

2024-2028
BALTIMORE CITY
LOCAL WORKFORCE PLAN

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MAYOR'S OFFICE OF EMPLOYMENT DEVELOPMENT

Baltimore Workforce Development Board

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Executive Summary

Provide a short (e.g. 3 – 6 pages) Executive Summary that summarizes the following:

- Your Board's leadership, vision/mission, service region(s) covered, and activity/stakeholder engagement undertaken to develop this Plan
- Vision, topline challenges, and solutions that touch on priority industries and populations, and key strategies for program and service delivery in your local area
- Opportunities to align your area's strategy with the Four Core Strategic Pillars outlined in Maryland's 2024-2028 State Workforce Development Plan (WIOA Combined Plan) (see pages 8-10 in this template for pillars)

Board Background and Leadership

The Baltimore Workforce Development Board (BWDB), established by the 2014 Federal Workforce Innovation and Opportunity Act (WIOA), oversees workforce development in Baltimore City. As mandated, 51% of our volunteer members represent the private sector/businesses, with the remainder including representation from labor, workforce development providers, education, and philanthropy. BWDB's mission is to collaborate with key stakeholders to build a workforce development system that drives and supports the local economy.

The BWDB is appointed by the Mayor and supported by staff from the Mayor's Office of Employment Development (MOED). MOED is Baltimore City's workforce development agency, responsible for management and oversight of federal, state, and city funds allocated for workforce development and for designing and implementing strategies that improve outcomes for job seekers and employers. MOED's mission is to deliver economic justice to Baltimore residents by creating a workforce system that responds to all residents' needs and provides viable economic opportunities to all residents.

WIOA empowers local workforce boards to develop a four-year plan that describes the strategies, programs, and activities to implement the law and help residents go to work. In developing the 2024-2028 plan, we asked ourselves what role BWDB can and should play at this unique moment. To answer that question, we engaged in a strategic planning process to address those challenges while also seizing the opportunities of this unique moment: passage of the transformational Blueprint for Maryland's Future, fresh leadership at Greater Baltimore Committee, federal resources for infrastructure and workforce development, and a supportive Mayor.

At minimum, BWDB is required by federal law to oversee the delivery of WIOA programs and services and ensure the workforce system operates effectively and in compliance with federal law. But we don't aspire to the bare minimum. We don't strive just for the baseline. We go beyond.

Vision for the Local Area

We envision a region where all Baltimore City residents have unhindered access to quality opportunities, livable wages, and economic mobility, and all employers value and have access to a robust, skilled, and talented workforce. Under the newly adopted Thriving Together framework, we will align the actions of all workforce development system stakeholders to achieve an economy that works for all.

Key goals under this framework include increasing employment in quality jobs, improving workforce skills and supports, and meeting employer needs by tailoring workforce development programs to industry requirements to address evolving job demands. We will partner with training organizations and employers to design and implement career pathways that meet labor market demands and collaborate with MOED and other partners to ensure a coordinated approach to training, job placement, and support services.

We will achieve this work by expanding programs designed to address barriers to employment, from transportation access to substance use disorder, as well as youth-focused initiatives to ensure that we are preparing the city's future workforce. We will also advocate for participants to be co-enrolled in core programs to ensure effective wrap-around services and support seamless career advancement. These strategies ensure that all workforce participants can progress through structured pathways toward long-term success.

Commitment to Aligning with the Four Core Strategic Pillars

BWDB and MOED will work to ensure that workforce development programs are aligned with Maryland's Four Core Strategic Pillars as well as the goals outlined under the Thriving Together framework. Through these programs, we will address systemic barriers and create pathways to quality jobs and economic mobility.

Pillar 1: Supercharge Key Sectors

Our goal under this pillar is to accelerate the growth and development of key industries by aligning workforce training and education with the evolving needs of priority sectors, fostering strong industry partnerships, and positioning MOED as a leader in workforce innovation. These efforts will build on successful past programs, such as the Highway/Capital Transit Careers Training (HCCT) initiative and the Maryland Works for Wind grant, which provide specialized training and certifications in high-demand infrastructure fields, aligning workforce development with Maryland's economic priorities. These programs not only meet industry demand but also offer participants access to quality, family-sustaining careers.

Historic investment in the City of Baltimore, including recent federal designations as a workforce hub for both transportation and technology, highlights the need to identify emerging skill needs and develop the local workforce to align with new opportunities in their area. The city and surrounding region will be the site of many infrastructure projects funded by the Inflation Reduction Act and the Bipartisan Infrastructure Law, including improvements to Mondawmin Transit Station and the construction of the Frederick Douglass Tunnel. In addition, the city received national disaster recovery funding to support workers dislocated by the collapse of the Francis Scott Key Bridge in March 2024 and to aid in rebuilding efforts. These resources will allow MOED to unite local job training providers, building trades unions, educational institutions, and other stakeholders to build lasting pipelines that will connect Baltimore residents to long-term careers as well as immediate opportunities.

We will pursue additional sector-based training initiatives, focusing on high-growth and high-demand industries (such as healthcare, information technology, advanced manufacturing, and logistics) as well as emerging sectors such as green energy and cybersecurity. Industry engagement and feedback will be crucial to help define skill gaps, emerging technologies, and future labor demands, and we will explore opportunities to hold roundtable discussions and establish industry councils to facilitate these partnerships. We will also use labor market data to evaluate and adjust priorities.

As described in more detail below, we recognize the importance of supportive services and employment barrier mitigation in ensuring that Baltimore City residents are able to access and complete training programs, and to succeed in their new careers. These services will be a key component in all sector-based training strategies.

Pillar 2: Advance Equity and Access

Ensuring equitable access to quality training and employment is a key component of our commitment to economic justice. We will strive to eliminate barriers to workforce participation by ensuring that all residents can take advantage of quality training, resources, and employment opportunities. We will use disaggregated data to identify opportunities for improvement and set measurable goals for participation, completion, and employment rates across different demographic groups.

Our main objective under this pillar is to expand access to and increase enrollment of underrepresented groups in workforce development programs, wraparound services, and training programs. We will increase awareness of training and employment services by strengthening partnerships with community-based organizations, faith-based groups, and local leaders to promote available services. We will also offer opportunities for training to MOED staff and partners to support service delivery that is responsive to the needs of Baltimore's residents.

The expansion of Baltimore City's Access Point Network—the cornerstones of which are two American Job Centers and one satellite center—is a centerpiece of this strategy. MOED has also established Community Job Hubs, housed within partner community organizations, to deliver comprehensive workforce services directly to the community. In addition, the Mobile Career Navigator program allows MOED staff to travel to community events and other locations (although not to private residences) to meet residents where they are. By expanding the ways in which residents can access services, we ensure that everyone can participate in and benefit from Baltimore's growing economy.

The services and partnerships at the core of the Access Point Network help to remove barriers to employment that prevent residents from accessing opportunities and succeeding in careers. MOED will continue to provide wraparound supports such as childcare and transportation stipends as well as connecting participants to financial literacy services offered by the Financial Empowerment Center and other community partners. We will also work to expand partnerships with community organizations offering mental health support and other critical services, such as supports to residents impacted by the digital divide. MOED will expand digital skills training and provide free or low-cost access to technology for career seekers at Digital Learning Lab locations, and create more public access points for online job applications and virtual training.

Pillar 3: Prepare the Future Workforce

MOED has historically been a leader and innovator in its work to ensure that young people are prepared for family-sustaining career pathways, whether or not they plan to pursue a college education. Over the coming years, and in continued collaboration with our partners, we will expand our programming to meet the changing needs of both youth and industry.

The YouthWorks summer employment program has been the centerpiece of MOED's youth-focused programming for over fifty years. The program gives young people real-world work experiences that develop essential skills, expose them to career options and pathways, and prepare them to successfully enter the labor market. They also have access to supplemental

programming to help them develop financial literacy and other life skills. Meanwhile, participating agencies and businesses are able to fill critical staffing needs while having the chance to connect with and shape their future workforce.

In addition to sustaining the summer employment component of YouthWorks, and continuing to be able to offer job opportunities to all applicants, MOED has expanded the program's scope in response to youth demand. In 2023, we piloted the first YouthWorks Year-Round opportunities, allowing participants to gain sustained exposure in their areas of career interest and develop critical skills, while providing a steady paycheck and a schedule that accommodates their academic priorities. The program has served 440 youth since inception and will continue to expand as worksite partnerships are developed.

Over the past five years, we have worked in partnership with Baltimore City Schools and Baltimore's Promise, a local nonprofit, to administer the Grads2Careers (G2C) program, which creates immediate opportunities for Baltimore City high school graduates by funding training in programs with demonstrated success in offering occupational skills training. G2C training partners work in high-growth industries—such as healthcare, IT, and construction—and are equipped to help trainees quickly skill up to fill vital positions that provide a sustaining wage. Most training programs take six months or less, and at the end, career navigators assist students in securing their first job in the field.

The CareerBound program, which launched in 2024, will advance G2C to a new phase by providing an expanded suite of coordinated resources, an academic acceleration (literacy/math) component, and stackable credential tracks for program alumni, enabling them to advance in their new careers. CareerBound also includes opportunities for in-school apprenticeships in alignment with the goals outlined in the Blueprint for Maryland's Future initiative. The Blueprint calls for the development of a Work-Based Learning Continuum for students from elementary school through graduation, and mandates that at least 45% of Baltimore's high school students earn an industry-recognized career credential by 2031. MOED, which already has over 50 Blueprint staff placed in City Schools, will work to develop and administer programs designed to prepare students for careers and provide opportunities for training and internships.

Pillar 4: Improve System Alignment and Accountability

Creating and maintaining "a workforce system that works," responsive to both data and stakeholders' needs, is at the core of our approach, and improving alignment and accountability within that system helps us to meet our goals. We will work to enhance the efficiency, effectiveness, and coordination of Baltimore's workforce development system by establishing clear performance goals, fostering accountability, and creating or strengthening mechanisms for feedback among system partners.

Establishing system-wide performance goals and a comprehensive set of key performance indicators to track program outcomes is the foundation of an effective workforce system. We will enact robust accountability mechanisms to monitor partner performance and ensure goal alignment. Formal agreements, such as memoranda of understanding, which outline partner roles, responsibilities, and performance expectations, will be implemented, and we will conduct regular audits and evaluations to ensure partners meet established standards. Performance indicators will align with state priorities, focusing on outcomes such as job placement, retention, and wage growth.

We will improve our ability to track progress in real time by enhancing user-friendly dashboards that share performance data with stakeholders. Meanwhile, among partners, we will enhance data sharing by improving our use of integrated data systems, such as the Unite Us service referral platform, to streamline participant referrals and program management. System partners will have access to training and technical assistance to support this goal.

In general, we will work to enhance coordination and collaboration among workforce system partners—including government agencies, employers, educational institutions, and community-based organizations—to ensure seamless delivery of services to city residents. Partners will meet regularly to align strategies and address challenges collaboratively, as well as to monitor progress toward shared performance goals, and to share best practices in service delivery as well as data collection and reporting. We will also advocate for task forces to be formed to advance specific shared goals, such as expanding access to training in key sectors.

Finally, and crucially, we will create feedback loops to ensure that we are receiving input from stakeholders and program participants. Surveys, focus groups, and advisory boards will serve to help us gather feedback, which in turn will inform efforts to adjust programs and drive continuous improvement.

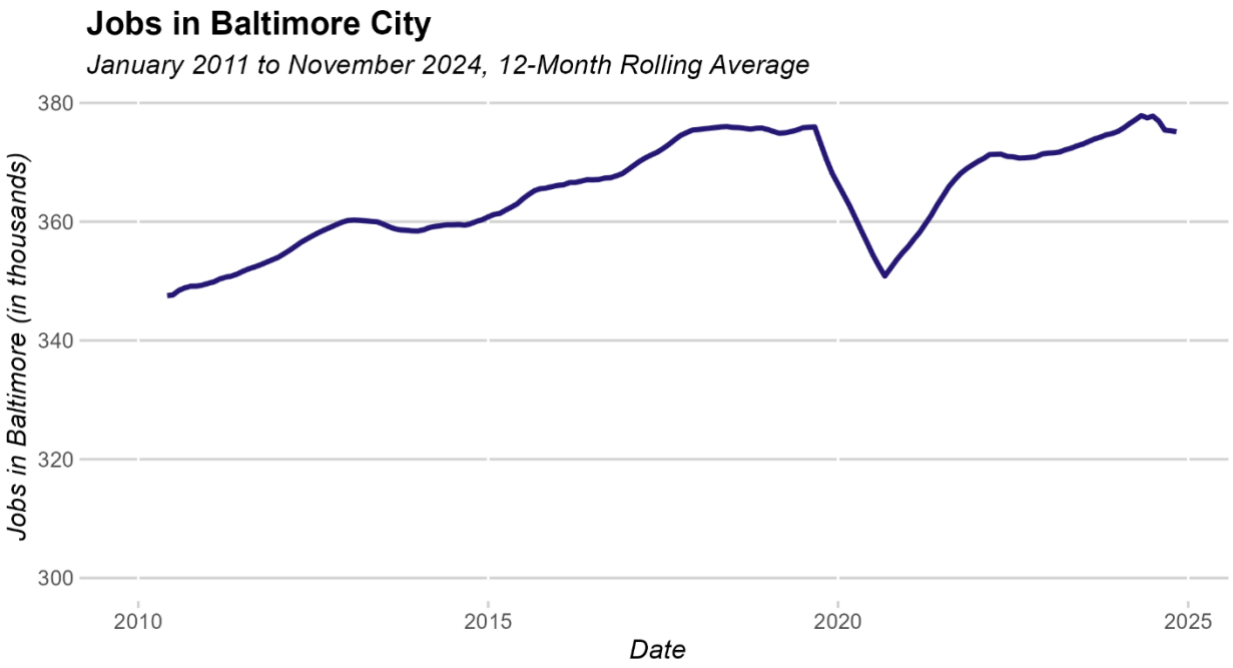
Section 1 - Economic Analysis

Provide an analysis of regional economic conditions, including:

- Existing and emerging in-demand sectors and occupations,
- The employment needs of businesses in those sectors and occupations; and
- How the LWDB compares to the region and any unique contributors to or differentiating factors from the regional economic conditions and business needs described in your Regional Plan.

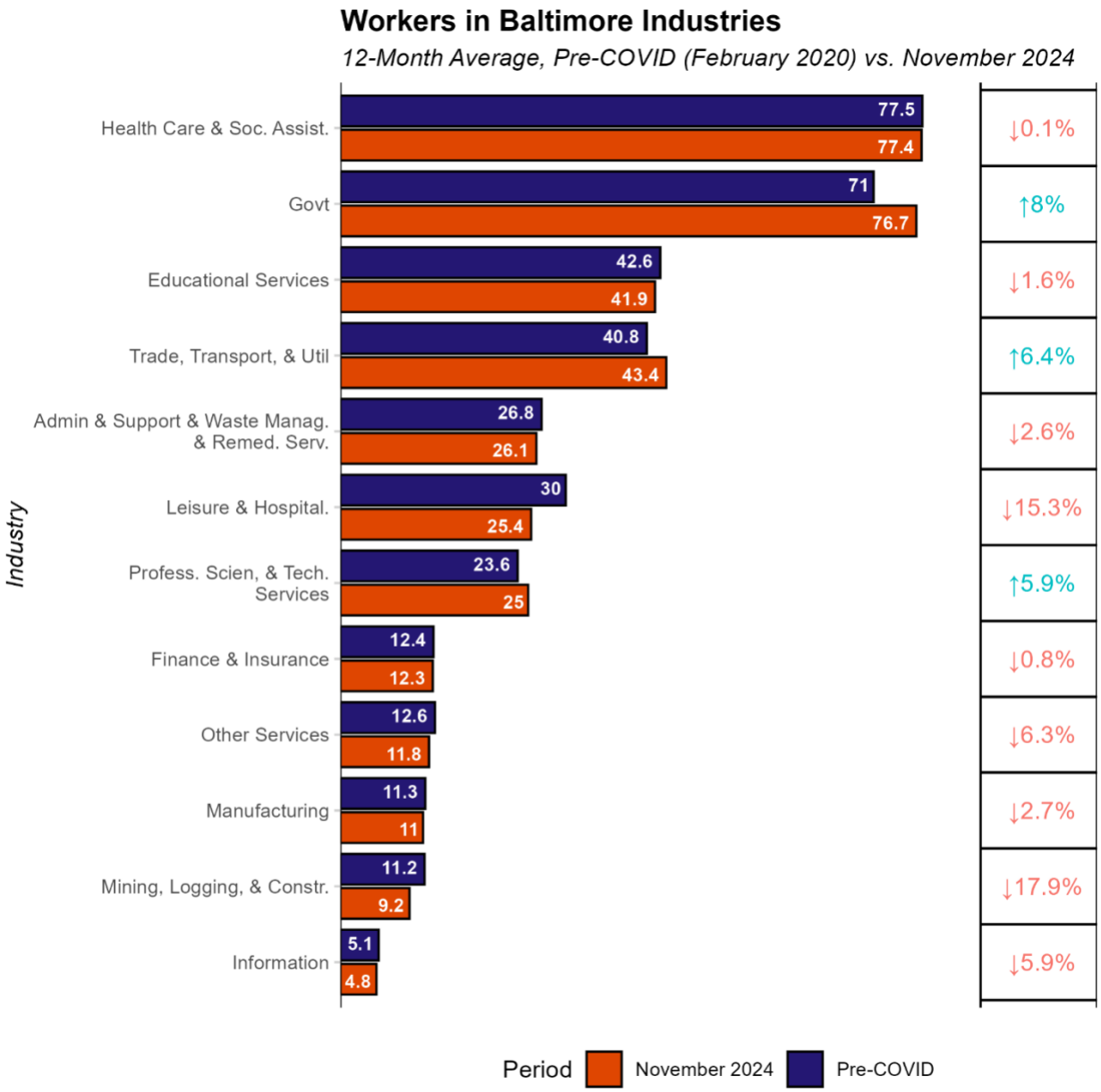
Economic Overview

Baltimore City is the geographic and metaphorical “heart of Maryland,” serving as a major employment hub for the surrounding counties and beyond. Despite a shrinking population, job opportunities in Baltimore City were growing from 2010 to 2019. Like most counties in the US, Baltimore City saw significant job loss due to the COVID-19 pandemic, but as of September 2024 has seen the jobs worked in the city nearing pre-COVID levels (see plot below).



Source: Bureau of Labor Statistics

The impacts of the pandemic varied by industry, with some of Baltimore's major industries seeing growth above pre-COVID levels as of November 2024 and some still recovering. Among Baltimore's major industries, contraction was seen in Educational Services (1.6% contraction in workforce size compared to February 2020). Simultaneously, significant growth was seen in Government (8.0% growth in workforce size compared to February 2020) and Trade, Transportation, & Utilities (6.4% growth) industries. Baltimore's largest industry, Healthcare & Social Assistance, has returned to near pre-COVID levels. Unfortunately, some of the industries that make up a smaller share of Baltimore's job pool are yet to rebound post-COVID, especially Leisure & Hospitality (15.3% contraction compared to February 2020) and Construction (17.9% contraction).



Occupational Analysis

Despite these changes, the priorities of Baltimore's workforce development landscape have not significantly changed: getting Baltimoreans access to family-supporting work in a reasonable timeframe. To that end, three data sources were combined to identify "target" jobs for MOED to focus their efforts: 1) the Maryland Department of Labor (MD Labor) Local Development Area Occupational Projections from 2022-2032, 2) Bureau of Labor Statistics information on typical educational attainment and work experience of occupations, and 3) occupational wage information from the Baltimore-Columbia-Towson Metropolitical Statistical Area. These target jobs had the following properties:

- Median wages of the occupation were enough to provide for a typical Baltimore City family[1], which was calculated as $22.65 in 2023

[1] MOED defines a family-supporting wage for 2023 as one that when worked for 2,080 hours in a year enables a family to earn twice the Lower Living Standard Income Level (LLSIL) for a household as

- Typical educational requirements for the occupation were either no formal educational credential, high school diploma or equivalent, some college, post-secondary non-degree award, or associate's degree
- Typical work experience for the occupation were either none or less than five years
- The occupation's projected annual openings from 2022 – 2032 were 50 or greater

Of 489 occupations with available data, a total of 37 occupations were identified as target jobs under these criteria. These are listed in the table below with blue highlighted rows indicating occupations were identified as targets based on a similar analysis in Baltimore City's 2020-2024 Local Plan.[2]

Baltimore City - Target Occupation	
SOC Code	**Occupation Title**
11-9141	Property, Real Estate, and Community Association Managers
15-1231	Computer Network Support Specialists
15-1232	Computer User Support Specialists
19-4099	Life, Physical, and Social Science Technicians, All Other
23-2011	Paralegals and Legal Assistants
25-3041	Tutors
27-2042	Musicians and Singers
29-2061	Licensed Practical and Licensed Vocational Nurses
31-9091	Dental Assistants
33-2011	Firefighters
33-3012	Correctional Officers and Jailers
33-9099	Protective Service Workers, All Other
41-1011	First-Line Supervisors of Retail Sales Workers

defined in *MD DOL Policy Issuance 2023-07*. The size of a typical household and number of earners in that household were calculated using over 30,000 records of Census IPUMS microdata of Baltimore City families in 2022.

[2] Of the 39 target occupations identified in the prior local plan, only 17 are target occupations according to the most recent analysis, with the remaining 22 not fitting these criteria for targets. When those 22 former target occupations were reviewed with current information, two were removed due to requiring more than 5 years of work experience (a new criteria added in this analysis), but the remaining 20 had less than 50 annual job openings according to projections data. In this analysis, a higher standard was set for required number of job openings (50 a year vs. ~ 10 a year) and a lower standard was set for wages: $22.65 compared to about $27.50 when adjusted for inflation.

41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
43-1011	First-Line Supervisors of Office and Administrative Support Workers
43-3021	Billing and Posting Clerks
43-3031	Bookkeeping, Accounting, and Auditing Clerks
43-4061	Eligibility Interviewers, Government Programs
43-5052	Postal Service Mail Carriers
43-5053	Postal Service Mail Sorters, Processors, and Processing Machine Operators
43-5061	Production, Planning, and Expediting Clerks
43-6011	Executive Secretaries and Executive Administrative Assistants
47-2031	Carpenters
47-2111	Electricians
47-2152	Plumbers, Pipefitters, and Steamfitters
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers
49-3023	Automotive Service Technicians and Mechanics
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
49-9071	Maintenance and Repair Workers, General
51-1011	First-Line Supervisors of Production and Operating Workers
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers
53-1047	First-Line Supervisors of Transportation & Material Moving Workers, Exc Aircraft Cargo Handling Supervisor
53-3032	Heavy and Tractor-Trailer Truck Drivers
53-3051	Bus Drivers, School
53-3052	Bus Drivers, Transit and Intercity

When information from the Bureau of Labor Statistics' National Employment Matrix is pulled for these target occupations, the top ten NAICS subsectors that hire these occupations are:

Top 10 Industries Nationally Based for *Baltimore City - Target Occupations*					
Industry Title	**Industry Code**	**2023 Employment from Target Occupations** *(in thousands)*	**2023 Percent of Industry from Target Occupations**	**Projected 2033 Employment** *(in thousands)*	**Employment Change, 2023-2033** *(in thousands)*
Specialty trade contractors	238	1,818.2	36%	1,948.6	130.2
Professional, scientific, and technical services	541	1,496.6	14%	1,589.2	92.7
Educational services; state, local, and private	611	1,024.5	7%	1,006.7	-17.6
Ambulatory healthcare services	621	1,018.4	12%	1,078.4	60
Merchant wholesalers, durable goods	423	967	29%	975.7	8.6
Administrative and support services	561	916.7	10%	930.6	14.1
Merchant wholesalers, nondurable goods	424	662.3	30%	676.3	13.9
Motor vehicle and parts dealers	441	582.7	29%	595.2	12.7
Construction of buildings	236	507.7	28%	524.8	16.9

Collectively, estimates from MD Labor's *Local Workforce Development Area Occupational Projections 2022-2032* indicate Baltimore should expect about an average of 4,872 job openings in these target occupations annually from 2022 to 2032. According to the Bureau of Labor Statistics, this is a little over a third of Baltimore City's unemployed population of 12,100 individuals according to the as of October 2024 and a miniscule fraction of its overall labor force of 279,800.

