

Upper Shore Workforce Investment Board



Workforce Innovation & Opportunity Act (WIOA)

Local Integrated Plan

for

Caroline, Dorchester, Kent, Queen Anne's

& Talbot Counties

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 will take place 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.

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.

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.

Executive Summary

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

Section 1: Strategic Planning

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 is committed to working with Workforce Innovation and Opportunity Act Partners to reduce unemployment and underemployment in the area."

Section 2: Alignment of the Local Workforce Development System

This section specifies the required One Stop Partners, and introduces the Memoranda of Understanding and Resource Sharing Agreement as the mechanism to define the relationship between the One Stop Partners.

"The Upper Shore Workforce Investment Board envisions an alignment with the Governor's Combined Plan submission."

Section 3: American Job Center Delivery System

This section describes the Upper Shore One Stop system. The One Stop system is the primary delivery unit for WIOA customer service.

"The Upper Shore Workforce Investment Board is committed to ensuring the opportunity for meaningful access to all customers."

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

This section describes the implementation and operation of Title I, "Workforce Development Activities", of the Workforce Innovation and Opportunity Act.

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

Section 5: 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 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 6: Title II – Adult Education and Family Literacy Functions

This section describes the implementation and operation of Title II, "Adult Education and Literacy", of the Workforce Innovation and Opportunity Act.

"The Upper Shore Workforce Investment Board 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."

Section 7: 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".

Section 8: 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 is committed to building upon its relationship with the Upper Shore Departments of Social Services".

Section 9: 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, at its September 22, 2015 meeting, adopted a priority of service policy that gives Eligible Veterans and Eligible Spouses the first priority for services".

Section 10: Fiscal, Performance and Other Functions

This section describes the accountability of the Upper Shore Workforce Investment Board for fiscal and programmatic performance.

“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

ACE	Mentors for Architecture, Construction, and Engineering
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 Outreach Program
DWDAL	Division of Workforce Development & Adult Learning
EARN	Employment Advancement Right Now
EDC	Economic Development Commission
EEO	Equal Opportunity Officer
ELL	English Language Learners
ESEC	Eastern Shore Entrepreneurial Center
ETP	Eligible Training Provider
GAAP	Generally Accepted Accounting Procedures
ITA	Individual Training Account
LCC	Local Chamber of Commerce
LEA	Labor Exchange Administrator
LEO	Local Elected Official
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
NPRM	Notice of Proposed Rulemaking
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 & Opportunities Act

Section 1

Analysis of regional economic conditions

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 made up 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.

The data that the USWIB analyzed in order to develop its WIOA strategic vision is available from the Maryland Workforce Exchange, the Maryland Department of Labor, Licensing and Regulation Labor Market Information website and the US Census Bureau Longitudinal Employer-Household Dynamic website. The data detailed in the tables for this section is current data as this plan is written. These datasets were chosen because they are easy to access. They can also be updated at any time so that the plan can be revised, and the economic analysis can represent a real-time analysis.

The top ten growth industries within the period, 2012-2022 are detailed in the table below:

Table I: Industries by Projected Growth

This data shows projections for the top 10 industries with the highest total employment change in Upper Shore Workforce Region, Maryland for the 2012 - 2022 time period:

Rank	Industry	2012 Estimated Employment	2022 Projected Employment	2012-2022 Annual Percent Change	Total Employment Change
1	Food Services and Drinking Places	5,839	6,372	0.9%	533
2	Educational Services	4,807	5,261	0.9%	454
3	Professional, Scientific, and Technical Services	2,579	3,031	1.6%	452
4	General Merchandise Stores	1,224	1,483	1.9%	259
5	Administrative and Support Services	1,904	2,141	1.2%	237
6	Ambulatory Health Care Services	2,652	2,838	0.7%	186
7	Nursing and Residential Care Facilities	2,357	2,522	0.7%	165
8	Food and Beverage Stores	1,824	1,960	0.7%	136
9	Specialty Trade Contractors	1,990	2,126	0.7%	136
10	Miscellaneous Manufacturing	405	532	2.8%	127

Source: Maryland Workforce Exchange; Projections Team and Bureau of Labor Statistics

Table II: Occupations by Projected Growth

This data shows projections for the occupations with the highest estimated annual openings in Upper Shore Workforce Region, Maryland for the 2012 - 2022 time period:

Rank	Occupation	2012 Estimated Employment	2022 Projected Employment	2012- 2022 Annual Percent Change	Estimated Annual Openings
1	Cashiers	2,349	2,474	0.5	114
2	Waiters and Waitresses	1,518	1,640	0.8	85
3	Combined Food Preparation and Serving Workers, Including Fast Food	1,254	1,466	1.6	69
4	Retail Salespersons	1,536	1,633	0.6	62
5	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	1,798	1,924	0.7	35
6	Laborers and Freight, Stock, and Material Movers, Hand	951	998	0.5	35
7	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	501	502	0.0	30
8	Food Preparation Workers	790	838	0.6	28
9	Stock Clerks and Order Fillers	882	895	0.1	28
10	General and Operations Managers	1,095	1,178	0.7	28

Source: Maryland Workforce Exchange; Projections Team / Micro Matrix System

The challenge faced by the Upper Shore Workforce Investment Board and the Upper Shore One Stop 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 USWIB will convene employer focus groups in three sectors beginning in July 2017. Those sectors are: Health Care, Material Moving and Logistics, and Manufacturing. These sectors were chosen based on the expenditure of WIOA Title I training funds for training related to the sectors and the initial interaction with employers in these sectors will be used to validate the soundness of the training fund expenditures. Additional sectors will be added based on an analysis of sectors showing job growth and sectors that are targeted by economic development entities for growth. The USWIB will utilize existing employer groups if such groups exist as focus groups. If an existing employer group does not exist, the USWIB will convene the group. The USWIB will work closely with WIOA partners, economic development entities, Community Colleges, Secondary Career and Technology Education, Chambers of Commerce and any other entity that can give employers a voice in USWIB planning.

- **Employment needs of 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 can talk about their industry, their business and their employees. The USWIB is committed to engaging employers to learn about the Upper Shore economy, and serving the employer and customers of the workforce system.

The information in the table below is an example of the data that is used by the USWIB to target employers for engagement: to attend focus groups about an industry or business, serve on the USWIB or hire the customers of the Upper Shore workforce system.

Table III: Employers by Number of Job Openings

The table below shows the employers with the highest number of job openings advertised online in Upper Shore Workforce Region, Maryland on June 23, 2016:

Rank	Employer Name	Job Openings
1	University of Maryland Shore Regional Health	54
2	Washington College	46
3	Food Lion	44
4	Genesis HealthCare	44
5	Harris Teeter Inc.	39
6	Quality Health Strategies	27
7	Hyatt Regency Chesapeake Bay Golf Resort, Spa and Marina	22
8	BJ's Wholesale Club Inc	18
9	The Inn at Perry Cabin	18
10	Safeway, Inc.	17

Job Source: Online advertised jobs data: Maryland Workforce Exchange

The USWIB has convened ad hoc employer focus groups in the Health Care, Material Moving and Logistics, Hospitality and Culinary sectors. The employers have identified the hard skills necessary for success in employment. The employers also identified a large number of "Necessary Skills" (soft skills) that must be in place for an employee to succeed. The USWIB has worked to include Necessary Skill development in the WIOA Title I training continuum. The USWIB will use employer focus groups to gather information for WIOA Partners and other stakeholders to verify the Technical Skills and Necessary Skills that lead to success in employment. The employer focus groups will begin in 2017 and will target Health Care, Material Moving and Logistics, and Manufacturing. The USWIB will work with WIOA Partners and stakeholders to identify other sectors for exploration beginning in 2018. The first three sectors were chosen based on the expenditure of WIOA Title I training funds and the analysis will be used to enhance worker preparation for success in employment.

Analysis of knowledge and skills needed to meet the employment needs of employers in the Local Area.

The Demand Side of the Labor Market

As the USWIB engages employers, it is important to learn about employer expectations so that communication is effective and efficient. A source of employer information is the education requirement that is tied to jobs listed on the Maryland Workforce Exchange. The USWIB uses the information in the table below to determine the immediacy of the demand for labor and the training and education programs which are best suited to respond to that demand.

Table IV: Education Requirements on Advertised Jobs

The table below shows the minimum required education level on job openings advertised online in Upper Shore Workforce Region, Maryland on June 23, 2016:

Rank	Minimum Education Level	Job Openings	Percent
1	No Minimum Education Requirement	80	10.97%
2	High School Diploma or Equivalent	421	57.75%
3	1 Year of College or a Technical or Vocational School	3	0.41%
4	2 Years of College or a Technical or Vocational School	11	1.51%
5	3 Years of College or a Technical or Vocational School	1	0.14%
6	Vocational School Certificate	6	0.82%
7	Associate's Degree	44	6.04%
8	Bachelor's Degree	148	20.30%
9	Master's Degree	14	1.92%
10	Specialized Degree (e.g. MD, DDS)	1	0.14%

Job Source: Online advertised jobs data: Maryland Workforce Exchange

As the USWIB engages employers, it is important to learn about employer expectations so that communication is effective and efficient. A source of employer information is the work experience requirement that is tied to jobs listed on the Maryland Workforce Exchange. The USWIB can use the information in the table below to determine the immediacy of the demand for labor and the training strategies which are best suited to respond to that demand.

Table V: Work Experience Requirements on Advertised Jobs

The table below shows the minimum required work experience on job openings advertised online in Upper Shore Workforce Region, Maryland on June 23, 2016:

Rank	Minimum Experience	Job Openings	Percent
1	Entry Level	111	22.42%
2	Less than 1 Year	156	31.52%
3	1 Year to 2 Years	152	30.71%
4	2 Years to 5 Years	66	13.33%
5	5 Years to 10 Years	7	1.41%
6	More than 10 Years	3	0.61%

Job Source: Online advertised jobs data: Maryland Workforce Exchange

Pulling together the information from the Maryland Workforce Exchange related to the Demand Side of the Upper Shore Labor Market, employers are most often looking for a candidate with a High School Diploma and 0- 2 years of work experience. This data and conclusion is an indication that Necessary Skill development may be an important strategy for the WIOA Partners and stakeholders. This conclusion is supported by the role that retail and food service plays in the Upper Shore economy. The USWIB will validate this conclusion with Upper Shore employers and work with WIOA Partners and stakeholders to assist employers and customers in job matching. The USWIB will consider a focus on the Retail and Hospitality and Tourism Sectors as the second phase of its employer focus group roll out beginning in 2018. Prior to employer engagement, the USWIB will research the nature of the Retail and Hospitality and Tourism Sectors- the wage rates, the seasonal nature of employment, and opportunities for Career Pathways.

The Supply Side of the Labor Market

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” for certain 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.

Table VI: Number of Candidates and Openings for Jobs by Occupation

The table below shows the occupations with the highest ratio of potential candidates in the workforce system that were looking for work to job openings advertised online in Upper Shore Workforce Region, Maryland on June 23, 2016:

Rank	Occupation	2015 Mean Annual Wage	Job Openings	Potential Candidates	Potential Candidates Per Job Opening
1	Office Clerks, General	\$27,948	3	264	88
2	Information Technology Project Managers	\$90,515	1	72	72
3	Network and Computer Systems Administrators	\$80,201	1	70	70
4	Human Resources Specialists	\$58,615	1	68	68
5	Administrative Services Managers	\$75,778	4	257	64.25
6	Healthcare Support Workers, All Other	\$30,568	1	63	63
7	Construction Managers	\$82,154	1	59	59
8	Computer and Information Systems Managers	\$122,754	2	89	44.5
9	Computer Systems Analysts	\$96,239	1	44	44
10	Human Resources Assistants, Except Payroll and Timekeeping	\$34,795	1	44	44

Candidate Source: Individuals with active resumes in the workforce system

Job Source: Online advertised jobs data: Maryland Workforce Exchange

Wage Source: Occupational Employment Statistics and Wages Program

The mean wage is also known as the average wage. The mean wage is calculated by dividing the estimated total wages for an occupation by the number of workers in that occupation. Data is from an annual survey.

The wage expectation of the customer is a concern for the stakeholders of the Upper Shore workforce system. The WIOA performance measures drive the workforce system to be concerned with the wages that customers expect to earn and the wages paid by Upper Shore employers. Customer wage expectations are a topic for discussion by the USWIB and employers.

The table below details customer wage expectations. This data is valuable for assisting customers in determining:

- a. Will the customer be able to work in the Upper Shore under the area’s wage level, or will the customer have to commute to a higher wage area;
- b. Does the skill-set of the customer warrant the desired wage, or should the customer consider investing in an educational or occupational training plan.

Table VII: Minimum Desired Wage of Available Candidates

The table below shows the minimum desired wage of potential candidates in Upper Shore Workforce Region, Maryland:

Rank	Minimum Desired Wage	Potential Candidates	Percent
1	Not Specified	3,033	28.19%
2	\$5,000 - \$19,999	181	1.68%
3	\$20,000 - \$34,999	2,819	26.20%
4	\$35,000 - \$49,999	2,165	20.13%
5	\$50,000 - \$64,999	1,182	10.99%
6	\$65,000 - \$79,999	591	5.49%
7	\$80,000 - \$94,999	328	3.05%
8	\$95,000 or more	459	4.27%

Candidate Source: Individuals with active resumes in the workforce system: Maryland Workforce Exchange

The data indicates that job seekers using the Maryland Workforce Exchange are most likely to be Office Clerks. The data indicates that the \$20,000-\$34,999 is the most desired wage. This data may indicate that there is a disequilibrium in the Upper Shore Labor Market in the future as Retail and Hospitality and Tourism experience growth, while workers look for Office Clerk jobs. The USWIB will work throughout the period July 1, 2017 – June 30, 2018, to determine if a Labor Market disequilibrium exists and what strategic undertakings the USWIB, WIOA Partners and WIOA stakeholders may put in place to address a disequilibrium. The USWIB envisions a strategic portion of

each USWIB meeting dedicated to increasing the USWIB's knowledge of and strategic reaction to the labor market dynamics of the Upper Shore.

