

**Upper Shore Workforce Investment Board  
(USWIB)**



**Workforce Innovation & Opportunity Act (WIOA)  
Local Four-Year Integrated Plan  
Revised Regional & Local Plan  
For  
Caroline, Dorchester, Kent, Queen Anne's  
& Talbot Counties  
March 2019  
2016 - 2020**

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## Background

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

Section 108 of WIOA requires that each Local Board develop and submit to the Governor a comprehensive 4-year Local Plan. The Upper Shore Workforce Investment Board has created a Workforce Innovation and Opportunity Act Local Integrated Plan for Caroline, Dorchester, Kent, Queen Anne's and Talbot Counties.

The Local Plan is the four-year action plan to develop, align, and integrate service delivery strategies and resources among the workforce system. This document represents the mid-cycle update to the Local Plan, supporting the achievement of the State's vision and goals, as outlined in the State Plan, WIOA Section 108(a), 20 CFR 670.560:

**"Maryland's Vision:** *implementing the **Benchmarks of Success** for Maryland's Workforce System<sup>1</sup>, which focus on a shared vision of excellence and **five strategic goals:***

1. *Maximize access to employment;*
2. *Maximize access to/use of skills and credentialing;*
3. *Maximize access to/use of life management skills;*
4. *Eliminate barriers to employment; and,*
5. *Strengthen and enhance the effectiveness and efficiency of Maryland's workforce system*

WIOA builds on concepts from past workforce legislation, encourages, and in some respects requires federally-funded workforce initiatives to collaborate, co-locate, braid funding and have common performance outcomes to serve those looking for a job and employers who are looking for workers.

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<sup>1</sup> The *Benchmarks of Success for Maryland's Workforce System* can be accessed at: <https://www.dllr.state.md.us/employment/wioagoalbenchmarks.pdf>.

## Executive Summary

The Workforce Innovation and Opportunity Act **Local** Integrated Plan for Caroline, Dorchester, Kent, Queen Anne's and Talbot Counties is divided into 17 sections.

### Section 1: Economic Analysis

This section is an analysis of the supply and demand for labor in the Upper Shore area and includes the USWIB strategic vision for WIOA implementation.

*"The Upper Shore Workforce Investment Board, as the local Workforce Development entity, is committed to working with WIOA Partners in the American Job Center to maximize access to employment."*

### Section 2: Strategic Planning to Maximize the Earning Capacity of Marylanders

This section describes the vision for the State of Maryland, as laid out in the Benchmarks of Success, and how the Local Plan supports, strengthens, and enhances the effectiveness and efficiency of the Maryland workforce system.

*"The Upper Shore Workforce Investment Board, as the local Workforce Development entity, envisions an alignment with the Benchmarks of Success in the Governor's Combined Plan submission."*

### Section 3: Strategic Planning to strengthen the local Workforce System

This section represents the fifth strategic goal in the Benchmarks of Success, which will promote the strengthening and enhancement of both the effectiveness and efficiency of Maryland's workforce system.

*"The Upper Shore Workforce Investment Board, as the local Workforce Development entity, is committed to collaborating and integrating local workforce partners and entities in the American Job Center to expand employment, training, education and supportive services for eligible individuals."*

### Section 4: American Job Center Delivery System

This section describes the American Job Center (AJC) Delivery System, its partner programs, and how the local program entities will carry out workforce development programs, as identified and aligned with the state plan.

*"The Upper Shore Workforce Investment Board, as the local Workforce Development entity, will facilitate meaningful access to resources and services in the local American Job Centers to those eligible participants in the five counties of Kent, Queen Anne's, Dorchester, Caroline and Talbot Counties."*

### Section 5: Title I, Adult, Youth & Dislocated Worker Functions

This section describes the implementation and operation of Title I, Training and Career Services, under the Workforce Innovation and Opportunity Act.

*"Employment and training activities under Title I include training and career services in for adults, dislocated workers and youth, both in-school and out of school, who reside in the Upper Shore five county area of Caroline, Dorchester, Kent, Queen Anne's and Talbot Counties."*

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

This section describes the implementation and operation of Title II, Adult Education and Family Literacy functions.

*"The Upper Shore Workforce Investment Board, as the local Workforce Development entity, is responsible for developing Career Pathways by aligning employment, training and education supportive services that are needed by adults and youth particularly individuals with barriers to employment." The description of Career Services delivered by this AJC Partners is fulfilled in the Memoranda of Understanding and Resource Sharing Agreement."*

#### Section 7: Title III – Wagner-Peyser Functions

This section describes the implementation and operation of Title III, "Amendments to the Wagner-Peyser Act", of the Workforce Innovation and Opportunity Act.

*"The Upper Shore Workforce Investment Board, as the local Workforce Development entity, will coordinate the Career Services delivered by Wagner-Peyser funded staff with the Career Services delivered by other One Stop Partners through the Memoranda of Understanding and Resource Sharing Agreement."*

#### Section 8: Title IV – Vocational Rehabilitation Functions

This section describes the implementation and operation of Title IV, "Amendments to the Rehabilitation Act of 1973", of the Workforce Innovation and Opportunity Act.

*"All customers will be served seamlessly in the One Stop system". The description of Career Services delivered by this AJC Partners is fulfilled in the Memoranda of Understanding and Resource Sharing Agreement."*

#### Section 9: Temporary Assistance for Needy Families Functions

This section describes the relationship between those job seekers receiving public assistance and the One Stop system and its services.

*"The Upper Shore Workforce Investment Board, as the local Workforce Development entity, is committed to building upon its relationship with the Upper Shore Departments of Social Services". The description of Career Services delivered by this AJC Partners is fulfilled in the Memoranda of Understanding and Resource Sharing Agreement."*

#### Section 10: Community Service Block Grant Functions

*There are no Community Service Block Grantees in the Upper Shore who utilize employment and training as strategies.*

#### Section 11: Jobs for Veterans State Grants Functions

This section describes the relationship between those job seekers who are Veterans and the One Stop system and its services.

*"The Upper Shore Workforce Investment Board, as the local Workforce Development entity, at its September 22, 2015 meeting, adopted a priority of service policy that gives Eligible Veterans and Eligible Spouses the first priority for services". The description of Career Services delivered by this AJC Partners is fulfilled in the Memoranda of Understanding and Resource Sharing Agreement."*

#### Section 12: Trade Adjustment Assistance for Workers Program Functions

*"The Upper Shore Workforce Investment Board, as the local Workforce Development entity, will coordinate the Career Services delivered by the TAAWP-funded staff with the Career Services delivered by other One Stop Partners through the Memoranda of Understanding and Resource Sharing Agreement."*

#### Section 13: Unemployment Insurance Functions

*"The Upper Shore Workforce Investment Board, as the local Workforce Development entity, will coordinate the Career Services delivered by the Unemployment Insurance-funded staff with the Career Services delivered by other One Stop Partners through the Memoranda of Understanding and Resource Sharing Agreement."*

#### Section 14: Senior Community Service Employment Program Functions

*"The Upper Shore Workforce Investment Board, as the local Workforce Development entity, will coordinate the Career Services delivered by the SCSEP-funded staff with the Career Services delivered by other One Stop Partners through the Memoranda of Understanding and Resource Sharing Agreement."*

#### Section 15 – Reintegration of Ex-Offenders Functions

*"The Upper Shore Workforce Investment Board, as the local Workforce Development entity, at its September 22, 2015 meeting, adopted a priority of service policy that names Ex-offenders as a local priority for services".*

#### Section 16: WIOA Section 188 and Equal Opportunity Functions

This section designates the local Equal Opportunity Officer, and describes how entities within the AJC delivery system will comply with Section 188 of WIOA and 29 CFR Part 39, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities and individuals with Limited English Proficiency, including providing staff training and support for addressing the needs of individuals with disabilities and for individuals with Limited English Proficiency.

*"The Upper Shore Workforce Investment Board, as the local Workforce Development entity, will ensure compliance with the WIOA Section 188 and Equal Opportunity functions as required."*

#### Section 17: Fiscal, Performance and Other Functions

This section describes the accountability of the Upper Shore Workforce Investment Board, as the local Workforce Development entity, for fiscal and programmatic performance of the Title I, Training & Career Services, in accordance with the State's WIOA Title I Training and the Eligible Training Provider List policy.

*"The Upper Shore Workforce Investment Board (USWIB) and Chesapeake College have an agreement titled; "Upper Shore Workforce Investment Board Administrative Agreement" that specifies the relationship between the USWIB and Chesapeake College."*

## Acronym List

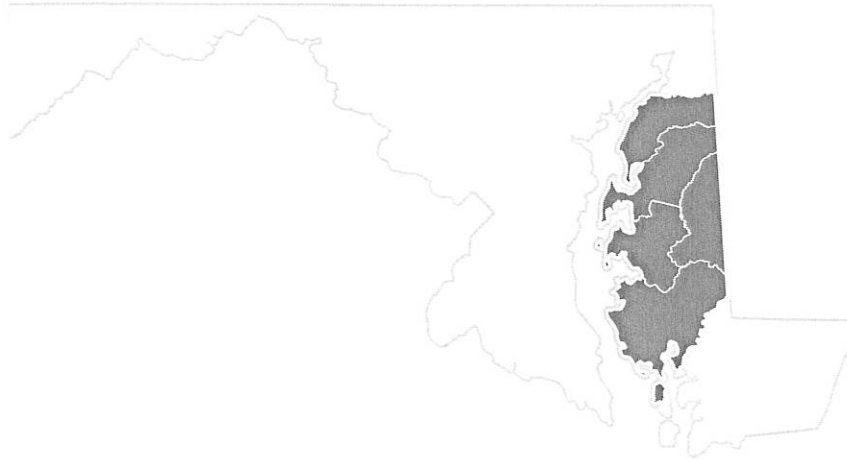
ADA	Americans with Disabilities Act
AEFL	Adult Education and Family Literacy
AJC	American Job Center
CBO	Community Based Organization
CFDA	Catalog of Federal Domestic Assistance
CLEO	Chief Local Elected Official
DLLR	Department of Labor, Licensing & Regulation
DORS	Division of Rehabilitation Services
DVOP	Disabled Veteran Opportunity Program
DWDAL	Division of Workforce Development & Adult Learning
EARN	Employment Advancement Right Now
EDC	Economic Development Commission
EEO	Equal Employment Opportunity Officer
ELL	English Language Learners
ESEC	Eastern Shore Entrepreneurial Center
ETP	Eligible Training Provider
GAAP	Generally Accepted Accounting Principles
ITA	Individual Training Account
LCC	Local Chamber of Commerce
LEA	Labor Exchange Administrator
LEO	Local Elected Official
LEP	Limited English Proficiency
LMB	Local Management Board
LVER	Local Veteran Employment Representative
MOU	Memorandum of Understanding
MSFW	Migrant and Seasonal Farmworkers
MSNAAC	Mid Shore Nurse's Aide Advisory Council
MWE	Maryland Workforce Exchange
NAWB	National Association of Workforce Boards
OJT	On-the-Job Training
PII	Personal Identifiable Information
POS	Priority of Service
RFP	Request for Proposal
RSA	Resource Sharing Agreement
RTW	Ready to Work
SBDC	Small Business Administration's Small Business Development Center
SCORE	Service Core of Retired Executives
SNAP	Supplemental Nutrition Assistance Program
TANF	Temporary Aid to Needy Families
TCA	Temporary Cash Assistance
USWIB	Upper Shore Workforce Investment Board
WIOA	Workforce Innovation & Opportunity Act

**Section 1 Economic Analysis**

The data that the USWIB analyzed in order to develop its WIOA strategic vision is gleaned from the CHMURA data analysis product, purchased this year by the USWIB. The CHMURA data is real-time, current and comprehensive regarding the economic, demographic and occupational information specific to the five counties in the Upper Shore area. The data detailed in the analysis for this section is current data as this plan is written, and represents real-time analysis. *The following is the Economic Overview of the Upper Shore area in Maryland, generated November 2018:*

# CHMURA: Economic Overview

## Upper Shore - 5 Counties



JOBS **eQ**

November 2018



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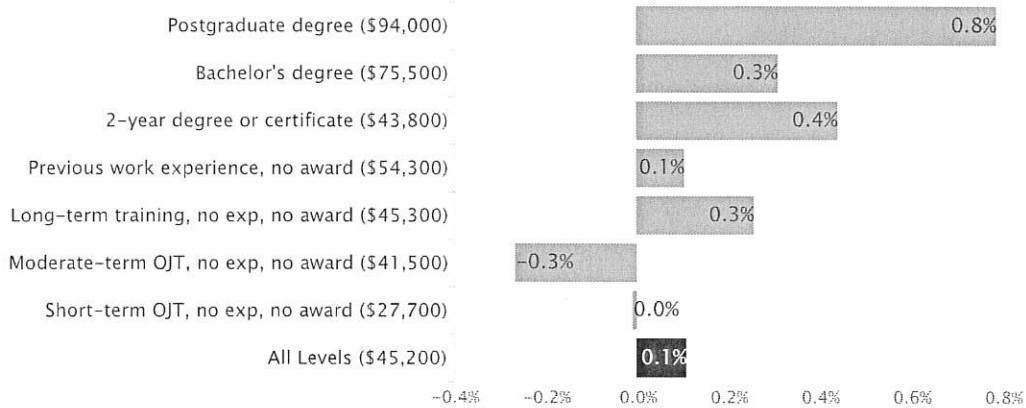
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### Education Levels

Expected growth rates for occupations vary by the education and training required. While all employment in the Upper Shore - 5 Counties is projected to grow 0.1% over the next ten years, occupations typically requiring a postgraduate degree are expected to grow 0.8% per year, those requiring a bachelor’s degree are forecast to grow 0.3% per year, and occupations typically needing a 2-year degree or certificate are expected to grow 0.4% per year.

Annual Average Projected Job Growth by Training Required for Upper Shore - 5 Counties

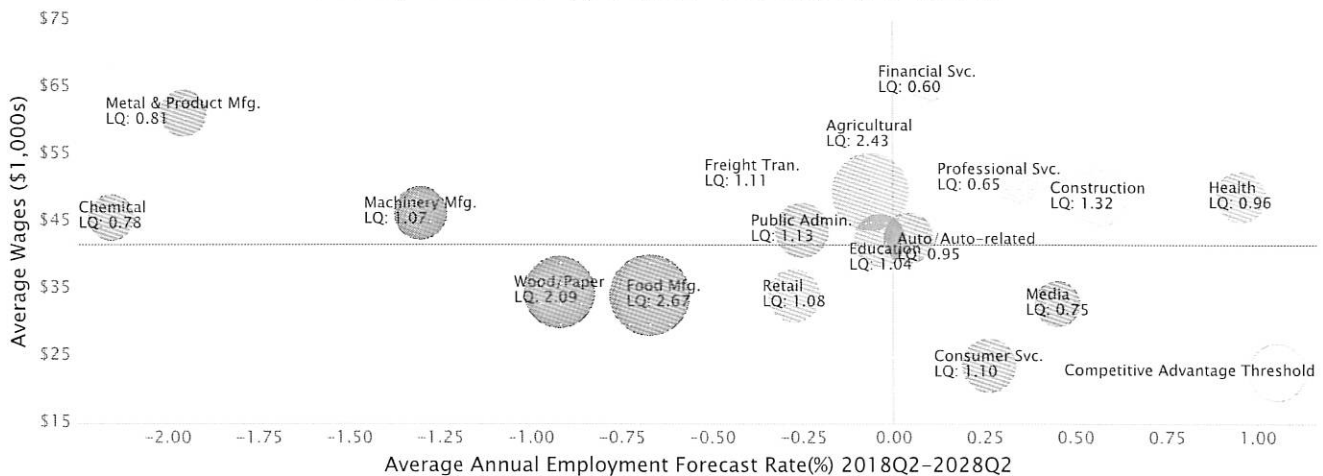


Employment by occupation data are estimates as of 2018Q2. Education levels of occupations are based on BLS assignments. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

### Industry Clusters

A cluster is a geographic concentration of interrelated industries or occupations. The industry cluster in the Upper Shore - 5 Counties with the highest relative concentration is Food Mfg. with a location quotient of 2.67. This cluster employs 2,132 workers in the region with an average wage of \$34,165. Employment in the Food Mfg. cluster is projected to contract in the region about 0.7% per year over the next ten years.

Industry Clusters for Upper Shore - 5 Counties as of 2018Q2



Location quotient and average wage data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics, imputed where necessary, and updated through 2017Q4 with preliminary estimates updated to 2018Q2. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

### Occupation Snapshot

The largest major occupation group in the Upper Shore - 5 Counties is Office and Administrative Support Occupations, employing 9,962 workers. The next-largest occupation groups in the region are Sales and Related Occupations (7,238 workers) and Food Preparation and Serving Related Occupations (6,973). High location quotients (LQs) indicate occupation groups in which a region has high concentrations of employment compared to the national average. The major groups with the largest LQs in the region are Farming, Fishing, and Forestry Occupations (LQ = 2.11), Building and Grounds Cleaning and Maintenance Occupations (1.23), and Construction and Extraction Occupations (1.20).

Occupation groups in the Upper Shore - 5 Counties with the highest average wages per worker are Management Occupations (\$105,800), Computer and Mathematical Occupations (\$81,100), and Healthcare Practitioners and Technical Occupations (\$75,000). The unemployment rate in the region varied among the major groups from 1.4% among Healthcare Practitioners and Technical Occupations to 8.7% among Farming, Fishing, and Forestry Occupations. Over the next 2 years, the fastest growing occupation group in the Upper Shore - 5 Counties is expected to be Healthcare Support Occupations with a +1.3% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Healthcare Support Occupations (+56 jobs) and Healthcare Practitioners and Technical Occupations (+54). Over the same period, the highest separation demand (occupation demand due to retirements and workers moving from one occupation to another) is expected in Food Preparation and Serving Related Occupations (2,376 jobs) and Office and Administrative Support Occupations (2,162).

Occupation Snapshot in Upper Shore - 5 Counties, 2018q2

SOC	Occupation	Current						2-Year History		2-Year Forecast				
		Four Quarters Ending with 2018q2			----2018q2----			Total Change	Avg Ann % Chg in Emp l	Total New Demand	--Separations--		---Growth---	
		Emp l	Avg Ann Wages <sup>1</sup>	L Q	Unempl	Unempl Rate	Online Job Ads <sup>2</sup>				Emp l	Region	Exit s	Transfer
11-0000	Management	4,669	\$105,800	1.2	79	1.5%	168	-118	1.2%	744	299	418	27	0.3%
13-0000	Business and Financial Operations	2,420	\$63,500	0.8	102	3.1%	94	-32	0.7%	454	147	287	20	0.4%
15-0000	Computer and Mathematical	1,081	\$81,100	0.3	46	2.6%	52	-55	2.4%	162	38	107	18	0.8%
17-0000	Architecture and Engineering	686	\$74,300	0.8	19	1.9%	35	-31	2.2%	101	35	64	1	0.1%
19-0000	Life, Physical, and Social Science	418	\$61,400	0	18	3.0%	66	-50	5.5%	73	21	50	2	0.2%

Occupation Snapshot in Upper Shore - 5 Counties, 2018q2

SOC	Occupation	Current						2-Year History		2-Year Forecast				
		Four Quarters Ending with 2018q2			-----2018q2-----			Total Change	Avg Ann % Chg in Emp l	Total New Demand	--Separations--		---Growth---	
		Emp l	Avg Ann Wages <sup>1</sup>	L Q	Unempl	Unempl Rate	Online Job Ads <sup>2</sup>				Emp l	Region	Exits	Transfer
				731										
21-0000	Community and Social Service	1,170	\$48,200	050	38	2.8%	86	12	0.5%	264	94	158	13	0.5%
23-0000	Legal	449	\$65,200	080	18	3.0%	7	-16	1.8%	59	23	33	3	0.3%
25-0000	Education, Training, and Library	4,153	\$53,200	106	163	3.5%	110	35	0.4%	708	353	342	13	0.2%
27-0000	Arts, Design, Entertainment, Sports, and Media	970	\$42,800	077	25	2.2%	30	27	1.4%	189	81	106	2	0.1%
29-0000	Healthcare Practitioners and Technical	3,737	\$75,000	095	63	1.4%	452	49	0.7%	455	203	199	54	0.7%
31-0000	Healthcare Support	2,164	\$31,300	111	97	3.8%	143	73	1.7%	566	258	252	56	1.3%
33-0000	Protective Service	1,246	\$44,500	084	59	3.4%	25	57	2.4%	259	127	136	-3	0.1%
35-0000	Food Preparation and Serving Related	6,973	\$24,300	117	600	7.0%	273	84	0.6%	2,416	1,062	1,314	40	0.3%
37-0000	Building and Grounds Cleaning and Maintenance	2,994	\$28,600	123	205	5.6%	94	57	1.0%	753	351	388	14	0.2%
39-0000	Personal Care and Service	2,946	\$28,400	109	153	4.4%	91	181	3.2%	949	454	443	52	0.9%
41-0000	Sales and Related	7,238	\$35,700	202	432	4.9%	689	-301	2.0%	1,954	874	1,106	-26	0.2%
43-0000	Office and Administrative Support	9,962	\$37,100	097	482	3.9%	305	160	0.8%	2,058	1,006	1,156	-104	0.5%
45-0000	Farming, Fishing, and Forestry	966	\$32,700	211	79	8.7%	6	-103	4.9%	255	69	194	-7	0.4%

Occupation Snapshot in Upper Shore - 5 Counties, 2018q2

SOC	Occupation	Current						2-Year History		2-Year Forecast					
		Four Quarters Ending with 2018q2			----2018q2----			Total Change	Avg Ann % Chg in Emp l	Total New Demand	--Separations--		---Growth---		Avg Ann Rate
		Emp l	Avg Ann Wages <sup>1</sup>	L Q	Unempl	Unempl Rate	Online Job Ads <sup>2</sup>				Emp l	Region	Exits	Transfer	
47-0000	Construction and Extraction	3,804	\$41,900	10	314	6.7%	56	84	1.1%	813	271	500	42	0.5%	
49-0000	Installation, Maintenance, and Repair	2,913	\$45,600	10	117	3.4%	201	102	1.8%	563	206	348	9	0.2%	
51-0000	Production	4,162	\$34,900	09	246	5.5%	149	-18	0.2%	817	335	566	-85	1.0%	
53-0000	Transportation and Material Moving	4,490	\$35,000	09	321	5.6%	920	39	0.4%	1,060	427	635	-2	0.0%	
	<b>Total - All Occupations</b>	<b>69,611</b>	<b>\$44,200</b>	<b>10</b>	<b>n/a</b>	<b>n/a</b>	<b>4,052</b>	<b>237</b>	<b>0.2%</b>	<b>15,686</b>	<b>6,733</b>	<b>8,801</b>	<b>152</b>	<b>0.1%</b>	

Source: [JobsEQ®](#)

Data as of 2018Q2 unless noted otherwise

Note: Figures may not sum due to rounding.

1. Occupation wages are as of 2017 and should be taken as the average for all Covered Employment

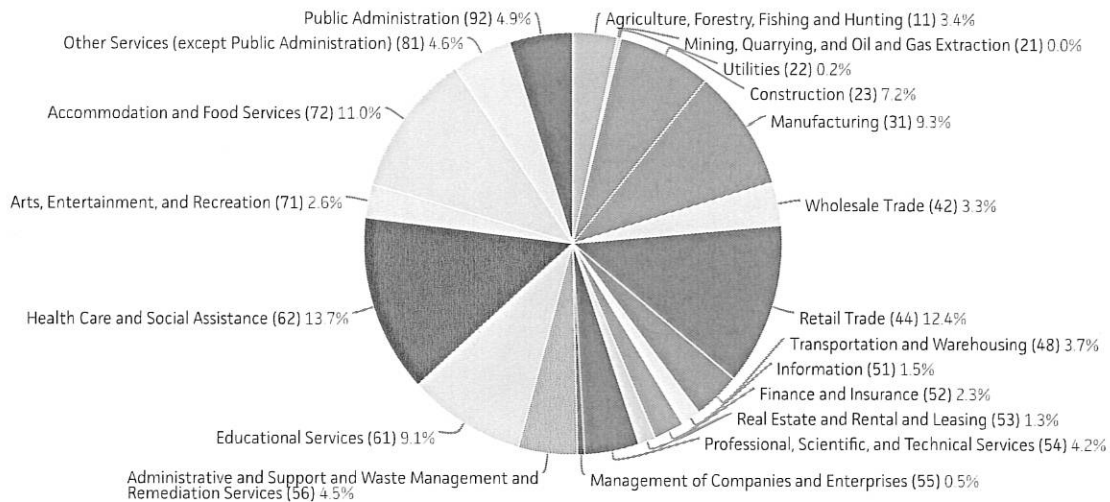
2. Data represent found online ads active within the last thirty days in the selected region; data represents a sampling rather than the complete universe of postings. Ads lacking zip code information but designating a place (city, town, etc.) may be assigned to the zip code with greatest employment in that place for queries in this analytic. Due to alternative county-assignment algorithms, ad counts in this analytic may not match that shown in RTI (nor in the popup window ad list).

Occupation employment data are estimated via industry employment data and the estimated industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2017Q4. Imputed where necessary with preliminary estimates updated to 2018Q2. Wages by occupation are as of 2017 provided by the BLS and imputed where necessary. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

### Industry Snapshot

The largest sector in the Upper Shore - 5 Counties is Health Care and Social Assistance, employing 9,515 workers. The next-largest sectors in the region are Retail Trade (8,633 workers) and Accommodation and Food Services (7,680). High location quotients (LQs) indicate sectors in which a region has high concentrations of employment compared to the national average. The sectors with the largest LQs in the region are Agriculture, Forestry, Fishing and Hunting (LQ = 2.50), Construction (1.29), and Arts, Entertainment, and Recreation (1.28).

Total Workers for Upper Shore - 5 Counties by Industry



Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2017Q4 with preliminary estimates updated to 2018Q2. Source: JobsEQ? Data as of 2018Q2

Sectors in the Upper Shore - 5 Counties with the highest average wages per worker are Utilities (\$67,851), Finance and Insurance (\$66,786), and Professional, Scientific, and Technical Services (\$64,934). Regional sectors with the best job growth (or most moderate job losses) over the last 2 years are Health Care and Social Assistance (+352 jobs), Administrative and Support and Waste Management and Remediation Services (+233), and Construction (+222).

Over the next 2 years, employment in the Upper Shore - 5 Counties is projected to expand by 152 jobs. The fastest growing sector in the region is expected to be Health Care and Social Assistance with a +1.0% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Health Care and Social Assistance (+183 jobs), Construction (+64), and Professional, Scientific, and Technical Services (+32).

USWIB REVISED REGIONAL & LOCAL WIOA OPERATIONAL PLAN: MID CYCLE UPDATE, MARCH 2019

NAICS	Industry	Current			2-Year History		2-Year Forecast				
		Four Quarters Ending with 2018q2			Total Change	Avg Ann % Chg in Empl	Total New Demand	Separations (Approximate)		---Growth---	
		Empl	Avg Ann Wages	LQ	Empl	Region		Exits	Transfers	Empl	Avg Ann Rate
11	Agriculture, Forestry, Fishing and Hunting	2,400	\$48,790	2.50	-256	-4.9%	516	224	295	-2	0.0%
21	Mining, Quarrying, and Oil and Gas Extraction	23	\$47,936	0.08	-91	-54.8%	5	2	3	0	-0.2%
22	Utilities	167	\$67,851	0.46	32	11.1%	32	11	19	2	0.6%
23	Construction	5,041	\$48,169	1.29	222	2.3%	1,059	358	638	64	0.6%
31	Manufacturing	6,487	\$46,624	1.13	26	0.2%	1,195	496	845	-146	-1.1%
42	Wholesale Trade	2,315	\$60,503	0.86	-69	-1.5%	468	183	302	-17	-0.4%
44	Retail Trade	8,633	\$27,237	1.16	-402	-2.2%	2,256	1,016	1,282	-42	-0.2%
48	Transportation and Warehousing	2,589	\$47,789	0.85	40	0.8%	548	234	314	0	0.0%
51	Information	1,027	\$56,011	0.75	60	3.1%	204	73	127	4	0.2%
52	Finance and Insurance	1,633	\$66,786	0.59	4	0.1%	312	118	190	3	0.1%
53	Real Estate and Rental and Leasing	931	\$48,668	0.78	-23	-1.2%	192	87	103	3	0.2%
54	Professional, Scientific, and Technical Services	2,945	\$64,934	0.64	-253	-4.0%	539	190	317	32	0.5%
55	Management of Companies and Enterprises	373	\$63,299	0.36	-60	-7.2%	66	25	42	-1	-0.2%
56	Administrative and Support and Waste Management and Remediation Services	3,167	\$34,762	0.70	233	3.9%	764	311	421	31	0.5%
61	Educational Services	6,305	\$45,056	1.10	84	0.7%	1,160	561	604	-5	0.0%
62	Health Care and Social Assistance	9,515	\$46,100	0.96	352	1.9%	1,985	885	917	183	1.0%
71	Arts, Entertainment, and Recreation	1,777	\$24,144	1.28	167	5.1%	511	224	275	12	0.3%
72	Accommodation and Food Services	7,680	\$20,339	1.23	133	0.9%	2,514	1,101	1,386	27	0.2%
81	Other Services (except Public Administration)	3,204	\$31,170	1.05	101	1.6%	733	332	395	5	0.1%

USWIB REVISED REGIONAL & LOCAL WIOA OPERATIONAL PLAN: MID CYCLE UPDATE, MARCH 2019

NAICS	Industry	Current			2-Year History		2-Year Forecast					
		Four Quarters Ending with 2018q2			Total Change	Avg Ann % Chg in Empl	Total New Demand	Separations (Approximate)		---Growth---		Avg Ann Rate
		Empl	Avg Ann Wages	LQ				Empl	Region	Exits	Transfers	
92	Public Administration	3,401	\$44,976	1.04	-64	-0.9%	607	265	359	-17	-	0.2%
	<b>Total - All Industries</b>	<b>69,611</b>	<b>\$41,681</b>	<b>1.00</b>	<b>237</b>	<b>0.2%</b>	<b>15,360</b>	<b>6,518</b>	<b>8,689</b>	<b>152</b>		<b>0.1%</b>

Source: [JobsEQ<sup>SM</sup>](#)

Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2017Q4 with preliminary estimates updated to 2018Q2. Forecast employment growth uses national projections adapted for regional growth patterns.