In-Demand Occupations

To understand whether these occupations are in-demand, data from the Bureau of Labor Statistics Occupational Employment and Wage Statistics (OEWS) was reviewed for the Baltimore-Columbia-Towson Metropolitan Statistical Area (MSA) from 2019 to 2023. While not a perfect measure, occupations that see above-median growth in both wages and employment could be considered in-demand. For all occupations with at least four of five years of data, including the most recent year's data for 2023, on hourly wages[3] and total employment (a total of 530 of 764 unique occupations), linear regressions were run to identify the average wage and employment growth over the period. From these 530 occupations, those occupations were considered in-demand if their wage growth and occupational growth were both above the 75th percentile. This yielded a list

[3] Or in some cases annual wages, which were converted to hourly assuming a full-time work schedule of 40 hours a week for 52 weeks of the year.

of 28 occupations as shown below. Note that those highlighted grey were not analyzed in MD Labor's Local Development Area Occupational Projections from 2022-2032:

In-Demand[4] Occupations for the Baltimore-Columbia-Towson MSA					
Occupation Code	**Occupation Title**	**Total Employment (2023)**	**Annual Employment Growth**	**Hourly Median Wage (2023)**	**Annual Growth in Hourly Median Wage**
15-1299	Computer Occupations, All Other	9,770	884	$ 64.62	$ 2.71
11-9111	Medical and Health Services Managers	6,670	527	$ 62.51	$ 2.96
35-3011	Bartenders	6,000	461	$ 16.54	$ 1.56
41-3031	Securities, Commodities, and Financial Services Sales Agents	4,760	601	$ 37.29	$ 1.71
15-1212	Information Security Analysts	4,310	261	$ 63.61	$ 3.76
29-1051	Pharmacists	3,280	74	$ 63.68	$ 1.53
29-1171	Nurse Practitioners	3,220	187	$ 61.53	$ 1.49
29-1071	Physician Assistants	1,920	104	$ 62.10	$ 2.70
23-2099	Legal Support Workers, All Other	1,230	35	$ 36.75	$ 1.96
11-9121	Natural Sciences Managers	1,030	58	$ 70.00	$ 2.27
31-2021	Physical Therapist Assistants	1,010	30	$ 35.39	$ 2.56
39-5092	Manicurists and Pedicurists	810	58	$ 17.25	$ 1.65
21-1019	Counselors, All Other	700	117	$ 23.67	$ 1.62
49-3011	Aircraft Mechanics and Service Technicians	680	49	$ 44.13	$ 2.16
27-2042	Musicians and Singers	610	31	$ 38.23	$ 6.13
25-1022	Mathematical Science Teachers, Postsecondary	530	40	$ 48.14	$ 3.19
47-3019	Helpers, Construction Trades, All Other	510	111	$ 18.93	$ 1.78
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	480	62	$ 37.97	$ 2.20

[4] An occupation could be considered emerging if it was listed on Occupational Information Network (O*NET) list of New and Emerging Bright Outlook Occupations; however, as of December 2024, this list only contains four occupations that are subtypes of Computer Occupations, All Other (O*NET Code 15-1299), which is in the list of in-demand occupations above.

31-2011	Occupational Therapy Assistants	460	58	$ 36.55	$ 1.91
29-1221	Pediatricians, General	450	43	$ 92.07	$ 5.65
19-1022	Microbiologists	420	27	$ 39.88	$ 1.92
29-1041	Optometrists	370	53	$ 68.32	$ 6.27
33-2021	Fire Inspectors and Investigators	240	36	$ 41.13	$ 1.84
39-1013	First-Line Supervisors of Gambling Services Workers	240	34	$ 38.57	$ 2.75
27-1021	Commercial and Industrial Designers	190	22	$ 34.72	$ 2.34
33-3041	Parking Enforcement Workers	180	47	$ 22.2	$ 1.62
51-4021	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	160	33	$ 23.6	$ 2.63

The only overlap between this list of in-demand occupations and the target occupations above is Musician and Singers; otherwise, none of the Baltimore City target occupations are seeing significant wage and employment growth within the Baltimore-Columbia-Towson MSA. In fact, the median Baltimore City target job above is shrinking in employment opportunities (49 fewer per year) and seeing slightly lagging wage growth ($0.80 per year vs $0.87 for non-target jobs) than target jobs. These differences can result from several factors, including:

- Limitations on educational attainment required for target jobs
- Difference in geographical units of analysis
- Differences in analyzed occupations between data sources
- Limitations in the accuracy of BLS OEWS data
- Short-term post-pandemic recovery of lost jobs does not reflect longer-term job trends
- A reflection of actual decline in jobs that pay well without requiring 4-years of college education

Nonetheless, even if target occupations are not in-demand by this definition, their ability to lift individuals out of poverty and ample job postings make them a viable focus for Baltimore City's workforce efforts, especially given a future analysis that shows improving Baltimoreans ability to compete with county workers for quality local jobs can significantly improve their workforce outcomes.

Economic Differences from Surrounding Region

Baltimore has several uniquely important industries for its economy, which differ from the surrounding workforce investment areas (Anne Arundel, Baltimore County, and Mid-Maryland). An analysis of US Census Quarterly Workforce Indicator's Data from Q4 2024 identified the industries listed below as notably important compared to the surrounding jurisdictions:

Import Industries in Baltimore City Compared to Surrounding WIAs			
NAICS Code	Industry	Average Share of Other WIA's Employment	Portion of Baltimore's Employment
622	Hospitals	2.4%	12.7%
611	Educational Services	2.2%	9.8%
488	Support Activities for Transportation	0.5%	2.7%
551	Management of Companies and Enterprises	1.2%	2.8%
711	Performing Arts, Spectator Sports, and Related Industries	0.5%	1.2%
813	Religious, Grantmaking, Civic, Professional, and Similar Organizations	1.0%	1.8%
493	Warehousing and Storage	1.1%	4.8%
221	Utilities	0.4%	0.9%
517	Telecommunications	0.4%	0.7%
513	Publishing Industries	0.5%	0.8%
523	Securities, Commodity Contracts, and Other Financial Investments and Related Activities	0.9%	1.7%
311	Food Manufacturing	0.7%	1.4%

Unsurprisingly, at the top of this list is medicine and education, as Baltimore City is known for its robust “med, ed, and feds” hiring.

A similar analysis of occupations which were significantly more common in Baltimore than surrounding jurisdictions found 73 instances of occupations that were more common in Baltimore City than Anne Arundel County, Baltimore County, Howard County. The top 20 with the greatest nominal difference of proportions are provided below for brevity (those highlighted blue are also target jobs, though six additional target jobs are found in the remaining 53 occupations):

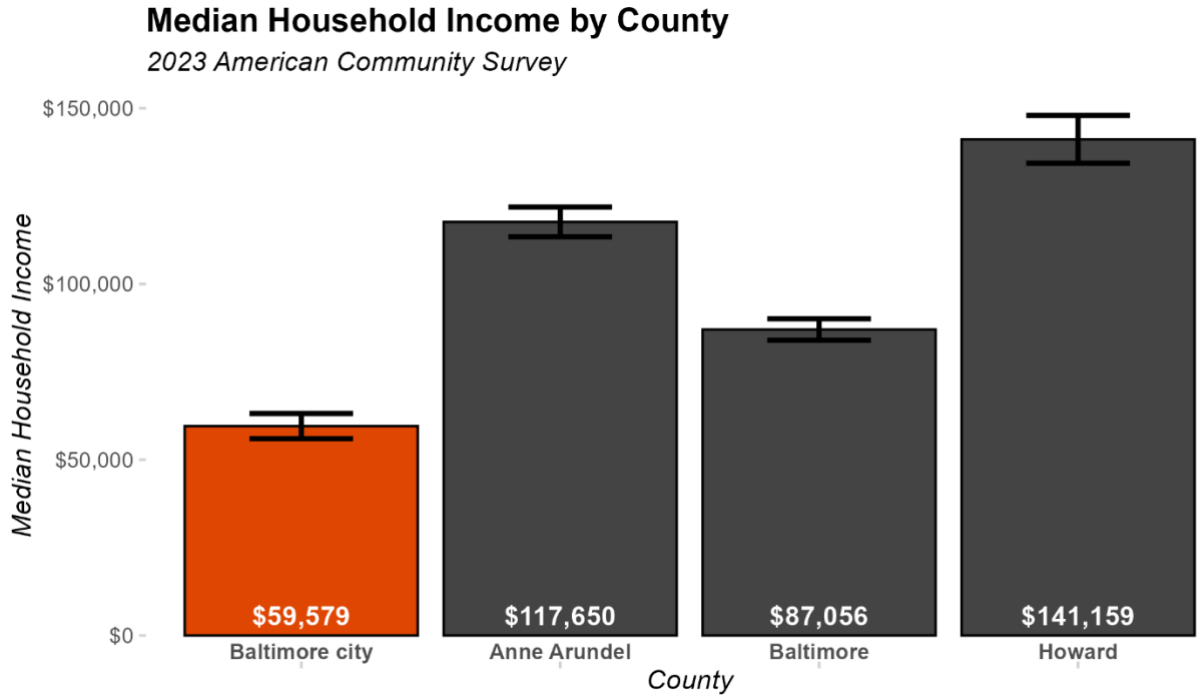
Important Occupations in Baltimore Compared to Surrounding WIAs			
SOC Code	Occupational Title	Other WIA's Jobs *(per ten thousand)*	Baltimore City Jobs *(per ten thousand)*
29-1141	Registered Nurses	133	360
25-1071	Health Specialties Teachers, Postsecondary	10	214
13-1199	Business Operations Specialists, All Other	100	239
19-4021	Biological Technicians	3	70
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	114	180
23-1011	Lawyers	47	104
29-2010	Clinical Laboratory Technologists and Technicians	18	70
43-1011	First-Line Supervisors of Office and Administrative Support Workers	113	163
33-3051	Police and Sheriff's Patrol Officers	16	62
43-4061	Eligibility Interviewers, Government Programs	4	45
11-9111	Medical and Health Services Managers	37	77
19-1042	Medical Scientists, Except Epidemiologists	8	46

53-7051	Industrial Truck and Tractor Operators	40	75
53-3052	Bus Drivers, Transit and Intercity	6	38
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	187	216
43-6013	Medical Secretaries and Administrative Assistants	36	64
43-4111	Interviewers, Except Eligibility and Loan	10	36
13-1131	Fundraisers	6	32
39-3091	Amusement and Recreation Attendants	12	38

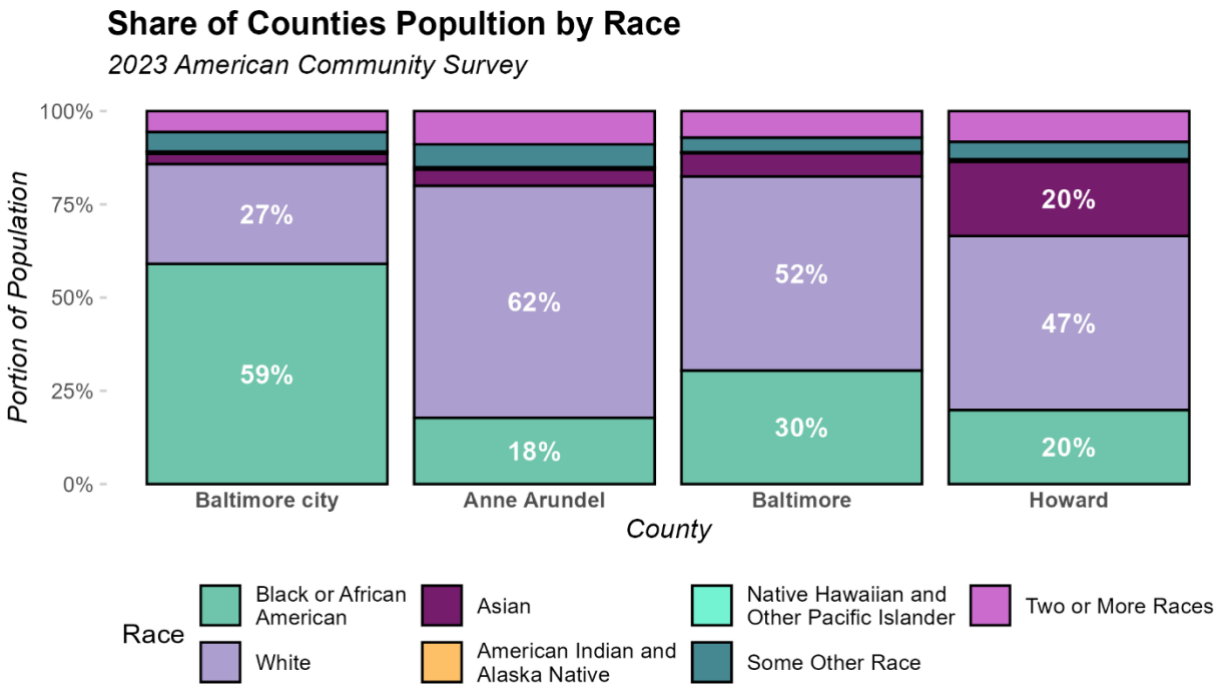
Unsurprisingly, most of these occupations are strongly tied to the medical, education, and public administration industries.

Labor Force Differences from Surrounding Region

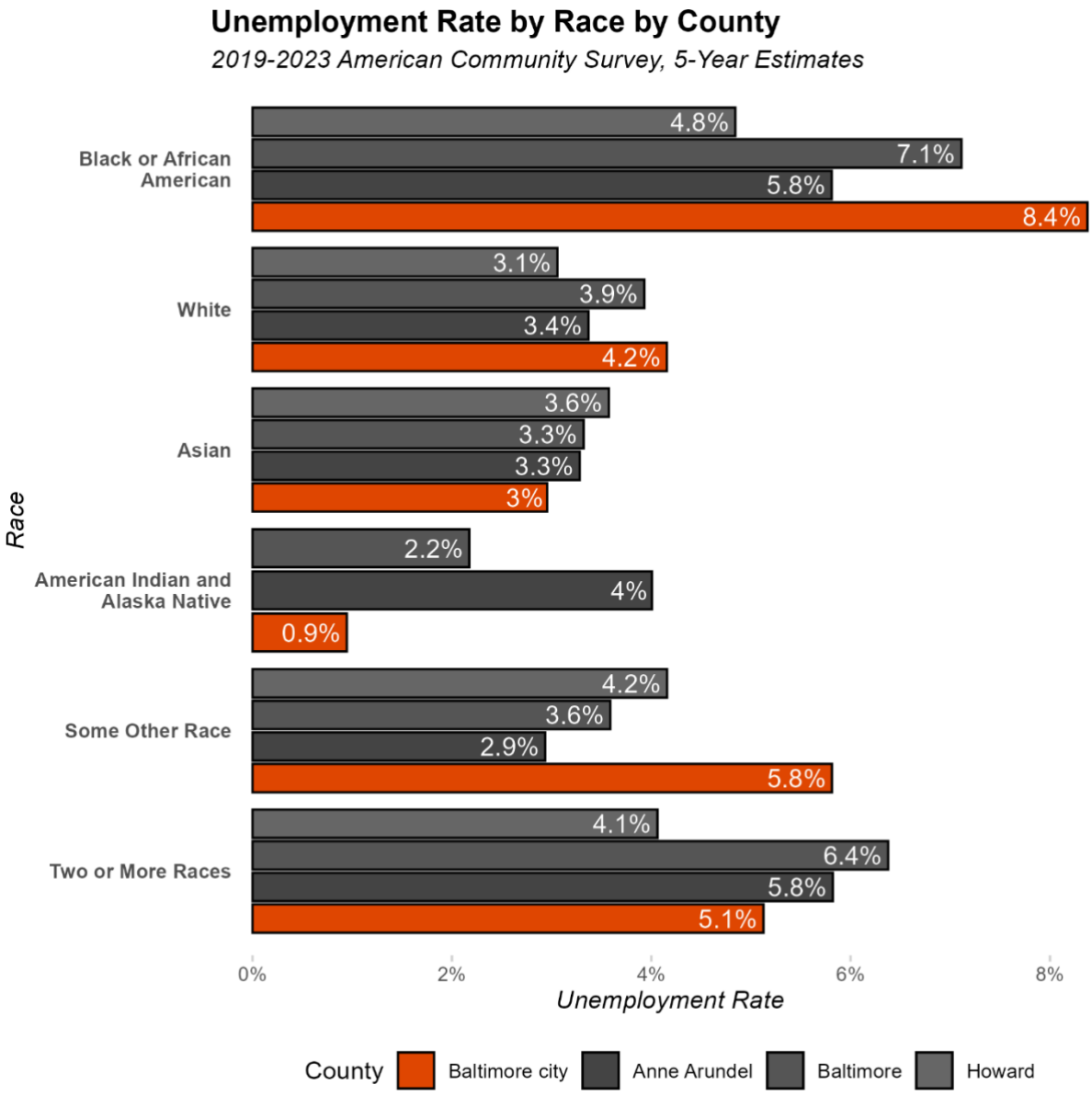
In addition to the differences in the industries and occupations found within the Baltimore City compared to surrounding jurisdictions, there are very notable differences in the workforce itself. The most significant difference, which is both cause and consequence, is that the household income of Baltimore City residents is notably lower than surrounding jurisdictions as shown in the plot below.



Given that Baltimore is the only majority-Black jurisdiction in the region, its outcomes in employment and earnings reflect the downstream consequences of centuries of systemic, institutional, and cultural racism.

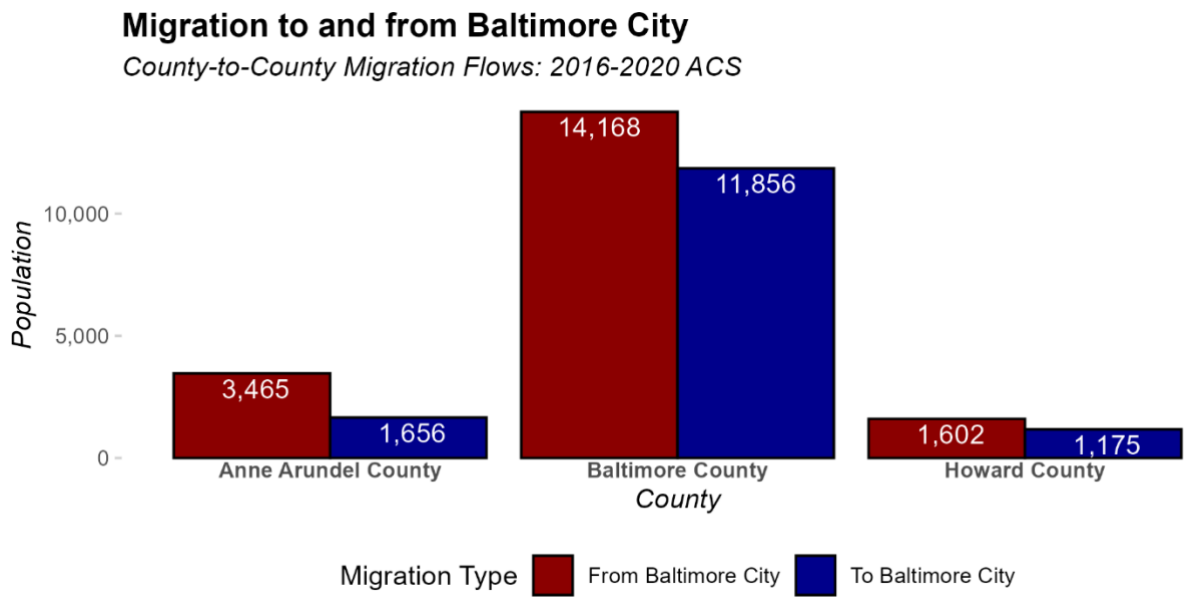


However, while an important factor in determining unemployment rate, the racial make-up of the counties alone do not determine the unemployment rate of their population. This is best evidenced by comparing the unemployment rate of different racial groups within each county as shown in the graph below. The unemployment rate of Baltimore's Black or African American population is significantly higher than any surrounding jurisdiction.



Some numbers cannot be reported by the Census due to low counts.

These differences are facilitated in large part due to a long-standing trend of upper and middle-income population loss from Baltimore City to the surrounding counties, which began in the sixties as “White Flight,” but has now expanded to middle and upper-class Black families. Based on the most recent available data from 2016 to 2020, that population exodus continues.



Section 2: Strategic Planning

Part I: Aligning to Maryland's Strategic Pillars

A. Describe the LWDB's strategic vision and goals for preparing an educated and skilled workforce, including youth and individuals with barriers to employment.

The Baltimore Workforce Development Board (BWDB) envisions a region where all residents have access to quality opportunities, livable wages, and economic mobility, while employers benefit from a skilled and talented workforce. Our goals and strategies for preparing the city's workforce to meet both the profound challenges and exciting opportunities in the coming years are informed by the newly adopted Thriving Together framework as well as our economic landscape analysis.

- **Goal: Increase Employment in Quality Jobs**
  - We will continue efforts to create a framework to define and identify "quality jobs" in the Baltimore region, including surveys and wage record analysis.
  - Career-seekers will have access to enhanced training and support opportunities tailored to their needs and the requirements of their chosen field or position.
- **Goal: Meet Employer Needs**
  - We will engage employers to understand developments in their industries, job requirements, and available opportunities for career-seekers.
  - Workforce development and training programs will be aligned with industry requirements to address evolving job demands.
  - We will provide opportunities, such as candidate screening and job fairs, to connect employers with qualified candidates for open positions.
- **Goal: Engage and Prepare Youth**
  - We will work to improve the BWDB's Youth Committee by amplifying youth voices and providing more opportunities for youth members to inform and guide youth workforce programs.

    - We will identify and develop opportunities for youth development and employment that align with youth interests and needs and provide the skills needed to prepare to enter the permanent workforce.
- **Goal: Improve Workforce Skills and Supports**
    - We will identify skill deficits and support needs in the city's workforce to guide our service delivery strategies.
    - Partner training programs and other continuing education opportunities will be selected based on identified worker needs as well as industry requirements to ensure workers are able to gain the necessary skills to succeed in their chosen industry.
        - Some key continuing education focus areas may include digital skills development, remedial math education, and driver's education; training focus areas may include registered apprenticeship and entrepreneurship and small business development training.
    - Workers will have access to resources to remove barriers to employment and to case management services to ensure their needs are being effectively met.
        - Supportive services may include documentation assistance (e.g. birth certificates, other I9 documents); transportation assistance (e.g. bus passes, rideshare access, gas stipends, car and insurance subsidies); childcare subsidies or vouchers; legal services (e.g. expungement, child support); emergency housing or utility support; financial empowerment counseling; and behavioral health services, which includes support for residents affected by substance use disorder.

B. Describe how the LWDB will work with providers to facilitate the development of career pathways, including co-enrollment in core programs and academic training programs when appropriate.

The BWDB facilitates the development of career pathways by collaborating with providers, employers, and stakeholders to create integrated pathways aligned with industry and career-seeker needs.

