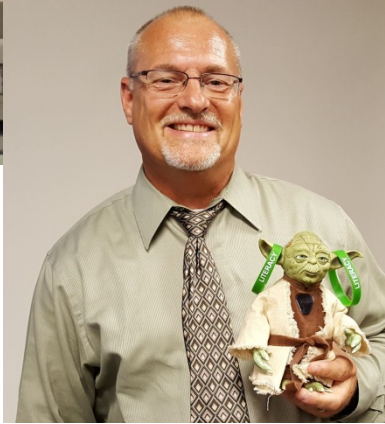




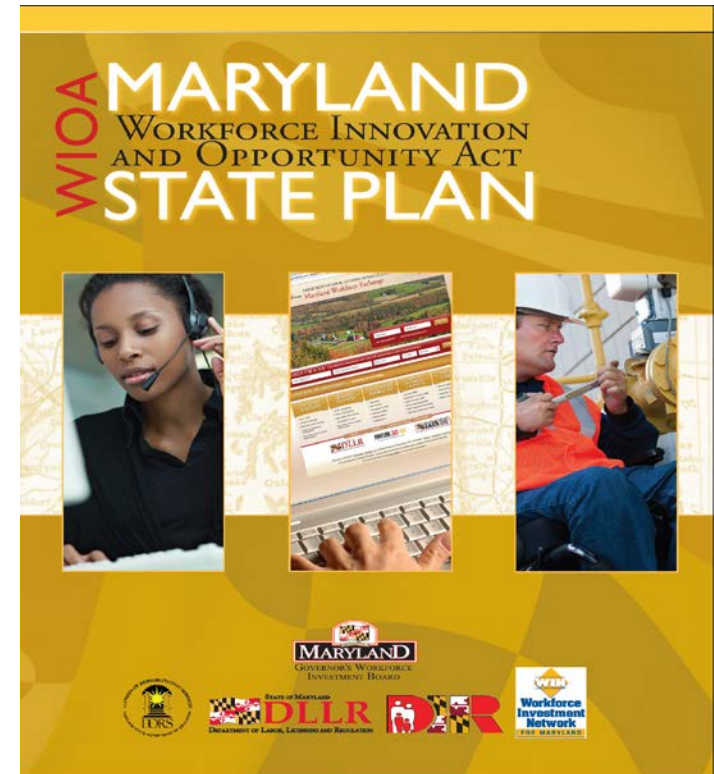
# **Maryland's Workforce System: Accomplishments and Opportunities**

# Accomplishments



# State Workforce Plan

- Governor Hogan directed Maryland's workforce agencies to compile a Combined State Workforce Plan
- The State's workforce plan represents the first time in Maryland's history that the workforce development activities of three State agencies is produced in one document.
- The Governor's Workforce Development Board reviewed and approved the plan on February 11, 2016, and it was finally approved by federal funders on October 1, 2016.



## Maryland's WORKFORCE SYSTEM



# National Recognition



“Maryland’s plan describes how sector partnerships supported by EARN will be used to help identify workforce needs, create career pathways for adult education students and others...and validate industry-recognized credentials.”

State’s Combined State Plan  
“illustrat[es] a deep commitment to serving those who face the most significant barriers to employment.”



Maryland’s Plan “clearly describes implementation of priority of service, as required” under WIOA.

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# A Year of WIOA

April 1, 2016	State Plan submission
April 20, 2016	Maryland releases guidance for local and regional plans
July 1, 2016	All MOUs are extended to Dec. 31, 2016
Sept 28, 2016	Local performance negotiations completed for Title I and Title III
Aug 31, 2016	Local plans submitted to the State
Oct 1, 2016	State Plan finally approved by feds
Dec 7, 2016	GWDB conditionally approves Local Plans
Dec 14, 2016	Letters sent to Local Areas
Dec 31, 2016	MOUs due
Jan 17, 2017	Adult Education Competition
March 31, 2017	Regional Planning Submitted

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# Placing People before Performance

*Placing people before performance means that Maryland's workforce system is dedicated to focusing its efforts on those who need our assistance the most....*

*This strategy does not mean that Maryland is going to forsake all performance measures. Rather, it requires a change in focus from numbers and figures on a page to people who walk through the doors of any one of Maryland's American Job Centers, local Department of Social Services offices, or other local career centers. It means that Maryland's workforce system is dedicated to improving the lives of Marylanders.*

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# Benchmarks of Success

- Started with Maryland's participation in the Systems to Family Stability National Policy Academy through the US Department of Health and Human Services' Office of Family Assistance.
- Maryland's team wanted to utilize this 18 month initiative to develop clear strategic goals and measurable benchmarks to define the State Workforce System's success.
- Once formulated, the benchmark document was shared with over 900 stakeholders during a two week public comment period.
- Comments were reviewed and additional, intensive technical assistance was provided through the continued support of HHS.
- Framework built as a leadership tool to guide strategic conversations

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# Benchmarks of Success

Five goals organized around an overall vision to:

Increase the earning capacity of Marylanders by maximizing access to employment, skills and credentialing, life management skills, and supportive services.



