center (WTC) supervisor of Autism Services is a certified Autism Specialist and has provided training to WTC staff, to offices with the Office of Field Services, and at the Maryland Rehabilitation Association/DORS Annual Training Conference.
• Training and presentations on blindness and vision services with LEA and itinerate teachers and DORS staff are held on a regular basis.

STATEWIDE ASSESSMENT -- 2013 COMPREHENSIVE STATEWIDE ASSESSMENT of the REHABILITATION and CAREER NEEDS of INDIVIDUALS with DISABILITIES

Maryland Division of Rehabilitation Services and Maryland State Rehabilitation Council -- Impact of Federal funding and staff capacity

Emphasized in the previous two Needs Assessments, DORS waiting list and delays in service provision remain a prominent concern and constitute the most significant need for individuals with significant disabilities in Maryland. As of the completion of this Needs Assessment, over 3000 eligible individuals with significant disabilities are placed on a waiting list for vocational rehabilitation services lasting up to 18 months. Clearly, individuals on the waiting list are the most seriously un-served of populations. These are individuals who have come to the Maryland Division of Rehabilitation Services requesting services to become/remain employed and have been determined eligible for such services but cannot be served. In September 2009, the Government Accountability Office (GAO) released a report to Congress (GAO-09-798) that makes clear that Maryland has the third most poorly-funded state VR program due to inherent inequities in the formula used to allocate federal dollars between states. Without an act of Congress to change the formula, Maryland’s federal funding may not be sufficient to prevent a substantial increase in the waiting list over time.

In addition to federal funding inequities, the recession over the last years and its impact on state governments has resulted in a hiring freeze affecting vocational rehabilitation specialists/counselors as well as most other agency staff, with extended periods of vacancies for staff who have left DORS. This has become another significant factor in the agency’s ability to shorten the waiting list and provide services to individuals with significant disabilities on a more timely basis. During fiscal year 2012 DORS has received approval for six additional contractual positions from the state which are expected to somewhat reduce the waiting list.

Recommendation related to Federal funding and staff capacity

The overriding vocational rehabilitation services need of individuals with disabilities residing in Maryland is equitable distribution of federal VR funds, and timely filling of counselor positions. While other recommendations in this attachment address ways to incrementally improve VR services to individuals with disabilities, continuation of historical underfunding of Maryland VR in relation to other states and continuation of extended periods of vacancy for front line staff will make it very difficult to implement changes that could result in many more individuals with disabilities achieving employment.
(1) Assessment of Rehabilitation Needs of Individuals with Disabilities Residing in the State
(A) Individuals with the most significant disabilities

Blind/Vision Impaired and Deaf-Blind

As discussed in the 2010 State Plan Needs Assessment attachment, the Maryland Division of Rehabilitation Services operates the Office for Blindness & Vision Services (OBVS) to assure provision of specialized, quality services to individuals who are blind, vision impaired and deaf-blind. The Blindness & Vision Services committee of the State Rehabilitation Council plays a critical role in establishment and operation of OBVS. The Office for Blindness and Vision Services (OBVS) includes the following DORS programs and services:

- Rehabilitation counselors in DORS field offices throughout Maryland who are specialists in employment and independent living issues for people who are blind. They provide technical support to counselors for the deaf who work with deaf-blind individuals whose primary communication is American Sign Language (ASL) or Tactical sign.
- Rehabilitation teachers across the state who deliver community-based services such as mobility training, household management skills and communication device training. These teachers also provide independent living training to individuals who have vision impairment, are age 55 and over and not seeking employment.
- The Maryland Business Enterprise Program for the Blind (MDBEP), which provides opportunities for individuals who are legally blind to operate vending, gift or food service businesses in public and private facilities.
- Programs for individuals who are blind located at the Division’s Workforce and Technology Center (WTC). These programs include assessment, training and support groups.
- The newly hired Deaf-Blind Specialist will provide technical assistance and support to all staff on issues pertaining to Deaf-Blindness. One of the major goals of this position is to develop and implement SSP services for the Division.

While we continue to implement the recommendations from the 2010 needs assessment, the 2013 Needs Assessment birthed some new ideas on the aforementioned topics. Although Deaf-Blindness is considered a low incidence disability, the cost of services, technical skills and specific knowledge required to impact change are significant.

Prevalence

According to the National Center for Health Statistics as of March 2013, it is estimated that as many as 10 million Americans are blind or visually impaired, and each year 75,000 more people in the US will become blind or visually impaired. The National Association of Regulatory Utility Commissions (NARUC) estimates that 70,000 – 100,000 people living in the US are deaf-blind. This means that the individuals identified have some significant level of both vision and hearing loss. Based on the reported statistics, it is critical that rehabilitation agencies maintain quality services to assist these individuals with their independent living and employment needs.

Methodology

To ascertain the needs of individuals who are blind, visually impaired and deaf-blind, DORS requested and received feedback from consumers, stakeholders, and staff through (1) stakeholder focus groups (blindness), (2)
online survey (deaf-blindness). Similar methodologies were used in the 2010 Needs Assessment and some comments were similar, but new issues were introduced. The valuable feedback received from the focus groups has already prompted some change in our policies and procedures as it relates to funding college books and supplies.

**NFB and ACB Focus Groups**

In November 2012, separate focus groups at the National Federation of the Blind and the American Council of the Blind state conventions, were convened to elicit feedback from attendees about the unmet needs and recommendations to address those unmet needs. Approximately 10 individuals from each convention participated and the responses are summarized below.

**Needs/concerns:**

- Enhance job placement methods to ensure individuals, especially those who complete training, receive continuous assistance and have access to job leads through various mediums.
- Review and update on an annual basis agencies policies and procedures as they relate to procurement of goods and services for consumers.
- Increase outreach to prospective consumers using marketing strategies to target more businesses, community organizations (e.g., American Diabetes Association, Department of Veterans Affairs), doctors, churches, neighborhood associations, etc. to increase the visibility of the agency. This could include billboards, large signage in high traffic area (i.e. Inner Harbor) and mailing our literature out to the community. Try to reach individuals before they are in “disaster mode” when they are losing their homes and jobs.
- Enhance and emphasize counselor role in (1) advising consumers about the full scope of services, the rehabilitation team and process, (2) focusing on capabilities and individualized needs and learning styles, (3) facilitating access to assistive technology (4) minimizing gaps in the provision of services and (5) increasing timeliness of the services provided.
- Address concerns related to technology, including initial access and follow-up training, lack of usage after provision, role of consumer in identifying needed technology, response to technical concerns, access to accessible textbooks.

**Survey: Deaf-blind Services**

A survey regarding Deaf-Blind (DB) services was emailed to stakeholders, consumers, community partners, caregivers and DORS staff to solicit feedback about the unmet needs of individuals who are deaf-blind. We received 22 returned surveys via mail, email and fax. Although deaf-blindness is considered a low incidence disability, it is noted that providing services to deaf-blind individuals is particularly challenging because of the complex needs and cost of ongoing supports.

As in the previous Needs Assessment survey, there were universal themes of transportation, communication, and support services as major unmet needs of individuals who are Deaf-blind. Below are the summarized responses:
Needs/Concerns:

- Increase flexibility and consider supporting and funding “unconventional” VR services that may be exclusive to this disability, in light of their unique needs and complexities.
- Enhance career services for the Deaf-Blind consumers. Employ the assistance of experts to assist with navigating the complexities associated with job development and placement. This includes services such as Orientation and Mobility, Rehabilitation Teaching, and Assistive Technology.
- Expand staff and advocate for community resources to provide a full range of independent living and employment services to deaf-blind, including older deaf-blind, within DORS and community programs/providers (qualified interpreters, technologists, teachers, counselors, therapists, psychologists, psychiatrists and other professionals).
- Explore means of increasing access to transportation; limitations are primarily due to the communication barrier.
- Continue to work closely with grassroots organizations, community partners, advocacy groups and HKNC to ensure that Deaf-Blindness remains a priority for the agency.
- Develop an agency-funded Support Service Provider (SSP) program to provide necessary support services and visual information to deaf-blind for daily living and employment skill development.

**Deaf, Hard of Hearing and Late Deafened**

As discussed in the 2010 Comprehensive Statewide Needs Assessment, DORS had established a workgroup to assess VR services to persons who are deaf, hard of hearing, or late deafened. The group included representatives from the Maryland State Rehabilitation Council, the Assistant Superintendent from the Maryland School for the Deaf, lead Transition Services staff from Maryland Public Schools, Maryland Department of Disabilities staff, Community Rehabilitation Program (CRP) staff, as well as a variety of Division staff from the Office of Field Services and the Workforce and Technology Center (WTC). Using the “Model State Plan for Vocational Rehabilitation Services to Persons who are Deaf, Deaf-Blind, Hard of Hearing and Late Deafened” - University of Arkansas RRTC 2008 as a guide, the workgroup reviewed current services and statewide challenges, and developed collective plans and goals to enhance services in Maryland.

As a result of this work, progress was made in many aspects of service delivery and program growth. Plans for improved recruitment and on-going support of the most qualified Rehabilitation Counselors for the Deaf (RCD’s) throughout the state were developed. Plans also focused on the need to develop additional CRP services; implement a plan to provide support for consumers starting new employment; improve transitioning youth services, especially for non-college bound students; and improve the transition process for mainstreamed students to DORS services. DORS staff began developing new partnerships and began serving on several committees to help accomplish these goals. In addition, the ideas for enhanced services at WTC, especially in the areas of training, job placement and technology were implemented.

**Prevalence**

According to the National Institute on Deafness and Other Communication Disorders (NIDCD), approximately 17 percent (36 million) of American adults report some degree of hearing loss; and about 3 out of every 1,000 children in the United States are born deaf or hard of hearing. Estimates from the Hearing Health Foundation are that 20% of the U.S. population aged 12 years and older has hearing difficulties severe enough to impact communication. In terms of late deafened individuals, NIDCD reports approximately 4,000 new cases of sudden
deafness occur each year in the U.S. The Hearing Health Foundation reports that about 26 million Americans between the ages of 20 and 69 have high frequency hearing loss due to exposure to loud noises at work or in leisure activities. In addition, about 60% of deployed military service men and women have noise induced hearing loss, tinnitus (ringing in the ear), or other hearing injuries. Impairment of auditory acuity and tinnitus are more likely to occur in Iraq and Afghanistan war veterans than post-traumatic stress syndrome. Lastly, the American Speech-Language-Hearing Association reports that based on data gleaned from Federal surveys, the number of Americans with a hearing loss has essentially doubled during the past 30 years.

Methodology

Review of Data

Data and statistics were reviewed regarding census and location of this disability population statewide; overall numbers of consumers served; average caseload size; distribution of consumers served by county; numbers of consumers served in this population, grouped by type/degree of hearing loss; employment/other outcome data for the last three years; number and location of staff compared to distribution and number of consumers served by county/region; and number, location and capacity of CRPs serving this population compared to number and distribution of staff and consumers utilizing these services.

Needs/concerns:

- There is a steady increase in the number of consumers being served and a limited and/or decreased number of staff and CRPs directly serving this population statewide.
- There are a large number of individuals who fall under Category II of the DORS Order of Selection who are placed on the waiting list and who are in need of assistance for job retention.
- Need to further analyze the distribution of consumers to staff by county/region; consider the need to add an additional RCD position to balance some caseloads and reduce overall caseload size; analyze the employment outcomes compared to proximity of staff/consumers to existing CRPs and WTC, to assist in planning for program development.

Focus Groups

Starting in January 2013, information was gathered from staff groups and consumer groups to discuss the quality and effectiveness of services currently being provided; and to solicit feedback from attendees about any unmet needs. Responses and recommendations for improvements were compiled and shared with appropriate Division staff for further consideration. Additional areas of concern and unmet needs are summarized below.

Needs/concerns:

- Transitioning students need to have more opportunities for basic work experiences and exposure to role models to develop an understanding of employer expectations and to develop a strong work ethic rather than being satisfied with remaining on government assistance.
• One-Stop centers are not adequately serving deaf and hard of hearing individuals who are not DORS consumers. In general, there seems to be a lack of any training or specialized staff there; and many referrals made to DORS do not qualify for services.
• There has been a significant increase in foreign born deaf consumers. They often have extensive needs and are not successful at receiving services such as ABE, GED® or other training from other agencies.
• Veterans returning from service with hearing loss often receive limited assistance from other agencies and are facing great difficulty adjusting to their disability.
• Many employers still seem reluctant to hire deaf and hard of hearing individuals due to concerns over paying for interpreting services or other accommodations.

Key Informant Interviews

Interviews were conducted with key informants to gather information and input based on their role in the Division, and it also included information from their committee work and other networking activities. An interview was conducted with Hank Passi, DORS Staff Specialist III for the Deaf and Hard of Hearing, who serves as the State Coordinator for the Deaf (SCD) in Maryland. Mr. Passi serves as a committee member for the SCD National Training Forum; he is a representative to the National Summit on Deaf Education; and also served on MSDE’s focus group for Deaf and Hard of Hearing services. An interview was also conducted with Mrs. Kathy Schwabeland, former WTC Staff Specialist III for the Deaf and Hard of Hearing. Interview information is summarized below and additional information is available for further consideration.

Needs/concerns:

• Additional focus is needed on outreach to transition coordinators and students who graduate or leave from regular public schools and who are not referred to DORS in advance of graduation or not referred at all. This may include students with an IEP or 504 plans.
• DORS may be able to collaborate with community colleges statewide to encourage and support degree and certificate programs that are more accessible and “deaf friendly” for students.
• Concerns exist regarding the impact of the upcoming change in procurement practices for sign language interpreting.
• An increasing number of students are being identified as non-college bound and are not earning diplomas. Many are deaf plus they have additional disabilities. They may also lack hands-on work experiences. The need for additional focus on this population is critical.
• The need for specialized training programs and employment opportunities for the deaf is an issue. Consideration of DORS and WTC focusing efforts on the development of programs in cooperation with local community colleges, technical trade schools, or apprenticeship programs in the building trades would be very beneficial.
• Expanding the use of On-The-Job Training to customize employment opportunities with Maryland businesses would help increase employment outcomes. This approach has been successfully used by WTC and other Division staff.

Suggested Strategies for Deaf, Hard of Hearing, Late deafened

• Establish a workgroup to develop a strategic plan for working with CRPs to expand services for this population.
• Further analyze staffing needs and resources based on caseload size, distribution of consumers by region, and availability of CRP and WTC services.
• Form a committee to develop plans related to full implementation of the Rehabilitation Communication Specialist (RCS) model, and how RCDs and RCSs can work in cooperation with the new Business Services Representatives in each region to increase On-The-Job Trainings for this population.
• Convene a workgroup of DORS, WTC, college and trade school representatives and other community partners to work on development of specialized training programs for full access to a broader range of employment options. Create a model that can be duplicated for other targeted populations.
• Create a resource guide for staff working with special populations including foreign born deaf individuals, transitioning youth and people who are hard of hearing/late deafened.
• Need to establish, develop, or improve community rehabilitation programs within the State
• Assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services

(B) Individuals with disabilities who are minorities
The Maryland 2010 Comprehensive Assessment of the Needs of Individuals with Disabilities identified a need for DORS to enhance services to minority individuals with disabilities, focusing on those from the Hispanic community.

Prevalence.

According to the US Census 2010 for Maryland:

1. 8.2% of the population is identified as Hispanic (2007: 6.7%).
2. 5.5% is identified as Asian (2007: 5.1%).

As indicated in the chart below, DORS has seen a modest increase in individuals served from both Hispanic and Asian backgrounds:

Hispanic:
FY 10 numbers served: 599
FY 10 Percentage of Total Served: 2.5%
FY 11 numbers served: 639
FY 11 Percentage of Total Served: 2.5%
FY 12 numbers served: 647
FY 12 Percentage of Total Served: 2.6%

Asian:
FY 10 numbers served: 472
FY 10 Percentage of Total Served: 1.9%
FY 11 numbers served: 506
FY 11 Percentage of Total Served: 2.0%
FY 12 numbers served: 542
FY 12 Percentage of Total Served: 2.1%
Needs/concerns: The agency needs to continue outreach efforts and increase the numbers of minorities provided VR services, with emphasis on Hispanic and Asian individuals with disabilities.

(C) Individuals with disabilities who have been unserved or underserved by the VR program

Autism Spectrum Disorders (ASD).

To analyze needs of individuals with autism spectrum disorders, members of the needs assessment committee reviewed available data regarding the incidence of autism, and then supplemented this information with an online survey, interviews of key informants, and a focus group. In review of the 2010 DORS Comprehensive Statewide Assessment of the Rehabilitation Career Needs of Individuals with Disabilities, specifically those individuals with autism spectrum disorders (ASD), data continues to reveal an increase in the prevalence of ASD in the United States.

Prevalence. Based on the Maryland Commission on Autism report dated September 2012, it was noted that nationally, the prevalence of ASD among children increased by 78% from 6.6 per 1000 children in 2002 to 11.3 per 1000 children in 2008 or one in eighty-eight. In Maryland, according to the Maryland Autism and Developmental Disabilities Monitoring Project (MD-ADDM) the total prevalence of ASD is 12.4 per 1000 or one in eighty.

Method/Discussion. To analyze the needs of individuals with ASD, members of the needs assessment committee reviewed data regarding the number of individuals being served by DORS with ASD listed as a cause of disability and the Regions in which they are being served. When reviewing the data regarding numbers of individuals served within DORS by Region, the data revealed an increase in numbers served when comparing FY 2010, FY 2011, and FY 2012.

Total number of Individuals Served by DORS during FY 2010 = 893
- Region I ( Allegany, Garrett and Washington Counties ) – 169
- Region II ( Anne Arundel, Charles, Calvert and St. Mary’s Counties ) – 190
- Region III ( Baltimore City ) – 46
- Region IV ( Caroline, Kent, Cecil, Dorchester, Queen Anne’s, Talbot, Worcester, Somerset, and Wicomico Counties ) – 58
- Region V ( Baltimore, Harford and Howard Counties ) – 257
- Region VI ( Prince George’s and Montgomery Counties ) – 173

Total number of Individuals Served during FY 2011 = 1218
- Region I – 231
- Region II – 239
- Region III – 45
- Region IV – 83
- Region V – 350
- Region VI – 270

Total number of Individuals Served during FY 2012 = 1391
- Region I – 241
- Region II – 270
- Region III – 47
- Region IV – 94
• Region V – 400
• Region VI – 339

Method/Discussion. The committee also conducted an on-line survey of DORS approved community rehabilitation providers to determine the availability of services within the Regions that serve the highest number of individuals with ASD. Of the 233 surveys sent to individuals employed in DORS approved community rehabilitation programs, 63 individuals responded from 51 of different providers. Of the 51 providers, 30 providers indicated that they provide services to individuals with ASD. The data also revealed that there are certain providers who indicated they serve multiple Regions. Further analysis by Region revealed the following:

The number of providers per Region who reported they provide services to individuals with ASD

• Region I – 11
• Region II – 9
• Region III – 11
• Region IV – 9
• Region V – 13
• Region VI – 6

Needs/concerns:

1. While the number of individuals with ASD accessing DORS services has increased over the past 3 fiscal years, it does not appear that the number of DORS approved providers is sufficient to meet the needs of these consumers.
2. In comparing the data across regions and providers, Region VI has the second highest prevalence of ASD consumers with the least number of providers who indicate they work with consumers with ASD.
3. Further training of adult service providers related to programming and services for individuals with ASD should be considered to increase the availability of services for this population.
4. The 2010 Needs Assessment Report identified the expansion of the Division’s Pathways Program beyond its current availability at the Community Colleges of Baltimore County. Based on data available, expansion should be considered in Region VI (Prince George’s and Montgomery Counties).

Transitioning Youth with developmental/intellectual disabilities

Background

The seamless transition from the school system into adult employment services is a major component in the successful rehabilitation process for transitioning youth with developmental/intellectual disabilities.

Governor’s Transitioning Youth Initiative

Established in 1989, the Governor’s Transitioning Youth Initiative (GTYI) is a partnership between the Division of Rehabilitation Services (DORS) and the Maryland Developmental Disabilities Administration (DDA) consistent with the belief that all students with disabilities can work and contribute to Maryland’s future after leaving school. This partnership was designed to ensure a smooth transition from school-based
employment/training to short-term services funded by DORS and then to long-term services funded by DDA. It enables students with disabilities to achieve employment toward the end of secondary school and then retain and maintain employment following their exit from school.

**Decrease in number of transitioning youth with developmental/intellectual disabilities served by DORS**

While historically DORS served many transitioning youth with developmental/intellectual disabilities, over the years there has been a significant reduction in the numbers served by DORS and in collaborative relationships with DDA-approved providers. This has been attributed to (1) DORS paying less for employment services than DDA, (2) DORS requiring monthly reporting of services and DDA not having this requirement and (3) experiences in the past with providers being cited for “double-dipping” for accepting payment for DORS employment services at the same time as DDA employment services.

**Employment First**

Over the last several years, Maryland has embraced the concept of Employment First, which assures that employment is considered by individuals with developmental/intellectual disabilities and their families rather than assuming that non-integrated day services are the best or only option. While the Maryland Division of Rehabilitation Services, the Maryland Developmental Disabilities Administration and the Maryland Department of Disabilities all have declared support for Employment First, actual implementation has been limited to several DDA providers with support of the Maryland Developmental Disabilities Council. While these providers have demonstrated the success of the Employment First approach, they have been focused on individuals currently in day programs who are interested in employment services, rather than on transitioning students.

**DORS and DDA Cooperative Agreement**

DORS and DDA have a cooperative agreement for employment services dated 2006. Over the last year both agencies, along with the Maryland Department of Disabilities, have been working on updating the agreement, hoping to address the issues that have impeded the full implementation of the GTYI, including addressing the long-term issue of double dipping. Along with developing the updated Agreement, DDA is revising state regulations which should also clarify the ways that DORS and DDA providers work collaboratively, with braided funding to assure that transitioning students with disabilities have every opportunity to pursue employment, consistent with the concepts of Employment First.

**Method/Discussion**

Data was collected from the AWARE case management system utilized by DORS, and reviewed to determine the total number of GTYI consumers served by DORS during fiscal years 2010, 2011, and 2012 in comparison to the number of GTYI consumers who achieved successful employment during the same 3 years. The data collected confirmed that there has been a decrease over the last 3 years in the number of GTYI consumers achieving successful employment. In FY 2010, 141 GTYI consumers achieved successful employment. In FY 2011, 108 GTYI consumers achieved successful employment. In FY 2012, 103 GTYI consumers achieved successful employment.
Method/Discussion

To further explore the decrease in the number of DORS successful outcomes for transitioning youth with developmental/intellectual disabilities, 48 DORS transition counselors and supervisors were surveyed. Of the 18 responses received, the following possible reasons for this decrease were expressed by both DORS transition counselors and supervisors:

- As noted in several responses, some providers do not appear to have a strong vocational component, including sufficient job coaches, that would enable consumers to achieve competitive outcomes but rather focus on DDA funded Day Habilitation Services.
- It appears that some providers may have a lack of understanding as to the role of DORS in providing short-term funding for GTYI focusing on employment and instead, utilize DDA funds by-passing DORS.
- Several respondents noted that providers choose to receive monies from DDA rather than access DORS funding as the DORS fees paid for employment services are less than those of DDA.
- Communication between providers and DORS appears to be an issue in some instances.
- Families are sometimes delaying their selection of long-term adult service providers which affects how quickly a provider can begin working with an individual.
- It is perceived that agencies fear the appearance of double-dipping, receiving funding for the same services from both DORS and DDA.

Needs/concerns:

- Continue efforts at updating of the DORS-DDA Cooperative Agreement, focusing on clarifying the role of Employment First for transitioning students with developmental/intellectual disabilities, discussing the ways DORS and DDA can work effectively using braided funding, and spelling out procedures for providers to access DORS short-term funding and DDA long-term funding without the perception of double dipping.
- Once the DORS-DDA Cooperative Agreement is completed, training should be provided to DORS and DDA provider staff on the Agreement and ways to effectively implement it locally.
- Enhance lines of communication between DORS and approved DDA providers and emphasize the importance of communication to better coordinate the short-term services and achievement of employment by the transitioning youth; provide cross-training opportunities.
- Utilize DORS and DDA data collection systems to track anticipated increases in transitioning youth served through GTYI and their outcomes.

Distribution of Agency Staff Resources

Background

DORS sought to ascertain if individuals with disabilities in certain areas of Maryland were underserved due to having relatively fewer DORS rehabilitation counselors available to provide services as compared to other areas of Maryland.

Methodology
The number of DORS Office of Field Services counselors was determined, along with the percentage assigned to each region. Comparisons were made by region with three sources of data: US Census; Recipients of Social Security Disability Insurance and Supplemental Security Income; and Special Education Students.

1. US Census
Region 1 (Allegany, Carroll, Frederick, Garrett and Washington Counties)
80,080 individuals with disabilities
13.18% of state total of individuals with disabilities
18% of DORS OFS counselors assigned to Region 1
Region 2 (Anne Arundel, Calvert, Charles and St. Mary’s Counties)
78,670 individuals with disabilities
12.95% of state total of individuals with disabilities
14% of DORS OFS counselors assigned to Region 2
Region 3 (Baltimore City)
99,040 individuals with disabilities
16.30% of state total of individuals with disabilities
18% of DORS OFS counselors assigned to Region 3
Region 4 (Caroline, Cecil, Dorchester, Kent, Queen Anne’s, Somerset, Talbot, Wicomico & Worcester Counties)
58,740 individuals with disabilities
9.67% of state total of individuals with disabilities
9% of DORS OFS counselors assigned to Region 4
Region 5 (Baltimore, Harford and Howard Counties)
142,310 individuals with disabilities
23.42% of state total of individuals with disabilities
20% of DORS OFS counselors assigned to Region 5
Region 6 (Montgomery and Prince George’s Counties)
148,880 individuals with disabilities
24.50% of state total of individuals with disabilities
22% of DORS OFS counselors assigned to Region 6

Discussion
Assignment of DORS OFS Counselors by region is fairly consistent with the percentage of individuals with disabilities in each region per census data.

2. Numbers of Recipients of Social Security Disability Insurance (SSDI) and or Supplemental Security Income (SSI)
Region 1 (Allegany, Carroll, Frederick, Garrett and Washington Counties)
11.9% of State total of SSI/DI recipients, ages 18-65
18% of DORS OFS counselors assigned to Region 1
Region 2 (Anne Arundel, Calvert, Charles and St. Mary’s Counties)
12.8% of State total of SSI/DI recipients, ages 18-65
14% of DORS OFS counselors assigned to Region 2
Region 3 (Baltimore City)
24.4% of State total of SSI/DI recipients, ages 18-65
18% of DORS OFS counselors assigned to Region 3

Region 4 (Caroline, Cecil, Dorchester, Kent, Queen Anne’s, Somerset, Talbot, Wicomico & Worcester Counties)
8% of State total of SSI/DI recipients, ages 18-65
9% of DORS OFS counselors assigned to Region 4

Region 5 (Baltimore, Harford and Howard Counties)
23.6% of State total of SSI/DI recipients, ages 18-65
20% of DORS OFS counselors assigned to Region 5

Region 6 (Montgomery and Prince George’s Counties)
19.3% of State total of SSI/DI recipients, ages 18-65
22% of DORS OFS counselors assigned to Region 6

Discussion: This data suggests that Western Maryland may have an oversupply of OFS counselors compared to Baltimore City and Central Maryland.

3. Students in Special Education
Source: Maryland State Department of Education 2011 Student Census, grades 7-12
http://mdideareport.org/SupportingDocuments/MDSpecialEducationEarlyInterventionCensusDataRelatedTables.pdf

Region 1 (Allegany, Carroll, Frederick, Garrett and Washington Counties)
865 Students in Special Education
11.3% of State total of Special Education Students
18% of DORS OFS counselors assigned to Region 1

Region 2 (Anne Arundel, Calvert, Charles and St. Mary’s Counties)
1,031 Students in Special Education
13.4% of State total of Special Education Students
14% of DORS OFS counselors assigned to Region 2

Region 3 (Baltimore City)
1,042 Students in Special Education
13.6% of State total of Special Education Students
18% of DORS OFS counselors assigned to Region 3

Region 4 (Caroline, Cecil, Dorchester, Kent, Queen Anne’s, Somerset, Talbot, Wicomico & Worcester Counties)
588 Students in Special Education
7.7% of State total of Special Education Students
9% of DORS OFS counselors assigned to Region 4

Region 5 (Baltimore, Harford and Howard Counties)
1,721 Students in Special Education
22.4% of State total of Special Education Students
20% of DORS OFS counselors assigned to Region 5

Region 6 (Montgomery and Prince George’s Counties)
2,375 Students in Special Education
31% of State total of Special Education Students
22% of DORS OFS counselors assigned to Region 6
Discussion: This data suggest that Western Maryland may have somewhat of an oversupply of OFS counselors compared to Central Maryland and the DC suburbs.