Analysis of workforce in the Local Area

- **Current labor force employment and unemployment data**

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.

The table below details the Unemployment rate for the state of Maryland in March of 2016. The relative position of the Upper Shore Counties reflects the position of the Upper Shore counties month to month.

Table VIII: Labor Force, Employment and Unemployment Distribution

The table below shows the counties with the highest unemployment rate in Maryland for March, 2016. These figures are not seasonally adjusted:

Rank	Area Name	Unemployment Rate
1	Worcester County, Maryland	12.4%
2	Somerset County, Maryland	8.1%
3	Dorchester County, Maryland	7.5%
4	Allegany County, Maryland	7.3%
5	Garrett County, Maryland	7.2%
6	Baltimore, City of, Maryland	7.0%
7	Wicomico County, Maryland	6.7%
8	Washington County, Maryland	5.7%
9	Cecil County, Maryland	5.6%
10	Caroline County, Maryland	5.5%
11	Kent County, Maryland	5.3%
12	Talbot County, Maryland	5.1%
13	Baltimore County, Maryland	5.0%
14	Prince George's County, Maryland	4.8%
15	Harford County, Maryland	4.6%
16	Charles County, Maryland	4.5%
17	St. Mary's County, Maryland	4.5%
18	Queen Anne's County, Maryland	4.4%
19	Frederick County, Maryland	4.1%
20	Calvert County, Maryland	4.1%
21	Anne Arundel County, Maryland	4.1%
22	Carroll County, Maryland	3.9%
23	Montgomery County, Maryland	3.5%
24	Howard County, Maryland	3.4%

Source: Maryland Department of Labor, Licensing and Regulation; LAUS Unit and Bureau of Labor Statistics

An interesting measure that shows the Unemployment Insurance data impact on the Labor market is given below. This data, from the Maryland Workforce Exchange, provides employers, customers and the workforce system stakeholders a mechanism to determine how Unemployment Insurance Claimants impact the supply of and demand for labor in the Upper Shore area. Although the data doesn't speak to the actual jobs that are open, gathering that data from the Maryland Workforce Exchange is easily accomplished.

Table IX: Number of Unemployed per Job Opening

The table below shows the ratio of the preliminary estimated number of unemployed (not seasonally adjusted) to the number of advertised online jobs openings in Upper Shore Workforce Region, Maryland for April, 2016:

Area Name	Number of Unemployed in April, 2016 (not Seasonally Adjusted)	Job Openings in April, 2016	Number of Unemployed per Job Opening in April, 2016
Upper Shore Workforce Region, Maryland	4,109	5,057	0.81

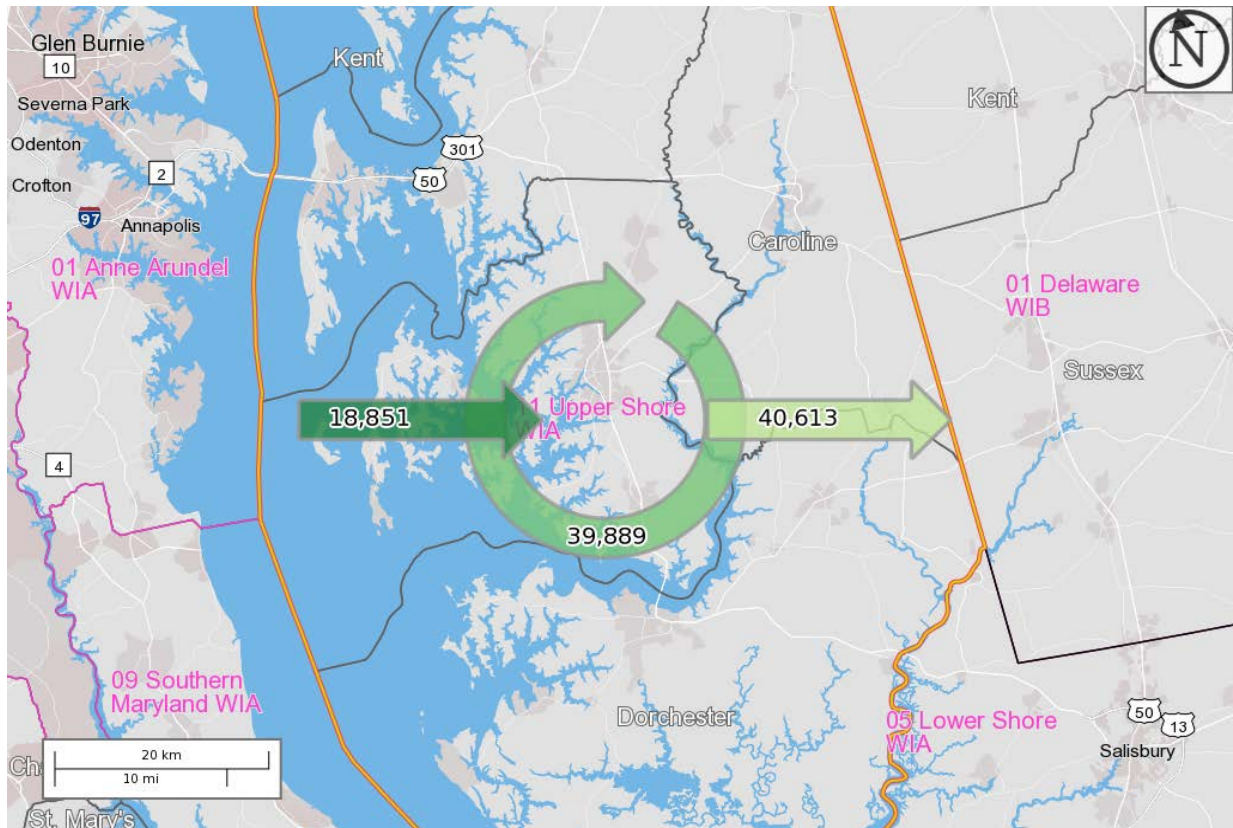
Source: LAUS Unit and Bureau of Labor Statistics; Job Online advertised jobs data: Maryland Workforce Exchange

The USWIB, in conversations with the Maryland Department of Labor, Licensing and Regulation is aware that Unemployment Insurance claimants will be a priority for Job Search services. The USWIB recognizes that the Unemployment Insurance claimants are most likely eligible for Title I training services. Data from the United States Census Bureau's Longitudinal Employer-Household Dynamic Job to Job Explorer tool indicates that at the state level, more Marylanders are hired from "Persistent Unemployment" than from "Job to Job". Persistent Unemployment includes Unemployment Insurance claimants as well as Temporary Assistance for Needy Families customers, those with disabilities and discouraged workers. The USWIB will work to identify those included in the "Persistent Unemployment" definition and engage WIOA Partners and stakeholders in strategic planning exercises to determine how to engage those potential workers. The USWIB will begin this analysis during the time period July 1, 2017 – June 30, 2018.

- **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, available on the US Census Bureau's Longitudinal Employer-Household Dynamics (LEHD) website. The data however,

doesn't tell us why workers choose to commute. The USWIB, by engaging employers and customers, will work to determine the training strategies for customers that lead to a local or commuter job. There are many anecdotal stories about commuters, but the LEHD data provides a measure of the significant impact of the outflow of workers on a daily basis. The data indicates that more workers live in the Upper Shore and commute to work elsewhere, than live and work in the Upper Shore.



Us Census Bureau: LEHD On The Map

The USWIB, through the years, has promoted the analysis of commuter data to economic development entities, Chambers of Commerce, Secondary and Post-Secondary Education and Chambers of Commerce. The USWIB will continue to provide commuter data to these entities, upon request, throughout the duration of this plan. The USWIB will assist the One Stop Operator in understanding commuter data and the impact on Upper Shore job seekers and the choices that the job seeker will need to evaluate related to job openings and wages.

- **Education and skill levels of workforce in the region**

The data below is culled from resumes posted on the Maryland Workforce Exchange, and as such represent a “sample” of the actual universe of customers. The USWIB and Upper Shore employer customers may use the data in the table below to

evaluate the likelihood of finding candidates for jobs at various education levels. As the USWIB and One Stop Partners engage employers, the data will be used to focus employer expectations, and will be used to focus customers on the credentials that exist on the supply side of the labor market. This is an indication for the customer of the competition that they will likely face in getting a job and keeping a job.

Table X: Education Level of Available Candidates

The table below shows the education levels of potential candidates in Upper Shore Workforce Region, Maryland on June 23, 2016:

Rank	Minimum Education Level	Potential Candidates	Percent
1	Less than High School	254	2.40%
2	High School Diploma or Equivalent	3,108	29.40%
3	1 to 3 Years at College or a Technical or Vocational School	1,921	18.17%
4	Vocational School Certificate	1,119	10.59%
5	Associates Degree	820	7.76%
6	Bachelors Degree	2,102	19.89%
7	Masters Degree	979	9.26%
8	Doctorate Degree	181	1.71%
9	Specialized Degree (e.g. MD, DDS)	86	0.81%

Candidate Source: Individuals with active resumes in the workforce system: Maryland Workforce Exchange

The data below is culled from resumes posted on the Maryland Workforce Exchange, and as such represent a “sample” of the actual universe of customers. The USWIB and Upper Shore employers may use the data in the table below to evaluate the likelihood of finding candidates for jobs at various experience levels. As the USWIB and One Stop Partners engage employers, the data will be used to focus employer expectations and will be used to focus customers on the experience that exists on the supply side of the labor market. This is an indication for the customer of the competition that they may likely face in getting a job and keeping a job.

Table XI: Work Experience Levels of Available Candidates

The table below shows the experience levels of potential candidates in Upper Shore Workforce Region, Maryland on June 23, 2016:

Rank	Minimum Experience	Potential Candidates	Percent
1	Less than 1 year	940	8.88%
2	1 Year to 2 Years	390	3.69%
3	2 Years to 5 Years	965	9.12%
4	5 Years to 10 Years	1,644	15.54%
5	More than 10 Years	6,642	62.77%

Candidate Source: Individuals with active resumes in the workforce system: Maryland Workforce Exchange

The USWIB will work with WIOA Partners and stakeholders to stress the importance of promoting the Maryland Workforce Exchange as a tool for job seekers and employers. A more robust use of the Maryland Workforce Exchange by job seekers and employers will allow the system to become a valuable tool for job matching and for strategic planning. The USWIB will work with Maryland Department of Labor, Licensing and Regulation beginning July 1, 2017, to determine how to increase the use of the Maryland Workforce Exchange and what outreach efforts are planned to increase the use of the system.

- Education and skill level of individuals with barriers to employment**

The Workforce Innovation and Opportunity Act (WIOA) focuses the workforce system and workforce system stakeholders on customers with barriers to employment. The data in the table below represents those enrolled in the Maryland Workforce Exchange over a five-year period: June 2011 – June 2016. The five-year period was chosen in order to ensure that trends are apparent. The data is a sample of the labor market universe and does not reflect the total of those served who have a specific barrier. The most instructive measure for planning purposes is the percentage of customers at each education milestone. The data indicates that the majority of those individuals with barriers to employment are at the “Less than High School” or “High School Completer” education level.

WIOA Barrier to Employment	Less than High School	High School Completer	Post-Secondary Degree or Certification	Bachelor's Degree	Graduate Degree	Total
Displaced Homemaker		2	2	1		5
Low Income	35	254	21	7	1	318
American Indian/Alaskan Native	69	150	20	33	7	279
Native Hawaiian	19	26	1	10	4	60
Individuals with Disabilities	326	639	113	130	27	1235
Youth with Disabilities	68	58	2			128
Older Individuals	1357	2575	476	661	228	5297
Offenders/Ex-Offenders	286	669	64	47	14	1080
Homeless Individuals	1	1				2
Total	2161	4374	699	889	281	8404
Percentage	26%	52%	8%	11%	3%	100%

Source: Maryland Workforce Exchange, Enrolled Individuals By Educational Achievement

The USWIB sees an opportunity in working with WIOA Partners to address the education level of those with Barriers to Employment. Collaboration fostered by the WIOA American Job Center Memorandum of Understanding will provide a mechanism for WIOA Partners to holistically address the Barriers to Employment manifested by

Upper Shore job seekers. The USWIB will procure a One Stop Operator and will use the One Stop Operator contract as the mechanism to evaluate WIOA Partner collaboration on assisting job seekers with Barriers to Employment.

If the USWIB, in its evaluation of the One Stop Operator, determines that collaboration is not taking place in assisting those with Barriers to Employment, the USWIB will take corrective action with the One Stop Operator.

Analysis of workforce development activities in the Local Area, Including education and training

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 can 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, training that has been used by Upper Shore customers between July 1, 2015 – June 30, 2016, and the growth industries from the “Industries by Projected Growth” table in Section 1 of this plan. The USWIB is interested in aligning training options with in-demand industries and occupations.