- **Approach: Holistic System Coordination**
    - Through collaboration with the Mayor's Office of Employment Development (MOED) and other partners we ensure a coordinated approach to training, job placement, and support services.
- **Approach: Collaboration with Providers**
    - We actively partner with training organizations and employers to design and implement career pathways that meet labor market demands.
    - We also ensure that providers and employers are aware of employment barriers and other issues faced by career-seekers and work to integrate supportive services and other supports into training programs.
- **Approach: Co-Enrollment in Core Programs**
    - We advocate for participant co-enrollment in Workforce Innovation and Opportunity Act (WIOA) programs to combine academic and technical training, supporting seamless career advancement.
- **Approach: Youth and Barrier Support**
    - We will expand youth-focused initiatives and programs designed to address employment barriers, ensuring comprehensive workforce inclusion.

These strategies ensure that all workforce participants can progress through structured pathways toward long-term success.

C. Describe how does the local area's workforce development programs, including programs provided by partner agencies, support this strategic vision?

BWDB's economic justice framework guides all workforce system activities, with each committee asking critical questions about how their work addresses employment barriers and supports access to quality jobs and livable wages.

To that end, we rely on employer partners to provide information on their workforce requirements. We also, as demonstrated in Section I, utilize labor market data to identify growing industries and quality jobs; additionally, we have developed a job quality survey that will be deployed in 2025 to provide further insight. Finally, and most importantly, we incorporate feedback from jobseekers so that we can understand their needs and identify skills gaps and employment barriers that might prevent them from succeeding in their careers.

These insights allow us to identify target areas and provide tailored training opportunities that position graduates to enter in-demand industries, including construction, transportation, and wind power. We collaborate with training providers in our program design and delivery strategies to ensure that training aligns with job requirements and is responsive to participant needs and skill deficiencies.

Our vision means that we also work to include barrier removal services in all of our programming, and to adjust and expand those services based on changing circumstances. Our recent programming for residents experiencing substance use disorder (SUD) is a strong example. In response to the increase in SUD cases and overdoses in the city, we developed a program, funded by the U.S. Department of Justice, utilizing the Individual Placement and Support model, which integrates a participant's recovery goals and strategies with training and employment placement. In general, we consistently cultivate partnerships with community organizations providing services such as housing support to ensure we are able to provide more comprehensive barrier removal supports.

D. Describe how the local area will ensure consistent implementation of activities and services that align with the State's four core strategic pillars. (*Refer to the Statewide plan for detailed description of the Four Core Strategic Pillars)*

1. Supercharge Key Sectors

- **What strategies will the LWDB use to map skills and training assets and identify gaps?**

We will accelerate the growth and development of key industries in Baltimore by aligning workforce training and education with the evolving needs of priority sectors, fostering strong industry partnerships, and positioning MOED as a leader in workforce innovation.

- **Goal: Identify and Prioritize Key Sectors**

    - We will focus on high-growth and high-demand industries such as healthcare, information technology, advanced manufacturing, and logistics to drive workforce investments.
- **Goal: Align Workforce Development with Industry Needs**
    - In collaboration with industry leaders, we will work to define skill gaps, emerging technologies, and future labor demands in priority sectors.
- **Goal: Enhance Industry Partnerships**
    - We will strengthen partnerships with employers, industry associations, and educational institutions by advising on viable training programs and streamlining career pathways.
- **Goal: Promote Sector-Based Workforce Solutions**
    - We will market our services to, and strategically collaborate with, workforce partners to scale workforce solutions tailored to the specific challenges and opportunities of each key sector.

Our strategies for achieving these goals have been, and will continue to be, informed and refined by feedback from all system stakeholders to ensure continuing efficacy.

- **Approach: Sector-Based Training Initiatives**
    - We will expand currently available industry-focused training programs, such as apprenticeship models in healthcare and IT.
    - Emerging sectors, such as green energy and cybersecurity, will be targets for development of new initiatives.
- **Approach: Employer Roundtables and Industry Councils**
    - In collaboration with MOED and community partners, we will host regular roundtables with key employers in each sector to gather real-time feedback on skill needs.
    - We will also establish industry councils to co-create workforce strategies and advise on training curricula.
- **Approach: Work-Based Learning Opportunities**
    - We will develop more partnerships with local businesses to offer more on-the-job training opportunities.
- **Approach: Data-Driven Decision Making**
    - Labor market data will continue to guide us as we continuously evaluate and adjust sector priorities.
    - We will develop or adapt dashboards to better track the impact of sector-based initiatives, including job placement and retention rates.

2. Advance Equity and Access

- **What steps will the LWDB take to apply an equity lens to address labor force participation inequities and gaps?**
- **How will you expand access to supportive services for job seekers facing barriers to employment and/or training?**
- **What initiatives will the LWDB implement to support employers in recruiting, hiring, retaining, and upskilling employees from diverse populations?**

We will eliminate barriers to workforce participation by ensuring all Baltimore residents have access to quality training, resources, and employment opportunities.

- **Goal: Expand Access to Workforce Development Programs**
    - We will increase awareness of and participation in MOED's training and employment services, targeting communities with limited access to these resources.
- **Goal: Remove Barriers to Employment**
    - We will address barriers that prevent workforce participation, including lack of childcare, transportation, and digital access.
- **Goal: Ensure Responsive Service Delivery**
    - Training opportunities will be provided to MOED staff and partners to support the delivery of services being responsive to the needs of Baltimore's residents.

We will implement new programs or initiatives, or improve those already in place, in order to support these goals and ensure that more Baltimoreans can access services, complete training, and find gainful employment.

- **Approach: Community Outreach and Engagement**
    - We will strengthen partnerships with community-based organizations, faith-based groups, and local leaders to promote MOED services.
    - We will organize workforce resource fairs and information sessions for community members.
- **Approach: Targeted Training Programs**
    - We will provide access to resources and programs to support skill development for specialized groups, such as women in construction, returning citizens in tech, or substance users requiring an Individual Placement and Support approach.
    - We will also expand pre-apprenticeship and apprenticeship opportunities tailored to these populations.
- **Approach: Support Services to Overcome Barriers**
    - We will provide access to wraparound services such as childcare, transportation stipends, and access to digital devices for participants.
    - We will partner with local organizations to offer financial literacy, mental health support, and other critical services.
- **Approach: Employer Engagement**
    - We will work with employers to ensure they are connected with qualified candidates that align with industry needs.
    - We will promote job quality to encourage employers to offer family-sustaining wages, benefits, and advancement opportunities.
- **Approach: Digital Access and Literacy Programs**
    - We will expand digital skills training and provide free or low-cost access to technology for career seekers.
    - Community partnerships will help us create more public access points for online job applications and virtual training.
- **Approach: Data-Driven Goals**
    - We will use disaggregated data to identify opportunities for improvement in program access and outcomes.
    - Measurable goals will be set for participation, completion, and employment placement rates for all programs.

3. **Prepare the Future Workforce**
    - **What strategies will the local area implement to increase participation in Registered Apprenticeships (RA) and the attainment of industry-recognized credentials among high school students?**

Our objective is to ensure all young people in Baltimore have access to career-connected learning opportunities that lead to family-sustaining careers, regardless of their post-secondary education plans.

- **Goal: Expand Access to Career-Connected Learning**
    - We will provide work-based learning experiences, such as internships, apprenticeships, and industry-specific training, for all Baltimore youth.
- **Goal: Build Robust Career Pathways**
    - We will strengthen partnerships to provide structured pathways that connect education, training, and employment, enabling young people to seamlessly transition from school to high-demand careers.
- **Goal: Strengthen Partnerships with Schools and High Demand Industries**
    - We will collaborate with K-12 institutions, community colleges, and employers to align educational curricula with workforce needs and provide real-world learning experiences.
- **Goal: Promote Alternative Career Pathways**
    - We will highlight vocational career options such as apprenticeships and technical training, ensuring that youth understand all pathways to economic stability.

Our strategies under this pillar are informed by members of BWDB's Youth Committee, as well as surveys of youth participants and other system stakeholders, to ensure they align with youth preferences and needs.

- **Approach: Youth Apprenticeship and Pre-Apprenticeship Programs**
    - In accordance with the goals of the Blueprint for Maryland's Future initiative, we will expand MOED's current apprenticeship offerings for youth, targeting high-growth sectors like healthcare, IT, and advanced manufacturing.
    - We will also work to launch pre-apprenticeship programs that prepare students for success in full apprenticeships.
- **Approach: Career Exploration and Mentorship Initiatives**
    - We will continue to offer career fairs, job shadowing, and mentorship programs to expose youth to career options.
    - We will also partner with local businesses to create a mentorship pipeline that supports youth career exploration and development.
- **Approach: Summer and Year-Round Youth Employment Programs**
    - We will build on previous successes in the YouthWorks program to continue to expand opportunities for year-round as well as summer youth employment.
    - We will also ensure that these programs include skill-building workshops and expand opportunities for YouthWorkers to receive industry-recognized certifications.
- **Approach: Dual Enrollment and Career and Technical Education (CTE)**
    - We will partner with Baltimore City Schools, community colleges, and universities to expand dual enrollment opportunities, allowing students to earn college credits while in high school.

    - We will strengthen CTE programs to provide hands-on experience in high-demand industries.
- **Approach: Industry-Led Career Pathway Design**
    - Employers will help us to co-design career pathways, ensuring that training programs meet current and future industry needs.
    - These programs will include stackable credentialing to allow youth to build skills progressively.
- **Approach: Support Services for Youth Success**
    - We will provide access to wraparound services such as career coaching, transportation assistance, and digital access to ensure youth can fully participate in programs.

4. Improve System Alignment and Accountability

- **How will the local area, working with the entities that carry out the core programs, align available resources to achieve the strategic vision and goals?**
- **How will you monitor and evaluate the use of resources to ensure they are contributing to the desired outcomes?**

We will enhance the efficiency, effectiveness, and coordination of Baltimore's workforce development system by establishing clear performance goals, fostering accountability, and creating strong feedback mechanisms among all system partners.

- **Goal: Establish System-Wide Performance Goals**
    - Workforce system goals will be aligned with state priorities, focusing on measurable outcomes such as job placement, retention, and wage growth.
- **Goal: Enhance Partner Coordination**
    - We will work to strengthen collaboration among workforce system partners, including government agencies, educational institutions, employers, and community-based organizations, to deliver seamless services.
- **Goal: Develop Robust Accountability Mechanisms**
    - We will implement clear accountability frameworks to monitor partner performance and ensure alignment with shared goals.
- **Goal: Create Continuous Feedback Loops**
    - We will establish mechanisms to collect, analyze, and act on feedback from stakeholders and program participants to drive continuous improvement.

Achieving these goals requires a robust set of strategies to ensure continuous feedback, monitoring, evaluation, and improvement of our workforce systems.

- **Approach: Performance Measurement and Reporting**
    - We will develop a comprehensive set of key performance indicators (KPIs) to track the effectiveness of workforce programs.
    - We will Improve upon user-friendly dashboards, and develop new ones, to share performance data with stakeholders in real time.
- **Approach: Partner Coordination Meetings and Task Forces**
    - Regular coordination meetings will be organized to align strategies and address challenges collaboratively.

        - We will advocate for workforce partners to form task forces around specific goals, such as expanding access to training in key sectors.
- **Approach: Accountability Frameworks**
    - We will implement formal agreements (e.g., MOUs) that outline partner roles, responsibilities, and performance expectations.
    - Regular audits and evaluations will be conducted to ensure partners meet established standards.
- **Approach: Stakeholder and Participant Feedback Systems**
    - We will develop tools such as surveys, focus groups, and advisory boards to gather feedback from program participants and stakeholders.
    - Feedback will be utilized to inform program adjustments and system improvements.
- **Approach: Capacity-Building Initiatives**
    - System partners will be provided access to training and technical assistance to strengthen their ability to meet performance goals.
    - Provide resources on best practices in data collection, reporting, and service delivery.
- **Approach: Data Integration and Sharing**
    - We will enhance data sharing across partners to improve service coordination and outcomes tracking.
    - Integrated data systems will be used to streamline participant referrals and program management.

Part II: Sector Strategies for Emerging and In-Demand Industries

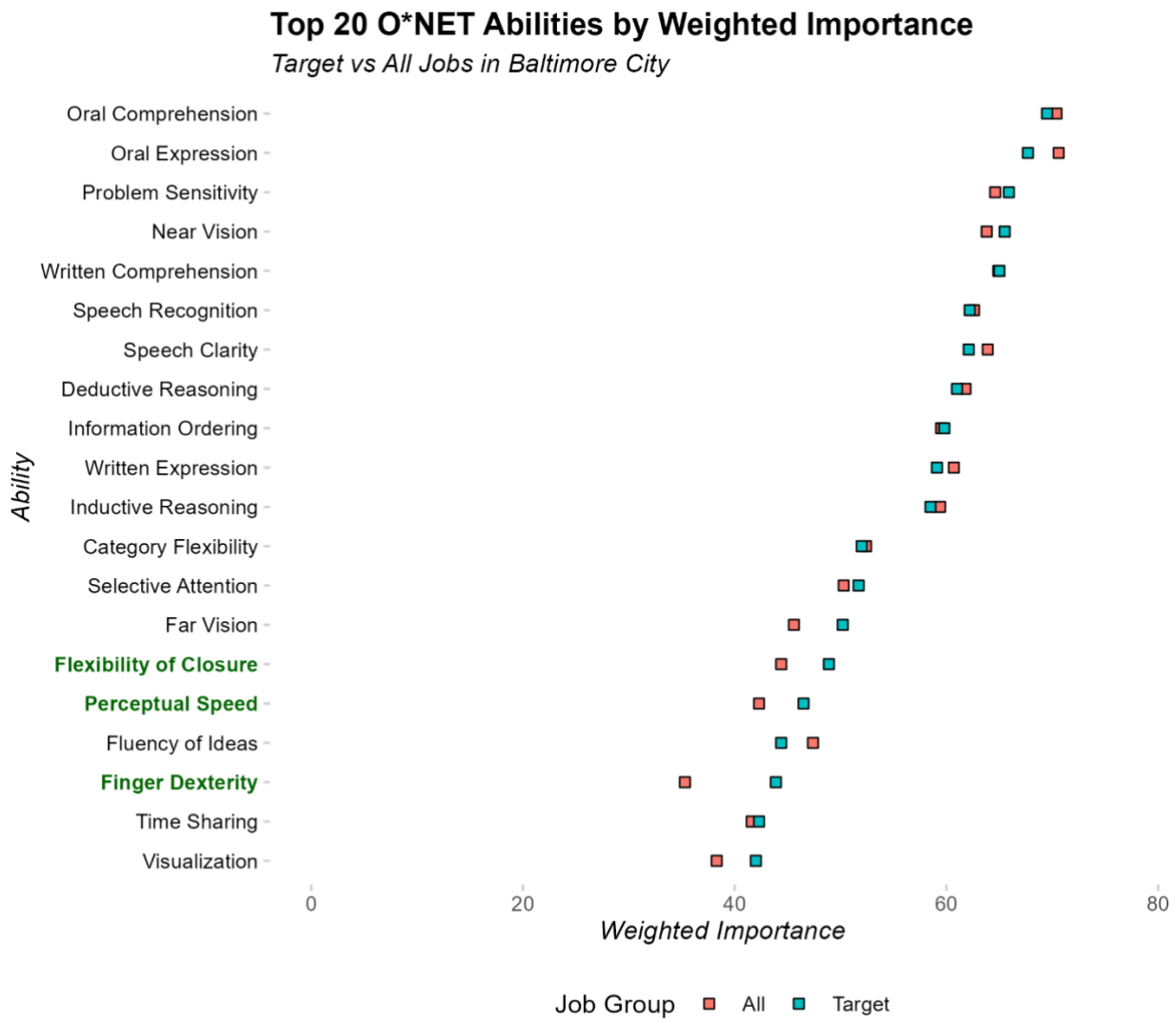
A. Provide an analysis of the knowledge and skills needed to meet the needs of the businesses in the Local Area, including employment needs in in-demand industry sectors and occupations.

The Occupational Information Network (O*NET) maintains a list of Abilities, Knowledge, Skills (Basic & Cross-Functional), and Hot Technologies associated with occupations or their respective job postings. Based on available data, their relative importance is weighted by the number of jobs available in Baltimore City in 2022 according to the MD Labor's Local Development Area Occupational Projections from 2022-2032.

Abilities

According to O*NET, abilities are enduring attributes of the individual that influence performance. In total there are 52 unique abilities that O*NET has described as of the time of writing.[5] Of the 489 occupations listed in MD Labor's occupational projections, 435 of them had related ability information covering about 90% of available jobs. Each ability is given an "Importance" score which is derived through a combination of survey data, subject-matter expert input, and job analysis. The weighted averaged of these scores were calculated for all jobs and target jobs, with the top 20 abilities related to target jobs listed below. Those abilities highlighted in green had weighted abilities importance scores that were statistically greater for target jobs than all jobs overall.

[5] Available at https://www.onetonline.org/find/descriptor/browse/1.A



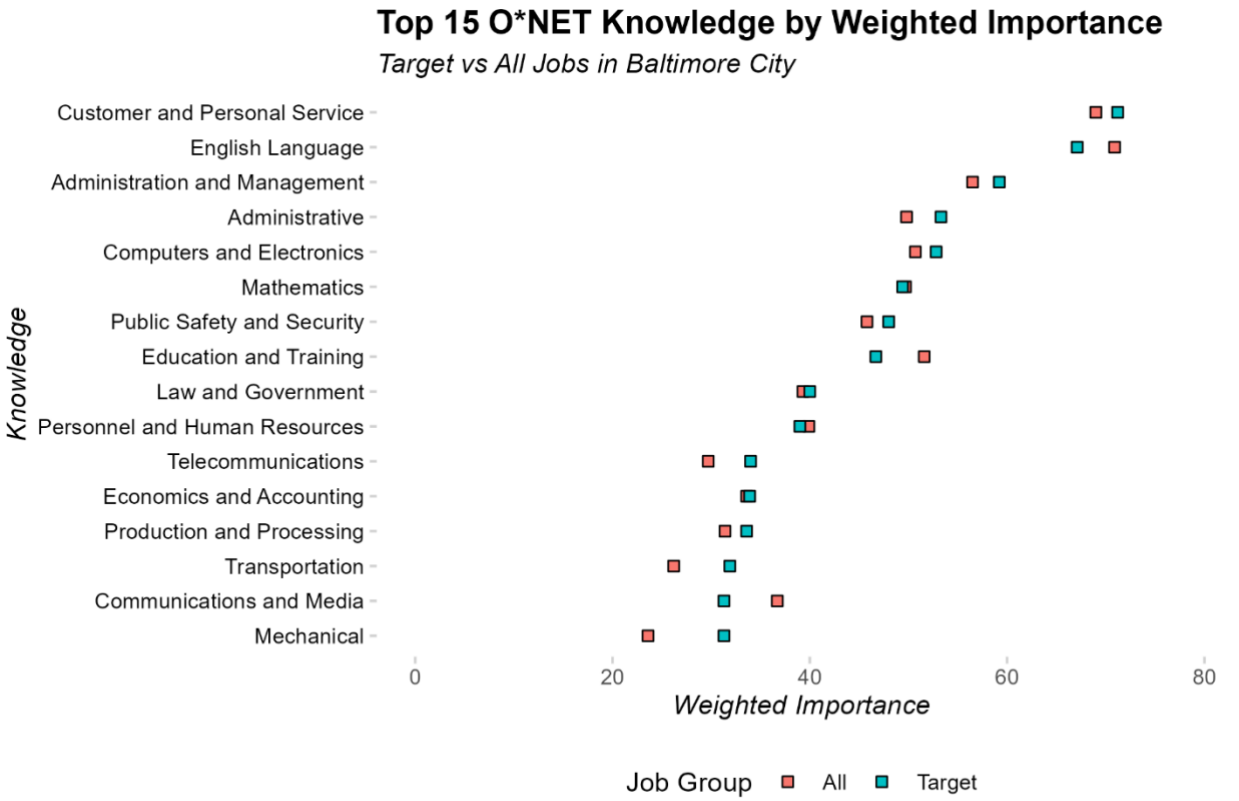
The abilities deemed statically more important for target jobs and their O*NET definitions are:

- **Flexibility of Closure**: The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- **Perceptual Speed**: The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- **Finger Dexterity**: The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.

Knowledge

According to O*NET, knowledge is organized sets of principles and facts applying in general domains. In total, there are 33 unique areas of knowledge that O*NET has described as of the time

of writing.[6] Of the 489 occupations listed in MD Labor's occupational projections, 435 of them had related knowledge information covering about 90% of available jobs. O*NET also assigned "Importance" scores to knowledge, which have been analyzed using the same methodology as Importance score for abilities. There were no examples of knowledge that was deemed more importance for target jobs than jobs overall for Baltimore City.

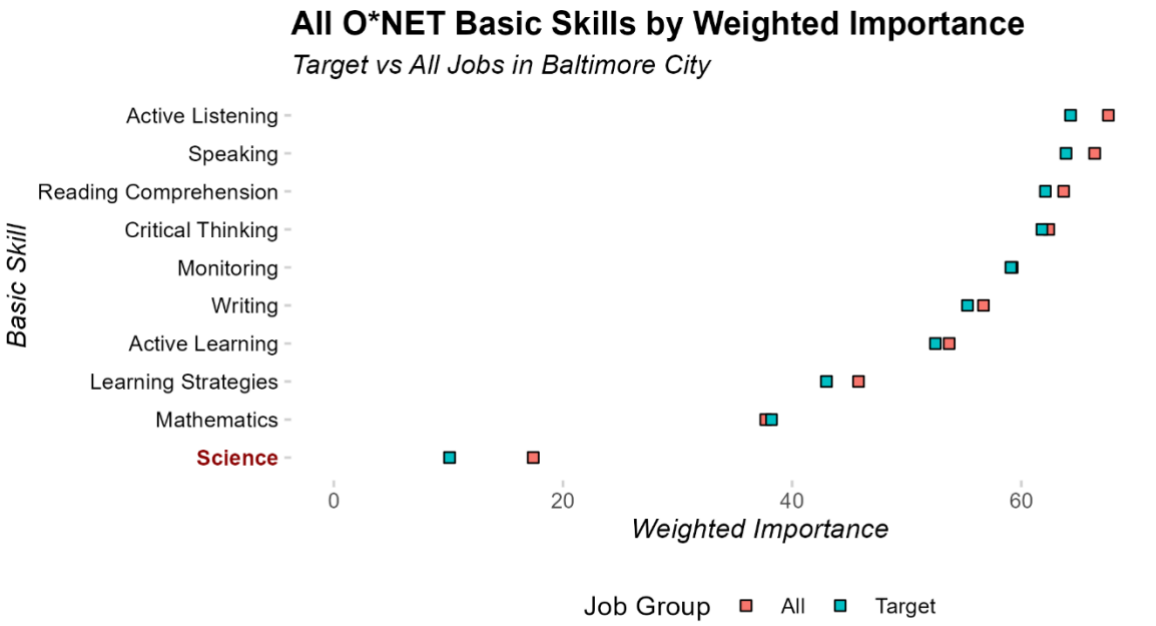


Importance was weighted based on number of Baltimore City workers in occupation as of 2022. Only 90% of jobs within Baltimore City had O*NET knowledge information.

Basic Skills

According to O*NET, basic skills are developed capacities that facilitate learning or the more rapid acquisition of knowledge. In total, there are 10 basic skills that O*NET has described as of the time of writing. Of the 489 occupations listed in MD Labor's occupational projections, 435 of them had related basic skill information covering about 90% of available jobs. O*NET also assigned "Importance" scores to basic skills, which have been analyzed using the same methodology as Importance score for abilities. There were no examples of basic skills that was deemed more importance for target jobs than jobs overall for Baltimore City; however, Science was deemed less important for target jobs than jobs overall.