## Cost of Living Index

The Cost of Living Index estimates the relative price levels for consumer goods and services. When applied to wages and salaries, the result is a measure of relative purchasing power. The cost of living is 14.7% higher in Upper Shore - 5 Counties than the U.S. average.

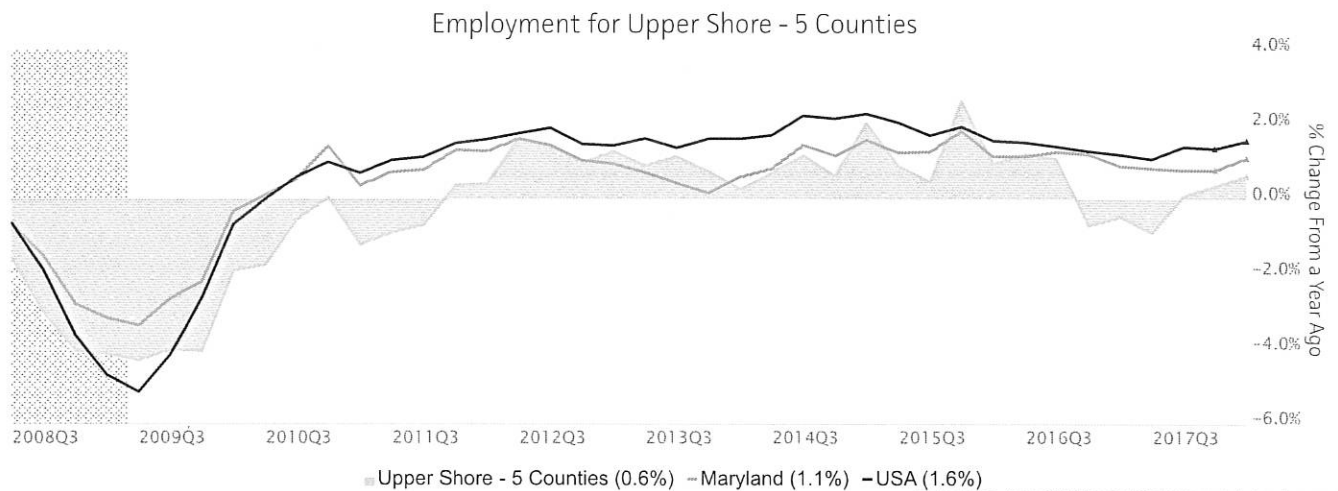
### Cost of Living Information

	Annual Average Salary	Cost of Living Index (Base US)	US Purchasing Power
Upper Shore - 5 Counties	\$41,681	114.7	\$36,352
Maryland	\$59,126	126.8	\$46,617
USA	\$55,223	100.0	\$55,223

Source: JobsEQ®  
 Data as of 2018Q2  
 Cost of Living per C2ER, data as of 2018q2, imputed by Chmura where necessary.

## Employment Trends

As of 2018Q2, total employment for the Upper Shore - 5 Counties was 69,611 (based on a four-quarter moving average). Over the year ending 2018Q2, employment increased 0.6% in the region.



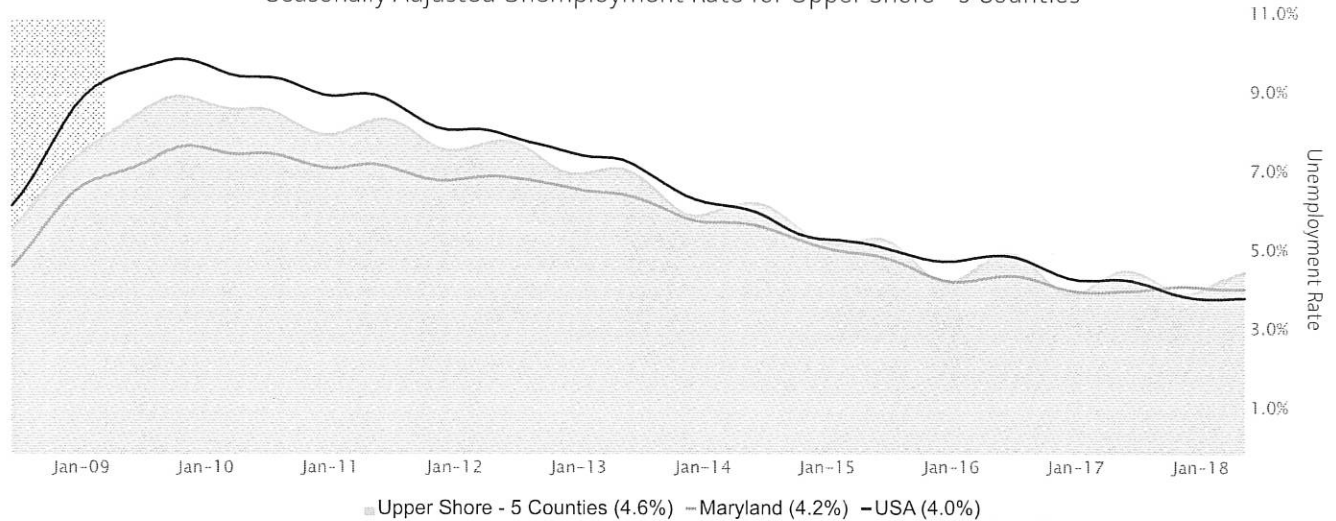
Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2017Q4 with preliminary estimates updated to 2018Q2. Source: JobsEQ®, Data as of 2018Q2. The shaded areas represent national recessions.



## Unemployment Rate

The seasonally adjusted unemployment rate for the Upper Shore - 5 Counties was 4.6% as of August 2018. The regional unemployment rate was higher than the national rate of 4.0%. One year earlier, in August 2017, the unemployment rate in the Upper Shore - 5 Counties was 4.6%.

Seasonally Adjusted Unemployment Rate for Upper Shore - 5 Counties

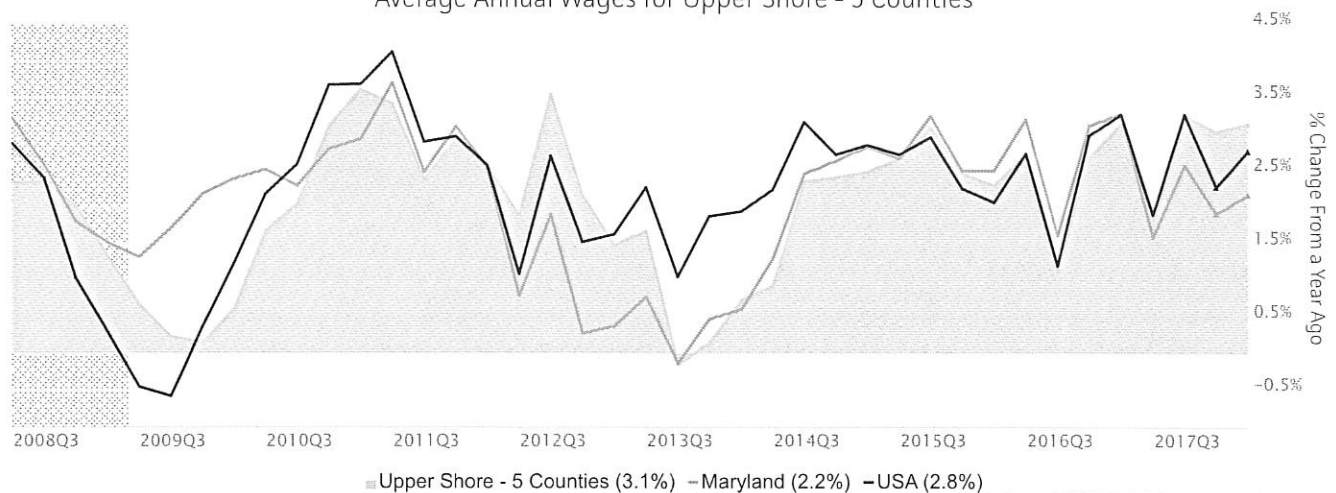


Unemployment rate data are from the Local Area Unemployment Statistics, provided by the Bureau of Labor Statistics and updated through August 2018. Source: BLS. Data as of Aug 2018. The shaded areas represent national recessions.

## Wage Trends

The average worker in the Upper Shore - 5 Counties earned annual wages of \$41,681 as of 2018Q2. Average annual wages per worker increased 3.1% in the region over the preceding four quarters. For comparison purposes, annual average wages were \$55,223 in the nation as of 2018Q2.

Average Annual Wages for Upper Shore - 5 Counties



Annual average wages per worker data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2017Q4 with preliminary estimates updated to 2018Q2. Source: BLS. Data as of 2018Q2. The shaded areas represent national recessions.

## Demographic Profile

The population in the Upper Shore - 5 Counties was 171,303 per American Community Survey data for 2012-2016. The region has a civilian labor force of 88,698 with a participation rate of 63.6%. Of individuals 25 to 64 in the Upper Shore - 5 Counties, 27.9% have a bachelor's degree or higher which compares with 31.8% in the nation. The median household income in the Upper Shore - 5 Counties is \$62,612 and the median house value is \$272,335.

### Summary<sup>1</sup>

Demographics	Percent			Value		
	Upper Shore - 5 Counties	Maryland	USA	Upper Shore - 5 Counties	Maryland	USA
<b>Demographics</b>						
Population (ACS)	—	—	—	171,303	5,959,902	318,558,162
Male	48.3%	48.4%	49.2%	82,764	2,886,734	156,765,322
Female	51.7%	51.6%	50.8%	88,539	3,073,168	161,792,840
Median Age <sup>2</sup>	—	—	—	44.7	38.3	37.7
Under 18 Years	20.9%	22.6%	23.1%	35,885	1,347,810	73,612,438
18 to 24 Years	8.2%	9.4%	9.8%	14,122	559,453	31,296,577
25 to 34 Years	10.5%	13.8%	13.6%	18,045	820,592	43,397,907
35 to 44 Years	10.8%	12.9%	12.7%	18,563	768,457	40,548,400
45 to 54 Years	14.7%	14.7%	13.6%	25,201	876,960	43,460,466
55 to 64 Years	14.6%	12.9%	12.6%	25,004	766,580	40,061,742
65 to 74 Years	11.6%	8.0%	8.3%	19,878	475,899	26,355,308
75 Years, and Over	8.5%	5.8%	6.2%	14,605	344,151	19,825,324
Race: White	81.3%	57.2%	73.3%	139,208	3,408,240	233,657,078
Race: Black or African American	14.1%	29.6%	12.6%	24,155	1,765,926	40,241,818
Race: American Indian and Alaska Native	0.1%	0.3%	0.8%	211	15,946	2,597,817
Race: Asian	1.0%	6.1%	5.2%	1,635	362,259	16,614,625
Race: Native Hawaiian and Other Pacific Islander	0.0%	0.0%	0.2%	78	2,792	560,021
Race: Some Other Race	1.1%	3.7%	4.8%	1,834	218,586	15,133,856
Race: Two or More Races	2.4%	3.1%	3.1%	4,182	186,153	9,752,947
Hispanic or Latino (of any race)	4.9%	9.2%	17.3%	8,453	550,146	55,199,107
<b>Population Growth</b>						
Population (Pop Estimates) <sup>5</sup>	—	—	—	171,612	6,052,177	325,719,178
Population Annual Average Growth <sup>5</sup>	0.2%	0.7%	0.8%	324	39,877	2,448,797
<b>Economic</b>						
Labor Force Participation Rate and Size (civilian population 16 years and over)	63.6%	68.0%	63.3%	88,698	3,221,839	159,807,099
Armed Forces Labor Force	0.2%	0.6%	0.4%	215	28,072	1,011,641
Veterans, Age 18-64	6.1%	6.1%	5.1%	6,140	227,896	10,165,671
Veterans Labor Force Participation Rate and Size, Age 18-64	83.5%	82.8%	75.4%	5,124	188,727	7,664,089
Median Household Income <sup>2</sup>	—	—	—	\$62,612	\$76,067	\$55,322
Per Capita Income	—	—	—	\$33,600	\$37,756	\$29,829
Poverty Level (of all people)	12.1%	9.9%	15.1%	20,315	576,835	46,932,225
Households Receiving Food Stamps	14.7%	11.1%	13.0%	9,900	241,401	15,360,951
Mean Commute Time (minutes)	—	—	—	29.7	32.4	26.1
Commute via Public Transportation	1.3%	8.9%	5.1%	1,037	264,277	7,476,312
<b>Educational Attainment, Age 25-64</b>						
No High School Diploma	10.6%	9.0%	11.6%	9,234	290,169	19,478,050
High School Graduate	33.4%	24.2%	26.1%	29,021	781,427	43,788,541
Some College, No Degree	20.3%	19.9%	21.5%	17,606	643,784	36,025,193
Associate's Degree	7.8%	6.9%	8.9%	6,736	222,075	14,962,488
Bachelor's Degree	17.2%	22.1%	20.2%	14,931	714,428	33,845,524

Summary<sup>1</sup>

	Percent			Value		
	Upper Shore - 5 Counties	Maryland	USA	Upper Shore - 5 Counties	Maryland	USA
Postgraduate Degree	10.7%	18.0%	11.6%	9,285	580,706	19,368,719
<b>Housing</b>						
Total Housing Units	—	—	—	81,756	2,421,909	134,054,899
Median House Value (of owner-occupied units) <sup>2</sup>	—	—	—	\$272,335	\$290,400	\$184,700
Homeowner Vacancy	2.1%	1.7%	1.8%	1,030	25,511	1,395,797
Rental Vacancy	4.7%	6.3%	6.2%	948	49,901	2,855,844
Renter-Occupied Housing Units (% of Occupied Units)	28.1%	33.5%	36.4%	18,899	729,709	42,835,169
Occupied Housing Units with No Vehicle Available (% of Occupied Units)	6.6%	9.2%	9.0%	4,450	201,241	10,562,847
<b>Social</b>						
Enrolled in Grade 12 (% of total population)	1.2%	1.4%	1.4%	2,008	84,300	4,433,703
Disconnected Youth <sup>4</sup>	4.1%	2.6%	2.8%	344	8,254	485,589
Children in Single Parent Families (% of all children)	36.9%	35.6%	34.7%	12,563	458,680	24,318,038
With a Disability, Age 18-64	10.7%	8.6%	10.3%	10,712	318,481	20,188,257
With a Disability, Age 18-64, Labor Force Participation Rate and Size	48.3%	47.3%	41.0%	5,176	150,516	8,278,834
Foreign Born	4.4%	14.7%	13.2%	7,559	874,332	42,194,354
Speak English Less Than Very Well (population 5 yrs and over)	2.7%	6.5%	8.5%	4,325	365,707	25,440,956
<b>Union Membership</b>						
Total <sup>3</sup>	15.6%	10.6%	10.7%	—	—	—
Private Sector <sup>3</sup>	12.5%	6.1%	6.4%	—	—	—
Manufacturing <sup>3</sup>	10.4%	12.7%	8.7%	—	—	—
Public Sector <sup>3</sup>	32.9%	30.7%	35.1%	—	—	—

 Source: [JobsEQ<sup>5</sup>](#)

1. American Community Survey 2012-2016, unless noted otherwise

2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.

3. 2017; Current Population Survey, unionstats.com, and Chmura; county- and zip-level data are best estimates based upon industry-, MSA-, and state-level data

4. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.

5. Census 2017, annual average growth rate since 2007

## Summary of Economic Analysis

The challenge faced by the Upper Shore Workforce Investment Board and the Upper Shore American Job Center Partners is to identify employer expectations for workers in the growth industries. The fundamental question that the workers, employers and workforce system stakeholders must address is, "What is needed in order for businesses to survive and thrive in the Upper Shore economy?" To provide the best service to the customers and employers of the Upper Shore, the USWIB must work from macroeconomic data to microeconomic data. The macroeconomic data is valuable for targeting growth industries, but the microeconomic data that shows occupations projected to grow, assists employers, customers and the stakeholders of the Upper Shore workforce system to target specific skills qualifications and work ethic enhancements that will prepare workers for the jobs.

## The Demand Side of the Labor Market:

- **Existing and emerging in demand industry sectors and occupations**

The Upper Shore Workforce Investment Board (USWIB) is committed to working with Workforce Innovation and Opportunity Act (WIOA) Partners to reduce unemployment and underemployment in the Upper Shore area. The Upper Shore area is comprised of Caroline, Dorchester, Kent, Queen Anne's and Talbot Counties. The area has undergone an economic transition in the last twenty years as the economy has shifted from a manufacturing-based to a service-based economy.

- **Employment needs from employers in those industry sectors and occupations**

In order to validate data and determine the story behind the data, the USWIB and the stakeholders of the Upper Shore workforce system must identify employers who will talk about their industry, their business and their employees. The USWIB has and engaged employers in listening sessions in several industries this past year to learn about the Upper Shore economy and serving the employers and customers of the workforce system. We ask employers to attend focus groups about an industry or business, serve on the USWIB, and/ or hire the customers who have participated in the Upper Shore workforce system.

#### **Drivers**

New legislation regarding the regulations that have currently expanding the need to inform employers and potential drivers about the safety and logbook requirements will bring about training that is more rigid in order to keep drivers employable and employed. Incumbent worker drivers will also need the updated required training, and the employer will need to hire drivers who have been trained using the new regulatory requirement. This includes both bus (passenger), over the road (OTR) and hazard material handling transportation. Preparing drivers for employment in the upper shore region represents a large segment of local WIOA annual training scholarships, and has instigated a newly formed business advisory committee to Chesapeake College's Driver Training Academy.

#### **Healthcare**

Certified Nursing Assistants (CNA) continue to be the most requested training scholarship in the upper shore region. Employers not only include nursing homes, hospice and companion care employers, but also serve doctor offices and hospital employers. Because of the physicality of the profession, employers are telling us they have an 80% turnover rate. The shore has consistently seen a trend toward retirement services and resources, and nursing care for the elderly is representative of that trend. Although employment in this industry is high in demand, the wage is among the lowest of trained entry-level professionals. In addition, most scholarship requests tend to represent those who can get a position quickly after training, and are likely to be able to walk to local care-giving employers. The lack of transportation in our region is a challenge for not just job retention, but training availability. The Upper Shore represents the CNA training as a viable career pathway in our region: healthcare employers also are more likely to support upward mobility and promotion in healthcare, and the WIOA scholarships support both incumbent training and additional training scholarship opportunities within the healthcare field.

#### **Manufacturing**

The upper shore region is expanding the manufacturing base lost in the last decade, especially for smaller and more specialized businesses. Although there are a few of the larger employers still viable in manufacturing, most employers are mid- to small-sized (100 or less employers). Through active listening opportunities, employers are describing innovation in updated manufacturing processes and an improvement toward "clean" processing that has not yet been well communicated in the region. Currently, most manufacturing employers are well-under the number of workers they need. Recruitment efforts have become more directed toward high school career centers as places for communication about the "new" manufacturing. Few training curricula in the local region regarding manufacturing processes has been developed. However, Chesapeake College is working with local employers to instigate apprenticeship models that might address recruitment for manufacturers.



## Welding

A few new structural employers have entered the region within the last two years. Requirements for trained welders in the region has been exponential. Chesapeake College has been working to ensure available welding training is available and the WIOA staff have been supportive of efforts to train individuals who are choosing this industry.

The Maryland Workforce Exchange is a valuable tool for determining the potential for employers to find an employee and for customers to find a job. The data in the table below provides an example of the "buyers' market" jobs in the Upper Shore economy. This data is useful to the stakeholders of the Upper Shore workforce system because it provides a basis for assisting customers in determining the jobs that may drive a customer toward education or training.

### Current labor force employment and unemployment data

Unemployment Rate by County	July 2018	Aug 2018	Sept 2018	Oct 2018	Nov 2018
Maryland	4.4	4.2	3.9	3.8	3.5
Caroline County	4.3	3.9	3.6	3.4	3.3
Dorchester County	5.5	5.4	4.9	4.9	4.6
Kent County	4.7	4.3	4.0	3.8	3.8
Queen Anne's County	3.9	3.4	3.2	3.0	3.0
Talbot County	4.1	3.7	3.6	3.4	3.3

The unemployment rate in the five-county Upper Shore region generally shows a relatively high rate for Dorchester County and a relatively low rate for Queen Anne's County. The influence of commuters on the unemployment rate in Queen Anne's County puts the county in line with the Baltimore Washington corridor counties. Conversely, Dorchester County closely resembles the unemployment situation in the "Lower Shore" counties.

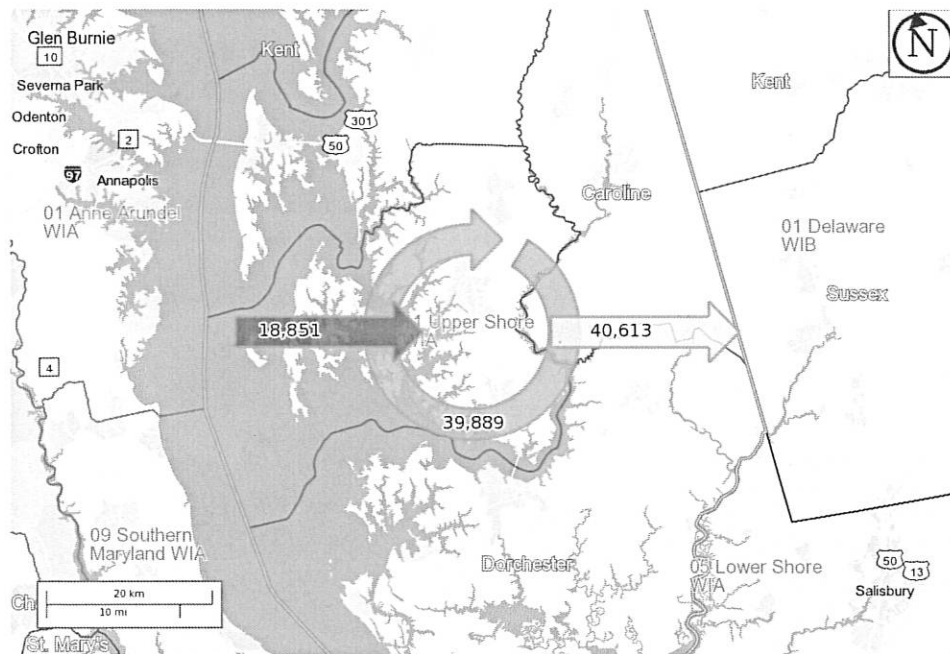
Kent and Talbot Counties are characterized by a high median age and the phenomena of people moving to the counties to retire. The retirees provide a demand for services such as- health, food and skilled trades that provides an employment base.

Caroline County has a diverse economy. The county has an agricultural base that produces output and dollars, but supports only a few jobs. Many Caroline County workers commute to jobs in employment centers in other Upper Shore counties.

### Labor market trends:

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

workers on a daily basis. The data indicates that more workers live in the Upper Shore and commute to work elsewhere than live, and work in the Upper Shore.



Us Census Bureau: LEHD On The Map

The above analysis regarding training strategies is in alignment with the state's **Benchmarks of Success** plan to maximize access to employment by continuing to adjust the training strategies based upon CHMURA data and locally support the needs of business.

In addition, the 12/02/2017 Tax Reduction and Jobs Bill ACT created Opportunity Zones and Opportunity Funds. The US Treasury identified over 8000 zones, and each of the five Upper Shore Counties has an opportunity zone. The USWIB will stay abreast of any situations that will encourage support for those who may want to invest in the Opportunity Zones in our five-county area.

## Section 2: Strategic Planning to Maximize the Earning Capacity of Marylanders

The Upper Shore Workforce Investment Board's vision is designed bring together the innovative business, education, economic development, human service entity and non-profit organization leaders with our WIOA partners that implement its programs. By focusing on a two-fold customer approach that addresses the needs of businesses and workers, the USWIB strives to ensure that our region has an educated and skilled workforce, and that businesses have a ready supply of skilled workers.

By employing the resources in the WIOA partner programs, the USWIB strives to align with the state's Benchmarks of Success by addressing the first four strategies:

1. Increase the earning capacity of Maryland's workforce system customers by maximizing access to employment;

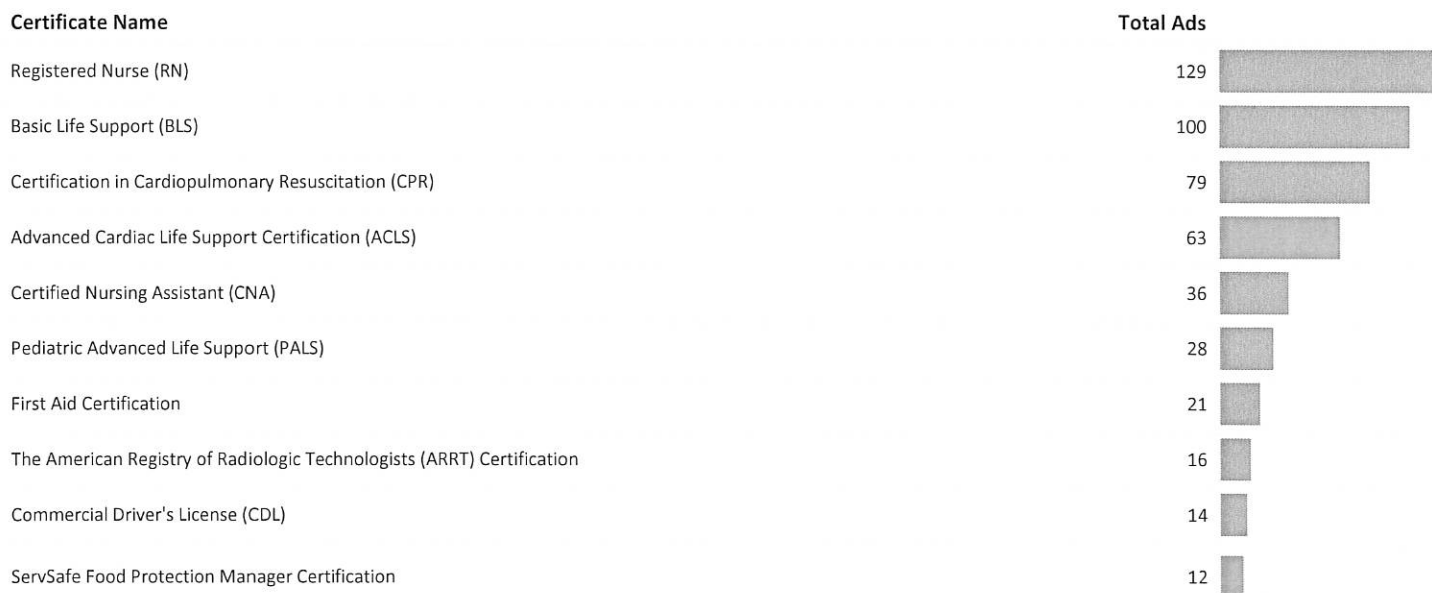
2. Increase the earning capacity of Maryland’s workforce system customers by maximizing access to and use of skills and credentialing;
3. Increase the earning capacity of Maryland’s workforce system customers by maximizing access to and use of life management skills; and
4. Increase the earning capacity of Maryland’s workforce system customers by eliminating barriers to employment.

**(A) Analysis of the knowledge and skills needed to meet the needs of businesses in the Local Area including employment needs in in-demand industry sectors and occupations**

Throughout its 36 year history, the USWIB has engaged employers to determine its strategy for employment and training services. Employers have said through the years, “give me a worker who shows up on times, works well with others and is willing to learn, and we’ll train them”. Data that is available through Chmura JobsEq supports that statement. A Real Time analysis of 3,429 online job ads indicates that the most prevalent certification is Registered Nurse and that certification is listed in 129 online ads. The same analysis of 3,429 online job ads indicates that the most prevalent skill is Communication and that skill is listed in 1,327 online ads.

Openings by Certifications

**Certifications**



## Openings by Skills

### Skills

Skill Name	Total Ads
Communication	1,327
Customer Service	791
Cooperative/Team Player	701
Self-Motivated/Ability to Work Independently/Self Leadership	507
Adaptability/Flexibility/Tolerance of Change and Uncertainty	372
Organization	359
Enthusiastic/Energetic	348
Ability to Work in a Fast Paced Environment	306
Accountable/Responsible/Reliable/Dependable/Trustworthy	279
Detail Oriented/Meticulous	261

Source: [JobsEQ](#)

Data reflect online job postings for the 30 day period ending 6/11/2019

Note: Data are subject to revision. Please do not use the volume of data for historical comparisons until such time that an adjusted historical series of these data are provided

The USWIB will work to ensure that job seekers who work with American Job Center Partners will be exposed to the skill demands of employers as well as the certification demands of employers. The USWIB will accomplish this by periodically sharing Chmura JobsEQ and/or other data that shows employer needs, with American Job center Partners.

The USWIB will prepare its customers for regional, job-driven, in-demand industries and occupations to equip an economy that is robust and electronically accessible. USWIB will collaborate with its WIOA core program partners to implement initiatives that will be inclusive for youth, and integrate individuals with barriers to employment. The USWIB will support regional economic growth and economic self-sufficiency for businesses and workers.