	Chesapeake College	
Eligible Training Provider List Program Name	Did WIOA Customers Choose this Training July 1, 2015 – June 30, 2016?	Is the Industry Projected to Grow in the Upper Shore?
Administrative Medical Assistant	Yes	Yes
CDL Bus Training	Yes	Yes
Child Care	Yes	No
Interactive Media Web Design	Yes	No
Clinical Medical Assistant	Yes	Yes
Commercial Driver License Preparation	Yes	Yes
Criminal Justice	No	No
Dental Assisting	Yes	Yes
Drafting	No	No
EMT-Paramedic	No	Yes
Food Service Management	No	Yes
Hotel/Resort Management	No	Yes
HVAC-R Technician	Yes	Yes
Medical Coding Professional	Yes	Yes
Nail Technician	No	No
Nursing Assistant	Yes	Yes
Pharmacy Technician	Yes	Yes
Phlebotomy	No	Yes
Radiological Sciences	No	Yes
Surgical Tech	No	Yes
Welding	No	Yes

Source: Maryland Department of Labor, Licensing and Regulation: WIOA Occupational Training Programs; Projections Team Micro/Matrix System

The USWIB recognizes that Customer Choice is one of the tenets of WIOA and using the Eligible Training Provider List is the mechanism for Customer Choice. The USWIB looks closely at how proposed training relates to the growth sectors in the Upper Shore economy. Those growth sectors are identified through the Maryland Workforce Exchange and Labor Market Information supplied by the Maryland Department of Labor, Licensing and Regulation. Chesapeake College is the only training provider located in the Upper Shore area and for that reason 90% of Upper Shore Title I training funds are used at Chesapeake College through offerings on the Eligible Training Provider List. 76% of Chesapeake College's offerings align with growth sectors.

During the period studied, July 1, 2015 – June 30, 2016, two trainings, Child Care and Interactive Media Web Design, were chosen by customers and were not growth sectors. The USWIB will analyze the alignment of training choice and growth sector(s) on a quarterly basis. The analysis will assist the USWIB in directing Title I funding decisions within the tenet of Customer Choice. The USWIB considers a choice of a training related to a growth sector as a strength and the selection of a non-growth sector as a weakness. The USWIB will verify that customers are notified that a training choice is or isn't a training for employment in a growth sector.

Description of the local board's strategic vision for preparing a skilled workforce

The mission of the Upper Shore Workforce Investment Board (USWIB) is an integrative effort that brings together innovative leaders in business, education, economic development, non-profits, and the entities that carry out the Workforce Innovation and Opportunity Act (WIOA) core programs. By focusing on a twofold 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.

The USWIB will prepare its customers for regional economies that are robust and electronically accessible. USWIB initiatives will integrate with the vision of partner organizations and be inclusive for youth and individuals with barriers to employment.

The USWIB will support regional economic growth and economic self-sufficiency for businesses and workers.

The USWIB will identify more training and job opportunities as it extends its outreach to public and private sector entities within the Upper Shore and the contiguous region.

The USWIB will collaborate with its WIOA core program partners to apply job-driven strategies in the one-stop system and innovatively align employment, training and education programs to meet performance accountability measures.

The USWIB will focus on businesses offering internal stepping stone opportunities for promotion, which will result in longer retention results for our customers for increased performance accountability.

The USWIB will ensure that customer's interests, abilities and suitability for specific kinds of work are assessed, and used to create a job training plan that includes relevant education and training, ensuring the development of the skills needed to compete in the job market.

The USWIB will ensure that a customer's job training plan is based on the current and longer-term labor needs, as opposed to simply considering currently available training options. Thus, more flexibility and increased use of on-the-job training and customized training is integral to the USWIB vision.

The USWIB will encourage county and town administrators to avail themselves of the board's considerable expertise on 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.

USWIB Rationale for its Vision Statement

The USWIB developed our 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;
- 5-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.

Title I and Title III Negotiated Performance September 30, 2016

Performance Goals for PY 2016 and 2017

Program	PY 16 and PY 17 Performance Goal
WIOA Adult	
Employment Rate 2nd Quarter After Exit	72%
Employment Rate 4 th Quarter After Exit	70%
Median Earnings 2 nd Quarter after Exit	\$5,000
Credential Attainment Within 4 Quarters After Exit	57%
WIOA Dislocated Worker	
Employment Rate 2nd Quarter After Exit	80%
Employment Rate 4 th Quarter After Exit	75%
Median Earnings 2 nd Quarter After Exit	\$6,500
Credential Attainment Within 4 Quarters After Exit	55%
WIOA Youth	
Employment Rate 2 nd Quarter After Exit	62%
Employment Rate 4 th Quarter After Exit	60%
Credential Attainment Within 4 Quarters After Exit	60%
Wagner Peyser Activities	
Employment Rate 2 nd Quarter After Exit	55%
Employment Rate 4 th Quarter After Exit	55%
Median Earnings 2 nd Quarter After Exit	\$4,300

Describe a strategy to work with entities that carry out Core Programs to align resources available to the Local Area to achieve strategic vision and goals

The USWIB Strategic Vision for Preparing a Skilled Workforce was created by a volunteer ad hoc committee of the USWIB. The USWIB President asked for volunteers to serve on the ad hoc committee and required that all draft vision statements be made available to the full USWIB, including all WIOA Core Partners, for comment, input, edits and compliance. The full USWIB, including representatives of the WIOA Core Partners voted to accept the strategic vision at the May 26, 2015 USWIB meeting.

The USWIB will review the WIOA vision each year at its September meeting to determine if the strategic vision is valid, is accurate and is leading to alignment of programs, services and resources.

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

- Each Core Partner has expertise in serving its customer base. These expertise will be the basis of the alignment manifested in the American Job Center Memorandum of Understanding
- Information and referral between Core Partners is vital for success. The Information and Referral protocol will be recorded in the American Job Center Memorandum of Understanding and will be evaluated by the One Stop Operator. The One Stop Operator will report to the USWIB on the Information and Referral protocol and its strengths and weaknesses.
- Data sharing among Core Partners is a measure of partnership. The USWIB will work with WIOA Partners and stakeholders to verify that data sharing is taking place. Information is a foundation for success and a measure of collaboration. The USWIB will require the One Stop Operator to evaluate data sharing and report to the USWIB on the strengths and weaknesses of data sharing. The USWIB recognizes that State Agency partners may only share data as allowed by their agency and in the manner allowed by their agency.
- Resource sharing is vital to the success of the Upper Shore WIOA system. The American Job Center Memorandum of Understanding and Resource Sharing Agreement will be the tool for sharing resources. The Chief Elected Officials, the USWIB and WIOA Partners, through the American Job Center Memorandum of Understanding will affirm their commitment to the Upper Shore alignment of services, programs, outcomes and resources. The One Stop Operator will be responsible for reporting the opportunities and challenges of the Upper Shore WIOA system to the USWIB. The USWIB will report the opportunities and challenges to the Chief Elected Officials and the other signatories to the Upper Shore American Job center Memorandum of Understanding and Resource Sharing Agreement.
- The One Stop Operator facilitates collaboration and cooperation among Partners. The One Stop Operator contract will include responsibility for ongoing communication between and among WIOA Partners and Stakeholders. The contract will also include responsibility for identifying professional development needs of WIOA Partner and stakeholder staff. The contract will include responsibility for compliance with the agreed upon American Job Center Memorandum of Understanding. The One Stop Operator will report to the USWIB on an agreed upon basis and format as a provision of the contract.

Section 2

Description of the workforce development system in the local area

- **Identify the programs that are included in the system**

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

The USWIB will implement a multi-step process to align the Upper Shore workforce system:

Step 1: The USWIB will convene the Core Partners: WIOA Title I, WIOA Title II, WIOA Title III, WIOA Title IV and Temporary Assistance for Needy Families. The Core Partners will meet regionally and county by county in order to determine American Job Center comprehensive, satellite and affiliate locations. The Core Partners will report progress to the USWIB President and will complete the location determination by March 15, 2017.

Step 2: The Core Partners will work to have a WIOA compliant American Job Center MOU in place by June 30, 2017. The MOU will describe the service delivery and customer flow for each American Job Center location.

Step 3: The Core Partners will work to have a Resource Sharing Agreement that supports the American Job Center MOU in place by June 30, 2017.

Step 4: The USWIB will procure a One Stop Operator and the One Stop Operator will be in place on July 1, 2017. The One Stop Operator will be responsible for the implementation of the American Job Center MOU and other tasks.

Step 5: Other workforce stakeholders will be asked to join the American Job Center MOU by the Elected Officials, USWIB, Core Partners and the One Stop Operator.

Step 6: The USWIB will monitor the One Stop Operator.

The USWIB will modify the Local Plan on a yearly basis beginning September 2017, to accurately reflect the Upper Shore Workforce Development System.

- **Identify how the local board will work with the entities carrying out the core programs**

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.

- The USWIB will procure a One Stop Operator and the One Stop Operator will be in place July 1, 2017. The One Stop Operator will facilitate the growth and development of the American Job Center Partners. The One Stop Operator contract will include responsibility for:
 - Convening regional American Job Center Partner meetings
 - Convening county American Job Center Partner meetings
 - Including other workforce stakeholders in meetings
 - Coordinating training funds to assure that funds supplement rather than supplant
 - Assisting in coordination of Rapid Response activities
 - Ensuring that the American Job Center Memorandum of Understanding is being implemented as envisioned
 - Reporting to the USWIB on American Job Center MOU implementation, center traffic, center performance
 - Reporting professional development needs for American Job Center staff to the USWIB

Section 188 compliance for the American Job Centers

The USWIB will work to evolve the Upper Shore workforce system by:

- Identifying Career Pathways
- Engaging Employers
- Coordinating workforce development priorities with economic development entities
- Providing resources for professional development of American Job Center staff
- Engaging stakeholders to expand the workforce system
- Coordinating with and collaborating with WIOA Partners to respond to the Upper Shore labor market
- **Identify how the local board will work with other workforce development programs**

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.

The USWIB will utilize the One Stop Operator to work with the system that will be in place on July 1, 2017. The goal is to maximize collaboration and coordination of the existing WIOA resources for the benefit of the job seekers and employers of the Upper Shore. From July 1, 2017 – June 30, 2020, the USWIB will work to expand the capacity of the workforce system by increasing opportunities for the professional development of the American Job Center staff. The USWIB will work to identify additional workforce development activities in the Upper Shore area and work to include those efforts in the American Job Center. This approach will increase the capacity of the existing system and expand the system to new stakeholders and partners.

- **Identify how the local board will support alignment to provide services**
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 which contain fair, timely and constructive elements, and as included, an essential component in all agreements and contracts.

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

The USWIB will work 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 and job placement.

- **Alignment with state plan**

The USWIB will align with the Governor's Combined Plan submission. This alignment will be accomplished by the inclusion of TANF and the Trade Act as Core Partners. If an opportunity to include the Second Chance Act becomes available in the Upper Shore area, the USWIB will embrace the opportunity and include the effort in the Memoranda of Understanding, the Resource Sharing Agreement and the One Stop Operator Contract.

The USWIB will urge the TANF agency in each of the five Upper Shore Counties to engage in WIOA beginning July 1, 2017. The role for TANF in the One Stop system as specified in section 678.430 of the WIOA regulations will be the starting point for TANF agency participation. The USWIB hopes that the Upper Shore TANF agencies will embrace the local TANF role and participation in WIOA.

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.

A concern identified by the USWIB in aligning with the State Plan is the circuit riding nature of service delivery by Core Partners. The USWIB will identify one "comprehensive American Job Center" where all Core Partners will be expected to have a presence. Satellite American Job Centers in the balance of the Upper Shore area will be "a coalition of the willing" where Core Partners will collocate for mutual advantage and service delivery efficiency. An information and referral protocol that fosters alignment with the State Plan will be a mechanism to align Partners for the benefit of job seekers and employers. The Maryland Workforce Exchange will be maximized as an information sharing mechanism and all American Job Center Partners will be encouraged to take advantage of technical assistance available from

the Title I and Title III partners related to the information and referral potential of the Maryland Workforce Exchange.

The USWIB will explore technology as a mechanism to align Upper Shore WIOA Partners and to align with the State plan. The USWIB will examine the use of the Maryland Workforce Exchange, information and referral “kiosks”, the USWIB Mobile One Stop and other technology that will mitigate the impact of circuit riding service delivery. The USWIB National Association of Workforce Boards membership and the USWIB member attendance at the annual Forum will be the mechanism to identify technology best practices that can be brought to the Upper Shore area.

The USWIB will provide leadership on the alignment with the State Plan by considering the State Plan alignment in USWIB decision making.

Description of how local board and programs identified in Section 2 will:

- **Expand access to employment, training, education and supportive services for eligible individuals**

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.

The creation of the Upper Shore WIOA Plan has identified a need for an ongoing discussion of the nuances of WIOA Partner programs. The USWIB will provide leadership in facilitating the growth of “Partner knowledge” by engaging in Partner presentations and discussions at the workforce development board level so that members understand the services and gaps of the local system. In addition, the USWIB, through the One Stop Operator, will facilitate the growth of understanding of “Partner knowledge” at the American Job Center level by providing professional development opportunities so that Partner staff understand the services and gaps of the local system.

- **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.

The USWIB will facilitate services for individuals with barriers to employment from both sides of the labor market:

Demand Side: Employers engagement will lead to identification of barriers that manifest and result in job seekers not being hired and/or workers not retaining a job. Employer focus groups will be convened and information will be gathered from employers that identify why job seekers aren't hired and why workers are not retained. This information will be shared with American Job Center Partners. The USWIB will be the convener of employer engagement for barrier to employment identification efforts.

Supply Side: Partner engagement will lead to an understanding of expertise in working with job seekers and workers who manifest a barrier to employment. Partners will be convened to share information about the expertise that each entity brings to workforce development and how the expertise can address barriers to employment. The One stop Operator will be the convener of Partner engagement for barrier to employment identification efforts.

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

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.

The USWIB will work with all willing local, state and national Partners to maximize the use of the Maryland Workforce Exchange as the backbone of the Upper Shore American Job Center system. The USWIB will work to facilitate enrollment in the Maryland Workforce Exchange and the information and referral capabilities of the electronic system to foster information and referral, common intake, co-enrollment and common outcomes. The USWIB will engage the Maryland Department of Labor, Licensing and Regulation as the "owners" of the Maryland Workforce Exchange as the subject matter expert on the use of and expansion of the use of the electronic system to all partners.