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# Benchmarks of Success

**Strategic Goal 1:** Increase earning capacity of Marylanders by maximizing access to employment

**Strategic Goal 2:** Increase earning capacity of Marylanders by maximizing access to and use of skills and credentialing

**Strategic Goal 3:** Increase earning capacity of Marylanders by maximizing access to and use of life management skills

**Strategic Goal 4:** Increase earning capacity of Marylanders by eliminating barriers to employment through the use of supportive services

**Strategic Goal 5:** Strengthen and enhance the effectiveness and efficiency of the workforce system

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# Benchmarks of Success

- Utilizing benchmarks will drive conversation regarding resource allocations and how the system can improve
- It pushes the system toward difficult conversations
- The benchmarks intentionally set a high bar for the system

Next Steps include:

- The formulation of reference guide
- Establishment of data collection methods
- Collection of baseline data

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# Teamwork Makes the Dream Work

- Local Plans
  - Aug 31, 2016 - Local Plans submitted to the State
  - Dec 7, 2016 - GWDB conditionally approves Local Plans
  - June 14, 2017 – Local Plans on GWDB meeting agenda
- Collaborative review process...and hopefully a collaborative revision process!



Local Plan

Resource Sharing Agreement

Memorandum of Understanding



# Assessment Alignment

- Why is this a big deal?
- Local Planning:
  - Outline the agreed upon steps that will be taken to align basic education skills and English language assessments within the local area
  - Identify how assessment scores will be shared among WIOA Title I areas and Title II providers
  - Identify who will conduct which of the approved assessments and when such assessments will be conducted
  - Specify how the local area will coordinate testing between workforce development and adult education providers
  - Outline how the local area will ensure that test administrators will be trained
- Full implementation = July 1, 2017

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# Opportunities



# Online & Blended Learning

*Our Opportunity to Dot the "I" in WIOA*

## Current Status & Industry Trends

- **Traditional lines** that formerly separated education and employment **are becoming noticeably blurred**
- Multiple data-driven research studies have successfully identified and numerous workforce experts have increasingly championed **the 21<sup>st</sup> Century Skills Gap**



## Education & Employment

*Where does education end & employment begin?*

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# Online & Blended Learning

*Our Opportunity to Dot the “I” in WIOA*

## Maryland’s Opportunities

- Our **educational offerings** are designed to specifically **help students earn their diplomas, enter post-secondary, and prepare for successful careers**
- Our solutions can provide an **optimal environment for personalized and “adaptive” learning experiences** that directly align with a student’s specific needs for diploma receipt and career preparation; **we can meet students where they are and** equip them with the skills, knowledge, and practical expertise to **get them to where they need to be on their career pathway**

## **Education & Employment**

*Where does education end &  
employment begin?*

Maryland’s  
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# Online & Blended Learning

*Our Opportunity to Dot the "I" in WIOA*

## Current Status & Industry Trends

- Students have a **growing expectation that educational institutions will work around *their* needs and wants...not** the other way around
- Students (and employers) expect education providers to offer **more customized learning solutions that link to career pathways**
- **Competency-based learning** continues to evolve...and is here to stay

**Student Driven – Student Centric**

*"I want to experience my education when I want it, where I want it, and how I want it!"*

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# Online & Blended Learning

*Our Opportunity to Dot the “I” in WIOA*

## Maryland’s Opportunities

- Our **educational solutions** across the state can offer students opportunities across **multiple modalities**, including face-to-face, blended, and online, to **meet program requirements**
- Our learning assets and curricular experiences can be created within a **modular context**, which makes it much easier to **deconstruct and customize content and share “best in class” content across institutions**

**Student Driven – Student Centric**

*“I want to experience my education when I want it, where I want it, and how I want it!”*

Maryland’s  
**WORKFORCE SYSTEM**



# Online & Blended Learning

*Our Opportunity to Dot the "I" in WIOA*

## **Build on our foundation**

- Continue collaboration with purposeful and results-driven workgroups
- Expand opportunities for best practice sharing

## **Ensure student success**

- Fulfill the mandates of WIOA
- Adapt to the changing needs of our students

## **Enable and expand use of education technology**

- Provide tools and resources for instructors
- Develop a shared resource content repository

**2017: Next Steps**

*Executing on Our Plan for Success*

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**Trust**

**Co-  
Ownership**

# Online & Blended Learning

*Our Opportunity to Dot the "I" in WIOA*

## Build on our foundation

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**2017: Next Steps**

*Executing on Our Plan for Success*

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# Opportunities for Jobseekers with Disabilities

**Suzanne Page, MA**

Assistant State Superintendent  
Maryland State Department of Education  
Division of Rehabilitation Services (DORS)

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# Basic Skills Activities for TANF Recipients...Countable?

