

Interviews & Questions

- 24 interviews on a set of questions including:
- “...big issues in preparing workforce for jobs to keep state competitive?”
- “...role for adult education in meeting changing needs of the economy?”
- “...major challenges/opportunities for correctional education and re-entry?”
- “....sense of the size of the challenge ahead?”

Interviews & Questions ₂

- “...opportunities for Maryland employers and employees?”
- “...areas of expertise needed?”
- “...leverage points between agencies to build on current strengths?”
- “...most exciting...most concerning?”
- “...what should the state’s adult learning footprint look like in 5 years - 2013?”

Overarching Themes

- Spotlight on Workforce and Adult Education/Corrections Education
 - Chance to raise profile
- Opportunity to articulate views
 - Chance to shape the future

Integration

- **Align systems/criterion/outcomes**
 - More flexibility and responsiveness
 - Yet one size can't fit all
 - Customized for needs of the worker and the employer
- **Better linkage to workforce opportunities and needs**
 - No silos - often expressed as the “holistic approach”



Data-driven decisions

- Customer assessments of needs, capacity and interest matched with job prospects
 - Jobs available when inmate gets out?
 - Job prospects for those in training?
 - Good jobs as incentive for taking the GED
- Funding
- Accountability/Outcomes/Program Improvement
- Cross-departmental Transparency

Partners

- Greater advocacy punch
 - Walking the walk by all
- Looking for relationship builders
 - Check egos at the door
- Local flexibility/buy-in
- Non-profits, unions, trade associations as full partners
- Tap deep knowledge and talent of partners
- Many agencies have stake
 - Public safety, transportation, health, etc
- Clarity on community college role
 - More articulation agreements
- Leadership needs to drive to success

Challenges

- Many low-literacy customers
 - Concern they will be left by the wayside
- Diverse customers
 - Corrections
 - ESL/ELL demand exploding
 - Special education – learning disabilities
 - HS dropout – 16-to-24 year olds
 - College dropout – 36 year-old upgrading skills
 - Retraining – for 46-year-old laid-off worker
 - ...and many in-between
- Need for “soft skills” and “middle-skills”

Resources

- Shortage of professional adult educators
 - Need for professional development
 - “Graying” of adult education teachers/administrators
- Additional access
 - Year-around and off-hours programs
- Facilities
 - Better use of schools and connections to top-quality community facilities
- In prison, space and teachers are limited

Employers

- Expect better cadre of workers
 - Able to fill worker shortages
- Employer as partner/advocate
 - Workplace learning
 - Apprenticeship programs
 - Time/cost sharing for training
- More clarity on employers' needs
- Alter employer mindset on inmates

Concerns

- Resources/budget
- People not open to change
- Inadequate knowledge of what has been done – and needs to be done
- Devaluing educational standards
- Customers with low skills will be lost
 - Will the unemployable be served?
- Sheer size of the challenge – can't miss the opportunity

Excitement

- Higher expectations on outcomes
 - “We can make good policy here.”
- Transparency – open to new ideas
- Connections to community/employers
 - Linking education to jobs
- Greater advocacy; prospect for funds
- Fresh start – new models, more flexibility and creativity
 - Chance to work together – rethink assumptions and create a “laser-sharp” mission

2013 Footprint

- “Every person in the state not in a career would be able to select from a menu of choices to fulfill individual needs.”
- “Realization by the state that there is a big population to serve.”
- “The number of challenged adults decreases by 40 percent.”
- “The ability to use state funding for outcomes the Feds don’t encourage.”
- “Using screening and evaluative process for best type of training ... and avoiding turf wars.”
- “Establish data systems and benchmarks.”
- “Results matter: don’t care who does it...private/non-profit/government.”

2013 Footprint ₂

- “A business model that is sustainable and evidence-based.”
- “Series of pathways to a job with multiple on and off ramps.”
- “Keeping eye on the ball – the customers - by setting aside egos and personalities”
- “A person should be paroled one day and step into a new job the next day.”
- “Business and industry articulating training needs in the workforce system.”

2013 Footprint ₃

- “Touch points for the underserved are developed....a lot of people don’t know how to read.”
- “Have more people believe that there is a reason and incentive to get a diploma...there are jobs out there for you.”
- “A great vision: seamless delivery of education/skills/jobs.”
- “Should be built on where it is now – serving diverse populations with excellent results.”
- “A hope that adult education/workforce would be on everybody’s plate at the cabinet level.”
- “More classes, more people, more skills.”