Section 107 (d)(7) of the Workforce innovation and Opportunity Act has a role of the local Workforce Development Board, " The local board shall develop strategies for using technology to maximize the accessibility and effectiveness of the local workforce development system for employers and workers and job seekers". The USWIB will use this section of the law to advocate for using the Maryland Workforce Exchange as the backbone for the American Job Center in the Upper Shore area.

- **Identify how the local board will improve access to activities leading to a recognized post-secondary credential, including an industry-recognized credential, portable and stackable**

The USWIB is committed to engaging employers in the ongoing analysis of the necessary credentials 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 credentials to employers by implementing the steps listed below:

1. Identify sectors in the local economy that require credentials 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 credential 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 wants relative to credentials;
7. Engage One Stop Partners in working with employers relative to credentials, and
8. Engage job seeker customers in discussion of credentials.

Description of steps taken by Local Board to engage entities identified in Section 2 in formulation of the 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 received each section of the local plan components as they were written. The Core Partners USWIB Members were asked for input and comments on each section. Partners were asked for input and assistance in writing sections: June 1 – June 30, 2016;
2. There was public comment meeting held prior to the plan being submitted to the USWIB. The meeting was held July 20, 2016. Core Partners attended the meeting and were asked to provide input and comments on the plan;
3. The entire plan was shared with all Core Partners and other stakeholders and input and comments were provided by Partners and stakeholders: July 11, 2016;
4. The Local Plan was submitted to the USWIB -- all Core Partners are represented on the USWIB: July 19, 2016;
5. The local plan was submitted to the business representatives of the USWIB to facilitate employer engagement: June 1 – June 30, 2016;
6. There was a 30 day Public Comment period: July 11, 2016 – August 11, 2016;
7. Throughout the process, June 1 – August 11, 2016, comments, edits and input were incorporated from USWIB members, Partners and stakeholders.

Description of strategies and services used in the local area

- **Facilitate engagement of employers, small employers, and in-demand employers, in workforce development programs**

The USWIB will inventory existing employer service initiatives among Core Partners, other One Stop Partners and other publicly-funded employer services representatives to determine the breadth and scope of available employer services.

The USWIB will convene employers to determine a “desired state” of employer services. The USWIB will work with the One Stop Partners to create a plan to reach the “desired state”. The USWIB envisions working closely with the Department of Commerce on this process. If the Department of Commerce is willing and able to work as a convener of the process, an agreement will be created and implemented.

- **Support a local workforce development system that meets the needs of business**

The USWIB will engage in an ongoing process that will use existing employer advisory committees and newly-convened employer advisory committees assuring that the local workforce development system meets the needs of businesses. Both state and local economic development entities will be invited to assist the USWIB in engaging employers. The USWIB commits to embracing an employer engagement mechanism on an ongoing basis to ensure that employer customers are provided the opportunity to influence the delivery of employment and training services in the Upper Shore area.

- **Strengthen linkages between one stop system and 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, section 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.

- **Implementation of initiatives to facilitate employer-based training**
 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.
- **Strategies to meet the employer needs identified in economic analysis**
 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 I 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.

Description regarding the implementation of initiatives such as EARN, apprenticeship, incumbent worker training, OJT, customized training, etc., designed to meet the needs of business in support of strategies described in Section I

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. 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.

The Maryland Department of Labor, Licensing and Regulation, the Division of Rehabilitation Services and the local TANF Agencies employ business services staff. The USWIB, through the One Stop Operator will engage the business services staff to provide information to all American Job Center partners about employers who are participating in Earn and Learn initiatives or may be a “target” for future Earn and Learn initiatives. The One Stop Operator will convene meetings with the American Job Center Partners and other stakeholders on a quarterly basis.

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

Description of how the local board will coordinate with workforce investment activities carried out in the local area

The USWIB is committed to engaging in good faith negotiation with One Stop Partners in order to execute Memoranda of Understanding and an accompanying Resource Sharing Agreement. The USWIB understands that good faith negotiation is an abstract and comprehensive term that in this document is defined as purposefully engaged: showing up, addressing substantive issues, and offering productive ideas toward a meaningful solution. The USWIB has an expectation that One Stop Partners will also engage in negotiations in good faith. The USWIB expects that good faith negotiations will lead to reasonable Memoranda of Understanding, an equitable Resource Sharing Agreement, and the customer flow process facilitated by the required One Stop Operator.

Once the MOU/RSA is executed, the USWIB will examine other entities that have workforce development as a component in their mission. The USWIB will work to bring

the additional partners into the One Stop system through the One Stop MOU/RSA or through separate agreements. Some of those partners will include:

- State Economic Development
- County Economic Development
- City/Town Economic Development
- Chambers of Commerce
- Other Entities as identified

The USWIB will utilize the One Stop Operator to provide information about the opportunities and challenges for the Upper Shore American Job Center system. The USWIB will take information from the One Stop Operator and determine how to use WIOA resources to coordinate with and support the Workforce Development needs of the area. The USWIB will use information from economic development entities, Chambers of Commerce, employer organizations and employer focus groups to validate the scope of the American Job Center system.

- **With economic development activities in the region**

The USWIB is committed to engaging in good faith negotiation with One Stop Partners in order to execute Memoranda of Understanding and an accompanying Resource Sharing Agreement. The USWIB understands that good faith negotiation is an abstract and comprehensive term that in this document is defined as purposefully engaged: showing up, addressing substantive issues, and offering productive ideas toward a meaningful solution. The USWIB has an expectation that One Stop Partners will also engage in negotiations in good faith. The USWIB expects that good faith negotiations will lead to a suitable Memoranda of Understanding, an equitable Resource Sharing Agreement, and the customer flow process facilitated by the required One Stop Operator.

Once the MOU/RSA is executed, the USWIB will examine other entities that have workforce development as a component in their mission. The USWIB will work to bring the additional partners into the One Stop system through the One Stop MOU/RSA or through separate agreements. Some of those partners will include:

- State Economic Development
- Regional Councils
- County Economic Development
- City/Town Economic Development
- Chambers of Commerce
- Other Economic Development Entities as identified

The Maryland Department of Commerce convenes a quarterly “Business Resource Network” meeting that includes all local economic development entities, Chambers of Commerce, the USWIB, Maryland Department of Labor, Licensing and Regulation, the Maryland Division of Rehabilitation Services, Chesapeake College, Adult Education, the Small Business development center and other economic development stakeholders. The Business Resource Network provides a forum for information sharing and allows all Partners and stakeholders to share information to align workforce development and economic development.

- **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, and with WIOA occupational trainees who are interested in training that results in a job where wages are documented by an IRS 1099, and through the cross referrals of customers.

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).

The USWIB will attempt to formalize its relationship with the SBDC, SCORE and ESEC through written agreement(s).

- **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 where we have assisted workers affected by plant closings, and with WIOA occupational trainees who are interested in training that results in a job where wages are documented by an IRS 1099, and through the cross referrals of customers.

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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).

The USWIB will attempt to formalize its relationship with the SBDC, SCORE and ESEC through written agreement(s).

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: How the Local Board will work with the LMB

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

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

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

Description of how the Local Board intends to provide a greater business voice in the delivery of workforce development activities carried out in the Local Area: How the Local Board will engage businesses in 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 a discussion of workforce development activities.

Description of how Local Board will promote and cultivate industry-led partnerships such as Career Pathways and EARN in the delivery of workforce training opportunities

The USWIB is committed to serving employer customers. If employer engagement efforts detailed in Sections 2 (B), 2(D), 2(E) and 2(F) of the Upper Shore Local Plan indicate that employer customers will benefit from an industry-led partnership, the USWIB will work with One Stop Partners and other Partners to determine the convener for the effort. In the event that the USWIB is not the convener, the USWIB will monitor the effort ensuring that the effort has the best chance for success.

The Eastern Shore Area Health Education Center is the convener of the only EARN initiative in the Upper Shore area. The USWIB facilitated this EARN partnership in its role of convener- the USWIB brought together health care entities, explained the EARN program and application and facilitated the establishment of the successful EARN partnership. The Upper Shore Title I efforts have included referral of participants to the EARN initiative to receive training through EARN. This information and referral process has resulted in braided funding in support of job seekers, employers and workers in the Upper Shore area. The USWIB will use its extensive network to evaluate future EARN solicitations and convene stakeholders to assure that the upper Shore area takes full advantage of EARN.

The USWIB, as the Maryland representative to the United States Department of Labor Career Pathways Institute, has expertise that is being used by the American Job Center Partners, Chesapeake College and the K-12 School System to determine the most effective and efficient mechanism to identify Career Pathways and increase knowledge of Career pathways for job seekers, students, workers and employers. The USWIB has the responsibility to work with American Job Center Partners and other stakeholders to identify Career Pathways in the workforce region. The USWIB will determine a Career Pathways strategy and a roll-out plan between July 1, 2017 – June 30, 2018.

Description of role, if any, of local faith-based or CBOs in the local workforce development system

The USWIB is committed to working with all local community partners to serve the employer and job seeker customers of the Upper Shore. Heretofore, the USWIB role in Faith-Based workforce initiatives has been the provision of technical assistance. However, the USWIB may pursue all partnerships that increase services for employer and job seeker customers. If the USWIB is approached by a Faith Based Organization or if the USWIB becomes aware of a workforce development initiative undertaken by a Faith Based Organization, the USWIB will align the initiative with the American Job Center service delivery.

The Title I staff have involved the five local library organizations in our area as fully engaged partners in the One Stop System. Library representatives are invited to all local county partner meetings, and included in communications regarding service and resource updates for the local area. In the Upper Shore, a local agreement is on-going regarding the installment of Title I staff in the libraries of each county for outreach at least once per month. In addition, the libraries post Maryland Workforce Exchange recruitment flyers and assist with hosting local job fairs and job connecting workshop events.

The USWIB, through its extensive network, becomes aware of initiatives undertaken by Community Based Organizations related to workforce development. The USWIB uses a Memorandum of Understanding to engage with Community Based Organizations so that both parties are aware of the expectations of the relationship. The USWIB is involved with the Mid Shore Council on Family Violence to provide services through the American Job Center system to victims of family violence.

The process for USWIB involvement with Faith Based Organizations, Community Based Organizations and other organizations is:

- USWIB becomes aware of a workforce development initiative
- USWIB convenes a meeting with the entity to determine if there is a common workforce development mission
- The USWIB convenes additional workforce stakeholders if needed
- The USWIB and other organization commit to and execute MOU
- The USWIB and other organization commit via MOU to periodic review of the relationship
- The USWIB and other organization continue or terminate the MOU at a mutually agreed upon time

Section 3: American Job Center Delivery System

Upper Shore American Job Center System

The American Job Center locations are listed below. The locations are subject to change depending upon Partner support and other factors which may influence the delivery of services throughout the Upper Shore area.

Name	Address	Phone	Operator	Center Type
Caroline County Career Ctr	300 Market St Denton	410-819-4549	Upper Shore Consort	Satellite
Dorchester Job Ctr	627-A Race St Cambridge	410-901-4250	Upper Shore Consort	Satellite
Kent American Job Ctr	115 S Lynchburg St Chestertown	410-778-3525	Upper Shore Consort	Satellite
Queen Anne's Career Ctr	125 Comet Dr Centreville	410-758-8044	Upper Shore Consort	Satellite
Talbot Career Center	301 Bay St Easton	410-822-3030	Upper Shore Consort	Comprehensive

Customer Flow System: customer flow process including eligibility assessment, individualized training plans and case management

The Customer Flow Process for each One Stop location will be the subject of discussion between the USWIB and the One Stop Partners.

The Customer Flow Process:

1. Job Seeker Customer visits a One Stop
2. Veteran Status is determined for Veteran Priority via MWE Greeter or One Stop staff
3. Job Seeker registers on the Maryland Workforce Exchange.
4. Job Seeker is triaged by One Stop staff:
 - Job Seeker receives career services regarding local, in-demand job availability.
5. The Job Seeker receives information about One Stop Partner services.
6. The Job Seeker determines the services that they wish to pursue
7. The Job Seeker is referred to One Stop Partner services
8. The Job Seeker is assessed by the Partner(s) providing services chosen by the Job Seeker or by the Title II grantee
9. Job Seeker eligibility for services is determined by One Stop service provider
10. Services are delivered by or through the One Stop Partner
11. Job Seeker becomes employed
12. Follow Up services are provided by the lead One Stop Partner for the participant
13. Follow Up information is shared via Maryland Workforce Exchange

Note: The USWIB hopes to have concurrence from local, state and national Partners to use the Maryland Workforce Exchange as the backbone for One Stop information and referral

The American Job Centers provide access to staff from the Core Partners, Information and Referral to all One Stop Partners, Information and Referral to Community Resources, and access to the Maryland Workforce Exchange through the Internet.

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

The USWIB is committed to ensuring the opportunity for meaningful access to all customers. The USWIB will verify that any One Stop location meets requirements for access by anyone who may have a disability and/or a Limited English Proficiency challenge in order for the location to be designated as a WIOA Comprehensive, Satellite or Affiliated location.

Meaningful Access is an area that will require the USWIB, American Job Center Partner, One Stop Operator and stakeholder professional development. The USWIB will have a plan in place to during the July 1, 2017 – June 30, 2018 time period. The USWIB will work closely with the One Stop Operator, state agencies and other technical assistance providers to learn about and implement Meaningful Access.

One Stop Operator selection process

The USWIB in its capacity as a 501 c 3, 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, and 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 utilizing the USWIB 501 c 3 status to both release the RFP and collect the responses. The USWIB President will define an appeal and dispute resolution process for the RFP award and that appeal and dispute resolution process will be included in the RFP document. 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. The USWIB conflict of interest policy will be adhered to so that members who have an interest in the RFP may not be involved in the contract decision or award.