In order to validate data and determine the story behind the data, the USWIB and the stakeholders of the Upper Shore workforce system must identify employers who will talk about their industry, their business and their employees. The USWIB has made a commitment and engaged employers in listening sessions in several industries this past year to learn about the Upper Shore economy and serving the employers and customers of the workforce system. We ask employers to attend focus groups about an industry or business, serve on the USWIB, and/ or hire the customers who participate in the Upper Shore workforce system.

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## **(B) Analysis of the workforce in the Local Area, including current labor force employment (and unemployment) data and information on labor market trends, and the skill levels of the workforce in the Local Area including individuals with barriers to employment**

A compelling analysis for the implementation and effectiveness of employment and training activities is a focus on the Labor Force Participation Rate and the ongoing strategic analysis of who isn't participating in the labor force and why. A Labor Force Participation Rate analysis assists in targeting American Job Center Partner resources to the job seekers who are not in the labor force with the objective of getting the disengaged to engage.

	Percent			Value		
	Upper Shore - 5			Upper Shore - 5		
	Counties	Maryland	USA	Counties	Maryland	USA
<b>Economic</b>						
Labor Force Participation Rate and Size (civilian population 16 years and over)	63.2%	67.9%	63.3%	88,193	3,239,167	161,159,470
Prime-Age Labor Force Participation Rate and Size (civilian population 25-54)	84.1%	85.7%	81.6%	51,139	2,097,019	103,761,701
Veterans Labor Force Participation Rate and Size, Age 18-64	83.4%	83.0%	75.8%	4,764	180,815	7,326,514
With a Disability, Age 18-64, Labor Force Participation Rate and Size	47.7%	47.4%	41.4%	5,040	153,211	8,395,884
Source: JobsEQ®						
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**(C) An analysis of the workforce development activities (including education and training) in the Local Area, including an analysis of the strengths and weaknesses of such services, and the capacity to provide such services, to address the identified education and skill needs of the workforce and the employment needs of employers in the Local Area.**

The data in the table on the next page is based on the occupational training offerings listed on the Workforce Innovation and Opportunity Act Eligible Training Provider List (ETPL) for Chesapeake College. As this plan is written, Chesapeake College is the only WIOA Eligible Training Provider in the Upper Shore area. Customers must use the ETPL when selecting a training program that qualifies for WIOA training funds. Customers may choose any training on the ETPL, and are not limited to the local area. If a customer is willing to travel for training, they may do so, and they may choose a training program delivered outside the Upper Shore area.

The table on the next page ties together the training listed on the ETPL, and training that has been used by Upper Shore customers between July 1, 2017 – June 30, 2018. The USWIB is interested in aligning training options with in-demand industries and occupations.

<b>Chesapeake College Eligible Training Provider List Program Name</b>	<b>Did WIOA Customers Choose this Training in the July 1, 2017 –June 30, 2018 timeframe? If yes, how many?</b>	<b>Is the Industry Projected to Grow in the Upper Shore?</b>
Administrative Medical Assistant	7	Yes
CDL Bus Training	77	Yes
Child Care	no	No
Clinical Medical Assistant	30	Yes
Certified Nursing Assistant	49	Yes
Criminal Justice	No	No
Dental Assisting	3	Yes
Drafting	No	No
Electrician's Training	3	Yes
EMT-Paramedic	5	Yes
Food Service Management	No	Yes
Hotel/Resort Management	No	Yes
HVAC-R Technician	No	Yes
Medical Coding Professional	2	Yes
Nail Technician	No	No
Pharmacy Technician	1	Yes
Phlebotomy	22	Yes
Radiological Sciences	1	Yes
Surgical Tech	1	Yes
Welding	3	Yes

*Source: MD ETPL, WIOA Authorization for Training spreadsheet, MWE*

The strength of the local employment and training network is its robust collaboration and communication model indicative in the five local counties. Providing an American Job Center face-to-face opportunity for both business and job seeker at least one day per week in each of the five counties in the upper shore, including a successful branding and social media campaign, have allowed an expansion of outreach and promotion that is driving the population to the American Job Center resources.

The five-county USWIB, however, recognizes the weakness associated with regard to rural challenges: 1. Population and demographics of available workers; 2. Access to employment centers: lack of available, reliable and timely transportation; and 3. Access and affordability of child and adult care resources.

To mitigate in some measure the access to transportation challenges, the USWIB and its WIOA staff are incorporating new data analysis technology assets (CHMURA), and exploring on-line job and career resources (YOUTUBE) that will provide services and access to resources through using computer and cell phones technology. The availability of local and relevant labor market data (via CHMURA) will ensure each customer has the most current information in order to make the best decision about determining his/her career choice and the training path forward.

The USWIB will collaborate with its WIOA core program partners to utilize the newest and most standardized employment and training tools available that will assist youth, and individuals with barriers to employment. The USWIB and WIOA core partners will apply job-driven strategies relevant to the local economy using the American Job Center system, such as work-based learning that includes internships, apprenticeships and on-the-job training. This will innovatively align employment, training and education programs to meet performance accountability measures, and align with Benchmarks of Success goals.

The USWIB is developing relevant training that will ensure American Job Center certification for all local AJC staff is a priority for the Upper Shore area:

- Beginning in the spring of 2018, a robust professional development plan has been underway to recognize and validate employment and career service skills, referred to in the WIOA 2014, for all front-line staff in the American Job Center delivery system. With staff competent and confident in the local employment and career resources, the Upper Shore will provide a seamless and more efficient employment and career network for job seekers and business alike. In addition, AJC staff across core partners will be better informed about core partnership services for exceptional customer service delivery:
- The USWIB will collaborate with its WIOA core program partners to educate front-line American Job Center staff regarding the *real* labor market in the local area by providing opportunities to meet and visit local business. Frontline staff will be offered an opportunity to visit local employers and hear firsthand about the employment availability. In November 2018, 32 individuals participated in the first of two such visits coordinated with the local economic development and chamber representatives. This relates to a focus on businesses who offer internal stepping-stone opportunities for promotion will likely result in longer retention results for our customers, and an increase in performance accountability.

The USWIB will collaborate with its WIOA core program partners to ensure that a thorough assessment of the customer's interests and abilities for specific kinds of work is completed so that a customer's development of the skills needed to qualify for local jobs can be compiled.

- Relevant labor market information and the on-going communication with local employers will ensure all American Job Center partner staff have the information needed to guide job seekers regarding available opportunities in the local area. The Upper Shore has supported many employer listening sessions that have helped to guide the local area staff in ensuring relevant training support is available for job seekers. Utilizing this information will be important in order to create a viable job-training career pathway, and a durable and suitable match for both the local business and the job-seeking customer. Thus, more flexibility and increased use of on-the-job training and customized training is integral to the USWIB vision.

The USWIB will collaborate with its WIOA core program partners to encourage county and town administrators to avail themselves of the board's considerable expertise regarding data about the Upper Shore labor force. The USWIB's knowledge and experience provides useful information for economic planning, and potential employers may use the board's resources for informed decision-making.



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

The USWIB developed its vision based on a review and analysis of the:

- Impact the information revolution has had on job market boundaries;
- The interactions between the USWIB area and the broader regional economies;
- 4- year projections of employment within the Upper Shore counties;
- Decline in jobs offered in the area’s traditional economic sectors;
- Small number of new employment categories being added;
- Continuing departure of young people;
- Scarcity of local positions with steppingstone opportunities.

Based on the review and analysis of data related to the bullet points above,

The Upper Shore Workforce Investment Board, as the Local Workforce Development Board, is committed to working with WIOA Partners in the American Job Center to maximize access to employment.

The Upper Shore Workforce Investment Board, as the Local Workforce Development Board, will facilitate alignment with the Benchmarks of Success in the Governor’s Combined Plan submission.

The Upper Shore Workforce Investment Board, as the Local Workforce Development Board, is committed to integrating local workforce partners and entities in and with the American Job Center(s) to expand employment, training, education, and supportive services for eligible participants.

The Upper Shore Workforce Investment Board, as the Local Workforce Development Board, will facilitate access to resources and services in the local American Job Centers to employers, job seekers, and eligible participants in the five counties of Kent, Queen Anne’s, Dorchester, Caroline and Talbot Counties.

### **Section 3: Strategic Planning to Strengthen the Local Workforce System**

The fifth Strategic Goal of the *Benchmarks of Success* is to strengthen and enhance the effectiveness and efficiency of Maryland’s workforce system.

**(A) Taking into account analyses described in Section 2, a strategy to work with the entities that carry out the core programs to align resources available to the Local Area, to achieve the strategic vision and goals.**

The USWIB Strategic Vision for Preparing a Skilled Workforce was created by an ad hoc committee of the USWIB. The full USWIB, including representatives of the Workforce Innovation and Opportunity Act (WIOA) Core Partners voted to accept the strategic vision at the May 26, 2015 USWIB meeting.

The fundamental values reflected in the strategic vision relative to the Core Partners are:

- Each Core Partner has expertise in serving its customer base.
- Information and referral between Core Partners is vital for success.
- Data sharing among Core Partners is a measure of partnership.
- Resource sharing is vital to the success of the Upper Shore WIOA system.
- The One Stop Operator facilitates collaboration and cooperation among Partners.

<b>Desired Outcome</b>	<b>Strategies to Achieve Desired Outcomes</b>
Maximizing Resources; Minimizing Costs	<ul style="list-style-type: none"> <li>• USWIB/Chesapeake College Agreement provides high quality administrative services at a reasonable cost</li> <li>• Professional Development with the American Job Center Partners facilitates resource sharing</li> <li>• USWIB budget process enhances efficient allocation of Title I resources</li> </ul>
Access to services for those with barriers to employment	<ul style="list-style-type: none"> <li>• Professional Development of American Job Center Partners facilitates shared expertise for case staffing</li> <li>• One Stop Operator required by contract to expand the American Job Center network to additional stakeholders</li> </ul>
Information Sharing Among American Job Center Partners	<ul style="list-style-type: none"> <li>• Facilitating American Job Center Partner access to the Maryland Workforce Exchange</li> <li>• Protecting Personally Identifiable Information of American Job Center Customers</li> </ul>

Focus on Job Seeker Customer	<ul style="list-style-type: none"> <li>• Professional Development of American Job Center Partners facilitates shared expertise for case staffing</li> <li>• Section 188 compliance ensures equitable services</li> </ul>
Focus on Employer Customer	<ul style="list-style-type: none"> <li>• Employers and employer stakeholders included in American Job Center Network quarterly meetings</li> <li>• Employer communication with front line American Job Center staff through USWIB sponsored employer visits</li> </ul>
Benchmarks of Success	<ul style="list-style-type: none"> <li>• Professional Development of American Job Center Partners facilitates awareness of and importance of Benchmarks of Success</li> <li>• USWIB acts as a "Champion" for Benchmarks of Success in the Upper Shore Area</li> </ul>

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

The Upper Shore Workforce Innovation system includes a majority of the partners detailed in section 121 (b) (1) (B) of the Workforce Innovation and Opportunity Act.

Required One Stop Partner	Local Partner
Title I Youth	Yes
Title I Adult	Yes
Title I Dislocated Worker	Yes
Title III Wagner Peyser	Yes
Title II Adult Education and Literacy	Yes
Title IV Rehabilitation Act	Yes
Temporary Assistance for Needy Families	Yes

State Unemployment Compensation	Yes
Older Americans Act	Yes
Perkins Career and Tech Ed	Yes
Trade Act	Yes
Job Counseling, Training and Placement for Veterans	Yes
Migrant and Seasonal Farmworker	Yes
Employment & Training Community Services Block Grant	Not in area
Employment & Training Housing and Community Development	Not in area
Second Chance Act	Not in area
Job Corps	Not in area
YouthBuild	Not in area
Native American Programs	Not in area

**(C) A description of how the Local Board, working with the entities identified in A, will expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment,<sup>2</sup> including how the Local Board will facilitate the development of career pathways and co-enrollment, as appropriate, and improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).**

The USWIB will operate from a perspective, based on the Uniform Grant Guidance, WIOA and regulations accompanying WIOA that if an activity is allowable, it may be negotiated. The USWIB will encourage partners via the partner representative on the USWIB, to examine the allowable and the possible for the ultimate benefit of the job seekers and employers of the Upper Shore area.

The USWIB will negotiate with representatives of the WIOA required partners based on the Catalog of Federal Domestic Assistance (CFDA) and the partner representative who is responsible for the budget and funds that flow to the local area. This negotiation process will allow for a streamlined process that will put the customer needs and customer service front and center.

#### **Emphasize eligible individuals with barriers to employment:**

Service to individuals with barriers to employment, regardless of how the barrier(s) manifests, is a priority of WIOA. Collaboration and negotiation with required partners and other partners will be based upon each partner's expertise. The USWIB expects that partners will negotiate in good faith in the sense that services to a partner's constituency is a priority, but also the availability of technical assistance to all partners as a result of partner experience and expertise is shared. This will give partners a shared responsibility in negotiating the resources available in order to enhance service to constituents, and provide expertise and technical assistance to the One Stop partners.

#### **Identify how the local board will facilitate the development of career pathways:**

<sup>2</sup> See, Targeted Populations: Individuals with Barriers to Employment found on pages 63-65 of the State Workforce Plan. The Plan can be accessed at: <http://www.dllr.maryland.gov/wdplan/wdstateplan.pdf>.



Employer engagement is the cornerstone to the development of Career Pathways, Career Lattices and Stackable Credentials. The USWIB and the One Stop Partners will work together to identify opportunities by:

1. Identifying sectors in the local economy that are conducive to Career Pathways;
2. Identifying employers in the identified sectors;
3. Engage identified employers to explore Career Pathways in a sector;
4. Engage the education and training partners to facilitate and process employer needs and wants relative to Career Pathways, Career Lattices and Stackable Credentials;
5. Engage One Stop partners in Career Pathways, Career Lattices and Stackable Credentials; and,
6. Engage job seeker customers in Career Pathways, Career Lattices, Stackable Credentials

**Identify how the local board will facilitate co enrollment, as appropriate, in core programs:**

The USWIB will use the MOU and RSA negotiation to create a customer flow, information and referral mechanism and a data sharing agreement. The expectation of the USWIB is that partners will see the advantage of co-enrollment maximized and that the disadvantages of co-enrollment minimized through the negotiation process. The maximization/minimization will be accomplished by the partner's commitment to provide expertise, information, and funding for the system so that job seekers and employers are the shared customers for all partners.

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

The USWIB will share sections of the Local Plan as the sections are written. This will allow partners to understand the formulation of the local plan and provide input as the plan is written.

1. Each Core Partner is represented on the USWIB and will receive local plan components as they are written;
2. The draft plan will be posted on [www.uswib.org](http://www.uswib.org)
3. The Local Plan will be submitted to the USWIB- all Core Partners are represented on the USWIB, and
4. The approved plan will be posted on [www.uswib.org](http://www.uswib.org)

**(E) A description of the strategies and services that will be used in the Local Area**

**Engaging Core Partners**

The USWIB will work with the Core Partners through the representatives who serve on the Upper Shore Workforce Investment Board. The USWIB members will be the driving force in the negotiation of the Memoranda of Understanding (MOU) for the Comprehensive and Affiliated One Stop career centers. The USWIB members will be the driving force in the negotiation and implementation of the Resource Sharing Agreement (RSA) for the Comprehensive and Affiliated One Stop career centers. The President of the USWIB will encourage Core Partner representatives to take an active role in the MOU and RSA process. The USWIB and the One-Stop Partners share the same goal, to reduce unemployment and underemployment in the service area, and we are confident, therefore, that the One-Stop partners will contribute the resources necessary for a viable and sustainable MOU.

## **One Stop Operator**

The USWIB will use a Request for Proposal process to procure a One Stop Operator. The USWIB President will encourage Core Partner USWIB representatives to take an active role in the formulation of the One Stop Operator procurement.

## **Collaboration with American Job Center Partners**

The USWIB views WIOA as an opportunity to formalize collaboration with workforce development programs. The initial focus will be collaboration with the partners named in the Workforce Innovation and Opportunity Act. The USWIB and partners will determine commonality of mission and vision, and formalize the partnerships via written agreement. For the partners named in WIOA, the written agreement will be the Memoranda of Understanding and Resource Sharing Agreement. For additional partners, a written agreement will define the relationship.

There are three documents that will reflect the alignment of the Upper Shore WIOA system: the Memoranda of Understanding, the Resource Sharing Agreement and the One Stop Operator Contract. These three documents will define the “who, what, where, when, and how” of customer service for the job seekers and employers in the Upper Shore area.

The USWIB will create a well-defined and structured dispute resolution process for agreements and contracts. A well-defined and structured dispute resolution protocol will encourage system corrections that contain fair, timely and constructive elements, and be an essential component in all agreements and contracts.

## **Earn and Learn**

Earn and Learn is a tenet of leadership in a job-driven One Stop system. The USWIB will use the MOU/RSA negotiation process to determine if there is a One Stop Partner positioned to facilitate the implementation of Earn and Learn initiatives. If the MOU is executed and there is no Earn and Learn implementation champion, the USWIB will work with state and local economic development entities, Chambers of Commerce, and One Stop Partner Employer Services representatives to identify how Earn and Learn services will be delivered. An agreement will be executed between the USWIB and the Earn and Learn champion if the leadership role is not included in the One Stop MOU.

## **Utilization of business intermediaries:**

The USWIB has a long history of working collaboratively with the Upper Shore Chambers of Commerce. The Chambers are called upon to assist with and implement job fairs, rapid response services, convene employer focus groups and identify nominees to the USWIB. The USWIB views the Chambers as a valuable tool to engage both employers and elected officials.

There are very few business intermediaries other than the Chambers of Commerce in the Upper Shore area. The USWIB will engage business intermediaries when a mutual benefit is apparent or may be negotiated.

## **Employer Engagement**

As the USWIB implements WIOA, employer engagement will become a primary focus of the USWIB. The USWIB will utilize the MOU RSA negotiation to determine if employer needs identified in Section 1 B of this Local Plan are being addressed by One Stop Partners. As WIOA is implemented and employer needs are identified, the USWIB will look to the expertise of One Stop partners to address employer needs. If an employer or group of employers have an identified need that is beyond the scope of the One Stop Partners, the USWIB will use its local, state and national network to identify technical assistance resources for the One Stop Partners.

1) Facilitate engagement of business

The USWIB staff have supported listening sessions for local industry employers (as discussed in section I): drivers, healthcare professionals, welding. In addition, the WIOA staff supports local recruitment events by providing a listserv for jobs (at least once weekly) with DWDAL business contacts in the local region, job fair events sponsored by Chesapeake College and local economic development entities, and participates in at least one local workforce development committee in the five county area. Relevant economic activity, including open positions and employment trends are tracked and reviewed at least monthly using the purchased CHMURA employment analysis product.

2) Support a system that meets the needs of business

In concert with the above direct business contacts, the local WIOA Title I staff regularly receive local employment recruitment information from the business representatives at the DWDAL. These recruitment flyers are posted and distributed via listserv to every visitor who inquires about services at the AJC, and to staff who work with individuals on the frontline. WIOA follow up staff also inform those students who have completed training about local, relevant and open positions advertised within the region.

Through a Facebook account, employment opportunities and events are frequently “boosted” to the local five county area to emphasize the employment and training activity. Job seeker training scholarship applicants are required to provide local employment opportunities (five job contacts) within the local five-county region to justify “job-driven” training strategies.

3) The WIOA partners in the AJC will better coordinate workforce development programs and economic development.

EARN Maryland and Maryland Business Works have local representatives who may provide information to businesses directly through the local DWDAL business team.

In the USWIB five-county region, the AJC core program partners meet quarterly. Among the partner programs, economic development representatives attend and report to the AJC partners about upcoming economic activities that may influence the AJC delivery of services. These partnerships are long-standing, and have developed a robust team not only in each of the counties, but collectively as a whole region.

## **Linkage with Unemployment Insurance**

WIOA requires the USWIB to strengthen the Unemployment Insurance role in the One Stop career centers. There is an expectation that Unemployment Insurance will engage in the One Stop beyond a phone and internet connection. The WIOA Regulations 678.430 defines the role of Unemployment Insurance in the delivery of Career Services. The USWIB envisions that the Maryland Department of Labor, Licensing and Regulation, as the designated Wagner-Peyser and Unemployment Insurance entity for Maryland will provide "meaningful assistance" to Unemployment Insurance applicants and claimants in the Upper Shore area. The USWIB will request an agreement between Wagner-Peyser, Unemployment Insurance and the USWIB around the topic of the delivery of "meaningful assistance". The USWIB will work to include the relationship as a component of the MOU and RSA. The USWIB will ensure Unemployment Insurance personnel provide periodic updates on Unemployment Insurance to the One Stop partner staff. Making sure that the update occurs on an ongoing basis will be the responsibility of the One Stop Operator.

WIOA Title I customers are referred to state merit staff and the Maryland UI website regarding Unemployment Compensation Insurance questions and information. Booklets regarding UI procedures are available at each AJC for those who need to have written information.

### **(F) A description of how the Local Board will ensure jobseekers have a role/voice in the board's decision making process and in informing the services the Local Area provides.**

The USWIB will ensure jobseekers have a role/voice in the Board's process and in being informed of the services and resources in the Local area.

In the last year, the USWIB has focused on the branding plan that directs job seekers to the American Job Center. As a part of this effort, an "explainer" video has been produced, and is on the website, [www.uppershorejobcenters.com](http://www.uppershorejobcenters.com). The purpose of the video is to give the public an idea of what to expect when they visit the AJC.

In addition, there is a plan to survey visitors to the AJC to ascertain how and why they visited the AJC, regarding their needs for employment and training, and to inquire about satisfaction with services. Job seekers will be asked open-ended questions about their perception of the AJC: i.e., branding, overall satisfaction of services received, understanding the process (if training or job matching), and the success (or failure) to attach to sustainable work. The one stop operator for the USWIB will be utilized to convene a committee to complete the survey process.

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

The USWIB will take an active role in learning about and shaping initiatives outside the scope of WIOA. The USWIB will accomplish this by inviting members of EARN consortiums, apprenticeship



initiatives and other employer-based training initiatives to speak to the USWIB and or USWIB committees. The purpose of the presentations will be the integration of the initiatives with the WIOA One Stop system. The USWIB will encourage written agreements for Information and Referral protocols so that roles are specified and expectations are clarified. Apprenticeships offered to local five county residents, as approved by the Eligible Training Provider List (ETPL), are as follows:

<u>Apprenticeship Name</u>	<u>Occupation</u>	<u>Industry</u>	<u>Sponsor</u>
American Hotel and Lodging Association: Lodging Manager	Lodging Manager	Hospitality	American Hotel and Lodging Association
Associated Builders and Contractors, Inc., Chesapeake Shores Chapter: Electrician	Electrician	Construction, Electrical	Associated Builders and Contractors, Chesapeake Shores Chapter
Associated Builders and Contractors, Inc., Chesapeake Shores Chapter: Heating^ Ventilation^ Air Conditioning	Air Conditioning, Heating, Ventilation	Construction, HVAC/R	Associated Builders and Contractors, Chesapeake Shores Chapter
Associated Builders and Contractors, Inc., Chesapeake Shores Chapter: Pipe Fitter^ Sprinkler Fitter	Pipefitter, Sprinkler Fitter	Construction, Pipefitting, Sprinkler Fitting	Associated Builders and Contractors, Chesapeake Shores Chapter
Associated Builders and Contractors, Inc., Chesapeake Shores Chapter: Plumber	Plumber	Construction, Plumbing	Associated Builders and Contractors, Chesapeake Shores Chapter
Baltimore Cement Masons JAC: Cement Mason	Cement Mason	Cement Mason, Concrete Finishers	Baltimore Cement Masons JAC
Baltimore Electrical J.A.T.C. Local Union No. 24 Electrician Apprenticeship	Electrician	Construction, Electrical	Baltimore Electrical J.A.T.C. / I.B.E.W. Local Union No. 24
Baltimore Electrical J.A.T.C. Local Union No. 24 Interior Electrician Apprenticeship	Interior Electrician	Construction, Electrical	Baltimore Electrical J.A.T.C. / I.B.E.W. Local Union No. 24
Baltimore Electrical J.A.T.C. Local Union No. 24 Telecommunications Installer Tech Apprenticeship	Telecommunications Installer Technician	Construction, Telecommunications	Baltimore Electrical J.A.T.C. / I.B.E.W. Local Union No. 24
Bauguess Electrical Services, Inc.	Electrician	Construction, Electrical	Bauguess Electrical Services, Inc.
Capitol Sprinkler Contracting: Sprinkler Fitter	Sprinkler Fitter	Construction, HVAC/R, Plumbing	Capitol Sprinkler Contracting, Inc.
Chesapeake Bay Maritime Museum Shipwright	Shipwright	Ship Building, Ship Repairing	Chesapeake Bay Maritime Museum
Community College of Baltimore County Machinist	Machinist	Manufacturing	Community College of Baltimore County
Cooper Electrical Services, Inc.: Electrician	Electrician	Construction, Electrical	Cooper Electrical Services, Inc.
Delaware Elevator: Elevator Constructor	Elevator Constructor	Elevator Construction and Repair, Moving Stairway Manufacturing	Delaware Elevator
Dynamic Automotive Registered Apprenticeship	Automotive Technician	Automotive	Dynamic Automotive
Finishing Trades Institute: Dry Wall Finisher	Dry Wall Finisher	Construction, Painting, Wall Covering	Finishing Trades Institute of Maryland, Virginia, D.C., and Vicinities
Finishing Trades Institute: Glazier	Glazier	Construction, Painting, Wall Covering	Finishing Trades Institute of Maryland, Virginia, D.C., and Vicinities
Finishing Trades Institute: Painter, Bridge/Industrial	Painter, Bridge/Industrial	Construction, Painting,	

		Wall Covering	Finishing Trades Institute of Maryland, Virginia, D.C., and Vicinities
Finishing Trades Institute: Painter, Commercial	Painter-Commercial	Construction, Painting, Wall Covering	Finishing Trades Institute of Maryland, Virginia, D.C., and Vicinities
Frederick Community College, Mid-Atlantic Center for Emergency Management: Emergency Management Specialist	Emergency Management Specialist	Public Safety	Frederick Community College - Mid-Atlantic Center for Emergency Management
Goel Services, Inc. Insulation Worker	Insulation Worker	Construction	Goel Services, Inc.
Harford County Electrical Contractors Association Electrician	Electrician	Construction, Electrical	Harford County Electrical Contractors Association Electrician Apprenticeship Program
Heat and Frost Insulators and Allied Workers Local # 24 JAC Asbestos Worker	Asbestos Worker	Construction	Heat and Frost Insulators and Allied Workers Local # 24 JAC
Heat and Frost Insulators and Allied Workers Local # 24 JAC Firestop/Containment Worker	Firestop/Containment Worker	Construction	Heat and Frost Insulators and Allied Workers Local # 24 JAC
Heating & Air Conditioning Contractors of Maryland HVAC Tech Apprenticeship	HVAC/R Technician	Construction, HVAC/R	HACC Heating & Air Conditioning Contractors of Maryland
IEC Chesapeake Apprenticeship and Training, Inc. Electrician Apprenticeship	Electrician	Construction, Electrical, Green Energy	IEC Chesapeake Apprenticeship and Training
IEC Chesapeake Apprenticeship and Training, Inc. HVAC Tech Apprenticeship	HVAC/R Technician	Construction, HVAC/R	IEC Chesapeake Apprenticeship and Training
IEC Chesapeake Apprenticeship and Training, Inc. Telecommunications Tech	Telecommunications Installer Technician	Construction, Telecommunications	IEC Chesapeake Apprenticeship and Training
International Union of Elevator Constructors LOCAL 7: Elevator Constructor	Elevator Constructor	Elevator Construction and Repair	International Union of Elevator Constructors LOCAL 7
Ironworkers Local 5S: Metal Fabricator	Metal Fabricator	Construction, Structural Metal Manufacturing	Ironworkers Local 5S JATC
John W. Tieder, Inc. Electrician	Electrician	Construction, Electrical	John W. Tieder, Inc.
Joseph M. Zimmer, Inc.: Heating^ Air Conditioning Mechanic^ Installer	Air Conditioning Mechanic, Heating, Installer	Construction, HVAC/R, Plumbing	Joseph M. Zimmer, Inc.
Joseph M. Zimmer, Inc.: Pipefitting and/or Plumbing	Pipefitter, Plumber	Construction, HVAC/R, Plumbing	Joseph M. Zimmer, Inc.
Kleppinger Electric Co.: Electrician	Electrician	Construction, Electrical	Kleppinger Electric Co., Inc.
Lynwood Electric, Inc.: Electrician	Electrician	Construction, Electrical	Lynwood Electric, Inc.
Maryland Natural Resources Police: Police Officer	Police Officer	Public Safety	Maryland Natural Resources Police
Mid-Atlantic Carpenters' Training Centers, DC: Carpenter	Carpenter	Carpentry, Construction	Mid-Atlantic Carpenters' Training Centers - Washington, D.C.
Mid-Atlantic Carpenters' Training Centers, DC: Merchandise Displayer	Merchandise Displayer	Carpentry, Construction	Mid-Atlantic Carpenters' Training Centers - Washington, D.C.
Mid-Atlantic Carpenters' Training Centers, DC: Pile Driver	Pile Driver	Carpentry, Construction	Mid-Atlantic Carpenters' Training Centers - Washington, D.C.
Nickle Electrical Companies Electrician	Electrician	Construction, Electrical	Nickle Electrical Companies
NLG Insulation, Inc. Insulation Worker	Insulation Worker	Construction, Insulation	NLG Insulation, Inc.
NPower: Information Technology Specialist			NPower Maryland



	Information Technology Specialist	Information Technology	
Operating Engineers: Operating Engineer	Operating Engineer	Construction	Operating Engineers (JATC) Local 37
Plumbers and Steamfitters Local Union No. 486 J.A.T.C. Plumber Apprenticeship	Plumber	Construction, Plumbing	Plumbers and Steamfitters Local Union No. 486 J.A.T.C.
Plumbers and Steamfitters Local Union No. 486 J.A.T.C. Steamfitter Apprenticeship	Steamfitter	Construction, Steamfitting	Plumbers and Steamfitters Local Union No. 486 J.A.T.C.
Roofers Local 30: Roofer	Roofer	Construction, Roofing	Local 30, United Union of Roofers, Waterproofers and Allied Workers
Sheet Metal Workers Local Union 100 - Baltimore: Sheet Metal Worker	Sheet Metal Worker	Construction, Sheet Metal Working	Sheet Metal Workers Local Union 100 - Baltimore
Sheet Metal Workers Local Union 100, Washington D.C.: Sheet Metal Worker	Sheet Metal Worker	Construction, Sheet Metal Working	Sheet Metal Workers Local Union 100 - Washington D.C.
Tree Care Industry Association: Arborist	Arborist	Agriculture, Forestry	Tree Care Industry Association
Tri-County Electrical Services: Electrician	Electrician	Construction, Electrical	Daniel G. Bebe, Inc. T/A Tri-County Electrical Services
UA Sprinkler Fitters Local 669 JATC: Sprinkler Fitter	Sprinkler Fitter	Construction, Sprinkler Fitting	UA Sprinkler Fitters Local 669 JATC
UMBC Training Centers: Cyber Security Support Technician	Cyber Security Support Technician	Cyber Security	UMBC Training Centers

Employer-based training implemented by One Stop partners will be included in the MOU RSA negotiations, and in the One Stop customer flow.