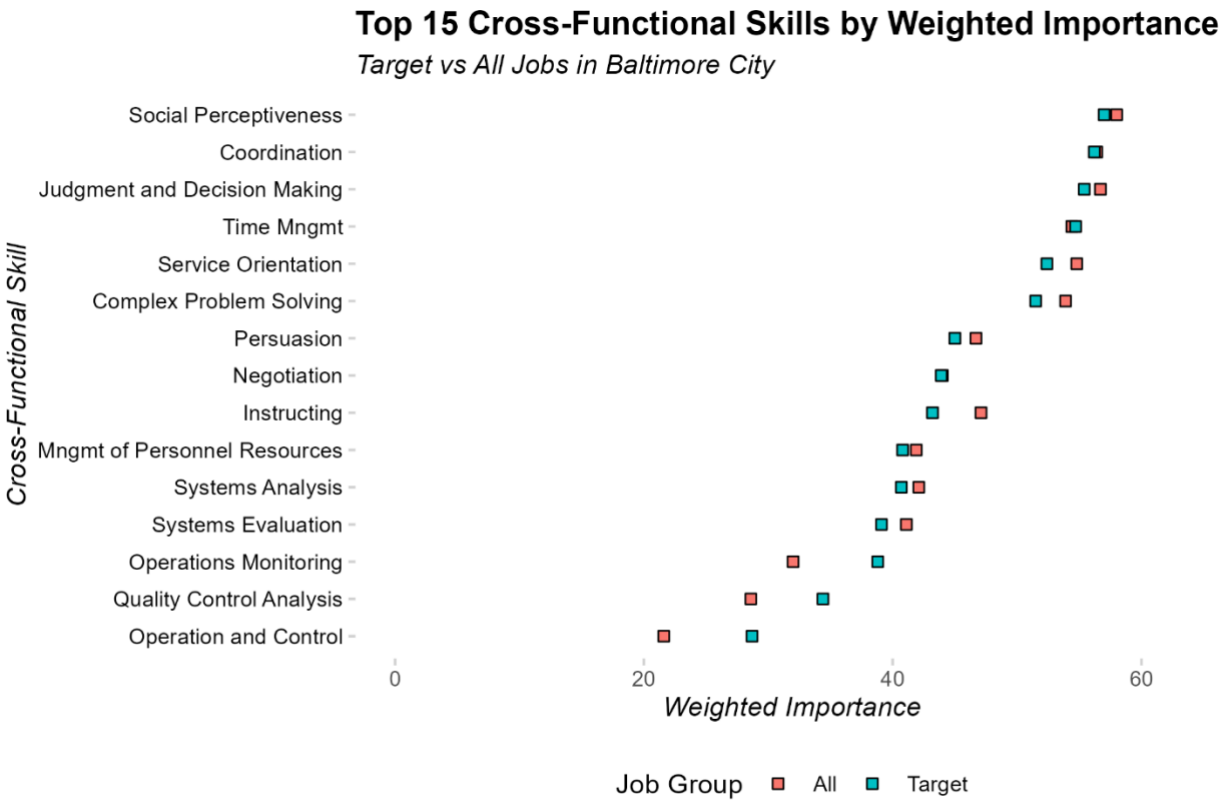
[6] Available at https://www.onetonline.org/find/descriptor/browse/2.C



Importance was weighted based on number of Baltimore City workers in occupation as of 2022. Only 90% of jobs within Baltimore City had O*NET skill information.

Cross-Functional Skills

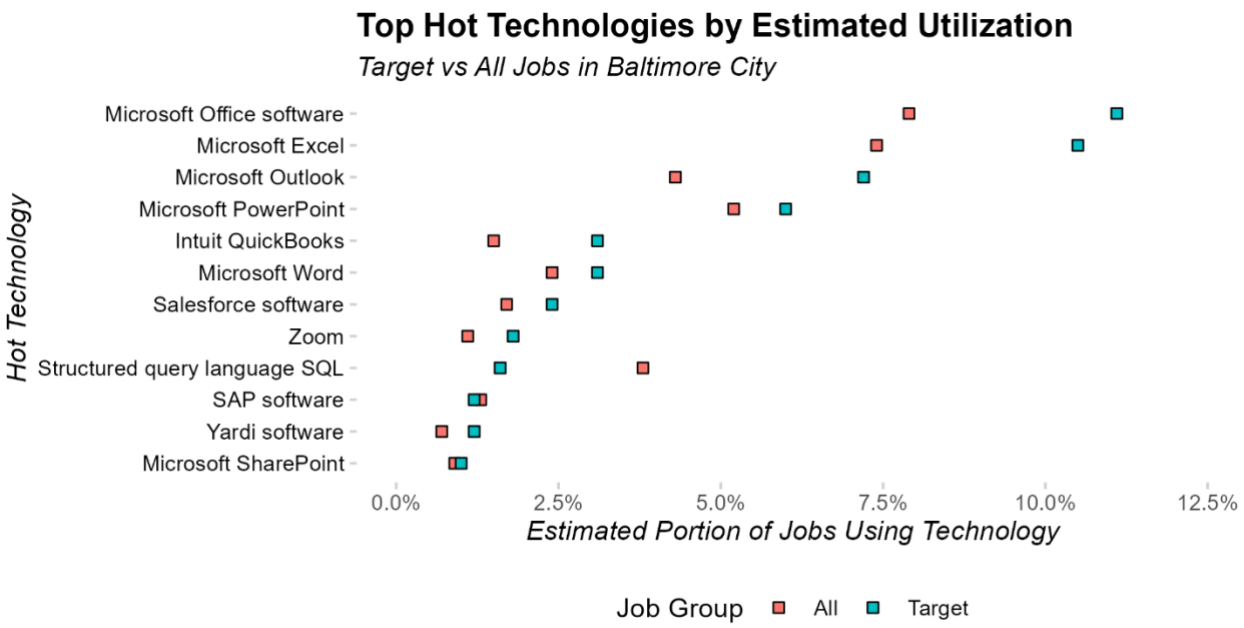
According to O*NET, cross-functional skills are developed capacities that facilitate performance of activities that occur across jobs. In total, there are 25 cross-functional skills that O*NET has described as of the time of writing. Of the 489 occupations listed in MD Labor's occupational projections, 435 of them had related cross-functional skill information covering about 90% of available jobs. O*NET also assigned "Importance" scores to cross-functional skills, which have been analyzed using the same methodology as Importance score for abilities. There were no examples of cross-functional skills that was deemed more or less important for target jobs than jobs overall for Baltimore City.



Importance was weighted based on number of Baltimore City workers in occupation as of 2022. Only 90% of jobs within Baltimore City had O*NET cross-functional skill information.

Hot Technologies

According to O*NET, Hot Technologies are a list of 170 technologies that were most frequently seen as requirements across over 43 million job postings reviewed by Lightcast between July 2023 and June 2024. These technologies are most often software applications typically most associated with more technical careers. In addition to Hot Technologies, O*NET also maintains a list of any technologies associated with specific occupations; however, this larger list was not analyzed. Of the 489 occupations listed in MD Labor's occupational projections, 435 of them had related hot technology information covering about 90% of available jobs. Since Hot Technology information is associated with job postings, data is available on what percentage of postings for each occupation referred to the specific technology. Using this value and a similar analysis to those done above based on Importance score, an estimate of what portion of all jobs and target jobs in Baltimore City use these specific technologies was made. Twelve examples of the more common technologies are shown below. There were no examples of hot technologies that were statistically more common amongst target jobs compared to all jobs.



Utilization was weighted based on number of Baltimore City workers in occupation as of 2022. Only 90% of jobs within Baltimore City had O*NET hot technology information.

Educational Attainment

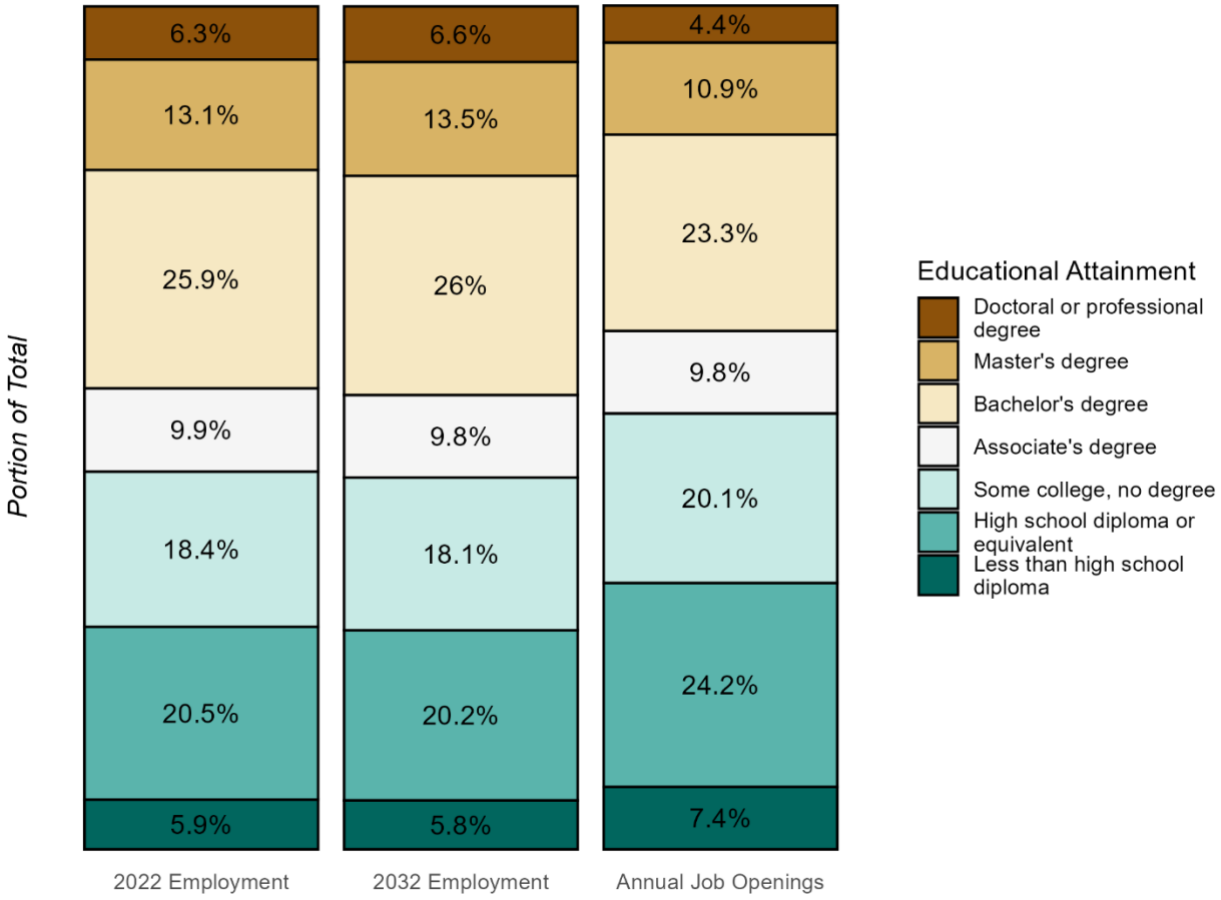
As part of this Employment Projections data, the Bureau of Labor Statistics maintains data on the educational attainment for workers 25 years and older by detailed occupation from 2021 to 2022. This data can be combined with the MD Labor's Local Development Area Occupational Projections from 2022-2032 data that includes estimates of the number of individuals working specific jobs in Baltimore City in 2022, projections of individuals working specific occupations in 2032, and estimates of the annual openings for each occupation. The result is an estimate of Baltimore's present and future workforce educational make-up, as well as future workforce demands, for the city. A few trends are clear from this plot:

- It's estimated that 44.8% of occupations worked in Baltimore in 2022 are worked by individual with less than an Associate's degree.
- It's estimated that number will drop to 44.1% by 2032.
- Despite this, a little over half (51.7%) of job openings will be for individuals with less than an Associate's degree.

The reason for this disparity is that occupations worked by individuals with less formal education typically have higher staff turnover, resulting in their jobs being posted more often.

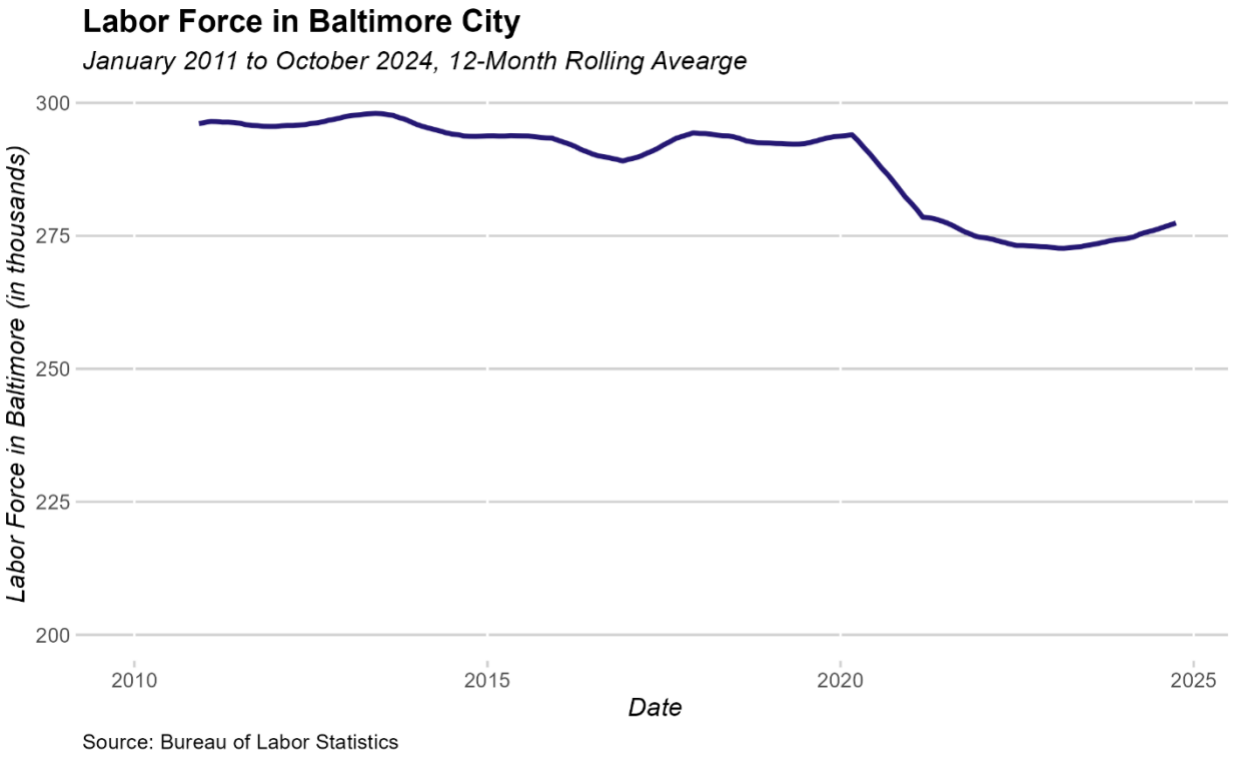
Estimated Workforce Educational Attainment

Baltimore City, 2022 Jobs, Projected 2032 Jobs, & Projected Annual Openings

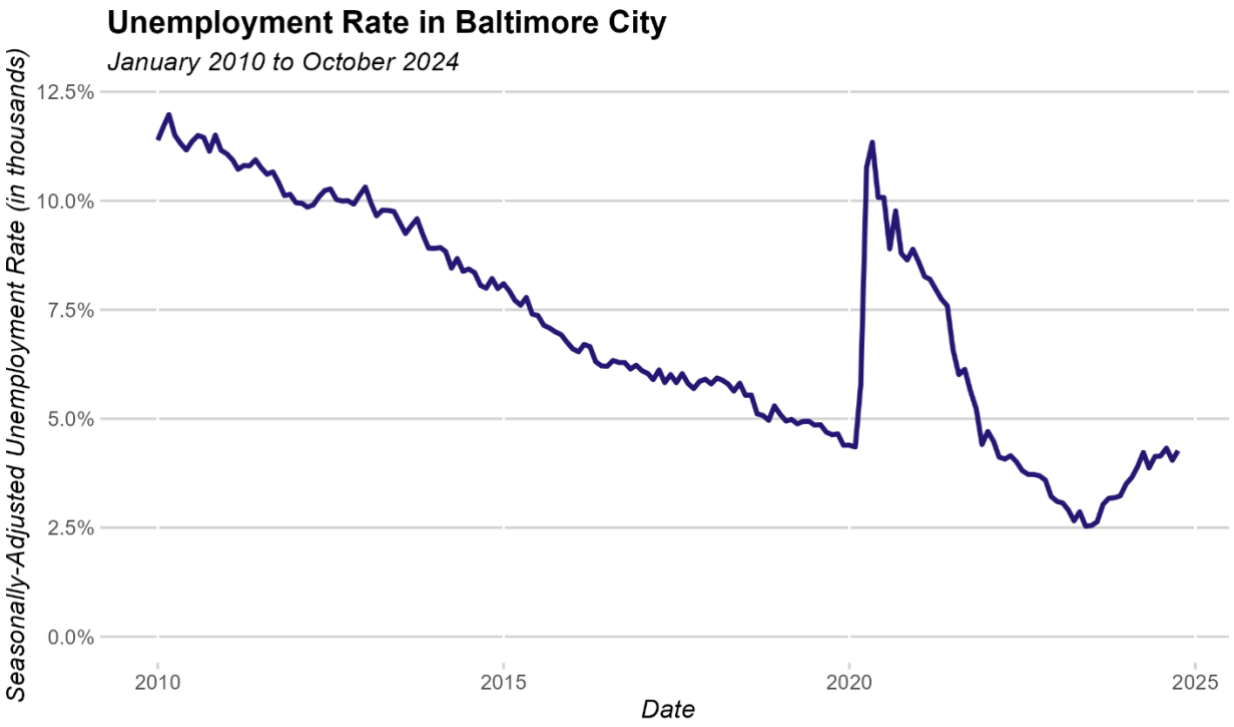


B. Provide an analysis of the workforce in the Local Area, including current labor force employment (and unemployment) data and information on labor market trends, and the educational and skill levels of the workforce in the Local Area, including individuals with barriers to employment.

Despite the return of jobs, the significant loss in Baltimore City's labor force that began with the pandemic and continued through 2023, has only recently seen a small rebound. Of the 6% loss in labor force that Baltimore experienced, only about 2% of that labor force has returned. This leaves the city with an increasingly lopsided ratio of job opportunities to population able to work them.

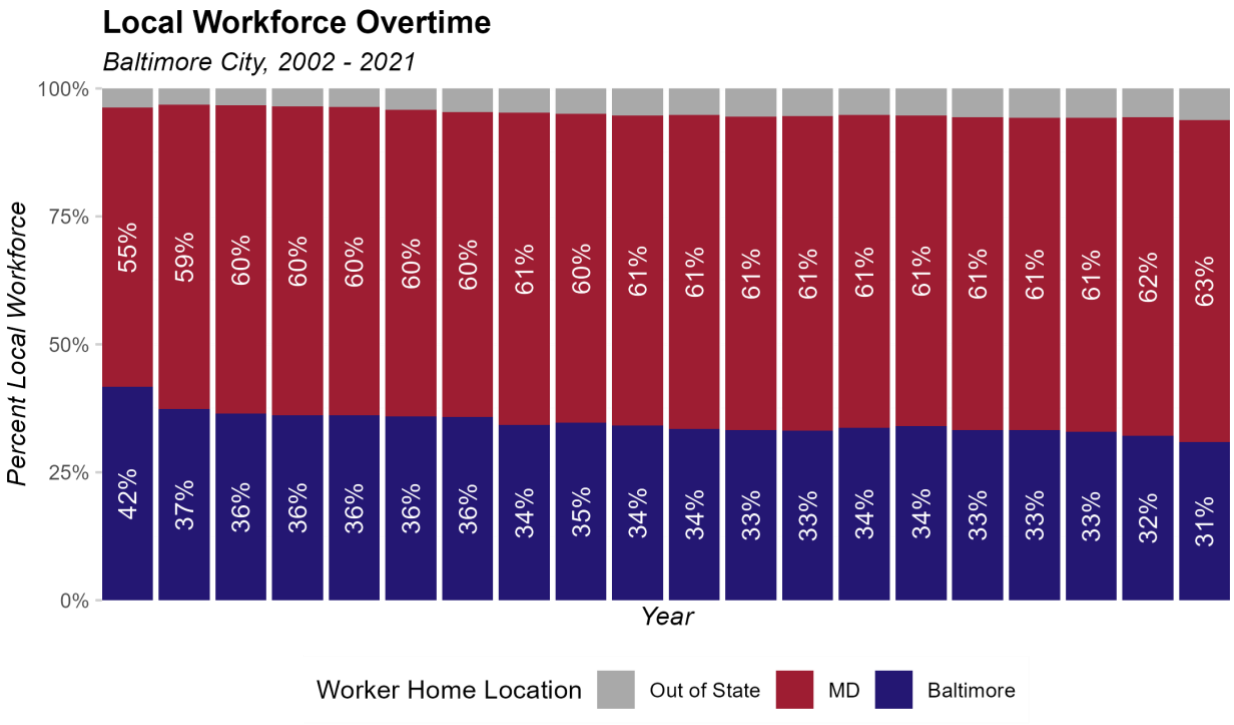


As a result of this recovery and loss in labor force, Baltimore City's seasonally-adjusted unemployment rate reached all-time lows in recorded history, sitting around 2.5% in June of 2023. Since then, the unemployment rate has slowly ticked upward and sits at 4.3% in most recently available data of October 2024, around its pre-pandemic level.



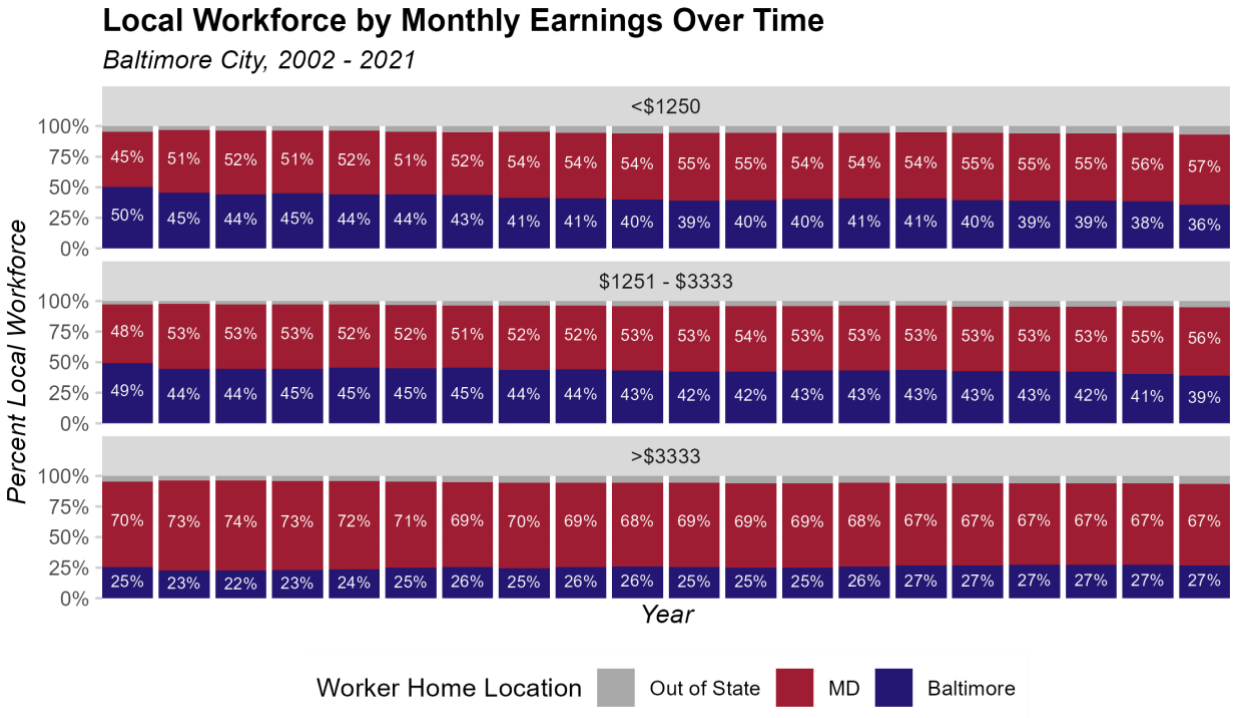
Source: Bureau of Labor Statistics. Seasonal adjustment performed using X-13-ARIMA-SEATS methodology.