<table>
<thead>
<tr>
<th>Region</th>
<th>% of OFS Counselors</th>
<th>% of people with disabilities, per US Census</th>
<th>% of SSIDI recipients, age 18-65</th>
<th>% of Special Education students</th>
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<td>22</td>
<td>24.5</td>
<td>19.3</td>
<td>31</td>
</tr>
</tbody>
</table>

Needs Concerns

At least annually, and when vacancies in rehabilitation counselors occur, consider redeployment to assure that there are sufficient numbers of counselors to meet the needs of individuals with disabilities in each region, consistent with the proportion of individuals with disabilities, SSA disability recipients and special education students, by region. Current data suggest that consideration be given that a vacancy in Western Maryland be reassigned to Central Maryland or the Washington DC Suburbs, Prince Georges and Montgomery Counties. This distribution should also be taken into account in program development, e.g., in implementing transitioning programs in areas with greatest need.

Utilization of Mental Health Supported Employment Services Background.

DORS sought to ascertain the current utilization of mental health supported employment programs by county to examine the need for further program development, and staff and provider training needs. Individuals with psychiatric disabilities is the largest disability population served by DORS, and access to supported employment services is important for success.

Methodology

Data was obtained from the Department of Health and Mental Hygiene (DHMH) regarding the number of individuals served in mental health supported employment programs in Maryland by county and compared that to the number of individuals served overall psychiatric rehabilitation services for FY 2012. The following results were obtained regarding the percentage of individuals enrolled in psychiatric rehabilitation services utilizing supported employment services, by county, during FY 2012.

Alleghany: 6.9%
Anne Arundel: 34%
Baltimore City: 11%
Baltimore: 15%
Calvert: 57%
Caroline: 15%
Carroll: 75%
Cecil: 32%
Charles: 67%
Dorchester: 19%
Frederick: 56%
Garrett: 22%
Harford: 11%
Howard: 71%
Kent: 39%
Montgomery: 59%
Out of State: 33%
Prince George’s: 14%
Queen Anne’s: 48%
Somerset: 7%
St. Mary’s: 100%
Talbot: 26%
Washington: 51%
Wicomico: 14%
Worcester: 6%
Statewide: 25%

Discussion

Utilization of mental health supported employment services varies significantly by county.

Needs/Concerns: DORS should examine longitudinal data trends of this same nature, and use this information to inform program development, and staff and provider training needs.

(D) Individuals with disabilities served through other components of the statewide workforce development system

The Maryland Division of Rehabilitation Services Comprehensive Needs Assessment committee, including members of the Maryland State Rehabilitation Council, identified community colleges and American Job Centers as focus areas because of their importance as resources for individuals with significant disabilities seeking employment.

Community Colleges

Community colleges remain a major component of Maryland’s Workforce Investment System as well as a primary training provider to DORS consumers for both credit and noncredit workforce certificate training. According to the 2012 Data Book of the Maryland Association of Community Colleges, a total of 6,492 individuals with disabilities were attending the 16 Maryland community colleges in 2011. The reported enrollment of students with disabilities attending these colleges has increased every year since 2005 which had a reported enrollment of 3,530 students with disabilities.
Methodology

A student survey and survey of disability support services professionals were developed to assess the unmet needs of students with disabilities.

Students with Disabilities Survey

Surveys were sent to 357 consumers that had been identified as receiving some level of financial support to attend a community college during the 2012 calendar year. An online survey using Survey Gizmo was used for the 55% (197) of the consumers who had an email on file and the U.S postal service was used to distribute paper surveys (with return postage paid envelopes) to the 45% (160) who did not have an email on file. Eleven emails and 8 mailed surveys were returned as non-deliverable.

DORS received 58 survey responses (24% return rate) from consumers living in 16 of Maryland’s 24 counties and Baltimore City. Twenty-six percent of the respondents indicated being part of a racial or ethnic minority. Fifty-five percent of the respondents indicated they lived in the suburbs, 24% indicated they lived in an urban area and 21% indicated they lived in a rural locale. Based on the reported demographics, the sample is a good statewide representation. In addition, the reported county demographic indicates that respondents likely attended all of the community colleges with the exception of one (Harford Community).

The following general disability categories were self-reported by the respondents: psychosocial (bi-polar, depression, anxiety, schizophrenia) 29%; cognitive (learning disability, ADHD) 22%; blindness/other visual impairment 15%; mobility (multiple sclerosis, paraplegia, brain injury) 14%; general physical (kidney transplant, bone marrow disorder, back/neck injury) 10%; deaf/hard of hearing 10%; deaf-blind 1%.

Needs/Concerns:
When asked to identify unmet needs, 67% of the respondents indicated they had no unmet needs or that their accommodation needs were met. The following issues represent needs that students identified as unresolved issues:

- Better note takers
- Better tutors
- Better Case Management and Access (DORS and Disability Services)
- Improve Instructor Disability Awareness

Disability Support Services Professionals Survey. An online survey using Survey Gizmo was sent to the 16 Maryland community college disability support offices. Three (19%) responses were received. In addition, a telephone interview was conducted with a disability support services professional to gain insights not sought in the online survey.

Needs/Concerns: When asked about the unmet needs of community college students with disabilities, the 3 respondents provided the following responses:

- Lack of mental health care for students who do not have insurance
- “Specialized” tutoring – e.g. beyond what the college provides for all students – this could be one-on-one tutoring by staff with specific expertise in working with students with learning disabilities
• Develop more viable employment options for individuals with borderline intellectual disabilities and provide training for transition from high school to college
• Other one-on-one personal services such as those required by students with autism spectrum disorders who could benefit from in-class assistance to maintain focus and attention or be reminded of classroom behaviors
• Collaboration with Community and Continuing Education (CCE) to develop training and skills to facilitate employability
• Continue to support students when they enroll part-time – it’s often the best way for them to manage their college classes
• Provide funds for tutoring resources for individuals taking credit courses
• Provide assistive technology and training prior to attending college
• Funding for CCE courses leading to obtaining job skills
• Expand the Pathways program to other community colleges
• Role of parents

Discussion. Twenty-nine of the 58 student respondents indicated they applied for services through the disability support services office. Of the 29 who applied, 24 (83%) reported the accommodations requested allowed them to successfully complete their course work. The 5 individuals who reported that their accommodations were not successful indicated that better note takers, professional tutoring, instructors with better disability awareness, and better DORS support would have been helpful.

Fifteen (52%) of the 29 students who did not apply for accommodations indicated they did not need them. Four of the students who didn’t apply cited an interest in non-disclosure and 7 of the students lacked knowledge about the disability support services program. Other reasons for not applying included the amount of time to apply for services and the belief that there were no accommodations for their particular needs.

Based on the student survey results, it appears that a large percentage of students’ accommodation needs were successfully met. The “unmet” needs identified in the student survey are mostly related to service coordination rather than an actual unmet accommodation need required for successful college participation. Such issues as transportation, payment timeliness, career guidance, medical services and tuition funding are services provided by DORS and not considered accommodations.

The disability support services survey identified the need for mental health services for those students without insurance and tutoring by staff with specific expertise in working with students with disabilities. These needs seem to be consistent with the fact that 32% of the student respondents identified a mental health disability and that another unmet need identified by the students was for more experienced tutors. Other recommendations include supporting students enrolled part-time and to provide assistive technology and training prior to attending college. There are policy provisions for part-time enrollment and efforts continue to streamline assistive technology services to insure timely provision of technology and training prior to college admission. The final recommendation by two disability support services surveys was related to serving those students who are on the autism spectrum. It was recommended that DORS expand their Pathways project to other community colleges beyond the Baltimore County Community College campus. The enhanced case management of this program, including in-class personal assistance, was viewed as a good accommodation for the autism spectrum population. The Pathways program has proven to be successful and efforts to serve individuals through the Baltimore County campus continues to be the most cost effective means to serve this college bound population.
It is noteworthy that none of the survey respondents reported an unmet need for the provision of assistive technology or computer provision in general. One possible reason for this was the agency response to a recommendation in the last statewide needs assessment to explore a policy change regarding the provision of computers for college students. A policy change has made it easier to purchase a non-adaptive computer for college students. In addition, resources have been developed to purchase refurbished computers.

Suggested Strategies.

- **Continue to strengthen the relationship between DORS and the college disability support services offices.** This could be accomplished by increasing the coordination between DORS counselors and disability support services professionals when coordinating individualized accommodations and support planning for students with disabilities as they plan for transitioning into college. This would also likely help address the lack of awareness of disability support services noted by several student respondents. The need to enhance this relationship was also a recommendation in the previous statewide needs assessment.

- **DORS counselors should insure the readiness of students for the demands associated with college and make sure appropriate supports are in place.** A number of student survey respondents had issues associated with what they perceived as unrealistic instructor expectations and some expressed their frustration with the administrative demands of attending college. Parental involvement should be a significant consideration during the college transitioning planning for high school students.

- **Assess the utilization and effectiveness of DORS funded tutoring for community college students.** Both the student survey and the disability support services survey results indicate the need for specialized tutoring beyond what is normally provided by colleges. DORS policy allows for tutoring in specific situations, however, additional resource development is likely needed in rural areas to insure successful tutoring outcomes.

II. One-Stop Career Centers.

Workforce Investment Act System—Maryland One-Stop Career Centers

The Workforce Investment Act brought various federal job training and employment programs together, to create one comprehensive service system. Job seekers, including individuals with disabilities can access this system through a network of One-Stop Career Centers. Services are developed and implemented by a number of mandated and non-mandated partners.

The public Vocational Rehabilitation (VR) agency is one of the mandated partners and the only one that focuses on disability. Its involvement is interactive in nature with VR referring individuals to other partners in the network of One-Stop, and conversely partners doing likewise. As an update from the 2007 Needs Assessment, there are no longer disability navigators at the One-Stops. It seems even more important for DORS and staff of the One-Stops to work collaboratively so that individuals with disabilities can benefits from this statewide resource.

To assess the needs of individuals with disabilities served at One-Stops in Maryland within the period in review, methods employed embraced three components: (a) survey of One-Stop staff (b) survey of DORS business liaisons. Information from two key informant interviews was included in the discussion and recommendation. Four surveys were returned from each group.
Discussion: Workforce Investment Survey – One-Stop Staff Survey Results

- Staff indicated that the most beneficial service provided to individuals with disabilities at the One-Stop Career Centers is the available access to assistive technology.
- Staff reported that it is very helpful when DORS counselors share career assessments, as available, with One-Stop staff assisting individuals with disabilities.
- Staff find that those individuals with disabilities who are not adequately prepared for work have unrealistic expectations as to the services the One-Stop staff can provide.
- Staff are frustrated when they refer individuals to DORS for formal assessments (which the One-Stop is not able to provide), and the individuals are placed on the DORS wait list or determined not eligible for vocational rehabilitation services.
- Staff are concerned that neither the One-Stop nor DORS have enough staff and resources to effectively assist individuals with disabilities.
- One-Stop staff would like to receive additional training in the following areas:
  a. Reasonable Accommodations;
  b. Functional limitations and their impact on employment;
  c. Disability-specific information;
  d. Assistive Technology;
  e. Available funding options individuals with disabilities beyond SSI and SSDI.

Discussion: One-Stop Career Centers Survey for DORS Business Liaisons Survey Results

- Not all DORS Business Liaisons collaborate with One-Stop Centers; those that do collaborate are either co-located or are located in close proximity.
- Monthly meetings are held to discuss various concerns, such as: barriers to employment, how to prepare a consumer for an interview, and how to approach businesses regarding an individual’s disability.
- DORS and One-Stop staff partner on such programs as Summer Youth Employment and projects such as Mock Interview Days.
- Efforts have been made to partner and share business contacts; however, a method to maximize and effectively share existing relationships with businesses has not yet been developed.
- DORS counselors often refer consumers to One-Stop Centers for a variety of services, especially while on the DORS wait list; however, the consumers often need more individualized supports and training than the One-Stop is able to offer due to limited human and financial resources.

Needs/concerns: Identify means to enhance collaboration between DORS Business Liaisons and One-Stop staff, including cross training regarding roles of each agency. This would promote realistic expectations of consumers and staff, and would ensure that individuals with disabilities can be provided effective employment services.

(E) Who are youth with disabilities and students with disabilities and their need for pre-employment transition services or other transition services.

The Division of Rehabilitation Services, in partnership with the Maryland State Rehabilitation Council, will assess the vocational rehabilitation and pre-employment transition service needs of youth and students with disabilities as part of the 2016 Comprehensive Statewide Needs Assessment.

(2) Assessment of the Need to Establish, Develop or Improve Community Rehabilitation Programs within the State
The success of DORS consumers is due in many instances and respects to the partnerships DORS has established with Community Rehabilitation Programs which provide a number of direct services throughout the state. To assess the need to establish, develop or improve community rehabilitation programs within the State, DORS conducted (1) a survey of CRP Executive Directors and Vocational Staff; (2) a survey of DORS staff and (3) several small focus groups of DORS consumers who had been served by CRPs. Results suggest needs, particularly for development and improvement of CRPs and enhancement of DORS-CRP working relationships.

Survey of CRPs.

115 surveys were sent electronically to CRP Executive Directors and 118 surveys were sent to vocational staff within each of the agencies; 63 responses were returned. Respondents identified their particular agencies and indicated whether their CRP was in an urban, rural and/or suburban area. Twenty-three (23) respondents indicated that the CRPs primarily serves the developmentally disabled population; thirty (30) serve the mental health population; one (1) primarily serves individuals on the autism spectrum; one (1) primarily serves individuals with brain injury; zero (0) serve individuals who are deaf and hard of hearing; four (4) primarily serve individuals who are blind/vision impaired, and four (4) primarily serve individuals they felt did not fall into the categories outlined above and described their population as “all disabilities served.” When asked what it would take to consider expanding services to include additional populations, several indicated intensive education/training for existing staff, funding for additional staff with specific skills sets, and technical assistance.

When asked about populations served, irrespective of primary population, Seventy-seven percent (77%) indicated that they serve the mental health population; sixty-one percent (61%) serve the developmentally disabled population; fifty-two percent (52%) serve individuals on the autism spectrum; fifty-two percent (52%) serve individuals with brain injury; forty-four percent (44%) serve individuals who are deaf and hard of hearing; forty-four percent (44%) serve individuals who are blind/vision impaired; fifty percent (50%) serve ex-offenders; thirty-one percent (31%) serve veterans, and fourteen (14%) serve individuals defined as “other.” Those responses included: the homeless, the learning disabled, individuals with physical disabilities, individuals with substance abuse, transitioning students, and all disabilities.

Needs/concerns identified by CRPs: In analyzing findings, the types of needs expressed by CRPs included the following:

- Additional trainings regarding job carving, customized employment, and job development in general.
- Increased assistance to help the consumers with their transportation needs including: comprehensive travel training and reduced delays in transportation funding for consumers.
- Opportunities to interface with DORS staff and expand collaborative efforts in job development to include employment specialists and local businesses, opportunities for brainstorming client cases, and for employment specialists across agencies to share strategies and job leads.
- The hourly rates for services have not been increased in over 5 years. The low rates make it difficult for CRPs to hire effective job developers.

Survey of DORS staff. Approximately 181 surveys were forwarded to DORS field counselors and supervisors. 75 were returned. Staff were asked what services they most often request from CRPs, quality and timeliness of services, specific populations served. This year, staff were asked to identify and rate each provider identified as one from which services were purchased. Eighty-four percent (84%) identified non-supported job coaching for job development as being the most frequently purchased service; sixty percent (60%) identified benefits counseling; fifty-three percent (53%) supported employment job coaching for job development; forty-eight percent (48%) non-
supported job coaching for maintaining employment; forty-five percent (45%) career assessment services; forty-four percent (44%) WAT/EDS; thirty-eight percent (38%) supported employment job coaching for maintaining employment, and twenty percent (20%) job skills training.

Needs/concerns related to CRP Service Needs identified by DORS Staff:
- Expand capacity for employment services for special populations (blind/vision impaired; deaf/hard of hearing; ABI; Autism spectrum)
- Expand the number of CRPs that will provide services to ex-offenders including WAT services.
- Increase the number of CRPs that provide employment skills training, especially trade skills.
- Expand the type of services available to individuals with autism (therapy, social support group, social skills training, and ADHD organizational training) and increase the job development skills for providers who currently work with individuals with autism.

Focus Groups – Consumers previously served by CRPs. DORS held several focus groups for consumers who had been served by CRPs to elicit their perspective on services. Three groups were held throughout the state. Participants were asked what services they had received, why they chose the provider, would they recommend similar services to a friend, was their DORS counselor involved, did they get a job as a result of the services, and what would improve the services at the CRP. While not a large sampling, there was some commonality among their responses and reactions. The majority of comments were positive about their experience with DORS and the CRP.

Needs/concerns related to CRP Service Needs expressed by Focus Group participants:
- Increase information provided to consumer about provider choices when discussing services.
- Consumers want to DORS counselors to return their calls promptly. Sometimes the consumers need advocacy from their counselor when working with providers.
- Improve access to transportation for employment
- Keep the momentum going. When training is completed (or job readiness), consumers want to move quickly into job development. They don’t want one service to end and have a prolonged wait to continue services.

(3) Assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services

DORS and the Maryland State Rehabilitation Council will assess the needs of individuals with disabilities for transition career services and pre-employment services through the 2016 Comprehensive Statewide Needs Assessment.

Overall Needs Assessment Recommendations

Recommendation related to Federal funding and staff capacity: The overriding vocational rehabilitation services need of individuals with disabilities residing in Maryland is equitable distribution of federal VR funds, and timely filling of counselor positions. While other recommendations in this attachment address ways to incrementally improve VR services to individuals with disabilities, continuation of historical underfunding of Maryland VR in relations to other states and continuation of extended periods of vacancy for front line staff will make it very difficult to implement changes that could result in many more individuals with disabilities achieving employment.
Recommendations from the focus areas of the Needs Assessment addressing the required elements are as follows:

1. **Promote and facilitate staff development for DORS staff and community partners**
   - Employment services
   - Needs of and resources for special populations
   - Career counseling/counselor role
     - Focus on consumer capabilities and interests
     - Address adjustment to disability issues
     - Take into account learning styles
     - Minimize gaps in the rehabilitation process; maintain momentum
     - Provision of appropriate support services
     - Supporting consumers with employment goals beyond entry level

2. **Enhance relationships with community partners** – CRPs, One- Stops, community college Disability Support Services staff, LEAs, in provision of targeted employment services and addressing transportation needs of individuals with disabilities.

3. **Finalize the DORS-DDA Cooperative Agreement** in keeping with Employment First; provide training to DORS and DDA staff.

4. **Promote expansion of quality services for individuals with Autism** Spectrum Disorders through CRPs and the WTC’s Pathways Program

5. **Continue outreach to minorities**, especially those of Hispanic and Asian background.

6. **Enhance resources for deaf/hard of hearing consumers** – consider (1) development of training programs for deaf/hard of hearing, (2) promotion of community rehabilitation programs working with deaf/hard of hearing, and (3) exploration of Rehabilitation Communication Specialist service model.

7. **Provide targeted outreach** to individuals with blindness/vision impairments and deaf/blindness.

8. At least annually, **review distribution of DORS staff assigned statewide**, compared to the numbers of individuals with disabilities, the number of SSI/DI beneficiaries, the number of students in Special Education, and other relevant factors, to include distribution of disability groups. Adjust deployment of staff and programming consistent with findings.

9. DORS should **examine longitudinal data trends related to utilization of services**, especially for high incidence populations such as Supported Employment for individuals with mental health disabilities, and use this information to inform program development, and staff and provider training needs.

10. **Maintain DORS support of the Governor’s statewide initiative Skills2Compete.**
ANNUAL ESTIMATES

Number of individuals eligible for services under Title I of Rehabilitation Act: projected number of eligible persons - 25,000

Individuals receiving services under an Individualized Plan for Employment
Title I - 17,900; Title VIB - 300
Category 1, Most Significant: 14,000
Category 2, Significant: 4,800
Category 3, Non-Severe: 0

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DORS' Goals & Objectives

Goal 1: Assure high-quality employment outcomes for individuals with significant and most significant disabilities in Maryland through the vocational rehabilitation program.

Objective 1.1
Provide rehabilitation services and pre-employment transition services in partnership with local education agencies that lead to successful outcomes in post-secondary education and employment for students with disabilities.

Strategies:
Ensure that VR counselors and staff work with high school students (including those in special education, with 504 plans, with severe medical conditions, and those who have a disability for purposes of section 504), families, school personnel and community partners to help students prepare for and achieve employment and self-sufficiency.

Continue to emphasize and implement evidence-based transition practices, including work-based experiences such as Project Search, internships, and summer employment to promote long-term career success and leadership, including expanding transitioning services at the Workforce & Technology Center (especially for consumers not planning to attend college).
1. Implement the provision of Pre-Employment Transition Services as outlined in the Workforce Innovation and Opportunity Act including the following services: Job Exploration Counseling, Work-based learning experiences, Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs, Workplace readiness training, and Instruction on Self-Advocacy for high school students with disabilities who are 14-21 years old.

2. Provide training and support to DORS transition counselors through the Transition Specialists Group and other meetings, the Transition Conference and training programs. Training shall help counselors identify and develop tools and resources related to post-secondary education, and best practices in working with families and transitioning students. Collaborate with DDA and clarify procedures to ensure seamless transition for individuals receiving DDA assistance.

Performance Measures by September 30, 2016:
   a. The number of transitioning individuals served will match or exceed those served in the previous year, including an increase in the number of students with 504 plans compared with the previous year.
   b. There will be an increase in transitioning students who achieve employment compared with the previous year.
   c. Grants and funding will be provided to support leadership programs for youth with disabilities.
   d. The DORS Transition Specialists Group will meet at least semiannually and include staff training on pertinent topics (e.g. pre-employment transition services), and will identify, develop and disseminate tools and resources for transitioning students related to post-secondary education.
   e. Establish both a baseline and programmatic structure for the implementation of Pre-Employment Transition Services as outlined in the Workforce Innovation and Opportunity Act.

Objective 1.2

DORS will provide high quality services and outcomes for individuals with disabilities served by the Office of Field Services (OFS)

Strategies: DORS will
1. Provide high quality comprehensive services to eligible individuals with significant disabilities in keeping with the Rehabilitation Act and Federal Regulations, the Code of Maryland regulation, and DORS Policy.
2. Collaborate with WTC in assuring consumers with all disabilities have equal access to all programs available at WTC.
3. Establish linkages with businesses and employers in include customized training, education and disability awareness, work site AT services, and mentoring/internship activities.
4. Continue to enhance relationships with community rehabilitation programs through increased participation from OFS management in conjunction with the Staff Specialist for Community Rehabilitation Programs (Needs Assessment Recommendation 2).

Performance Measures by September 30, 2016:
   a. Meet or exceed federal performance indicators for VR services.
   b. OFS will achieve at least 85% consumer satisfaction.
   c. OFS will achieve 2,387 employment outcomes.
   d. Achieve at least 90% in presumption of eligibility in SSI and SSDI cases.
   e. Consumers will achieve an increase in average hourly earnings from the previous year.
Maryland Workforce Innovation and Opportunity Act State Plan – Public Comment Draft

f. More consumers will achieve professional, technical and managerial positions than in the previous year.

Objective 1.3

DORS will provide high-quality services and outcomes for individuals who are blind, vision impaired and Deaf-Blind (B/VI, D-B).

Strategies:
Provide high quality comprehensive services to eligible individuals who are blind, vision impaired and Deaf-Blind in keeping with the Rehabilitation Act and Federal Regulations, the Code of Maryland regulation, the Randolph Shepard Act and DORS Policy.

1. Provide independent living services to older individuals who are blind through (1) direct services of DORS rehabilitation teachers and (2) grants to community organizations.
2. Collaborate with WTC in assuring that Blind, Visually Impaired and Deaf-Blind consumers have equal access to all programs available at WTC.
3. Enhance linkages with businesses and employers to include customized training, education and disability awareness, work site AT services and mentoring/internship activities, raising awareness and expectations for competitive employment for consumers who are blind/visually impaired and Deaf-Blind.
4. Continue to expand services and outreach to individuals who are deaf-blind and provide technical assistance to staff serving this population (Needs Assessment Recommendation 7).
5. Recruit and train Maryland Business Enterprise Program for the Blind vendors.

Performance Measures by September 30, 2016:

a. OBVS will meet or exceed federal performance indicators for services for blind/vision impaired.
b. OBVS will achieve 165 employment outcomes.
c. The Business Enterprise Program will recruit/train/license two new managers and establish new vending sites where available.
d. Establish a baseline of ILOB outcomes in light of programmatic/service modifications and anticipated funding reductions.
e. An increased number of consumers who are blind/vision impaired or deaf-blind will be referred to the WTC compared with the previous year.
f. Achieve a consumer satisfaction rate of 85%

Objective 1.4

Provide effective pre-employment transition services and employment services at the Workforce & Technology Center using state-of-the-art interdisciplinary strategies.

Strategies:
1. Provide high quality comprehensive services to individuals with significant disabilities to facilitate successful employment outcomes.
2. Develop relationships with employers utilizing agency staff who specialize in underserved populations to address service needs; as well as, issues and trends related to the employment of underserved disability populations.
3. Enhance linkages between employers, the business community, DORS Business Services staff, and community partners.

4. Explore strategies for WTC staff to collaborate with OFS and OBVS to enhance consumer services, increase referrals to WTC, develop pre-employment transition services, and contribute to successful employment outcomes.

Performance Measures by September 28, 2016:
   a. Increase the number of consumers achieving employment outcomes compared to the previous year.
   b. Increase the number of consumers in special populations (blind, deaf, deaf-blind, Autism) who will receive services compared to the previous year.
   c. Increase the number of customized and/or partnership trainings from the previous year.
   d. Participate in a division-wide Business Services work group which will develop a collaborative effort between OFS, OBVS, and WTC to enhance the Agency’s delivery of effective and efficient consumer services.
   e. Develop a work group which is aligned with the agency’s initiative to provide pre-employment transition services to students with disabilities.

Objective 1.5
Enhance collaboration with and services to Maryland private and public employers.

Strategies:
1. The Business Services Representatives in each region will assist with identifying and implementing strategies to assist consumers in achieving middle-skill as well as professional, managerial and technical positions and higher earnings (Needs Assessment Recommendations 1 and 10).
2. The Business Services Representatives in each region will assist with enhancing services to businesses to include recruitment assistance, technical assistance for tax incentives, development of work-based learning opportunities, OJT and customized training, education and disability awareness training.
3. Conduct at least quarterly meetings of Business Services Representatives and Business Services Specialists to enhance their skills and develop strategies for engaging businesses.
4. Participate in the Council of State Administrators of Vocational Rehabilitation (CSAVR) national business network and bring national efforts and strategies, i.e., the NET and use of the Talent Acquisition Portal (TAP), to Maryland.
5. Business Services Representatives will engage with employers to develop and expand work-based learning opportunities, career exploration, and work-readiness activities for students with disabilities.

Performance Measures by September 30, 2016:
   a. Labor market information on middle-skill jobs will be shared with consumers and documented in AWARE.
   b. The number of services to businesses will increase and will be documented in the AWARE Employer module.
   c. Trainings of all staff assigned to business services will be conducted on a quarterly basis; agendas and minutes of Business Services meetings will document activities and progress.
   d. Minutes of CSAVR NET meetings and the number of consumers enrolled in the Talent Acquisition Portal will confirm activities and progress.
e. The number of work-based learning opportunities, including QUEST, and On-the-Job Training opportunities will increase and be tracked through the AWARE case management system.

**Goal 2:** This goal focuses on a non-Vocational Rehabilitation or Supported Employment program.

**Goal 3:** Partner and collaborate with public agencies, private organizations, employers, community groups and individuals to advance the employment and independence of individuals with disabilities.

**Objective 3.1**
Enhance/expand services provided to individuals in special populations, within the capacities of the agency.