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

**Promote entrepreneurial skills training:**

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

The USWIB has used the Service Core of Retired Executives (SCORE) on occasion to serve customers interested in starting a business. SCORE chapters are county and volunteer-based, so the USWIB will continue to use SCORE as a referral source allowing the job-seeker customer to decide if the services are a fit for his or her personal development.

The USWIB has worked on and submitted grant applications with the Eastern Shore Entrepreneurial Center (ESEC).

**Promote microenterprise services:**

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

The USWIB has used the Service Core of Retired Executives (SCORE) on occasion to serve customers interested in starting a business. SCORE chapters are county and volunteer-based, so the USWIB will continue to use SCORE as a referral source allowing the job-seeker customer to decide if the services are a fit for his or her personal development.

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

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

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

The USWIB worked with the Talbot County Local Management Board in 2017-2018 to assist with identifying disconnect youth in Talbot County. The goal was to use LMB funds to leverage eligible county resident tuition that would assist with training and employment.

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

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

**(J)Description of how Local Board intend to provide a greater business voice in the delivery of workforce development activities carried out in the Local Area. How will Local Board engage businesses on decisions regarding the type and content of training activities?**

The USWIB is committed to engaging employers in the ongoing analysis of the workforce development activities that job seekers need in order to find a job, keep a job and learn on the job. The USWIB will determine the value of workforce development activities to employers by implementing the steps listed below:

1. Identify sectors in the local economy that require workforce development activities for employment;
2. Identify existing employer committees for the identified sectors;
3. Identify the convener of existing employer committees;
4. Use existing conveners and employer committees to determine workforce development activity needs of the sector(s);
5. If committees don't exist, work with One Stop partners to identify and convene employers from identified sectors;
6. Engage education and training partners to facilitate and process employer needs and desires relative to workforce development activities
7. Engage One Stop Partners in working with employers relative to workforce development activities, and
8. Engage job seeker customers in discussion of workforce development activities.

**(K)Description of how Local Board will promote and cultivate industry-led partnerships such a Career Pathways and EARN in the delivery of workforce training opportunities.**

The USWIB is committed to serving employer customers. The USWIB is taking an active role in working with the Perkins grantees to establish the USWIB as the Local Advisory Council. The Local Advisory Council may be the catalyst to identify Career Pathways, the training that propels a worker along a Career Pathway, and the catalyst for convening employers to apply for and implement EARN connected Career Pathways.

**(L)Description of role, if any, of local faith-based or CBOs in the local workforce development system.**

The USWIB is committed to work with local community partners to serve the employer and job seeker customers of the Upper Shore. The USWIB role in Faith-Based and Community Based Organization workforce initiatives heretofore has been the provision of technical assistance, however, the USWIB pursue all partnerships that will increase services for employer and job seeker customers.

#### Section 4: American Job Center Delivery System

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

American Job Center sites	Comprehensive or satellite	Location	Leading Management entity	Days per week
Talbot Career Center	Comprehensive	Easton, MD 301 Bay Street Ste 301 410-822-3030	DWDAL	5 days per week
Caroline County Career Center	Satellite	Denton, MD 300 Market Street 410-819-4543	Caroline County DSS	3 days per week (staff)
Dorchester Job Center	Satellite	Cambridge, MD 627 Race Street 410-901-4250	Dorchester County DSS	4 days per week (staff)
Kent County Career Center	Satellite	Chestertown, MD 115 S. Lynchburg Street 410-778-3525	WIOA (USWIB)	2 days per week
Queen Anne's County Job Center	Satellite	Centreville, MD 125 Comet Drive 410-758-8044	Queen Anne's County DSS	1 day per week (staff)

#### (B) Customer Flow System: customer flow process including eligibility assessment individualized training plans and case management:

The Customer Flow Process for each American Job Center location will be the subject of discussion between the USWIB and the One Stop Partners, and described in the MOU document regarding how Titles I, II, III & IV and TANF will deliver services at each location.

The Customer Flow Process for **WIOA Title I** funded activities will follow the steps listed below:

1. Job Seeker Customer visits an American Job Center (AJC) location as listed above.
2. Job Seeker visits AJC web page, [Uppershorejobcenters.com](http://Uppershorejobcenters.com) and views information regarding what happens when he/she visits the AJC, how to get a training scholarship, and the address and locations of each AJC.
3. Job Seeker registers in the Maryland Workforce Exchange (MWE), [mwejobs.maryland.gov](http://mwejobs.maryland.gov) to upload he/her resume, and to view the available employment and training resources. The job seeker may also retrieve information regarding unemployment insurance on the MWE website.



4. Job Seeker is triaged by AJC staff:
  - Job Seeker is asked if he/she is a veteran, and if so, he/she will be asked if case management services are requested. Veteran staff will be alerted if needed.
  - Job seeker meets with staff to receive career services regarding local, in-demand job availability.
  - Job Seekers interested in training scholarships are referred to Title I training agents in the AJC.
5. If the Job Seeker requests training information, he/she receives information about the steps to take to pursue a training scholarship.
6. Job Seeker eligibility for Title I Training Funds is determined, and if appropriate, job seeker is referred for PELL eligibility at the local Training vendor financial aid office.
7. Title I Eligible Job Seeker completes assessment steps, including O\*NET, training scholarship proposal and mock interview by Title I Training Staff.
8. Title I Eligible Job Seeker is referred to AJC Partners as needed for barrier removal, support, and as appropriate to apply for available partner funding for training.
9. Title I Eligible Job Seeker works with AJC Partners to create an individualized training plan.
10. Title I Eligible Job Seeker is enrolled in a training strategy either from the Eligible Training Provider List, or with an employer for OJT or customized training.
11. Title I Eligible Job Seeker completes training strategy, and may become a candidate for work experience, internship or externship opportunities.
12. Title I Eligible Job Seeker completes training strategies and moves to follow up service components.

The USWIB has had to eliminate awarding training scholarship vouchers to those who live outside the five-county USWIB region. This decision came about because of the lack of available training scholarship funding to accommodate those in the five-counties as a priority. ***Local Operational Policy: Training Focus available in WIOA office.***

#### **(C) American Job Center One-Stop Operator selection process**

The USWIB will issue a Request for Proposals (RFP) as the mechanism to select a One Stop Operator. The RFP will be based on 678.620 of the WIOA Regulations sections of the Upper Shore Plan that cite functions of the One Stop Operator.

The USWIB Membership will ensure that the procurement process is free from conflicts of interest or the perception of conflict of interest by identifying a neutral entity to both release the RFP and collect the responses. The USWIB Membership or members will work with the neutral entity prior to the release of the RFP to define an appeal and dispute resolution process for the RFP award. The President of the USWIB will select USWIB members to review the responses and make a recommendation to request approval for the award from the USWIB.

#### **(D) Description of how the Local Board will ensure continuous improvement of eligible providers and ensure that such providers meet employment needs of local employers, workers and job seekers:**

Continuous Improvement is an ongoing effort to improve products, services, processes and access to resources. The USWIB will review the performance outcomes for Eligible Training Providers that

receive Upper Shore Title I training funds in support of Title I Eligible Job Seekers on an annual basis. The USWIB will determine if a continuous improvement plan is needed for those providers who have not attained the recommended success ratios, and identify how the plan might address product results, services, and or processes. The eligible provider analysis will include those who received training, but who did not attain training-related employment.

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

1. Identify sectors in the local economy that require credentials to qualify for employment.
2. Identify existing employer advising committees for the identified sectors.
3. Identify a neutral convener to engage existing and employer committees.
4. Use existing conveners and employer committees to determine credential needs of the employment sector(s).
5. If committees do not exist, work with One Stop partners to identify and convene employers from identified sectors.
6. Engage education and training partners to facilitate employer needs and desires relative to identifying qualifying credentials
7. Engage One Stop Partners in working with employers so that relevant credentials are identified regarding approved eligible training providers.
8. Engage job seeker customers in discussion of credentials necessary to qualify for employment.

The USWIB will encourage Eligible Training Provider representatives to participate in engaging employers to strengthen the relationship between training and employment.

**(E)Description of how the Local Board will facilitate access to services provided through the AJC delivery system, including remote areas, through the use of technology and through other means:**

The use of technology as a tool for ensuring access to service delivery in the Upper Shore presents an opportunity and a challenge. The opportunity presented is the possibility of using technology to allow a more efficient and effective use of human resources by developing self-services modules for the Maryland Workforce Exchange, and the availability of mobile applications to address both job seeking direction and job connection best practice instruction. The challenge of using technology for services delivery is that there are associated costs, and limited high-speed internet access for the majority of rural areas in the Upper Shore. In addition, for the majority of the hard-to-serve target populations, which include SNAP, TANF, ex-offenders and disconnected youth, technology literacy is a challenge.

The USWIB will examine technology solutions through an ongoing analysis of the resources listed below in order to ensure mainstream and publicly available products that are relevant and cost effective might be used.

- Websites



- Online tools
- Applications
- Kiosks
- Interactive Communication

The primary information source regarding new technology solutions and products for the USWIB is the annual National Association of Workforce Boards (NAWB) Forum. The NAWB Forum presents opportunities for USWIB members to be exposed to technology solutions from vendors, Workforce Development Boards and Federal Agencies.

The technology backbone of the One Stop system is the Maryland Workforce Exchange (MWE). Access to MWE components by One Stop partners to encourage collective and collaborative practices with other partners is a first step in the use of technology across the Upper Shore area. The USWIB is committed to granting access to One Stop employment and training partners who have executed a Memoranda of Understanding or other written agreement with the USWIB to use relevant MWE case note components that will facilitate more efficient service delivery for employer and job seeker customers.

The Upper Shore five county region is rural in nature, with a few employment centers located in each county. Through our website, [www.Uppershorejobcenters.com](http://www.Uppershorejobcenters.com), the WIOA Title I staff have implemented an "explainer" video to describe what happens when someone visits the local American Job Center. In addition, there is a daily Facebook live post describing the open AJC offices and timely postings of all jobs and employment events. At least weekly, an email listserv delivers relevant and local employment opportunities posted by the local DWDAL business team. Our M1 vehicle is available to deliver AJC resources as needed for local community events, rapid response events and where remote, rural projects need an internet connection for employment and training information delivery. M1 has 10 computer stations with a hot-spot technology. ***Local Operational Policy for Social Media available in WIOA office.***

#### **(F)Description of the roles and resource contributions of the American Job Center partners.**

The USWIB expects that One Stop Partners will comply with Section 121 (b) (1) (a) as follows:

- Each of the core programs will provide access through the American Job Center delivery system to such program or activities carried out by the entity, including making **career services** (as described in section 134 (c) (2)) applicable to the program or activities available in the American Job Centers, and any other appropriate locations (as depicted and described in the MOU and RSA documents.)
- Use a portion of the funds available for programs and activities to maintain the American Job Center delivery system, including paying infrastructure costs associated with American Job Center.
- Enter into a local Memoranda of Understanding with the local board relating to the operation of the American Job Center system.
- Participate in the operation of the American Job Center system consistent with the terms of the Memoranda of Understanding, the requirements of WIOA and the requirements of Federal laws authorizing the program or activities.

**(G)Description of how the Local Board will use ITAs based on high demand and difficult to fill positions identified within the local priority industries identified in Section 1 A.**

All consideration for training vouchers will be based upon the training scholarship proposal submitted by the training candidate that relates directly to qualifying for a position, resulting in a certificate or license; and, where the training qualifies for a position that is in-demand in the local five county economic environment. *All decisions are contingent upon available funding.*

Because the training scholarship funds are limited, the USWIB developed an allocation formula to regulate training slots according to empirical data collected from the last three years. Only those training courses that resulted in participants 1) completing the course, 2) finding employment, and finding training-related employment are included in the current allocation for training slots formula. In addition, relevant job listings collected and posted by the DWDAL business staff are used to validate in-demand jobs in the local region. Priority is given to those training proposals that directly correspond to a specific job qualification where there is open recruitment. Calculations regarding the average starting wage associated with industry specific training are tied to the number of slots allocated in order to address current performance goals. ***Local Operational Policy for Title I Training Approval available in the WIOA office.***

**(H)Description of how the Local Board will ensure priority of service policies align with the state plan:**

The USWIB adopted a Priority of Service policy at its September 22, 2015 meeting. ***Local Operational Policy for Priority of Service available in WIOA office.***

Two vouchers, valued at \$4500 each will remain in reservation in the instance Veterans and their eligible spouses apply at the end of the funding cycle. Two vouchers will also be kept reserved for TANF recipients who might apply at the end of the funding cycle.

**Staff Directive**

Intake and eligibility staff shall expand the collection of information regarding public assistance programs that an individual or family may be receiving. Education levels that have been assessed by Adult Family Literacy programs and language skills assessments that may have been assessed by the Adult Family Literacy programs (ESL): test scores may also be used to establish basic skills deficiency and language learning skill levels.

Reporting elements necessary for the determination of the priority of services percentage will include only those participants who have appropriate documentation for the priority of service group they have identified.

Veteran candidates are the first priority of service. When we have an eligible veteran and/or an eligible spouse of a veteran who has completed the procedures that include the workshops, training scholarship proposal, the training and job interview, that candidate will receive first consideration for an Individual Training Account. Poverty candidates receiving TANF or SNAP assistance are a priority of service target group. When an eligible candidate has completed the procedures that include the workshops, training scholarship proposal, the training and job interview, that candidate will be the next proposal considered after a qualified veteran.

Eligible candidates with low basic skills as defined by WIOA are a priority of service target group.

The USWIB has chosen to identify ex-offenders as a target group we will strive to enroll in training this year. Ex-offenders will be given the third priority. When an eligible candidate has completed the procedures that include the workshops, training scholarship proposal, the training and job interview, that candidate will be the next proposal considered after a qualified veteran, TANF or SNAP recipient.

All other training scholarship candidates will be considered once the ratio of 51% hardest-to-serve has been achieved.

**(I) Description of how Local Board will utilize funding to create incumbent worker training opportunities:**

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

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

The USWIB is developing relevant training that will ensure American Job Center certification for all local AJC staff is a priority for the Upper Shore area:

- Beginning in the spring of 2018, a robust professional development plan has been underway to recognize and validate employment and career service skills, referred to in the WIOA 2014, for all front-line staff in the American Job Center delivery system. With staff competent and confident in the local employment and career resources, the Upper Shore will provide a seamless and more efficient employment and career network for job seekers and business alike. In addition, AJC staff across core partners will be better informed about core partnership services for exceptional customer service delivery:

- The USWIB will collaborate with its WIOA core program partners to educate front-line American Job Center staff regarding the ***real*** labor market in the local area by providing opportunities to meet and visit local business. Frontline staff will be offered an opportunity to visit local employers and hear firsthand about the employment availability. In November 2018, 32 individuals participated in the first of two such visits coordinated with the local economic development and chamber representatives. This relates to a focus on businesses who offer internal stepping-stone opportunities for promotion will likely result in longer retention results for our customers, and an increase in performance accountability.

The USWIB will collaborate with its WIOA core program partners to ensure that a thorough assessment of the customer's interests and abilities for specific kinds of work is completed so that a customer's development of the skills needed to qualify for local jobs can be compiled.

- Relevant labor market information and the on-going communication with local employers will ensure all American Job Center partner staff have the information needed to guide job seekers

regarding available opportunities in the local area. The Upper Shore has supported many employer listening sessions that have helped to guide the local area staff in ensuring relevant training support is available for job seekers. Utilizing this information will be important in order to create a viable job-training career pathway, and a durable and suitable match for both the local business and the job-seeking customer. Thus, more flexibility and increased use of on-the-job training and customized training is integral to the USWIB vision.

## **Section 5: Title I – Adult, Youth and Dislocated Worker Functions**

### **(A) A description and assessment of type and availability of adult and dislocated worker employment and training activities in the local area:**

Employment and training activities under Title I include training and career services in the Upper Shore five-county area of Kent, Queen Anne’s, Caroline, Dorchester and Talbot counties.

The WIOA Title I program staff have developed a marketing and branding plan that will direct all prospective training candidates to the local American Job Center, where general information and referral to WIOA programs is available. The USWIB WIOA Title I website, [www.uppershorejobcenters.com](http://www.uppershorejobcenters.com) is designed to drive prospective job seeker and business customers to the AJC locations in the region. As visitors arrive at the AJC, there may be those who identify themselves as interested in training services – these customers may be directed to the WIOA training associate who is scheduled according to days/times for each local five-county One Stop career center. However, all AJC center staff have the ability to provide basic career services.

Title I Training Associate Staff (TA) are available in each of the five counties at least once per week where they deliver resources to both customer and groups. The following are steps in a structured process that have been created to ensure the job seeker has a full array of resources available to him or her in order to make relevant and appropriate decisions about career direction and training:

When meeting with the local WIOA training associate (TA), a customer may request information about available training or career services. The TA will connect the customer to the Maryland Workforce Exchange (MWE), where information regarding both the customer’s work history and occupational skills attainment may be collected in the form of an on-line resume. Job Search tools are available within the MWE for those customers who wish to survey the available employment resources. Registration in the MWE is essential for tracking customers who may only be seeking career services, either self-service or staff assisted, and to initiate the data collection necessary to enroll customers who are requesting training services.

Completion of the O\*NET interest profiler, located on the MWE website, is a requirement for training services candidates, as well as a valuable career services tool. The results of the *profiler* contribute important information to the justification for assessing a customer regarding matching the career direction with the training determination. Results of the on-line profiler survey are also included in the case management notes.

Group job-connecting presentations are also a requirement for all training candidates. Those who complete the Ready-to-Work (RTW) job-connecting workshops become eligible to participate in a mock-interview. The mock interview contributes to the assessment of a customer’s work-ready status, which is an Upper Shore Title I requirement for training voucher approval.



Once an Adult prospective training candidate has completed the above process flow, customer eligibility processes begin and the candidate is enrolled as an active training candidate. During the eligibility phase of the process, an objective assessment will include at a minimum the following information:

1. **Fundamental eligibility** regarding legal work status, selective service registration verification for males, veteran status, school status and age determination. These data elements are validated for adults, youth and dislocated workers. Legal work status must include the completion of the following MWE registration elements:
  - A. Veteran or eligible spouse
  - B. Birth Date = Age  $\geq$  18 for Adult; 16  $\geq$  for Dislocated Worker
  - C. Employment status
    1. Employed
    2. Unemployed: Receiving Unemployment Insurance
    3. Unemployed: Exhausted Unemployment Insurance
    4. Not in the labor force
  - D. Highest Grade Completed
  - E. Exposure to the criminal justice system in a way which may present a barrier to employment
  - F. Homelessness
  - G. Disclosure of a disability which may present a barrier to employment
  - H. Receives benefits from the Supplemental Nutrition Assistance Program or Temporary Assistance for Needy Families cash transfer grants; or, meets the economically disadvantaged definition using the lower living poverty guidelines for:
    - 1) Family Size
    - 2) Family Income: the census website can be used to verify median wage based upon zip code if family income is not available.

As eligibility, documents are collected, verified and case notes entered, an employment assessment for the enrollment of a customer will continue with a discussion of available resources supported through the Title I Program. ***Local Operational Policy: for Title I Eligibility available in WIOA office.***

## 2. **Employment Assessment:**

- a. Secondary Education: attainment of a high school diploma may be determined as a priority to address the barrier some customers face regarding qualifying for employment.
- b. Employability (soft) skills for job connecting are addressed with the Ready-to-Work presentations and a mock interview, where the resume and job application is reviewed. In addition, career services that include a review of the local labor market job outlook: in-demand jobs and careers, local training availability, life-long learning for careers and helpful websites are introduced that assist the customer in obtaining the local and regional salary, qualification information regarding specific job titles and career sustainability information are also discussed in a group presentation.

As the result of completion of the Ready-to-Work job connecting presentations, customers are added to the weekly listserv for jobs in order to remain connected to local employment and recruitment efforts.

Career Planning seminars are offered by Chesapeake College for those interested in health care careers and commercial driving opportunities. These seminars are a requirement for candidates interested in pursuing these training choices.

- c. Occupational interests, aptitudes and skills assessments are determined based upon the customer's resume, work history and O\*NET results. The customer's career direction and course determination requires the participant to complete the WIOA Scholarship application proposal that includes asking the participant to perform research regarding available employment in the local region. Five job contacts are required for the requested WIOA scholarship. For other training strategies, documentation regarding in-demand employment opportunities where there is a lack of formal coursework available, will address the justification of a decision to use on-the-job (OJT) training or a customized training strategy. Incumbent worker training requests will be considered using the same proposal process, justifying training dollars for career upgrades, promotions and other professional development opportunities within the current job.

For occupational training, each customer will perform academic assessment as required by the Eligible Training Provider for admission.

- d. Career services delivery for the Career Pathways requirement shall be addressed by having the customer meet with a college-level advisor to discuss academic and career options that result in credentialing and license attainment. The goal-setting component included in the Ready To Work job-connecting workshops address the short- and long-term planning strategies that will assist the customer in determining how to make decisions about his/her customer employment plan. Lifelong learning objectives may assist customers in developing a larger perspective for career goals, versus the "get-a-job-quick" mentality that might limit their recognition of the full array of available resources for academic and professional development of career ladders, lattices and pathways.

Training Strategies: Decisions regarding approval of specific training strategies, such as occupational skills in the form of classroom training, OJT, work experience or internships (and externships), customized training and incumbent training are dependent upon the region's local economic environment. In-demand jobs and careers are defined locally by the jobs listed on MWE as open and available, local labor market information, and as the result of collaborative industry cluster listening sessions sponsored by local USWIB, Chambers of Commerce, Economic Development and Department of Commerce staff in the region.

- Occupational Skills in the form of classroom training will include access to coursework that results in a credential that will qualify the customer for a specific in-demand job within the career he/she has chosen. In the Upper Shore area, validation for the approval is an authorization for training voucher by which the customer is approved for funds supporting occupational training plans.
- The On-the-job training (OJT) option is a training option that may be used in order to assist those customers who may not be a fit for classroom training, and who may benefit from hands-on, skills building that is proprietary to the specific skills within an industry cluster. Formal coursework for the in-demand job may not be available from Eligible



Training Providers, so the OJT training strategy would address both customer and employer needs.

- Work Experience, Internships and externships provide a real-time, real-world experience for customers that contribute to employment retention, such as arriving on time, the sustaining of interpersonal relationships, dressing in the appropriate attire, and learning about supervisor-worker protocols regarding conflict resolution.

These practical skills are often not taught in traditional high school and career guidance components. Case notes will include an agreement with the customer and the placement organization that includes information regarding the goals of the placement, the connection to the occupational interest level of the customer, and an evaluation from the customer regarding the attainment of his/her goals and an assessment of the learning experience.

- Incumbent workers often apply for new or additional training in order to upgrade skills to qualify for promotion and higher-level positions. A scholarship training proposal is requested as application for these funds, as well as the in-demand and relevant job availability. Ready-To-Work (RTW) is also required for new applicants.
- Customized training opportunities may be considered for employers who are interested in upgrading the skills of workers. Employers would commit to a 50% split for training costs, and the workers' wage level would be a part of the negotiation to ensure appropriate upgrades that meet performance expectations.

Training approval for any training strategy listed above will be based upon the following criteria:

- Completion of the training scholarship process steps which include the proposal and relevant training and job research that verify that the customer is appropriately directed to careers that are best suited regarding his or her O\*NET match, local economic job-driven availability of career/job and the appropriate aptitude assessment of the customer.
- Eligibility determination for specific program training funds.
- Availability of funding:  
Each year, two occupational skills vouchers will be reserved for eligible veteran applicants and/or eligible spouses, and two vouchers will be reserved for eligible persons in the hardest-to-serve categories, such as Temporary Assistance for Needy Families and Supplemental Nutrition Assistance Program customers.
- The USWIB Priority of Service for Adults will be reviewed quarterly to ensure that 51% of customers are a Priority 1 or Priority 2.
- Approval of the occupational or classroom curriculum using the Maryland WIOA Eligible Training Provider List (as well as Eligible Training Provider Lists from Delaware, Pennsylvania, etc.).
- Admission approval from Eligible Training Provider.
- A Pell Grant application submission is a requirement for customers who are interested in credit classes for any of the Eligible Training Providers. A copy of the Pell award or denial will be included in the physical file to validate the customer has followed this requirement.
- WIOA funding for training is limited to participants who:
  - (1) Are unable to obtain grant assistance from other sources to pay the costs of their training; or

(2) Require assistance beyond that available under grant assistance from other sources to pay the costs of such training. Program operators and training providers must coordinate funds available to pay for training as described in paragraphs (b) and (c) of this section. In making the determination under this paragraph, one-stop operators should take into account the full cost of participating in training services, including the cost of support services and other appropriate costs.

(3) One-stop operators must coordinate training funds available and make funding arrangements with one-stop partners and other entities to apply the provisions of paragraph (a) of this section. One-stop operators must consider the availability of other sources of grants to pay for training costs such as Temporary Assistance for Needy Families, State-funded training funds, and Federal Pell Grants, so that WIOA funds supplement other sources of training grants.

Additional career and training programs may be available regarding career options and on-going training. If a customer requests classes or has not been successful in attaining computer or technology literacy levels regarding the requirements for MWE registration or other job connecting assignments, referrals to the local libraries for assistance is encouraged. Libraries in the Upper Shore area provide hands-on fundamental courses, one-to-one tutoring, and additional technology courses monthly. Customers with a library card, may access on-line training courses in a wide variety of subjects. If necessary, courses offered by local training vendors may be approved. Case notes for each customer will be used to verify and validate that these technology literacy strategies are needed and addressed.

Entrepreneurial interests may be addressed through the Small Business Development Center (SBDC). The SBDC provides a Smart Start orientation, business plan development, and referrals for loan programs that access all resources in the region. Should the customer be ready to participate in any of these resources, support will be provided and case notes will verify and document his/her choices.

Access to opportunities for Leadership Development will address the community needs of local non-profits relative to volunteer and community service opportunities. Registering to vote is another form of leadership development as the customer may become the role model for others in his/her family or neighborhood; membership in local affiliation groups will be supported for customers requesting necessary dues or subscriptions in order to participate in chambers of commerce, workplace affiliation or other non-religious or non-political opportunities. Chesapeake College has a leadership academy that may be a fit for WIOA customers who attend the college, and have an interest in participating. ACE Mentors (Architecture, Construction, and Engineering) is another group that may be of interest to the customer. The Mid Shore Nurse's Aide Advisory Council (MSNAAC) has modest membership dues for those customers who work as Certified Nurse Aides (CNAs), and may take advantage of the leadership opportunities that participation in that group may provide. As these choices and opportunities are available, connections will be provided to customers, and verified in the customer's case notes.

If a customer is participating in occupational skills training, he/she may require additional assistance with the course requirements. Each of the approved courses and classes under the Maryland Eligible Training Provider List are eligible for Tutoring Services as a customer resource. The customer may obtain such services through his/her respective training vendor resources, and through contact with a

WIOA Training Associate. Should a request be made for such services, the case notes will provide the information to verify and document the request and the identification of such services for the customer.

**3. A supportive services** plan will be verified in MWE electronic case notes that will include the determination of the need for a stipend, unemployment insurance waiver, uniforms, fees related to the training strategy, and additional language-learning requirements as needed in order to support classroom training. In addition, financial literacy information may be a strategy elected by the customer, and may be delivered with resources identified by several local banking institutions. These may include, but are not limited to on-line instruction regarding opening accounts, balancing accounts, on-line access and direct deposit banking options. As the customer is directed toward these resources, case notes will verify and document both the need and his or her participation as appropriate.