A state may incorporate basic skills activities – including English for Speakers of Other Languages (ESOL) and GED completion – into a program of vocational educational training if participation in such activities will improve the likelihood of success in the vocational educational training. The time spent in these basic education activities may count as vocational educational training for work participation rate purposes as long as the basic skills are integrated within, concurrent to, or for a limited-duration prerequisite to vocational educational training. These systems can be organized by:

- Basic education/ESOL instruction is fully integrated in a vocational educational training program;
- Vocational educational classes take place four days a week and basic education instruction on the fifth day; or
- A limited period of remedial education.

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# Project IMPROVE

**Project IMPROVE provides training and technical assistance to sites that are developing a program intervention intended to improve outcomes for Temporary Assistance for Needy Families (TANF) clients.**

Participating sites in Maryland will:

- Learn a process for innovation and continuous program improvement.
- Develop and implement a plan to pilot, or “road test,” a program intervention that leverages Maryland’s Workforce System and collect data on the experience.
- Consider findings from the road test to refine and improve the intervention.

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# Maryland in the WIOA National Landscape

**Patricia H. Tyler**

Executive Director

National Adult Education Professional Development Consortium

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# The Challenges Ahead

## Local Implementation

“A key element to innovation is making a compelling case for change. If you can’t convince people that change is needed, you won’t get very far.”

-Brian Elms with J.B. Wogan

*Peak Performance: How Denver’s Peak Academy is Saving Money, Boosting Morale and Just Maybe Changing the World*

## Resource Sharing



“It’s my money, and I need it now!”

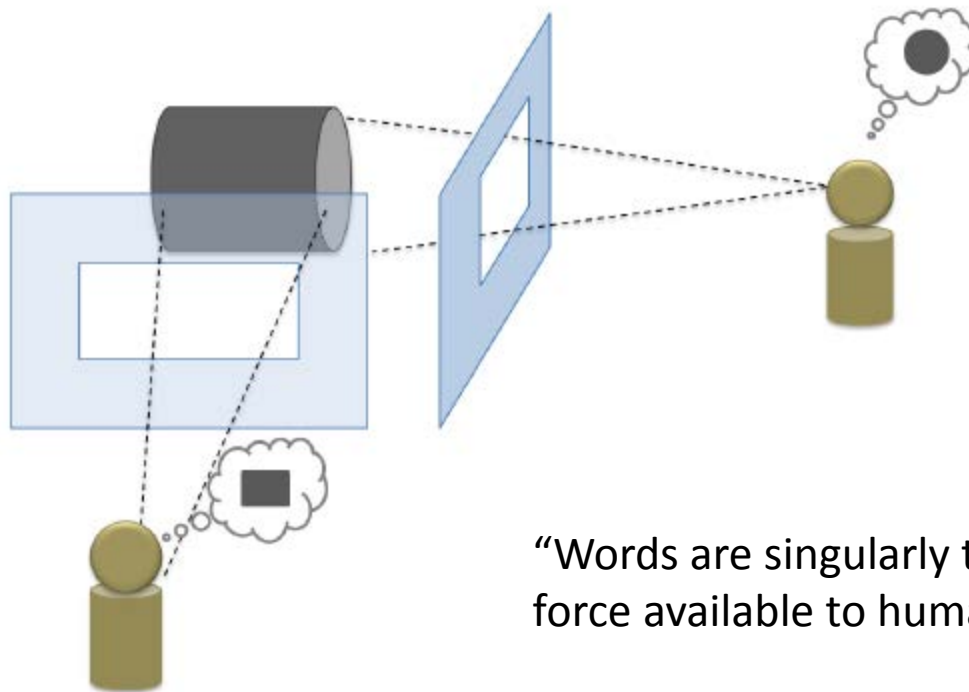
-JG Wentworth Commercial

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# The Challenges Ahead

## Speaking the Same Language / Jargon



“Words are singularly the most powerful force available to humanity.”

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# The Challenges Ahead

## Have the Tough Conversations

Top 30 words in the State Plan appearing in the plan at least 250 times



## Maryland's WORKFORCE SYSTEM