Since data has been available, Baltimore City's labor force has been smaller than the number of individuals working jobs in the city. As a result, the city has provided ample job opportunities for individuals who live in the county and even outside the state. In fact, most jobs worked in Baltimore since 2002 have been worked by residents of the counties. This trend has only become starker over time with less than one third of city jobs worked by city residents in 2001, the most recent available data.



Source: Census LODES. Baltimore has seen a steady decline in its local workforce over the past two decades.

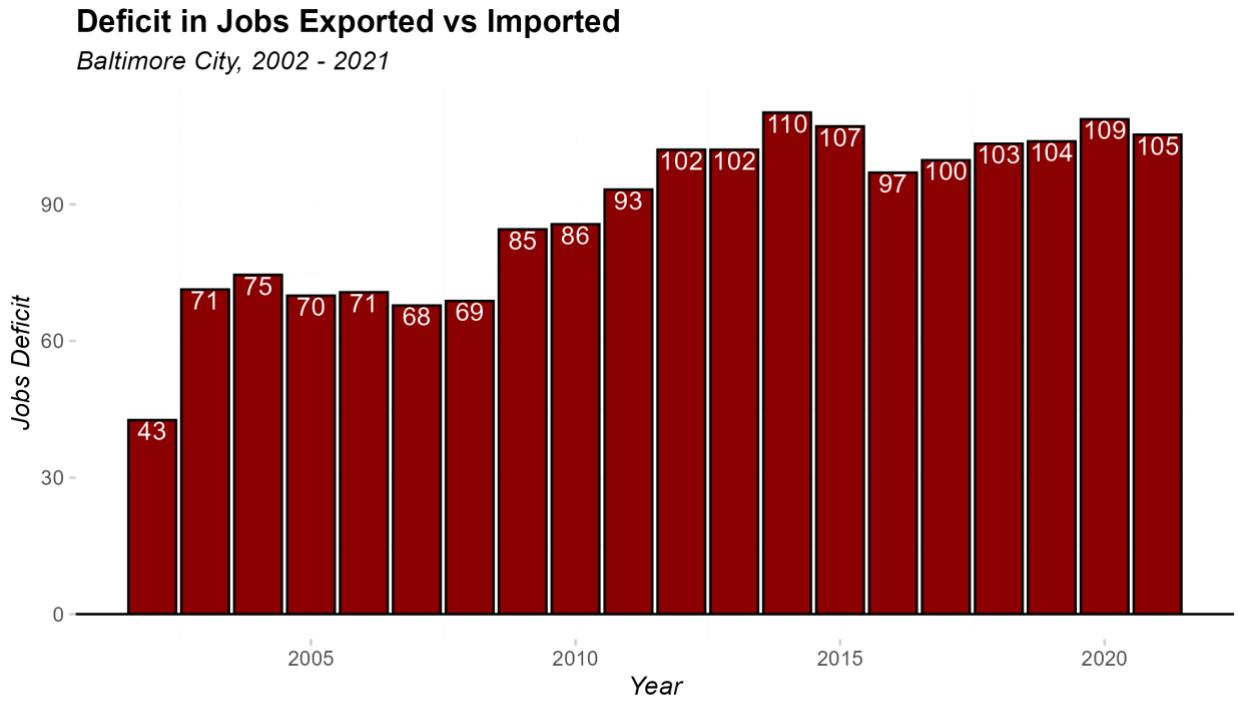
Baltimore City's local workforce is disproportionately underrepresented in its higher paying jobs with only 27% of workers earning over $3,333 per month being from the city, while 36% of individuals working in Baltimore City who earn less than $1,250 a month are local.



Source: Census LODES. Baltimore retains a higher share of its lower paying jobs than higher paying jobs.

This leaves Baltimore with a growing deficit in the number of jobs it exports (i.e. Baltimore City residents who work in the county or out of State) versus those it imports (i.e. non-city residents working in Baltimore City jobs). Based on most recently available data, this deficit was over 100,000 jobs. The consequence of this is that Baltimore City provides significant tax revenue

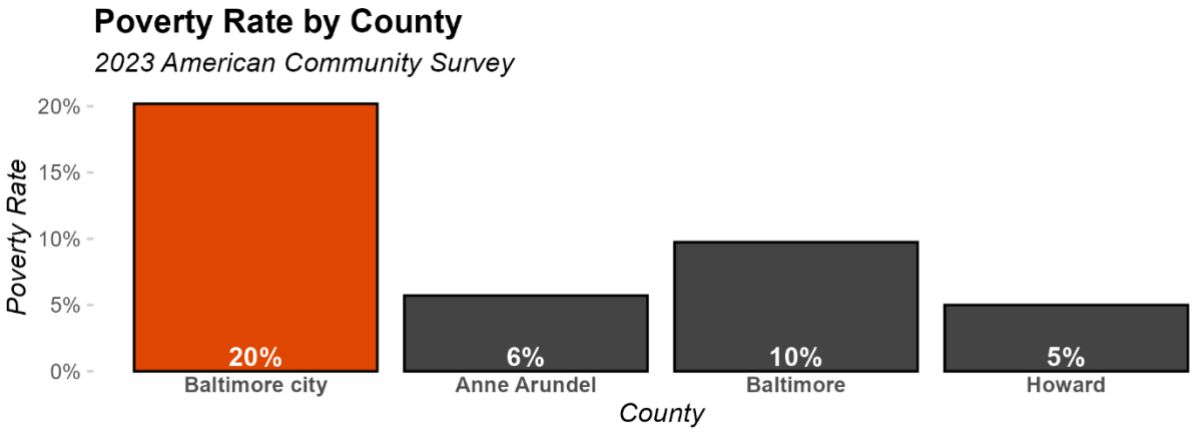
through local income tax and indirectly property taxes (as earned wages likely support individuals in their ability to purchase and improve their homes). Therefore, it is crucial to support Baltimoreans in securing local and higher-paying jobs, as doing so will not only benefit the livelihoods of individual Baltimoreans, but also contribute to enhancing the overall quality of life for all city residents. Note that in the graph below, shifts from 2002 to 2003 were the result of the expansion in the sample of jobs included in LODES data and not reflective of an overall trend.



Source: Census LODES. Since 2002, the number of jobs worked by non city residents in Baltimore compared City residents working outside the city has increased.

Employment Barriers

Most major cities serve as hubs for individuals facing employment barrier, possibly due to a greater share of social services being located within them. Baltimore City is no exception. The clearest manifestation of these barriers is the City's poverty rate, which is double, triple, or quadruple its nearest neighbors.



According to WIOA Title 1, the WIOA Title 1 Adult Program should provide priority of service to individuals facing the following barriers:

- Displaced Homemakers
- Eligible migrant and seasonal farmworkers
- Individuals involved in the criminal justice system
- Homeless individuals
- Individuals facing substantial cultural barriers
- Individuals with disabilities, including youth with disabilities
- Individuals within Two Years of Exhausting TANF Lifetime Eligibility
- English language learners
- Unemployed, including the long-term unemployed
- Individuals who have low levels of literacy
- Individuals without a High School Diploma
- Low-income individuals (including TANF and SNAP recipients)
- Native Americans, Alaskan Natives, and Native Hawaiians
- Older individuals
- Single parents (including single pregnant women and non-custodial parents)
- Veterans
- Youth who are in or have aged out of the foster care system

Where data is available, each of these groups and their relationship to Baltimore City will be described below.

Incarceration

While Maryland does not release public information on the county of residence of incarcerated individuals on an annual basis, a study by the Prison Policy Initiative, using a combination of 2020 Census data and information reported by the Department of Public Safety and Corrections found that 6,025 people, representing 40% of the individuals incarcerated in Maryland on April 1, 2020, were from Baltimore City. This is despite that fact that Baltimore City represented less than 10% of

the state's total population on the Decennial Census. This means that over 1% of Baltimoreans at that time were incarcerated.[7] Based on the change in Q2 2020 and Q4 2023 corrections population data from the Department of Public Safety and Corrections DOC Data Dashboard, it can be estimated that as of Q4 2023, this population declined by 13.8% to about 5,200 individuals. Unfortunately, more specific data on county addresses of individuals who are on home detention, parole, probation, or have criminal records in general is not publicly available, though it's estimated that nationally around one in three individuals have a criminal record.[8] As jail and prison populations circulate, criminal records can often follow people for decades if not their whole lives. This would suggest a sizable share of Baltimoreans have criminal records. Some opportunities exist for employment for some during prison stays,[9] but those leaving prison face many barriers to employment.

A study of 2,655 online applications show that employers are 60% more likely to call applicants that do not have a felony conviction compared to those that do.[10] Recently passed policies that ban employers and universities from asking about criminal records[11] may yield better outcomes for Marylanders with histories in the criminal justice system; however, there is a relationship between educational attainment and incarceration that makes people who serve time in prison were over seven times less likely to have a college degree in 2008. While some point to prison GED programs as an on roads to college education for incarcerated individuals, only 0.7% of individuals with a GED earned in prison earn a college degree (compared to 4.8% of GED earners in the general public).[12]

Homelessness

The average rent for a one-bedroom apartment in Baltimore City grew by 9.4% from 2019 – 2023, while inflation increased by 19% in the Baltimore-Metropolitan-Area. This represents a positive deviation in previous economic conditions, where rental costs were outpacing inflation. These conditions combined with an influx of a pandemic-era aid to support increased homelessness services and other factors not examined may have led Baltimore City to see a decrease from 2,294 individuals experiencing homelessness in its Mayor's Office of Homelessness Services Point-In-Time Count Report in 2019 to 1,551 in 2023. Most impressively, the number of unsheltered individuals decreased to 30% of its 2019 count.

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[7] Number of people in prison in 2020 from each Maryland county. Prison Policy Initiative. Retrieved from https://www.prisonpolicy.org/origin/md/2020/county.html

[8] Criminal Records and Reentry Toolkit, National Conference of State Legislatures. Retrieved from https://www.ncsl.org/civil-and-criminal-justice/criminal-records-and-reentry-toolkit#:~:text=Approximately%2077%20million%20Americans%2C%20or,housing%2C%20and%20higher%20education%20opportunities.

[9] In FY19 about 1,150 of 18,244 inmates worked 1.7 million hours earning about 2.5 million in wages from the Maryland Correctional Enterprises (MCE) earning an average of $1.47 per hour. MCE sold about $68.7 million in products. This puts MCE's payroll costs between 3.7% of total gross revenue. About 1 in 4 individuals working these jobs have been sentenced to life in prison. Sourced from MD Division of Corrections FY2024 report and Maryland Correctional Enterprises FY20 Report.

[10] Agan, A., & Sonja, Star (2017). The Effect of Criminal Records on Access to Employment, *American Economic Review,* 107(51150), pp. 560-564. Retrieved from https://www.aeaweb.org/articles?id=10.1257/aer.p20171003

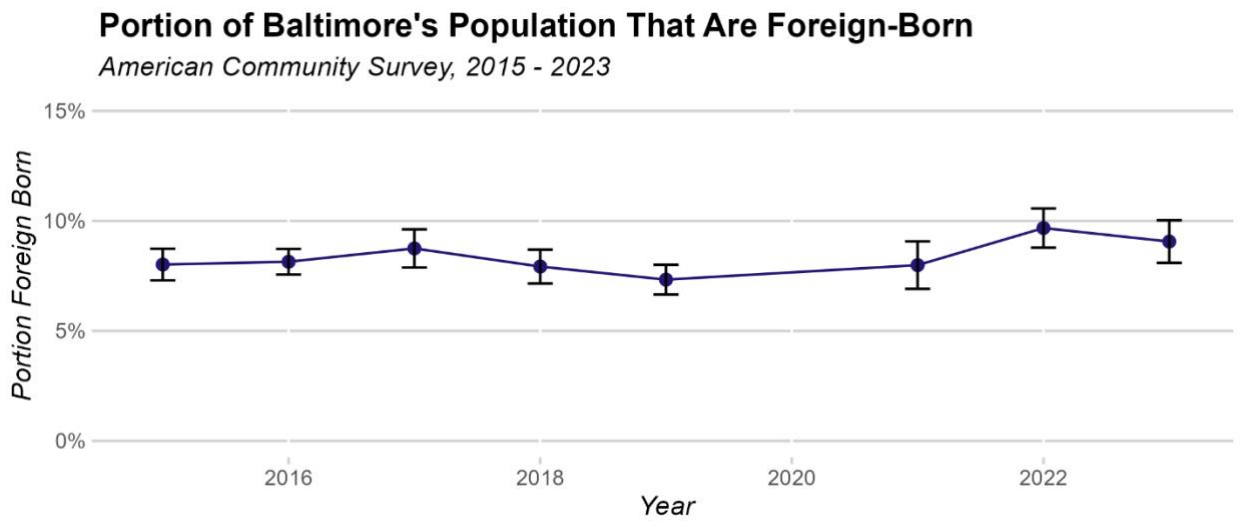
[11] MD. Code Ann, Labor and Employment § 3-103(2019) & MD. Code Ann, Labor and Employment § 3-1405-1406 (2019)

[12] Couloute, L. (October 2018). Getting Back on Course: Educational exclusion and attainment among formerly incarcerated people. *Prison Policy Initiative.* Retrieved from https://www.prisonpolicy.org/reports/

According to The Journey Home, the majority of these individuals are adults, with one in five of these individuals being in a family of at least one child and adult.[13] Lack of consistent housing alone complicates the employment process; however, the multitude of employment barriers linked to homelessness, including physical and mental health issues, a criminal background, education level, and lack of reliable transportation, make it especially important that comprehensive supports are provided for individuals experiencing homelessness.

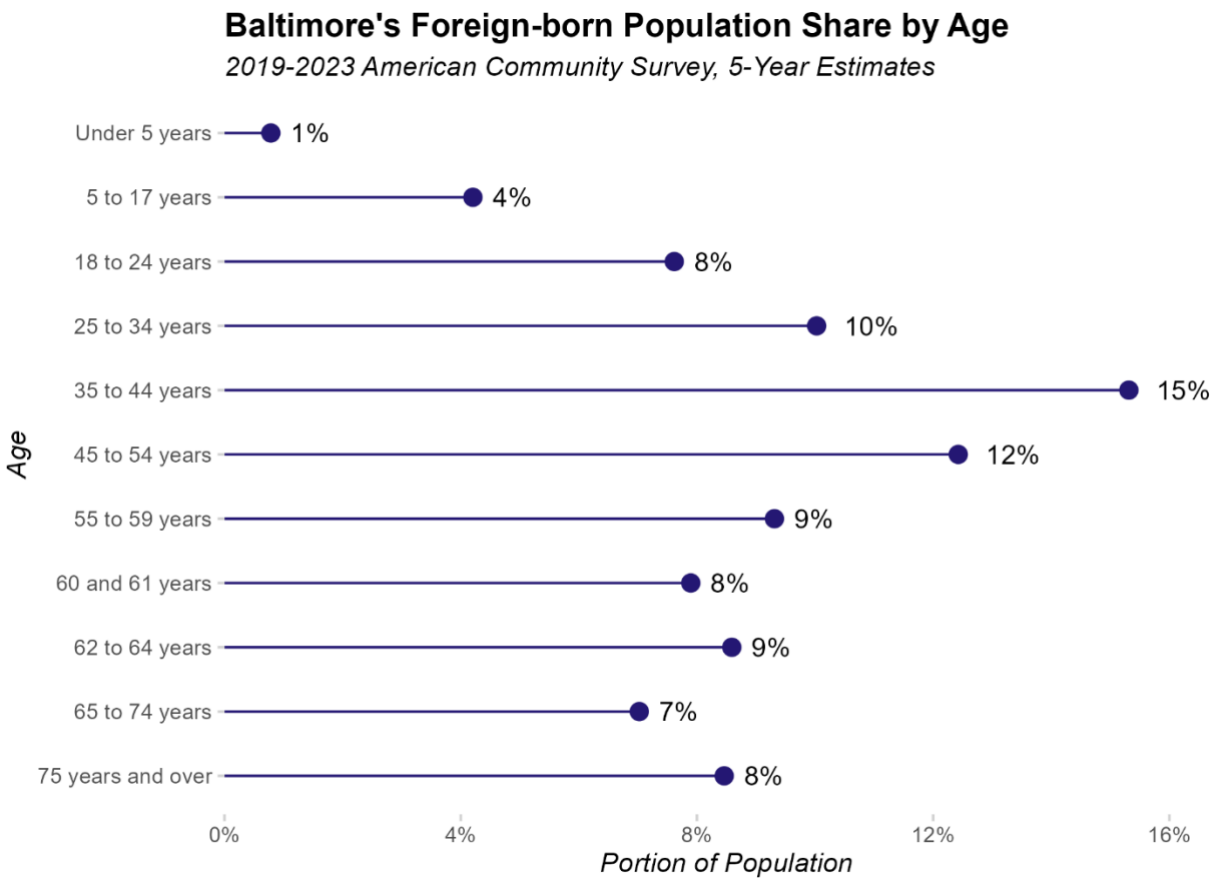
Individuals Facing Substantial Cultural Barriers

While it is difficult to predict exactly how many individuals are facing substantial cultural barriers, it is likely correlated with the number of foreign-born individuals living in an area. In Baltimore City, the foreign-born population has not significantly changed since 2015, hovering around 9% in 2023.



Foreign-born individuals are especially common in working age populations, peaking in the 35 – 44-year-old age ranges in Baltimore City. Given how few individuals under the age of 18 are foreign-born, this suggests most of Baltimore's foreign-born population spent their entire childhood in another country before moving to the city. As a result, a good share of this 9% of individuals may face cultural barriers to employment arising from growing up in another country.

[13] Baltimore City Mayor's Office of Homeless Services (2023). 2023 Baltimore City Point-in-Time Count Report. Retrieved from https://homeless.baltimorecity.gov/sites/default/files/Baltimore%20City%202023%20PIT%20Count%20Report.pdf



Disabilities

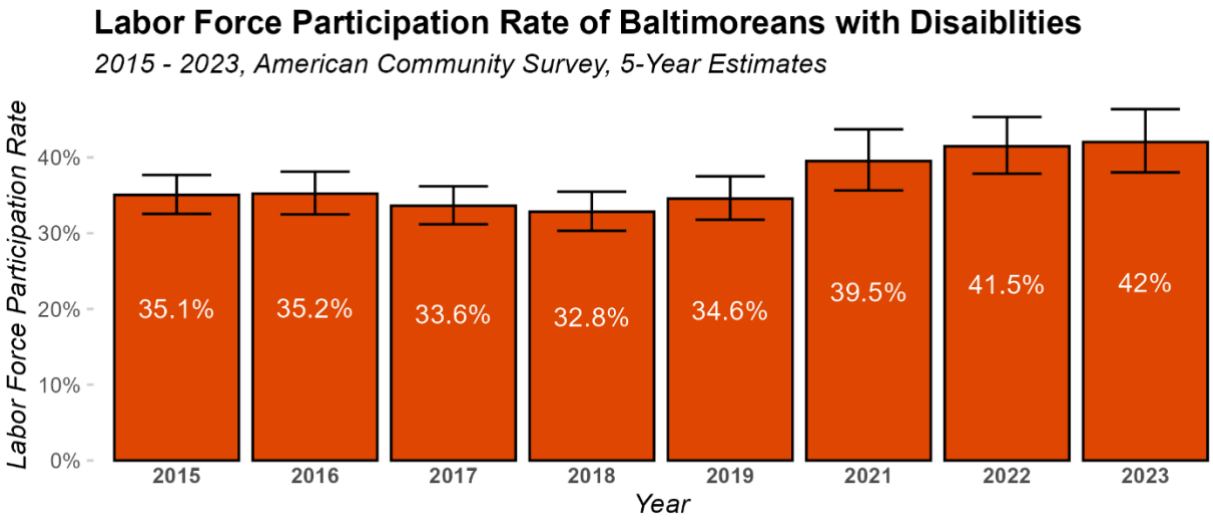
By definition, disabilities are a social construct, as a deficiency in one's capability of doing certain tasks are only described as disabilities if those tasks are considered relevant in today's world and in the specific places that person operates. In today's world, an ability to interact with other people in a social context may be significantly more important than it was several hundred years ago when social networks were less connected, as evidenced by top O*NET skills, knowledge, and abilities above being focused specifically around how to communicate and listen to others. In the workforce arena, atypical traits that may hamper one's ability to succeed in one occupation could be assets in another. While someone taller than six feet may be highly successful in a basketball game, they would be relatively hampered as a jockey. The same may be said of someone whose neurodivergence allows them to more deeply focus on certain tasks,[14] which might make them less capable at multi-tasking. It is because of this, that definitions of disabilities are often diverse and nebulous across different data sources. In addition, this nebulous definition of disabilities brings to question how the world can be better constructed to not just accommodate individuals with disabilities, but to ensure their unique circumstances become no more determinative of their success and happiness than eye color.

The American Community Survey identifies a disability as any self-identified hearing difficulty, vision difficulty, cognitive difficulty ("serious difficulty concentrating, remembering, or making decisions), ambulatory difficulty, self-care difficulty ("difficulty dressing or bathing"), or

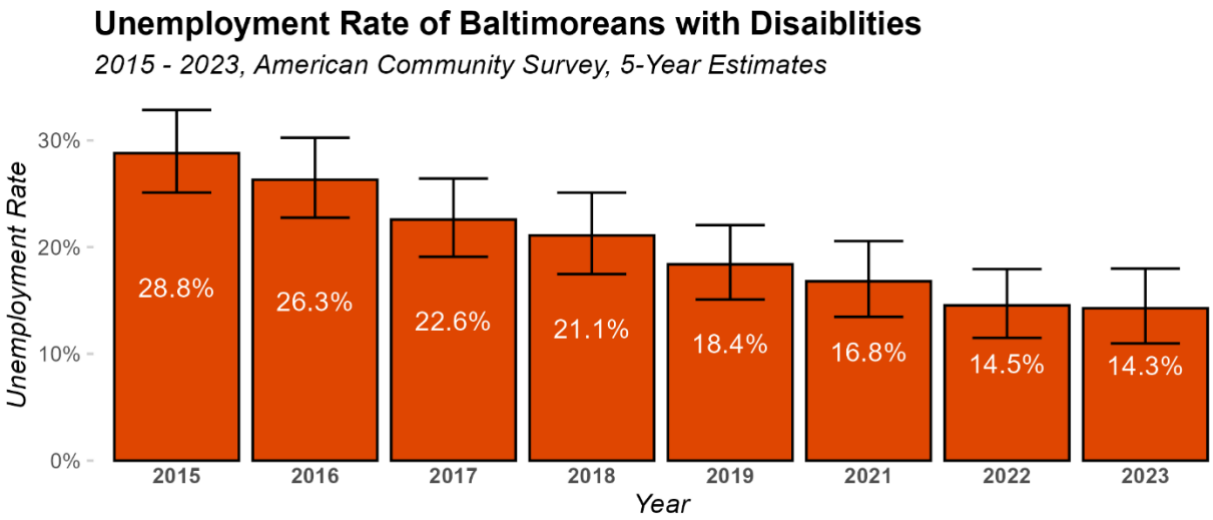
[14] Remington AM, Swettenham JG, Lavie N. Lightening the load: perceptual load impairs visual detection in typical adults but not in autism. J Abnorm Psychol. 2012 May;121(2):544-51. doi: 10.1037/a0027670. Epub 2012 Mar 19. PMID: 22428792; PMCID: PMC3357114.

independent living difficulty ("difficulty doing errands alone such as visiting a doctor's office or shopping").[25] It is important to note this means any person with high-functioning autism or most mental illnesses may not be identified as having a disability.