**4. Follow up** to training services, including regular 30-day contacts with the customer during the program plan, and after the attainment of employment for up to one year are a requirement for an customer enrolled as a participant in the Title I program. Case notes are the mechanism used to ensure that regular contacts are verified and documented in the participant's MWE electronic file. Once the customer exits with employment or with the completion of his/her program, a full year of contacts will ensue, ensuring the program staff are following the progress and noting the successes of the customer as he/she completes the customer employment plan. ***Local Operational Policy: Title I Training Eligibility available in WIOA office.***

**(B)Description of how the Local Board will coordinate workforce development activities carried out in the local area with statewide rapid response activities.**

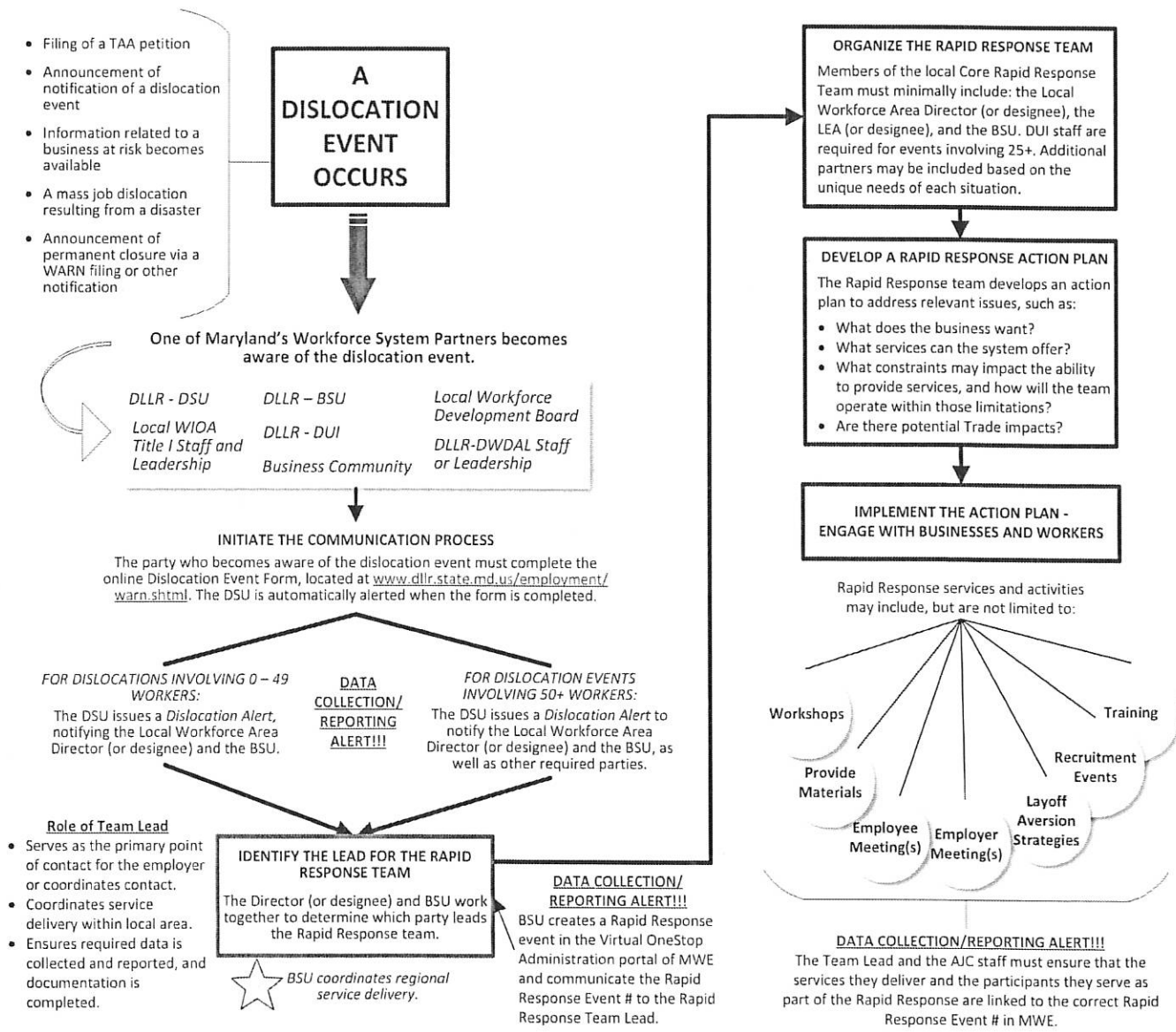
The One Stop Operator (OSO) will align with the state Rapid Response plan regarding the process flow (DLLR: Policy Issuance 2018-05, August 2018 chart, Attachment C (see below)). The OSO will assist the state Rapid Response (RR) Dislocation Services Unit to coordinate efforts with the provision of local Rapid Response activities for affected workers, business and communities. A team lead will be identified for the local area. The One Stop Operator will work with the local team leader to provide, at a minimum:

- (1) Services: encompass career workshops, distribution of resource materials, meeting with employers, meeting with workers, layoff aversion strategies, recruitment events for local business and training opportunities.
- (2) Negotiating with the employer to achieve access to affected workers;
- (3) Convening AJC partners for the purpose of making a plan to apprise affected workers of local services and resources through the local AJCs;
- (4) Providing access to Unemployment Insurance resources, either directly or via DWDAL resources.
- (5) Convening business stakeholders to coordinate available skills/talent pool available through newly affected workers.
- (6) Coordinate Rapid Response efforts with local Regional Councils to ensure the efforts toward planning represent the full impact on communities, and that resources focus on the resilience of the Upper Shore economy.

The below Rapid Response Flowchart will align with the State Rapid Response protocol:

### RAPID RESPONSE PROCESS FLOW

ATTACHMENT C



**Acronym Key**

AJC = American Job Center  
 BSU = DLLR's Business Solutions Unit  
 DLLR = Department of Labor, Licensing and Regulation  
 DSU = DLLR's Dislocation Services Unit

DUI = DLLR's Division of Unemployment Insurance  
 DWDAL = DLLR's Division of Workforce Development and Adult Learning  
 LEA = Labor Exchange Administrator

MWE = Maryland Workforce Exchange  
 TAA = Trade Adjustment Assistance  
 WARN = Worker Adjustment and Retraining Notification

**(C)Description and assessment of the type and availability of youth workforce development activities in the Local Area including activities for youth who are customers**



### **with disabilities, including identification of successful models of such youth workforce development activities**

Employment and training activities under Title I includes training and career services in the Upper Shore five-county area of Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties.

The WIOA Title I program staff have developed a plan that will direct all prospective training candidates to the local American Job Center, where general information and referral to required programs is available. Those who identify themselves as interested in training services may be directed to the WIOA Training Associate schedule according to days/times for each local five-county American Job Center.

Title I Training Associate Staff (TA) are available in each of the five counties at least once per week where they deliver resources to both customers and groups. The following are steps in a structured process that have been created to ensure the job seeker has a full array of resources available to him or her in order to make relevant and appropriate decisions about career direction and training:

When meeting with the local WIOA Training Associate (TA), a customer may request information about available training or career services. The TA will connect the customer to the Maryland Workforce Exchange (MWE), where information regarding both the customer's work history and occupational skills attainment may be collected in the form of an on-line resume. Job Search tools are available within the MWE for those customers who wish to survey the available employment resources. Registration in the MWE is essential for tracking customers who may only be seeking career services, self-service or staff assisted, and to initiate the data collection necessary to enroll customers who are requesting training services.

The term Veteran Priority of Service is defined, regarding any qualified job-training program, as a policy whereby an eligible veteran (or spouse of an eligible veteran) shall be given priority over any eligible non-veteran for the receipt of employment, training, and placement resources and services provided under that program, notwithstanding any other provision of law. Such priority includes giving access to such services, to a veteran (or spouse of an eligible veteran) before a non-veteran if resources are limited. During the registration process, the training candidate will be asked if he/she is a veteran (or spouse of an eligible veteran). If self-disclosed as yes, the candidate will be asked to verify his or her veteran status within the MWE system. Local Wagner-Peyser staff will be notified of the customer's status as well, so that appropriate Veteran case management services may be offered. WIOA training funds in the amount equal to two vouchers are kept in reserve each fiscal cycle for eligible veterans and eligible spouses.

Completion of the O\*NET interest profiler, located on the MWE website, is a requirement for training services customers, as well as a valuable tool staff will use for career services. The results of the profiler contribute important information to the justification for assessing a customer regarding matching the career direction with the training determination. Results of the on-line profiler survey are also included in the case management notes.

Group job-connecting presentations are also a requirement for all training candidates. Those who complete the Ready-to-Work (RTW) job-connecting workshops become eligible to participate in a mock-interview. Providing a mock interview contributes to the assessment of a customer's work-ready status, which is an Upper Shore Title I requirement for training voucher approval.

Once a Youth prospective training candidate has completed the above process flow, customer eligibility processes begin and the candidate is enrolled as an active training candidate. During the eligibility phase of the process, an objective assessment will include at a minimum the following information:

**1. Fundamental eligibility for Youth** training scholarship: citizen status, selective service registration for males, veteran status, school status and age determination. These elements are validated for adults, youth and dislocated workers.

Youth eligibility elements must also include validation of one any of the following **barriers** to employment as listed in the MWE registration that define youth target populations:

- A. School dropout: Not attending secondary school the majority of the recent quarter; or Enrolled and participating in Adult & Family Literacy high school diploma preparation classes; or
- B. Within the age of compulsory school attendance (18 years of age) but has not attended secondary school for the most recent quarter, or
- C. Exposure to the juvenile or adult justice system in a way that may present a barrier to employment; or
- D. Determined to be homeless, or self-discloses runaway status; or
- E. Pregnant or parenting, or a non-custodial parent; or
- F. Self-discloses a disability that may present a barrier to employment; or
- G. Foster care status: in the foster care system, aged out of the foster care system, eligible under section 477 of the Social Security Act, or is an out-of-home foster care placement; or
- H. Scoring a minimum of one on the Adverse Childhood Experience (ACE) questionnaire; or
- I. Qualifies as low income, using the residence qualification of residing in a high poverty area (TEGL 21-16, page 5, instructions on attachment 2, where family income is not calculated (i.e. recorded as zero) and "requires additional assistance."\*
- J. Qualifies as low income, earning less than 125% of the federal poverty wage, in alignment with the 2018 Maryland WIOA State Plan, page 23, or receives SNAP or TANF public assistance, **and** "Requires additional assistance"\*; or
- K. Provides suitable evidence of occupational skills deficiency, as determined by the Director, and as documented in the applicant's case notes. or  
Note: Additional young people, but not more than 5% of youth participants, may be served who have been identified by any One-Stop Career Center (American Job Center (AJC)) staff as one who "requires additional assistance".\*
- L. Youth applicant who presents as "basic skills deficient":
  - a) Is a language learner: Adult Education partner agreement will assist with validation via the English Language Learner program. This is included in the One Stop Memoranda of Understanding
  - b) Has been diagnosed with functional life skill challenges: core partner referral from Division of Rehabilitation Services may validate functional life skill challenges
  - c) Has low reading/math/computer test scores, etc.: Testing via CASAS will validate basic skills

\*NOTE: "Requires Additional Assistance" as defined below:

- High school graduate who has worked less than 35 hours per week for more than 13 consecutive weeks in the last year, or



- High school graduate who has been dismissed from a job within the last 12 months, and is not working at the time of application, or
- Any young person who requires an occupational credential to enter or advance along a sustainable career pathway, and is unlikely to obtain such a credential without additional workforce resources, or
- Any young person who scores a minimum of one (1) on the Adverse Childhood Experience (ACE) questionnaire.

As eligibility, documents are collected, verified and case notes entered, an employment assessment for the enrollment of a customer will continue with a discussion of available resources supported through the Title I Program. ***Local Operational Policy: Title I Training Eligibility available in WIOA office.***

## **2. Employment Assessment:**

a. **Secondary Education:** attainment of a high school diploma may be determined as a priority to address the barrier some customers face regarding qualifying for employment.

b. Employability skills for job connecting are addressed with the Ready-to-Work presentations and a mock interview, where the resume and job application is reviewed. In addition, career services that include a review of the local labor market job outlook: in-demand jobs and careers, local training availability, life-long learning for careers and helpful websites are introduced that assist the customer in obtaining the local and regional salary and qualification information regarding specific job titles. Career sustainability information is also discussed in the group presentation.

As the result of completion of the Ready-to-Work job connecting presentations, customers are added to the weekly listserv for jobs in order to remain connected to local employment and recruitment efforts.

Career Planning seminars are offered at Chesapeake College for those interested in health care careers and commercial driving opportunities. These seminars are a requirement for customers interested in pursuing these training choices.

c. Occupational interests, aptitudes and skills assessments are determined based upon the customer's resume, work history and O\*NET results. The customer's career direction and course determination requires the participant to complete the WIOA Scholarship application proposal that includes asking the participant to perform research regarding available employment in the local region. Five jobs contacts are needed for the requested occupational training support monies. For other training strategies, documentation regarding in-demand employment opportunities where there is a lack of relevant training availability will address the justification of a decision to use On-The-Job (OJT) training as a strategy, or customized training. Incumbent worker training requests will be considered using the same proposal process, justifying training dollars for career upgrades, promotions and other professional development opportunities within the current job.

For occupational training, each customer will perform an academic assessment as required by the Eligible Training Provider for admissions for the training option.

d. Career services delivery for the Career Pathways requirement shall be addressed by having the customer meet with a college-level advisor to discuss academic and career options that result in credentialing and license attainment. The goal-setting component included in the RTW job-connecting workshops address the short- and long-term planning strategies that will assist the customer in determining how best to make decisions about his/her customer employment schedule. Lifelong learning objectives may assist customers in developing a larger perspective for career goals, versus the "get-a-job-quick" mentality that might limit their recognition of the full array of available resources regarding academic and professional development for career ladders, lattices and pathways.

e. Training Strategies: Decisions regarding approval of specific training strategies, such as occupational skills in the form of classroom training, OJT, work experience or internships, externships, customized training and incumbent worker training are dependent upon the region's local economic environment. In-demand jobs and careers are defined locally by the jobs listed on MWE as open and available, the local labor market information, and as the result of collaborative industry cluster listening sessions sponsored by local USWIB, Chambers of Commerce, Economic Development and Department of Commerce staff in the area.

- Occupational Skills in the form of classroom training will include access to coursework that results in a credential that will qualify the customer for a specific in-demand job within the career he/she has chosen. In the Upper Shore Title I area, validation for the approval is an authorization for training voucher by which the customer is approved for funds supporting occupational training plans.
- The On-the-job training (OJT) option is another training strategy that may assist customers who may not be a fit for classroom training, and who may benefit from hands-on, skills building that is proprietary to the specific skills within an industry cluster. Formal coursework for the in-demand job qualification may not be available from Eligible Training Providers, so the OJT training strategy would address both customer and employer needs.
- Work Experience, Internships and Externships provide a real-time, real-world experience for some customers that contribute to employment retention, such as arriving on time, the sustaining of interpersonal relationships, dressing in the appropriate attire, and learning about supervisor-worker protocols regarding attendance and conflict resolution.

The ability to place young people in experiential job situations as a first employment effort is being demonstrated in the WIOA Title I plan this year. WIOA Title I staff are meeting with prospective employers in the industry where the student is interested and subsidizing a short, 6-12 week employment activity. The model began over the summer with PRE-ET students through a project with DORS. Employers seem open and ready to accept students, and WIOA Title I staff conduct daily and weekly evaluations to ensure the employer's expectations are met.

These practical employment skills are often not taught in traditional high school and career guidance components. Case notes will include an agreement with the customer and the placement organization that includes information regarding the goals of the placement, the connection to the occupational interest level of the customer, and an evaluation from the customer regarding the attainment of his/her goals and an assessment of the learning experience.

- Incumbent workers often apply for new or additional training support in order to upgrade skills to qualify for promotion and higher-level positions. A scholarship training proposal is requested as

an application for these funds, as well as the in-demand and relevant job availability. RTW is also required for new customers.

- Customized training opportunities may be considered for employers who are interested in upgrading current worker skill attainment. Employers would commit to a 50% split for training costs, and the workers' wage level would be a part of the negotiation to ensure appropriate upgrades that meet performance expectations.

Training approval for any training strategy listed above will be based upon the following criteria:

- Completion of the training scholarship process steps which include the proposal and relevant training and job research that verify that the prospective customer is appropriately directed to careers that are best suited regarding his or her O\*NET match, local economic job-driven availability of career/job and the appropriate aptitude assessment of the customer.
- Eligibility determination for specific program training funds.
- Availability of funding:
  - 1) Each year, two occupational skills vouchers will be reserved for eligible veteran applicants and/or eligible veteran spouses, and two vouchers will be reserved for eligible persons in the hardest-to-serve categories, such as Temporary Assistance for Needy Families and Supplemental Nutrition Assistance Program.
  - 2) The USWIB Priority of Service for Adults will be reviewed quarterly to ensure that 51% of customers are a Priority 1 or Priority 2.
    - Approval of the occupational or classroom curriculum using the Maryland Eligible Training Provider List as well as relevant lists from Delaware, Pennsylvania, etc.
    - Admission approval from the training institution vendor of choice.
    - Pell Grant application submission is a requirement for those who are interested in credit classes for any of the Eligible Training Providers. A copy of the Pell award or letter denying approval will be included in the physical file to validate the customer candidate has followed this requirement.
- WIOA funding for training is limited to participants who:
  1. Are unable to obtain grant assistance from other sources (PELL Grants, WIOA Core Partners, Community Scholarships and other scholarships specific to the training vendor) to pay the costs of their training; or
  2. Require assistance beyond that available under grant assistance from other sources to pay the costs of such training. Program operators and training providers must coordinate funds available to pay for training as described in paragraphs (b) and (c) of this section. In making the determination under this paragraph, one-stop operators should take into account the full cost of participating in training services, including the cost of support services and other appropriate costs.
  3. One-stop operators must coordinate training funds available and make funding arrangements with one-stop partners and other entities to apply the provisions of paragraph (a) of this section. One-stop operators must consider the availability of other sources of grants to pay for training costs such as Temporary Assistance for

Needy Families, State-funded training funds, and Federal Pell Grants, so that WIOA funds supplement other sources of training grants.

- Additional career and training programs may be available regarding career options and on-going training. If a customer requests classes or has not been successful in attaining computer or technology literacy levels regarding the requirements for MWE registration or other job connecting assignments, referrals to the local libraries for assistance is encouraged. Libraries in the Upper Shore area provide hands-on fundamental courses, one-to-one tutoring, and additional technology courses monthly. Customers with a library card, may access on-line training courses in a wide variety of subjects. If necessary, courses offered by local training vendors may be approved. Case notes for each customer will be used to verify and validate that these technology literacy strategies are needed and addressed.
- Entrepreneurial interests may be addressed through the Small Business Development Center (SBDC). The SBDC provides a Smart Start orientation, business plan development, and referrals for loan programs that access all resources in the region. Should the customer be ready to participate in any of these resources, support will be provided and case notes will verify and document his/her choices.
- Access to opportunities for Leadership Development will address the community needs of local non-profits relative to volunteer and community service opportunities. Registering to vote is another form of leadership development as the customer may become the role model for others in his/her family or neighborhood; membership in local affiliation groups will be supported for customers requesting necessary dues or subscriptions in order to participate in chambers of commerce, workplace affiliation or other non-religious or non-political opportunities. Chesapeake College has a leadership academy that may be a fit for WIOA customers who attend the college, and have an interest in participating. ACE Mentors (Architecture, Construction, and Engineering) is another group that may be of interest to the customer. The Mid Shore Nurse's Aide Advisory Council (MSNAAC) has modest membership dues for those customers who work as Certified Nurse Aides (CNAs), and may take advantage of the leadership opportunities that participation in that group may provide. As these choices and opportunities are available, connections will be provided to customers, and verified in the customer's case notes.
- If a customer is participating in occupational skills training, he/she may require additional assistance with the course requirements. Each of the approved courses and classes under the Maryland Eligible Training Provider List are eligible for Tutoring Services as a customer resource. The customer may obtain such services through his/her respective training vendor resources, and through contact with a WIOA Training Associate. Should a request be made for such services, the case notes will provide the information to verify and document the request and the identification of such services for the customer.

3. **A supportive services** plan will be verified in MWE electronic case notes that will include the determination of the need for a stipend, unemployment insurance waiver, uniforms, fees related to the training strategy, and additional language-learning requirements as needed in order to support classroom training. In addition, financial literacy information may be a strategy elected by the customer, and may be delivered with resources identified by several local banking institutions. These may include, but are not limited to on-line instruction regarding opening accounts, balancing



accounts, on-line access and direct deposit banking options. As the customer is directed toward these resources, case notes will verify and document both the need and his or her participation as appropriate.

4. **Follow up** to training services, including regular 30-day contacts with the customer during the program plan, and after the attainment of employment for up to one year are a requirement for an customer enrolled as a participant in the Title I program. Case notes are the mechanism used to ensure that regular contacts are verified and documented in the participant's MWE electronic file. Once the customer exits with employment or with the completion of his/her program, a full year of contacts will ensue, ensuring the program staff are following the progress and noting the successes of the customer as he/she completes the customer employment plan. ***Local Operational Policy: for Follow-up Services available in WIOA office.***

**(D)Description of how Local Board will coordinate education and workforce development activities carried out in the area with relevant secondary and post-secondary education programs and activities:**

Title I Training Program staff will work with county high schools in the region to learn about what skills students are interested in learning in both the vocational and technical career industries and how to connect these with local in-demand jobs in order to cross-fertilize ideas for new or modified occupational courses that may augment the current training options. In addition, this close connection with the high schools will assist with getting referrals for those students who will be leaving high school, and who may likely become clients. Initiatives will go forward to promote youth training resources from WIOA Title I for high school seniors in the region's local schools.

The USWIB will work closely with Title II, Adult Education and Family Literacy (AEFL) grant staff at Chesapeake college to create an efficient referral network both in the American Job Center, and informally through partner relationships.

**Identify how the local board will support alignment with programs of study under Perkins.**

The USWIB is working closely with the Perkins postsecondary partner, Chesapeake College, to ensure sequencing of courses from secondary to postsecondary and to ensure that participants achieve both a credential that represents progress and connections to local business for job placement. In addition, the Career and Technology Education group now has a representative on the USWIB Board. Efforts are already underway to integrate the CTE programs in the local five county school systems with the Perkins program at Chesapeake College.

**(E)Description of coordination of workforce development activities with the provision of transportation in the area:**

The USWIB participates as a member of the Upper Shore Community Transportation Advisory Committee. The purpose of the CTAC is to provide a mechanism for community input to the local public transit providers. The USWIB is an advocate for customers and employers concerning workforce transportation issues and solutions.

**Other Supportive Services**



The USWIB is committed to ensuring that the Departments of Social Services are full partners in the Upper Shore One Stop system and that resources for supportive services are fully understood by the One Stop Partners, customers and employers.

The USWIB is committed to ensuring that the Division of Rehabilitation Services is a full partner in the Upper Shore One Stop system and that resources and supportive services are fully understood by the One Stop Partners, customers and employers.

The USWIB is committed to work with the Local Management Boards of the Upper Shore area to create a partnership that is beneficial to the customers, employers and One Stop Partners of the Upper Shore area.

The USWIB will work closely with the Financial Aid Officer(s) at Eligible Training Provider institutions to ensure that customers are able to explore all options for assistance with tuition, fees and cost of attendance.

**(F) A description of how the local board will utilize local adult funding based on adult priority groups as specified in the State Plan.**

**Local Priority of Service**

Priority will be given to those training applicants who are in the Priority of service target groups as long as the total costs for training achieves a 51% ration of all funds expenses.

1. Eligible Veterans and Eligible spouses of veterans

Veteran candidates (& eligible spouses of veterans) applying for training scholarships are the first priority of service. An eligible veteran who has completed the "Steps to get a training scholarship" that include the workshop, training scholarship proposal, the training and job interview: **he or she will receive first consideration regarding available training fund approval.**

2. TANF/TCA Recipient Applicants

Poverty candidates receiving TANF/TCA assistance are also a priority of service target group. When an eligible TANF/TCA recipient who has completed the "Steps to get a training scholarship" that include the workshop, training scholarship proposal, and the training and job interview: **he or she will receive the next consideration regarding available training fund approval.**

3. SNAP Recipient Applicants

Poverty candidates receiving SNAP assistance are also a priority of service target group. When an eligible SNAP recipient training applicant, who has completed the Steps to get a training scholarship" that include the workshop, training scholarship proposal, the training and job interview: **he or she will receive next consideration regarding available training fund approval.**

4. Ex-Offenders

Candidates who have completed detention time and have been released are also a priority of service target group. When an eligible ex-offender candidate who has completed the "Steps to get a training scholarship" that include the workshop, training scholarship proposal, and the training and job interview: **he or she will receive the next consideration regarding available training fund approval.**

Once the training scholarship expenses balance achieves 51% serving the target groups listed above, those not in the target groups may qualify for training scholarship vouchers according the eligibility policy regarding adult populations, youth populations and dislocated workers, as long as there are funds available.

**(G) A description of how the local board will utilize the local dislocated worker funding.**

The Upper Shore Workforce Investment Board (USWIB), acting as the local Workforce Development Board, will serve Workforce Innovation and Opportunity Act (WIOA) eligible Adults through an array of Career and Training Services. Those served will be a mix of "carry in" Participants and new Participants. Services will originate in the Upper Shore American Job Centers and the Title I Adult grant will provide infrastructure and operational funding in support of the Upper Shore Memorandum of Understanding and Resource Sharing Agreement. Service delivery, fiscal, and programmatic accountability will align with the Upper Shore WIOA Local Integrated Plan, Maryland Department of Labor, Licensing and Regulation Policy Issuances, United States Department of Labor Guidance and the Office of Management and Budget Uniform Grant Guidance. The USWIB will meet or exceed negotiated performance levels for Adult Participants.

**(H)Description of how the Local Board will define self-sufficiency for employed adult and dislocated worker participants**

The USWIB definition of self-sufficiency for an Adult is an income level that is 200% of the Health and Human Services poverty level for a published annual time of publication, and based upon an applicant's family size.

The USWIB definition of self-sufficiency for a Dislocated Worker is an income level equal to or greater than 80% of the wage at dislocation.

**(I)Description of Local Board definition of unlikely to return to previous industry or occupation**

The determination of "unlikely to return to previous industry" is made when a dislocated worker is laid off from a position with skill sets that are considered obsolete; or, if the local market is saturated with similar skill sets, and retraining would increase their chances for successful employment at a self-sufficient wage or better.

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

The "Requires Additional Assistance" descriptor applies as follows:

- The young person is a high school graduate who has worked less than 35 hours a week for more than 13 consecutive weeks in the last year (case notes or applicant statement or pay stubs) or
- The young person is a high school graduate who has been dismissed from a job within the last 12 months, and is not working at the time of application (case notes or applicant statement) or

- The young person requires a credential in order to enter or advance along a sustainable career pathway, and is unlikely to obtain such a credential without additional workforce resources (case notes) or
- The young person who scores a minimum of one (1) on the Adverse Childhood Experience (ACE) questionnaire (questionnaire used as self-attestation in the applicant file)

***Local Operational Policy: Title I Training Eligibility available in WIOA office.***

**(K)Description of documentation required to demonstrate a need for training**

The need for training is documented by one of the following:

- Completion of the “**Steps**” to become an active training candidate
- Training is available through an Eligible Training Provider, or through an Earn and Learn option
- WIOA funding is supplementing not supplanting other training funds.

**(L)Description of how Local Board will provide fourteen required program elements for WIOA Youth:**

Element	Provision Via	
1	Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies	Training institution, Title I funded staff, contactors, volunteers
2	Alternative secondary school services or drop out recovery services	Title II Partner, Title I funded staff
3	Paid and unpaid work experience	Title I funded staff
4	Occupational Skills Training	Eligible Training Providers
5	Education provided with and in the same context as workforce preparation activities	Contractor
6	Leadership development opportunities	Contractor, One Stop Partners, Community Based Organizations
7	Supportive services	One Stop Partners, Title I funds
8	Adult mentoring	Title I funded staff
9	Follow up services	Title I funded staff, One Stop Partners
10	Comprehensive guidance and counseling	One Stop Partners, Title I funded staff, contactors
11	Financial literacy education	Community partners
12	Entrepreneurial skills	Small Business Development Center
13	Labor market information	One Stop Partners, USWIB
14	Transition to post-secondary education and training	Title II, Eligible Training providers

**(M)Description of the steps Local Board will take to ensure 20% of Youth funds are used for work-based learning:**

The USWIB will use multiple strategies to ensure that 20% of the Title I Youth program funding is used for work based learning. The strategies may include but are not limited to:

- Subsidized employment
- Paid internships
- On The Job Training
- Paid externship components of training programs
- Pre-apprentice training

The USWIB will review the expenditures on a quarterly basis to ensure that the 20% expenditure requirement will be met.

**(N)Local Board plan achieve 75% youth expenditure on out of school youth**

The USWIB will adopt a budget each year that allocates at least 75% of the Title I Youth program funds for out of school eligible youth. Once existing in school youth have exited the Upper Shore Youth program, the USWIB will determine if an in school, strategy is possible in the area. If the USWIB determines that a WIOA in school youth program is possible, the USWIB will not allocate more than 25% of the WIOA youth funding for the program.