**Strategies:**
1. Continue to provide staff resources and staff training to support Evidence-Based Practice Supported Employment (EBPSE) and consumers who receive Assertive Community Treatment (ACT) services (Needs Assessment Recommendation 1).
2. Continue strategic activities that will enhance DORS capacity to meet the unique needs of individuals with autism spectrum disorders preparing for employment (Needs Assessment Recommendation 4).
3. Enhance utilization of the Acquired Brain Injury (ABI) program and continue regularly scheduled meetings with ABI VR Specialists, to include Transitioning Youth VR Specialists, as appropriate.
4. Continue collaboration with DDA to implement Employment First.
5. The DORS multi-cultural workgroup will continue to develop and publicize specialized resources for minority groups, focusing on Hispanic and Asian consumers (Needs Assessment Recommendation 5).
6. DORS will assure that liaison relationships are in place with Community Rehabilitation Programs, Community Colleges, Local Education Agencies, MANSEF Schools, and other organizations to enhance effectiveness and establish promising practices and procedures (Needs Assessment Recommendation 2).
7. Pilot the Rehabilitation Communication Specialists (RCS) for the Deaf and Hard of Hearing in at least one region (Needs Assessment Recommendation 6).

**Performance Measures by September 30, 2016:**
- An increased number of consumers will be served through EBPSE and ACT sites compared with the previous year.
- An increased number of consumers will be served in the Governor’s Transition Youth Initiative compared with the previous year.
- Increase the number of Asian and Hispanic consumers served by DORS, compared with the previous year.
- Increase the number of ABI consumers achieving employment compared with the previous year.
- Increase the number of consumers with Autism served by DORS compared with the previous year.
- Assign a DORS staff person to contact and meet with each community college DDS office at least once per semester.
- Track and assess RCS pilot outcomes.
- Develop/Update MOUs with Medicaid.

**Objective 3.2**
DORS will provide support to the State Rehabilitation Council (SRC) to maintain and enhance its leadership role in the oversight of vocational rehabilitation service delivery in Maryland.
Strategies:

1. DORS will ensure that it works with the State Rehabilitation Council (SRC) in accordance with federal law and regulations and Council By-Laws.
2. Council members will review and comment on the annual agency program plan, DORS progress in meeting its performance goals, and DORS program accomplishments.

**Performance Measures by September 30, 2016:**

a. The Maryland SRC will conduct four (4) quarterly meetings including a meeting during the legislative session in Annapolis.
b. The Maryland SRC and DORS will conduct annual public meetings in preparation for developing the VR State Plan.
c. The Maryland SRC will submit its annual report to the Governor and RSA as required by law.
d. The tri-annual statewide Needs Assessment will be completed.

**Objective 3.3**

Promote and enhance quality independent living outcomes for individuals with disabilities in Maryland through independent living programs.

**Strategies**

1. Provide grant support, technical assistance and monitoring to the Statewide Independent Living Council (SILC).
2. Manage DORS grants to Centers for Independent Living (CILs), including providing technical assistance and monitoring regarding the IL program, the IL AT program, and fiscal responsibilities.
3. Participate as an IL Partner in implementation of the 2014-2016 State Plan for Independent Living.
4. Regional Directors and OBVS Supervisors will conduct an annual meeting with Executive Directors of CILs within their areas to discuss issues of mutual interest.

**Performance Measures by September 30, 2016:**

a. Annual reviews of grant performance will be conducted for each CIL with which DORS has a grant, and the Statewide Independent Living Council.
b. Meeting minutes will confirm DORS staff attendance and participation in quarterly meetings of Maryland Independent Living Partners.
c. DORS Regional/Program directors will confirm at least annual meetings with CIL Executive Directors.

**Goal 4: Provide Infrastructure to promote and support the accomplishment of the DORS mission.**

**Objective 4.1 Complete year 2 activities that support the goals and objectives of the DORS 2015-2018 Strategic Plan, in the areas of organizational structure, information technology, succession planning, and community partners.**

**Strategies:** DORS will

1. Assign appropriate staff to work groups to see that strategic planning activities are carried out.
2. Review strategic plan for possible revisions, as necessary.
3. Assure that progress is made through presentations to the Executive Staff.
Objective 4.2
Staff training will be provided to assure that staff maintains current competencies in rehabilitation practice, special populations, and administrative issues; Leadership development programs will be offered (Needs Assessment Rec. 1).

Strategies:
1. Provide effective Vocational Rehabilitation training for all staff, to include but not limited to employment services, needs of and resources for targeted populations, and the role of the Counselor. (Needs Assessment Recommendation 1).
2. Include Community Partners in DORS training and meetings as appropriate. (Needs Assessment Recommendation 1).
3. Continue to expand on-line/web-based training modalities for training staff.
4. Plan and implement a Supervisor training series.
5. Provide leadership activities for staff and succession planning for the agency.
6. Provide training in current technologies.
7. Provide training to staff on changes to federal reporting requirements resulting from WIOA.

Performance Measures by September 30, 2016:
- Staff training in rehabilitation topics, including special populations, will be available at least bi-monthly, to include community partners as appropriate.
- There will be a minimum of 4 trainings/meeting specifically for DORS Supervisors.
- Staff will be trained on the new federal reporting requirements resulting from WIOA.
- An increase in the provision of distance learning training opportunities for staff and community partners, as appropriate, will be demonstrated.
- At least one multi-session leadership program will be offered annually.

Objective 4.3
Enhance Quality Assurance

Strategies:
1. Refine QA Program for VR, as needed, per analysis of beta test results.

Performance Measures by September 30, 2016:
- Analysis of QA beta testing will be completed.
- Findings and recommendations will be provided to Executive Staff.

Objective 4.4
Implement changes required by the Workforce Innovation and Opportunity Act, including Title IV, Amendments to the Rehabilitation Act of 1973, in consultation with the Rehabilitation Services Administration, the Maryland State Rehabilitation Council, other core programs identified in the Maryland Combined State Plan, and the Technical Assistance Centers.

Strategies:
1. Establish a work group to review the final regulation and recommend changes in policy and practice accordingly.
2. Provide training to staff on changes in the Rehabilitation Act and implications for DORS policy and procedures.

3. Develop data sharing agreement with workforce partners required for DORS to fulfill new federal reporting requirements.

Performance Measures by September 30, 2016:

a. DORS Rehabilitation Services Manuals will be updated consistent with changes in the Rehabilitation Act, as amended by WIOA.

b. Training will be provided to DORS staff on changes resulting from the reauthorization of the Rehabilitation Act (e.g. pre-employment transition services, customized employment, limitations on use of subminimum wage, “competitive integrated employment” criteria, and services to employers).

c. DORS will continue to collaborate with workforce partners in the development and implementation of the combined state plan.

Order of Selection

Individuals shall be placed in priority categories at the time of eligibility determination. Depending upon DORS’ resources, the categories shall be closed for services in ascending order beginning with Category III and proceeding to Categories II and I. Services shall be provided only to those individuals in an open category. However, the Division shall continue to plan for and provide services to any individual determined eligible prior to the date on which the Order of Selection category to which the individual has been assigned has been closed, irrespective of the severity of the individual’s disability.

DORS staff will be advised via formal issuance when categories are closed or reopened. Consumers shall be taken off the waiting list when resources are available to provide services, based on their application date.

The Order of Selection categories are as follows:

I. Individuals with Most Significant Disabilities.

II. Individuals with Significant Disabilities.

III. Individuals with Non-Severe Disabilities.

Under the order of selection specified above, the Division will continue to emphasize and enhance services to students with disabilities transitioning from school to work.

Description of Priority categories

An individual with a most significant disability is an eligible individual:

a. Who has a severe physical or mental impairment which seriously limits three or more functional capacities such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills, in terms of an employment outcome;

b. Whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services: at least two from the main services of guidance and counseling, medical rehabilitation services including technology services, job placement and vocational training; and

c. Whose vocational rehabilitation is projected to require an extended period of time of at least 6 months.
An individual with a significant disability is an eligible individual whose severe physical or mental impairment seriously limits one or two functional capacities, and also meets requirements in b and c above.

An individual with a non-severe disability is an eligible individual who does not meet the definition of significant or most significant disability.

**Justification for order of selection**

An order of selection is required under section 101 (a)(5) of the Rehabilitation Act if a rehabilitation agency determines that it is unable to provide services to all eligible individuals who apply for services. With an order of selection, services must first be provided to individuals with the most significant disabilities before they are provided to other eligible individuals.

Due to limited personnel and financial resources, DORS has been unable to provide services to all eligible individuals. Based on projected fiscal and personnel resources, an order of selection will remain in effect. The Division’s order of selection ensures that eligible individuals with the most significant disabilities receive priority.

**Service and outcome goals and the time within which the goals will be achieved**

The Division’s case management system is designed to assure that individuals with the most significant disabilities are selected for services before all others.

<table>
<thead>
<tr>
<th>Priority Category</th>
<th>Number of individuals to be served</th>
<th>Estimated number of individuals who will exit with employment after receiving services</th>
<th>Estimated number of individuals who will exit without employment after receiving services</th>
<th>Time within which goals are to be achieved</th>
<th>Cost of services</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>14,000</td>
<td>2027</td>
<td>1640</td>
<td>27 months</td>
<td>$30,774,341</td>
</tr>
<tr>
<td>II</td>
<td>4800</td>
<td>507</td>
<td>410</td>
<td>27 months</td>
<td>$13,189,003</td>
</tr>
<tr>
<td>III</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
</tbody>
</table>

Serving eligible individuals, regardless of the order of selection, who require specific services or equipment to maintain employment.

DORS has elected not to serve eligible individuals who require specific services or equipment to maintain employment, regardless of the established order of selection.

**Goals and Plans for Distribution of Title VI, Part B Funds**

**Goals and priorities for the provision of supported employment services**

Supported employment services are provided on a statewide basis through the Title VI, Part B, and also Title I funds. Supported employment is competitive employment or employment in integrated work settings in which individuals are working toward competitive work, with ongoing support services for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred or for whom competitive
employment has been interrupted or intermittent as a result of a significant disability. Fund allocation on a statewide basis ensures an equitable statewide service delivery.

The Division of Rehabilitation Services will continue to encumber Title VI, Part B funds on a fee-for-service basis. When supported employment services exhaust Title VI, Part B funds, DORS counselors shall be instructed to encumber Title I funds. In that way, individuals in need of supported employment services will continue to be served, even when Title VI, Part B funds are exhausted. DORS counselors will expend Title VI, Part B funds after receipt of documentation confirming the provision of extended services. In compliance with the Rehabilitation Act, as amended, DORS will expend Title I dollars until an extended source of funding has been obtained. The goal of the State’s supported employment program is to maintain a system whereby individuals with the most significant disabilities are afforded the opportunity to participate in integrated competitive employment. It is estimated that 4,000 individuals with the most significant disabilities will be served in FY17 in supported employment.

Activities to be conducted for youth with the most significant disabilities

It is estimated that 1250 transitioning students will be served in supported employment. In accordance with WIOA requirements, DORS will be setting aside 50% of its Supported Employment allotment as well as a 10% match to provide services to youth with disabilities. In addition, DORS will be using state funds through the Governor’s Transitioning Youth Initiative. There has been a steady growth in the numbers of individuals with serious and persistent mental illness being served in supported employment.

DORS and the Maryland Behavioral Health Administration (BHA) collaborate in provision of supported employment services to youth and adults with persistent mental illness at approximately 29 community programs throughout the state. Further, DORS and BHA work with the Evidence-Based Practice Center at the University of Maryland to promote the Evidence-Based Supported Employment initiative. The initiative now includes 13 of the community programs statewide that meet Evidence-based Supported Employment (EBSE) fidelity.

The Division supports the use of supported employment models that maximize integration of youth and adults with the most significant disabilities in real work sites, doing meaningful work. The Division encourages expansion of models beyond enclaves and does not support the use of bench work models. DORS policy includes a strong preference for individual placement models.

The estimated number of individuals with significant disabilities who will achieve a supported employment outcome during FY 2017 is 775 individuals.

MARYLAND’S STRATEGIES

Expanding and improving services to individuals with disabilities.

- DORS will continually analyze office locations, staff deployment, staff positions and responsibilities, in accordance with DORS mission to more effectively serve students and adults with disabilities.
- The 2016 Comprehensive Statewide Needs Assessment will include an assessment and recommendations for expanding and improving services to students and adults with disabilities.
- In collaboration with workforce partners statewide, DORS will establish linkages with businesses and employers to include training, customized employment, education and disability awareness, on-site worksite assistive technology services, and mentoring/internship activities.
DORS will continue to enhance relationships with Community Rehabilitation Programs to ensure availability of CRP services statewide.
DORS will continue to expand services and outreach to individuals who are deaf-blind and provide technical assistance to staff and workforce partners serving this population.
In collaboration with workforce partners, DORS will develop relationships with employers and analyze labor trends, to increase opportunities for employment of populations that are unserved or underserved.

(1) Providing assistive technology services and devices

The Division of Rehabilitation Services, Workforce & Technology Center’s Rehabilitation Technology Services (RTS) program is a national leader in providing worksite evaluation and assistive technology services that help people with disabilities get and maintain employment. Through the effective use of assistive technology, RTS staff solve problems for people who have limitations in communication, mobility, vision and thinking.

RTS provides services to DORS consumers and employers in the areas of worksite job accommodations, adaptive driving, assistive technology assessment and training, and residential modification consultation. Examples of AT provided included hand controls for cars, ramps and stair glides for the home, alternative keyboards and mice or screen magnification and screen readers for computers, and specialized computer-based writing tools. Rehabilitation Technology Services include assistive technology, driver and vehicle services, residential modifications, and worksite evaluations.

DORS policies and procedures will continue to support statewide assistive technology services and devices for consumers at each stage of the rehabilitation process.

(2) Conducting outreach to individuals with disabilities who are minorities, those with the most significant disabilities, and those who have been unserved or underserved by the VR program

DORS will continue to provide staff resources and staff training to support Evidence-Based Practice Supported Employment and consumers who receive Assertive Community Treatment services.

The DORS multi-cultural workgroup will continue to develop and publicize specialized resources for minority groups, focusing on Hispanic and Asian consumers.

DORS will continue strategic activities to enhance the agency’s capacity to meet the unique needs of students and adults with autism spectrum disorders who are preparing for employment.

DORS will enhance utilization of the Acquired Brain Injury program and continue meetings with ABI VR Specialists, to include Transitioning Youth Specialists.

DORS will pilot the Rehabilitation Communication Specialists for the Deaf and Hard of Hearing.

DORS will seek input of minorities, those with the most significant disabilities, and those who have been unserved or underserved at statewide public meetings and at quarterly State Rehabilitation Council meetings.
(3) Improving and expanding VR services for students with disabilities

- DORS provides VR services and pre-employment transition services in partnership with local education agencies, workforce partners, and businesses that lead to successful outcomes in post-secondary education and employment for students with disabilities.
- DORS will ensure that VR counselors and staff work with high school students (including those in special education, with 504 plans, with severe medical conditions, and those who have a disability for purposes of section 504), families, school personnel and community partners to help students prepare for and achieve employment and self-sufficiency.
- DORS will continue to emphasize and implement evidence-based transition practices, including work-based experiences such as Project Search, internships, and summer employment to promote long-term career success and leadership, including expanding transitioning services at the Workforce & Technology Center (especially for consumers not planning to attend college).
- DORS will implement the provision of Pre-Employment Transition Services as outlined in the Workforce Investment and Opportunity Act, including the following services: Job Exploration Counseling, Work-based learning experiences, Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs, Workplace readiness training, and Instruction on Self-Advocacy for high school students with disabilities who are 14-21 years old.
- The Division will continue to provide training and support to transition counselors through the Transition Specialists Group and other meetings, the Transition Conference, and training programs. Training shall help counselors identify and develop tools and resources related to post-secondary education, and best practices in working with families and transitioning students. The agency will also collaborate with DDA and clarify procedures to ensure seamless transition for individuals receiving DDA assistance.

(4) Establishing, developing, or improving CRPs

- DORS is exploring means of monitoring CRPs to assure accountability and quality of services.
- DORS is also exploring payment rates and systems of payment which incentivize outcomes and are fair to providers.
- DORS promotes the availability of CRPs that serve unserved and underserved populations.

(5) Improving performance of the State with respect to performance accountability measures

- DORS will continue to work with other workforce partners on the Maryland Department of Labor, Licensing and Regulation’s Performance Accountability Workgroup. The collaboration will ensure effective and efficient implementation of new common performance accountability measures in Maryland, identification of best presentation of WIOA performance reports for state and local areas, development of recommendations for additional measures, and negotiation of levels of performance/adjustment factors.
- DORS and the other WIOA Core Programs will establish base-line or benchmarking data in the first year of data collection for the new Common Performance measures.
- In order to secure wage data for DORS consumers working in other States, the Division will explore strategies for negotiating with other States for access to the Wage Record Interchange System wage reporting system.
• DORS will review data sharing agreement with the Maryland Department of Labor, Licensing and Regulation for possible revisions to have better access to wage data.
• Federal employment data is available through FEDES, which is operated by the University of Baltimore, Jacob France Institute under contract with DLLR and DOL. DORS will renew the existing agreement in order to access federal wage records.

(6) Assisting other components of the statewide workforce development system in assisting individuals with disabilities

• DORS is collaborating with American Job Centers throughout the State on office space. As leases expire, we are looking for opportunities to expand the co-location of DORS and other workforce partners, in an effort to assist in better serving individuals with disabilities.
• DORS will collaborate with workforce partners to offer cross-training on disability awareness, customized employment, assistive technology, and other disability-specific topics.
• The Division will Department of Labor, Licensing and Regulation business services representatives to leverage business contacts, share resources and expertise, and coordinate services that are beneficial to businesses and promote the employment of individuals with disabilities.
• DORS will coordinate with DLLR Business Services Team and American Job Centers in recruitment events and job fairs.

(7) Achieving goals and priorities, supporting innovation and expansion activities, and overcoming barriers relating to equitable access to and participation in the State VR and Supported Employment Services Programs
The Division of Rehabilitation Services has developed a Strategic Plan for 2014-2017. In order to achieve the best employment outcomes for students and adults with significant disabilities, DORS is committed to assuring a responsive, accountable agency structured to meet consumer needs, to support staff, to develop leadership, to enhance partnerships, and to take full advantage of the technology and resources of today and tomorrow. Strategic goals of the plan include the following:
• **Goal 1.** Organization structure evolves in supporting the success of consumers in a manner that reflects statutory and regulatory requirements, respect for consumer, and equitable working conditions for staff.
• **Goal 2.** Information technology further enhances administration of the Vocational Rehabilitation and Supported Employment programs, provisions of services, and achievement of employment for students and adults with significant disabilities.
• **Goal 3.** Partnerships with Community Rehabilitation Providers are improved through enhanced monitoring practices and payment systems and rates.
• **Goal 4.** Future agency leaders are recognized and developed.

Evaluation and Reports of Progress: VR and Supported Employment Goals

**Goal 1:** Assure high-quality employment outcomes for individuals with significant and most significant disabilities in Maryland through the vocational rehabilitation program.
Objective 1.1
Provide rehabilitation services in partnership with local education agencies that lead to successful outcomes in post-secondary education and employment for students with disabilities.

Strategies:

3. Ensure that VR counselors and staff work with student (including those in special education, or with 504 plans or severe medical conditions), families, school personnel and community partners to help students achieve employment and self-sufficiency.

4. Continue to emphasize and implement evidence-based transition practices, including work-based experiences such as Disability Mentoring Day, internships and summer employment to promote long-term career success and leadership, including expanding transitioning services at the Workforce & Technology Center (especially for consumers not planning to attend college).

5. Provide training and support to DORS transition counselors through the Transition Specialists Group and other meetings, the Transition Conference and training programs. Training shall help counselors identify and develop tools and resources related to post-secondary education, and best practices in working with families and transitioning students. Pending completion of the DDA/DORS agreement, provide training to staff and community rehabilitation providers.

Performance Measures by September 28, 2014:

f. The number of transitioning individuals served will match or exceed those served in 2013, including an increase in the number of students with 504 plans compared with the previous year.

9,303 transition youth served, including 134 students with 504 plans. Compared to FY 13, during which 9,033, this is an overall increase of 3%, reflecting the Division’s on-going commitment to transition youth in Maryland. Services to students with 504 plans increased 9% from FY 13 during which 123 students were served.

g. There will be an increase in transitioning students who achieve employment compared with FY 2013.

815 transitioning students achieved employment; up 4% from FY 13 during which 783 transitioning students achieved employment.

h. Grants and funding will be provided to support leadership programs for youth with disabilities.

Per agreement with Independence Now, Inc., DORS contributed $10,000 in financial support for the Maryland Youth Leadership Forum, during which 15 students participated.

i. The DORS Transition Specialists Group will meet at least semiannually and include staff training on pertinent topics, and will identify, develop and disseminate tools and resources for transitioning students related to post-secondary education and Skills2Compete.

The DORS Transition Specialist Group met in March 2014. The agenda included training on the proper use of the “Expected Graduation Date” in AWARE, the Maryland PROMISE Initiative, and a discussion regarding proposed changes to the DORS Transitioning brochure, the DORS Transitioning Power Point, and the possibility of creating a DORS video highlighting TY services. In May 2014, comprehensive Post-Secondary Education Training was provided to DORS transition specialists and other staff. The purpose of this training was to establish statewide consistency in the application of Post-Secondary Education Policy. In addition to reviewing policy, required forms, check-lists, and guides (i.e. Tools) currently available to counselors, training
in career counseling was also provided as it relates to goal development and services to be included on the IPE.

Objective 1.2
DORS will provide high quality services and outcomes for individuals with disabilities served by the Office of Field Services (OFS)

Strategies: DORS

1. Provide high quality comprehensive services to eligible individuals with significant disabilities in keeping with the Rehabilitation Act and Federal Regulations, the Code of Maryland regulation, and DORS Policy.
2. The newly hired Business Services Representatives in each region will assist with identifying and implementing strategies to assist consumers in achieving middle-skill (Skills2Compete) as well as professional, managerial and technical positions and higher earnings (Needs Assessment Recommendations 1 and 10).
3. The newly hired Business Services Representatives in each region will assist with enhancing linkages with businesses and employers to include customized training, use of OJT and internships, education and disability awareness.
4. Enhance relationship with community rehabilitation programs through increased participation from OFS management in conjunction with the Staff Specialist for Community Rehabilitation Programs (Needs Assessment Recommendation 2).

Performance Measures by September 28, 2014:

a. Meet or exceed federal performance indicators for VR services.

   End-Year:

   **Standard 1.1:** Number of closed cases with an employment outcome
   
   *Performance Year 2014:* 2,545
   *Previous Year 2013:* 2,533
   *(2014 DORS Objective: 2,558)*

   **Standard 1.2:** Of closed cases that received services, percentage with an employment outcome.
   
   *Performance Year 2014:* 59.09%
   *Previous Year 2013:* 61.51%
   *2014 Objective:* 55.8%

   **Standard 1.3:** Of closed cases with an employment outcome, percentage that have a wage greater than or equal to the minimum wage.
   
   *Performance Year 2014:* 95.09%
   *Previous Year 2013:* 93.17%
   *2014 Objective:* 72.6%

   **Standard 1.4:** Of closed cases with an employment outcome that have a wage greater than or equal to minimum wage, percentage that have significant disabilities.
   
   *Performance Year 2014:* 100%
Previous Year 2013: 100%
2014 Objective: 62.4%

**Standard 1.5:** Ratio of average state wage to the average wage of closed cases with employment outcome that have wages greater than or equal to minimum wage.

Performance Year 2014: .42
Previous Year 2013: .42
2014 Objective: .52

**Standard 1.6:** Difference between the percentage of closed cases with employment outcomes that have wage greater than or equal to minimum wage that are self-support at application and the percent of closed cases with employment outcomes that have a wage greater than or equal to the minimum wage that are self-support at closure.

Performance Year 2014: 67.69%
Previous Year 2013: 67.37%
2014 Objective: 53.0%

**Standard 2.1:** Ratio of minority service rate to non-minority service rate.

Performance Year 2014: .842
Previous Year 2013: .882
2014 Objective: .80

DORS met five of the six primary standards and indicators, and achieved 99.5% of its aspirational rehabilitation goal (2,558). DORS has a pattern of not achieving Standard 1.5, due to the state’s high per capita income.

b. OFS will achieve at least 85% consumer satisfaction.
   89% customer satisfaction achieved.

c. OFS will achieve 2360 employment outcomes.
   2,377 employment outcomes achieved (FY 13: 2,370).

d. Achieve at least 90% in presumption of eligibility in SSI and SSDI cases.
   92.47% presumption of eligibility timeliness achieved.

e. Consumers will achieve an increase in average hourly earnings from the previous year.
   $10.50 (FY 13: $10.47)

f. More consumers will achieve professional, technical and managerial positions than in FY 2013.
   259 out of 2,545 (FY 13: 309). This decrease seems related to the relative weakness of the labor market.

g. Will continue to report middle-skill career achievement related to Skills2Compete required by the governor’s office.
   *S2C Metric Numbers for State Year 2013 reported on March 28, 2014 at the request of the Governor’s Workforce Investment Board.*
Objective 1.3
DORS will provide high-quality services and outcomes for individuals who are blind and vision impaired (B/VI).

Strategies:
6. Provide high quality comprehensive services to eligible individuals who are blind and vision impaired in keeping with the Rehabilitation Act and Federal Regulations, the Code of Maryland regulation, the Randolph Shepard Act and DORS Policy.
7. Provide independent living services to older individuals who are blind through (1) direct services of DORS rehabilitation teachers and (2) grants to community organizations.
8. Collaborate with WTC in continuing to implement ABLE (Adjustment to Blindness for Life and Employment) at the Center.
9. Support the Maryland State Rehabilitation Council's Blindness & Vision Services Committee, charged with oversight of services to individuals who are blind and vision impaired.
10. Enhance linkages with businesses and employers to include customized training, education and disability awareness, work site AT services and mentoring/internship activities.
11. Increase services and outreach to individuals who are deaf-blind and provide technical assistance to staff serving this population (Needs Assessment Recommendation 7).

Performance Measures by September 28, 2014:
g. Meet or exceed federal performance indicators for services for blind/vision impaired.

End-Year:

Standard 1.1: Number of closed cases with an employment outcome
Performance Year 2014: 168
Previous Year 2013: 163
(2014 DORS Objective: 181)

Standard 1.2: Of closed cases that received services, percentage with an employment outcome.
Performance Year 2014: 69.42%
Previous Year 2013: 61.98%
2014 Objective: 55.8%

Standard 1.3: Of closed cases with an employment outcome, percentage that have a wage greater than or equal to the minimum wage.
Performance Year 2014: 63.10%
Previous Year 2013: 64.42%
2014 Objective: 72.6%

Standard 1.4: Of closed cases with an employment outcome that have a wage greater than or equal to minimum wage, percentage that have significant disabilities.
Performance Year 2014: 100%
Previous Year 2013: 100%
2014 Objective: 62.4%
**Standard 1.5:** Ratio of average state wage to the average wage of closed cases with employment outcome that have wages greater than or equal to minimum wage.

*Performance Year 2014:*.72  
*Previous Year 2013:*.61  
*2014 Objective:* .52

**Standard 1.6:** Difference between the percentage of closed cases with employment outcomes that have wage greater than or equal to minimum wage that are self-support at application and the percent of closed cases with employment outcomes that have a wage greater than or equal to the minimum wage that are self-support at closure.

*Performance Year 2014: 56.604%*  
*Previous Year 2013: 45.714%*  
*2014 Objective: 53.000%*

**Standard 2.1:** Ratio of minority service rate to non-minority service rate.

*Performance Year 2014: .933*  
*Previous Year 2013: .832*  
*2014 Objective: .800*

Standards achieved for 5 of the 6 indicators, and 93% of aspirational goal achieved. Standard 1.3 missed this year due to a 14% increase in the number of homemaker outcomes between FY 13 and FY 14.

h. OBVS will achieve 180 employment outcomes.  
*168 employment outcomes achieved (FY 13: 163). OBVS slightly missed this goal due to higher than usual rates of staff absence and turnover.*

i. The Business Enterprise Program will train/license three new managers and establish new vending sites where available.  
*BEP trained and licensed 4 vendors in FY 2014, and 1 new facility was opened with the SSA at Wabash Avenue.*

j. Establish a baseline of ILOB outcomes in light of programmatic/service modifications and anticipated funding reductions.  
*1,165 consumers were closed in FY 2014. This is an increase of 100 individuals from FY2013. The average of the past four years is 1021.*

k. An increased number of consumers who are blind/vision impaired or deaf-blind will be referred to the WTC compared with FY 2013.  
*362 (318 blind/vision impaired and 44 deaf/blind) consumers served; down 4% from the previous year (380) due to staff vacancies in WTC Career Assessment Services which affected the number of OBVS consumers that could be served. Additional factor included OBVS efforts to increase resources in the community so consumers have more service providers from which to choose.*

l. Achieve a consumer satisfaction rate of 85%.
82% reflects three quarters due to break in contract with surveyor.