Nonetheless, based on this definition, 16.5% of Baltimoreans younger than 65 were identified as having a disability in 2023 according to ACS 5-Year Estimates. In Baltimore City and nationally, the labor force participation rate of individuals with disabilities has increased since 2015. This may be the result of a positive trend of increased accommodations for individuals with disabilities due to greater remote work opportunities.[15]



Even more impressive are the decreases in the unemployment rate of individuals with disabilities in Baltimore, which have halved since 2015. That said, with an unemployment rate of 14.3% in 2023 and labor force participation rate of 42%, individuals experiencing disabilities still significantly lagged behind those without disabilities in their workforce outcomes: the unemployment rate and labor force participation rate of individuals without disabilities were 5.2% and 78.8% respectively.



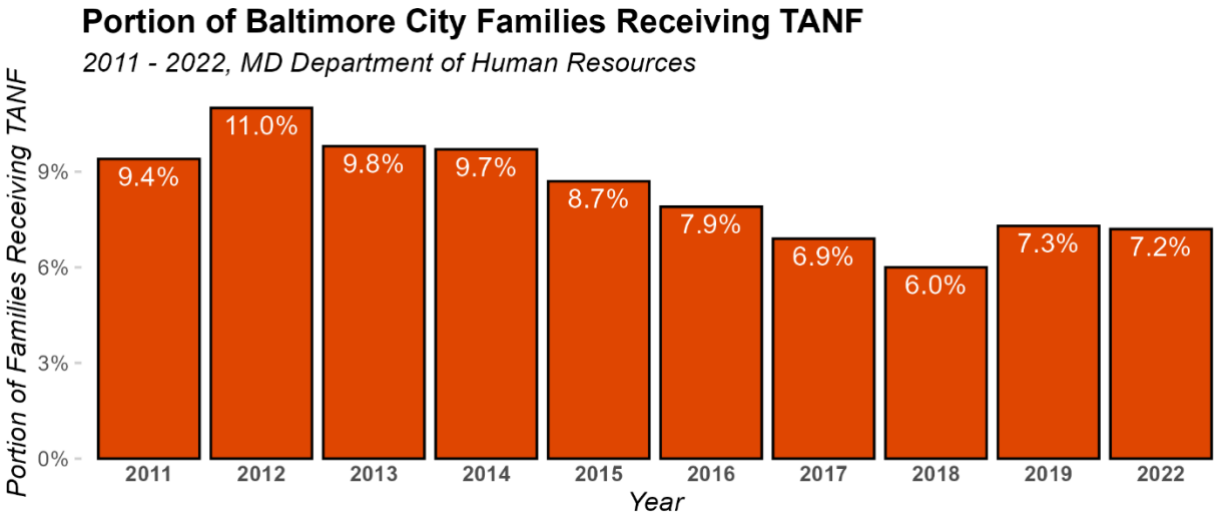
[15] Kyle DeMaria (ed.) and Christopher McLaren, "Trends in Disability Employment," *Trendlines*, U.S. Department of Labor Employment and Training Administration, October 2024, https://www.dol.gov/sites/dolgov/files/ETA/opder/DASP/Trendlines/posts/2024_10/Trendlines_October_2024.html

It is also important to note how the economic conditions of employment interact with and can reinforce the manifestation of disabilities. For example, a study of state minimum wages from 2006 to 2016 suggests that a one-dollar increase in the real minimum wage was associated with a 1.9% decrease in the state's annual suicide completion rate (which is linked to depression).[16] Similarly, a 1992 Health and Retirement Study of the U.S. population found that among people ages 51 to 61 whose health limits the amount or kind of work they can do, 26% of women and 45% of men became disabled because of an accident, injury, or illness at work.[17]

Individuals withing Two Years of Exhausting TANF Lifetime Eligibility

Temporary Assistance for Needy Families (TANF) provided direct cash assistance to families with gross monthly income below 130% of the poverty level and net monthly income below 100% of the poverty level. In the state of Maryland, individuals may receive TANF benefits for up-to five years, unless granted a hardship exemption due to circumstances beyond their control preventing them from attaining employment. In Baltimore it's estimated that only about 7% of new TANF recipients exceed the 60-month limit due to these exemptions.[18] As a result, individuals who are on their fourth or fifth year of TANF receipt are prioritized for WIOA workforce services.

Data from the Maryland Department of Human Resources indicates that the share of Baltimoreans receiving TANF benefits declined from 2012 to 2018 and has increased slightly since then to 7.2% in 2022.



A review of recipients in State Fiscal Year 2022, found that 24% of individuals enrolled in TANF had received temporary cash assistance payments for 37-60 months. If this ratio was applicable for Baltimore City enrolled TANF enrollees, this would suggest that around 1.7% of all Baltimore City families were within 2 years of exhausting their TANF benefits in 2022.

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[16] Alex K. Gertner, Jason S. Rotter, Paul R. Shafer, (2019). Association Between State Minimum Wages and Suicide Rates in the U.S., American Journal of Preventive Medicine, Volume 56, Issue 5, Pages 648-654, ISSN 0749-3797, https://doi.org/10.1016/j.amepre.2018.12.008.

[17] O'Leary, Paul & Boden, Leslie & Seabury, Seth & Ozonoff, Al & Scherer, Ethan. (2012). Workplace injuries and the take-up of Social Security disability benefits. Social security bulletin. 72. 1-17.

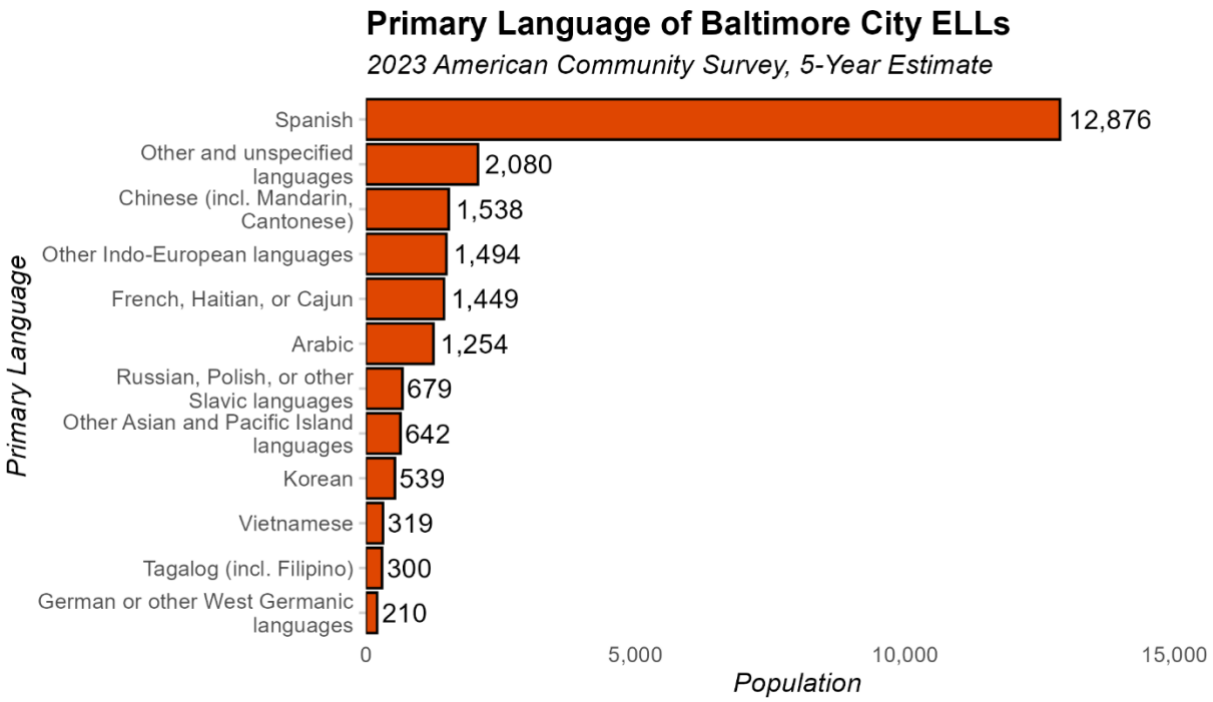
[18] Hall, L.A., Gross, A., & Passarella, L. (2020). *Long-term welfare receipt: Who are the 5% and why do they stay?* University of Maryland School of Social Work https://www.ssw.umaryland.edu/media/ssw/fwrtg/welfare-research/life-onwelfare-special-issues/Long-term-TCAReceipt.pdf.

English Language Learners

Not speaking English well can significantly limit job opportunities, especially in industries that require clear communication with coworkers, customers, or clients. It may also hinder an individual's ability to follow instructions, participate in training, or demonstrate their skills effectively during the hiring process. That is why English Language was listed as the most important Knowledge needed for working in Baltimore City, according to the O*NET analysis above.

According to the 2023 ACS 5-Year estimates, there are about 23,380 Baltimoreans who identified that they do not speak English "very well," a slight increase from the 20,324 individuals who identified as such in 2016. Spanish accounts for over half of Baltimore City's English Language Learners (ELL) in 2023. Based on the MD State Department of Education's historical archive of Students Receiving Special Services Data. In 2003, less than five percent of students enrolled in Baltimore City schools were identified as having "Limited English Proficiency." In the 2023 school year, 12.6% of students were identified as ELL.

While this expansion in ELL comes with its challenges, the benefit of an expanding immigrant population for Baltimore City's workforce is clear. In addition to providing their culture, skills, experience to the city, immigrants made up 21% of Baltimore City's businesses owners in 2021.[19] The primary languages of ELL are shown in the graph below.



Long-term Unemployed

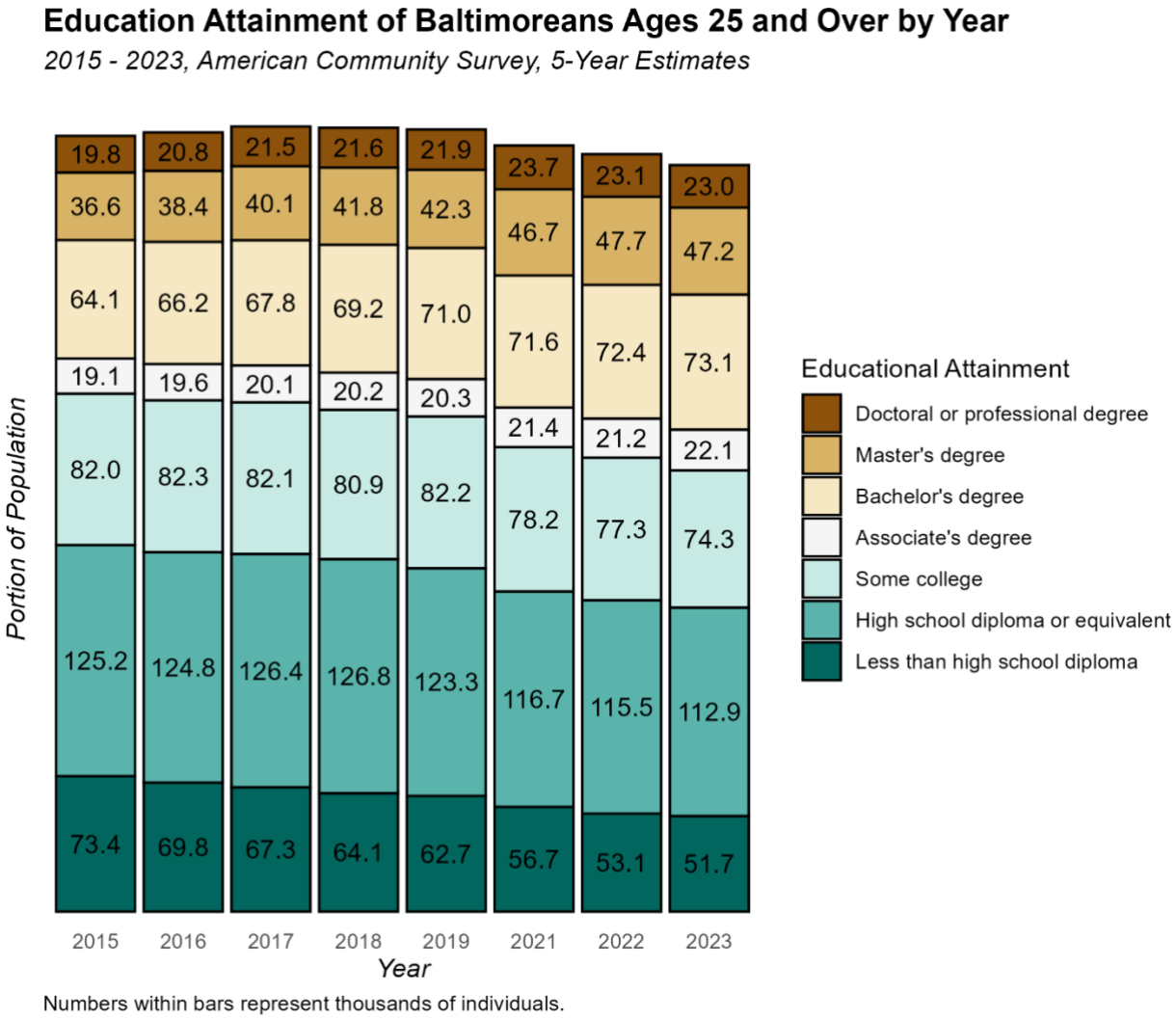
The longer someone is unemployed, the more likely they are to experience financial instability, mental health challenges, and social isolation, complicating their return to the workforce. Additionally, employers are apt to see gaps in a resume as a hiring red flag. WIOA defines long-term unemployed individuals as those who seeking employment and out of work for at least 27 weeks. In October 2023, about 22.9% of unemployed individuals were long-term unemployed. If

[19] David Dyssegaard Kallick, *Immigrant Small Business Owners: A Significant and Growing Part of the Economy* (New York: Fiscal Policy Institute, June 2012), 22.

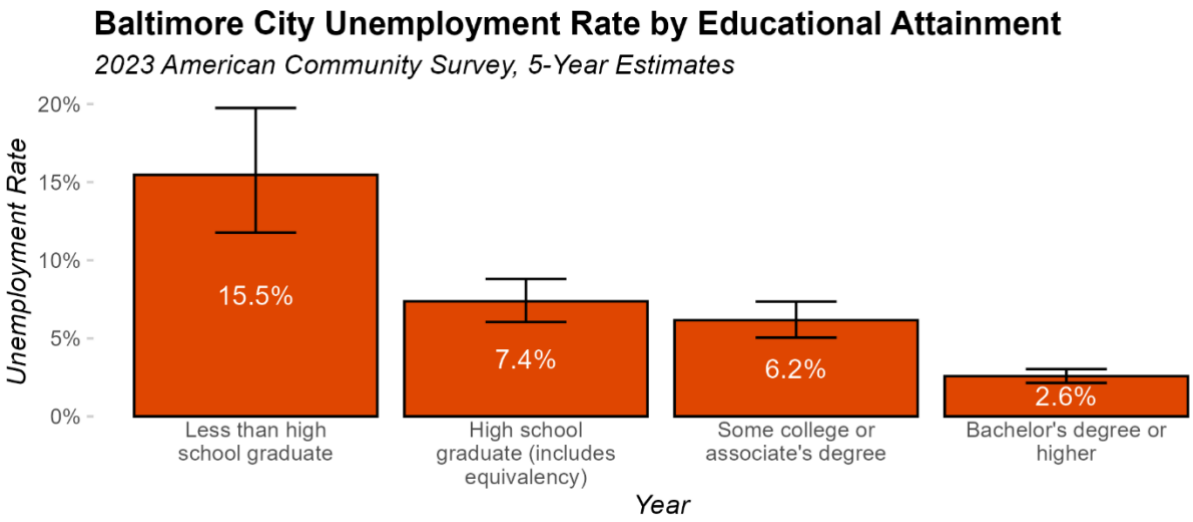
that national ratio remained was the same for Baltimore City residents, then about 1% of Baltimore City's population would be long-term unemployed.

Individuals without a High School Diploma

Lacking a high school diploma significantly limits job opportunities, as many employers require at least a diploma for entry-level positions. Without this credential, job seekers often face lower wages, fewer employment options, and a higher risk of long-term unemployment. Fortunately, the number of Baltimoreans who lack a high school diploma has dropped by nearly 30% since 2015. This is a positive trend, given the declining share of job opportunities available to individuals who lack a diploma; however, the number of estimated Baltimore City jobs available to individuals lacking a high school diploma was only 22,698 in 2022 compared to a high school dropout population of over 53,000 (though only 17,268 of those individuals were in the labor force in 2023).

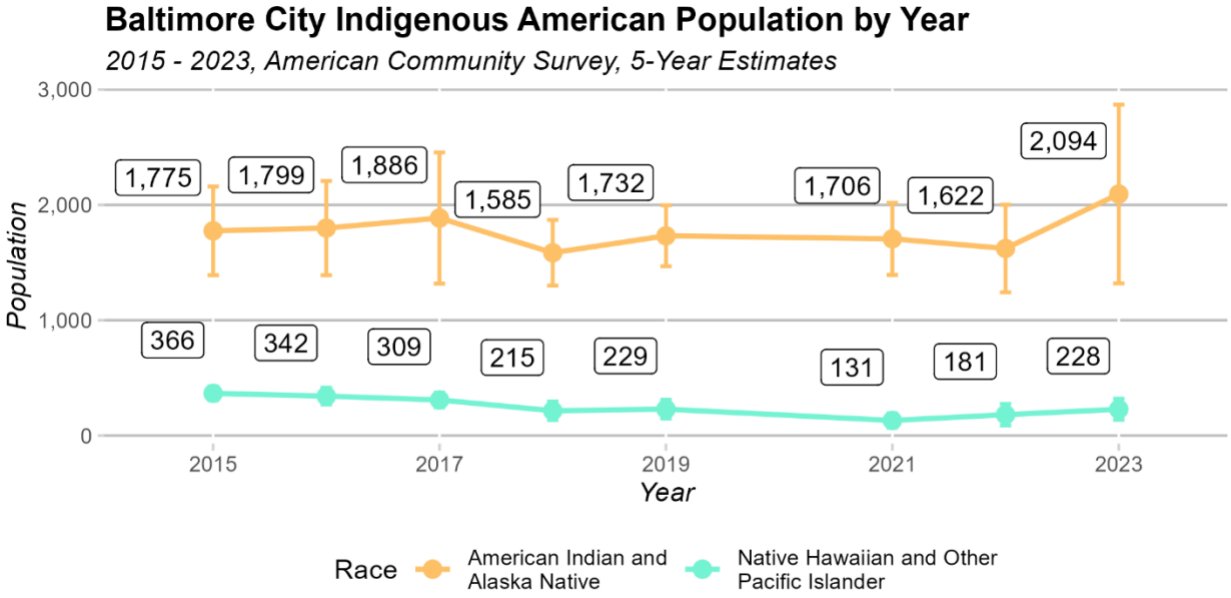


Unsurprisingly, the unemployment rate of individuals who lack a high school diploma is significantly higher than those who do have a diploma or post-secondary degree.



Native Americans, Alaskan Natives, and Native Hawaiians

Individuals identifying as Native Americans, Alaskan Natives, and Native Hawaiians represent a small portion of the population in Baltimore, with the U.S. Census Bureau estimating that less than 1% of the city's population falls into these groups. Since 2015, there has not been a significant change in Baltimoreans identifying as Native Americans, Alaskan Natives, and Native Hawaiians.



While Baltimore today sits on Piscataway land, most of its American Indian population are Eastern Band of the Cherokee and Lumbee. In fact, as of 2020 Baltimore had the largest Lumbee population in the US outside of their native land.[20] Due to their historical and present displacement and disenfranchisement, a disproportionate share of indigenous people's face challenges such as lower educational attainment, higher poverty rates, and limited access to quality healthcare and housing, which can impact their participation in the workforce.

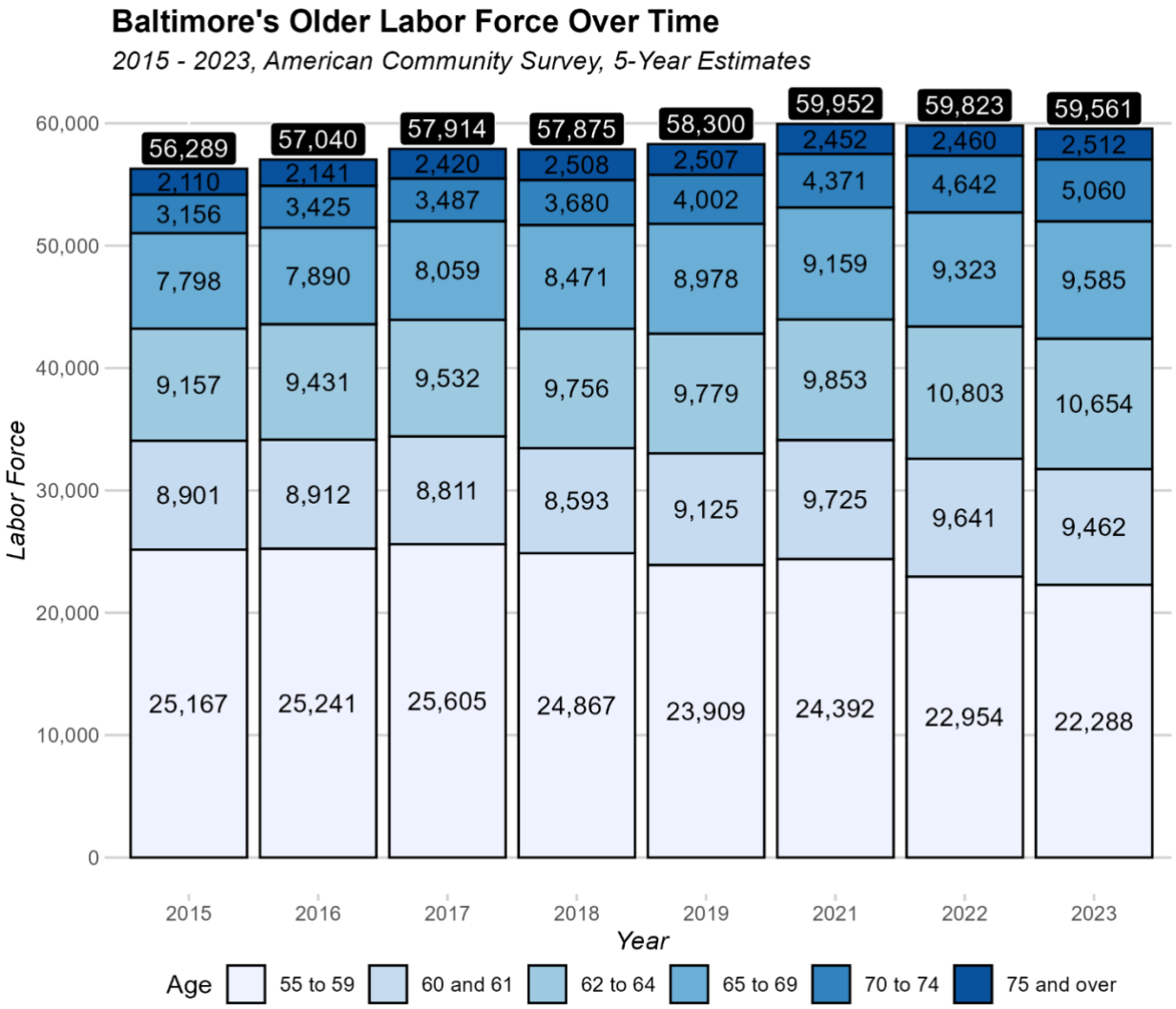
[20] Baltimore's Lumbee population declined significantly in the early 1970s due to an urban renewal development project that destroyed many of their residences. Source: Spiegel, I. (October 5, 2020). A Native American Community in Baltimore Reclaims Its History. *Smithsonian Magazine*, retrieved from https://www.smithsonianmag.com/

It is worth noting that some legal definitions of American Indians may require specific tribal affiliation, while the census only requires individuals to self-identify as such. In Maryland, there are three state-recognized tribes (though none are nationally recognized): the Piscataway Conoy Tribe, the Piscataway Indian Nation, and the Accohannock Tribe.[21]

Older Individuals

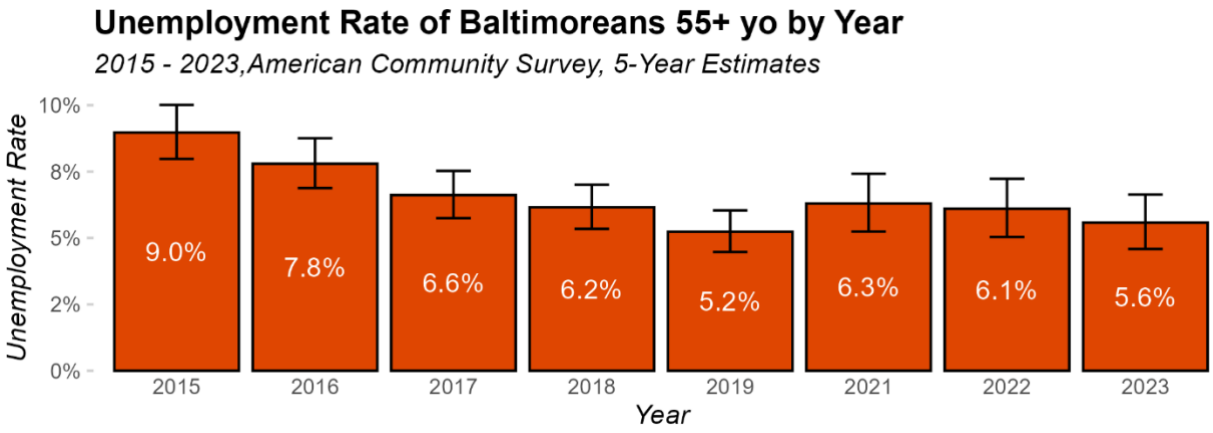
WIOA defines older individuals as those above the age of 55. Seeking work at an older age can be challenging due to age discrimination, where employers may perceive older candidates as less adaptable, or tech-savvy compared to younger applicants. Additionally, older job seekers may face skill gaps, especially in industries that prioritize rapidly changing technologies or contemporary work practices.