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 also to continue to learn and develop skills on the job. A review of the eligible training providers' course credential offerings will assist in determining whether there is a match to the qualifications identified by local employers. The USWIB will determine the value of credentials offered by eligible training providers by implementing the steps listed below:

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 don't 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 a 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.

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 USWIB in the delivery of its programs will not discriminate in employment opportunities or practices on the basis of race, color, religion, gender (including pregnancy), gender orientation, ethnicity, age, physical or mental ability, genetic

information, marital or family status, veteran status, political belief, or any other characteristic protected by law.

The use of technology as a tool for ensuring access to service delivery in the 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-service 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 which are relevant and cost-effective may be used.

- Websites
- Applications
- Interactive
- Online tools
- Kiosks
- 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 USWIB recognizes the role that technology must play to facilitate the delivery of services in the Upper Shore area. The USWIB, however, recognizes that technology costs money and that investments in technology must be evaluated through a Return on Investment mechanism. The USWIB is concerned about identifying cost effective technology solutions and how investments will be funded. The USWIB is committed to exploring any and all sources of funding to implement technology solutions that may be cost effective and provide a positive return on investment.

Description of how the AJC operator and partners will comply with Section 188 and ADA regarding the physical and programmatic accessibility

The One Stop Partners connect One Stop 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.

The One Stop system is required to provide equal opportunity in all aspects of their program operations and practices. All WIOA-funded partners are required to post the Equal Employment Opportunity (EEO) is the Law notice, disseminate it to each participant, and document the distribution in the case file. The One Stop Operator provides standard EEO language to be placed on all new and reprinted marketing material, and routinely monitors system compliance with this requirement

Staff of the One Stop system routinely serve persons with disabilities by ensuring accommodations are available as necessary to assist with employment and training needs. As much of the EO content is in written form, accommodations shall be made to any participant with a visual impairment to ensure appropriate advisement.

The USWIB is partnering with WIOA Title IV, the Maryland Division of Rehabilitation Services to have training and support provided to all core and required partner staff addressing the needs of individuals with disabilities.

The USWIB expects to make a Technical Assistance request of the Governor's Workforce Development Board for expertise and funding to ensure compliance with Section 188 of WIOA.

The One Stop Operator will be responsible for reporting to the USWIB on an annual basis on the topic of Section 188 compliance.

Acknowledgement that while Section 188 ensures equal opportunity for individuals with disabilities, sub-recipients may be subject to: Section 504, Title I of ADA, Title II of ADA, Section 427 of the General Education Provisions Act, and Maryland Anti-Discrimination laws

The USWIB will require Memoranda of Understanding Partners and other written agreement partners to disclose any additional compliance requirements that are not included in Section 188 of WIOA.

Description of roles and resource contributions of the AJC partners: The USWIB expects that One Stop Partners will comply with Section

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

- Use a portion of the funds available for programs and activities to maintain the One Stop delivery system, including paying infrastructure costs associated with One Stop centers.
- Enter into local Memoranda of Understanding with the local board relating to the operation of the One Stop system.
- Participate in the operation of the One Stop 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.

The USWIB has engaged a facilitator to work with the American Job Center system to:

- Select the comprehensive One Stop location
- Select satellite One Stop locations
- Create a service delivery model for each location
- Create an information and referral mechanism
- Create a WIOA compliant MOU
- Create a Resource Sharing Agreement to support the MOU

The facilitator will make sure that all Partners are engaged, that all Partners are heard and that all Partners are treated equally and respectfully during the negotiation process.

Tina Patterson of Jade Solutions, LLC was chosen through an RFP process wherein a panel of American Job Center Partners made the final recommendation for the contract with Jade Solutions, LLC.

The timeline for completion of the MOU and RSA is July 1, 2017.

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

The USWIB adopted the following policy guidelines at its December 8, 2015 meeting. 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 that results in a certificate or license, and is a position that it 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 the training courses that resulted in participants completing the course, finding employment, and finding training-related employment are included in the current allocation formula. In addition, relevant job listings 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.

Scholarship Voucher Selection Procedure

- Quarterly, beginning in October 2015, staff will evaluate all completed training proposals.
- Each quarter, an assessment of the balance of funds available, the current ratio of priority served, and the available training slots will be reviewed. In addition, the availability of training courses will be considered.
- Candidates must have completed all required workshops, the training scholarship proposal, and the job interview components. Staff will include each applicant on the voucher validation spreadsheet for all training approval candidates.
- Priority will be given to those proposals that request training for a specific job qualification where there is open recruitment.
- If the number of training application candidates is larger than the number of available scholarship slots, a selection lottery will ensue, keeping the Priority of Service in place so that 51% of the lottery is priority:
 1. The last four digits of the participant's Social Security Number will be listed anonymously and ranked from the largest to the smallest number.
 2. Each quarter the ranking will switch from largest/smallest to smallest/largest for selection.
 3. Those not selected in the current quarter's lottery will be carried over to the next quarterly consideration pool.

Description of how the Local Board will provide priority of service

The USWIB adopted a Priority of Service policy at its September 22, 2015 meeting.

- Veteran candidates, (or spouse of an eligible veteran) are the first priority of service. An economically eligible veteran, or eligible veteran spouse 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, (or spouse of an eligible 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, (or spouse of an eligible veteran) or a TANF or SNAP recipient.
- All other training scholarship candidates will be considered once the ratio of 51% hardest-to-serve has been achieved.

Priority	Group	Explanation
1	Veterans and eligible spouses	Veterans and eligible spouses who are low-income (may include unemployed individuals) or recipients of public assistance, or individuals who are basic skills deficient.
2	Public Assistance Recipients Economically Disadvantaged Basic Skills Deficient	Individuals (non-covered persons) who are low-income (may include unemployed individuals) or recipients of public assistance or basic skills deficient.
3	Veterans and eligible spouses	Veterans and eligible spouses who <u>are not</u> low-income and <u>are not</u> recipients of public assistance with income <u>under</u> 200% of poverty and <u>are not</u> basic skills deficient.
51%	Service to Group 1+2+3	Minimum Percentage must equal 51%

The Priority of Service is an ongoing process. Participants in Priority Group 1, 2 and 3 will receive priority consideration for an Individual Training Account at any time during a program year.

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 can

enhance the economic development mission of the cities, towns and counties in the Upper Shore area.

Description of how the Local Board will train and equip staff to provide excellent, WIOA-compliant customer service

The USWIB will coordinate with One Stop Partners and the One Stop Operator each year to determine the professional development needs of workforce system staff. The One Stop Operator contract will include responsibility for identifying the professional development needs of American Job Center staff. The USWIB, based on the One stop Operator's recommendation, will determine if local funds are adequate for professional development. If local funds are not sufficient, the USWIB will make a request for Statewide WIOA resources to address the identified professional development needs.

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

Assessment of type and availability of adult and dislocated worker employment and training activities carried out 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 plan that will direct all prospective training candidates to the local American Job Center (AJC), where general information and referral to WIOA 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 One Stop career 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 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.

The term Veterans 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 training 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 with verifiable documentation. Local Veteran staff will then be notified of the customer's status, so that appropriate Veteran case management services can be offered and accepted if the participant desires case

management services or if the participant has significant barriers to employment. This step will be undertaken to assure that a Veteran is aware of all resources available. WIOA training funds in the amount equal to two vouchers are kept in reserve each fiscal cycle for eligible veterans (or spouse of an eligible veteran).

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 activities 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 (SNAP) or Temporary Assistance for Needy Families (TANF) cash transfer grants; or, meets the economically disadvantaged definition using the lower living poverty guidelines for:

- 1) Family Size
- 2) Family Income

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.

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 activities 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 are also discussed: in-demand jobs and careers, local training availability, life-long learning for careers, and helpful websites that assist the customer in obtaining the local and regional salary, qualification information regarding specific job titles and career sustainability.

As the result of completion of the Ready-to-Work job connecting activities, 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 which 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 which 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 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 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.

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

Rapid Response activities will be a coordinated effort that includes the employer, affected workers, USWIB, Maryland Department of Labor, Licensing and Regulation Dislocation Services Unit, Upper Shore One Stop Partners and the One Stop Operator. Rapid Response sessions are often dominated by questions and concerns related to Unemployment Insurance. The Upper Shore One Stop Partners and the Upper Shore One Stop Operator will notify Unemployment Insurance of Rapid Response efforts and request Unemployment Insurance representation at all Rapid Response events, meetings and planning sessions. The coordinated effort will focus on providing information and referral to One Stop Partner services, access to One Stop Partner services and access to the services of other community partners and organizations. The

USWIB will include coordination with Rapid Response activities in the RFP for the One Stop Operator and the One Stop Operator contract and will include coordination with all United States Department of Labor employment and training initiatives including Trade Act and National Emergency Grants. The USWIB believes in and implements holistic, community responses to Rapid Response activities. A community based response brings as many community resources to affected workers and those resources are not limited to American Job Center Partners. Other resources that the USWIB has put in place include access to federally funded community health system, access to mental health services, access to career information from non WIOA entities, access to family violence resources and access to suicide prevention resources.

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 Kent, Queen Anne's, Caroline, Dorchester 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 can 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, either self-service or staff assisted, and to initiate the data collection necessary to enroll customers who request 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 activities 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** data: 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 of the following factors in the MWE registration that define youth target populations:

- A. School dropout
- B. Not attending school the majority of the recent quarter
- C. Enrolled and participating in Adult & Family Literacy high school diploma preparation classes
- D. Exposure to the juvenile or adult justice system in a way that may present a barrier to employment
- E. Determined to be homeless, or self-discloses runaway status
- F. Pregnant or parenting
- G. Self discloses a disability that may present a barrier to employment
- H. Is determined to be low income, based upon the most recent lower living poverty guidelines, or receives benefits from the Supplemental Nutrition Assistance Program or Temporary Assistance for Needy Families cash transfer grants;

- I. An assessment that the customer requires assistance in order to connect to training resources or available employment. (Customer may be “basic skills deficient”, i.e. language learner, functional life skill challenges, low reading/math/computer test scores, etc.)
 - 1) Testing via CASAS will validate basic skills
 - 2) Adult Education partner agreement will assist with validation via the English Language Learner program. This may be included in the One Stop Memoranda of Understanding
 - 3) Core partner referral from Division of Rehabilitation Services may validate functional life skill challenges
 - 4) Verification of training and employment assistance will be validated by case notes regarding the specific assessment that designates the candidate would benefit from training and career assistance.

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.

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 activities 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 are also discussed: in-demand jobs and careers, local training availability, life-long learning for careers, and helpful websites that assist the customer in obtaining the local and regional salary, qualification information regarding specific job titles and career sustainability.

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 which 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 activities 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 which 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.

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 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 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.

5.

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 the Perkins postsecondary partner, Chesapeake College, to assure sequencing of courses from secondary to postsecondary and to ensure that participants achieve both a credential and job placement. The USWIB, through its collocation with and 34 year Fiscal Agent relationship with Chesapeake College enjoys the ability to influence the delivery of education services. The USWIB is instrumental in designing and having the College implement Career Exploration components for Commercial Driving and Allied Health professions. Chesapeake College and the USWIB will coordinate employer engagement around the Eligible Training Provider List trainings taking place at Chesapeake College. The USWIB is working with the College to design an integrated system of career and academic advising for all students.

Description of coordination of workforce development activities with the provision of transportation and other supportive services 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 in regard to workforce transportation issues and solutions. 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 CTAC is the mechanism that provides community input into the publicly funded transportation system in the Upper Shore area. The USWIB received a transportation coordination grant from the Maryland Department of Transportation in 1996 and the coordinated system that exists today, including the brand Maryland Upper Shore Transit (MUST) and the CTAC, is a result of the USWIB efforts. The transportation system is underfunded and tasked with covering 1800 square miles and providing a wide array of transit functions. The USWIB works closely with the MUST system to advocate for transit that is responsive to work and includes the transit providers in workforce initiatives including job fairs, youth services, quarterly partner meetings and employer recruitment activities.

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.

Description of how the Local Board will utilize Adult funding based on priority of service

- **Priority of Service Policy**

Veteran candidates (or eligible spouses of veterans) who meet the eligibility are the first priority of service. An eligible veteran who has completed the procedures that include workshop completion, training scholarship proposal, and the training job interview will receive the first consideration for a training approval, assuming funds are available.

Poverty candidates receiving Temporary Assistance for Needy Families and/or Supplemental Nutrition Assistance Program assistance are a priority of service target group. When an eligible candidate has completed the procedures that include the workshops, training scholarship proposal, and the training job interview, that candidate will be the next proposal considered after an eligible veteran.

The USWIB has chosen to identify ex-offenders as a target group. Ex-offenders will be given the third priority. When an eligible candidate has completed the procedures that include the workshops, training scholarship proposal, and the training job interview, that candidate will be the next proposal considered after a qualified veteran, eligible spouse of a veteran, Temporary Assistance for Needy Families and/or Supplemental Nutrition Assistance Program recipient.

Priority will be given to those proposals that request training for a specific job qualification where there is open recruitment. If the number of training application candidates is larger than the number of available scholarship slots, a selection lottery will ensue, keeping the Priority of Service policy in place so that 51% of the lottery is priority:

- 1) The last four digits of SSN will be listed anonymously and ranked from the largest to the smallest number;
- 2) Each quarter, the ranking will switch from largest/smallest for selection.
- 3) Those not selected in the lottery will be carried over to the next quarterly consideration pool.