Objective 1.4
Provide effective employment services at the Workforce & Technology Center using state-of-the-art interdisciplinary strategies.

Strategies:
1. Provide high quality comprehensive services to eligible individuals with significant disabilities, utilizing partnerships and in keeping with the Rehabilitation Act and Federal Regulations, the Code of Maryland regulation, and DORS Policy.
2. Continue to identify the need for and develop innovative programs and services that address evolving disability employment issues and trends, focusing on underserved populations.
3. Enhance linkages between employers, the business community, DORS Business Services staff, and community partners.
4. Explore and analyze current referral patterns and make recommendations accordingly.

Performance Measures by September 28, 2014:
   a. Increase the number of customized and/or partnership trainings from the previous year.

   *WTC provided 8 customized and partnership trainings. This is the same number provided the previous year. Trainings included Community College of Baltimore County (CCBC) Auto Detailing I & 2; Lyles Cleaning Service, CCBC Security x2, CCBC Warehouse x2, CCBC Professional Animal Workers (PAWS), and Fitzgerald Auto.*

   b. Increase the number of consumers achieving employment outcomes compared to FY 2013.

   *572 consumers achieved employment outcomes; previous year 573.*

   c. Increase the number of consumers in special populations (blind, deaf, deaf-blind, Autism) who will receive services and achieve employment, compared to FY 2013.

   *173 consumers in special populations achieved employment after receiving WTC services in FY2014 or in previous years; up 8% from FY2013 (159). In FY2014, 744 consumers in special populations were served. This is a 10% decline compared to FY2013 (835) due in part to several staff vacancies serving the special populations.*

   d. Meet or exceed consumer satisfaction with services compared to FY 2013.

   *Consumer satisfaction is gathered at the service level and measured on a 4 point scale. In FY2014, satisfaction ratings ranged from 3.25 to 3.88, compared to satisfaction rating in FY2013, ranging from 3.34 to 3.87.*

   e. WTC career technology program, including partnership programs and customized, will have 190 students complete a training program (Skills2Compete deliverable).

   *While the WTC experienced a 20% decline in this area, 132 consumers successfully completed training programs in FY2014. The decline from FY2013 (165) is attributed to the decision to accept more consumers on a 30-day trial who previously would have been recommended for a career assessment as the indicator for an appropriate vocational goal.*
Goal 2: This goal pertains to a program outside of the Vocational Rehabilitation program.

Goal 3: Partner and collaborate with public agencies, private organizations, employers, community groups and individuals to advance the employment and independence of individuals with disabilities.

Objective 3.1
Enhance/expand services provided to individuals in special populations, within the capacities of the agency.

Strategies:

8. Continue to provide staff resources and staff training to support Evidence-Based Practice Supported Employment (EBPSE) and consumers who receive Assertive Community Treatment (ACT) services (Needs Assessment Rec. 1).

9. Continue strategic activities that will enhance DORS capacity to meet the unique needs of individuals with autism spectrum disorders preparing for employment (Needs Assessment Rec. 4).

10. Enhance utilization of the Acquired Brain Injury (ABI) program and continue regularly scheduled meetings with ABI VR Specialists, to include Transitioning Youth VR Specialists, as appropriate.

11. Continue collaboration with DDA to implement Employment First.

12. The DORS multi-cultural workgroup will continue to develop and publicize specialized resources for minority groups, focusing on Hispanic and Asian consumers (Needs Assessment Rec. 5).

13. DORS will continue to invite and encourage community partners to participate in DORS meetings and training programs, as appropriate (Needs Assessment Rec. 1, 2).

14. DORS will assure that liaison relationships are in place with Community Rehabilitation Programs, Community Colleges, Local Education Agencies, MANSEF Schools, and other organizations to enhance effectiveness and establish promising practices and procedures (Needs Assessment Rec. 2).

15. Pilot the Rehabilitation Communication Specialists (RCS) for the Deaf and Hard of Hearing in at least one region (Needs Assessment Rec. 6).

Performance Measures by September 28, 2014:

i. An increased number of consumers will be served through EBPSE and ACT sites compared with FY 2013. 2,302 served; up 25% from FY 13: (1,841)

j. An increased number of consumers will be served in the Governor’s Transition Youth Initiative compared with FY 2013. 1,139 served; down 5% from the previous year (1,199).

k. Increase the number of Asian and Hispanic consumers served by DORS, compared with FY 2013.
607 Asian consumers and 722 Hispanic consumers served; up 3% from the previous year of 588 (Asian) and 0% from the previous year of 721 (Hispanic).

l. Increase the number of ABI consumers achieving employment compared with FY 2013.
   73 consumers with acquired brain injury achieved employment; up 14% from the previous year (64).

m. Increase the number consumers with Autism served by DORS compared with FY 2013.
   1,943 consumers served; up 16.2% from the previous year (1,671).

n. Increase the number of community rehabilitation program staff who attend training segments of DORS and other DORS meetings and programs compared with FY 2013.
   160 CRP staff participated in DORS trainings/meetings this year, up 128% from the previous year’s total of 70. CRP staff participated in the 2013 MRA/DORS Training Forum; two trainings related to Acquired Brain Injury; ACT Employment Services Training; two trainings addressing the needs of deaf/blind consumers; Electronic Accessibility 101 training; and Day 4 of DORS Quality Rehabilitation Training for new staff.

o. Assign a supervisor to contact and meet with each community college DDS office at least once per semester.
   Business Service Representatives (BSRs) are now visiting the Disability Support Services offices at community colleges.

p. Track and assess RCS pilot outcomes.
   Two CRPs have expressed interest in facilitating communication specialist services.

Objective 3.2
Enhance collaboration with and services to Maryland private and public employers.

Strategies: DORS will

1. The DORS Business Services Implementation Council will meet on a regular basis to review progress of the new business services team to support the agency’s strategic employment initiative.

2. Participate in the Council of State Administrators of Vocational Rehabilitation (CSAVR) national business network and bring national efforts and strategies, i.e., the Net, to Maryland.

3. Expand and increase internship opportunities, customized trainings, and On-the-Job Training opportunities for DORS consumers.

Performance Measures by September 28, 2014:

a. Minutes of the DORS Business Services Implementation Council and CSAVR national business network meetings will confirm activities and progress.
   Business Services Implementation Council is being restructured.

b. Trainings for all staff assigned to business services will be conducted on a regular basis.
Statewide Business Service Representatives and WTC Employment Specialists meet each quarter for training meetings. The BSRs also meet via teleconference monthly to provide regional updates and to share statewide information and resources.

c. The number of internships and On-the-Job Training opportunities will be tracked through the AWARE case management system.

During FY 14, DORS facilitated Quest Internships with Maryland state agencies for 38 consumers. DORS also collaborated with 5 businesses and 3 federal employers (Social Security Administration, National Institute of Standards and Technology, and the U.S. Department of the Treasury) to provide internships to DORS consumers, as documented in the AWARE employer module. In addition, DORS arranged on-the-job training agreements for 10 consumers at 5 other businesses, including Lyle’s Cleaning Service, The Buttersburg Inn, LFO, Inc., Pattycakes’ Cafeteria, and Toroid Corporation, as documented via vendor authorization records.

Objective 3.3
DORS will provide support to the State Rehabilitation Council (SRC) to maintain and enhance its leadership role in the oversight of vocational rehabilitation service delivery in Maryland.

Strategies:

3. DORS will ensure that it works with the State Rehabilitation Council (SRC) in accordance with federal law and regulations and Council By-Laws.

4. Council members will review and comment on the annual agency program plan, DORS progress in meeting its performance goals, and DORS program accomplishments.

Performance Measures by September 28, 2014:

e. The Maryland SRC will conduct four (4) quarterly meetings including a meeting during the legislative session in Annapolis.


f. The Maryland SRC and DORS will conduct annual public meetings in preparation for developing the VR State Plan.

In 2014, public meetings were held March 11th (Region 6), March 27th (Region 3), April 1st (Region 1), April 3rd (Region 2), April 8th (Region 4), and April 10th (Region 5). A teleconference was held on April 14th. In general, meetings were not well attended, especially in light of the effort involved for regional staff. Going forward it may be appropriate to discuss other means of holding public meetings.

g. The Maryland SRC will submit its annual report to the Governor and RSA as required by law.

The MSRC 2013 Annual Report was submitted by December 31, 2013 as required.

Objective 3.4
Promote and enhance quality independent living outcomes for individuals with disabilities in Maryland through independent living programs.

Strategies

5. Provide grant support, technical assistance and monitoring to the Statewide Independent Living Council (SILC).
6. Manage DORS grants to Centers for Independent Living (CILs), including providing technical assistance and monitoring regarding the IL program, the IL AT program, and fiscal responsibilities.
7. Participate as an IL Partner in implementation of the 2014-2016 State Plan for Independent Living.
8. Implement mechanisms through Regional/Program Directors to facilitate referral for VR or ILOB services of individuals being assisted to move out of nursing homes by Maryland Centers for Independent Living, when such individuals have a goal of employment, or can be served through ILOB.

Performance Measures by September 28, 2014:

a. Annual reviews of grant performance will be conducted for each CIL with which DORS has a grant, and the Statewide Independent Living Council.
CIL reviews held as follows: Teleconference review of Independence Now, August 28, 2014; On-site reviews were held: Bay Area CIL, September 4, 2014; IMAGE Center, September 11, 2014; Southern Maryland CIL, September 16, 2014; Resources for Independence, September 24; Freedom Center, September 25, 2014.

b. Meeting minutes will confirm DORS staff attendance and participation in quarterly meetings of Maryland IL Partners.
Mid-Year: DORS Staff attended IL Partners meetings on December 6, 2013, March 10, 2014, June 9, 2014 and October 20, 2014.

c. DORS Regional/Program directors will confirm at least annual meetings with CIL Executive Directors to facilitate referrals of individuals transitioning from nursing homes, as appropriate. Referrals of individuals transitioning from nursing homes are received when services from DORS are requested. Informal communication also routinely occurs between DORS and CILs.

Goal 4: Provide Infrastructure to promote and support the accomplishment of the DORS mission.

Objective 4.1 Assure that personnel practices support the agency mission.

Strategies:
1. Create a workgroup to review and implement revised MSDE policies and procedures related to position descriptions (PD), and suggest changes to position descriptions.
2. Develop and implement an objective management process for reviewing statewide census distribution as positions become available (Needs Assessment Recommendation 8).

Performance Measures by September 28, 2014:

a. Policies and procedures will be revised, distributed, and staff trained accordingly. Pending

b. Position Descriptions will be updated Pending

c. Staffing patterns will become more aligned with the census and other related factors, as positions become available.
On an on-going basis, reviews are conducted with each vacancy.

Objective 4.2
Staff training will be provided to assure that staff maintains current competencies in rehabilitation practice, special populations, and administrative issues; Leadership development programs will be offered (Needs Assessment Rec. 1).

Strategies:
8. Consistent with results of the annual training needs assessment, provide effective training for all staff, including target areas such as deaf and hard-of-hearing issues, building effective business relationships, and emerging disability issues (Needs Assessment Recommendation 1).
9. Develop training related to DORS affinity groups and other groups for inclusion in meetings; include community partners as appropriate (Needs Assessment Recommendation 1).
10. Support/facilitate training in employment services and career counseling for staff of DORS and community providers (Needs Assessment Recommendation 1).
11. Continue to include and expand on-line and other training modalities to present training to staff, and instruct staff how to use those opportunities.
12. Implement a back-to-basics training series for all staff.
13. Provide leadership activities for staff and succession planning for the agency.
14. Provide training in current technologies including accessible workstations.
15. Provide training to staff on changes to RSA federal reporting requirements.

Performance Measures by September 28, 2014:
f. Staff training in rehabilitation topics, including special populations, will be provided as part of DORS affinity groups at least twice annually, to include community partners as appropriate. Rehabilitation Training Events (DORS sponsored and otherwise) were offered in the following areas: Autism (07), Mental Health (15), Transitioning Youth (07), Deaf/Hard of Hearing (11), Vision Loss (09), Ethics (08), Management/Leadership (21), Assistive Technology/Information Technology (14), Acquired Brain Injury (04), and Employment (19).

h. Staff will be trained on the new RSA federal reporting requirements. All OBVS and OFS staff were trained in January 2014.

i. At least one training program in employment services will be conducted for DORS and community program staff, as appropriate. DORS sponsored or supported 12 different employment-related training opportunities, including Evidenced-Based Practice in Supported Employment (EBPSE) / Assertive Community Treatment (ACT) training with 6 staff from People Encouraging People (PEP) and 4 DORS staff participating for Regions 6; EBPSE/ACT training with 12 PEP staff and 10 DORS staff from Regions 3 and 5; EBPSE training for 13 provider staff and 10 DORS staff in Region 1; and Value Options Training for 40 DORS staff.

i. An increase in the usage by staff of distance learning training opportunities will be demonstrated. 11 staff took on-line academic courses, and DORS supported or sponsored 28 on-line training events, including 8 separate occasions when InterCall web-conferencing services were used to provide staff training throughout the state during which approximately 280 staff were involved.
j. At least one leadership program will be offered annually.
   21 staff participated in and completed the Emerging Leaders program which took place from January through August 2015. 2 Staff continued participation in the National Rehabilitation Leadership Institute, which started earlier in FY 2014.

Objective 4.3
Explore how technologies can develop better communication, consumer services and staff support.

Strategy:
1. Continue the workgroup to develop a strategy for using social media.
2. Develop a secure process for providers to send reports electronically.
3. Enhance communication with all Division staff.
4. Review the effectiveness of the DDS-VR data sharing process.

Performance Measure by September 28, 2014:
   a. Recommendations for use of social media will be reviewed and implemented, as appropriate.
      
      DORS launched a Facebook page in August of 2013. The DORS' Facebook page is being used to showcase consumer success stories, to share news and information regarding disability employment, and to provide updates about DORS’ programs and services.

   b. Staff will be trained on a secure process for providers to send reports electronically.
      
      Pending, related to new network configuration.

   c. Establish a baseline of the number of matches and records shared as indicators of the DDS-VR data sharing program’s initial success.
      
      Discontinued due to insufficient capacity.

Objective 4.4
Enhance Quality Assurance and Strategic Planning

Strategies:
2. Develop a plan and time line for a DORS Strategic Plan.
3. Implement updated QA strategies and activities for the VR Program.

Performance Measures by September 28, 2014:

   c. A DORS Strategic Plan for 3 years will be in place.
      
      Strategic Plan completed before October 2014; Effective for federal fiscal years 2015-2017.

   d. Updated QA Plan will be in place.
      
      New QA Program plan is well underway. The new QA review process pilot in a selected region is projected to occur in May, 2014. QA Program and Case Review training will take place at the May 14, 2014 Statewide Supervisors Meeting.
Quality, Scope, and Extent of Supported Employment Services

The quality, scope, and extent of supported employment services are consistent with the definition of supported employment as it is contained in the Rehabilitation Act of 1973, as amended. As required by the Workforce Innovation and Opportunity Act of 2014, 50% of the total Supported Employment Allotment will be utilized to provide supported employment services, including extended services, to youth with the most significant disabilities.

The quality of supported employment services is assured through the Division’s case review process. Records are reviewed in terms of eligibility, Individualized Plan for Employment (IPE), service delivery, case closure and expenditures. The review emphasizes technical compliance with the Title I and Title VI-B regulations. DORS uses case review findings to identify policies that may require modification or clarification and to identify staff training needs. The Division also conducts periodic onsite reviews of supported employment providers to assure compliance with established policy and procedure and regularly updates cooperative agreements with these facilities.

Supported employment means competitive work in integrated work settings, or employment in integrated work settings. Individuals with the most significant disabilities are working toward competitive work consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice. These are persons including youth with the most significant disabilities:

A. For whom competitive employment has not traditionally occurred or for whom competitive employment has been interrupted or intermittent as a result of a significant disability, and
B. Who, because of the nature and severity of a disability, need intensive supported employment services from the designated State unit (DORS) and extended services after transition in order to perform this work.

The scope of supported employment services is contained in the Agency’s Rehabilitation Services Manual II, Section 800. The Division provides ongoing training to counselors about supported employment policy and best practices, including to new staff at the Quality Rehabilitation Training Program conducted at least twice a year.

Supported employment services are defined in the regulations as ongoing support services and other appropriate services needed to support and maintain an individual with the most significant disability in supported employment.

In recognition of the time required to develop employment opportunities and place individuals with the most significant disabilities in employment, Division policy permits payment of job development and placement as discrete activities within “job coaching”. Supported employment services are any services that assist an individual in entering or maintaining integrated, competitive employment. They also include services necessary to establish and maintain a supported business enterprise. They may include, but are not limited to, the following:

1. Development of and placement in jobs or businesses in integrated settings for the maximum number of hours possible based on the unique strengths, resources, interests, concerns, abilities, and capabilities of individuals with the most significant disabilities.
2. Intensive on-site job skills training and other training provided by skilled job trainers, coworkers, and other qualified individuals.
3. Off-site supports to address issues and concerns
4. Follow-up services, including regular contact with employers, trainers, parents, guardians, or other representatives of trainees, and other suitable professional and informed advisors to reinforce and stabilize the job placement.
5. Other services specified in the regulations needed to achieve and maintain job stability.

6. Discrete post-employment services following transition that are unavailable from an extended services provider and that are necessary to maintain the job placement.

All supported employment services are available to all individuals, including youth with the most significant disabilities, determined eligible to receive supported employment services. Individuals are eligible if:

1. The individual is eligible for vocational rehabilitation services.

2. The individual is determined to be an individual with a most significant disability.

3. A comprehensive assessment of rehabilitation needs of the individual, including an evaluation of rehabilitation, career, and job needs, identifies whether or not supported employment is the appropriate rehabilitation objective.

4. If Supported Employment is not found to be appropriate at the time of comprehensive assessment, DORS will reassess annually.

1. **Time-limited Phase (DORS)**

   Supported employment services are provided by DORS for a period not to exceed 24 months, unless under special circumstances the eligible individual and the rehabilitation counselor jointly agree to extend the time in order to achieve the rehabilitation objectives identified in the Individualized Plan for Employment.

   i. Services must occur at least twice monthly to assess the employment situation at the job site; at the request of the consumer, they may be conducted off-site.

   ii. Service providers coordinate and provide intensive services, at or away from the job site, that are needed to maintain employment stability.

   Following transition, these services are only provided by DORS as post-employment services that are unavailable from an extended services provider and that are necessary to maintain or regain the job placement or advance in employment.

2. **Extended Phase (Extended Service Provider)**

   Transition to extended services occurs when all objectives on the IPE and any IPE amendments have been met, and the need for support has been reduced or faded to approximately 25% or less. This will occur on an individual and mutually agreed upon basis between the rehabilitation counselor, the consumer and the provider.

   In the extended phase, ongoing support services and other appropriate services are defined as extended services. The provision of extended services in supported employment is made possible with cooperative agreements. Extended services include:

   A. Any service(s) needed for an individual to maintain integrated, competitive employment after the individual has transitioned from time-limited support provided by DORS.

   B. Such services are based on the needs of an eligible individual as specified in an IPE, which includes a statement of the source of the extended services.
Funding
The supported employment services made possible by the anticipated State allotment means that hundreds of individuals with the most significant disabilities will have an opportunity for competitive employment. An allotment of funds to provide supported employment services will be met with similar increases in other agencies’ ongoing funds to maintain supported employment services when the Division’s time-limited services are completed.

Evidence-based Supported Employment
DORS has a strong partnership with Maryland’s mental health system related to Evidence-based Practice in Supported Employment (EBPSE). This is based on overwhelming evidence that supported employment is the most effective route to competitive employment for consumers with severe mental illness. Our partnership is characterized by streamlined access to VR services through guest access of VR counselors into the Behavioral Health Administration’s, Administrative Service Organization’s case management system; presumption of eligibility for VR services for individuals determined eligible for Supported Employment through the Behavioral Health Administration; and adherence to principles of EBPSE. These principles include:

1. Competitive employment is the goal.
2. Eligibility for EBP is based on consumer choice. Consumers are considered work ready when they say they want to work.
3. Job search starts soon after a consumer expresses interest in working.
4. Supported employment is integrated with treatment. Employment specialists have frequent meetings with the treatment team to integrate supported employment with mental health treatment. (DORS staff participation is critical to success.)
5. Follow-along supports are continuous. Employment supports are never terminated unless the consumer directly requests it.
6. Consumer preferences are important. Consumer preference plays a key role in determining the type of job that is sought, the nature of supports provided, and the decision about disability disclosure.
7. Employment specialists practice systematic job development, based on consumer work preferences and face to face meetings with consumers, and gather information about job opportunities and assess whether they may be a good job fit for an individual. Employment specialists continue to make periodic visits to promote networking and achievement of employment.
8. Personalized benefits planning is provided.

Evidence Based Practices in Supported Employment is funded using a braided model in which BHA pays for pre-placement services, VR for job development, BHA for placement, and VR for intensive supports at the onset of employment. This effectively makes use of both systems resources allowing hundreds of consumers to receive Evidence Based Practices in Supported Employment.
“Employment First”

DORS is a partner with other State agencies and community rehabilitation programs in implementing Employment First, a national effort to assure that all individuals with significant disabilities consider competitive, integrated employment on a preferred basis in planning for their lives. Employment First is consistent with our agency’s belief that individuals with disabilities, even the most significant disabilities, can work in meaningful positions in integrated settings when provided with adequate, appropriate supports. Supported employment is appropriate for individuals in Employment First and is the means to assure the best chance for success in employment. Benefits planning is an important part of services for individuals served through Employment First.

VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES CERTIFICATIONS

<table>
<thead>
<tr>
<th>States must provide written and signed certifications that:</th>
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<tbody>
<tr>
<td>1. The Maryland Division of Rehabilitation Services is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA, and its supplement under title VI of the Rehabilitation Act;</td>
</tr>
<tr>
<td>2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the Maryland State Department of Education agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;</td>
</tr>
<tr>
<td>3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;</td>
</tr>
<tr>
<td>4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;</td>
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Public Law 113-128.

14 Unless otherwise stated, “Rehabilitation Act” means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

15 All references in this plan to “designated State agency” or to “the State agency” relate to the agency identified in this paragraph.

16 No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

17 Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3405; and the State VR Services Program regulations.
No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

Applicable regulations, in part, include the citations in footnote 6.

<table>
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<tr>
<th>5.</th>
<th>The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.</th>
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<tbody>
<tr>
<td>6.</td>
<td>All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.</td>
</tr>
<tr>
<td>7.</td>
<td>The Assistant State Superintendent, Division of Rehabilitation Services, has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;</td>
</tr>
<tr>
<td>8.</td>
<td>The Assistant State Superintendent, Division of Rehabilitation Services, has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;</td>
</tr>
<tr>
<td>9.</td>
<td>The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.</td>
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</table>

**ASSURANCES**

The designated State agency or designated State unit, as appropriate and identified in the State certifications included in this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

**The State Plan must provide assurances that:**

| 1. | Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act. |
| 2. | Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140. |
3. **Administration of the VR services portion of the Unified or Combined State Plan:** The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

(a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.

(b) the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (Option A or B must be selected):

   (A) is an independent State commission.

   (B) has established a State Rehabilitation Council

(c) consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.

(d) the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, **NO**

(e) the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs, **NO**

(f) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? **NO** See Section 2 of this VR services portion of the Unified or Combined State Plan.

(g) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11), (24)(8), and 606(b) of the Rehabilitation Act

(h) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.

(i) the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

(j) the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

(k) the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

(l) the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4. **Administration of the Provision of VR Services:** The designated State agency, or designated State unit, as appropriate, assures that it will:

   (a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(S)(D) and (20) of the Rehabilitation Act.

   (b) impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.

   (c) provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? **YES**

   (d) comply with all required available comparable services and benefits, determined to be available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act and.

   (e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.

   (f) comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.

   (g) provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.

   (h) comply with the requirements for the conduct of semiannual or annual review, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act, as required by section 101(a)(14) of the Rehabilitation Act.

   (i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs.

5. **Program Administration for the Supported Employment Title VI Supplement:**

   (a) The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.

   (b) The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.
6. **Financial Administration:** The designated State agency assures that it will expend no more than 2.5 percent of the State’s allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.

(b) The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (O), of the Rehabilitation Act.

7. **Provision of Supported Employment Services:** The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.

(b) The designated State agency assures that:

i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act

ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and(E) of the Rehabilitation Act.
PART 8: TEMPORARY ASSISTANCE FOR NEEDY FAMILIES PROGRAM (TANF)

States that include TANF in the Combined State Plan must outline how the State will meet the requirements of section 402 of the Social Security Act including how it will:

(a) Conduct a program designed to serve all political subdivisions in the State (not necessarily in a uniform manner) that provides assistance to needy families with (or expecting) children and provides parents with job preparation, work, and support services to enable them to leave the program, specifically cash assistance, and become self-sufficient (section 402(a)(1)(A)(i) of the Social Security Act).

Overview of TANF Programs

The State of Maryland's Department of Human Resources (DHR) Family Investment Program (FIP) provides temporary assistance to needy families with children while preparing program participants for independence and self-sufficiency. In Maryland, the Temporary Assistance to Needy Families (TANF) program is called Temporary Cash Assistance (TCA). The FIP assistance consists of services and cash assistance to eligible individuals. The assistance program components under FIP include Welfare Avoidance Grants, Child Care and Medical Assistance, Temporary Cash Assistance (TCA), and a full range of programs targeted at special issues and populations.

The TANF Federal Block Grant funds are allocated to Maryland’s 24 local jurisdictions recognizing that the local jurisdictions are able to accurately target resources, programs and services needed by their customers. Each local department submits a plan defining the program for their jurisdiction which includes the core program components. The requirements and procedures may be tailored to fit the unique population of the jurisdiction.

Financial and technical eligibility criteria are the same for all programs, including those funded by state maintenance of effort, unless otherwise noted in program descriptions. The financial (income and resource) eligibility criteria for the FIP core components are found in the Code of Maryland Regulations section 07.03.03. Unless otherwise stated in their program descriptions, FIP non-core programs that are described as serving needy families have income criteria but do not have resource criteria.

TANF Workforce Development Programs

DHR, through the local departments, provides workforce development related services and referrals to all applicants or recipients of TANF assistance. The local departments have the responsibility and limited flexibility, within State and Federal guidelines, to develop the systems, processes, and programs necessary to implement the work requirements of the Act specific to their local jurisdiction.

Annually, the local departments submit their local plans called the Partnership for Achieving Self-Sufficiency (PASS) Plans. These plans describe the activities that local departments will operate to implement the work requirements of the TANF law. Plan goals include:

- Maintain current TCA Work Program goals:
  - A minimum Work Participation Rate (WPR) of 50% - This goal is important because WPR is a key benchmark that the federal government uses to evaluate the effectiveness Maryland’s TCA program.
  - Universal Engagement
  - Job Placements at any wage
  - Job Placements in $10/hour jobs.
• Improve outcomes for all workforce development vendor contracts.
• Develop meaningful partnerships that advance DHR goals, to include partnership with the WIOA system.
• Leverage local, state and federal resources to assist individuals with moving towards self-sufficiency.

The Local Plans also include the State-defined work activity of substance abuse treatment for the purposes of section 402(a)(1)(A)(ii) of the TANF law as well as any additional locally defined work activities that are also incorporated as state defined activities for the purposes of that section of the law.

In order to monitor and ensure that TANF recipients are engaging in work activities, DHR uses a key tool, the PASS Scorecard (FY 2014 and FY 2015 performance included in the Plan) to obtain a snapshot view of a local department’s performance. The Scorecard posts three critical metrics that indicate the overall levels of performance local departments made in engaging TANF recipients in work activities and moving them into employment. These measures include: the universal work participation rate (WPR); clients placed in employment; and clients placed in full time employment paying $10 per hour or more.

Other TANF Program Descriptions:

In addition to workforce development, Maryland’s TANF program provides a broad range of other services. The Department’s Family Investment Administration (FIA) formed partnerships with other administrations within DHR, including the Child Support Enforcement and Social Services divisions, and with other State agencies and community organizations. FIA works with these partners to promote DHR’s goal to protect children by assisting their families to become independent through work, personal and family responsibility, and community involvement. The Department expanded its goal to include support for low income working families. This new edition of Maryland’s TANF State Plan continues to strengthen those partnerships by empowering staff in offices across the State to work together to provide employment and training activities, supportive services, and benefits that enable customers to get jobs and improve their economic circumstances. Additionally, Maryland is committed to providing targeted services to customers facing multiple barriers to employment, including limited English proficiency and disabilities.