Since 2015, these groups have made up a significant and slowly increasing share of Baltimore's workforce. This may be due to an aging Baby Boomer generation, longer life expectancies, and delayed retirement for financial or personal reasons.



[21] Executive Order 01.01.2012.01; Executive Order 01.01.2012.02; Executive Order 01.01.2017.31

While the older labor force has grown, the unemployment rate of older Baltimoreans has fortunately declined since 2015, though it still sits slightly above the unemployment for Baltimore today.

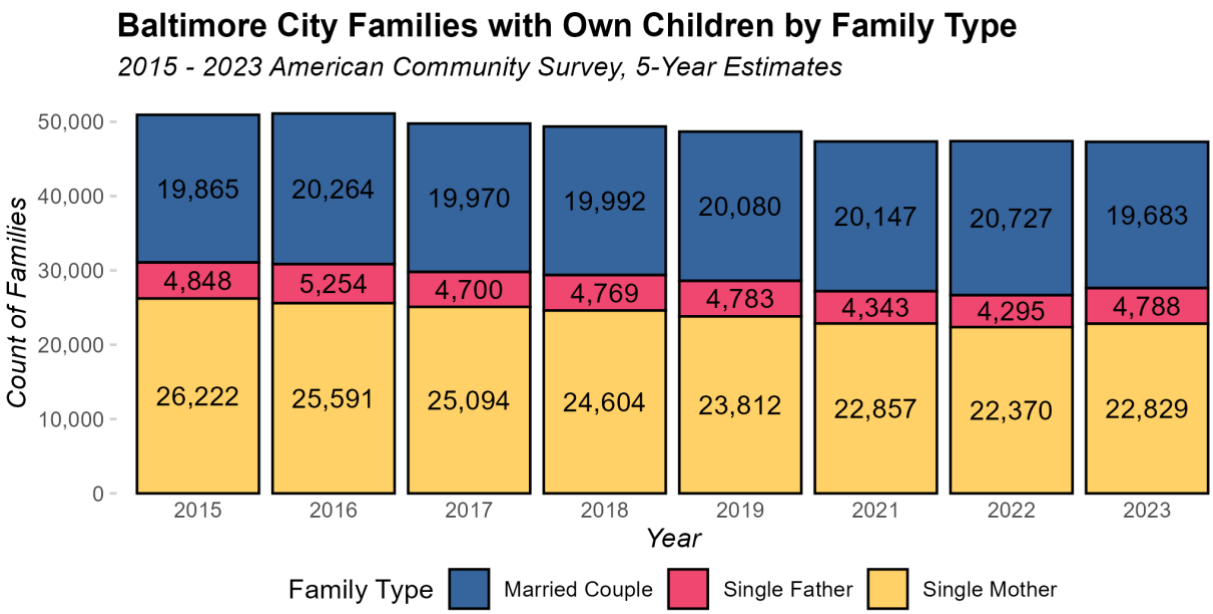


Single Parents (including single pregnant women and non-custodial parents)

Being a single parent can make it difficult to get a job or maintain employment due to the challenge of balancing work with caregiving responsibilities, often requiring flexible hours or childcare. Additionally, single parents may face financial constraints, making it harder to afford childcare or transportation, which can limit their job options or availability. According to the Maryland Family Network, the average cost of full-time infant/pre-school childcare in 2023, was $22,983, representing 31.5% of the area median income.[22] Individuals earning our target wage would see almost half of their income go to childcare just to take care of one child. For those with multiple children, the costs may outweigh the benefits of working in the first place.

Data below shows the number of single-parent households with their own children in Baltimore City over time. This data does not include formally or informally adopted/fostered children. While married households and single father households have largely remained stable, the number of single mother households has dropped since 2015 remaining stable over from 2021 – 2023.

[22] Child Care Demographics 2024 Maryland Report, (2024). Maryland Child Care Resource Network, Retrieved from https://www.marylandfamilynetwork.org/sites/default/files/2024-01/Maryland%202.0.pdf



It is difficult to estimate the number of non-custodial parents in Baltimore City; however, those with child support cases face unique circumstances resulting from child support arrearages. Two common forms of punishment, wage garnishment and driver's license suspensions may impact an individual's motivation and ability to formally work. As a result, some individuals may opt for more informal work arrangements to avoid wage garnishments.

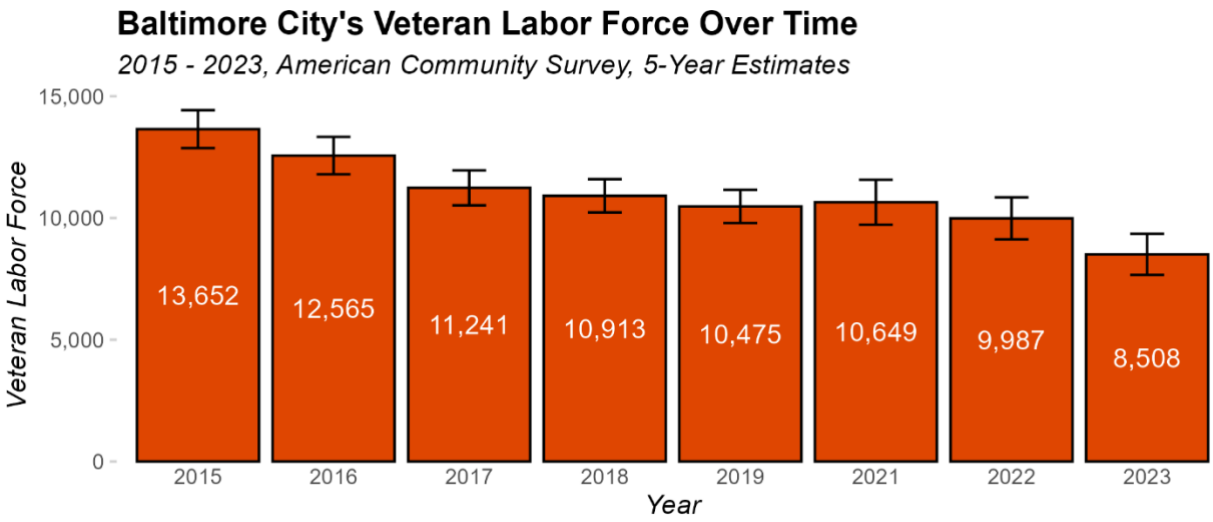
A report from Child Support Enforcement Administration found the number of child support cases declining in Baltimore City, dropping by 35% from July 2016 to July 2022; however, the drop in this caseload may come in part from 1) broader set of rules for case closure and 2) the declining TANF population, since individuals receiving TANF are mandated to seek child support from non-custodial partners to reimburse the state and federal government for TCA payments. Nonetheless, there were still over 34,000 child support cases in Baltimore as of 2022.[23]

Veterans

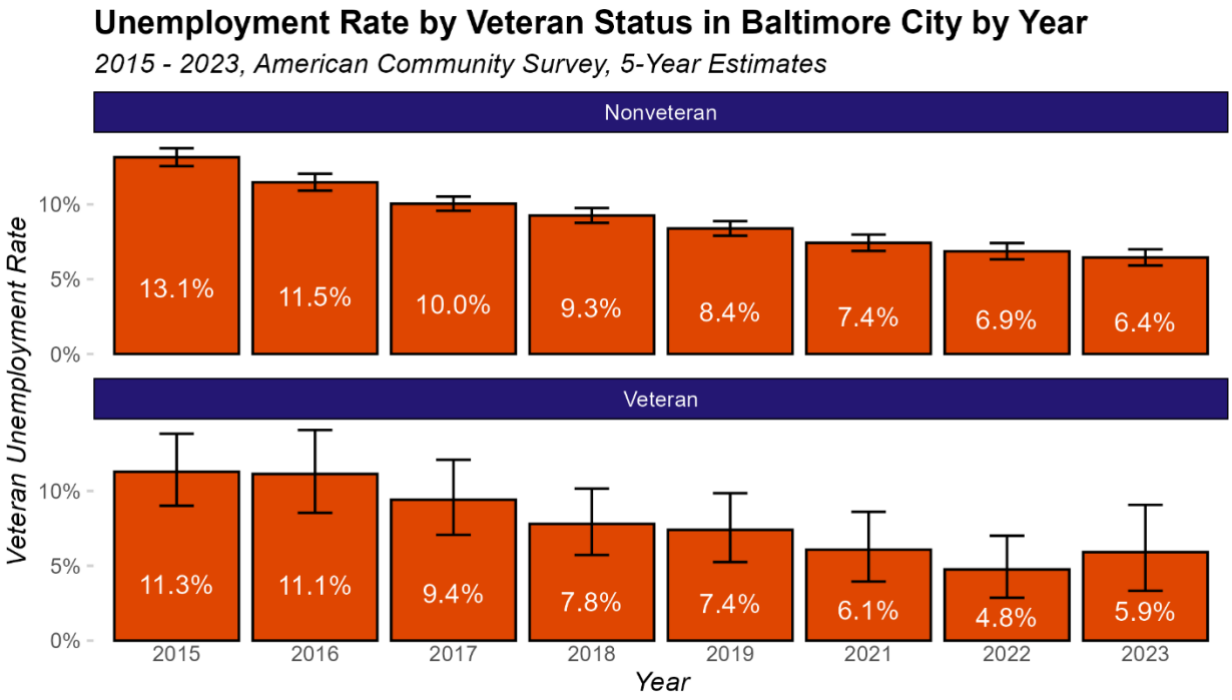
Veterans may struggle with unemployment due to difficulty translating their military skills into civilian job qualifications and adjusting to a different work culture. Additionally, physical or mental health challenges, limited civilian job search experience, and employer misconceptions can further hinder their ability to find stable employment. Baltimore City's veteran labor force has declined by 38% since 2015. This may be in part due to the aging of the Baby Boomer generation who participated in wars of the 20th century and the decline in individuals joining the military in recent history.[24]

[23]Passarella, L. (2022). Maryland's Child Support Caseload Trends among Cases, 2016 to 2022. University of Maryland School of Social Work. Retrieved from https://www.ssw.umaryland.edu/media/ssw/fwrtg/child-support-research/cs-caseload/Child-Support-Caseload,-2016-to-2022.pdf

[24] Data from the Department of Defense Manpower Data Center indicates a 6% decline in active-duty service members from 2012 to 2022: https://dwp.dmdc.osd.mil/dwp/app/dod-data-reports/workforce-reports



Baltimore City's veteran unemployment rate has historically been better than the nonveteran unemployment rate since 2015.

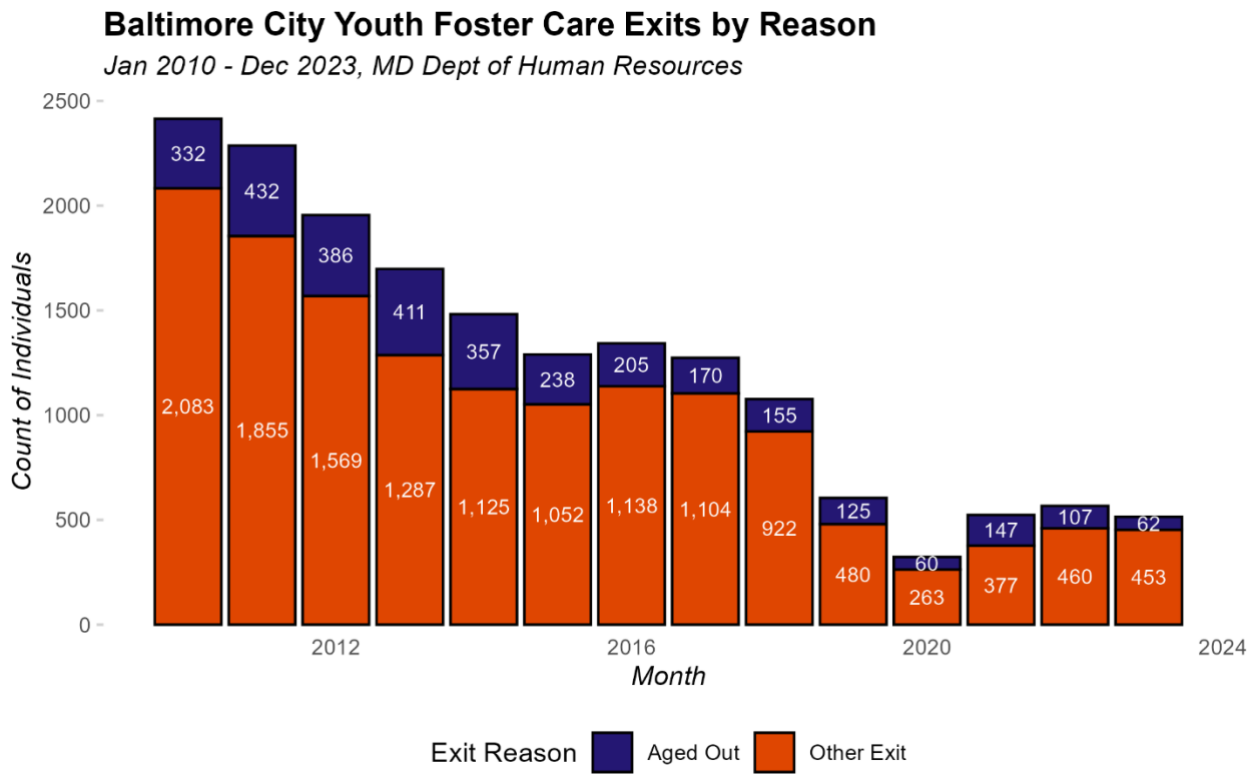


Youth who are in or have aged out of the foster care system

Aging out of foster care can make it difficult to find work because many young adults lack the support systems and resources that help others transition into stable employment, such as family connections or a reliable safety net. Additionally, they may face challenges such as limited work experience, gaps in education, and emotional or psychological trauma, all of which can hinder their ability to secure and maintain a job. Maryland Child Welfare Services Data from State Fiscal Year 2010 to 2024 show declines in the number of youth exiting childcare and a requisite decline in the number of youth aging out of the system. This may be due to greater emphasis on family reunification efforts. These declines in numbers don't indicate a decline in the portion of foster youth aging out of care.

Historically, most youth over the age of 14 in foster care are likely to remain in care until they turn 21. This means that most working age youth in Maryland's foster care system will have their first workforce experiences in the foster care system.[25] By the age 21, only 34% of MD youth have full-time employment and 26% have part-time employment, leaving half of foster youth unemployed by the time they exit the program. [26]

The size of the foster care system can be impacted by employment, as reasons for taking a youth from their home and placing them into the foster care system can be exacerbated by poverty and unemployment, like inadequate housing or homelessness.



Substance Use Disorder

While it is not formally listed as a barrier under WIOA, substance use disorder has had a disproportionate impact on Baltimore City's residents and has significant impacts on their ability to attain and maintain work. Substance use disorder can impair an individual's ability to maintain focus, perform consistently, and meet job expectations, leading to decreased productivity and potential absenteeism. Additionally, the physical and psychological effects of substance use may interfere with interpersonal relationships and workplace behavior, making it difficult to maintain employment. According to a meta-analysis of research on substance use disorder and

[25] Harburger, D.S. & Greeno, E. J. (2016). *Thrive@25 Phase 1: Maryland's Planning Grant to End and Prevent Homelessness for Youth with Foster Care Histories on the Rural Mid-Shore.* (Final Report). Baltimore, MD: The Institute for Innovation & Implementation, University of Maryland School of Social Work.

[26] National Youth in Transition Database (NTDD) from federal fiscal year 2021. Retrieved from https://www.acf.hhs.gov/sites/default/files/documents/cb/nytd-outcomes-md-2021.pdf

unemployment, substance use itself can both impact one's likelihood to be unemployed, while unemployment may exacerbate the likelihood of one developing substance use disorder.[27]

For Baltimore City, the disproportionate effects of the crack cocaine epidemic, War on Drugs, heroin, and the rise of fentanyl have multiplied the impacts of the Opioid Epidemic to yield nearly 6,000 opioid overdose related deaths from 2018 to 2024. From 2018 to 2022, the overdose death rate in Baltimore City was nearly double that of any other large city.[28] Based on information from the Maryland Department of Health, Baltimore City accounts for 44% of overdose deaths (740 of 1689) in the state of Maryland from December 2023 to November 2024.[29]

For individuals suffering from substance use disorder, there is an evidence-based employment approach, called Individual Placement and Support (IPS), designed to help individuals find and retain competitive employment in their community. It emphasizes integrating vocational support with clinical treatment, providing personalized job coaching, and offering ongoing support to help individuals succeed in the workplace.[30]

C. Provide an analysis of the workforce development activities (including education and training) in the Local Area, including an analysis of the strengths and weaknesses of such services, and the capacity to provide such services, to address the identified education and skill needs of the workforce and the employment needs of employers in the Local Area.

Baltimore City has many resources available to meet demands of employers. These include its robust network of colleges, universities, apprenticeship programs, and occupational skills training providers.

The Baltimore-Columbia-Towson Metro region has ten universities and more than 100,000 students that make the city the eighth most educated metro region in the United States.

Select Baltimore Area Colleges and Universities - 2023[31]			
Name	**Institution Type**	**Students**	**Degrees**
Baltimore City Community College	2-Year	4,181	581
Coppin State University	4-Year	9,101	396
Johns Hopkins University	4-Year	31,275	9,118
Loyola University Maryland	4-Year	5,238	1,573
Maryland Institute College of the Arts	4-Year	1,974	586
Morgan State University	4-Year	9,101	1,473
Notre Dame of Maryland University	4-Year	1,734	542
University of Baltimore	4-Year	3,225	1,108

[27] Nolte-Troha C, Roser P, Henkel D, Scherbaum N, Koller G, Franke AG. Unemployment and Substance Use: An Updated Review of Studies from North America and Europe. Healthcare (Basel). 2023 Apr 20;11(8):1182. doi: 10.3390/healthcare11081182. PMID: 37108016; PMCID: PMC10137824.
[28] Zhu, A., Thieme, N., & Gallagher, J. (2024, May 23). *Almost 6,000 dead in 6 years: How Baltimore became the U.S. overdose capital*. The New York Times. https://www.nytimes.com/2024/05/23/us/baltimore-opioid-epidemic-od-deaths.html
[29] Data from MDH Interactive Dashboards Overdose Data Portal as of 1/13/2025. Retrieved from https://health.maryland.gov/dataoffice/Pages/mdh-dashboards.aspx
[30] Drake, B., Bond, G., & Teach, F. (September 2023). Individual Placement and Support for People with Co-occuring Substance Use Disorder. Westat. Retrieved from https://www.dol.gov/sites/dolgov/files/ODEP/pdf/IPS-ForPeopleWithCo-Occurring-SUD.pdf
[31] Brief Economic Facts Baltimore City, MD (2023). MD Department of Commerce, Retrieved from https://commerce.maryland.gov/documents/researchdocument/baltcitybef.pdf

University of Maryland, Baltimore	4-Year	6,931	2,295

As of December 31, 2024, there are 21 providers On the WIOA Eligible Training Provider List with addresses listed in Baltimore City:

Eligible Training Provider List Providers with Baltimore City Locations	
1199 SEIU League Training & Upgrading Fund	I.T. Phlebotomy Solutions
160 Driving Academy	It Works Learning Center Inc.
All-State Career, Inc.	Jane Addams Resource Corporation
Baltimore Alliance for Careers in Healthcare Inc.	Maritime Applied Physics Corporation
Baltimore City Community College	Morgan State University
Black Wall Street Charm City, Inc.	NPower, Inc.
Catalyte, Inc.	North American Trade School
FuTech Engineering Solutions, LLC	Pass IT On, Inc.
Health Focus Inc.	Phase 3 Training Corporation
Holistic Massage Training Institute	Stein Academy-School of Health Tech. & Career
I'm Still Standing Community Corporation	TranZed Apprenticeship Services, LLC

Since 2022, MOED has funded adult-focused training at 26 different providers with WIOA and other funds for a total of 1902 training enrollees. The table below shows those providers. Purple highlighted rows are on the Eligible Training Provider List (some are not in Baltimore City).