**(O) List contracted youth service providers- list and description of services**

Element	Contractor
Tutoring	Consultants via Staffing Agency
Occupational Skills Training	Eligible Training Provider List
Healthcare Occupations Orientation	Chesapeake College
Commercial Driving Orientation	Chesapeake College
Leadership Development Opportunities	Contractor via procurement
Comprehensive guidance and counseling	Contractor via procurement
Staffing Agency	ABACUS: 2 year contract

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

The USWIB through the negotiation of the Memoranda of Understanding and Resource Sharing Agreement will highlight the One Stop Partner's expertise in delivering Career Services. The negotiations related to Career Services will focus on:

- The WIOA definition of Career Services
- The WIOA Regulations' definition of Career Services
- The One Stop Partners expertise in delivering Career Services as defined by WIOA and Regulations
- Delivery of Career Services throughout the Upper Shore area
- Delivery of Career Services effectively and efficiently by minimizing duplication of effort

**(Q) Describe the Local Board's follow up services policy**

Title I funded staff will contact customers on a monthly basis for one year following exit. The contact may be accomplished by email, electronic message, and phone, in person or through contact initiated by a One Stop partner. Contact with the customer will be documented via an electronic case note. If there is an indication additional services may be beneficial, the customer will be referred to a WIOA Training Associate for an assessment for additional services. If a customer is unreachable for three months in a row, the customer will be placed in an inactive follow up status and a final follow up attempt will be made at the twelve-month date. ***Local Operational Policy: Follow Up Services available in WIOA office.***

**Section 6: Title II Adult Education and Family Literacy Functions****(A) Description of coordination in the Local Area including career pathways and other activities, Title II plan review by Local Board:**

The USWIB is responsible for developing Career Pathways by "aligning employment, training, education and supportive services that are needed by adults and youth particularly individuals with barriers to employment". The USWIB will include Adult Education and Family Literacy (AEFL) funded staff in employer meetings convened in support of determining employer needs related to Career



Services, Training Services or Educational Services. Employer engagement is the basis for understanding and developing Career Pathways “maps” for Upper Shore WIOA customers. WIOA allows Title II funds to be expended for Integrated Education and Training, Workforce Preparation Activities and Integrated English Literacy and Civics Education. The USWIB will ensure that Title II service providers take full advantage of the opportunities and flexibility provided by WIOA through the responsibilities of the Local Workforce Development Board to negotiate the One Stop Memoranda of Understanding and Resource Sharing Agreement and to review the local AEFL plan before submission.

The USWIB will include the following topics in its review of the Upper Shore AEFL plan(s) in order to complete the DLLR WIOA Alignment Form:

- Title II funds budgeted for Integrated Education and Training Activities;
- Title II funds budgeted for Workforce Preparation Activities;
- Title II funds budgeted for Integrated English Literacy and Civics Education;
- Title II funds budgeted for One Stop Infrastructure;
- Title II funds budgeted for the operation of AEFL activities in the One Stop system;
- Integration of AEFL activities and One Stop Partner activities including AEFL Transition Services;
- Data sharing including the collection of intake information; and
- Selective Service registration verification mechanism for AEFL customers.

**(B)Description of how Local Board will coordinate Title II providers to align basic skills and English language assessments:**

The USWIB will include the following topics in the discussion, negotiation and execution of the One Stop Memoranda of Understanding and Resource Sharing Agreement with Title II:

- Aligning basic education skills and English language assessment protocols, tests, methodologies among all Upper Shore One Stop employment and training Partners.
- Aligning the administration of basic education skills and English language assessments among all Upper Shore One Stop Partners
- Assurance that assessments are conducted in accordance with applicable guidelines set forth by assessment publisher.
- Data sharing agreements that will include assessment results and customer information contributing to common intake processes.
- The Title II contribution to One Stop Infrastructure
- Operational deployment of AEFL services in the One Stop system

**Title II: Basic skills assessment for all AJC partners**

The USWIB will include the following topics in the discussion, negotiation and execution of the One Stop Memoranda of Understanding and Resource Sharing Agreement with Title II.

- Aligning basic education skills and English language assessment protocols, tests, methodologies among all Upper Shore One Stop employment and training Partners.
- Aligning the administration of basic education skills and English language assessments among all Upper Shore One Stop Partners.
- Assurance that assessments are conducted in accordance with applicable guidelines set forth by assessment publisher.

- Data sharing agreements that will include assessment results and customer information contributing to common intake processes.
- The Title II contribution to One Stop Infrastructure
- Operational deployment of AEFL services in the One Stop system including Information and Referral, Orientation to AEFL, Assessment, Workforce Preparation Activities, Transitions Service Activities, Data Sharing

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

The President of Chesapeake College serves as a member of the USWIB. The President of Chesapeake College is the only Title II grant recipient in the Upper Shore area. In the event that more than one Title II grant is awarded in the Upper Shore area, the USWIB President will convene the grant recipients and designate a Title II representative for the USWIB.

**(D) Description of how Adult Education services will be provided in the American Job Center system:**

The USWIB will engage in good faith negotiations with the Upper Shore AEFL provider(s) to negotiate the AEFL role in the Upper Shore One Stop system. The negotiations will take place through the One Stop Memoranda of Understanding and Resource Sharing Agreement negotiations. The negotiation will include Information and Referral, Orientation to AEFL, Assessment, Workforce Preparation Activities, Transitions Service Activities and Data Sharing. If classroom space is available in the One Stop location, the use of that space by AEFL will be a topic of negotiation.

**Section 7 Title III Wagner-Peyser Functions**

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

29 United States Code 49 f describes how Wagner-Peyser funds may be used. The USWIB will coordinate the Career Services delivered by Wagner-Peyser funded staff with the Career Services delivered by other One Stop Partners through the Memoranda of Understanding and Resource Sharing Agreement. Wagner-Peyser Career Services, delivered on behalf of the Secretary of Labor, provide services without eligibility for job seekers and employers in the Upper Shore area. The USWIB recognizes the expertise of Wagner-Peyser staff in the delivery of Career Services for job seekers and services for employers. The USWIB vision for Wagner-Peyser coordination may be summarized as "jobs for people, people for jobs".

The USWIB will ensure that the Wagner-Peyser functions listed below will be discussed, negotiated and included in the Upper Shore One Stop Memoranda of Understanding:

- Job search and placement services to job seekers, including unemployment insurance claimants, employment counseling, testing, occupational and labor market information, assessment, and referral to employers.

- Appropriate recruitment and technical assistance services for employers.
- Linkages between EARN, Apprentice and Training, programs and projects funded through the Governor's WIOA set aside and other state initiatives not included under WIOA legislation, including the provision of labor exchange services at education sites.
- Provision of services for workers who have received notice of permanent layoff or impending layoff, or workers in occupations which are experiencing limited demand due to technological change, impact of imports, or plant closures.
- Developing and disseminating labor market and occupational qualification information.
- Administering the work test for the State unemployment compensation system, including making eligibility assessments, and providing job finding and placement services for unemployment insurance claimants.
- Providing unemployment insurance claimants with referrals to, and application assistance for training and education resources and programs, including Federal Pell Grants under subpart 1 of part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070a et seq.), educational assistance under chapter 30 of title 38 (commonly referred to as the Montgomery GI Bill), and chapter 33 of that title (Post-9/11 Veterans Educational Assistance), student assistance under title IV of the Higher Education Act of 1965 (20 U.S.C. 1070 et seq.) [and 42 U.S.C. 2751 et seq.], State student higher education assistance, and training and education programs provided under titles I and II of the Workforce Innovation and Opportunity Act [29 U.S.C. 3111 et seq., 3271 et seq.], and title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.).
- Providing Unemployment Insurance Claimants with meaningful assistance in the American Job Centers.

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

The USWIB will require the Wagner-Peyser representative to the One Stop Memoranda of Understanding and Resource Sharing Agreement negotiations include the provision of Career Services to Migrant and Seasonal Farmworkers (MSFW) in the discussion, negotiation and execution of the One Stop Memoranda of Understanding and Resource Sharing Agreement. The USWIB will require the Wagner-Peyser representative to the One Stop Memoranda of Understanding and Resource Sharing Agreement to include an Information and Referral mechanism to connect MSFW to the National Farmworkers Jobs Program.

The USWIB has reviewed Maryland Policy Issuance 2018-14 to determine the roles and responsibilities for the delivery of services to Migrant and Seasonal Farmworkers and to ensure that the State of Maryland is complying with the Richey Order.

Responsibility for the delivery of services for MSFWs and compliance with the Richey Order rest with the State Monitor Advocate, the Director of the Office of Workforce Development, and the Director of Policy for the Division of Workforce Development and Adult Learning, and the Labor Exchange Administrator for the Upper Shore area. The USWIB will rely upon the incumbents in these positions to ensure that MSFW services are provided and to verify in writing to the USWIB President each year that services have been provided.

**OUTREACH WORKERS**

Outreach Workers are the primary access point to Maryland's workforce system for a Migrant and Seasonal Farmworker (MSFW). Outreach Workers must engage in outreach activities to locate and contact MSFWs who are not being reached by the normal intake activities conducted in and through AJCs.

Outreach Workers must:

- Complete training on local AJC procedures and MSFW services, benefits, and protections, including protections for farmworkers against sexual harassment;<sup>16</sup>
- Explain to MSFWs at their working, living, or gathering areas including day haul sites, by means of written and oral presentations either spontaneous or recorded, in a language readily understood by them, the following:
  - The services available at local AJCs and other related services;
  - Information on the Employment Service and Employment-related Law Complaint System;
  - Information on the other organizations serving MSFWs in the area; and,
  - A basic summary of farmworker rights.
- Conduct pre-occupancy housing inspections or work with partner agencies to insure pre-occupancy housing inspections are completed, as required by 20 CFR §653.501(3) (b).
- If needed, the Rural Services Coordinator may conduct MSFW housing inspections, but must bill time correctly to the MSFW program. Regardless of which party conducts the pre-occupancy housing inspections, they MUST follow ETA requirements described in 20 CFR §654 Subpart E, found at [www.gpo.gov/fdsys/pkg/CFR-2003-title20-vol3/pdf/CFR-2003-title20-vol3-part654-subpartE.pdf](http://www.gpo.gov/fdsys/pkg/CFR-2003-title20-vol3/pdf/CFR-2003-title20-vol3-part654-subpartE.pdf). DLLR will conduct ONE pre-occupancy housing inspection per season, per employer, for agricultural workers who were recruited through an inter- or intra- state job order, including both MSFWs and H-2A workers. For example, if an agricultural employer initially hires MSFWs through inter or intra-state job orders, DLLR will conduct a pre-occupancy housing inspection for those workers. If, during the same season, that employer also hires H-2A workers, the results of the pre-occupancy housing inspection conducted for the MSFW will be applied;
- Encourage MSFWs to go to the most accessible local AJC to obtain the full range of employment and training services. (If an MSFW cannot or does not wish to visit the local AJC, the Outreach Worker must offer to provide assistance at the MSFWs work-site or living quarters.);
- Provide MSFWs with job referrals to employment opportunities;
- What *is* a "Job Referral?"
- The term "job referral" has a very specific definition under 20 CFR §651.10. To make a job referral, Outreach Workers must make direct contact with the hiring employer, either by phone, email, or in person, to bring candidate MSFWs who are able, willing, and available to



fill openings to the attention of the employer. Records of employer contacts for job referrals should be retained for documentation in case notes.

- Assist in preparing complaints and referring them, as appropriate;
- Refer MSFWs to supportive services and/or career services, as needed;
- Assist in accessing resources for MSFW(s) to and from local AJCs or other appropriate agencies;
- Make follow-up contacts as necessary and appropriate to provide MSFW services;
- Work with employers to schedule and conduct field visits to the working and living areas of MSFWs, to discuss employment services and other employment-related programs with MSFWs, crew leaders, and employers.
- Conduct random, unannounced field checks to agricultural worksites where MSFW's have been placed through the intrastate or interstate recruitment system, to ensure that conditions are as stated on the job order and that the employer is not violating an employment-related law;
- Observe the working and living conditions of MSFWs and, on seeing or learning of a suspected violation of federal or state employment-related law, document and refer information to the LEA for processing.<sup>18</sup> Additionally, if an Outreach Worker observes or receives information about apparent violations,<sup>19</sup> the Outreach Worker must document and refer the information to the LEA for their Local Area;
- Be trained in the procedure developed by DLLR for informal resolution of complaints;
- Maintain complete records of contacts with MSFWs and the services delivered, using the following documentation and procedures –
- Complete a daily log<sup>20</sup> to record information collected during outreach visits to MSFW sites;
- Send completed Daily Logs to the LEA/supervisor on a monthly basis; and,
- Document information on apparent violations and complaints, including a description of the actions taken to gather information, and refer to other entities, as appropriate (Descriptions must include the circumstances and names of any employers who have refused to allow Outreach Workers to access MSFWs.);
- Carry and display, upon request, State identification and/or other identifying materials;
- Ensure that wages and working conditions offered to MSFWs are not less than the prevailing wages and working conditions among similarly employed farmworkers in the area of intended employment or the applicable federal or state minimum wage, whichever is higher
- Abstain from participation in political, unionization, or anti-unionization activities when performing Outreach Worker duties.



## **Section 8: Title IV Vocational Rehabilitation Functions**

### **Description of replicated cooperative agreements:**

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

There are no replicated cooperative agreements in place between the USWIB, the Maryland Department of Labor, Licensing and Regulation and the Maryland Division of Rehabilitation Services with respect to efforts to enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use of and sharing of information, cooperative efforts with employers and other efforts of cooperation, collaboration and coordination. The Maryland State Department of Education/ Division of Rehabilitation Services, in accordance with 29 U.S.C. 721(a) (11) will provide the following services to individuals with disabilities:

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

### **(B)Description of how individuals with disabilities will be served through the AJCs:**

All customers and employers will be served seamlessly in the American Job Centers. The USWIB will engage in good faith negotiations with the Maryland Division of Rehabilitation Services (DORS) representative to negotiate the DORS role in the Upper Shore One Stop system. The negotiations will take place through the One Stop Memoranda of Understanding and Resource Sharing Agreement negotiations, and will include discussions regarding both Infrastructure and Operations of the One Stop system. Operation topics will include efforts to enhance the provision of services to individuals with disabilities, cooperative efforts to ensure staff have opportunities for training and technical assistance, determinations regarding the use of and sharing of information, and coordinated and collaborative efforts to include employer input and participation.

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

## **Section 9: Temporary Assistance for Needy Families**

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

The USWIB is committed to building upon its relationship with the Upper Shore Departments of Social Services. The status at mid-cycle is that the Caroline, Dorchester and Queen Anne's County Departments of Social Services are fully participating American Job Center as AJC hosts in these three counties of the USWIB.

The One Stop Memoranda of Understanding and Resource Sharing Agreement negotiations include Infrastructure funding and the integration of Operations- Career and Training Services into the American Job Center system.

The USWIB will align with the Governor's Combined Plan submission, and incorporate the ***Benchmarks of Success*** objectives designed to remove barriers to employment:

The USWIB and the TANF agency in each of the five local Upper Shore Counties are engaged in WIOA as of July 1, 2017. The role for TANF in the One Stop system as specified in the WIOA Regulations, 678.430 is the starting point for TANF agency participation. Maximizing access to and use of life management skills, and eliminating barriers to employment from those job seekers receiving TANF grants will be the expertise social services organizations can provide.

The American Job Center is located in three of the five county department of Social Services offices. The rural nature of the Upper Shore area leads to the smallest allocations of formula funds in the state; this is a compelling reason for all partners to work together efficiently and effectively to use our collective resources to provide opportunities for job seeker and employer customers.

## **(B)Description of implementation and coordination to enhance provision of services to individuals receiving TANF**

WIOA Regulations, sections 678.430, 680.620 and 680.230 a, 680.230 b are the basis for the role of TANF in the Upper Shore One Stop system.

### WIOA Regulations

“WIOA requires One-stop partners to deliver career services applicable to their specific program. This WIOA regulation clarifies that an applicable career service is a service identified in § 678.430 and is an authorized program activity. The TANF statute does not include a definition for career services. Accordingly, the TANF State grantees need to identify any employment services and related supports being provided by the TANF program (within the particular local area) that are comparable with the career services as described in WIOA Regulations § 678.430. At a minimum, the TANF program partner must provide intake services at the one- stop for TANF assistance and non-assistance benefits via application processing and initial eligibility determinations.”

### WIOA Regulations 680.620:

“The local TANF program is a required partner in the one-stop delivery system. The WIOA Regulations, Part 678 describes the roles of such partners in the one-stop delivery system and it applies to the TANF program. TANF serves individuals who may also be served by the WIOA programs and, through appropriate linkages and referrals, these customers will have access to a broader range of services through the cooperation of the TANF program in the one-stop system. TANF participants, who are determined to be WIOA eligible, and who need occupational skills training may be referred through the One-stop system to receive WIOA training, when TANF grant and other grant funds are not available to the individual in accordance with WIOA Regulations § 680.230(a). WIOA participants who are also determined TANF eligible may be referred to the TANF operator for assistance.” Three of the five local Departments of Social Services organizations host and are co-located as the American Job Center in those counties. Kent and Talbot counties support the AJC by delivering job club and other employment-related career services in those AJC locations.

### WIOA Regulations, 680.230 A and 680.230 B:

“(a) WIOA funding for training is limited to participants who: (1) Are unable to obtain grant assistance from other sources to pay the costs of their training; or (2) Require assistance beyond that available under grant assistance from other sources to pay the costs of such training. Program operators and training providers must coordinate funds available to pay for training as described in paragraphs (b) and (c) of this section. In making the determination under this paragraph, one-stop operators should take into account the full cost of participating in training services, including the cost of support services and other appropriate costs.

(b) One-stop operators must coordinate training funds available and make funding arrangements with one-stop partners and other entities to apply the provisions of paragraph (a) of this section. One-stop operators must consider the availability of other sources of grants to pay for training costs such as Temporary Assistance for Needy Families (TANF), State-funded training funds, and Federal Pell Grants, so that WIOA funds supplement other sources of training grants.”

TANF customers are a priority group in the Upper Shore Priority of Service for WIOA Title I Adult Training funds. Once it is determined that TANF, Pell Grants and other sources of training funds are not available, the WIOA Title I Adult Priority of Service will take effect.

The USWIB will engage in good faith negotiations with the Maryland Department of Human Resources representative(s) to negotiate the TANF role in the Upper Shore American Job Center system. The negotiations will take place through the One Stop Memoranda of Understanding and Resource Sharing Agreement negotiations. The negotiations will include Infrastructure and Operations of the American Job Center system.

As described in other sections, the USWIB has spearheaded several cross-training opportunities for American Job Center staff to learn about all core partner resource in the AJC, and including TANF resources. Continuing efforts to enhance the information sharing about these resources are underway including developing cooperative efforts with employers by providing information about TANF, and in professional development activities with frontline staff in the AJC.

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

The five local DSS organizations decide who is able to represent the USWIB for a term; this person's information is then forwarded for approval to the local county government entity for appointment to the USWIB, which is the Workforce Development Board in our area.

**(D) Provide a description of what strategies the Local Board will employ to support TANF recipients in accessing skills and credentialing, life management skills, and employment to improve the financial status of those exiting the TANF program.**

The USWIB DSS representative (on the board) will encourage the Board to support strategies developed in the American Job Center with core program partners to ensure that all customers receive skills assessment, access to credential training, life management skills, and assistance with placement in sustainable employment that will ultimately improve the financial status of those exiting the TANF program. One way the USWIB has made efforts toward this goal is to provide professional development to frontline staff. Professional Development allows an integrated approach to all AJC staff, so that a seamless delivery of services may be accomplished with all AJC partners.

**Section 10: Community Services Block Grant Functions**

**(A)** The Upper Shore does not have community services block grant recipients in the local area that offer employment and training activities as defined in the Workforce Innovation and Opportunity Act for Adults or Dislocated Workers as defined in the Workforce Innovation and Opportunity Act. The USWIB will rely on the Eastern Shore Liaisons for the United States Senators to notify the USWIB if a local grantee receives a Community Services Block Grant that includes employment and training activities as defined by the Workforce Innovation and Opportunity Act for Adults and Dislocated Workers.

**Section 11: Jobs for Veterans State Grants Functions**

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



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

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

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

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

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

1. First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA adult formula funds. This means that veterans and eligible spouses who are recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services provided with WIOA adult formula funds.
2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.
3. Third, to veterans and eligible spouses who are not included in WIOA’s priority groups.
4. Last, to non-covered persons outside the groups given priority under WIOA.

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

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

*WIOA Title III staff provides core services and initial assessments to veterans.*

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

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

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

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

*Note: When a veteran seeks services at an AJC where the DVOP is not currently available because of their rotation schedule, the receptionist provides the customer with the card and contact information of the DVOP and contacts the DVOP via email to provide them with the contact information of the customer so the two can coordinate a meeting time when the DVOP will be stationed at the AJC, if desired.*

### **Verifying Veteran Status**

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

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

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

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

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

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

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

1. Has been terminated or laid off, or received a notice of termination or layoff from employment;
2. Is eligible for, or has exhausted, unemployment insurance (UI) benefits;
3. Has demonstrated an appropriate attachment to the workforce, but is not eligible for UI and is unlikely to return to a previous industry or occupation;
4. Has been terminated or laid off, or **received notification** of termination or layoff from employment as a result of a permanent closure or substantial layoff;
5. Is employed at a facility where the employer has made the general announcement that the facility will close within 180 days;
6. Was self-employed, but is unemployed as a result of general economic conditions in the community or because of a natural disaster;
7. Is a displaced homemaker as defined by WIOA 3(16); or,
8. Is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of Title 10, U.S.C.), and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or is

the spouse of a member of the Armed Forces on active duty and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

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

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

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

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

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

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

## Monitoring Priority of Service

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

### **(B) Description of how the Local Board will engage Local Veterans Employment Representatives in engaging and providing services to local businesses:**

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

## **Section 12 – Trade Adjustment Assistance for Workers Program Functions**

### **(A) A description of how Trade Adjustment Assistance services will be provided in the American Job Center system within the Local Area.**

TEGL No. 16-16, *One-Stop Operations Guidance for the American Job Center (AJC) Network*, provides guidance on states' responsibilities for ensuring that the Workforce Innovation and Opportunity Act (WIOA) partner programs are integrated into the one-stop system. The TAA Program is a required one-stop partner under the WIOA statute and regulations. As a WIOA required partner, the TAA Program is responsible for providing access to TAA benefits and services to adversely affected workers through the one-stop network. Under WIOA and the Trade Act, as amended, states must integrate TAA services into their one-stop delivery system; provide rapid response and appropriate career services to worker groups on whose behalf a petition has been filed; and disseminate benefit information that provides workers an accurate understanding of the TAA Program's benefits and services in such a way that it is transparent to the worker applying for them. States must also use their state's one-stop centers as the main point of contact for participant intake and delivery of TAA benefits and services.

#### Program Access

If the TAA Program is carried out in a local area, the State must provide access to the TAA Program services in at least one of the local area's comprehensive one-stop centers in accordance with 20 CFR §678.305(d) and with WIOA sec. 121(b)(1)(A)(i). Access to the TAA Program occurs in one of three ways:

- Option 1: Having a program staff member physically present at the one-stop;
- Option 2: Having a staff member from a different partner program physically present at the one-stop center appropriately trained to provide information to customers about the programs, services, and activities available through all partner programs; or
- Option 3: Making available a direct linkage through technology to a program staff member who can provide meaningful information or services.



The Trade Adjustment Assistance (TAA) program is a federal entitlement program established under the Trade Act of 1974, as amended by the Trade Adjustment Assistance Reform Act of 2002. The TAA Program provides aid to workers who lose their jobs or whose hours of work and wages are reduced because of foreign trade. More information on petitions for TAA can be found on the DLLR website. (<https://www.dllr.state.md.us/employment/taa.shtml>)

Individuals who qualify for Trade Adjustment Assistance can receive services through the American Job Center. WIOA Title III staff have primary responsibility for the program at the American Job Centers and WIOA funding provides several services to assist TAA participants with completing and submitting all paperwork required to receive training. WIOA Title III staff also assist participants with completing documentation to receive Trade Readjustment Allowances (TRA), and applying for and renewing waivers.

Coordination and the reduction of duplication of services is tracked through the Maryland Workforce Exchange (where appropriate), which directly tracks the labor exchange for all job seekers services, employer services, and training services under WIOA and TAA (Trade Adjustment Act). WIOA Title III staff with access to the Maryland Workforce Exchange (MWE) will maintain and monitor the delivery of individualized career services to participants within the system.

Services available through the Trade Act:

- Training- classroom training, on-the-job training, and customized training designed to meet the needs of a specific employer or group of employers, apprenticeship programs, and more.
- Trade Readjustment Allowances (TRA) -income support available in the form of weekly cash payments to workers who are enrolled in a full-time approved training course and have exhausted all rights to State and Federal Unemployment Insurance.
- Work Search Allowances- may be payable to cover expenses incurred in seeking employment outside your normal commuting area.
- Relocation Allowances- provide reimbursement for approved expenses if you are successful in obtaining employment outside your normal commuting area for you to relocate to your new area of employment.
- Alternative Trade Adjustment Assistance (ATAA) and Reemployment Trade Adjustment Assistance (RTAA)- a wage subsidy for up to two years that is available to reemployed older workers, age 50 and over, and covers a portion of the difference between a worker's new wage and his/her old wage (up to a specified maximum amount)

## **Section 13 – Unemployment Insurance Functions**

### **(A)A description of how Unemployment Insurance claimants will be supported by the American Job Center system within the Local Area.**

WIOA requires the USWIB to strengthen the Unemployment Insurance role in the One Stop career centers. There is an expectation that Unemployment Insurance will engage in the One Stop beyond a phone and internet connection. The WIOA Regulations 678.430 defines the role of Unemployment Insurance in the delivery of Career Services. The USWIB envisions that the Maryland Department of Labor, Licensing and Regulation, as the designated Wagner-Peyser and Unemployment Insurance entity for Maryland will provide "meaningful assistance" to Unemployment Insurance applicants and claimants in the Upper Shore area. The USWIB will request an agreement between Wagner-Peyser, Unemployment Insurance and the USWIB around the topic of the delivery of "meaningful assistance".



The USWIB will work to include the relationship as a component of the MOU and RSA. The USWIB will ensure Unemployment Insurance personnel provide periodic updates on Unemployment Insurance to the One Stop partner staff. Making sure that the update occurs on an ongoing basis will be the responsibility of the One Stop Operator.

WIOA Title I customers are referred to state merit staff and the Maryland UI website regarding Unemployment Compensation Insurance questions and information. Booklets regarding UI procedures are available at each AJC for those who need to have written information.

### **Section 14 – Senior Community Service Employment Program Functions**

**(A)**The current providers of SCSEP in the Upper Shore Workforce Development area are DWDAL for Kent, Queen Anne’s, Talbot and Caroline Counties. MAC, Inc is the SCSEP provider and grant sub-recipient for Senior Service America, Inc for Dorchester County in the Upper Shore Region.

#### **MAC, Inc, Sub Recipient for Senior Service America, Inc**

Goals of this community service and work-based job training program are to help participants gain skills and confidence to obtain employment, leading to economic self-sufficiency. The program is open to residents of Dorchester, Somerset, Wicomico and Worcester counties.

The SCSEP program at MAC, Inc provides training for low-income, unemployed seniors, working to connect their particular skills and interests with employment needs and opportunities at nonprofit organizations and public agencies throughout the Lower Shore, helping groups, such as the Joseph House Workshop, Somerset County Commission on Aging, and Dorchester County Division of Parole and Probation, carry out their missions.

Participants work an average of 20 hours a week, and are paid minimum wage. This training serves as a bridge to unsubsidized employment opportunities for participants.

#### **Eligibility**

Low-income adults, age 55 and older

MAC, Inc.

SCSEP Project Director

410-742-0505, Ext. 121

#### **Division of Workforce Development and Adult Learning**

The goal of the program is to assist older workers to develop workplace skills, which will enable them to attain permanent, unsubsidized employment, either with their host agencies or other non-profits, government or private sector employers. Participants are trained by a variety of employers including schools, physicians, health care agencies, hospitals, custodial and maintenance service industries, senior service providers, administrative and management entities, retail merchants, and transportation, security and technology companies.

Older workers have proven to be valuable assets to companies where they work. They have demonstrated characteristics that include a strong work ethic, high productivity, extensive experience, and low absenteeism and turnover rates.

SCSEP is authorized under Title V of the Older Americans Act. The Department of Labor, Licensing and Regulation, Division of Workforce Development and Adult Learning administers the program in the following jurisdictions: Baltimore City, Allegany, Calvert, Caroline, Charles, Garrett, Kent, Queen Anne’s, St. Mary’s, Talbot and Washington counties.

DWDAL  
 SCSEP Program Manager  
 410-767-2057

**(B)A description of how Senior Community Service Employment Program services will be provided in the American Job Center system within the Local Area.**

The USWIB will work with the Maryland Department of Labor, Licensing and Regulation and MAC, Inc to implement the Senior Community Service Employment Program in the Upper Shore Area.

Action	Outcome
Identify the Upper Shore SCSEP representative for DLLR	Establish a relationship with the SCSEP representative for Caroline, Kent, Queen Anne’s Counties
Identify the Upper Shore SCSEP representative for MAC, Inc	Establish a relationship with the SCSEP representative for Dorchester County
Convene SCSEP representatives to create an information campaign for SCSEP	Create talking/advertising points about SCSEP in the Upper Shore Area
Convene SCSEP representatives to create an information and referral protocol for the Upper Shore Network American Job Centers	Provide AJC workers with a mechanism to refer workers to SCSEP services
Create and implement an outreach plan for SCSEP eligible workers	Market SCSEP to the Upper Shore area

**Section 15 – Reintegration of Ex-Offenders Functions**

**(A) Seedco (Structured Employment and Economic Development Corporation), along with Bon Secours Community Works, is currently providing services through the Re-Integration of Ex-Offenders USDOL grant. In Maryland, this partner is currently providing services in Baltimore City only.**

The USWIB, the local Workforce Development Board in our area has not received any RIEO awards for the five county area. As grants are awarded to this area, the board will review and investigate how these services may be integrated into the American Job Center array of resources and services. There is a new Reintegration Navigator for the Eastern Shore region who will be invited to participate in local partner meetings, and will coordinate with local AJC staff regarding innovations and implementation of any and all local RIEO awards where the local five-county organizations may participate and engage.



## Section 16 – WIOA Section 188 and Equal Opportunity Functions

### (A) The designation of the local Equal Opportunity Officer for the USWIB

Daniel P. McDermott, Sr., the executive director of the USWIB, is the current designee of the Equal Opportunity Officer.

### **EQUAL OPPORTUNITY IS THE LAW**

It is against the law for this recipient of Federal financial assistance to discriminate on the following basis against any individual in the United States, on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or, against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act, on the basis of the individual's citizenship status or participation in any WIOA Title I–financially assisted program or activity.