This Plan includes a full range of programs targeted at special problems and needy populations in every jurisdiction throughout the State. These programs are:

Core Family Investment Program Components. Eligible individuals may be referred to one or more program components during the application process. The FIP core components all have the same eligibility criteria mentioned above, unless noted in the component description. They are funded out of TANF, TANF-MOE or Commingled Funds as appropriate and as reported in Maryland’s fiscal reports.

Temporary Cash Assistance (TCA). Individuals may apply for TCA when available resources and referrals do not fully address their families’ needs. Applicants must satisfy child support requirements before their applications for TCA are approved. Medical Assistance eligibility is determined in a separate determination and system for each member of an active TCA assistance unit.

To assist refugees and asylees in meeting the Refugee Cash Assistance (RCA) work requirements, DHR contracted with two vendors who are qualified to implement TANF/workforce programs for refugees and or asylees: the International Rescue Committee and the Ethiopian Community Development Center. In order to qualify as a provider for refugee services, the Vendor must be an authorized through the Department of Homeland Security, Bureau of Citizenship and Immigration Services and the US Department of State, Bureau
of Population, Refugees and Migration.

**Diversion Programs.** Maryland operates a diversion program:

- **Welfare Avoidance Grant (WAG).** A local department may offer a WAG according to criteria described in a local plan approved by DHR. A WAG is a one-time only, short-term cash benefit to a family with children, which is paid based on an agreement signed by the applicant or recipient and the local department. Following the intent of §407 of the Social Security Act, WAG is a non-assistance TCA diversion program that provides for a specific family crisis or family episode of need, rather than a chronic or continuing situation. A WAG payment is not intended to cover a family’s on-going needs. Applicants or recipients may not receive TCA during any period covered by a WAG. An application for TCA is denied during the period covered by the WAG. Any on-going TCA case would be closed. This program provides non-assistance.

**Alternative Programs.** An alternative program is an optional program in addition to FIP which may be developed and implemented by a local department to achieve the goals of FIP. The program shall have the approval of the Secretary of DHR, is funded within the local department's allocated funds and any local supplement, and operates within Federal requirements. Local Department welfare diversion programs are included in this category.

**Emergency Assistance to Families with Children.** Maryland elected to grandfather in its EAFC plan. The State uses Segregated Federal TANF funds to operate this program. Funds are allocated to local departments to meet emergencies for families with children. The financial eligibility criteria for this component differ from the other components in that the family is needy if they have an emergency situation as defined in the local plan and do not have income or readily liquid assets to meet that emergency. The family’s income must be below 500 percent of the federal poverty level. The local plans provide help to needy families that meets one or more of the four purposes of the TANF Act. Maryland elects to exercise its grandfathering authority to implement with an effective date of September 30, 1995 for any purposes relating to section 404(a) (2) of the Act. While the grandfathering elected here covers items that might normally not be included under TANF, these programs also cover TANF purpose 1 and 4 providing assistance to needy families and to encourage the formation and maintenance of two-parent families.

**Emergency Assistance to Families with Children.** As noted above, Maryland elects to exercise its grandfathering authority, using Segregated Federal TANF funds, to implement with an effective date of September 30, 1995 for any purposes relating to section 404(a) (2) of the Act. This specifically includes the emergencies of:

- Preventing the homelessness of a child under age 21 by preventing eviction, put out, or foreclosure because of lack of funds and the turn off of essential utilities.

**Disaster Assistance:**

A disaster may be any natural or man-made event that disrupts the lives of families by destroying or disrupting all of part of their homes, possessions, sources of income, etc. Maryland may opt in the face of a particular disaster to relax its residency requirement for families, affected by such disaster, who have arrived from another State, even on a temporary basis. The ability to take this option is reserved to the Secretary of the Department of Human Resources. Title IV-A of the Act does not preclude a State from providing assistance or other benefits to eligible families or eligible individuals. Where feasible
given the nature of the disaster, Maryland will contact the family’s prior State of residence to learn the facts of their situation—e.g., for purposes of deciding onset of assistance or for purposes of the 5-year time limit for receipt of federally funded assistance.

In such a disaster, Maryland will first provide “non-recurrent, short term” benefits outlined in 45 CFR 260.31(a)(3)(b)(1) which excludes from the definition of “assistance” benefits designed to deal with a specific crisis situation or episode of need, not intended to meet recurrent or ongoing needs, and will not extend beyond four months. In order to process people who have experienced such a disaster in the quickest and most cost-efficient manner, Maryland will provide these benefits through its existing TCA structure, including monthly payment levels. Because such benefits are not “assistance,” they are not subject to a variety of TANF requirements such as work participation, time limits, child support assignment, and detailed data reporting. Because the needs of families experiencing a disaster are comprehensive, they may go beyond these payments; these families may also be eligible for Welfare Avoidance Grants, Emergency Assistance to Families with Children, or on-going Temporary Cash Assistance as described elsewhere in this plan.

Program Requirements. The requirements for the TCA Program are:

Assessment. The application for the FIP program includes an assessment that considers the individual’s reasons for applying for, or continued reliance on, assistance, their educational level, job skills and readiness, identifying potential impairments and disabilities and interests to enable evaluation for appropriate program activities, and any available personal and family resources to facilitate independence. Based on the assessment of needs, the local department offers supportive services to the individual which may include, but are not limited to, child support services, job services, the Food Supplement Program (FSP), Medical Assistance, social services, referral to Family Planning and Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) Services, child care, transportation, and other appropriate services.

The applicant signs a Family Responsibility Plan with the local department specifying the requirement to comply with requests for cooperation, participation in work activities, and supportive services which the local department provides. The applicant's actions may include, but are not limited to, participating in child support activities, job search activities, employment activities, community service, and substance abuse treatment programs, if appropriate.

- The State of Maryland elected the option to comply with the requirements of the Individual Responsibility Plan within 180 days after the effective date of the Act for recipients of TCA, and within 90 days for applicants of TCA.

Application Decision. A decision on an application for any FIP component is made as promptly as possible but no later than 30 calendar days from the date the signed application is received in the local department.

Residence. The applicant and all recipients shall be residents of the State. A resident of the State is one who is living in the State voluntarily and not for a temporary purpose and has no immediate intention of moving from the State, and is not receiving assistance from another state.

Citizenship Status. A FIP recipient must be a U.S. citizen or a qualified alien as defined in §8 USC 1611 et seq, as amended. A State program for other qualified legal immigrants who are not eligible under federal law has been developed and is paid with 100 percent state maintenance of effort (MOE) funds.
Employment and Education Requirements. Each adult in the assistance unit, and each child age 16 years or older in the assistance unit who is not enrolled full-time in school, must participate as requested in a work activity which is approved by the local department and is likely to result in unsubsidized employment. The participation requirement is based on the concept of immediate universal engagement and is compliant with the 24 month work rule found in §402(a)(1) A (ii) of the TANF law.

Exemptions from the work activity requirements are:

- A single custodial parent who is required to care for a child under age one who is a member of the assistance unit (This exemption applies for a cumulative total of 12 months for a parent’s lifetime and does not apply to each child);
- Children under age 16;
- A teen parent (either head of household or included as a child on an adult’s TCA case) who has not finished secondary school may not be exempt to care for a child younger than one year old.
- A caretaker relative in assistance unit with a child cared for by a non-parent relative who has demonstrated need and has no dependent children of his or her own in the assistance unit.
- Immigrant, parent/caretaker relatives who are not eligible for federal TANF assistance, with the exception of adult only qualified immigrant households for which TCA eligibility is based on an unborn child.

Failure of any non-exempt adult to cooperate in a work requirement without good cause, including failure to accept offered employment, shall result in ineligibility of the entire assistance unit until the household cooperates.

Work Requirements. The State of Maryland provides work-related services and referrals for services to all applicants or recipients of TCA. These referral services are initiated at the local departments. The local departments have the responsibility and limited flexibility, within State and Federal guidelines, to develop the systems, processes, and programs necessary to implement the work requirements of the Act specific to their local jurisdiction.

Quitting a Job. When an adult voluntarily quits a job within 30 days of their TCA application date, the entire assistance unit is ineligible for TCA for 30 days after the quit. When a 16-17 year old child applicant who is not enrolled in school voluntarily quits a job within 30 days of the TCA application date, the child is ineligible and the child’s incremental portion of the TCA grant is not paid. To be eligible the adult or child must work at a new job or wait 30 days after the quit date to apply for TCA.

When an adult recipient voluntarily quits a job without good cause, the entire assistance unit is ineligible after conciliation and sanction procedures are applied. When a 16-17 year old child recipient who is not enrolled in school voluntarily quits a job without good cause that child is ineligible and the child's incremental portion of the TCA grant is not paid. Work sanctions are imposed on both adults and children over age 16 and must be cured before benefits are paid.

Good cause reasons are stated in the Code of Maryland Regulation at 07.03.03.07.

Participation Rates. The State of Maryland elects to take the option to exempt individuals from work requirements and participation rates that are single custodial parents of a child under the age of 12 months. This exemption applies for a cumulative total of 12 months for a parent’s lifetime and does not apply to each child.
Child Support Requirements. As a condition of eligibility for FIP, the caretaker relative must file an application for child support enforcement services at the time of application for FIP and assign to the State the right to support for any child included in the FIP assistance unit for the period of time the child receives FIP assistance. The TANF policy and Maryland regulations were revised to address the Deficit Reduction Act of 2005 changes to child support requirements. The caretaker relative must, unless exempt for good cause, cooperate in the establishment and enforcement of child support for each child in identifying and locating the absent parent of a child for whom assistance is requested, establishing the paternity of a child born out of wedlock for whom assistance is requested, and obtaining support payments or any other payments or property due to the caretaker relative or the child for whom assistance is requested. A determination of non-cooperation without good cause or adequate reason results in ineligibility of the entire assistance unit until the household cooperates.

The Assistance Unit. The assistance unit includes parents or another caretaker relative acting as a parent, a minor child, or a pregnant woman. The degree of relationship for the caretaker other than a parent is not a factor. A minor child is under the age of 18 or expected to complete a program of secondary education or the equivalent level of vocational or technical training before the child turns 19. To encourage the formation and maintenance of two-parent families, one parent and two-parent assistance units are treated the same and follow the same regulations even though they have different funding sources.

The needs of the assistance unit when determining the amount of the TCA benefit may not include a child age 16 (not head of household) or older who is not a full-time student and who failed to comply with work requirements without good cause. The assistance unit may not include families with an adult head of household or spouse who has received 60 months of benefits under this Act, unless the individual lived in Indian Country as described in §408 of the TANF law or is included in the 20 percent of caseload exception allowable under the TANF law. Nor may it include a teen parent who is not participating in educational activities directed at the attainment of a high school diploma or its equivalent. The needs of an individual failing to comply with substance abuse treatment requirements are removed from the grant. Also, an individual may not be included in the assistance unit for 10 years, if the individual misrepresented a residence in order to receive duplicate, benefits. In addition, an individual who is a fugitive felon or parole and probation violator as described in §408 of the TANF law may not be included in the assistance unit.

The assistance unit does not include the caretaker relative in families with a child cared for by a non-parent relative who has demonstrated need and has no dependent children of his or her own in the assistance unit. The caretaker relative will receive a room and board payment for the children that is above scale. Families that include needy caretaker relatives who have dependent children of their own and other related children and who receive TCA are not part of this group. The assistance unit cannot include immigrant, parent/caretaker relatives who are not eligible for federal TANF assistance, with the exception of adult only qualified immigrant households for which TCA eligibility is based on an unborn child. Adult only legal immigrant households will be one of the Separate State Program TCA sub-populations. For the federal TANF funded families, a room and board payment is made for the children only. The adults are not included in the assistance unit. Any 100 percent federal TANF funded assistance unit with a dependent 19 year old student in a household that shows a demonstrated need will qualify for the room and board schedule of payments.

The assistance unit may include married same gender adults and their child/ren. The children must be related to both parents by birth/blood, marriage, or adoption for both parents to be eligible for TCA. In situations where
only one parent in the marriage is related to the child/ren, the assistance unit will be treated as a stepparent case.

Maryland also serves families with a parent and/or child who has a disability which will last more than 12 months and who is required to apply for SSI, and the SSI application is approved, pending, or in the appeal stage with 100% TANF funds. This program includes services to assist the recipient adult/child apply for and pursue eligibility for SSI benefits.

60-Month Time Limit. Families that reach their 60-month time limit and are granted a hardship exemption remain eligible for TCA. Families that reach their 60-month time limit and are not meeting one or more of the FIP requirements are not eligible for TCA. Criteria for granting a hardship exemption are stated in the Code of Maryland Regulation at 07.03.03.20. Penalties for not meeting FIP requirements are stated in Code of Maryland Regulation at 07.03.03.19.

Primary Prevention Initiative (PPI) As part of the plan to both reduce infant mortality and encourage children to remain in school, Maryland requires TCA recipients with children, age 7 and under to provide medical documentation of health checkups. TCA recipients with children age 7 and over must verify their children are registered in and attending school at least 80% of the time. Children not meeting either the health verification requirement or the school attendance requirement cause a TCA disallowance or reduction in the TCA benefit of $25 per child, per month. When the child is back in compliance, the full benefit is reinstated.

Families Served in a Separate State TCA Program. Because of their special circumstances, the State of Maryland will serve the following families in a Separate State TCA Program funded with 100 percent TANF Maintenance of Effort funds. The eligibility requirements are the same as for TANF/TANF-MOE funded families.
- Families where there are qualified immigrant adults (admitted to the country on or after August 22, 1996) who are not eligible under federal law but meet all other TCA eligibility requirements and include a pregnant adult but no other children. A Separate State Program will serve these families until the child is born.
- Families consisting of a parent (or parents) or a non-parent caretaker relative (or non-parent caretaker relatives) with the only child (or children) in the household who is a full time student in a secondary school or an equivalent program and expected to graduate in the year the child turns 19. Eligibility ends the month after the month of the child’s graduation.
- Adult parents in families that are determined by the local department to be exempt for reason of hardship and who meet all other TCA technical and financial eligibility requirements, are not eligible under federal law because of the 20% hardship exemption limit.

Families Served in a Segregated State TCA Program. Because of their special circumstances, the State of Maryland will serve the following families in a TCA Program funded with State funds segregated within the TANF program.

The eligibility requirements are the same as for TANF/TANF-MOE funded families
- Families with at least one assistance unit member who is employed,
- Has countable earned income and
- Receives Maryland’s 40 percent income disregard.
These families are not subject to the 60-month time limits but are subject to all other TCA requirements.

In 2013 the Maryland General Assembly required DHR to implement a three year pilot to study the effects of an enhanced earned income disregard on encouraging TANF applicants and recipients to gain employment more quickly and to retain employment longer. The pilot includes 100 families who did not receive TANF benefits from May 1, 2014 through September 30, 2014, who were not employed and applied for TANF after October 1, 2014. The enhanced disregard provides for a 100% disregard of wages for the first three months of employment while receiving TCA, 60% disregard of wages for the subsequent months 4 through 9 and then finally reverting to the usual 40% disregard as addressed in the previous paragraph.

Once there are no employed assistance unit members with countable income and the 40 percent disregard applied, the family will be moved back into the regular TCA program. This program provides assistance.

Families Served in a Segregated Federal TCA Program. Because of their special circumstances, the State of Maryland will serve the following families in a Segregated TCA Program funded with Federal TANF funds. Maryland will use TANF funds to provide adoption services (that do not constitute "assistance") to a needy family in which an unrelated adult is in the process of adopting a child.

To qualify on the basis of income:

- The annual adjusted gross income, as defined by the Internal Revenue Service (IRS), of the prospective adoptive family may not exceed 80 percent of the latest published figure for the median income for a family of that size for the State, as set forth in Schedule A under COMAR 07.02.04.11.
- The adoptive child is included in determining the family size.
- The annual adjusted gross income of the family shall be the latest figure that was reported to the IRS.

In this circumstance, Maryland cannot provide income support (i.e., assistance) to the family prior to adoption because the family would not include a child living with a parent or adult relative. Maryland uses segregated Federal TANF funds to pay for the services because the family would not be an "eligible family" for MOE purposes. Funds used for this program are for services and are non-assistance, outside the purview of the IV-E program and meet the first purpose of TANF.

Families Served by the State with State General Funds Not Counted Toward the TANF Maintenance of Effort Requirement.

- Maryland opts to serve families with two able-bodied parents, including same gender married couples, in the assistance unit in a program with its own funds and not count these funds toward its TANF Maintenance of Effort (MOE) requirement. Such families are subject to the work requirements of the TCA program.

Minor Children Who Are Absent From the Home for a Significant Period. States have an option to not pay TCA for a child who has been, or expected by a parent or other caretaker relative to be, absent from the home for a period of 45 consecutive days, or at the option of the State, such period of not less than 30 and not more than 180 consecutive days.

- The State of Maryland elects the option to continue assistance for a child absent from the home fewer than 180 consecutive days. The State of Maryland also elects the option to establish a good cause exception to
allow children to exceed this 180 day limit: when the absence is for educational or treatment purposes, approved by the Secretary, the parent does not relinquish responsibility for the child, and the removal of the child from the assistance unit creates a hardship for the child’s family.

**Unmarried Minor who is a Parent or Pregnant.** When TCA is granted for a minor who is an unmarried parent or pregnant, the minor shall reside in the household of the minor’s parent, legal guardian, other adult relative, or in a supportive living arrangement in order to receive assistance. The parent, legal guardian, or the adult supervisor in a supportive living arrangement is the authorized representative for the unmarried parent or pregnant minor.

**Relative of a Minor Child who is Absent for a Significant Period of Time.** Assistance may not be provided for a period of 3 months, to a parent (or other caretaker relative) of a minor child, who fails to notify the local department of the absence from the home of the minor child, by the end of the 5-day period that begins with the date it becomes clear to the parent that the minor child will be absent longer than 180 days.

**Child Care Allowance.** A disregard of out of pocket child care payments from earned, income may not exceed $200 per month for the care of each child in the, assistance unit when the caretaker is employed 100 hours or more, or $100 per child in the assistance unit when the caretaker works less than 100 hours per month.

**Income Calculations.** The TCA income calculations are stated in the Code of Maryland Regulations at 07.03.13. Eligibility for benefits is measured against a payment standard at 07.03.03.17, which is reviewed each year. These income calculations apply to both members of an assistance unit and non-members whose income is countable to the assistance unit. Each member of the assistance unit is considered to be a recipient of FIP even though no cash assistance is paid. The income countable to TCA from a stepparent is determined by excluding income which falls below 50 percent of the official poverty level established under the Federal Community Services Block Grant, adjusted for family size, and counting as available to the TCA benefit, income which equals or exceeds 50 percent of the poverty level established under the Federal Community Services Block Grant, adjusted for family size.

**Benefit Amount.**
- The local department determines the TCA benefit payment amount by deducting the net countable income, rounded down to the nearest dollar, from the allowable amount for the assistance unit size. The period of time covered by the TCA benefit is a calendar month. The assistance unit budget is determined for the length of the eligibility period or until there is a change in circumstances. At the end of the eligibility period the family’s eligibility for assistance is re-determined and the budget is re-calculated. The eligibility period is usually 4, 6 or 12 months, set by the local department based on the family’s circumstances.
- Room and Board Payments: Maryland opts to use its flexibility in determining assistance unit composition and benefit levels to pay a Room and Board Rate to certain families where either the adult or dependent 19 year old student is not in the assistance unit, yet the family as a whole has demonstrated need. This option recognizes that Maryland pays a benefit that combined with the Food Supplement Program equals only 61 percent of the State’s Minimum Living Level and that the adults in these families do not have the resources themselves to meet the needs of the children in their care. These families are:
  - Families with a child cared for by a non-parent relative who has demonstrated need and has no dependent children of his or her own in the assistance unit where the non-parent caretaker relative is not eligible for assistance under this plan.
  - Families where there are qualified immigrant adults and children (admitted to the country on or after
August 22, 1996) who are not eligible under federal law and meet all other TCA eligibility requirements where the adults would be eligible except for their immigration status.

- A 19 year old child who is a full time student in a secondary school or an equivalent program and expected to graduate in the year the child turns 19 and whose family has demonstrated that their income is insufficient to meet the needs of the 19 year old dependent student. The child’s eligibility for a room and board payment ends the month after the month of graduation.

Assets. Effective May 1, 2010, the State of Maryland chose to exclude all assets for the financial determination of TCA benefits.

Medical Assistance Extensions. Families determined eligible for TCA benefits are eligible for Medical Assistance coverage. Working families who received TCA in at least 3 of the 6 months prior to their TCA case closing and become ineligible for a TCA benefit because of increased earned income are eligible to receive medical assistance for an additional 4 months. At that time their eligibility must be redetermined. They are also eligible for child care based on the caretaker relative's income, as long as the family has a child under age thirteen. Families who become ineligible for TCA solely because of increased collection of child support are eligible for 4 additional months of medical assistance. Legal permanent residents (LPR) who have not been in the US for five years are not eligible for the extension of medical assistance when their TCA ends. They may be eligible for coverage for the cost of emergency care on a case by case basis or if the immigrant is pregnant, they may be eligible for coverage for labor and delivery costs. This is a Medical Assistance (MA) category of assistance that is non-MOE and has no federal TANF money included.

Individuals with Certain Drug-Related Convictions. In order to receive assistance, individuals convicted of drug-related felonies since August 22, 1996, must agree to random drug testing and treatment if necessary. Individuals who fail to comply with drug testing or treatment are denied TCA and FS benefits. Individuals convicted of a drug felony involving possession or distribution after receiving assistance are ineligible for TCA and FS for one year from the date of conviction and are subject to substance abuse testing for a period of two years from the date of:

- Release from incarceration, or
- Completion of probation, or
- Completion of parole or mandatory supervision.

Sanctions for Noncompliance with Program Requirements. When an adult does not comply with program requirements, the entire assistance unit is ineligible. The FIP case manager investigates the reasons for noncompliance and helps the individual comply by sending a letter to schedule a conciliation conference, and following up through telephone or personal contact to the extent appropriate and feasible. The first sanction is not imposed less than 30 days from the start of the conciliation process. For noncompliance with any program requirement other than a work activity, TCA is resumed upon compliance with the program requirement.

When a 16-17 year old child who is not enrolled in school does not comply with a work activity, the child's needs are removed and the child remains a member of the assistance unit. The TCA grant for the family is therefore reduced by the child's incremental portion.

For noncompliance with a work activity, TCA is resumed immediately upon compliance in the first instance of noncompliance, after 10 days of compliance with the work activity in the second instance or after 30 days of compliance with the work activity in any future instance.
The State of Maryland elects the option to not deny Medical Assistance eligibility to adults who fail to comply with work requirements until compliance is met.

For noncompliance with the requirements for prohibited use of an EBT card for federally funded cash assistance programs, the State of Maryland elects to warn recipients in violation the first time that their EBT card is in danger of being revoked. At a second instance the use of the EBT card to access TCA benefits is revoked.

- Recipients whose EBT card has been revoked will be required to provide checking or savings account information for direct deposit of their assistance benefits, or accept a paper check.

**Sanctions for Fraud.** An assistance unit is ineligible upon a finding of fraud by a court of law for a period of 12 months after the first finding of fraud or until full repayment of any overpayment of TCA benefits, 24 months after the second finding of fraud or until full repayment of any overpayment of TCA benefits, and permanently after the third finding of fraud.

**Fraud Under Means-Tested Welfare and Public Assistance Programs.** If an individual's benefits under Federal, State, or local law relating to a means-tested welfare or a public assistance program are reduced because of an act of fraud by the individual under the law or program, the individual may not, for the duration of the reduction, receive an increased benefit under any other means-tested program.

**Other Sanctions.** The State of Maryland elects to sanction a family which fails to ensure that minor dependent school age children attend school and minor dependent preschool children receive preventive health care. The sanction is $25 per child not meeting the attendance or health care requirement.

**Transitional Assistance.** After termination of TCA, transitional assistance may be available to assistance units in which an adult is not in compliance with a work requirement to the extent that nonprofit organizations are available to administer the benefit. Upon a determination that transitional assistance is provided, the TCA that would have been paid to the assistance unit is paid to a nonprofit organization on behalf of the recipient for a period not to exceed 3 months. This benefit is assistance.

**Timely Notice of Termination or Reduction.** The local department mails or hand delivers advance, written notice at least ten calendar days before the date of reduction, termination or suspension action.

**Local Department Waivers.** Any Local Department of Social Services may submit a request for a waiver of FIP regulations to the Secretary of DHR. The waiver(s) may be granted for up to two years if the Secretary determines that the waiver:

- promotes more efficient, effective and appropriate management and delivery of FIP services and benefits;
- improves opportunities for FIP customers to gain self-sufficiency;
- provides more flexibility to the LDSS in administering FIP; and
- remains cost neutral for the duration of the waiver.

A waiver that violates federal law or regulations may not be granted to any local department unless prior approval has been received from HHS. The Secretary has the authority to terminate a waiver by written notice to the LDSS 30 days prior to the effective date of the termination.

**Demonstration Projects.** Demonstration projects are developed through grants to non-profit organizations in partnership with local departments and approved by DHR. The Department may also contract with nonprofit
organizations including charitable, private, and faith-based organizations and institutions of post secondary education to develop demonstration projects. Faith-based organizations may participate in the FIP demonstration projects on the same basis as any other non-governmental entity. The funds allocated to demonstration projects may not be used to further sectarian religious instruction or worship. An individual may not be required to accept assistance from a faith-based organization if acceptance would violate the individual’s bona fide religious beliefs and practices. All demonstration projects are subject to prescribed outcomes consistent with the Department’s mission, goals and objectives. All demonstration projects must meet specified performance measures as developed by the Department as prescribed by the State’s Managing for Results guidelines.

The Secretary of DHR will award grants for these demonstration projects through a competitive bid process which includes the issuance of a request for a proposal in accordance with the requirements of the Human Service Article §5-319 Annotated Code of Maryland, and establishment of an evaluation panel to review competing proposals and to recommend to the Secretary of DHR those proposals which have the greatest programmatic and financial merit. Multi-year awards based on program performance may also be considered. The request for demonstration project proposals requires offerors to specify the ways in which the proposed demonstration projects create incentives for increased employment and job retention.

Cooperative Living Project. A Cooperative Living Project will provide its participants on-site child care, communal dining facilities, job readiness programs, and other support services necessary to move participants toward economic self-sufficiency. A Cooperative Living Project may provide its participants living quarters, recreation programs, and individualized case-management. Participants in a Cooperative Living Project are chosen from volunteers eligible for TCA benefits, and enter into an agreement with the nonprofit organization to attend at least one communal meal per day, share in responsibilities for meal preparation and the cleaning and maintenance of the demonstration project facility, while unemployed, assist in providing child care for children of participants in the Cooperative Living Project, and work toward economic self-sufficiency.

Formula for Disbursement of Funds. While TCA cash assistance is distributed centrally through an Electronic Benefits Transfer system, the Department allocates funds to local departments for child care, work activities, welfare avoidance, emergency funds, administration, and other services that the Secretary of DHR deems appropriate for the program.

Displaced Workers Grievance Procedure. The State of Maryland has established and maintains grievance procedures to resolve complaints concerning the displacement of workers by an adult in a work activity associated with FIP.

Non-Custodial, Non-Supporting Minor Parents. Maryland does not currently provide activities for non-custodial, non-supporting minor parents within its TANF program.

Individual Development Accounts. The State of Maryland elects to fund individual development accounts in accordance with local plans. The local department may use TANF money to fund individual development accounts.

Other options. The State of Maryland does not have Tribal Family Assistance as a category of assistance.
Other State Programs:

PROGRAMS FUNDED BY COMMINGLED FUNDS (MEETING PURPOSES ONE AND TWO OF THE TANF LAW):

Maryland has developed a broad array of services to families and children that are reasonably calculated to accomplish the first and second purposes of the TANF law. These are funded out of federal TANF and TANF Maintenance of Effort funds or other sources that are not federal TANF or TANF Maintenance of Effort. Maryland has designed these programs to be as effective and efficient as possible. This has the effect that certain specific services and certain specific beneficiaries of some of the services of some of these programs may not be eligible for TANF or TANF Maintenance of Effort or that Maryland will not find it necessary to claim all of the TANF or TANF Maintenance of Effort funds that could be claimed for the program because of its own substantial investment in it. Using the flexibility in the statute and regulations, Maryland will report the exact amount of federal TANF and/or TANF Maintenance of Effort funds charged to these programs using the appropriate federal mechanisms. Unless otherwise noted, for the purposes of this plan and federal reporting, eligibility for the following programs is generally limited to those families with incomes under 300% of the federal poverty level in effect at the time of service delivery.