Priority	Group	Explanation
1	Veterans and eligible spouses	Veterans and eligible spouses who are low-income (may include unemployed individuals) or recipients of public assistance, or individuals who are basic skills deficient.
2	Public Assistance Recipients Economically Disadvantaged Basic Skills Deficient	Individuals (non-covered persons) who are low-income (may include unemployed individuals) or recipients of public assistance or basic skills deficient.
3	Veterans and eligible spouses	Veterans and eligible spouses who <u>are not</u> low- income and <u>are not</u> recipients of public assistance <u>with income under 200% of poverty and are not basic skills deficient.</u>
51%	Service to Group 1+2+3	Minimum Percentage must equal 51%

The Priority of Service is an ongoing process. Participants in Priority Group 1, 2 and 3 will receive priority consideration for an Individual Training Account at any time during a program year.

Description of how Local Board will utilize Dislocated Worker funding

The Upper Shore process for training activities for Adults and Dislocated Workers is the same. The only difference in the process is the determination of the funding stream that will be used to fund training. This philosophy reflects the provision in WIOA that allows for 100% transfer of funds between adult and dislocated worker services. 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 plan that will direct all prospective training candidates to the local American Job Center, where general information and referral to WIOA 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 One Stop career 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 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 request training services.

The term Veterans 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 (in the MWE), 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 Veteran staff will be notified of the customer's status, so that appropriate Veteran case management services may be offered to and accepted by the Veteran if so desired and if eligible as a Veteran with significant barriers to employment. 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 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 a Dislocated Worker 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
- D. Employed
- E. Unemployed: Receiving Unemployment Insurance
- F. Unemployed: Exhausted Unemployment Insurance
- G. Not in the labor force
- H. Highest Grade Completed
- I. Exposure to the criminal justice system in a way which may present a barrier to employment
- J. Homelessness
- K. Disclosure of a disability which may present a barrier to employment

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.

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 activities 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 are also discussed: in-demand jobs and careers, local training availability, life-long learning for careers, and helpful websites that assist the customer in obtaining the local and regional salary, qualification information regarding specific job titles and career sustainability.

As the result of completion of the Ready-to-Work job connecting activities, 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.

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 which includes asking the participant

to perform research regarding available employment in the local region. Five jobs contacts are required for the requested WIOA scholarship. For other training strategies, documentation regarding in-demand employment opportunities where there is a lack of training available, will address the justification of a decision to use on-the-job (OJT) training or customized training as a 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 any academic assessment required by the Eligible Training Provider for admission.

Career services delivery for the Career Pathways requirement may be addressed by having the customer meet with a college-level advisor to discuss academic and career options that will 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, 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 region.

- Occupational Skills in the form of classroom training will include access to coursework which 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 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.

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 an annualized time period based on 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.

Description of Local Board definition of “unlikely to return to previous industry or occupation”

This determination is made when the dislocated workers are laid off from positions 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. If a worker does not wish to return to the previous industry or occupation, that desire will be considered a justification for retraining.

Unlikely to return to previous industry or occupation:

- Obsolete skill set or
- Labor Market is saturated with similar skill set or
- Retraining will increase likelihood of employment or
- Worker was employed in a declining industry or
- Worker does not wish to return to previous industry or occupation or
- Worker is no longer physically or mentally able to perform the required work

Description of how the Local Board will interpret and document eligibility criteria for “requires additional assistance to complete an educational program or to secure or hold employment” (WIOA Section 129)

The USWIB definition for an eligible In School Youth who requires additional assistance to complete an educational program or to secure and hold employment is a youth so designated by a school system administrator or guidance counselor. The designation of an eligible In School Youth via this criteria will be documented by communication, written or verbal, between the school personnel and the Title I staff.

Description of documentation required to demonstrate a need for training

The need for training is documented by:

- Completion of the Ready to Work components to become an active training candidate;
- Training is available through an Eligible Training Provider or through an Earn and Learn option;
- Customer lacks a necessary credential to obtain desired employment;
- Customer requires a skills upgrading to obtain employment;
- Customer requires a skills upgrade to retain employment;
- Customer requires a skills upgrade to advance on a Career Pathway;
- WIOA funding is supplementing not supplanting other training funds.

Need for Training is documented through participation in Ready to Work, the customer's employment plan and case notes.

Description of how Local Board will provide the fourteen required program elements for WIOA Youth

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

Description of the steps the 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 related to Earn and Learn strategies on a quarterly basis to ensure that the 20% expenditure requirement will be met. The 20% expenditure ratio will be calculated based on the formula:

$$(\text{Allocation} - (10\% \text{ Administration} * \text{Allocation})) * 20\%$$

Local Board plans to achieve 75% youth expenditure on out of school youth participants

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.

The USWIB will verify expenditures on a quarterly basis to document compliance with Section 129 (4) (A) of WIOA that specifies that not less than 75% of funds allocated to a local area shall be used to provide workforce investment services for out of school youth.

List contracted youth service providers

The USWIB has a contractual relationship with entities listed below to deliver some of the required youth workforce investment services.

Element	Contractor
Tutoring	Consultants via Staffing Agency
Occupational Skills Training	Eligible Training Provider List
Guidance and Counseling: Healthcare Occupations Orientation	Chesapeake College
Guidance and Counseling: Commercial Driving Orientation	Chesapeake College
Leadership Development Opportunities	Contractor via procurement
Comprehensive guidance and counseling	Contractor via procurement
Paid Work Experience	Mary Kraft Staffing and HR Solutions: 2 year contract
Supportive Services: Transportation	Delmarva Community Services
Supportive Services: Transportation	Beverly Wheeler Bus Service
Transition to Post-Secondary Education	Towson University, University of Maryland, Morgan State University, Other four year institutions
Supportive Services Training Supplies	A&H Uniforms

Description of Career Services and coordination across partners

The USWIB through the negotiation of Memoranda of Understanding and a 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, and
- Delivery of Career Services effectively and efficiently by minimizing duplication of effort.

When it is determined that basic and individualized career services are appropriate for a customer to obtain or retain employment, these services will utilize the entire American Job Center system. The American Job Center staff will coordinate and integrate services by **functions** rather than specific **programs**, if appropriate, and

strive to improve communication, capacity building, and cross trainings among staff. Service integration will focus on serving all customers seamlessly, including targeted populations, by providing a full range of services staffed by cross-trained teams.

Coordination among staff, 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) as well as Veterans, Reemployment Services and Eligibility Assessment and Reemployment Opportunity (RESEA) and ROW services. American Job Center staff with access to the Maryland Workforce Exchange (MWE) will maintain and monitor the delivery of individualized career services in the system. Although, programs such as Temporary Assistance to Needy Families (TANF), Division of Rehabilitation Services and Adult Education are tracked in an alternate management information system, regular communication across programs and center staff will assist to prevent duplication and provide a quality customer experience.

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, 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 that additional services may be beneficial, the customer will be referred to a WIOA Training Associate for an assessment for additional services. If a customer is unreachable for three months in a row, the customer will be placed in an inactive follow up status, and a final follow up attempt will be made at the twelve month date.

Section 5 Wagner-Peyser Functions

Description of plan and strategies for maximizing coordination of Wagner-Peyser to improve service delivery and avoid duplication

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 Upper Shore Title I staff, the Wagner-Peyser (WP) staff and Departments of Social Services staff have co-operated the five American Job Centers in the region since 2000. This history of coordination will facilitate the continued harmonization of WIOA Career Services and WP Act staff functions through the workforce delivery system. The Memorandum of Understanding between the Local Board and Partners will further promote and describe service delivery functions; avoiding duplication of services among staff.

Further, WIOA Partner and Operator meetings provide and support effective communications that facilitate planning, revisions and enhancement to service delivery. As identified in the Maryland State Plan, WP functions will include labor exchange services and career guidance that are also included as career services under Title I, and activities that assist workers in identifying and obtaining jobs for in-demand industries and occupations.

The State Plan further recognizes staff development opportunities that are focused on developing WP staff capabilities to operate in a number of disciplines, and the flexibility to move between functions, locations, and funding streams in order to provide seamless delivery of services. This will increase potential to further maximize and align seamless services across partner programs, while minimizing potential duplication and supporting quality services to job seekers throughout the workforce area.

In accordance with the US Department of Labor’s current guidance in TEGL 3-15, the primary services provided by WP staff are Basic Career Services, and may include Individualized Career Services. As the aforementioned are advanced, service delivery designs will be of continuous discussion among the WIOA Partners, and adherence to MOUs will be tracked and monitored via the One Stop Operator. Both of these mechanisms will support quality service delivery and avoid unnecessary duplication of services.

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.).

Description of how the Local Board will utilize Wagner-Peyser to provide access to local workforce development service for Unemployment Insurance claimants

The USWIB will use the Memoranda of Understanding and Resource Sharing Agreement to discuss, negotiate and include the role and contribution of Unemployment Insurance and Wagner-Peyser to the Upper Shore One Stop career centers. The USWIB will facilitate the discussion between Wagner-Peyser and Unemployment Insurance to ensure that Wagner-Peyser funded staff are providing “information and assistance regarding filing claims for unemployment compensation, by which the one-stop must provide meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation.”

“Meaningful assistance” is defined as:

- A. Providing assistance on-site using staff who are well-trained in unemployment compensation claims filing and the rights and responsibilities of claimants; or
- B. Providing assistance by phone or via other technology, as long as the assistance is provided by trained and available staff, and within a reasonable time”.

The USWIB expects that Wagner-Peyser and Unemployment Insurance will articulate the Information and Referral protocol that will be used to provide access to all One Stop Partner programs and state-funded workforce programs and projects via the One Stop Memoranda of Understanding and Resource Sharing Agreement.

A priority identified in the MD State Plan is the provision of ongoing information and training to Wagner-Peyser (WP) staff regarding the Unemployment Insurance program. As such, the WP program will lead the efforts for making Unemployment Insurance available throughout the local delivery system. WP staff will also ensure access of unemployed individuals receiving Unemployment Insurance through the Reemployment Services and Eligibility Assessment Program (RESEA). The WP staff also conduct the Reemployment Opportunity Workshop (ROW) for profiled Unemployed Insurance recipients in the workforce area. These programs place a greater emphasis in connecting unemployment insurance claimants to American Job Center system services.

Description of how Local Board will ensure that migrant and seasonal farm workers will be provided employment services

Eligible MSFW customers may access intensive and training services through American Job Center WIOA programs. Staff work collaboratively developing individualized employment strategies and training plans for eligible customers. Career Services may include and are not limited to customized assessments, group counseling, individualized career planning, case management, and short-term pre-vocational services. Training services may include occupational skills training, on-the-job training, skill upgrading and re-training, adult education and literacy activities in combination with other training services. Outreach, occurring mostly through personal contact in places where MSFWs live or work, usually includes packets of printed information. These packets contain varieties of information, usually in both Spanish and English, regarding DLLR's Apprenticeship program, youth services, ESL class, hot jobs, health care resources, unemployment compensation, and listings for contacting all American Job Centers within Maryland. Outreach workers consistently provide information on seasonal or short-term non-agricultural job openings where workers may wish to transition when agricultural work opportunities have concluded. Partnerships with other state and local agencies--most notably, Telamon Corporation, the county Health Departments, and agencies in rural Eastern Shore-- enhance the agency's ability to achieve maximum penetration into the MSFW population by reaching local workers as well as MSFWs.

MSFW services will be included in the Upper Shore American Job Center MOU.

Section 6 Title II- Adult Education and Family Literacy Functions

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) staff in employer and other meetings convened in support of determining employer needs related to Career Services, Training Services or Educational Services and Career Pathways. Employer engagement is the basis for understanding and developing Career Pathways “maps” for Upper Shore WIOA customers. The USWIB is interested in working with the AEFL grantee to assist American Job Center customers to attain academic credentials that support movement along a Career Pathway.

The USWIB will utilize the process and documentation outlined in the Request for Proposals for Consolidated Adult Education and Family Literacy Services to verify the alignment with the Upper Shore Workforce Innovation and Opportunity Act Plan. The USWIB will review the timeline for alignment, coordination of services, roles and responsibilities of key staff in service coordination and WIOA performance discussion.

Description of how the 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 the Title II grantee:

- 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 the 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, and
- Operational deployment of AEFL services in the One Stop system.

The USWIB recognizes that as this plan is written the Title II grantee for the period beginning July 1, 2017 has not been selected. The USWIB will work with the existing Title II grantee, Chesapeake College, to align services and provide a template for the American Job Center MOU. In addition, the USWIB will provide all resources related to the American Job Center MOU to any applicant applying for the AEFL grant for the Upper Shore area.

Title II: Basic skills assessment for all AJC partners

The Title II grantee will be responsible for providing assessment via CASAS for Adult Education participants and has agreed to provide CASAS assessments for participants referred by One Stop Partners. The Title II grantee will provide assessment via CASAS in compliance with the publishers' guidelines, requirements and policies.

- **What:** Aligning basic education skills and English language assessment protocols, tests, methodologies among all Upper Shore One Stop employment and training Partners. The Title II grantee will assess Title II participants using CASAS and will share the assessment with One Stop Partners as participants pursue Title I, III, IV and TANF services.
- **Who:** Aligning the administration of basic education skills and English language assessments among all Upper Shore One Stop Partners. The Title II grantee will assess participants referred by One Stop Partners via CASAS and supply the assessment information to the referring One Stop Partner in accordance with a data sharing agreement.
- **How:** Assurance that assessments are conducted in accordance with applicable guidelines set forth by assessment publisher. The Title II grantee will be responsible for administering and sharing CASAS assessment information in compliance with the publishers' guidelines, requirements and policies.
- **When and How:** Data sharing will include assessment results and customer information contributing to common intake processes and the parameters and protocols for how the data is communicated.
- **Where:** 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. The Title II grantee will provide services in co-location with One Stop Partners and in stand-alone locations. Regardless of the location for Title II services, the Title II grantee will publicize dates, times and locations for assessment, intake and education services in the Upper Shore area.
- The Title II contribution to One Stop Infrastructure is negotiated with the state AEFL designee and with the Upper Shore Title II grantee.