The federal financial assistance recipient must not discriminate in any of the following areas: deciding who will be admitted, or have access, to any WIOA Title I–financially assisted program or activity; providing opportunities in, or treating any person with regard to, such a program or activity; or making employment decisions in the administration of, or in connection with, such a program or activity.

Recipients of federal financial assistance must take reasonable steps to ensure that communications with individuals with disabilities are as effective as communications with others. This means that, upon request and at no cost to the individual, recipients are required to provide appropriate auxiliary aids and services to qualified individuals with disabilities.

### **WHAT TO DO IF YOU BELIEVE YOU HAVE EXPERIENCED DISCRIMINATION**

If you think that you have been subjected to discrimination under a WIOA Title I–financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with the WIOA Title I Equal Opportunity Officer:

**Dan McDermott, Sr.**

**P O Box 8, Wye Mills, MD 21679**

**Telephone (410) 822-1716x2271**

**Email: dmcdermott@chesapeake.edu OR**

**Director, Civil Rights Center (CRC), U.S. Department of Labor**

**200 Constitution Avenue NW, Room N-4123, Washington, DC 20210** electronically as directed on the CRC website at [www.dol.gov/crc](http://www.dol.gov/crc) . If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above). If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you may file a complaint with CRC before receiving that Notice. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient). If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

I acknowledge that I, the customer, have received a copy of Equal Opportunity is the Law:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## LA IGUALDAD DE OPORTUNIDAD ES LA LEY

La ley prohíbe que este beneficiario de asistencia financiera federal discrimine por los siguientes motivos: contra cualquier individuo en los Estados Unidos por su raza, color, religión, sexo (incluyendo el embarazo, el parto y las condiciones médicas relacionadas, y los estereotipos sexuales, el estatus transgénero y la identidad de género), origen nacional (incluyendo el dominio limitado del inglés), edad, discapacidad, afiliación o creencia política, o contra cualquier beneficiario, solicitante de trabajo o participante en programas de capacitación que reciben apoyo financiero bajo el Título I de la ley de Innovación y Oportunidad en la Fuerza Laboral (WIOA, por sus siglas en inglés), debido a su ciudadanía, o por su participación en un programa o actividad que recibe asistencia financiera bajo el Título I de WIOA.

El beneficiario no deberá discriminar en los siguientes áreas: decidiendo quién será permitido de participar, o tendrá acceso a cualquier programa o actividad que recibe apoyo financiero bajo el Título I de WIOA; proporcionando oportunidades en, o tratar a cualquier persona con respecto a un programa o actividad semejante; o tomar decisiones de empleo en la administración de, o en conexión a un programa o actividad semejante.

Los beneficiarios de asistencia financiera federal deben tomar medidas razonables para garantizar que las comunicaciones con las personas con discapacidades sean tan efectivas como las comunicaciones con los demás. Esto significa que, a petición y sin costo alguno para el individuo, los recipientes están obligados a proporcionar ayuda auxiliar y servicios para individuos con discapacidades calificados.

## QUE DEBE HACER SI CREE QUE HA SIDO DISCRIMINADO

Si usted piensa que ha sido discriminado en un programa o actividad que recibe apoyo financiero bajo el Título I de WIOA, usted puede presentar una queja no más de 180 días después de la fecha en que ocurrió la presunta violación, ya sea con: El oficial de igualdad de oportunidad del recipiente

### **Equal Opportunity Officer:**

**Dan McDermott, Sr.**

**P O Box 8, Wye Mills, MD 21679**

**Telephone (410) 822-1716x2271**

**Email: dmcdermott@chesapeake.edu** OR

**Director, Civil Rights Center (CRC), U.S. Department of Labor 200 Constitution Avenue NW, Room N-4123, Washington, DC 20210** o electrónicamente como indica el sitio web del CRC [www.dol.gov/crc](http://www.dol.gov/crc). Si

usted presenta una queja con el recipiente, usted debe esperar hasta que el recipiente emita una decisión final escrita o que pasen por lo menos 90 días (lo que ocurra primero), antes de presentar una queja con el Centro de Derechos Civiles (CRC, por sus siglas en inglés) a la dirección mencionada previamente. Si el beneficiario no le entrega una decisión final escrita dentro de 90 días después de la fecha en que presento su queja, usted puede presentar su queja con el CRC antes que reciba la decisión final. Sin embargo, es necesario presentar su queja con el CRC dentro de 30 días después de la fecha límite de 90 días (en otras palabras, dentro de 120 días después de la fecha en que presento la queja con el recipiente). Si el recipiente emite una decisión final escrita, pero usted no está satisfecho con el resultado o resolución, usted puede presentar una queja con el CRC. Usted debe presentar su queja con el CRC dentro de 30 días después que reciba la decisión final escrita. Reconozco que, al cliente, he recibido una copia de la igualdad de oportunidades es la ley:

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Signature

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Date



**(B) Description of how AJC operator and partners will comply with Sec 188 and ADA regarding the physical and programmatic accessibility:**

The American Job Center Partners connect employment and training system services, including WIOA and other community resources, to persons with disabilities by ensuring that all workforce offices are ADA compliant and that auxiliary aids are made available when requested by customers receiving services. The One Stop Partners distribute and post required notices to ensure all eligible registrants and applicants are aware of the system's obligations to operate programs in a non-discriminatory manner.

**(C) An acknowledgment that the Local Board understands that, while Section 188 of WIOA and 29 CFR Part 39 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, including Code Ann. §10-1102-1103, which stipulates that oral language services must be delivered on-site for those in frequent contact with a service provider.

The USWIB Acknowledges that equal opportunity for individuals with disabilities extends beyond Section 188 of WIOA to Section 504 of the Rehabilitation Act, Title I and Title II of the ADA, Section 427 of the General Education Provisions Act, and Maryland Anti-Discrimination laws, including Code Ann. 10-1102-1103.

**(D) A description of how the Local Board will ensure meaningful access to all customers**

The USWIB in its oversight of the WIOA Title I operations, will ensure staff are providing meaningful access to resources and services as described by the Equal Employment Opportunity Commission. All WIOA core partners will be encouraged to provide meaningful access to those with Limited English Proficiency, which is described as *"Language assistance that results in accurate, timely, and effective communication at no cost to the LEP individual. For LEP individuals, meaningful access denotes access that is not significantly restricted, delayed, or inferior compared to programs or services provided to English proficient individuals"*.

**(E) Description of Local Board policy to handle grievances and complaints:**

The USWIB has designated the USWIB Executive Director as the grievance and complaint officer for compliance with Equal Opportunity (EO) for the USWIB itself. The USWIB role related to EO in the One Stop system is to designate an EO Officer to act in an Information and Referral role with the EO Officers designated for each One Stop Partner. The USWIB will determine the role of the One Stop Operator in the implementation of Equal Opportunity and may include the EO Information and Referral functions in the RFP for the One Stop Operator. If the USWIB does not include the EO

functions in the One Stop Operator RFP, the USWIB will designate an EO Officer for the One Stop Information and Referral role.

Chesapeake College, through the Upper Shore Workforce Investment Board Administrative Agreement assumes an EO function on behalf of the USWIB:

If a written complaint or grievance is submitted related to the USWIB itself or Title I, the USWIB and Chesapeake College will work together to determine how the required investigation will take place and the appropriate remedy to be applied.

- The Executive Director of the USWIB will facilitate complaints alleging illegal discrimination on the grounds of race, color, religion, sex, national origin, age, disability, political affiliation or belief. The EO Officer of the agency or entity that is the employer of record for the alleged discriminator will investigate the written complaint.
- The Executive Director of the USWIB will facilitate complaints and grievances not alleging illegal forms of discrimination including labor standards violations. The EO Officer of the agency or entity that is the employer of record for the alleged discriminator will investigate the written complaint. The United States Equal Opportunity Commission provides the following information about remedies for discrimination. These remedies will be considered as appropriate remedies in Upper Shore area.
- Whenever discrimination is found, the goal of the law is to restore the victim of discrimination to the same position (or nearly the same) that he or she would have been if the discrimination had never occurred.
- The types of relief will depend upon the discriminatory action and the effect it had on the victim. For example, if someone is not selected for a job or a promotion because of discrimination, the remedy may include placement in the job and/or back pay and benefits the person would have received.
- The employer also will be required to discontinue any further identified discriminatory practices, and document the necessary steps that will prevent discrimination in the future.
- A victim of discrimination may also be eligible to recover attorney's fees, expert witness fees, and court costs.

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

The United States Equal Employment Opportunity Commission, United States Department of Justice Civil Rights Division, Americans with Disabilities Act Questions and Answers defines reasonable accommodation as any modification or adjustment to a job or work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions. Reasonable accommodation also includes adjustments to ensure that a qualified individual with a disability has rights and privileges in employment equal to those of employees without disabilities. The USWIB through the Upper Shore Workforce Investment Board Administrative Agreement uses the Chesapeake College hiring, employment and policies related to Equal Employment Opportunity. The Chesapeake College policies address reasonable accommodation for employees.

If a USWIB member or a member of the public requests an accommodation relative to a USWIB specific activity, for example, a USWIB meeting, the Executive Director will be responsible for determining reasonable accommodation.

Reasonable Accommodation in the American Job Centers will be addressed by the One Stop Partners in the Memoranda of Understanding.

The USWIB will include grant assurances with all WIOA contracts for consultants, vendors and sub-recipients that include reasonable accommodation as an assurance.

The USWIB will review all vendors included on the Eligible Training Provider List and used by Upper Shore funded training customers to verify that training vendors have a reasonable accommodation policy.

### **Description of compliance with ADA**

The United States Equal Employment Opportunity Commission, United States Department of Justice Civil Rights Division, Americans with Disabilities Act, Questions and Answers articulate that the Americans with Disabilities Act prohibits discrimination in all employment practices, including job application procedures, hiring, firing, advancement, compensation, training, and other terms, conditions, and privileges of employment. It applies to recruitment, advertising, tenure, layoff, leave, fringe benefits, and all other employment-related activities.

The USWIB through the Upper Shore Workforce Investment Board Administrative Agreement with Chesapeake College places employment practices under the policies of Chesapeake College.

### **Description of policy to ensure communication for visual and hearing impairments:**

Visual and hearing impairments are a sub-group of disabilities; reasonable accommodation will be implemented with the goal of communicating effectively.

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

## **Section 794. Nondiscrimination under Federal grants and programs; promulgation of rules and regulations**

### **(a) Promulgation of rules and regulations**

No otherwise qualified individual with a disability in the United States, as defined in section 705 (20) of the Rehabilitation Act of 1973, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. The head of each such agency shall promulgate such regulations as may be necessary to carry out the amendments to this section made by the Rehabilitation, Comprehensive Services, and Development Disabilities Act of 1978. Copies of any proposed regulations shall be submitted to appropriate

authorizing committees of the Congress, and such regulation may take effect no earlier than the thirtieth day after the date of which such regulation is so submitted to such committees.

**(b) "Program or activity" defined**

For the purposes of this section, the term "program or activity" means all of the operations of --

(1)(A) a department, agency, special purpose district, or other instrumentality of a State or of a local government; or

(B) the entity of such State or local government that distributes such assistance and each such department or agency (and each other State or local government entity) to which the assistance is extended, in the case of assistance to a State or local government;

(2)(A) a college, university, or other postsecondary institution, or a public system of higher education; or

(B) a local educational agency (as defined in section 8801 of Title 20), system of vocational education, or other school system;

(3)(A) an entire corporation, partnership, or other private organization, or an entire sole proprietorship --

(i) if assistance is extended to such corporation, partnership, private organization, or sole proprietorship as a whole; or

(ii) which is principally engaged in the business of providing education, health care, housing, social services, or parks and recreation; or

(B) the entire plant or other comparable, geographically separate facility to which Federal financial assistance is extended, in the case of any other corporation, partnership, private organization, or sole proprietorship; or

(4) any other entity which is established by two or more of the entities described in paragraph (1), (2) or (3); any part of which is extended Federal financial assistance.

**(c) Significant structural alterations by small providers**

Small providers are not required by subsection (a) to make significant structural alterations to their existing facilities for the purpose of assuring program accessibility, if alternative means of providing the services is available. The terms used in this subsection shall be construed with reference to the regulations existing on March 22, 1988.

**(d) Standards used in determining violation of section**

The standards used to determine whether this section has been violated in a complaint alleging employment discrimination under this section shall be the standards applied under title I of the Americans with Disabilities Act of 1990 (42 U.S.C. 12111 et seq.) and the provisions of sections 501 through 504, and 510, of the Americans with Disabilities Act of 1990 (42 U.S.C. 12201-12204 and 12210), as such sections related to employment.



## Section 794a. Remedies and attorney fees

(a)(1) The remedies, procedures, and rights set forth in section 717 of the Civil Rights Act of 1964 (42 U.S.C. 2000e-16), including the application of sections 706(f) through 706 (k) [42 U.S.C. 2000e-5(f) through k)] shall be available, with respect to any complaint under section 791 of this title, to any employee or applicant for employment aggrieved by the final disposition of such complaint, or by the failure to take final action on such complaint. In fashioning an equitable or affirmative action remedy under such section, a court may take into account the reasonableness of the cost of any necessary work place accommodation, and the availability of alternative therefor or other appropriate relief in order to achieve an equitable and appropriate remedy.

(2) The remedies, procedures, and rights set forth in title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq) shall be available to any person aggrieved by any act or failure to act by any recipient of Federal assistance or Federal provider of such assistance under section 794 of this title.

(b) In any action or proceeding to enforce or charge a violation of a provision of this subchapter, the court, in its discretion, may allow the prevailing party, other than the United States, a reasonable attorney's fee as part of the costs.

The USWIB will work with the Upper Shore One Stop Operator to identify staff training needs and implement staff training as professional development for the Upper Shore American Job Center network.

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

### **AUXILIARY AIDS AND SERVICES FOR PERSONS WITH DISABILITIES**

The USWIB will take appropriate steps to ensure that persons with disabilities, including persons who are deaf, hard of hearing, or blind, or who have other sensory or manual impairments, have an equal opportunity to participate in our services, activities, programs and other benefits. The procedures outlined below are intended to ensure effective communication with patients/clients involving their medical conditions, treatment, services and benefits. The procedures also apply to, among other types of communication, communication of information contained in important documents, including waivers of rights, consent to treatment forms, financial and insurance benefits forms, etc. All necessary auxiliary aids and services shall be provided without cost to the person being served.

All staff will be provided written notice of this policy and procedure, and staff that may have direct contact with individuals with disabilities will be trained in effective communication techniques, including the effective use of interpreters.

#### **PROCEDURES:**

1. Identification and assessment of need:



The USWIB provides notice of the availability of and procedure for requesting auxiliary aids and services through notices on our letterhead and email signature. When an individual self-identifies as a person with a disability that affects the ability to communicate or to access or manipulate written materials or requests an auxiliary aid or service, staff will consult with the individual to determine what aids or services are necessary to provide effective communication in particular situations.

## 2. Provision of Auxiliary Aids and Services:

The USWIB shall provide the following services or aids to achieve effective communication with persons with disabilities:

### A. For Persons Who Are Deaf or Hard of Hearing

(i) For persons who are deaf/hard of hearing and who use sign language as their primary means of communication, the Equal Opportunity Officer, 410-822-1716 is responsible for providing effective interpretation or arranging for a qualified interpreter when needed.

In the event that an interpreter is needed, the Equal Opportunity Officer, 410-822-1716 is responsible for:

Maintaining a list of qualified interpreters on staff showing their names, phone numbers, qualifications and hours of availability or

Contacting the appropriate interpreter on staff to interpret, if one is available and qualified to interpret; or

Obtaining an outside interpreter if a qualified interpreter on staff is not available. TCS Interpreting has agreed to provide interpreter services.

### (ii) Communicating by Telephone with Persons Who Are Deaf or Hard of Hearing

The USWIB utilizes relay services for external telephone with TTY users. We accept and make calls through a relay service. The state relay service number is 7-1-1.

(iii) For the following auxiliary aids and services, staff will contact Equal Opportunity Officer who is responsible to provide the aids and services in a timely manner:

Note-takers; computer-aided transcription services; telephone handset amplifiers; written copies of oral announcements; assistive listening devices; assistive listening systems; telephones compatible with hearing aids; closed caption decoders; open and closed captioning; telecommunications devices for deaf persons (TDDs); videotext displays; or other effective methods that help make aurally delivered materials available to individuals who are deaf or hard of hearing.

(iv) Some persons who are deaf or hard of hearing may prefer or request to use a family member or friend as an interpreter. However, family members or friends of the person will not be used as

interpreters unless specifically requested by that individual and *after* an offer of an interpreter at no charge to the person has been made by the facility. Such an offer and the response will be documented in the person's file. If the person chooses to use a family member or friend as an interpreter, issues of competency of interpretation, confidentiality, privacy and conflict of interest will be considered. If the family member or friend is not competent or appropriate for any of these reasons, competent interpreter services will be provided.

NOTE: Children and other residents will not be used to interpret, in order to ensure confidentiality of information and accurate communication.

#### B. For Persons Who are Blind or Who Have Low Vision

(i) Staff will communicate information contained in written materials concerning treatment, benefits, services, waivers of rights, and consent to treatment forms by reading aloud and explaining these forms to persons who are blind or who have low vision.

(ii) For the following auxiliary aids and services, staff will contact Equal Opportunity Officer 410-822-1716 who is responsible to provide the aids and services in a timely manner:

Qualified readers; reformatting into large print; taping or recording of print materials not available in alternate format; or other effective methods that help make visually delivered materials available to individuals who are blind or who have low vision. In addition, staff are available to assist persons who are blind or who have low vision in filling out forms and in otherwise providing information in a written format.

#### C. For Persons With Speech Impairments

To ensure effective communication with persons with speech impairments, staff will contact Equal Opportunity Officer 410-822-1716, who is responsible to provide the aids and services in a timely manner:

#### D. For Persons With Manual Impairments

Staff will assist those who have difficulty in manipulating print materials by holding the materials and turning pages as needed, or by providing one or more of the following:

Note-takers; computer-aided transcription services; speakerphones; or other effective methods that help to ensure effective communication by individuals with manual impairments. For these and other auxiliary aids and services, staff will contact Equal Opportunity Officer 410-822-1716 who is responsible to provide the aids and services in a timely manner.

**(I) A description of the steps the Local Board will take to meet the language needs of individuals with Limited English Proficiency who seek services or information. The description should include how the Local Board proposes that information will be**

**disseminated to individuals with Limited English Proficiency, including using oral interpretation and written translation services in accordance with Maryland Anti-Discrimination laws, including Code Ann. §10-1102-1103, which stipulates that oral language services must be delivered on-site for those in frequent contact with a service provider.**

The United States Department of Labor (USDOL) has resources available for grant recipients through its Limited English Proficient (LEP) Toolkit. The USWIB will encourage all One Stop Partners to take advantage of the USDOL LEP Toolkit in order to address language needs in the American Job Centers. The USWIB recognizes that federal agencies may have similar toolkits and resources available for grant recipients other than USDOL recipients. The USWIB will include LEP language in the Memoranda of Understanding negotiations and ensure that LEP is addressed in the agreement.

American Fact Finder, Language Spoken At Home, 2010-2014 American Community Survey 5-Year Estimates data indicates that Spanish or Creole are the predominant languages spoken by those who speak a language other than English in our region. The American Fact Finder data is summarized below:

County	Language Spoken at Home 18-64 Years Old			
	Spanish	Other Indo European	Asian/Pacific	Other
Caroline	3.80%	0.70%	0.40%	0.20%
Dorchester	2.90%	0.60%	0.50%	0.20%
Kent	2.50%	0.90%	0.60%	0.20%
Queen Anne's	1.80%	0.90%	0.20%	0.10%
Talbot	3.80%	0.60%	0.90%	0%

*Source: American Fact Finder  
2013-2017*

The USWIB will review American Fact Finder data on an annual basis to determine the LEP impact on the delivery of services and provide information to the American Job Center Partners to assist in integrating LEP customers. Based upon the above chart, Spanish language is spoken in over 3% of households in both Caroline and Talbot Counties.

*"...a requirement of translation of vital documents ordinarily provided to the public into any language spoken by any limited English proficient population that constitutes 3% of the overall population with the geographic area serviced by a local office a state program as measured by the United States Census." (MD State Government Ann 10-1103 (b) (2i))"*

*"...the purpose of the LEP Plan is not to create new services but to eliminate or reduce limited English proficiency as a barrier or impediment to accessing ...core services."*

Languages identified in a particular area that constitute 3% or more spoken by the local population must have vital documents available in the translated language. DLLR OFP describes "vital documents in the Agency's LEP Plan as the following:

*"Vital documents" are documents that convey information that critically affects the ability of the program recipient to make decisions about his or her participation in the program. Vital documents include, but are not limited to: applications, public notices, consent forms, letters containing important information regarding participation in a program, eligibility rules, notices pertaining to the reduction, denial or termination of benefits, right to appeal, notices advising the availability of language assistance, and outreach and community education materials."*

*"WIOA regulations also provide the following:*

*(g) With regard to vital information: (1) ...must translate vital information in written materials into these languages and make the translations readily available in hard copy, upon request, or electronically such as on a web site, and ...for those languages not significantly represented, the program must take reasonable steps to meet the particularized language needs of LEP individuals"*

Thus, efforts to translate USWIB program "vital documents" in Spanish are underway to ensure that Limited English Proficiency (LEP) and language applicants and learners receive the resources they will need to apply, engage and participate in training programs.

The USWIB has developed an ambitious professional development plan that will include training frontline AJC staff for compliance regarding the inclusion of oral interpretation and written translation services in accordance with Maryland Anti-Discrimination laws, including Code Ann. §10-1102-1103, which stipulates that oral language services must be delivered on-site for those in frequent contact with a service provider. The USWIB has contracted with the following vendors to ensure these services will be available as needed:

TSI Interpreting, Inc. <https://tcsinterpreting.com/>

Language Line Solutions, Inc. <https://www.languageline.com/>

Schreiber Translations, Inc. <https://www.schreibernet.com/>

Maryland Department of Budget and Management's (DBM) Statewide Foreign Language Interpretation/Translation Services (FLITS) resources represent that these service providers are approved vendors procured through the state of Maryland, and offer on-site oral and written services, as well as video chat formats available for remote or rural locations.

## **Section 17: Fiscal, Performance and Other Functions**

### **(A) Identification of entity responsible for the disbursement of grant funds as determined by CLEO:**

Chesapeake College will function as the Fiscal Agent for the USWIB. The USWIB and Chesapeake College have an agreement; titled "Upper Shore Workforce Investment Board Administrative Agreement" that specifies the relationship between the USWIB and Chesapeake College.

**(B)Description of financial sustainability of AJCs with current funding and description of ability to adjust should funding levels change:**

The dependence of all WIOA Partners on the federal budget process, federal budget funding levels and allocation methodologies results in a level of risk for the sustainability of the American Job Centers.

The allocation formula(s), implemented by the Governor, is a driving factor in the sustainability of the American Job Center(s) in that the formula allocates funding based on local economic conditions. The USWIB will evaluate the sustainability of the AJC (s) on an annual basis and determine if adjustments need to be made. The USWIB evaluation will include an analysis of factors including but not limited to: reduction in days of services, reduction in lease costs, reallocation of costs among One Stop Partners and collocation with other entities to reduce costs.

**(C)Description of competitive process to be used to award sub grants and contracts in the local area:**

The Upper Shore Workforce Investment Board Administrative Agreement allows the USWIB to utilize the Chesapeake College procurement mechanism and rules. A summary of the dollar limitation guideline for purchases and procurements is given below:

**Chesapeake College purchasing dollar thresholds**

0 - \$1000 <i>Small Dollar Purchases</i>	\$1000 - \$5000 <i>Two Quotes (Verbal or Written)</i>	\$5000 - \$24,999 <i>Formal Written Purchasing Quotes</i>	\$25,000 + <i>Competitive Sealed Bids/Proposals</i>
<ol style="list-style-type: none"> <li>1. Requisitioner completes requisition form on-line. Budget is checked for available funds.</li> <li>2. On line requisition is reviewed/ approved by cost center manager and Purchasing. Vendor may be changed from initial request, if better price is found for product in consultation with cost center contact.</li> <li>3. College purchase order is printed and signed by Purchasing. Unless cost center instructs purchasing to fax PO, the hard copy will be mailed. A copy is returned to the requestor for their file.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requisitioner completes requisition form and forwards it along with two quotes to the cost center manager for approval. Budget is checked for available funds. Requisitioner forwards quote information to cost center manager. This quote information is stored in the "Comments" section.</li> <li>2. On line requisition is reviewed/ approved by cost center manager and Purchasing.</li> <li>3. Purchasing verifies required quote information is recorded in the "Comments" section of the on line requisition.</li> <li>4. College purchase order is printed and signed by Purchasing. Unless cost center instructs Purchasing to fax PO, the hard copy will be mailed. A copy is returned to the requestor, for their file.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requisitioner communicates product or services need with Purchasing via email or phone call. Purchasing works with cost center to solicit three written quotes from prospective vendors. Once quotes are received, Purchasing works with cost center manager to review and select the winning quote.</li> <li>2. Requisitioner completes on-line requisition form for the selected quote. Budget is checked for available funds.</li> <li>3. On line requisition is reviewed/ approved by cost center manager and Purchasing. Purchasing to keep record of the quotes received for the purchasing records attached to the purchasing copy of the purchase order.</li> <li>4. PO is printed and signed by Purchasing. Unless cost center instructs Purchasing to fax PO, the hard copy will be mailed. A copy is returned to the requestor for their file.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requisitioner communicates product or services need with Director of Budget and Procurement via email or phone call. Director works with Cost Center to develop scope of work, timeline, bid documents and prospective bidder list.</li> <li>2. Advertisement of bid is placed with local newspaper, E-Maryland Marketplace and placed on college procurement website page.</li> <li>3. Bid packets mailed to prospective bidder and pre-bid meeting held.</li> <li>4. Sealed proposals due by bid due date to Director of Budget and Procurement. Public opening of bids may be held at that time. Proposals are reviewed and a recommendation of award is made by the Director of Budget and Procurement and the Vice President for Administrative Services to the President and the Board of Trustees.</li> <li>5. Recommendation of award of contract is voted on by the Board. If award is made then a purchase order is created for the contract and mailed to the winning bidder.</li> </ol>

**(D) A description of the actions the Local Board will take toward becoming or remaining a high-performing board, consistent with the factors developed by the State board pursuant to Section 101(d) (6); this should include a description of the process used by the Local Board to review and evaluate performance of the local American Job Center(s) and the One-Stop Operator.**



<b>Governor’s Workforce Development Board Policy Issuance 2017-01</b>	<b>Upper Shore Workforce Investment Board</b>
Membership	Covered in Multi County Agreement available at <a href="http://www.uswib.org">www.uswib.org</a> “USWIB Documents” tab
Appointment of Members	Covered in Multi County Agreement available at <a href="http://www.uswib.org">www.uswib.org</a> “USWIB Documents” tab
Local Board Chairperson	Covered in Multi County Agreement available at <a href="http://www.uswib.org">www.uswib.org</a> “USWIB Documents” tab
Standing Committees	Covered in USWIB By Laws available at <a href="http://www.uswib.org">www.uswib.org</a> “USWIB Documents” tab
Reporting	Information is available at <a href="http://www.uswib.org">www.uswib.org</a>
Strengthen the Local System	The USWIB funds Professional Development opportunities for American Job Center Partners and contracts with Chesapeake College to provide Continuing Education Units
Local Plans	Plans are available at <a href="http://www.uswib.org">www.uswib.org</a> “USWIB Documents” tab
Convening and Employer Engagement	USWIB Members and staff participate in employer focus groups and Program Advisory Committees
Career Pathways Development and Coordination with Education Providers	USWIB is working to convene as the Local Advisory Council for Perkins Secondary and Post Secondary
Proven and Promising Practices	USWIB Members attend the National Association of Workforce Boards Forum each year to learn about best practices and trends in workforce development
Technology	USWIB Members attend the National Association of Workforce Boards Forum each year to learn about best practices and trends in workforce development
Program Oversight	USWIB Members receive information on numbers served, funding spent and performance at every meeting Performance information is available at <a href="http://www.uswib.org">www.uswib.org</a>

The USWIB is a member of the National Association of Workforce Boards (NAWB). A NAWB membership provides the USWIB with access to a national network of best practices, board development resources and technical assistance. The USWIB will maintain its NAWB membership and take advantage of resources related to high performing boards.

The USWIB, through its NAWB membership, will take advantage of resources and technical assistance related to the review and evaluation of American Job Centers, as well as the resources and technical assistance related to the review and evaluation of the One Stop Operator.

The USWIB will determine if sufficient local funds are available for technical assistance. If local resources are not sufficient to fund the technical assistance needs of the USWIB, the American Job Centers or the One Stop Operator, a technical assistance-funding request will be created and sent to the Governor's Workforce Development Board.

One Stop Operator oversight is accomplished by the requirement of a monthly written report that must be provided to the USWIB members before the One Stop Operator invoice is processed for payment. In addition, the One Stop Operator is required by contract to report in person at each USWIB meeting. A representative of the USWIB and/or the Executive Director attends each meeting/event implemented by the One Stop Operator.

The One Stop Operator assists the USWIB in evaluating the American Job Centers by reporting on the status of service delivery in comparison to the American Job Center Memorandum of Understanding. Any shortcomings or nonperformance related to the Memorandum of Understanding is reported to the USWIB for discussion and resolution.

**(E) A description, including a copy of, the Local Area's Individual Training Account policy. The description should include information such as selection process, dollar limits, duration, etc. and must be in accordance with the State's WIOA Title I Training and the Eligible Training Provider List policy.**

Customers seeking training funds will be subject to choosing training courses approved by the state's Eligible Training Provider List. In some instances, Eligible Training providers in another state may better serve participants. The USWIB will utilize the local Individual Training Account process, and will allow customers to attend training in another state as long as the training selected by the customer is on that state's Eligible Training Provider List.