Substance Abuse Treatment for Non-Waiver Recipients – Maryland has a IV-E waiver to use federal funds to provide substance abuse treatment services to the parents of children who are at risk of placement or have been placed in foster care and are eligible for IV-E funds. This program is designed to serve those not eligible for the waiver program. This substance abuse and treatment model focuses on intervening with families and breaking the substance abuse and child maltreatment cycle. The purpose of the program is to provide help to needy families, who have income within 300 percent of poverty, so that children may be cared for in their homes, and end the dependence of needy parents on government benefits by promoting job preparation, work and marriage. The program provides non-medical intensive case management and supportive services to caretaker relatives whose children are in foster care or at risk for being placed in foster care. One of three treatment options are available—a residential treatment up to 180 days with or without children, a 28-day intermediate care facility, and an intensive outpatient program (90 days to 9 months).

The program’s design is shaped from a social services perspective and requires collaboration with health, drug treatment, education, and other essential service delivery entities. The intent is to provide the services of a gender-specific treatment program. The design provides drug treatment and support services to substance abusing parents and caretakers; provides drug affected children the treatment and support services to overcome the trauma of physical abuse, sexual abuse and neglect that can occur as a result of living with a substance abusing caretaker relative; and prevents unnecessary out-of-home placements or reduces the length of stay of children already placed in foster care. A unique program feature is a committed collaboration between state and local departments of social services, state and local health departments and the treatment provider. This program provides non-assistance.

Children in Need of Assistance – Drug-Addicted Babies (1997 Md. Laws, Chapter 367) – The purpose of the SB 512 Program is to identify newborns exposed to heroin, cocaine, and crack cocaine, to refer the mothers to drug treatment, and to provide supportive services to the families. Hospitals assess mothers for risk of child abuse and neglect. If high risk, the mother is referred to the local department of social services and to drug treatment. If the mother refuses drug treatment or does not successfully complete drug treatment, and if neither the mother nor the father is able to provide adequate care for the child, the local department of social services
may file a Child In Need of Assistance and begin the process of termination of parental rights. The program serves up to 300 women who deliver newborns exposed or addicted to heroin, cocaine, or crack cocaine in seven jurisdictions Statewide. Services are available to both TCA and non-TCA recipients who are within 300 percent of poverty. This program does not serve women whose parental rights have been severed. This program provides non-assistance.

DHR/SSA Model Demonstration Program at Tuerk House – The Maryland Department of Human Resources (DHR) has entered into contracts with the Baltimore City Health Department (BCHD) for the purpose of providing substance abuse treatment for Baltimore City parents receiving TCA for themselves and their children with an identified substance abuse problem. Those parents are provided access to seven substance abuse treatment beds at the Tuerk House substance abuse treatment program. Additionally, customers receive continuing treatment, as prescribed, parenting classes and support in the community.

The primary objective is to demonstrate that a comprehensive family focused, community based, integrated substance treatment and support service delivery model reduces and prevents child maltreatment and other problems that jeopardize the health, safety and independent survival of some families. The program also provides help to needy families so that children may be cared for in their homes and ends the dependence of needy parents on government benefits by promoting job preparation, work and marriage. Eligibility is limited to families with income below 300 percent of the federal poverty level. This program provides non-assistance.

Post-Entitlement Case Management Services – Services are provided to former TCA customers within twelve months of leaving TCA. Case management services are provided to the former TCA family for a period of time up to twelve months from the family’s last TCA grant. These services are tailored to help the family stay off assistance by providing individualized support and referrals to the family. The purpose is to end dependence of needy parents by promoting job preparation, work and marriage. Eligibility is limited to families with income within 300 percent of poverty and $5,000 or less in assets. This program provides non-assistance.

Attendant Care Program – The Attendant Care Program allows individuals, in needy families with children, with chronic or permanent physical disabilities to maintain their independence, and live with their families in their own home. This includes adults who are currently employed or seeking employment or enrolled in post-secondary or higher education. The program also serves adults who can be discharged from, or avoid placement in, a nursing home or similar institution to live at home with their family on the basis of receiving these benefits. However, Maryland will only claim expenditures made on behalf of eligible families.

The program provides financial reimbursement to adults who must rely on the services of attendants for help with bathing, dressing, eating and transportation, in order for them to seek or maintain employment, participate in an educational or training program, or to prevent an institutional living arrangement. Eligibility is limited to families with income below 300 percent of the federal poverty level. Payment is calculated using a sliding scale based on annual gross income and family size. This program provides non-assistance.

In-Home Aide Services Program (IHAS) – IHAS assists individuals in needy families with activities of personal care with nursing supervision, chore services, meal planning and preparation, transportation/escort services, respite care, training in self-care, and/or care taking skills (help with children or homemaking tasks). The program also offers family members training in care-giving skills, and guidance and support in coping with stress associated with care giving.
Another component of the program provides Parent Aides who intervene to prevent child abuse and neglect by providing hands on service, including help with children or homemaking tasks when parents are unable to perform these activities. As a result, the home remains a safe environment for the child and there are more opportunities for the parent to interact with the child. This program serves families under 300% of poverty. This program provides non-assistance.

Job Skills Enhancement Pilot Program. The Jobs Skills Enhancement Pilot Program is in limited areas and targets newly employed, unskilled and semiskilled, current TCA recipients. Former TCA recipients are also targeted, as part of the post-entitlement continuing services package provided to families beyond cash assistance. Participants are provided with training to enhance existing skills, gain additional or alternative skills, or learn interpersonal communication and other related skills to retain their jobs and increase the potential for advancement beyond their entry-level positions. The program is administered by the Local Departments of Social Services or through the State service delivery area system. This program provides non-assistance. Current TCA recipients are eligible for this program. Former recipients are eligible if they meet the criteria below:

- Former recipients’ assets must not exceed $5,000;
- Income cannot exceed 300 percent of the federal poverty level for a comparable family size; and
- One vehicle for each employed family member is excluded.

Job Skills Enhancement for Non-TCA Families Program – The Job Skills Enhancement for Non-TCA Families Program provides comprehensive job skills enhancement services to low-income working families whose employed members’ lack of job skills consigns the family to inadequate income in the present and little opportunity for improved earnings in the future. Such families are at risk of welfare dependence. By enhancing the job skills of these wage earners, this program improves participants’ incomes and their capacity for long term financial self-sufficiency.

The Job Skills Enhancement for Non-TCA Families Program offers comprehensive workforce support services including, but not limited to, child care, transportation, skills training and others. The program provides non-assistance services and not payments. Close interagency cooperation and extensive involvement of the business community, from whom skill enhancement services are procured, characterize the program. Participants, all of whom are voluntary, receive a menu of services tailored to meet their individual needs. Recruitment and orientation is followed by an individual assessment to assist program participants in defining skills, aptitudes and interests.

Assessment results are used to identify and develop the participant’s Individual Training Plan (ITP). The ITP identifies the participant’s goals, action steps, outcome measures and specified time frames—not to exceed one year. This jointly developed plan outlines appropriate training and education to meet the stated career objectives. Job skill enhancement activities may include experiential learning and/or formal training. In addition, the program’s multi-agency configuration and its close links with the business community affords participants the opportunity to enroll in on-the-job training, job shadowing, career exploration, business tours, mentoring activities and the like. Information pertaining to job openings, industry projections, labor market analyses and job skill demand are utilized to assist participants in developing their ITP.

The program is a diversion program intended to assist Maryland families avoid welfare dependency by improving their job skills and thus their capacity for achieving long-term financial self-sufficiency. For
program purposes, “family” also includes a pregnant woman or a parent with one or more minor children or a caretaker relative with one or more minor children.

Targeted customers are Maryland families whose adult wage earners have been employed for a minimum of six months for not less than thirty hours weekly in entry-level and other positions with limited potential for advancement and whose income meets the program’s eligibility criteria. Participant families are limited to those with an annual earned income up to 300 percent of the Federal Poverty Guidelines adjusted for family size and $5,000 or less in assets. The program will also exclude one vehicle for each working person in the family. This program provides non-assistance.

**Family Preservation** - Family Preservation represents a variety of programs available to families to provide supportive services to promote safety and well-being of children and their families. This includes families with identified stresses around family life, including disruption, child abuse and neglect issues, domestic violence, homelessness, substance abuse, mental health, physical health, and educational concerns, who are within 200 percent of the poverty level.

The principal purpose of all of these programs, as distinct from those focused on purposes three and four mentioned above, is to enable children to continue to live and thrive in their home with their parents or relatives. Each program is child safety based, goal oriented, family focused, flexible, provided in the home or community, culturally relevant and sensitive, and designed to build on family strengths and unity. Manageable caseload sizes and a team approach of social worker and case associate are an integral part of all services. Each service has designated timeframes, with the possibility for limited extensions when service goals have not been realized. Employment and self-sufficiency are program goals and part of the mutually agreed upon family service agreement. This program provides non-assistance.

**The Housing Counselor Program (HCP)** – HCP operates in several local jurisdictions and assists low-income families who are homeless, or in imminent danger of becoming homeless and have an income below 300 percent of poverty, to locate, secure, and maintain permanent housing. Counselors help these families establish adequate credit references and apply for subsidized housing. The counselors can also help access local public and private resources for the first and last month's rent, security deposits, utility payments, or donations of furniture. They develop and maintain relationships with landlords, often paving the way for people with credit or reference problems to obtain permanent housing. Other assistance may include helping families locate more affordable housing after a rent increase, or helping to find another apartment located near a bus route that is more suitable for a new place of employment. In many of the these instances, people are able to remain in housing or to find new housing before being evicted, and as a result, public and private agencies do not have to make outlays for sheltering these households. This program is reasonably calculated to meet the first goal of the TANF statute. This program provides non-assistance.

**Individual Development Accounts.** The State of Maryland and/or local jurisdictions may elect to fund Individual Development Accounts for families under 300% of poverty in accordance with local plans and budgets. Federal funds are not used for IDAs. State General Funds or local funds may be used to fund these Individual Development Accounts. These programs provide non-assistance.

**The Homelessness Prevention Program** – This program provides funds to local jurisdictions to hire staff and work with families under 300% of poverty facing imminent eviction and to provide grants to prevent evictions. The recipient of a grant must show that the grant will resolve the issue. This program provides non-assistance.
The Homeless Women-Crisis Shelter Home Program – This program provides funds for short-term (less than four months) shelter, room and board, counseling and referral services to homeless women and children under 300% of poverty. This program provides non-assistance.

The Domestic Violence Program – This program offers services to victims of domestic violence and their families who have income less than 300% of poverty. Services include but are not limited to safe accommodations for a period not to exceed four months, hotline counseling, advocacy, accompaniment, and abuser intervention. This program provides non-assistance.

The Displaced Homemaker Program – This program provides a continuum of comprehensive services to help individuals enter or re-enter the workforce in order to become self-sufficient and who have income of less than 300 percent of poverty. Recipients must be 35 years or older; experienced a loss of income through separation, divorce, disability or death; received assistance through care of a child on TCA and are no longer eligible or have received TCA for 24 or more months. This program provides non-assistance.

The Maryland Emergency Food Program – This program provides cash grants to assist emergency food providers (including soup kitchens and food pantries) in purchasing food for needy families with income under 300 percent of poverty. This program provides non-assistance.

Summer Youth Employment Program – A summer youth employment program is designed to provide work subsidies for work placements focused on basic skills enhancement and the opportunity to learn marketable work skills. Program counselors help youth develop positive work habits and attitudes and can reinforce the relationship between the skills acquired on the job and what is learned in an educational setting. Transportation for youth to travel to and from the work site may also be provided. Summer youth employment programs reduce the risk of welfare dependency by improving the youths’ capacity to obtain employment that leads to long-term financial self-sufficiency.

This program serves youth ages 14 through 21 that are members of a family whose total family income is up to 300 percent of the federal poverty level. This program provides non-assistance.

- Refugee Employment Services – Refugee Employment Services provides employment and other services to families who are refugees/asylees beyond those which can be paid for under other refugee/asylee assistance programs. This program serves those with income under 300 percent of the federal poverty level and provides non-assistance.

- Informal Kinship Care Services – These services are provided to children who live with their relatives through an informal arrangement made within the family. The child is not in the care, custody, or guardianship of the local Department of Social Services. Both the child and the relative caregivers receive informal kinship care support services including information and referral through local departments of social services and the Kinship Care Resource Center funded by the Department of Human Resources and entities such as the Brookdale Foundation. The children’s income must be within 300 percent of poverty. This program provides non-assistance.

Post Adoption Services – Post Adoption Services provide supportive services to adoptive parents and children with income under 300% of poverty. Services provided include but are not limited to individual and group
support, child or family mentoring, marriage support, information and referral, crisis intervention, community and recreational services, and educational support such as tutoring and educational plan development. Benefits under this program meet the definition of non-assistance under the TANF program. This program is reasonably calculated to meet the first goal of the TANF statute.

Independent Living Program - Kinship Care Families – The Independent Living Program is a part of a continuum of foster care services administered by the Social Services Administration and delivered by the 24 local departments of social services. The purposes of the program are to end the dependence of needy parents on government benefits by promoting job preparation, work and marriage, to prevent and reduce the incidence of out-of-wedlock pregnancies, and establish annual numerical goals for preventing and reducing the incidence of these pregnancies. The program provides a wide range of services designed to enable families to live independently.

The goal of the program is to prepare older foster care youth for self-sufficiency by their 18th birthday or upon completion of high school. The youth may remain in foster care up to age 21 if the youth is in school, in training or is disabled. Eligibility for this program’s services is based on receipt of foster care maintenance payments paid to the kinship care family on behalf of the child and on assessment outcomes.

The financial and eligibility criteria for the foster care maintenance payment are in the Code of Maryland Regulations at 07.02.11.26 and the schedules against which payment is measured are at 07.02.11.34. The program provides non-assistance.

Kinship/Foster Care Maintenance Payment – This program serves children who are full time students, under age 19, who are not eligible for Foster Care IV-E funds and who can no longer reside in their home of origin because of abuse or neglect. These children were determined to be a Child in Need of Assistance (CINA) through the court system, committed to a local department of social services and placed in the home of a relative. The targeted population is relative caregivers of needy children committed to a local department of social services and the CINA children living with that relative who is a licensed foster parent. The purpose of the program is to provide assistance to needy families so children may live with their relatives.

Relative caregivers in this program are local department-approved foster parents of the kin child. The children for whom payment is made must have income below 300 percent of the poverty level. The complete financial and eligibility criteria for the foster care maintenance payment are in the Code of Maryland Regulations at 07.02.11.26 and the schedules against which payment is measured are at 07.02.11.34. Foster care maintenance payments are made to the caregiver on behalf of the child. This program provides assistance.

Local Programs Administered by the Local Departments of Social Services include a wide variety of programs that have funds in them coming from a wide variety of sources such as county and local governments, contributions from churches and other non-profit organizations, and philanthropic entities. Because of the nature and history of the service delivery system in Maryland, many of these groups view their local department of social services as the best vehicle to deliver help to low-income families beyond that available through the principal programs administered by the Department. These programs are sometimes stand-alone and at other times supplement some of the programs mentioned elsewhere in this Plan. They provide eligible families with income under 300% of poverty with the following kinds of services which are all non-assistance for TANF purposes:

- Emergency Food Programs
• Local supplemental funding for welfare to work programs, including funding for additional space, staff, services, etc.
• Family Counseling
• Emergency relief services to help families attain safe and affordable housing which include the provision of emergency shelter, relocation assistance, homeownership counseling, home repairs, utility restoration, or shut-off prevention
• Information and referral
• Medical supplies and services, of an emergency nature and not covered by medical assistance or for those not eligible for medical assistance Only State funds are used for costs associated with this program.
• Substance Abuse Services
• Family Support Services which are primarily community-based preventive activities designed to promote parents’ ability to successfully nurture their children; enable families to use other resources and opportunities available in the community; and create supportive networks to enhance the child-rearing abilities of parents
• Family Preservation Services that help families alleviate crises that might lead to the out-of-home placement of children; maintain the safety of children; support families preparing to reunite; and assist families in obtaining services and other supports necessary to address their needs. They include but are not limited to: parent skill training and crisis intervention services
• Transportation to work, training, job interviews or to access other needed services
• Clothing that replaces that lost in an emergency, is needed for work preparation or which the family cannot afford because of their present circumstances, which includes such disposable items as diapers
• Domestic Violence programs that offer services to victims of domestic violence and their families. Services include but are not limited to safe accommodations for a period of less than four months, hotline counseling, advocacy accompaniment and abuser intervention
• Boys Club/Girls Club support
• After school programs
• Screening for local department services
• Grants to Food Bank Services

Assistance to Individuals with Disabilities - Maryland provides assistance to individuals and families with disabilities applying for or receiving TANF. Maryland (1) ensures equal access to people with disabilities; (2) reasonably modify policies, practices, and procedures for people with disabilities where necessary; and (3) ensures that methods of administration do not discriminate on the basis of disability. Applicants and recipients are provided special accommodations and auxiliary aids such as interpreters for the hearing impaired, large type reading materials for visually impaired and telephone interviews for those customers whose impairment prevents them from coming into the Department of Social Services.

• Limited English Proficiency – This program’s services provide language and other services needed by families with Limited English Proficiency in applying for or receiving TANF or TANF-MOE funded benefits. Examples of services include but are not limited to interpreter services and English as a Second Language classes. This program serves those with incomes under 300 percent of the federal poverty level and provides non-assistance.
• Adoption Assistance – Maryland provides adoption benefits that include a monthly payment and other non-financial services to needy parents of an adopted child who is not eligible for title IV-E adoption assistance. In this instance, the final adoption establishes a parental relationship even if no blood relationship exists.
To qualify on the basis of income, the annual adjusted gross income, as defined by the Internal Revenue Service, of the adoptive family may not exceed 80 percent of the latest published figure for the median income for a family of that size for the State, as set forth in Schedule A under COMAR 07.02.04.11. The adoptive child is included in determining the family size. The annual adjusted gross income of the family shall be the latest figure that was reported to the Internal Revenue Service. This program provides assistance.

**Electric Universal Service Program** – The Electric Universal Service Program is an affordable electric service program authorized under the Electric Customer Competition and Choice Act of 1999 to help low-income, needy families afford electric service in the new deregulated environment and to have safe and reliable electric service. The program provides a one-time-only payment that targets the elderly, working poor, disabled and families with children. Eligibility is limited to families with income up to 175 percent of the federal poverty guidelines. The program provides non-assistance.

**Refundable Earned Income Tax Credit Refunds** – The EIC Refund Program provides a state paid earned income credit that is refundable to eligible low-income taxpayers with one or more dependents. “Eligible low income taxpayer” means an individual, or an individual and individual’s spouse if taxes are filed jointly, whose federal adjusted gross income does not exceed the applicable poverty income level. The “applicable poverty income level” is defined as the amount specified in the poverty income standard that corresponds to the number of exemptions to which the taxpayer is entitled to claim. Poverty income standard means the most recent poverty income guidelines published by HHS, as of July 1 in the taxable year. The EIC can be claimed against State and local income tax. In addition, EIC Support Services include, but are not limited to, Volunteer Tax Preparation, Public Awareness Campaigns, and a 24-Hour Hot Line. The purpose is to increase the income levels in low-income families and end dependence of low-income, needy parents on government benefits by promoting job preparation, work and marriage. This program provides non-assistance.

**PROGRAMS FUNDED BY SEGREGATED FEDERAL TANF FUNDS (MEETING PURPOSES THREE AND FOUR OF THE TANF LAW)**

Maryland has developed a broad array of services to families and children that are reasonably calculated to accomplish the third and fourth purposes of the TANF law. These programs are not means tested. (Maryland has designed these programs to be as effective and efficient as possible. This has the effect that certain specific services and/or beneficiaries of some of the services of some of these programs may not be eligible for federal TANF or MOE. Maryland will determine the exact amount using the appropriate federal mechanisms outlined in its Cost Allocation Plan.) These programs provide non-assistance.

**Adolescent Pregnancy Prevention** – The Governor’s Office for Children provides funding for initiatives and/or training throughout the state that focus on teen pregnancy prevention and/or intervention. The program’s main goal is to prevent adolescent pregnancies, which will subsequently prevent and reduce the incidence of out-of-wedlock births. The program includes initiatives that provide parenting skills and promote responsible fatherhood. The program serves pre-adolescents, teenagers, parents, educators and counselors, according to specific program criteria. This program provides non-assistance.

**Maryland’s Tomorrow** – Maryland’s Tomorrow is a statewide dropout prevention program operating in 70 high schools across the State (all jurisdictions are covered) and 23 middle schools in nine jurisdictions. The purposes of the program are to prevent and reduce out-of-wedlock pregnancies and improve the self-esteem, attendance, school performance, promotion rate, and behavior of at-risk students in grades six through twelve.
to motivate them to succeed in high school, make wise career choices, and continue their education and training.

Case managers visit elementary schools and identify students who meet at least one of the following criteria (there is no monetary criteria):

- Low achievement on standardized tests
- Prior grade retention
- Poor attendance; or
- A GPA of less than 2.0

Programs are arranged during the summer between fifth and sixth grade. This approach is also used for eighth graders who are going into high school. Local school systems can choose different approaches. Services can include after school tutoring and computer assisted instruction, daily help with homework, student-operated businesses, jobs in the school community, weekly service learning, wellness activities, rewards and incentives. Activities may involve families, businesses and communities. This program provides non-assistance.

**Home Visiting** – This program provides home visitation and on-site services to families such as parenting education, family planning, and employment services. The program’s main goal is to reduce subsequent out-of-wedlock pregnancies among participants through family planning counseling. The program serves clients over age sixteen who are expecting their first child. Both parents must be involved in this program, which is also designed to prevent intergenerational welfare dependency. This program provides non-assistance.

**Family Support Center Network** – Family Support Centers (FSCs) were developed to establish preventive supports for families during the early formative years and to encourage the formation and maintenance of two-parent families. The FSCs are community-based programs that provide services to assist mothers and/or fathers with children age birth to 3, particularly those in high-risk communities, raise healthy children and build productive futures. Comprehensive services are provided either on-site or through referral, coordinate existing programs to benefit mothers and/or fathers and their children, and develop new resources to satisfy unmet needs. Services include parenting skills, outreach, peer support and recreational activities, infant and child stimulation, employability and literacy opportunities, health education and referral for services. This program also includes services developed using this same, successful model. For example, the Family League of Baltimore has also developed a similar set of services based on this Family Support Center Model called “Success by Six,” which also includes home visitors, many of whom are former TCA recipients.

There is no income criteria required in order to participate in the FSC program, although a significant number of participants receive TCA. Others may need cash assistance, but choose not to receive TCA. There are also participants that are financially capable of attending to their basic daily living needs but need FSC services to enhance their parenting skills. The objective is to develop a cadre of services appropriate for each family. This program provides non-assistance.

**Collaborative Supervision and Focused Enforcement (CSAFE) Initiative** – The CSAFE initiative is a statewide crime reduction strategy that promotes locally based, comprehensive planning in high-crime at-risk neighborhoods for youth and adults. CSAFE is based on strategies implemented by neighborhoods and nonprofit community advocate groups that are successful in collaborating and involving key community leaders in solving problems in the community. The purpose of developing CSAFE is to develop locally based strategies to respond to the problems that interact at the neighborhood level and bring the justice system to the
community as opposed to the community to the justice system. Many of the strategies include an after school program. These strategies are designed to enhance the motivation, performance and self-esteem of youth and are thus reasonably calculated to achieve the third goal of the TANF law, the reduction of out of wedlock pregnancies.

The overall goal for the CSAFE initiative is a 25 to 35 percent reduction in serious crime and quality-of-life improvements in CSAFE communities that implement a comprehensive strategy. Each CSAFE community surveys residents to measure whether there are improvements in the quality of life and changes in their sense of hopefulness and ability to make a difference. This program seeks to involve youth, as much as possible, in all phases of planning and implementation. This program provides non-assistance.

**Project Retain** – This project supports welfare reform efforts in Maryland by assisting former and current TANF customers. Project Retain supports welfare reform and workforce development efforts in Maryland in two ways. First, the project enhances staff capacity in local departments by providing skills training on post-employment retention and advancement strategies to avoid high welfare recidivism rates for employed former and current customers. High-performance customer service also requires staff to learn about the career path for higher paying jobs and employers. Secondly, Project Retain assists employed customers with solving problems, removing barriers or resolving issues that place them at risk of termination or self-termination from employment. Project Retain services help TCA customers retain employment, work toward job advancement, and achieve and sustain self-sufficiency. These efforts reduce welfare rolls and interrupt the cycle of dependency. Additionally, Project Retain provides training to local departments of social services to build staff capacity. The training is conducted by internal staff, resulting in cost savings to local departments that would otherwise have to use outside contracts for retention and advancement services. This program provides non-assistance and is reasonably calculated to accomplish TANF purpose four.

**Responsible Choices Projects** – Responsible Choices Projects work with middle school age adolescents and high school age teens to promote abstinence. Of note is the Best Friends Program, which enlists peer support. Special efforts are also made to work with first-time teen parents, age 16 and older, in an effort to reduce the incidence of subsequent non-marital births using the Healthy Families America home visitation model. These programs provide non-assistance.

**Maryland Fatherhood/Motherhood Initiative** – This initiative builds on Maryland’s highly successful individually focused, location specific welfare to work program to serve the non-custodial parents of TCA children eligible either at present or in the past 12 months, or who owe a TCA related arrearage to the State. By supplementing existing welfare to work strategies and contracts for this population, this initiative will be able to make the best use of limited resources to achieve, among other things, employment of the non-custodial parent, payment of child support, decreased recidivism if previously incarcerated, and engagement in the Department’s other Healthy Marriage/Healthy Families initiatives. This program provides non-assistance.

**The Offender Workforce Transition Initiative** – The Offender Workforce Transition Initiative prepares and supports inmates’ efforts to re-integrate into the community, become productive wage earners, and lead personally satisfying and fulfilling lives. Collaboration with various federal, state, local, business, and community partners ensures that soon to be released inmates have the necessary career training, work habits, teamwork, conflict resolution skills, and interview techniques that will enable them to land and keep good jobs with a self-sustaining salary. Workforce development professionals and career development facilitators work with individuals on financial literacy and communication strategies. They support efforts to re-unify family
members and encourage custodial and non-custodial parents to be “responsible” parents. Staff works with recommended offenders until job placement occurs and continues with post-employment follow-up. The goal is to encourage the ex-inmates adjustment to living and working in a non-restrictive environment and to be competitively employed in an economically viable career pathway. The initiative reduces inmate recidivism and supports the formulation and maintenance of two-parent families. This program provides non-assistance.

**Block Grant Programs.** Maryland provides an extensive array of services to families and children under its Social Services Block Grant, Community Action Block Grant, Title IV-B State Plan, the Child and Maternal Health Block Grant, and the Substance Abuse and Mental Health Block Grant plans that are reasonably calculated to accomplish the third and fourth purposes of TANF. To the extent that the State expends state or local funds on these services that exceed available block grant funds, the State reserves the option to use TANF funds or TANF-MOE as appropriate and reported in the State’s fiscal reports subject to federal limitations. The funds claimed for these will be for non-assistance.

**Maryland Higher Education Commission scholarship programs** – These scholarships are eligible for TANF funding because post-secondary educational attainment by State residents decreases the incidence of out-of-wedlock births by raising the “opportunity cost” of having children outside of marriage. Studies also show that professional careers (often the product of higher education) delay fertility. These programs provide non-assistance.

**PROGRAMS FUNDED BY COMMINGLED FUNDS (MEETING PURPOSES THREE AND FOUR OF THE TANF LAW)**

Maryland has developed a broad array of services for families and children that are reasonably calculated to accomplish the third and fourth purposes of the TANF law. The Deficit Reduction Act of 2005 changes allow these programs to be funded with Federal TANF dollars or count toward the State’s MOE requirement. Maryland has designed these programs to be as effective and efficient as possible. This has the effect that certain specific services and/or beneficiaries of some of the services of some of these programs may not be eligible for federal TANF or MOE. Maryland will determine the exact amount using the appropriate federal mechanisms outlined in its Cost Allocation Plan. These programs provide non-assistance.

**Means tested:**

**Child First Authority Extended School Day Programs (CFA)** – CFA provides extended school day activities from 3-6 p.m. to 1,100 children of low income families in ten Baltimore City public elementary/middle schools – 98 percent of the schools’ student population is eligible for free or reduced lunch. The eligibility standard is 300 percent of the federal poverty level. Teachers and/or school principals in participating schools can refer a child to CFA if the child is determined to be at risk of poor school performance and/or attendance. All parents of participating children must actively participate in nine hours of CFA sponsored training or activities each school year.