Description of how the Local Board will ensure that Title II WIB representative will coordinate with Title II grant administrators

The President of Chesapeake College represents multiple WIOA requirements as a USWIB member- Post Secondary Education, Carl T Perkins Vocational and Technical Education and Adult Education and Family Literacy. In the event that Chesapeake College is not the Adult Education grantee for the Upper Shore area, a representative of the AEFL entity will be added to the Local Board.

The Chesapeake College Director of Adult Education and Family Literacy is encouraged to attend USWIB meetings which are held at Chesapeake College. The collocation of the USWIB Executive Director, the Title I administrative staff and the Title II administrative staff in the Chesapeake College Economic Development Center is a unique arrangement

that leads to enhanced communication and collaboration that is a best practice in Maryland.

The USWIB President will verify that the Chesapeake College Director of Adult Education and Family Literacy receives the USWIB meeting packet to stay abreast of USWIB activities, and will allow the Director to have agenda time by request.

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 grantee(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 negotiation. 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. The USWIB is committed to a robust relationship between Title II and the American Job Centers as a mechanism to provide holistic education and training services, and to provide an on ramp to Career Pathways for Upper Shore customers.

Section 7: Vocational Rehabilitation Functions

Description of replicated cooperative agreements

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 and adults 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 American Job Center 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.

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 8 – Temporary Assistance for Needy Families Functions

Description of the Local Board’s implementation timeline and planning activities for TANF

The USWIB is committed to building upon its relationship with the Upper Shore Departments of Social Services. The Caroline, Dorchester and Queen Anne’s County Departments of Social Services host the One Stop efforts that were implemented under the Workforce Investment Act of 1998. The Upper Shore One Stop Operating Consortium, established by the USWIB under the Workforce Investment Act, included the five Departments of Social Services, the Maryland Department of Labor, Licensing and Regulation and the USWIB as the one stop operator consortium. The consortium has discussed WIOA One Stop implementation at every consortium meeting beginning in the fall of 2014.

The USWIB will pursue full involvement of all local Departments of Social Services with a start date of July 1, 2017. The USWIB will engage in good faith negotiations to include the Departments of Social Services in the One Stop Memoranda of Understanding and Resource Sharing Agreement. The negotiations will align the Departments of Social Services efforts with the efforts of the One Stop Partners in the funding of and delivery of Career Services and Training Services for Temporary Assistance for Needy Families job seeker customers.

The Secretary of Human Resources has designated the Upper Shore as a year two phase-in for WIOA integration. Year two phase-in is the time period January 1, 2018 – December 31, 2018. Because three Upper Shore One Stop satellite locations are “hosted” by Departments of Social Services, the USWIB will fully engage all Upper Shore Departments of Social Services in WIOA implementation and negotiation with a recognition that full integration of Upper Shore TANF is in Phase 2 of implementation. The USWIB will work with Phase 1 workforce areas to identify and implement best practices for TANF integration.

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

Description of implementation and coordination to enhance provision of services to individuals receiving TANF

The 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. As a Phase 2 implementation area, the USWIB will use these sections of the WIOA regulations to negotiate the role of TANF for the period beginning July 1, 2017. As TANF fully engages, beginning January 1, 2018 through December 31, 2018, the TANF role will be expanded to include other areas of integration.

Section 678.430:

“WIOA requires One-stop partners to deliver career services applicable to their specific program. This proposed 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 proposed § 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.”

Section 680.620:

“The local TANF program is a required partner in the one-stop delivery system. The Notice of Proposed Rule Making (NPRM) 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 NPRM § 680.230(a). WIOA participants who are also determined TANF eligible may be referred to the TANF operator for assistance.”

Section 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 for TANF customers. The TANF customers are a priority of service and supplementing rather than supplanting funding is a fiscal requirement for the USWIB.

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 One Stop 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 One Stop system. Operations topics will include: efforts to enhance the provision of services to individuals receiving TANF, 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, information about and intake for TANF in the One Stop locations, information about and intake for supportive services in the One Stop locations and the use of TANF training funds in support of TANF recipients.

In discussions with the Upper Shore Departments of Social Services related to the American Job Center Memorandum of Understanding and Resource Sharing Agreement, the co-location of Title I, Title III and TANF has led to an optimism that shared resources and expertise will enhance the Work Participation Rate and other TANF work related outcomes. For example, TANF customers may be used as interns in the American Job Centers, which is a countable activity. In addition, the co-location of staff and sharing of resources will enhance the job search, job getting and job retention skills of TANF customers. A discussion of TANF outcomes will be added to the Partner meetings facilitated by the One Stop Operator.

Description of the LDSS representation on the Local Board to ensure that TANF expectations, roles, and responsibilities are addressed in the Local Area

A Department of Social Services Director has served on the USWIB for 30+ years. The Social Services representative is nominated by the five Directors and the nomination is forwarded to the County Council or Commission where the Director is employed. The Social Services USWIB member is tasked with providing a voice for and information to the Upper Shore Departments of Social Services.

Section 9- Jobs for Veterans State Grants Functions

Description of priority of service to veterans and eligible spouses

Please note the Upper Shore Plan, Section 9 is written and adhered to in accordance with Maryland's WIOA State Plan Section 9 established by Title 38, Chapters 41 & 42 United States Code; Veteran Program Letters (VPLs) 03-14 & 07-10)

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

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

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

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:

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

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.

Third, to veterans and eligible spouses who are not included in WIOA's priority groups.

Last, to non-covered persons outside the groups given priority under WIOA.

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

Customer Service Flow for Veterans:

- AJC staff provides core services and initial assessments to veterans.
- The receptionist or other American Job (AJC) staff who work at the front desks are trained to determine whether any customers are veterans. Information can also be gathered on veteran status when the AJC front desk has customers complete their county's "Customer Activity Sheet". Customers who self-attest to veteran status shall receive priority of service from this point forward.
- AJC staff conduct the initial Personalized Needs Assessment with all new customers (including veterans). If a customer self-attests to veteran status, AJC staff complete DLLR's SBE Checklist to determine whether the veteran qualifies as having one or more Significant Barrier to Employment (SBE).

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

- If the customer qualifies as SBE, and requires intensive services to overcome a barrier to employment, AJC staff assists in setting up an appointment for him/her to meet with Disabled Veteran Outreach Program (DVOP) Specialist.
- 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.

- Customer will immediately undergo eligibility determination, and must be registered or enrolled in a program; or,
- 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.

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

Veterans and Spouses as Dislocated Workers

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

1. Has been terminated or laid off, or received a notice of termination or layoff from employment;
2. Is eligible for, or has exhausted, unemployment insurance (UI) benefits;

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

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

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

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

JVSG Funds Are Provided to Fund Two Staff Positions:

Disabled Veterans' Outreach Program (DVOP) Specialists -- Under 38 U.S.C. 4103A(a), a DVOP specialist provides intensive services 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.

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 10: Fiscal, Performance and Other Functions

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.

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 only funding that is being utilized in the American Job Centers is Federal funding, there is no state, local or private funding in place.

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, closing satellite locations and soliciting funds from state, local or private sources.

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. The Chesapeake College procurement system and procedures conform to the standards in DOL regulations set forth in 29 CFR Part 95, Part 97 and 2 CFR 200.

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"> 1. Requisitioner completes requisition form on-line. Budget is checked for available funds. 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. 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. 	<ol style="list-style-type: none"> 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. 2. On line requisition is reviewed/ approved by cost center manager and Purchasing. 3. Purchasing verifies required quote information is recorded in the "Comments" section of the on line requisition. 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. 	<ol style="list-style-type: none"> 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. 2. Requisitioner completes on-line requisition form for the selected quote. Budget is checked for available funds. 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. 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. 	<ol style="list-style-type: none"> 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. 2. Advertisement of bid is placed with local newspaper, E-Maryland Marketplace and placed on college procurement website page. 3. Bid packets mailed to prospective bidder and pre-bid meeting held. 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. 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.

Table 1

Description of local levels of performance negotiated with the Governor and CLEO

The USWIB, on behalf of the Upper Shore County Councils and Commissions, will negotiate WIOA Title I and WIOA Title III performance. The USWIB will use the United States Department of Labor WIOA performance regression model with local data as the basis for negotiation.

Title I and Title III Negotiated Performance September 30, 2016

Performance Goals for PY 2016 and 2017

Program	PY 16 and PY 17 Performance Goal
WIOA Adult	
Employment Rate 2nd Quarter After Exit	72%
Employment Rate 4 th Quarter After Exit	70%
Median Earnings 2 nd Quarter after Exit	\$5,000
Credential Attainment Within 4 Quarters After Exit	57%
WIOA Dislocated Worker	
Employment Rate 2nd Quarter After Exit	80%
Employment Rate 4 th Quarter After Exit	75%
Median Earnings 2 nd Quarter After Exit	\$6,500
Credential Attainment Within 4 Quarters After Exit	55%
WIOA Youth	
Employment Rate 2 nd Quarter After Exit	62%
Employment Rate 4 th Quarter After Exit	60%
Credential Attainment Within 4 Quarters After Exit	60%
Wagner-Peyser Activities	
Employment Rate 2 nd Quarter After Exit	55%
Employment Rate 4 th Quarter After Exit	55%
Median Earnings 2 nd Quarter After Exit	\$4,300

Description of Local Board – high performing Board and review and evaluation of AJC and One Stop Operator

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 NAWB membership will be maintained throughout the duration of this plan.

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

The USWIB, through its NAWB membership, will take advantage of 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.

The National Governor's Association provided the information below to the Maryland Governor's Workforce Development Board December 9, 2015. The information has been modified to reflect local area rather than statewide efforts:

Setting and Communicating the Vision for Workforce Development Structural Elements

- Board empowered with a clear vision for workforce development aligned with the local economic development strategies.
- Board members are oriented to serve as ambassadors for the system, communicating that vision, "up, down and across."
- Board establishes specific goals and priorities to drive that vision.

Setting and Communicating the Vision for Workforce Development Operational Elements

- Board aligns meeting agendas and inter-meeting communications with the vision and priorities.
- Board members have the tools they need to communicate that vision to stakeholders.
- Board engages with Elected Officials and industry to identify and communicate priority actions to realize vision.

Supporting the Development of High-Quality Partnership with Industry Structural Elements

- Board charged with responsibility to develop and govern a sector strategy for workforce development
- Identified a strategic backbone for supporting and expanding industry-workforce partnerships
- Membership reflects decision-making capacity from strategic industries and all components of the state talent pipeline.

Supporting the Development of High Quality Partnerships with Industry Operational Elements

- Identifies strategic sectors and catalyzes regional and local partnerships with industry to meet talent needs.
- Helps define/identify, assess progress and build the capacity of high-quality regional and local industry partnerships.
- Seeks feedback from board members and the system on the responsiveness to industry and job-seeker needs

Aligning Workforce System Partners to Achieve Results Structural Elements

- Identification of relevant, cross-system indicators aligned with vision and a connection to data sources.
- A clear plan for aligning systems across programs to the vision.
- Uses time-limited task forces with specific deliverables to deliver progress on priority issues.

Aligning Workforce System Partners to Achieve Results Operational Elements

- Grounds meetings in data-driven discussions and regular reporting on high level, cross-system indicators aligned with vision.
- Helps guide system coordination and the roles and responsibilities across partners, as well as identifies and disseminates best practices in service delivery.
- Supports staff development and works with system partners to build board's capacity to deliver.

The USWIB will work to implement the structural elements of becoming a high performing board in year 1, July 1, 2017 – June 30, 2018. The USWIB will work to implement the operational elements of becoming a high performing board in year 2, July 1, 2018 – June 30, 2019.

Description of Local ITA policy:

Customers seeking training funds will be subject to choosing training courses approved by the state's Eligible Training Provider List. In some instances, participants may be better served by Eligible Training providers in another state. 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

Description of Training in accordance with 134 (c) (3) (G)

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 be tied to in-demand industries and sectors, and will be subject to the Priority of Service policy for Adults. The USWIB will work to identify the strategies that will be used in the Upper Shore, create implementation policies. Training strategies under Section 134 (c) (3) (G) will be evaluated and implemented beginning in year 1, July 1, 2017 – June 30, 2018.

Description of public comment process on plan

The USWIB will use its website, social media, the local newspaper and a public meeting to notify the public that the Local Plan is available for comment. The public will be given 30 days to provide written comment on the plan, and any comments that show disagreement with the plan will be included with the plan submission to the Governor.

Date	Action	Outcome
June 1 – July 1, 2016	Plan shared with USWIB Members including business and labor for comments and edits	23 Comments received and incorporated
July 8, 2016	Plan shared with stakeholders and WIAO partners (not on USWIB) via Email	4 Comments received and incorporated
July 8, 2016	Plan shared with Chambers of Commerce and Economic Development entities via email	No Comments received
July 8, 2016	Plan shared with Maryland Workforce Association via email	3 requests to use sections of plan received
July 8, 2016	Plan shared with State level stakeholders via email	No comments received

July 8, 2016	Plan shared with USWIB via email	3 comments received
July 11, 2016	Public comment period opened	
July 11, 2016	Plan shared on www.uswib.org	
July 11, 2016	Plan availability shared via Facebook	
July 11, 2016	Plan Availability shared via constant contact email	
July 10, 2016	Legal ad announcing plan and public meeting in local newspapers	
July 20, 2016	Public meeting	1 comment received
July 26, 2016	USWIB meeting plan review and concurrence	One hour discussion of plan by USWIB members
August 11, 2016	Public comment period closed	No negative comments received
August 19, 2016	Plan submitted to Counties for concurrence	

Description of how AJC is utilizing MWE

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. The ultimate goal of the USWIB is to have MWE function as the common intake, information and referral and service documentation system for the American Job Center system. Title I and Title III are committed to this use of MWE. Title II, Title IV and TANF and other stakeholders will be offered access to MWE, technical assistance on the functionality of MWE and ongoing technical assistance in the use of MWE.