*The Title I ITA Policy includes:*

- Priority of Service policy set aside for target populations
- Training that provides a qualification for a job in demand in the local region.
- Courses or curricula approved under the Eligible Training Provider List
- \$ 4,500 Training Costs Cap
- Duration of training relevant to ITA plan, as justified in case notes.

***Local Operational Policy: Title I Training Plan Approval available in WIOA office.***

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

In the delivery of training for its customers, the USWIB will ensure that customer choice is the basis for the training decision. The USWIB may find that customers will benefit from:

- Training Scholarship Vouchers for Occupational Skills Coursework
- On-the-Job Training
- Customized Training
- Incumbent Worker Training
- Transitional Employment
- Training by Community Based Organizations or other organizations to serve individuals with barriers to employment
- Experiential learning contracts for internships and externships

Training undertaken through any of the above strategies will reflect the local in-demand industries and sectors, and will be subject to the Priority of Service policy for Adults.

**(G) A description of how the American Job Centers are utilizing the Maryland Workforce Exchange as the integrated, technology-enabled intake and case management information system for programs carried out under WIOA and programs carried out by American Job Center partners.**

The Maryland Workforce Exchange (MWE) is the labor exchange, case management and performance accountability backbone for the American Job Centers. The Upper Shore Memoranda of Understanding will include a discussion of and negotiation for using MWE to register all customers who visit the AJCs. The Upper Shore One Stop Operator contract will include the use of MWE as a deliverable, responsible for determining which partners are using MWE and for what purposes. The USWIB will advocate extending the full range of MWE capabilities to all One Stop MOU Partners, and other employment and training partners who have a written data sharing agreement with the USWIB. The USWIB believes that access to MWE by job seeker customers, to employer customers for labor exchange, and access to MWE by One Stop Partners and other employment and training partners for case management and performance accountability is the true definition of a One Stop system. The USWIB will encourage and support the integration of labor exchange, case management and performance accountability toward a common technology platform.

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

The USWIB will provide oversight and monitoring of WIOA activities through the periodic review of the One Stop Operator contract and the One Stop Operator's performance and deliverables.

The USWIB will provide oversight of Title I WIOA implementation by reviewing program and fiscal monitoring letters from the Maryland Department of Labor, Licensing and Regulation. The USWIB will provide oversight of Title I WIOA implementation by reviewing and accepting the single audit performed each year by an independent audit firm. The USWIB will review and accept the federal performance outcomes each year when the final report becomes available.

The USWIB will review written documentation of the United States Department of Labor Title I audit or monitoring should such activities take place in the Upper Shore area.

- The USWIB may delegate oversight and monitoring to Title I staff.
- All sub recipient agreements will be monitored annually.
- Fiscal monitoring will be based on the Uniform Grant Guidance, WIOA and the WIOA Regulations, USWIB policies and the written agreement between the USWIB and the contractor, vendor or sub recipient
- Monitoring will include a letter detailing the results of the monitoring.
- Corrective actions will be required and implemented, if warranted.
- Technical assistance will be provided and/or procured by a USWIB designee, if warranted.
- Monitoring results may be subject to appeal, before becoming final.

**(I)A description of the Local Board's policy and procedures regarding the safeguarding and handling of personally identifiable and confidential information (ex., physical and electronic files), including the incident response plan for loss of records.**

The USWIB and Chesapeake College have an agreement, entitled Upper Shore Workforce Investment Board Administrative Agreement that specifies the relationship between the USWIB and Chesapeake College. The USWIB, through this agreement, uses Chesapeake College policies, including the protection of Personally Identifiable Information (PII). The purpose of the Chesapeake College Identity Theft Protection Policy is quoted below:

*"The protection of Confidential and Sensitive Information assets and the resources that support them are critical to the operation of Chesapeake College. As information assets are handled, they are placed at risk for potential threats of employee errors, malicious or criminal actions, theft, and fraud. Such events could cause Chesapeake College to incur a loss of confidentiality or privacy, financial damages, fines, and penalties. The purpose of this policy is to reduce the risk of a loss or breach of Confidential and Sensitive Information through guidelines designed to detect, prevent, and mitigate loss due to errors or malicious behavior. Chesapeake College recognizes that absolute security against all threats is an unrealistic expectation. Therefore, the goals of risk-reduction and implementation of this policy are based on:*

- An assessment of the Confidential and Sensitive Information handled by Chesapeake College.
- The cost of preventative measures designed to detect and prevent errors or malicious behavior.
- The amount of risk that Chesapeake College is willing to absorb.

These policy guidelines were derived through a risk assessment of Chesapeake College methods of handling Confidential and Sensitive Information. Determination of appropriate security measures must be a part of all operations and shall undergo periodic evaluation."



Chesapeake College's Red Flag Policy includes the information below:

### **7.8.5. Response to Notice From Customers, Victims of Identity Theft, Law Enforcement Authorities, or Other Persons Regarding Possible Identity Theft in Connection with Covered Accounts**

When notified of a security incident from customers, victims of identity theft, law enforcement authorities, or other persons regarding possible identity theft in connection with covered accounts must immediately inform senior management and the Identity Theft Prevention Officer. Appropriate responses are as follows:

- Decline account access.
- Close fraudulent account.
- Document with a Suspicious Activity Report (SAR).
- Notify existing customer on record.
- Open new account. Do Not Attempt to Collect on the Fraudulent Account from the True Identity.
- Cooperate with law enforcement.
- Other

When all available actions have been exhausted, escalate the response to the next higher job classification.

Because of the unique nature of the USWIB and the Workforce Innovation and Opportunity Act services provided by the USWIB, the USWIB will notify the following people/entities if a breach is detected or Personally Identifiable Information is lost.

- USWIB President
- Chesapeake College President
- The Maryland Department of Labor, Licensing and Regulation
- The United States Department of Labor
- The Governor's Workforce Development Board
- The USWIB Directors and Officers Insurance Carrier
- The person impacted by the breach or loss of data

Training and Employment Guidance Letter (TEGL) 39-11 provides specific guidance related to the protection of Personally Identifiable Information (PII) for WIOA grants. The purpose of TEGL 39-11 is quoted below:

*"To provide guidance to grantees on compliance with the requirements of handling and protecting PII in their grants."*

The USWIB will review the compliance with the Chesapeake College PII policy and TEGL 39-11 on an annual basis.

**(J) A description of the Local Board's procurement system, including a statement of assurance that the procedures conform to the standards in USDOL regulations set forth in 29 CFR Part 95, Part 97 and 2 CFR 200. Note that this should include details on how the Local Board would award emergency contracts when current contracts have been eliminated for just cause, in accordance with the Local Board's procurement system.**



The USWIB, through the Upper Shore Workforce Investment Board Administrative Agreement, utilizes the Chesapeake College purchasing and procurement system. The Chesapeake College Procurement thresholds are summarized below:

**Chesapeake College purchasing dollar thresholds**

0 - \$1000 <i>Small Dollar Purchases</i>	\$1000 - \$5000 <i>Two Quotes (Verbal or Written)</i>	\$5000 - \$24,999 <i>Formal Written Purchasing Quotes</i>	\$25,000 + <i>Competitive Sealed Bids/Proposals</i>
<ol style="list-style-type: none"> <li>1. Requisitioner completes requisition form on-line. Budget is checked for available funds.</li> <li>2. On line requisition is reviewed/ approved by cost center manager and Purchasing. Vendor may be changed from initial request, if better price is found for product in consultation with cost center contact.</li> <li>3. College purchase order is printed and signed by Purchasing. Unless cost center instructs purchasing to fax PO, the hard copy will be mailed. A copy is returned to the requestor for their file.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requisitioner completes requisition form and forwards it along with two quotes to the cost center manager for approval. Budget is checked for available funds. Requisitioner forwards quote information to cost center manager. This quote information is stored in the requisition in the "Comments" section.</li> <li>2. On line requisition is reviewed/ approved by cost center manager and Purchasing.</li> <li>3. Purchasing verifies required quote information is recorded in the "Comments" section of the on line requisition.</li> <li>4. College purchase order is printed and signed by Purchasing. Unless cost center instructs Purchasing to fax PO, the hard copy will be mailed. A copy is returned to the requestor, for their file.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requisitioner communicates product or services need with Purchasing via email or phone call. Purchasing works with cost center to solicit three written quotes from prospective vendors. Once quotes are received, Purchasing works with cost center manager to review and select the winning quote.</li> <li>2. Requisitioner completes on-line requisition form for the selected quote. Budget is checked for available funds.</li> <li>3. On line requisition is reviewed/ approved by cost center manager and Purchasing. Purchasing to keep record of the quotes received for the purchasing records attached to the purchasing copy of the purchase order.</li> <li>4. PO is printed and signed by Purchasing. Unless cost center instructs Purchasing to fax PO, the hard copy will be mailed. A copy is returned to the requestor for their file.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requisitioner communicates product or services need with Director of Budget and Procurement via email or phone call. Director works with Cost Center to develop scope of work, timeline, bid documents and prospective bidder list.</li> <li>2. Advertisement of bid is placed with local newspaper, E-Maryland Marketplace and placed on college procurement website page.</li> <li>3. Bid packets mailed to prospective bidder and pre-bid meeting held.</li> <li>4. Sealed proposals due by bid due date to Director of Budget and Procurement. Public opening of bids may be held at that time. Proposals are reviewed and a recommendation of award is made by the Director of Budget and Procurement and the Vice President for Administrative Services to the President and the Board of Trustees.</li> <li>5. Recommendation of award of contract is voted on by the Board. If award is made then a purchase order is created for the contract and mailed to the winning bidder.</li> </ol>

If Chesapeake College changes the thresholds detailed above, the USWIB will comply with the changes in the Chesapeake College procurement policy.

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

The USWIB, through the Upper Shore Workforce Investment Board Administrative Agreement, uses the Chesapeake College Fixed Asset Inventory Procedures. The purpose of maintaining a fixed asset inventory for Chesapeake College is to maintain up-to-date, accurate inventory of all equipment purchased by the College. Fixed assets include units of furniture, furnishings, equipment, instruments, machines or other articles that meet the following criteria:

- A. The cost of the fixed asset is at least \$2,000.
- B. The useful life of the fixed asset is 3 years or longer

The fixed asset inventory is available on the Chesapeake College Intranet and may be accessed at any time by key Title I funded staff.

Any disposition of property purchased under grants must be handled in accordance with applicable grant regulations. Prior to the disposal of the property, the Grants Office should be notified via the Property Transfer/Disposal Request form to determine that all necessary approvals have been obtained for the disposal of the property.

Property may only be disposed of with approval from the Grants office. The Grants Office should forward the approved request to the Senior Accountant to record the disposal in the Fixed Asset

Inventory program. Proceeds from any sale of property will be credited to the appropriate grant revenue account.

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

The USWIB Conflict of Interest Policy is sent to each USWIB member prior to every USWIB meeting, and included below. The agenda for every USWIB meeting includes the statement, "Board Members will adhere with provisions of the Upper Shore Workforce Investment Board Conflict of Interest Policy when conducting the business outlined in this agenda".

**Conflict of Interest Policy: Upper Shore Workforce Investment Board**

- No board member may participate in a matter under consideration by the board regarding the provision of services by the board member or the entity the board member represents. Local board members, who represent One Stop partners and who serve on committees that oversee the One Stop system or the allocation of resources that would potentially be allocated to their programs, refrain from discussing or voting on any matter that would impact the programs they represent. (State Ethics Commission #3 and #4)
- No board member may participate in any matter in which the board member, a qualifying relative or a business associated with the board member or qualifying relative, has a direct financial interest. Non-participation should include disclosure of the conflict and abstention from discussing and voting on the matter. (State Ethics Commission #1 and #2)
- A member's employer may not participate in any way in a future bid on procurement where the member helped to draft specifications. In order to avoid potential conflicts as circumstance change, members whose employers may wish to participate in a future procurement will refrain from involvement in specification development. (State Ethics Commission # 12)
- No board member may intentionally use the prestige of his or her public position for that board member's private gain or that of another. (State Ethics Commission # 6)
- Except in the discharge of an official duty, no board member may disclose or use confidential information acquired because of the board member's public position and not available to the public for personal economic benefit or for the economic benefit of another. (State Ethics Commission # 11)
- Board members may not use their status in marketing their private businesses.
- Any board member, with a potential or actual conflict of interest, must disclose that fact, in writing to the board chair as soon as the potential conflict is discovered and, to the extent possible, before the agenda for a meeting, involving the matter at issue is prepared. If it should be determined during a meeting that a conflict of interest exists, the board member must verbally declare such conflict of interest, such declaration must be clearly noted in the minutes, and such board member must excuse him/herself from the remainder of the discussion and the voting.
- No board member may solicit or accept any gratuity, gift or item of monetary value from suppliers, contractors or subcontractors of the board. Gifts of nominal value, less than or equal to \$20 are permissible. (State Ethics Commission # 10)
- The board shall adopt appropriate penalties, sanctions or other disciplinary actions, including termination, on a case-by-case basis, for board members who violate any portion of this policy.

- Each board member shall sign a statement that he or she has reviewed this policy and is aware of his or her responsibilities under it. A new statement shall be signed if this policy is modified.

### **DEFINITIONS:**

"Direct Financial Interest" means ownership of an interest as the result of which the owner has received within the past 3 years, is currently receiving, or in the future is entitled to receive, more than \$1,000 per year; or ownership of more than 3% of a business entity; or ownership of securities of any kind that represent, or are convertible into, ownership of more than 3% of a business entity.

"Procurement contract" has the meaning provided in section 11-101 of the State Finance and Procurement Article.

"Qualifying relative" means a spouse, parent, child, brothers, sister or other member of the household.

**(M) A description of the Local Board or fiscal agent's accounting procedures, including the procedures used in preparing reports to the State. In addition to the requirement that all financial transactions be conducted in compliance with Generally Accepted Accounting Principles (GAAP), the fiscal management system must include the following in the accounting procedures.**

The USWIB, through the Upper Shore Workforce Investment Board Administrative Agreement, utilizes the accounting procedures, accounts payable procedures and accounts receivable procedure and reconciliation procedure of Chesapeake College. The Chesapeake College accounting procedures are based on Generally Accepted Accounting Procedures (GAAP) and are audited and monitored by an independent audit firm and grant and contract fiscal monitors.

The Chesapeake College accounting system is able to track budgets, obligations, expenditures, stand in costs, leveraged funds and provide financial reports to local, state and federal funding entities.

**(N) An identification of key staff who will be working with WIOA funds:**

The USWIB creates reviews and approves the WIOA Title I budget each year. Key staff working with WIOA Title I funds include the USWIB Executive Director, the WIOA Title I Training Programs Director, the Chesapeake College Director of Financial Services, the Chesapeake College Director of Budget and procurement, the Chesapeake College Accounting Manager, the Chesapeake College Staff Accountant, and the Chesapeake College Grants Accounting Specialist.

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

The USWIB, through the Upper Shore Workforce Investment Board Administrative Agreement, uses the Chesapeake College fiscal system to manage and expend WIOA Title I funds. The Chesapeake College fiscal system is accessible through the College intranet.

1. The USWIB creates reviews and approves the Title I budget.
2. The Title I budget is added to the Chesapeake College fiscal system.
3. Each funding stream has a unique Fund Identifier, Example: In School Youth is 484.

4. Each Fund has applicable Function Identifiers, Example: 1800 is WIOA Program- General.
5. Each Fund has a Cost Center, Example: 50 is Executive Director WIOA Current Year.
6. Each Fund has Object Codes, Example: 6403 is Needs Based Payments.
7. An In School Youth who received a Needs Based Payment would manifest as an expenditure charged to: 484-1800-50-6403

Requisitions are created using the intranet-based fiscal system. An invoice or other source document that is the basis for an expenditure is used to create a requisition. Requisitions have multiple levels of approvals and no funds are spent without all approvals in place.

Requisitions are the basis for the creation of a Purchase Order. Purchase Orders allow goods and services to be received and are acknowledged online through the intranet-based fiscal system. When a Purchase Order is received in the fiscal system, the invoice or source document that is the basis for the expenditure is certified by the receiver with Purchase Order number, date received, Cost Center and receiver's initials. The certified invoice or source document is forwarded to the Chesapeake College Grants/Purchasing Department for final approvals and the release of funds.

Chesapeake College personnel reconcile checks and bank statements on a periodic basis to ensure that funds have been released and received by customers, vendors, contractors, consultants, sub-recipients, etc.

#### **(P)Description of Fiscal System:**

The USWIB, through the Upper Shore Workforce Investment Board Administrative Agreement, uses Chesapeake College's financial systems, policies and Financial Services staff to spend, track and report WIOA Title I funds.

- Fiscal Reporting System: The Chesapeake College Colleague system is the intranet-based financial system that budgets, tracks and reports expenditures of Title I funds.
- Obligation Control System: Obligations are created and tracked via budget, requisition and purchase order. These actions are reflected in the intranet-based Colleague system.
- ITA payment system: Individual Training Accounts are tracked by Title I staff using an excel spreadsheet and are tracked on the Colleague system. ITAs used at Chesapeake College are reflected by journal entries in the Colleague system. ITAs used at other training vendors are reflected by a requisition and purchase order in the Colleague system.
- Chart of Accounts System: The USWIB and Title I have unique Fund, Function and Cost Center(s) in the Colleague system.
- Accounts Payable System: Title I expenditures take place using Chesapeake College.
- Accounts Payable procedures. The procedures include multiple approvals for expenditures and the ability to spend beyond the budget.
- Staff Payroll System: Staff payroll is fully integrated into the Chesapeake College system. The integration includes using all Chesapeake College payroll mechanisms: timesheets leave reports, benefits, tax withholding.
- Participant Payroll System: If a participant is placed in an Earn and Learn activity, payment will be through a procured staffing company. The staffing company is the employer of record.
- Participant Stipend Payment System: Needs-Based payments to participants are processed by Chesapeake College Financial Services staff, and payment is through a payroll-processing vendor.



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

The USWIB, through the Upper Shore Workforce Investment Board Administrative Agreement, uses the Chesapeake College cash management procedure. Chesapeake College implements a cost reimbursement/cash management system for Title I expenditures. The College "draws down" Title I funds from the Maryland Department of Labor, Licensing and Regulation quarterly based upon documented expenditures.

**(R) A description of the Local Board's cost allocation procedures:**

The Office of Management and Budget Uniform Grant Guidance provides information about cost allocation.

**§ 200.4 Allocation.**

Allocation means the process of assigning a cost, or a group of costs, to one or more cost objective(s), in reasonable proportion to the benefit provided or other equitable relationship.

The process may entail assigning a cost(s) directly to a final cost objective or through one or more intermediate cost objectives.

The USWIB, through the Upper Shore Workforce Investment Board Administrative Agreement, works with Chesapeake College to direct charge costs. In the case where the benefit of a cost is not easily identifiable, the cost may be included in a cost pool. Cost Pools are distributed by Generally Accepted Accounting Principles (GAAP) and the basis may include staff time, expenditures, participants or other GAAP methodologies.

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

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

If Chesapeake College's Financial Services staff, after adequate negotiation, determines that cash repayment is not possible, other methods to satisfy the debt may be explored. The USWIB may accept allowable WIOA services in lieu of cash as a satisfactory alternative. Such services must be in addition to those provided under any existing agreements and fairly valued. Finally, another method for settling debts is the reduction of payments to current sub recipients, vendor or contractors while they continue to provide Title I services at existing levels. If debts cannot be satisfied through the methods described above, Chesapeake College's Financial Services staff will begin the process utilized by the College to collect debts.



## 2016-2020 Local Plan Assurances

The following checklist and signed certification must be included in the submitted Local Plan. Check the following boxes to accept the assurances listed below.

		<b>Assurance</b>
<input checked="" type="checkbox"/>		Consistent with WIOA Section 108(d), for the 2016-2020 Plan, the Local Board has held at least one public comment period of no less than 30 days to obtain input into the development of the Local Plan and to provide the opportunity for comment by representative of business, labor organizations, education, other key stakeholders, and the general public.
<input checked="" type="checkbox"/>		The final Local Plan is available and accessible to the general public.
<input checked="" type="checkbox"/>		The Local Board has established procedures to ensure public access (including people with disabilities) to board meetings and information regarding board activities, such as board membership and minutes.
<input checked="" type="checkbox"/>		The Local Board makes publicly available any local requirements for the Local Area, such as policies, including policies for the use of WIOA Title I funds.
<input checked="" type="checkbox"/>		The Local Board has established a written policy or procedure that identifies circumstances that might present conflict of interest for any local workforce investment board or entity that they represent, and provides for the resolution of conflicts.
<input checked="" type="checkbox"/>		The Local Board has copies of memoranda of understanding between the Local Board and each American Job Center partner concerning the operation of the American Job Center delivery system in the Local Area, and has provided the State with the latest versions of its memoranda of understanding.
<input checked="" type="checkbox"/>		The Local Board has written policy or procedures that ensure American Job Center operator agreements are reviewed and updated no less than once every three years.
<input checked="" type="checkbox"/>		The Local Board has procurement policies and procedures for selecting One-Stop operators, awarding contracts under WIOA Title I Adult and Dislocated Worker funding provisions, and awarding contracts for Youth service provision under WIOA Title I in accordance with applicable state and local laws, rules, and regulations, provided no conflict exists with WIOA.
<input checked="" type="checkbox"/>		The Local Board has procedures for identifying and determining the eligibility of training providers and their programs to receive WIOA Title I individual training accounts.
<input checked="" type="checkbox"/>		The Local Board has written procedures for resolving grievances and complaints alleging violations of WIOA Title I regulations, grants, or other agreements under WIOA and written policies or procedures for assisting customers who express interest in filing complaints at any point of service, including, at a minimum, a requirement that all partners can identify appropriate staff contacts and refer customers to those contacts.
<input checked="" type="checkbox"/>		The Local Board has established at least one comprehensive, full-service American Job Center and has a written process for the local Chief Elected Official and Local Board to determine that the center conforms to the definition therein.
<input checked="" type="checkbox"/>		The Local Board ensures that outreach is provided to populations and sub-populations who can benefit from American Job Center services.
<input checked="" type="checkbox"/>		The Local Board implements universal access to programs and activities to individuals through reasonable recruitment targeting, outreach efforts, assessments, service delivery, partner development, and numeric goals.





<input checked="" type="checkbox"/>	The Local Board complies with the nondiscrimination provisions of Section 188, and assures that Methods of Administration were developed and implemented.
<input checked="" type="checkbox"/>	The Local Board collects and maintains data necessary to show compliance with nondiscrimination provisions of Section 188 of WIOA.
<input checked="" type="checkbox"/>	The Local Board complies with restrictions governing the use of federal funds for political activities, the use of the American Job Center environment for political activities, and the Local Board complies with the applicable certification and disclosure requirements.
<input checked="" type="checkbox"/>	The Local Board ensures that American Job Center staff, along with the Migrant and Seasonal Farmworker program partner agency, will continue to provide services to agricultural employers and the Migrant and Seasonal Farmworkers that are demand-driven and consistent with DLLR policy.
<input checked="" type="checkbox"/>	The Local Board follows confidentiality requirements for wage and education records including, but not limited to, 20 C. F. R. 603, the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, WIOA, and applicable State laws, Departmental regulations and policies.
<input checked="" type="checkbox"/>	The Local Board has a written policy and procedures to competitively award grants and contracts for WIOA Title I activities (or applicable federal waiver), including a process to be used to procure training services made as exceptions to the Individual Training Account process.
<input checked="" type="checkbox"/>	The Local Board has accounting systems that follow current Generally Accepted Accounting Principles (GAAP) and written fiscal-controls and fund-accounting procedures and ensures such procedures are followed to insure proper disbursement and accounting of WIOA adult, dislocated worker, and youth program and the Wagner-Peyser Act funds.
<input checked="" type="checkbox"/>	The Local Board ensures compliance with the uniform administrative requirements under WIOA through annual, on-site monitoring of each local sub-recipient.
<input checked="" type="checkbox"/>	The Local Board has a written debt collection policy and procedures that conforms with state and federal requirements and a process for maintaining a permanent record of all debt collection cases that supports the decisions made and documents the actions taken with respect to debt collection, restoration, or other debt resolution activities.
<input checked="" type="checkbox"/>	The Local Board has a written policy and procedures for ensuring management and inventory of all properties obtained using WIOA funds, including property purchased with JTPA or WIA funds and transferred to WIOA, and that comply with WIOA, and, in the cases of local government, Local Government Property Acquisition policies.
<input checked="" type="checkbox"/>	The Local Board will not use funds received under WIOA to assist, promote, or deter union organizing.
<input checked="" type="checkbox"/>	The Local Board has a written policy and procedures that ensure adequate and correct determinations of eligibility for WIOA-funded basic career services and qualifications for enrollment of adults, dislocated workers, and youth in WIOA-funded individualized career services and training services, consistent with state policy on eligibility and priority of service.
<input checked="" type="checkbox"/>	The Local Board has a written policy and procedures for awarding Individual Training Accounts to eligible adults, dislocated workers, and youth receiving WIOA Title I training services, including dollar and/or duration limit(s), limits on the number of times an individual may modify an ITA, and how ITAs will be obligated and authorized.

<input checked="" type="checkbox"/>		<p>The Local Board has a written policy, and procedures that establish internal controls, documentation requirements, and leveraging and coordination of other community resources when providing supportive services, and as applicable, needs-related payments to eligible adult, dislocated workers, and youth enrolled in WIOA Title I programs.</p>
<input checked="" type="checkbox"/>		<p>The Local Board has a written policy for priority of service at its American Job Centers and, as applicable, affiliate sites and for local workforce providers. This policy ensures veterans and eligible spouses are identified at the point of entry, made aware of their entitlement to priority of service, and provided information on the array of employment, training, placement services, and the eligibility requirements for those programs or services.</p>
<input checked="" type="checkbox"/>		<p>The Local Board has developed plans and strategies for maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) and services provided in the Local Area through the American Job Center delivery system, to improve service delivery and avoid duplication of services.</p>
<input checked="" type="checkbox"/>		<p>The Local Board will provide reasonable accommodation to qualified individuals with disabilities unless providing the accommodation would cause undue hardship.</p>






# Upper Shore Workforce Innovation and Opportunity Act Plan Signatures

The Local Workforce Development Board certifies that it complies with all required components and assurances of the Workforce Innovation and Opportunity Act plan development guidelines issued by the state of Maryland. The Local Board also assures that funds will be spent in accordance with the Workforce Innovation and Opportunity Act, Wagner-Peyser Act, and their regulations, written U.S. Department of Labor guidance implementing these laws, Office of Management and Budget circulars, and all other applicable federal and state laws, regulations, and policies.

Title and Name	Signature	Date
President Caroline County Commission	Larry C. Porter	
President Dorchester County Council	William V. Nichols	
President Commissioners of Kent County	P. Thomas Mason	
President Queen Anne's County Board of County Commissioners	James J. Moran	
President Talbot County Council	Corey W. Pack	
President Upper Shore Workforce Investment Board	 George N. Weeks, III	2.26.19
Director Upper Shore Workforce Investment Board	 Daniel P. McDermott	2/24/19

# Upper Shore Workforce Innovation and Opportunity Act Plan Signatures

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Title and Name	Signature	Date
President Caroline County Commission	 Larry C. Porter	9/24/19
President Dorchester County Council	William V. Nichols	
President Commissioners of Kent County	P. Thomas Mason	
President Queen Anne's County Board of County Commissioners	James J. Moran	
President Talbot County Council	Corey W. Pack	
President Upper Shore Workforce Investment Board	 George N. Weeks, III	2.26.19
Director Upper Shore Workforce Investment Board	 Daniel P. McDermott	2/24/19



# Upper Shore Workforce Innovation and Opportunity Act

## Plan Signatures




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Title and Name	Signature	Date
President Caroline County Commission	Larry C. Porter	
President Dorchester County Council	 William V. Nichols	2-17-19
President Commissioners of Kent County	P. Thomas Mason	
President Queen Anne's County Board of County Commissioners	James J. Moran	
President Talbot County Council	Corey W. Pack	
President Upper Shore Workforce Investment Board	 George N. Weeks, III	2-26-19
Director Upper Shore Workforce Investment Board	 Daniel P. McDermott	2/26/19

# Upper Shore Workforce Innovation and Opportunity Act

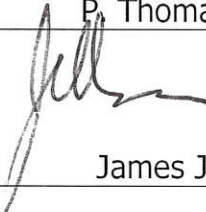


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Title and Name	Signature	Date
President Caroline County Commission	Larry C. Porter	
President Dorchester County Council	William V. Nichols	
President Commissioners of Kent County	 P. Thomas Mason	4/2/19
President Queen Anne's County Board of County Commissioners	James J. Moran	
President Talbot County Council	Corey W. Pack	
President Upper Shore Workforce Investment Board	 George N. Weeks, III	
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Title and Name	Signature	Date
President Caroline County Commission	Larry C. Porter	
President Dorchester County Council	William V. Nichols	
President Commissioners of Kent County	P. Thomas Mason	
President Queen Anne's County Board of County Commissioners	 James J. Moran	3/19/19
President Talbot County Council	Corey W. Pack	
President Upper Shore Workforce Investment Board	 George N. Weeks, III	2-26-19
Director Upper Shore Workforce Investment Board	 Daniel P. McDermott	2/26/19



# Upper Shore Workforce Innovation and Opportunity Act

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President Queen Anne's County Board of County Commissioners	James J. Moran	
President Talbot County Council	 Corey W. Pack	3/24/19
President Upper Shore Workforce Investment Board	 George N. Weeks, III	2-26-19
Director Upper Shore Workforce Investment Board	 Daniel P. McDermott	2/26/19