The extended school day enriches children’s lives and enables parents to work or attend school. CFA programs focus on safety, self-esteem, motivation, performance, character development and educational enrichment. CFA programs provide additional educational experiences by conducting sessions in art, music, dance, history, reading, writing and math. Many of the participating schools do not have “arts” activities as a part of their curriculum. The Annenberg Institute chose CFA as one of nine successful initiatives nationally for School Reform. CFA partners include the Maryland Historical Society, Maryland Institute of Art, numerous faith organizations and parent volunteers. The purpose of the program is to enhance the motivation,
performance and self-esteem of youth and is thus reasonably calculated to achieve the third goal of the TANF law, the reduction of out of wedlock pregnancies. This program is not in any way a component of Maryland’s system of free public schools. This program provides non-assistance.

Substance Abuse Treatment and Services Program – The Welfare Innovation Act of 2000 and HB 1024 of the 2005 Session of the Maryland General Assembly required the hiring and placement of addictions specialists in local departments of social services (LDSS) to conduct screening, testing, assessments, referrals, and reporting for Temporary Cash Assistance adults and minor parents, and certain Food Supplement Program applicants and recipients (custodial and non-custodial parents who are convicted drug felons). The program requirements and possible sanctions for TCA adults and minor parents are mentioned above as part of the Family Investment Program Core Components. This program provides non-assistance to TANF eligible individuals and certain Food Supplement Program applicants and recipients whose income is less than 130 percent of the Federal Poverty Level (FPL).

After School Programs – The basic after school program is available statewide for school age children in families at or below 300 percent of poverty. This also includes local programs that provide the same or similar services.

Vendors chosen to operate within the statewide program must incorporate features that will have a positive measurable impact on one or more of the conditions of well-being for children and youth identified by a report of Maryland results and indicators of child well being. One of the results and indicators is “Babies Born Healthy,” which includes a measure for “the rate of births to adolescents less than 18 years of age.” Another is “Stable and Economically Self-Sufficient Families,” which includes a measure of “the percent of single parent households.”

Additionally, local providers offer a variety of after school opportunities to Maryland’s youth using their own or combinations of state and local funds. Programs include those housed in local schools that have an academic focus in addition to traditional recreation programs and those based in the community, in a church, recreation center or similar facility, which stress academics, recreation and artistic skill development equally as well as programs providing skill development activities around a particular artistic activity. Some pair older youth in a tutoring relationship with younger youth, an experience geared to preparation for the work world. Outcomes sought by these activities include: increased school attendance, increased school achievement, reduction in delinquent behavior, reduction in substance abuse, and reduction in teen pregnancy. Therefore, this program is reasonably calculated to achieve purposes three and four of the TANF statute. This program provides non-assistance.

Howard P. Rawlings Program of Educational Excellence Awards – The State funds two need-based scholarships under this program: the Guaranteed Access Program and the Educational Assistance Grant. The Guaranteed Access Program is open to current high school seniors who will complete a college preparatory program or a student who graduated prior to the current academic year who provides written documentation explaining why they were unable to attend college within one (1) year of graduating from high school. The income scale for the Guaranteed Access Grant program is:
015-2016 Guaranteed Access Grant Family Income Requirements:

<table>
<thead>
<tr>
<th>Family Size</th>
<th>130% OF POVERTY LEVEL (NEW)</th>
<th>150% OF POVERTY LEVEL (RENEWAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$15,301</td>
<td>$17,655</td>
</tr>
<tr>
<td>2</td>
<td>$20,709</td>
<td>$23,895</td>
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<tr>
<td>3</td>
<td>$26,117</td>
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<tr>
<td>8</td>
<td>$53,157</td>
<td>$61,335</td>
</tr>
<tr>
<td>Each additional person add</td>
<td>$5,408</td>
<td>$6,240</td>
</tr>
</tbody>
</table>

Annual updates are listed here: [http://www.mhec.maryland.gov/financialAid/ProgramDescriptions/prog_ga.asp](http://www.mhec.maryland.gov/financialAid/ProgramDescriptions/prog_ga.asp).

The Educational Assistance Grant (EA) is open to Maryland residents who are full time undergraduate students. The awards are based on a financial need formula that relies on the Free Application for Federal Student Aid (FAFSA). An EA Grant is determined by student need. Need for an EA Grant is determined using the following formula:

- College Cost of Attendance
- Expected Family Contribution + or - Regional Cost Of Living Adjustment
- Certain State scholarship awards (if awarded)
- Federal Pell Grant (if eligible)

= Financial Need

Both types of Rawlings scholarships provide non-assistance.

Programs Funded and Administered by Entities Other than the Local Departments of Social Services which may under TANF Policy Announcement TANF-ACF-PA-2004-01 include a wide variety of programs that have funds in them coming from a wide variety of sources such as county and local governments, contributions from churches and other non-profit organizations, and philanthropic entities. In accordance with the Policy Announcement, the State will claim as MOE only those expenditures made under agreements between the State and these third party entities that permit the State to count those expenditures toward its MOE requirement. These programs provide eligible families under 300% of poverty with the following kinds of services which are all non-assistance for TANF purposes:

- Emergency Food Programs
- Local supplemental funding for welfare to work programs, including funding for additional space, staff, services etc.
- Family Counseling
• Emergency relief services to help families attain safe and affordable housing which include the provision of emergency shelter, relocation assistance, homeownership counseling, home repairs, utility restoration, or shut-off prevention
• Information and referral
• Medical supplies and services, of an emergency nature and not covered by medical assistance or for those not eligible for medical assistance Only State funds are used for costs associated with this program.
• Substance Abuse Services
• Family Support Services which are primarily community-based preventive activities designed to promote parents’ ability to successfully nurture their children; enable families to use other resources and opportunities available in the community; and create supportive networks to enhance the child-rearing abilities of parents
• Family Preservation Services that help families alleviate crises that might lead to the out-of-home placement of children; maintain the safety of children; support families preparing to reunite; and assist families in obtaining services and other supports necessary to address their needs. They include but are not limited to: parent skill training and crisis intervention services
• Transportation to work, training, job interviews or to access other needed services
• Clothing that replaces that lost in an emergency, is needed for work preparation or which the family cannot afford because of their present circumstances, which includes such disposable items as diapers
• Domestic Violence programs that offer services to victims of domestic violence and their families. Services include but are not limited to safe accommodations, hotline counseling, advocacy accompaniment, and abuser intervention
• Boys Club/Girls Club support
• After school programs
• Screening for local department services
• Grants to Food Banks
• Food Bank Services

Not means tested:
Responsible Fathers Programs – These programs provide services to custodial and non-custodial fathers such as parenting education, family planning, GED® instruction, job training, employment-search assistance and self-esteem building. Sites throughout the State serve young fathers, age 16+, who have one or more children. The program’s main goal is to reduce subsequent out-of-wedlock pregnancies among participants through family-planning counseling. Program objectives seek to increase parent-child interaction, emotional support, financial responsibility and the development of two parent families. These programs also encourage co-parenting for non-custodial fathers. Although participation in the program is voluntary, participants are required to comply with Child Support Enforcement, if not currently doing so.

Programs serve fathers who are initially unemployed. Though not a requirement of program enrollment, participant referrals are actively solicited from local departments of social services’ TCA and child support enforcement rolls. This program provides non-assistance.

The Maryland Healthy Marriage / Healthy Families Initiative – This initiative recognizes that children are more likely to thrive in the context of a two-parent family. The Maryland Healthy Marriage / Healthy Families Initiative has been established as the umbrella for several family focused programs. The purpose of the initiative is to build the capacity of participants so that they are prepared for the responsibilities of parenting and marriage and ultimately to enhance the lives of their children.
The family focused programs target mothers, fathers and youth, providing a continuum of services to strengthen and empower families. The programs include fatherhood and non-marital birth reduction initiatives and a marriage preparation curriculum.

The Maryland Healthy Marriage / Healthy Families Initiative focuses primarily on expectant and never married parents and fragile families in need of support services. The initiative connects participants with resources, information and services to strengthen and empower families. Some of the services offered include parenting skills enhancement, educational activities, employment development, job search and support, counseling, and anger management. The services are provided through a network of social service systems, educational systems, and community and faith based organizations. This program provides non-assistance.

The Responsible Fathers, Healthy Marriage and Healthy Families programs include activities that are enumerated in sections 403(a)(2)(A)(iii) and 403(a)(2)(C)(ii) of the Social Security Act. States may claim these pro-family expenditures for non-assistance benefits provided to or on behalf of an individual or family as MOE, regardless of financial need or family composition, unless a limitation, restriction or prohibition under 45 CFR 263 Subpart A applies.

There are instances when the following programs that are not means tested serve eligible families. The State will count these expenditures for services received by needy families as TANF-MOE expenditures only when an audit trail can be established that links the non-means tested service to needy families. One example is when a program supplies an enrollment list and it is matched to the TCA caseload. If the list shows that five percent of families served were needy, then five percent of the non-federal expenditures for that fiscal year may be claimed as TANF-MOE. The following commingled funded programs will use this or a similar methodology if TANF-MOE expenditures are claimed.

Office of Work Opportunities Youth Operations’ Youth Service Program – The Youth Services Program is designed to deter youth from becoming TCA customers. The program provides opportunities for youth to look at careers and the world of work linked closely to the local labor market and youth development; such as leadership through volunteer community service and connections between academic and occupational learning.

Through this program, youth learn early in their development how to access workforce services and continue to use those services throughout their working lives. The goal is to promote motivation, performance and self-esteem of youth, prevent teen pregnancies and develop career awareness including the necessary academic, technical and vocational skills to successfully transition into adulthood. This program provides non-assistance.

Community Partnerships – These programs are locally defined and based on indicated needs to help families by providing family support through projects such as home visiting, after school programs and family preservation. The program objectives seek to reduce out-of-wedlock pregnancies, increase parent-child interaction, emotional support, and financial responsibility, and promote the development of two parent families. This program provides non-assistance.

Safe and Stable Families – These are a variety of programs available to families to provide supportive services to promote safety and well-being of children and their families, promote stability and
permanency, preserve family unity, and build empowerment, self-sufficiency and psychosocial well-being. This includes families with identified stresses around family life, including disruption, child abuse and neglect issues, domestic violence, homelessness, substance abuse, mental health, physical health, and educational concerns. These programs help families by providing protective services or potential protective services to families, family support through projects such as parenting classes and after school programs, and family preservation, through grants for Interagency Family Preservation Services and through other means as appropriate, such as by counseling families in crisis, referring them to other existing services, and providing a wide range of service to the family to maximize the chances the children grow up in safe, stable and loving homes.

The programs include, but are not limited to, Families Now, Intensive Family Services, Continuing Protective Services, Services to Families with Children, Kinship Care, Parent Aide Services and those provided through Inter-Agency Agreements such as the Family Recovery Program. These programs prevent or reduce out-of-wedlock pregnancies and encourage the formation and maintenance of two parent families, since the ultimate goal of all of them is to provide a safe home for children in a stable, two-parent environment. These programs provide non-assistance.

Baltimore City Public Schools After School Program. In an agreement between State and City officials, the Maryland After School Opportunity Fund Program was expanded for Baltimore City. As required by legislation, vendors chosen to operate the program must incorporate features that "will have a positive measurable impact on one or more of the conditions of well-being for Maryland children and youth identified by the Maryland Partnership for Children, Youth and Families.” The Maryland Partnership has developed results and indicators of child well being with assistance from the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. One of the results and indicators is “Babies Born Healthy,” which includes a measure for “the rate of births to adolescents less than 18 years of age.”

The programs support the Baltimore City Public Schools’ efforts to provide quality after school experiences for at risk students enrolled in the City's public schools. Programs are designed to help children succeed in school, increase positive and healthy behaviors and decrease negative behaviors such as juvenile crime, substance abuse and teen pregnancy. This program provides supervision and activities for children of many low-income families and is reasonably calculated to achieve the third goal of the TANF statute. This program provides non-assistance.

Juvenile Delinquency Prevention and Diversion Initiative – This initiative provides community based, multi-service prevention programs serving youth and families. Sites are incorporated non-profits with a Board of Directors, local governments, or state government. The youth served are those at risk of becoming delinquent because of their behaviors and circumstances, and youth who committed minor delinquencies.

Referrals are accepted from schools, parents, the Department of Juvenile Justice, police, the juvenile his or her self, other agencies, and friends. The purpose of the program is to enhance the motivation, performance and self-esteem of youth and is thus reasonably calculated to achieve the third goal of the TANF law, the reduction of out of wedlock pregnancies. This program provides non-assistance.
Enhancement Grants for Local School Systems – These grants help local school systems provide full day, all year, early childcare and educational programs. Funds can be used to provide before and after care services for public schools, preschools, pre-kindergarten or kindergarten programs; increase the number of child care programs that are open full day and year round; expand services to half day programs; and provide family support programs promoting parental involvement.

This program provides education and supervision for children of eligible families under 300 percent of poverty and promotes parental involvement in their children’s learning. The program is reasonably calculated to achieve the first and second goals of the TANF statute. The program provides non-assistance.

Maryland will apply the following methodology for any MOE funds claimed from this program. An enrollment list from the program will be matched to the TCA caseload. If the list shows that x percent of families served were needy, then x percent of the non-federal expenditures for that fiscal year may be claimed as TANF-MOE.

Department of Juvenile Services (DJS) programs that are TANF or TANF-MOE eligible are those that serve families and children in the community related to Purpose Four of TANF. Among them are community services programs such as Drug Courts for youth and Functional Family Therapy and Multi-systemic Therapy. The latter two are evidenced-based, family focused interventions that are designed to improve family interaction and prevent re-arrest. Certain services offered by DJS residential facilities also serve families and families are encouraged to participate in the treatment programs. The Aftercare program is where behavioral health professionals develop aftercare plans that link youth and their families with appropriate services once they return to the community. Families are encouraged to participate in aftercare planning while the youth is in the facility. These programs provide non-assistance.

Maryland State Department of Education (MSDE) programs funded under the Bridge to Excellence Act – The Bridge to Excellence Act is an “umbrella” funding mechanism that provides aid to local school districts for a variety of educational enhancements. A number of the funding streams within the Act can be TANF or TANF-MOE eligible, either for enhanced funding for schools in low income areas or for services to specific low-income populations. These programs provide non-assistance.

**SEPARATE STATE PROGRAMS FUNDED BY 100 PERCENT TANF MAINTENANCE OF EFFORT**

Maryland has developed a broad array of services to families and children that are reasonably calculated to accomplish the first and second purposes of the TANF law. These are means tested and are funded out of 100 percent TANF Maintenance of Effort funds in a Separate State Program or other sources that are not federal TANF or TANF Maintenance of Effort. Maryland has designed these programs to be as effective and efficient as possible. This has the effect that certain specific services and certain specific beneficiaries of some of the services of some of these programs may not be eligible for federal TANF or that Maryland will not find it necessary to claim all of the TANF funds that could be claimed for the program because of its own substantial investment in it. Using the flexibility in the statute and regulations, Maryland will report the exact amount of state funds for MOE charged to these programs using the appropriate federal mechanisms. Unless otherwise noted, for the purposes of
this plan and federal reporting, eligibility for the following programs is limited to those families with incomes under 300 percent of the federal poverty level in effect at the time of service delivery.

**Rental Assistance Program (RAP) to Work** – The RAP to Work program provides rental assistance to current recipient TCA families, former TCA families who received TCA in the past year, and families who received a Welfare Avoidance Grant (WAG) and who are employed or unemployed and in a work activity (as defined by the local department of social services). The families receive RAP up to 12 months. Six-month extensions may be granted if customers provide reasonable explanations of why they are not becoming self-sufficient. Eligibility is limited to families who receive income that is 30 percent or less than the statewide or area median income.

Rental assistance provides reasonable, stable housing to keep families working, enhance family income and keep the family off TCA. In addition, rental assistance provides stable, low-cost housing to TCA families preparing for work or working at a low-wage job that will eventually move off TCA. This program provides assistance.

**Judith P. Hoyer Early Child Care and Family Education Centers (Judy Centers)** – Judy Centers are unique early childhood learning centers that promote school readiness through an integrated approach. The centers, written into Maryland Law in May 2000, envision professional collaboration in integrating a wide spectrum of early childhood education programs and family support services for children from pre-birth to age six. The centers have a “one stop” approach eliminating fragmented services. Children and their families can visit a single location to access community-based organizations providing services such as health services, family support and family literacy, Head Start and the public library. The community-based services are in addition to the services provided by the Center, such as: early intervention services, health care (immunizations, vision and hearing tests, pediatric care), professional family support, and student breakfast and lunch.

This program encourages eligible families with incomes under 300 percent of poverty to obtain the services they need to ensure their children are healthy and successful in school by making the services easily accessible. The program is reasonably calculated to achieve the first and second purposes of the TANF statute. The program provides non-assistance.

**Adoption Benefits Funds** provide funds for adoption benefits to needy parents of an adopted child who is not eligible for title IV-E adoption assistance. Families are eligible if their annual adjusted gross income, as defined by the Internal Revenue Service, does not exceed 80 percent of the latest published figure for the median income for a family of that size for the State, as set forth in Schedule A under COMAR 07.02.04.11. The adoptive child is included in determining the family size. The annual adjusted gross income of the family shall be the latest figure that was reported to the Internal Revenue Service. Funds are available to pay for benefit payments. The final adoption establishes a parental relationship even if no blood relationship exists. This program is reasonably calculated to meet the first goal of the TANF statute. Benefits under this program meet the definition of assistance under the TANF program.

**TANF Partnership with WIOA for Enhanced Workforce Development Services**

Maryland’s TCA workforce development programs are built on connecting individuals to work participation activities that will ultimately result in permanent employment. Local departments of social services (LDSS) workforce development programs are operated through pay for performance vendors, vendors or the LDSS themselves. This allows the LDSS to achieve the federal TANF performance measure of 50% for work
participation rate. DHR will continue to deploy an employment first model but with TANF’s new mandated partnership in the WIOA system, DHR can leverage the myriad of opportunities that the WIOA system will offer to improve upon the employment and training trajectories of TCA recipients in Maryland.

Over the first four years of our WIOA Combined Plan, DHR will begin to increase meaningful access to WIOA services for TCA work eligible individuals (WEI) who are determined to be ready, supported and eligible. A few priority of service populations within the WEI TCA group, may include work ready TCA recipients, TCA recipients between the ages of 18-24 who may be able to take advantage of the new focus on older, out of school youth services, individuals receiving or exhausted unemployment insurance who may need TCA and non-custodial parents. All of these groups fit into Maryland’s overall list of targeted populations for priority of service. In addition, TCA will be able to offer potential services and supports to other eligible customers within the WIOA system, thus providing value to the entire system on the whole.

DHR, in partnership with the 24 local departments of social services and the workforce development system, will implement this partnership using a phased in approach over the four year period of the Plan in all workforce development regions Statewide. This will allow for strategic and thoughtful roll-out as well as for evaluation and to change course as needed. Additionally, it is imperative that high level leaders from the LDSS serve on the Local Workforce Development Boards. This will ensure local TCA representation for evaluation, alignment, compliance and partnership purposes.

Based on a strong individualized assessment, TCA recipients will receive appropriate services through one of three portals, the LDSS only, through a combined effort between the LDSS and WIOA system, or through the WIOA system only. All services delivered to TCA recipients should focus on meeting the WPR by placing TCA recipients in federally countable work activities for sufficient hours each week as well as achieving the WIOA performance measures, as applicable. The ultimate goal is for TCA recipients to achieve employment that leads to long-term independence from public assistance. Throughout participation in these activities, the LDSS will provide supportive services that may include: child care, medical assistance, transportation, food assistance, emergency assistance, clothing assistance and employment retention services. Through the WIOA system, TCA recipients may:

- Receive LMI, recruitment, job development and placement services through the WIOA, in partnership with LDSS business services staff
- Participate in training programs such as a short term credentialing training program, On the Job Training (OJT) programs, DLLR’s Employment Advancement Right Now (EARN) industry led training programs, Career Pathways training programs, and apprenticeships
- Participate in Adult Basic Education (ABE) or English as a Second Language (ESL)

In order to achieve this partnership, DHR will:

- Consider co-location of LDSS or WIOA core and partner staff at AJCs or LDSS depending on the nature of local partnerships and operations to:
  - Monitor the progress of TCA WEI and keep them countable for the federal WPR
  - Become an integrated part of the WIOA team and serve customers collaboratively
  - Become an integrated member of the WIOA Business Services teams in order to engage with the business community collaboratively and provide the best customer service to businesses and job seekers alike
  - Develop common intake and assessment strategies
- Braid and blend funding as appropriate
- Leverage existing financial and in-kind contributions to the WIOA system.
  - Analyze existing LDSS vendor contracts with the WIOA system and possibly re-tool to create more meaningful access to the WIOA system
  - Explore partnership models that leverage existing funding to increase TCA recipients’ participation in WIOA system programs
  - Analyze existing co-location contracts or consider co-location of staff or shared space
  - Provide training and access to DHR’s online benefits application and access system, myDHR
  - Offer TCA and other LDSS services as needed

Maryland will leverage DHR’s research partner to research, track and evaluate the TCA partnership with the WIOA system throughout the life of this first WIOA Combined Plan. As Maryland rolls out the partnership regionally statewide, the research partner can provide us with the data and recommendations of how the partnership is working regarding performance outcomes and what improvements or shifts need to be made.

(b) **Require a parent or caretaker receiving assistance to engage in work (defined by the State) once the State determines the parent or caretaker is ready to engage in work, or once he or she has received 24 months of assistance, whichever is earlier, consistent with the child care exception at 407(e)(2) (section 402(a)(1)(A)(ii) of the Social Security Act)**

Each adult in the TCA assistance unit and each child age 16 years or older in the assistance unit who is not enrolled full-time in school must participate in a work activity approved by the local department that is likely to result in unsubsidized employment. Local departments follow the 12 approved core and non-core work activities set forth by the law (the participation requirement is based on immediate universal engagement and is compliant with the 24 month work rule found in §402(a)(1) A (ii) of the TANF law.)

Exemptions from the work activity requirements are:
- A single custodial parent who is required to care for a child under age one who is a member of the assistance unit (This exemption applies for a cumulative total of 12 months for a parent’s lifetime and does not apply to each child);
- Children under age 16.
- A teen parent (either head of household or included as a child on an adult’s TCA case) who has not finished secondary school may not be exempt to care for a child younger than one year old.
- A caretaker relative in an assistance unit with a child cared for by a non-parent relative who has demonstrated need and has no dependent children of his or her own in the assistance unit.
- Immigrant, parent/caretaker relatives who are not eligible for federal TCA assistance, with the exception of adult only qualified immigrant households for which TCA eligibility is based on an unborn child.

Failure of any non-exempt adult to cooperate in a work requirement without good cause, including failure to accept offered employment, shall result in ineligibility of the entire assistance unit until the household cooperates.

(c) **Ensure that parents and caretakers receiving assistance engage in work in accordance with section 407 (section 402(a)(1)(A)(iii) of the Social Security Act). Consistent with the required strategic elements discussed in section II (a)(2) herein, provide a specific analysis of how the State’s workforce**
development activities are addressing employment and training services for parents or caretakers receiving assistance.

To ensure that individuals receiving assistance are engaging in work, there is a sanctioning process in place for noncompliance. Refer to Section (a), Sanctions for Noncompliance with Program Requirements.

Also in Section (a), refer to the TANF Workforce Development Programs description that discusses how LDSS workforce development activities are addressing employment and training services for individuals receiving assistance.

(d) Take such reasonable steps as the State deems necessary to restrict the use and disclosure of information about individuals and families receiving assistance under the program attributable to funds provided by the Federal Government (section 402(a)(1)(A)(iv) of the Social Security Act)

In order to restrict the use and disclosure of information, the Secretary of DHR and the Executive Director of the Family Investment Administration, or their designees, develop partnership agreements for the exchange of information to assist in the verification of cash assistance eligibility. The agreements are in writing and include procedures for requesting, obtaining, and examining the information, and specify the Secretary’s designee for requesting and receiving information by title or position. Additionally, customers sign a consent form to share information needed for the verification of cash assistance eligibility.

The State of Maryland elects the option to collect data on a monthly basis and report on a quarterly basis, a sample of the caseload as prescribed by the Secretary, to produce statistically valid estimates of the performance of the program. Sampling will be used only when the universe is large enough to comply with established sampling methodology.

(e) Establish goals and take action to prevent and reduce out-of-wedlock pregnancies, with special emphasis on teenage pregnancies (section 402(a)(1)(A)(v) of the Social Security Act)

The State of Maryland developed a comprehensive approach to the adolescent pregnancy problem including:

- Improvements in education, such as providing sexuality education, access to contraceptives and other health promotion services to reach out-of-school adolescents;
- Community based programs, such as local multimedia promotion of responsible decision-making on sexual matters;
- Enhanced social services, such as physical and sexual abuse prevention at primary, secondary and tertiary levels;
- Employment development, such as school-to-work opportunities in partnership with private business and public agencies;
- Health initiatives, such as improved access to birth control counseling and services for sexually active adolescents and parenting classes for every pregnant teenager and her partner.

Programs and services for people in this age group will be improved or added as needed.

The continued development of this plan, its implementation and its evaluation will be managed from an interdisciplinary approach through the combined efforts of the Maryland Partnership for Children, Youth and
Families; the Governor’s Council on Adolescent Pregnancy; the Governor’s Office, the Healthy Families Maryland Initiative; Local Management Boards; and private and non-profit organizations.

(f) **Conduct a program designed to reach State and local law enforcement officials, the education system, and relevant counseling services, that provides education and training on the problem of statutory rape so that teenage pregnancy prevention programs may be expanded to include men (section 402(a)(1)(A)(vi) of the Social Security Act)**

The State of Maryland recognizes that effective campaigns to reduce incidences of statutory rape are needed. Both the Maryland Department of Health and Mental Hygiene and the Maryland State Department of Education developed and implemented programs targeted to reducing teen pregnancy.

The Statewide comprehensive plan includes the following:
- An awareness campaign targeted to reach the male population that is likely to commit these crimes;
- A program of education/training for law enforcement officials;
- A plan that increases awareness through public schools;
- Enhancement of existing programs that provide counseling to both adolescent females and males.

Maryland supports agencies and community groups that serve high risk populations that are in need of abstinence education. The goal is to prevent unintended pregnancy and sexually transmitted infections (STIs), including HIV/AIDS in youth ages 10-19 who meet the following criteria:
- Live in geographic areas with high teen birth rates;
- Youth in or aging out of foster care or the juvenile justice system;
- Homeless/ runaway/out of school youth;
- Pregnant or parenting youth;
- Youth with HIV/AIDS.

As part of the Governor’s campaign to reduce infant mortality. The reduction of teen pregnancy means fewer infants are born who might die before they reach one year old. The goal is to reduce infant mortality by 10 percent by the end of calendar year 2017.

(g) **Implement policies and procedures as necessary to prevent access to assistance provided under the State program funded under this part through any electronic fund transaction in an automated teller machine or point-of-sale device located in a place described in section 408(a)(12), including a plan to ensure that recipients of the assistance have adequate access to their cash assistance (section 402(a)(1)(A)(vii) of the Social Security Act)**

Maryland’s DHR operates an electronic benefits transfer system (EBTS) under agreement with the U.S. Department of Health and Human Services and pursuant to U.S. Department of Agriculture regulations. A Temporary Cash Assistance (TCA) grant is typically paid by EBTS. The Middle Class Tax Relief and Job Creation Act of 2012 (the Act), (P.L. 112-96) provides that individuals and families who are receiving federally funded cash assistance may not use an electronic benefits transfer or EBT card for any purpose at a liquor store, adult entertainment venue or gambling casino. The State of Maryland provides penalties for non-compliance with program requirements that include the suspension of the use of the cash access portion of the EBT card for specific time periods.
Effective October 1, 2014, all Temporary Cash Assistance (TCA) applicants and recipients are required to sign an acknowledgement that they understand the prohibition against using their EBT cards at an establishment whose primary purpose is gambling, the sale of liquor or an adult entertainment venue where individuals or groups disrobe for an audience.

Customers who violate the prohibition against using their EBT cards at unauthorized locations will receive a warning notice that a subsequent violation may result in the use of their EBT card for cash assistance benefits being suspended. Customers who have twice violated Federal law and State policy prohibiting the use of EBT cards at unauthorized locations will no longer have their cash assistance payments put onto their EBT cards. While the cards will still be active for use at Food Supplement Program (FSP-formerly Food Stamps) retailers for FSP recipients, we will deliver cash assistance payments by direct deposit, or check. Suspension of the EBT card for cash benefits is for a minimum of one year for the second violation and permanently for a subsequent violation after EBT use has been reinstated.