Description of oversight and monitoring of WIOA activities

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, through its fiscal agent, Chesapeake College will perform desk audits of contracts. If a desk audit indicates that additional auditing should take place, an onsite audit will be undertaken. In the event that Chesapeake College is a USWIB contractor, the USWIB Executive Director will perform a desk audit or will make arrangements for a desk audit of Chesapeake College's contract.

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 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.

Description of policy to handle PII

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."

Specific guidance related to the protection of Personally Identifiable Information for WIOA grants is provided by Training and Employment Guidance Letter (TEGL) 39-11. 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.

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 doesn't 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.

- Complaints alleging illegal discrimination on the grounds of race, color, religion, sex, national origin, age, disability, political affiliation or belief will be facilitated by the

Executive Director of the USWIB. The written complaint will be investigated by the EO Officer of the agency or entity that is the employer of record for the alleged discriminator.

- Complaints and grievances not alleging illegal forms of discrimination including labor standards violations will be facilitated by the Executive Director of the USWIB. The written complaint will be investigated by the EO Officer of the agency or entity that is the employer of record for the alleged discriminator.

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.

Description of Local Board's policy to provide reasonable accommodation

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.

Chesapeake College is committed to a policy of equal opportunity for all persons so that no person, on the basis of race, color, religion, creed, age, national origin, ancestry, sex/gender, gender identity, marital status, genetic information, disability, pregnancy, military status, sexual orientation, or any other class protected by law, shall be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity of this college. Under this policy, this college will not discriminate against any person on the grounds of race, color, religion, creed, age, national origin, ancestry, sex/gender, gender identity, marital status, genetic information, disability, pregnancy, military status, sexual orientation, or any other class protected by law, in its admission policies and practices of the college relating to the treatment of students or other people in employment, the providing of services, financial aid, and other benefits and including the use of any building, structure, room, materials, equipment, facilities, or any other property.

Chesapeake College, as a recipient of federal financial assistance, is required by Title IX of the Education Amendments of 1972, as amended, not to discriminate on the basis of sex in the educational programs or activities that it operates. Chesapeake College is also covered by and complies with Title VI and Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin, the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1975, both of which prohibit discrimination on the basis of disability. The college is also covered by federal and state laws prohibiting discrimination in employment. The Director of Human Resources serves as the college's

Equal Opportunity Officer, and is the designated compliance officer under Title VI, Title VII, Title IX, Section 504 and ADA Title II.

Any person who believes he/she has been subjected to any form of prohibited discrimination, including violations of any of these laws, may file a complaint of discrimination with the Director of Human Resources. Copies of the complaint procedure will be provided on request. All complaints will be investigated by the college, and if a violation is found, prompt corrective action will be taken.

Persons dissatisfied with the results may appeal to the college President.

To ensure the implementation of this policy, Chesapeake College's Board of Trustees, administration, faculty, and staff have approved the following positive action procedures and goals:

- A. The college does and will continue to seek women and members of minority groups for all job openings. Job announcements will contain the college's Affirmative Action Statement. Job openings will be fully publicized in various types of media.
- B. The college does and will continue to ensure that job qualifications are stated in such a manner that there are no barriers to full opportunity to application.
- C. The college does and will continue to provide equal promotional opportunities for women and members of minority groups.
- D. The college does and will continue to maintain the same salary scales for job levels for all employees.
- E. The college does and will continue to provide equal employee benefits and conditions of employment for all employees.
- F. The college does and will continue to recruit actively and to admit students to all curriculums regardless of race, color, religion, creed, age, national origin, ancestry, sex/gender, gender identity, marital status, genetic information, disability, pregnancy, military status, sexual orientation, or any other class protected by law.
- G. All requests for medical, pregnancy, childbirth, and parental leaves of absences will be processed in accordance and comply with the Federal Family Medical Leave Act.
- H. The college does and will continue to encourage the development of academic studies in areas that emphasize the role and status of women and minority groups.
- I. The college does and will continue to provide opportunities for upgrading faculty and staff with equal consideration for women and minority groups.
- J. The college does and will continue to make determined efforts to include women and minority groups in the membership of campus committees and task forces.

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.

Staff Training: ADA

The USWIB will identify resources to provide training for Title I staff in ADA compliance. The USWIB will identify resources for the training staff that may include the Mid Atlantic ADA Center, DORS and consultants. The USWIB will identify training resources in year 1, July 1, 2017 – June 30, 2018, and implement training.

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

Consultation with DORS has resulted in a coordinated referral process to facilitate the delivery of services to individuals with disabilities, including visually and hearing impaired. DORS will provide the USWIB with technical assistance to assure that services are accessible to individuals with disabilities. American Job Center staff will ensure that communications with individuals with disabilities, including individuals with visual or hearing impairments, are equivalent with those provided non-impaired customers. Staff will provide appropriate accommodations, equipment or interpreters as needed by individuals with disabilities, and as deemed appropriate and reasonable.

Description of steps to meet language needs of LEP

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	Total 5+ Years of age	Speak Spanish or Creole	Percent of Population
Caroline	30650	1318	4%
Dorchester	30590	1054	3%
Kent	19078	560	3%
Queen Anne's	45799	1447	3%
Talbot	36132	1702	5%
Total	162249	6081	4%

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 One Stop Partners to assist in integrating LEP customers.

The USWIB will ensure reasonable steps are taken to provide access to all programs and activities and assure that limited English speaking persons can effectively participate in and interact with programs and activities. Services for limited English speaking persons will include: resource information designed for those with limited English skills and referral to Adult Education providers of English for Speakers of Other Languages (ESOL) classes. The Chesapeake Multicultural Resource Center is a resource that the USWIB will explore for technical assistance related to LEP services.

Description of 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"> 1. Requisitioner completes requisition form on-line. Budget is checked for available funds. 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. 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. 	<ol style="list-style-type: none"> 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. 2. On line requisition is reviewed/ approved by cost center manager and Purchasing. 3. Purchasing verifies required quote information is recorded in the "Comments" section of the on line requisition. 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. 	<ol style="list-style-type: none"> 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. 2. Requisitioner completes on-line requisition form for the selected quote. Budget is checked for available funds. 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. 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. 	<ol style="list-style-type: none"> 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. 2. Advertisement of bid is placed with local newspaper, E-Maryland Marketplace and placed on college procurement website page. 3. Bid packets mailed to prospective bidder and pre-bid meeting held. 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. 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.

Table 1

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

Beginning July 1, 2017 the USWIB framework for evaluating risks before a vendor receives funding will include the determination of:

1. Vendor Financial Stability
2. Quality of Vendor Management System
3. History of Vendor Performance
4. Vendor Audit Reports
5. Vendor's Ability to Effectively Implement Program

Description of property management

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.

Description of Conflict of Interest policy/procedures

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 by reason 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 chairman 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.

Description of 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.

Key staff 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.

Financial System Description

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.

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.

Description of cash management system

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.

Description of 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.

WIOA debt collection procedure

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.

Plan Signatures

Name of Area: Upper Shore

_____ Chief Local Elected Official Signature	_____ Name	_____ Date
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_____ USWIB Director Signature	_____ Name	_____ Date
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_____ USWIB Board President Signature	_____ Name	_____ Date
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Steps: How to get a WIOA Title I Training Scholarship

Below is a summary of the steps needed to apply for an occupational skills scholarship from WIOA Title I. The staff will go over these steps with you so you'll know what to expect throughout process.

- Register with the Maryland Workforce Exchange: www.mwejobs.maryland.gov
- Complete the "Work Interest Analyzer" (O*NET) located on the MWE website and print out the results. Select: Services for Individuals, Career Services, Career Explorer, Match Your Interests and Your Work Values, then choose Your Work Interests: this will allow you to explore the type of work activities that you like and view occupations that will satisfy your interests. The process of determining your interest profile usually takes 15 minutes.
- Placement tests are required for admission for all training vendors. The testing center at Chesapeake College (Wye Mills or Cambridge) is free – ask to print out the results. The results of these tests will help us ensure you are placed in a course where you can be successful. Bring the test results with you for your intake appointment.
- Apply for a PELL grant for any **credit classes** – www.fafsa.gov – This is a requirement before training scholarships can be approved. Please bring the verification letter to your intake appointment.
- Participate in the Ready-To-Work job connecting workshops – WIOA staff will facilitate getting available workshop dates to you. The workshop is free, and required for training scholarship consideration: ask for the Dependable Strengths workshop. Other job connecting workshops are available at the One-Stop Career centers for job application, resume, and for interviewing skills.
- Eligibility review for WIOA training scholarship funds: resource staff will give you a list of the elements needed for your eligibility review.
- The WIOA training scholarship requires a written proposal from you which includes: five (5) available job listings for employment in the training field for which you are seeking training. The training scholarship proposal will also need to include your idea for why this training is a good match for you based upon your work experience, skill set and the qualifications needed for the job you desire. The WIOA staff will explain the proposal template and guide you through this requirement.
- A practice interview is the next requirement. When you meet with WIOA staff, you will need to bring a prepared resume, cover letter and a completed job application. WIOA staff will coach you through the interview to practice answering questions and to prepare you for your job interview in the career field you have chosen. This is also when you will bring your WIOA scholarship proposal, O*NET results and the 5 printed job listings.

- ❑ Complete your intake and authorization for training with WIOA staff. We will contact you to schedule this appointment for you. It is at this time that you will also complete the WIOA application and the Department of Labor required complaint/grievance statement.

PLEASE NOTE: We will continue to stay in touch with you for one year to hear about your success with employment!

To complete the WIOA eligibility screening with resource staff. You will need a copy of the following documents:

Youth	Driver's License Birth Certificate Social Security Card Selective Service Verification https://www.sss.gov (males only born after 1959) AND one of the following: Verification of dropout from school system Verification of attending Adult Ed Classes (GED Prep) Verification of Ex-offender through Juvenile or Adult Justice System Homeless or run away (applicant statement) Birth Certificates of all children Documentation of disability – IEP Income verification, i.e. pay stubs (last 6 months) Public assistance verification College Placement Test results ONET results Scholarship proposal which includes five job listings DD214 (if applicable)
Adult	Driver's License Birth Certificate Social Security Card Selective Service Verification https://www.sss.gov (males only born after 1959) Income verification, i.e. pay stubs (last 6 months) Public assistance verification College Placement Test results ONET results Scholarship proposal which includes five job listings DD214 (if applicable)
Dislocated Worker	Driver's License Birth Certificate Social Security Card Selective Service Verification https://www.sss.gov (males only born after 1959) Lay-off letter Unemployment eligibility letter College Placement Test results

	ONET results Scholarship proposal which includes five job listings DD214 (if applicable)
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More resources: www.uswib.org website has a link called **Ready-To-Work**. Click on the words to get available templates for cover letters & a functional resume; a sample application; sample interview questions that employers may ask, and sample interview questions you may want to ask.



Authorization for Individual Training Account

Rev. 3/2017

UPPER SHORE WORKFORCE INVESTMENT OFFICE (USWIA)

Chesapeake College's Workforce Innovation & Opportunities (WIOA) Division P. O. Box 8, Wye Mills, MD 21679

Phone (410) 822-1716 Fax (410) 827-5874

→ **Service Provider** _____ Phone _____

Service providers must provide reasonable accommodation, and have a policy in place for review. Under this contract, it is *expected that the completion status and the outcomes of this student's training will be communicated to this office in a timely manner. Payment will be made upon receipt of an invoice. **Invoices for training must be presented within 90 days.***

A training account is hereby authorized for the following participant under the Workforce Innovation and Opportunities Act. Funds to provide training will be made available for tuition and other training costs not to exceed the amount specified, during the timeframe as the dates specify below.

→ **Employment Goal** _____ Course _____
Curriculum _____

Estimated Start date _____ Est. end date _____
Hours/Week _____

Approved: tuition \$ _____ Internship \$ _____ books, fees, uniforms (as needed) _____

→ **Participant Information**

Name _____ SSN# XXX-XX-____ Phone _____

Address _____ Town &
Zip _____

Email Address _____ Alternative Phone or
cell _____

1. At this date, **I am** _____ receiving unemployment insurance **UI Waiver**
2. At this date, **I am not** _____ receiving unemployment and I am eligible for a **Stipend** support services stipend, which becomes a part of my employment plan.
3. **I agree** _____ to apply for federal **PELL Grant** monies for PELL qualified training, **PELL** AND that if I am awarded, I will complete all required documents to receive the award.
4. I must present my training plan to other organizations, as eligible, to determine if supplemental funds are available to support my tuition: **DORS** _____ **Adult Ed** _____ **DSS** _____ **Veteran** _____

The training information above represents a strategy jointly developed by me and my career and advising counselor.

- I understand that I must achieve a satisfactory grade of C or above and maintain a 2.0 average.
- I agree to communicate my grades, and my completion status.
- If I have a change of address, phone number or email address, I will contact the WIOA offices.
- If I am unable to complete this program, I agree to contact my career and advising counselor immediately.

*With my signature, I verify that I understand the terms of this **Individual Employment Development Plan (IEDP)**:*

_____ Date _____

Contact agreement

**Signature of
Participant**

Dis Worker? Employer _____

**Incumbent Worker?
Employer** _____

Counselor Authorization: *I have advised this participant with regard to the course of action agreed-upon by this Individual Employment Development Plan (IEDP), and as noted in MWE.*

Authorized by WIA Career & Advising Staff

Date

Acct#



MIS Copy
Student Expenses
Acct#