(h) Ensure that recipients of assistance provided under the State program funded under this part have the ability to use or withdraw assistance with minimal fees or charges, including an opportunity to access assistance with no fee or charges, and are provided information on applicable fees and surcharges that apply to electronic fund transactions involving the assistance, and that such information is made publicly available (section 402(a)(1)(A)(viii) of the Social Security Act)

Individuals and families may incur fees and charges when withdrawing funds from automated teller machines (ATMs) that are not in the State vendor’s network. DHR will provide customers with recommendations on how to access funds in a way that minimizes ATM fees or additional surcharges such as using ATMs that do not charge a usage fee, or using the ATMs from the State vendor who manages the EBT funds accounts. DHR will continue to explore additional methods of reducing fees for customers and provide them with notifications via the DHR website where a link to the information will be available. In addition, information will be provided in the local departments of social services. If families or individuals are unable to access TCA benefits due to EBT restrictions DHR will advise them of other payment options available including mailing a paper check or direct deposit into the customer’s checking or savings account.

(i) Indicate whether it intends to treat families moving from another State differently from other families under the program, and if so how (section 402(a)(1)(B)(i) of the Social Security Act)

Families moving into Maryland from another state will be treated no differently than any other family residing in Maryland. The number of months of TANF used by residents of another state who move to Maryland will be counted in the number of months of TCA received.

(j) Indicate whether it intends to provide assistance to non-citizens, and if so include an overview of the assistance (section 402(a)(1)(B)(ii) of the Social Security Act)

DHR’s Citizenship Status policy for the Family Investment Program states that a FIP recipient must be a U.S. citizen or a qualified alien as defined in §8 USC 1611 et seq, as amended. Qualified immigrants, including humanitarian entrants such as refugees, certified victims of trafficking, Cuban and Haitian parolees, and asylees, who meet the federal technical and financial TCA eligibility requirements may be referred to one or more of the following FIP components when applying for assistance: Welfare Avoidance Grant (WAG); Temporary Cash Assistance (TCA); Emergency Assistance to Families with Children (EAFC); and Disaster Assistance. Local
Departments may develop Alternative Programs tailored to fit the unique needs of that jurisdiction. To assist limited English proficiency customers in meeting the TCA work requirements, DHR is contracting with two vendors, International Rescue Committee (IRC) and Lutheran Social Services (LSS) who are qualified to implement TANF/workforce programs for refugees and or asylees. In order to qualify as a provider for Refugee services, the vendor must be authorized through the Department of Homeland Security, Bureau of Citizenship and Immigration Services and the US Department of State, Bureau of Population, Refugees and Migration.

(k) Set forth objective criteria for the delivery of benefits and the determination of eligibility and for fair and equitable treatment, including an explanation of how it will provide opportunities for recipients who have been adversely affected to be heard in a State administrative or appeal process (section 402(a)(1)(B)(iii) of the Social Security Act)

Refer to Section (a) for a description of Maryland’s delivery of benefits and the determination of benefits eligibility.

Regarding fair and equitable treatment, Maryland uses a combined application and thus follows the guidelines established by the U.S. Department of Health and Human Services and the U.S. Department of Agriculture (USDA). The statement provided in September 2015 states:

“This institution is prohibited from discriminating on the basis of race, color, national origin, disability, age, sex and in some cases religion or political beliefs.

The U.S. Department of Agriculture also prohibits discrimination based on race, color, national origin, sex, religious creed, disability, age, political beliefs or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027), found online at: [http://www.ascr.usda.gov/complaint_filing_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.
For any other information dealing with Supplemental Nutrition Assistance Program (SNAP) issues, persons should either contact the USDA SNAP Hotline Number at (800) 221-5689, which is also in Spanish or call the State Information/Hotline Numbers (click the link for a listing of hotline numbers by State); found online at: [http://www.fns.usda.gov/snap/contact_info/hotlines.htm](http://www.fns.usda.gov/snap/contact_info/hotlines.htm).

To file a complaint of discrimination regarding a program receiving Federal financial assistance through the U.S. Department of Health and Human Services (HHS), write: HHS Director, Office for Civil Rights, Room 515-F, 200 Independence Avenue, S.W., Washington, D.C. 20201 or call (202) 619-0403 (voice) or (800) 537-7697 (TTY).

This institution is an equal opportunity provider.”

The local departments of social services, all vendors and contractors must also follow the above stated non-discrimination requirements.

The local departments will provide persons with disabilities individualized treatment and effective and meaningful opportunity to educational or employment activities as they are provided to others. The local department will make reasonable accommodations and provide auxiliary aids for persons with disabilities such as but not limited to: interpreters, note takers, and materials in alternate formats to the extent that it does not cause a fundamental alteration with the program, or result in undue financial or administrative burden.

Appeals and Complaints of Discrimination. A FIP applicant or recipient may request an agency conference for an explanation of the reasons for proposed actions, and present information to show that the proposed action is incorrect. The local department gives each applicant or recipient written notification of the right to and procedures for requesting and obtaining a hearing as set forth in Code of Maryland Regulations 07.03.03.28 or 07.01.04. An applicant or recipient may file a written complaint by contacting HHS. The complaint must set forth the events and circumstances of alleged discrimination, if he or she thinks we have discriminated against them.

Non-Discrimination Assurances:

The State of Maryland assures that the following provisions of law will apply to programs and activities funded under TANF:

The Age Discrimination Act of 1975 (42 U.S.C. §§ 6101 et seq.)


The Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 et seq.)

Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d et seq.)

The State of Maryland assures that persons with disabilities will be provided with individualized treatment and effective and meaningful opportunity to the extent that it does not cause a fundamental alteration with the program or result in undue financial or administrative burden.
(l) Indicate whether the State intends to assist individuals to train for, seek, and maintain employment (Section 402(a)(1)(B)(v) of the Social Security Act)—

(1) providing direct care in a long-term care facility (as such terms are defined under section 1397j of this title); or

(2) in other occupations related to elder care, high-demand occupations, or occupations expected to experience labor shortages as, determined appropriate by the State for which the State identifies an unmet need for service personnel, and, if so, shall include an overview of such assistance.

Some local departments have contracts and Memoranda of Understanding (MOU) with local community colleges to assist customers with vocational skills training and credentialing programs that will allow them to obtain employment at wages that will support their families. These programs include training in the healthcare related field, such as CNA, GNA, Medical Billing and Coding. The current demand for skilled workers in these positions is high. These positions will increase in demand as the population of “baby boomers” continues to age. The State will continue to support training for careers in elder care, as well as provide job search and job placement assistance for careers in the elder care field.

Additionally, DHR is connected into the larger workforce development system in order to stay informed about high-demand occupations. DHR accomplishes this in these ways:

- DHR’s Secretary serves on the Governor’s Workforce Investment Board (GWIB). This access to the GWIB will provide DHR with knowledge about high-demand occupations, industry sector initiatives and business workforce development needs.

- DHR’s Bureau of Workforce Development has a team member that is tasked with business engagement through DHR’s Hiring Agreements program, for both private and public employers. In addition, this team member works closely with DLLR’s statewide business services team. Companies contracted to provide services or goods to the State are required to sign Hiring Agreements which declare DHR as the “first source” in filling positions that may be created as a result of the contract. Further, companies work with DHR to develop specific training to equip eligible TCA customers to fill vacancies.

- The local department staff that work with businesses to place TCA customers in employment, internships or on the job training opportunities are connected to the workforce development system’s business services teams. This creates a coordinated and integrated system of business engagement. Additionally, the local department staff will begin taking advantage of the quarterly business services training sponsored by DLLR.

(m) Provide for all MOE-funded services the following information: the name of the program benefit or service, and the financial eligibility criteria that families must meet in order to receive that benefit or service. In addition, for TANF MOE-funded services (co-mingled or segregated MOE) describe the program benefit provided to eligible families (SSP services do not have to include a description but the Department of Health and Human Services encourages it) (§263.2(b)(3) & §263.2(c) preamble pages 17826-7)

Refer to Section (a) for detailed descriptions of MOE-funded services.

TANF OPTIONS SELECTED

The option to assist all legal immigrants who lived in the United States before August 22, 1996. This population will be treated the same as U.S. citizens.
The option to request the Maryland General Assembly to opt out of the provision to deny assistance to individuals convicted (under Federal or State law) of any offense which is classified as a felony by the law of the jurisdiction involved and which has as an element the possession, use, or distribution of a controlled substance. In 2000, the Maryland General Assembly chose to opt out of the PRWORA Section 115 requirement to disqualify custodial parents convicted of a drug-related felony involving possession, use, or distribution of a controlled substance on or after August 22, 1996 from receiving TCA and Food Supplement Program (FSP) benefits. Mandatory and recurrent drug testing is a condition for receiving TCA and FSP benefits for these custodial parents. The Department developed regulations in consultation with the Department of Health and Mental Hygiene regarding testing methods and intervals.

The option to not require an individual who is a single custodial parent caring for a child who has not attained 12 months of age to engage in work.

The option to disregard the single custodial parent exempt from work due to caring for a child under the age of 12 months in determining the participation rates for work requirements for not more than 12 months.

The option to terminate assistance to a family where an individual receiving assistance refuses to engage in work requirements, subject to good cause.

The option to deny assistance to a family where an individual is not cooperating with the establishment of paternity or obtaining child support.

The option to exempt from the 60 month limitation a family by reason of hardship, not to exceed a total of 20 percent of the average monthly number of families to which assistance is provided.

The option to continue assistance for a child absent from the home fewer than 180 consecutive days.

The option to develop a family responsibility plan.
  • The plan sets forth an employment goal and a plan for moving the individual immediately into private employment, sets forth the obligations of the individual which may include a requirement to attend school, keep school aged children in school, immunize children, attend parenting and money management classes, set other requirements which will result in unsubsidized employment, and describe the services the State will provide to assist the individual to attain self-sufficiency.

The option to comply with the above option within 180 days after the effective date of this part for a recipient of assistance, and within 90 days after the effective date of this part after the individual is determined to be eligible for assistance.

The option to apply a full-family sanction to a family that includes an individual who fails, without good cause, to meet the individual responsibility plan.

The option to use a sampling method using the procedures the Secretary deems to be necessary to produce statistically valid estimates of the performance of State programs funded under this part.

The option to administer and provide services through contracts with charitable, religious, or private
organizations, and provide beneficiaries of the services with vouchers, certificates, or forms of disbursement which are redeemable with such organizations, or used as a means of providing assistance.

The option to sanction a family that fails to ensure that minor dependent school-age children attend school and minor dependent pre-school children get preventive health care.

The option to screen and identify victims of domestic violence. Refer such individuals to counseling and supportive services. Waive, pursuant to a determination of good cause, other program requirements outlined in Section 402 (a), (7), (A), (I), (ii), and (iii) of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.

The option to exempt a family from the 60 month limitation when a family includes an individual who has been battered or subject to extreme cruelty.

The option to establish good cause reasons for a minor to be absent from the home for longer than 180 consecutive days.

The option to screen recipients of assistance for use of controlled substances or sanction recipients who test positive for controlled substances.

**TANF OPTIONS NOT SELECTED AT THIS TIME**

The option to require a parent or caretaker receiving assistance under the program who, after receiving such assistance for 2 months is not exempt from work requirements and is not engaged in work, to participate in community service employment.

The option to sanction a family that includes an adult who is older than 20 and younger than 51 if such adult does not have, or is not working toward attaining, a secondary school diploma or its recognized equivalent unless certain exceptions are met.

The option to reduce the amount of assistance otherwise payable to a family pro rata with respect to any period during a month in which an individual receiving assistance refuses to comply with work requirements.

The option to deduct from the assistance that would otherwise be provided to a family of an individual who is not cooperating in the establishment of paternity or obtaining child support 25 percent of the amount of such assistance.

The option to not use any part of the grant to provide assistance for a minor child who has been, or is expected to be absent from the home for a period of 45 consecutive days.
TANF CERTIFICATIONS

The State will operate a program to provide Temporary Assistance for Needy Families (TANF) so that children may be cared for in their homes or in the homes of relatives; to end dependence of needy parents on government benefits by promoting job preparation, work and marriage; to prevent and reduce the incidence of out-of-wedlock pregnancies and establish annual numerical goals for preventing and reducing the incidence of these pregnancies; and encourage the formation and maintenance of two-parent families.

This program is known as Temporary Cash Assistance (TCA).

Executive Officer of the State: Governor Larry Hogan.

In administering and operating a program which provides TANF for families with minor children under Title IV-A of the Social Security Act, the State certifies the following:

Certification that the State will operate a Child Support Enforcement Program.

The Department of Human Resources (DHR) will operate a child support enforcement program under the approved Title IV-D State Plan.

Certification that the State will operate a Foster Care and Adoption Assistance Program.

DHR will operate a foster care and adoption assistance program under the State Plan approved under Title IV-E, and the State will take such actions as are necessary to ensure that children receiving assistance under such part are eligible for Medical Assistance under the State Plan under Title XIX of the Social Security Act.

Certification of the Administration of the Program.

DHR will administer and supervise the program known as TCA. We will consult local governments and private sector organizations regarding the Plan and the design of welfare services in Maryland so that services are provided in a manner appropriate to local populations; and these same governments and private sector organizations will have had at least 45 days to submit comments on the plan and design of the such services.
Certification that the State will provide Indians with equitable access to assistance.

Maryland does not have any registered Indian tribes living within its borders. If that changes, however, DHR certifies that it will provide each member of a tribe who is not eligible for assistance under a tribal family assistance plan approved under Section 412, with equitable access to aid under the State’s TANF program.

Certification of Standards and procedures to ensure against program fraud and abuse.

The State of Maryland has established and is enforcing standards and procedures to ensure against program fraud and abuse, including provisions concerning nepotism, conflicts of interest among individuals responsible for the administration and supervision of the State program, kickbacks and the use of political patronage.

Optional certification of standards and procedures to ensure that the State will screen for and identify domestic violence.

DHR will establish and enforce standards and procedures to:

- Screen and identify individuals receiving assistance under this part with a history of domestic violence while maintaining the confidentiality of such individuals;
- Refer such individuals to counseling and supportive services;
- Waive, pursuant to a determination of good cause, other program requirements such as time limits for individuals receiving assistance, residency requirements and child support cooperation requirements in cases where such compliance will make it more difficult for individuals receiving TANF assistance to escape domestic violence or unfairly penalize such individuals who are or have been victimized by such violence, or individuals who are at risk of further domestic violence.

Certification

I hereby certify that I am authorized to submit these TANF Certifications on behalf of the Maryland Department of Human Resources.

Date: 1/15/16

Sam Malhotra, Secretary
PART 9. TRADE ADJUSTMENT ASSISTANCE

The Trade Adjustment Assistance (TAA) program is a Federal program that offers a variety of benefits and services to workers whose employment has been adversely impacted by foreign trade. Through a number of benefits and services, the TAA program provides trade-affected workers with opportunities to obtain the support, resources, skills, and credentials they need to return to the workforce in a good job. These include employment and case management services, training, job search allowances, relocation allowances, reemployment and Alternative/Reemployment Trade Adjustment Assistance (ATAA/RTAA) wage subsidies for older workers, and income support in the form of Trade Readjustment Allowances (TRA).

OPERATING TRADE IN MARYLAND

The federal government provides additional services to workers whose jobs are lost due to foreign trade or shifts in production out of the United States. While not all job loss due to foreign competition meets the requirements of the Trade Act, the Rapid Response team will work with businesses to provide information on Trade Adjustment Assistance (TAA) and the benefits workers can receive if a business is certified as trade-affected. A business, the Rapid Response team, or the workers themselves can file a trade petition with the United States Department of Labor. TAA and its benefits are provided at no cost to employers and allow impacted workers to access an even wider array of services than they would otherwise be eligible for.

Once the adversely affected workers become certified under the Trade program, a Trade Informational Session will be held for those workers by the Dislocation Services Unit Field Representative in coordination with the Trade Readjustment Allowance (TRA) Coordinator from the Unemployment Insurance Division and Trade Program case managers local to the impacted workers to discuss all services and benefits for which they may be eligible for depending upon their approved petition number. Additional partners will be invited to discuss resources available to assist impacted workers.

Trade Adjustment Assistance Program enables adversely affected workers to prepare for reemployment as quickly as possible by allowing Trade-impacted workers to work individually with a case manager located in one of the statewide American Job Centers (AJC). The case manager will work with the Dislocation Services Unit (DSU) to enroll eligible participants into the Trade Program. Participants will be co-enrolled whenever possible. Co-enrollment allows the individual to receive core and intensive services, reemployment services, training and support services. Funding for both programs is available at each of the AJCs. All participants can obtain the same core services through our AJC system. Individuals eligible for WIOA Title 1 Dislocated Worker Services and TAA Services are provided intensive services with the same case manager allowing the individual a seamless approach to the development of an Individualized Employment Plan (IEP).

Case management begins with an initial assessment of the individual’s skills, interests, abilities and goals. Marketable and transferrable skills are identified during this assessment process, as well as matching the skills to available, suitable employment with local employers. Many times the trade petition is certified well after the assessment process and because DLLR has a co-enrollment process, the individual can continue working with the same case manager while being provided services and benefits under both the WIOA Dislocated Worker program and the Trade program. After the assessment is completed and it is determined that the individual requires retraining in order to become reemployed in suitable employment, the case manager will continue working with the individual in developing the retraining plan. The participants will do research on training programs and requirements using statewide labor market information. Training will be approved as long as it meets the six
criteria for approval of training under the Trade Act and there are available federal Trade funds. The TAA State Merit Staff reviews and makes the final determination on the retraining plan, ensuring it meets the federal requirements under the Trade Act.

Co-Enrollment continues through the end of the retraining program to meet the needs of the individual. The Trade Act program is administered, staffed and implemented by the Maryland Department of Labor, Licensing and Regulation and the local workforce area, and the Unemployment Insurance Division.

When working with trade-impacted individuals, all divisions work together by providing accurate and consistent information to the trade-impacted workers. When developing Individualized Employment Plans (IEPs) under the Trade Act, both divisions and the case manager, who is working with the individual, must work together on behalf of the impacted worker. The case manager must gather accurate information during the entire training program to provide progress updates and report on benchmarks, as well as making sure that the TRA deadlines will be met. This is of paramount importance as the individual must be able to enter and complete the retraining program in the required amount of time with the financial support provided. DLLR strives to provide the best services possible to meet the needs of our customers in a seamless manner. With the various divisions working together in a cohesive manner we will be able to achieve our goals with the trade act program.

**INTEGRATING TRADE INTO THE WIOA SYSTEM**

The Dislocation Services Unit will be researching, and hopefully purchasing, a new database that will have the capability of integrating and tracking the Trade Program, Unemployment Insurance (UI) activities as well as the NEGs all in one comprehensive system similar to what other states are currently using. DSU is also researching a platform to the system that would geographically track all rapid response activities which could help guide future layoff aversion strategies statewide. As recommend by USDOL, DSU will ensure that the new data system would be able to accommodate six digit petitions numbers, at a minimum.

TAA funding will be utilized to pay a proportionate share of the case management system used in Maryland. Currently, The Maryland Workforce Exchange (MWE) is used to track case management services, program co-enrollment and program performance reports. Maryland will also utilize a portion of Trade funding as shared costs for infrastructure as well as integrated case management system. Maryland has requested funding from a UI grant request to adapt Integrated Workforce Registration (IWR) and Workforce Integrated Profile Page (WIPP) into our platform. These funds leveraged with TAA and other grants will allow Maryland access to and integrated intake system.

**TAA State Merit Staff**

The TAA State Merit Staff reviews and makes the final determination on the retraining plan, ensuring it meets the federal requirements under the Trade Act. The Trade Act program is administered, staffed and implemented by the Maryland Department of Labor, Licensing and Regulation, and the local workforce areas, and the Unemployment Insurance Division.
**Trade Adjustment Assistance (TAA) Program Assurances**

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<th>The State Plan must include assurances that:</th>
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<tr>
<td>1.</td>
<td>On an annual basis, the CSA will execute TAA Cooperative Financial Agreements and UI Funding Agreements for each fiscal year during the four-year State planning cycle.</td>
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PART 10. JOBS FOR VETERANS STATE GRANTS

Veteran Services Unit (VSU) - operates the Jobs for Veterans State Grant (JVSG) - Provides specialized service to veteran job seekers with outreach and provision of services to those veterans identified as most in need of intensive employment and training Assistance. The grant supports two principal staff positions: Disabled Veterans' Outreach Program Specialists (DVOPs) and Local Veterans' Employment Representatives (LVERs). Both staff positions each with their own distinct duties are integrated into the One Stop Career Funds and are tasked to serve veterans exclusively, other eligible persons, transitioning service members, their spouses and, indirectly, employers.

Veterans Maryland maintains a continued emphasis on transitioning Veterans, their spouses, and other eligible persons to the workforce. Special emphasis is directed toward servicing those who are economically or educationally disadvantaged, including homeless veterans and those with barriers to employment. Priority of Service is provided to veterans, and eligible spouses of veterans, through staff within DLLR’s One-Stop Career Centers and they receive priority of service on finding employment, training, and placement services under new or existing qualified job training programs. This means that veterans are entitled to precedence over others for services. For instance, a veteran would receive access to a service earlier in time than others or, if the resource is limited, would receive access to the service instead of or before others. Once a veteran has identified him or herself to the Career Center staff they are then triaged to discover if they have a Significant Barrier to Employment (SBE). If the veteran does not possess a SBE they are then seen by any One-Stop staff, however if they are found to have a SBE then he or she are encouraged by staff to seek further assistance from the Disabled Veterans Outreach Program (DVOP) representative; the veteran does have the option to decline service.

Statewide, there are seventeen (17) LVERs and twenty-two (28) DVOPs, many of whom are themselves veterans. Staff manages the process of how veterans make use of their priority services including:

- Finding a job;
- Enrolling in training or applying for educational assistance (credential attainment)
- VRAP/Gold Card Services; and
- Connecting to resources/information on immediate needs such as housing/food/mental health services.

Once enrolled at the Career Center, DVOPs work with the veteran to get them to one of the many orientation session they conduct, and also register the veteran with the Maryland Workforce Exchange (MWE). Within the MWE is the Mil2FedsJobs portal, which is designed to help transitioning military personnel find jobs for which their service experience and training would make them a qualified and attractive candidate. The portal uses military occupations to identify matches in public sector industries.

Each local workforce investment area in Maryland has been allocated dedicated staff to work with its veterans’ population. These staff members are funded through the USDOL VETS DVOP or the LVER. DLLR has been working closely with the Director of Veterans’ Employment and Training Service (VETS) to enhance collaboration and identify strategies that will support the integration of this program into the One Stop system. The following efforts have been taken to ensure the strategic development of this project:

- Local workforce area directors are trained to become more familiar with program and priority of service requirements, and to discuss integration strategies with the veterans program manager and the workforce director. They’re also listed to receive additional training from the National Veterans’ Training Institute.
• Local areas have been encouraged to include Veterans’ staff in One Stop workgroups and organizational teams. Local Veterans Employment Representatives, whose responsibilities include working with employers on behalf of veterans, are receiving integrated Business Services training, as well as becoming an integral part of each One Stop’s Business Services Team.
• Maryland continues to look at employment and training opportunities that have previously been underutilized by veterans, including apprenticeships and on-the-job training.
• Maryland’s Homeless Veterans Reintegration Programs and Veterans’ Workforce Investment Program continues to foster partnerships at the federal, state, and local levels to enhance employment and training opportunities for special veterans’ populations. These populations include homeless individuals, ex-offenders, or those who have significant barriers to employment.

Outreach programs to employers aid to accomplish the goals of employment, as well as programs such as Work Opportunity Tax Credit (WOTC) and Veterans Investment Workforce Program (VIWP), to name a couple examples. Emphasis has been placed on offering “Priority of Service” (POS) to Veterans who come into the One Stop Career Centers. Posters (11”x17”) are prominently displayed at the entrance of the Centers publicizing this focus, and flyers have been developed and distributed to the Centers.

The Military 2 Federal Jobs (Mil2Fed Jobs) web-based tool is up and running that provides a crosswalk between the military occupational codes and federal occupational series. Dislocated BRAC service members and veterans as well as moving qualified transitioning service members and veterans are assisted by this tool.
PART 11. REINTEGRATION OF EX-OFFENDERS PROGRAM (RExO)

No entity currently carries out the functions of Section 212 of the Second Chance Act of 2007. However, Maryland recognizes that the ex-offender population is a priority population and, as such, plans to incorporate any non-profit entity, who receives Section 212 grant funds from the USDOL, within the next 4 years into the Maryland State WIOA Plan to ensure effective integration and service delivery. Maryland will update its plan if and when an entity exists to administer this program.
Appendix A: Performance Goals for the Core Programs

*Maryland looks forward to receiving federal guidance on performance goals.*

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<th>Projected Baseline</th>
<th>PY 2016 / FY 2017</th>
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Appendix B: Organizational Charts

Department of Labor, Licensing and Regulation
Division of Workforce Development and Adult Learning

[Organizational Chart Image]
FIA – Medium Local DSS Agency

Local Director

Assistant Director
Family Investment

Workforce
Program Manager

FIA Supervisor
Team of 10
FIA Specialists & Support Staff

FIA Supervisor
Team of 8
FIA Specialists & Support Staff

FIA Supervisor
Team of 13
FIA Specialists & Support Staff

FIA Supervisor
Team of 10
FIA Specialists & Support Staff

FIA Supervisor
Team of 13
FIA Specialists & Support Staff
FIA – Small Local DSS Agency

Local Director

Assistant Director
Family Investment

Workforce
Program Manager

Team of 2
1 - FIA Specialist
1 - Human Services Spec III

Team of 6
FIA Specialists

Team of 6
FIA Specialists
Appendix D: Local Plan References

The following is a list of references to provisions that must be addressed by Local Workforce Development Boards in the formulation of their Local Plans. This list is not exhaustive, and is for informational purposes only. Further guidance will be provided by the WIOA partners at a later date.

Local plans must:

- Identify how Local Boards will leverage and coordinate supportive services in service delivery;
- Identify how Local Boards intend to provide a greater business voice in local workforce services;
- Identify how Local Boards will promote and cultivate industry-led partnerships in the delivery of workforce training opportunities;
- Identify how Local Boards will align basic skills and English language assessments;
- Identify how Local Boards intend to implement a career pathways model to address their local workforce training needs;
- Identify how Local Boards utilize Local Dislocated Worker Funding;
- Acknowledge in local plans and/or policies that they understand that, while Section 188 of WIOA ensure equal opportunity for individuals with disabilities, sub-recipients may also be subject to the requirements of:
  - Section 504 of the Rehabilitation Act, which prohibits discrimination against individuals with disabilities by recipients of Federal financial assistance;
  - Title I of the ADA, which prohibits discrimination in employment based on disability;
  - Title II of the ADA, which prohibits State and local governments from discriminating on the basis of disability;
  - Section 427 of the General Education Provisions Act; and
  - Maryland Anti-Discrimination laws;
- Identify 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;
- Identify how the Local Boards will use Individualized Training Accounts based on high-demand, difficult to fill positions identified within local industry clusters;
- Identify the steps the Local Boards will take to ensure at least 20% of Youth Funds are used for work-based training activities;
• Identify local priority industries based on employer (and WIOA partner) input;

• Identify local counterparts to the “Business Services” and “Rapid Response” teams;

• Identify the local strategy to foster apprenticeship opportunities;

• Comment on plan to serve 75%+ out of school youth and identify specific steps that have been taken to meet this new goal;

• Define “requires additional assistance to complete an education program or to secure and hold employment” criterion specified in WIOA Sections 129(a)(1)(B)(iii)(VII) and (a)(1)(C)(iv)(VII).
### Appendix E: Emerging and Growth Industries by County

#### Allegany

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#### Anne Arundel

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#### Baltimore County

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## Appendix F: Growth by Workforce Area

### Anne Arundel Workforce Area

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### Baltimore City Workforce Area

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### Baltimore County Workforce Area

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<td>Personal care and service</td>
<td>Arts, design, entertainment, sports and media</td>
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<td>Building and grounds cleaning and maintenance</td>
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### Frederick Workforce Area

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### Lower Shore Workforce Area

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<tr>
<td>Maryland Workforce Innovation and Opportunity Act State Plan – Public Comment Draft</td>
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### Upper Shore Workforce Area

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### Western Maryland Workforce Area

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