Baltimore City MOED Funded Trainees by Provider	
Training Provider	**Trainees Enrolled**
160 Driving Academy	20
All-State Career, Inc.	80
Associated Builders & Contractors Inc., Baltimore Metro. Chapter	78
Baltimore Alliance for Careers in Healthcare, Inc	109
Baltimore City Community College	41
Baltimore Cyber	21
BioTechnical Institute of Maryland (BTI)	74
Byte Back	28
Catholic Charities	85
Center for Urban Families (CFUF)	62
Civic Works/Baltimore Center for Green Careers	170
Community College of Baltimore County	3
Equality Equation/P&J Contracting	114
Goodwill Industries of The Chesapeake Inc	88
Helping Other People through Empowerment, Inc.	63
Jane Addams Resource Corporation	93
JobWorks Education & Training Systems, LLC	4
Job Opportunities Task Force (JOTF)	20
Maryland New Directions, Inc.	199
Medcerts, LLC	64
NPower, Inc	92

Baltimore City MOED Funded Trainees by Provider	
Open Works	34
Per Scholas, Inc.	80
Towson University	9
UNITE HERE Local 274 Scholarship Fund	168
Vehicles for Change	103

From 2019 – 2022, Baltimoreans enrolled in Maryland Registered Apprenticeships at 80 different Program Sponsors. The top 20 program sponsors by average number of clients enrolled per year during the period are listed below. In total, 386 Baltimore City apprentices were active in an apprenticeship in 2023.

Top 20 Apprenticeship Program Sponsors Hiring Baltimore City Residents	
Program Sponsor	**Average Active Apprentices 2019 - 2023**
Associated Builders and Contractors, Baltimore Metro	83
Baltimore City Joint Apprenticeship, AFSCME Local No. 44	62
Baltimore Electricians Joint Apprenticeship and Training Committee, Local Union No. 274	43
Finishing Trades Institute of Maryland, DC, And Virginia	35
Mid-Atlantic Carpenters' Training Centers, Baltimore	27
Plumbers And Steamfitters Local Union Local 486 Joint Apprenticeship and Training Committee	25
Independent Electrical Contractors (IEC) Chesapeake, Inc.	18
Baltimore Alliance for Careers in Healthcare	12
Baltimore County Police Department	11
1199 SEIU League Training and Upgrading Fund	9
Harford County Electrical Contractors Association	7
Baltimore Operating Engineers Joint Apprenticeship and Training Committee	6
Heating & Air Conditioning Contractors of Maryland	6
Mid-Atlantic Carpenters' Training Centers, Washington, D.C.	6
Community College of Baltimore County	6
Steamfitters Local No. 602 Joint Apprenticeship and Training Committee	5
Baltimore Area Roofers Joint Apprenticeship Committee	4
Maryland Direct Support Professional Apprenticeship Program	4
Baltimore Washington Laborers	4
Ironworkers Local No. 5 Joint Apprenticeship and Training Committee	4
Maryland Plumbing, Heating, Cooling Contractors, Inc.	4
Road Sprinkler Fitters Local Union 669 Joint Apprenticeship and Training Committee	4

Between apprenticeships, occupational skills training providers, and local colleges/universities for each target occupation that requires above a high school diploma, there are trainings available to assist individuals in preparing for these jobs, though some occupations may only have format training available at the Community College of Baltimore County. It is additionally unknown whether these programs produce enough graduates to meet industry demand.

Weaknesses in the System

While not an exhaustive list, some of the weakness of these training services include:

- **Limited apprenticeship access**: Based on MOED's experience with apprenticeship programming, interest in apprenticeships far outpace employers who currently provide apprenticeship opportunities. Most notably, only 12 Baltimore City students enrolled in apprenticeships through the Apprenticeship MD Program in the 2023-2024 school year. These apprenticeships rely heavily on recruiting employers, where across the state 65% of employers hired only one apprentice. Similarly, only 5% of MD's active registered apprentices resided in Baltimore City in 2023, despite housing about 9% of MD's labor force.[32]
- **Short-term engagements:** In many cases, individuals often disengage from workforce services after attaining work. Within the design performance measures, WIOA precludes counting individuals earning above certain income thresholds from most monitored outcomes. The issue is that, for small families, these income thresholds are lower than earnings of a full-time minimum wage worker, thus disincentivizing local areas from implementing incumbent worker programming. Similarly, Baltimore City's budget process is designed to look at outcomes on an annual fiscal year cycle, resetting each July. Most special grants have terms of only a few years and require ongoing reporting to ensure compliance with grants is kept. In all these ways, the system is designed to encourage short-term engagements with clients and, except for information on worker wages, a job earned by a first-day client at a job fair is considered just as successful as a placement earned after years of training and supportive services. The consequence is that workforce interventions rarely last longer than one year. The problem is that a meta-analysis of 46 longitudinal studies of workforce interventions suggest that the career pathways approach to training do not meaningfully increase medium/long-term earnings of trainees. [33]
- **Meeting demand vs. meeting needs:** While many occupations may require training for individuals to work them, not every occupation that requires training provides workers a family-sustaining wage. In some cases, occupations may provide strong wages, but impede work-life balance so significantly, that individuals often leave those occupations after a short engagement. The workforce system often reflects the demands of the job market, building programs around in-demand occupations; however, some occupations are in high demand, not due to high barriers to entry, but rather inability to retain consistent staff. While informal advocacy and avoiding bad actors are options available to workforce providers, a lack of formal systems to improve job quality may result in poor long-term outcomes for many clients.
- **Economies of scale for support services:** Co-locating services can make it easier for individuals to address multiple barriers at the same time; however, many workforce providers have caseloads that are too small to establish legal, behavioral health, and other

[32] MD Apprenticeship and Training Program 2023 Annual Report. Maryland Department of Labor. Retrieved from https://www.labor.maryland.gov/employment/appr/apprannreport2023.pdf
[33] Salas-Kos, G., Bauer, J., Schaberg, K., Elliot, M., Peck, L. (2024) Impacts of Sectoral Employment Programs and Career Advancement Models and Initiatives. Workforce GPS. Retrieved from https://www.workforcegps.org/events/2024/02/11/13/52/Impacts-of-Sectoral-Employment-Training-and-Career-Advancement-Programs

partnerships formally onsite. Consequently, many rely on less effective referral relationships to address some supportive service needs.

- **Competition vs. collaboration:** Since much of the workforce system is grant funded, individual providers are incentivized to work outside system in the hopes of gaining exclusive access to employers and grants. While a more centralized system of recruiting, screening, and referring training participants to employment may yield better outcomes for individual workers and employers, providers may be concerned that this could threaten their competitive advantage. As a result, many employers are left to manage one-on-one relationships with providers, limiting their recruitment pool and limiting the providers' client's pool of accessible employment opportunities.

In addition to supporting pathways into these education and training resources, MOED will also focus on providing supportive services to individuals within and outside of training to address employment related barriers. Some models the agency currently employs or plans to employ soon include:

- **Subsidized Work Experiences:** Short-term jobs, summer jobs, paid internships, on-the-job training
- **Financial Supports**: Training incentives, emergency supports, public benefits referrals, financial counseling, child support arrearage right-sizing
- **Transportation**: Subsidized/free bus passes and rideshare services, free driver's education training
- **Legal Services:** Shared provider access to expungement, other civil legal services, and know-your-rights trainings
- **Mental and Behavioral Health**: Shared provider access to group and individualized mental and behavioral health counseling, Individual Placement and Support model being piloted to serve individuals in recovery
- **Basic Education**: GED classes, adult basic education
- **Disability Services**: Referral to DORS

While specific models haven't yet been developed, MOED is interested in identifying ways to overcome other workforce issues, including childcare access, healthcare access, and language barriers.

D. Describe how your area will align workforce programs, services, and resources to a career pathways model.

- **How will you identify and focus on sectors such as cybersecurity, healthcare, clean energy, infrastructure, and manufacturing?**

The MOED data team plays a vital role in workforce development by providing comprehensive labor market information and analyses for key sectors such as cybersecurity, healthcare, clean energy, infrastructure, and advanced manufacturing. This data is instrumental in addressing staffing shortages, particularly in healthcare and advanced manufacturing.

The team categorizes job types within these sectors, which helps MOED in the development of career pathways to support career seekers in advancing within these industries. We will facilitate career exploration and pathway seminars for residents and career seekers, helping them navigate their career journeys.

Additionally, the MOED team will strengthen and expand partnerships and agreements with training organizations that offer certifications and training in these high-growth industries, and collaborate with professional affiliation committees and groups such as the Manufacturing Extension Partnership, Baltimore Alliance for Careers in Healthcare

- **How will you engage with employers to understand their workforce needs and priorities?**

MOED will convene our employer partners to assess their needs, pain points, and projections. This valuable information will be shared with our training partners through a white paper or executive summary.

- **What strategies will you use to collaborate with partners to recruit successful training and apprenticeship program training providers to the ETPL?**

We will engage with our workforce board to identify reputable training providers. Additionally, we will partner with registered apprenticeship programs to include their offerings on the ETPL, leveraging their structured training and direct employer connections. As well as promote pre-apprenticeship programs that align with sector strategies and to building a pipeline of eligible providers.

- **What strategies will you use to encourage employers to participate in workforce development initiatives?**

MOED plans to seek funding for employer incentives and to convene employers for interview and hiring events with a vetted talent pipeline of career seekers. We will also develop roundtables which provide discussion and information around recruitment and retention strategies, job quality, leveraging existing initiatives, and forums such as Baltimore Together. Finally, we will use labor market information to keep employers informed about current workforce trends.

- **How will you support employers in developing and implementing on-the-job training programs?**

MOED plans to allocate funding for the development of incumbent worker training, and some customized training programs.

Section 3: American Job Center Delivery System

A. List the AJCs in your area, including address and phone numbers. Provide the One-Stop Operator for each site and whether it is a comprehensive or satellite center.

In FY 25, MOED received authorization to be the One-Stop Operator for Baltimore City after a request for proposals was released and no responsive proposals were submitted.

MOED runs two comprehensive American Job Centers (AJCs)c:

Eastside One Stop Career Center
3001 E. Madison Street
Baltimore, Maryland 21205
410-396-9035

Re-Entry Center at the Northwest Career Center
Mondawmin Mall
2401 Liberty Heights Ave, Suite 302
Baltimore, Maryland 21215
410-396-7873

One Satellite Employment Center:

Employment Connections Center
1410 Bush Street
Baltimore, Maryland 21230

And a network of Community Job Hubs:

Bon Secours Community Works
26 N. Fulton Avenue
Baltimore, Maryland 21223
410-362-3629

Govans Ecumenical Development Corporation (GEDCO)
5513 York Road
Baltimore, MD 21212
410-532-7117

Catholic Charities – My Brother's Keeper
4207 Frederick Avenue
Baltimore, MD 21229
410-644-3194

House of Ruth
2521 N. Charles Street
Baltimore, MD 21218
443-569-0487

Enoch Pratt Free Library- Waverly Branch
400 E. 33rd Street
Baltimore, MD 21218

Our Daily Bread Employment Center
725 Fallsway
Baltimore, MD 21202
667-600-3400

International Rescue Committee
1900 North Howard Street, Suite 200
Baltimore, MD 21218
449-494-9474

Under a contract with the Baltimore City Department of Social Services (BCDSS), MOED also operates the Workforce Reception Center where services to the TANF population are provided. Referrals are made by BCDSS, and customers have access to a variety of services including the Maryland Workforce Exchange, job readiness, work experience and job placement.

Workforce Reception Center
100 W. 23rd Street
Baltimore, Maryland 21218
410-396-6770

B. Describe your customer flow system and process used in the Local Area. Include eligibility assessment, individualized training plans, and case management.

MOED has defined a goal to successfully engage more residents in services and strengthen cross-referrals to other MOED strategies while continuously monitoring and adjusting based on feedback and lessons learned. American Job Centers employ a triage service delivery model. This model ensures that a customer is not forced to follow a prescribed set of processes that may not meet their individual needs. Rather, a Greeter provides the customer with an informal assessment and overview of Career Services and center resources and then connects them to the appropriate service and/or partner.

When a customer enters the AJC and self identifies as a veteran, the greeter administers the Veteran Services Significant Barriers to Employment Eligibility Checklist screening tool. This tool is an assessment to determine whether the veteran has significant barriers to employment. If eligible, they can choose to meet with the Disabled Veteran Outreach Program (DVOP) specialist for individualized services. If the assessment does not reveal significant barriers, then other AJC staff deliver one-stop services.

All customers, including veterans, are encouraged to attend the center's information session, which is designed to familiarize the customer with the full menu of Career Services offered by the One-Stop Centers and partners. The menu of Career Services includes employment opportunities, a variety of job readiness workshops, web-based tutorials, partner services, individualized and training opportunities. These services are provided in a manner that does not require sequence of service and allows the customer to access the resources they need to succeed. New customers are encouraged to enroll in the Maryland Workforce Exchange (MWE), the State of Maryland's job match system, prior to accessing center services. Career Services are classified into two categories: Basic and Individualized Services.

With MOED returning to full in-person services after the COVID-19 pandemic, "virtual help" remains available as an option for those who prefer it. MOED continues to serve Baltimore City residents through a variety of methods, offering many workforce services remotely via phone, email, and meetings facilitated through Microsoft Teams. Assistance is also available via platforms like Delivery.gov, the MOED website, and social media. Virtual offerings include customer registration and orientation, career counseling and follow-up services, resume

development, referrals for occupational skills training, connections to community resources, and job opportunities through the “Now Hiring” job board.

In-person services for residents also include assistance with registering in the Maryland Workforce Exchange - an online job bank where applicants can search for and access available jobs, explore labor market information, and check the events calendar for activities related to finding a job or accessing training.

Interpretation service is available for limited English-speaking customers through the Language Line. Similarly, assistive technology equipment is available for those visually impaired customers, and we intend to utilize on-demand video relay for those customers requiring sign language interpretations.

AJC customers also have access to third party platforms to support their job readiness such as Dynamic Works and Resume Scripter.

For those customers interested in services beyond basic career services, an appointment is given to meet with a Career Development Facilitator (CDF) who determines their eligibility for WIOA-funded services and other specialized funded programs. The CDF may also conduct comprehensive assessments, career planning, and development of an Individual Employment Plan. In addition, MOED currently offers employment programming through non-WIOA funding sources tailored to special populations including people who are justice-involved and people who are in recovery from substance use disorder.

Eligibility Assessment

The Career Development Facilitator (CDF) conducts an eligibility determination and assessment of the customer’s suitability for WIOA Adult and Dislocated Workers services or special project eligibility. The CDF will collect the required documents that verify eligibility. Eligibility determination may be conducted in-person in the community, virtually, or onsite at the AJC. Once eligibility has been determined, the customer receives a comprehensive assessment to evaluate skills, aptitude, interest and ability to participate and or complete training program.

Case Management and Development of the Individualized Employment Plan

The Career Development Facilitator (CDF) meets with the customer to understand their interest, goals and any potential barriers to employment that may need to be resolved. The CDF determines the customer’s suitability for individualized and/or training services and eligibility for WIOA and other grants.

The results of all assessments are then used to develop the Individual Employment Plan (IEP). The IEP is jointly developed by the customer and the CDF and identifies the customer’s employment goal(s), achievement objectives, and the appropriate combination of services for the customer to achieve their career objectives. Further, the plan documents the need for remediation, job readiness skills, and/or occupational skills training; and outlines the frequency of contact with the customer (i.e., weekly, bi-weekly and/or monthly) to continually track and (re)assess progress towards the career objectives as defined in their IEP.

CDFs case manage, facilitate, and monitor individualized career services and training services. WIOA services are recorded in the Maryland Workforce Exchange and the customer’s case file.

Further, the CDF provides consistent counsel to ensure the customer stays on target to execute the strategies outlined in the IEP and provides guidance on solutions to challenges that may prevent or derail them from accomplishing their goals, as mapped out in the IEP.

C. Describe the process your Board uses for the solicitation and selection of the One Stop Operator. (Section 107 of WIOA)

Under Section 107 of the Workforce Innovation and Opportunity Act (WIOA), the Board is responsible for establishing a transparent and competitive process for selecting a One-Stop Operator (OSO) to manage the delivery of services across the workforce system.

The Board issues an RFP that outlines the roles, responsibilities, and expectations of the One-Stop Operator. The RFP includes a description of services, eligibility requirements and reporting metrics. To ensure open competition, the RFP is advertised widely. This includes public notices in social and print media, postings on the Board's website, outreach to local organizations, and announcements through local and regional networks.

Interested organizations must submit proposals by a specified deadline. Proposals must include information on qualifications, service approach, budget, staffing, and projected outcomes. A committee is assembled of Board members and MOED staff to evaluate proposals. The committee ensures that proposals are reviewed fairly and consistently. Proposals are scored based on pre-established criteria, including organizational capacity, experience, program design, cost-effectiveness, and alignment with WIOA goals and local workforce needs

The Baltimore Workforce Development Board (BWDB), in accordance with federal regulations (TEGL 15- 16, 2CFR200 .32(t)), conducted an open competition for selection of the One-Stop Operator and a Request for Proposals (RFP) was released on February 29, 2024, and closed on April 12, 2024. No responsive proposals were received. On July 23, 2024, BWDB formally requested approval from the Governor's Workforce Development Board (GWDB) allowing MOED to serve as the One-Stop Operator due to lack of responsive proposals. After requesting and receiving confirmation that all appropriate firewalls were in place, the GWDB approved MOED to perform the duties of the One-Stop Operator for the period beginning July 1, 2024 and ending June 30, 2026 (with the option to extend the agreement for an additional year).

D. Describe how your Board will ensure the continuous improvement of eligible providers of services through the system and ensure that such providers meet the employment needs of local businesses, workers, and jobseekers.

The Baltimore City One-Stop System embraces the concept of a market-driven eligible provider system with a customer-driven consumer reports system. The Maryland Department of Labor oversees the Maryland's Eligible Training Provider List (ETPL) and reports on program enrollments and performance outcomes for all training providers listed. Customers are educated through consumer reports provided by MD Labor's Department of Workforce Development and Adult Learning (DWDAL), including timely accurate information on training provider curricula, support systems, outcomes and employment potential. Career decisions are based on labor market information that includes employment trends, and selections are made in high growth industries with career path opportunities. To remain competitive in such an environment, training providers must design programs that are responsive to employer, worker and jobseeker needs. DWDAL will monitor provider's performance on an ongoing basis and poor performers shall be removed from the EPTL. MOED also monitors training providers to

ensure students receive a positive learning experience and acquire credentials leading to in-demand skills for in-demand jobs.

Customers interested in occupational skills training must attend a training orientation to receive an Individual Training Account (ITA) application. The application process requires customers to justify that their requested training is in an occupation/industry with high growth projections (20% +). Using current labor market information, customers thoroughly research the demands, entry requirements, salary potential and certification requirements of their career choice, compare the performance and ancillary services of chosen vendors, and research job opportunities.

Completed applications are reviewed with the customer by center staff to ensure completeness and accuracy. The center supervisor also reviews the completed application packet and provides sign-off approval prior to submission to the Contract Specialist. Once the Contract Specialist approves the funding, a "Welcome to ITA" packet is issued to the customer that reinforces their responsibility while in training and provides the start date and estimated end date of training. Extensive follow-up is conducted while the customer is in training to ensure that they are progressing and to offer assistance and guidance, as needed. Customers are required to submit attendance and grades to center staff and in concert with center staff develop and participate in a job search commencing 30-60 days prior to their estimated training completion date. The BWDB set the current cap for ITA vouchers at $3,000. However, with Assistant Director approval the cost of training can be increased up to $4,500 to accommodate instances when the training costs exceed the cap for high demand occupations. Changes to the cap will be reviewed after final budget allocations are set. Generally, training should be completed within one year.

E. Describe of how your Board will facilitate access to services provided through the AJC delivery system, including in remote areas, through the use of technology and through other means.

All AJCs and satellite centers are conveniently located and accessible via public transportation. The Maryland Workforce Exchange (MWE) and MOED website provide virtual links to employment opportunities, labor market information, and a ready pool of job seekers. MOED posts and circulates bi-weekly information on job openings via "Now Hiring Alerts" to workforce and faith-based community partners. MOED also distributes information about AJC services on social media, during outreach and other community fairs and events.

MOED participates in community association meetings and outreach events to provide information to residents about services offered at the One-Stop Career Centers, which help them to prepare for job opportunities related to development project. The Wagner-Peyser staff conduct monthly job readiness workshops at the Enoch Pratt library to inform and prepare residents with the services to obtain employment.

MOED also offers services at "Community Job Hubs" (CJH) within high-poverty, low-income neighborhoods where the residents live. MOED CJHs increase access to employment opportunities, computer literacy, labor market information, web-based learning tools, exposure to online application processes, and access to training opportunities available at the One-Stops. Through ARPA funds, MOED has hired three mobile career navigators to travel to locations and community events across the city and to provide residents with workforce services in their own communities.

Through the use of technology, MOED is able to facilitate access to services provided through the American Job Center delivery system, including:

Online Employment and Training

The Maryland Workforce Exchange (MWE) is an interactive website that offers customers the following services:

- Job Searching
- Job Application submission
- Job Recruiting services
- Resume creation
- Job readiness training and related online courses
- Up to date labor market information (LMI)

Customers have access to computer literacy training through the Teknimedia web-based training license. Customers learn the following basic computer literacy skills:

- Computing Fundamentals
  - Understanding computer types and parts
  - Understanding how computers work
  - Identifying software types
  - Windows desktop
  - Managing files and folders

- Key Applications
  - Common features of Microsoft Windows applications
  - Skills for operating word processing software
  - Specific skills for operating a spreadsheet

- Living Online
  - Network connections
  - Electronic mail (e-mail)
  - Social impact of the internet
  - Operation of web browsers

Customers also have access to a variety of online tools to assist with improving skills, including:

- Title II adult education partners provide educational skills training.
- Life skills training is provided with Casey Lifeskills online.
- Job readiness training is provided with the 21st Century Job Readiness Online Training and includes a post-assessment and certification of completion which is available through the MOED website.
- The Maryland Workforce Exchange offers a variety of assessments, including O*NET and a transferable skills assessment.
- GED assessment and training is provided through Aztec Software and GED.com respectively.

The Aztec software and GED.com are used to measure the learner's progress and readiness to take the GED test. GED.com is a summative tool that measures whether GED students are ready to take the GED test and/or identifies areas in which the learner may be having challenges. The GED portal/LACES accounts provide Title II providers (with whom MOED partners) with access to GED test results and the ability to track the learner's attendance, pre/post test scores, demographic information, goals, barriers, etc. The Providers also monitor the learner's progress/provide interpretation in accordance with policy and standards set forth by Adult Education and Literacy Services - Workforce Development & Adult Learning (e.g., testing standards, frequency, documentation, etc.).

F. **Describe the roles and resource contributions of the AJC partners.**

WIOA requires that all One-Stop Partners comply with WIOA Section 121(b)(1)(A) by:

1. **Providing Access to Services**: Ensuring that the programs and/or activities are accessible through the One-Stop delivery system, including making career services as described in Section 134(c)(2) available at One-Stop Career Centers and other relevant locations.
2. **Supporting the One-Stop System**: Contributing a pot of funds to support the infrastructure costs for maintaining One-Stop Career Centers.
3. **Establishing Agreements**: Entering into a Memorandum of Understanding (MOU) and Resource Sharing Agreement (RSA) with the MOED to formalize the operation and resource contributions within the One-Stop system.
4. **Participating in Operations**: Actively participating in the operation of the One-Stop system, in alignment with the terms set in the MOU, the requirements of WIOA, and the Federal laws governing the programs or activities.

The One-Stop Partners and representative for each are:

1. **Programs authorized under Adult Program, Title I of the Workforce Innovation and Opportunity Act (WIOA) for Adults, Dislocated Workers and Youth**

   Mayor's Office of Employment Development
   Mackenzie Garvin, Director

2. **Programs Authorized under WIOA Title I Youth - Job Corps Maryland CTS**

   EQUUS Workforce Solutions
   Patricia Lankford, Vice President

   Woodstock Job Corps Center
   Jason Memmer, Center Director

3. **Programs authorized under Title I, WIOA**

   Youth Build Civic Works, Inc.
   Dana Stein, Executive Director

4. **Wagner-Peyser Act Programs – WIOA Title III**

Maryland Department of Labor
Portia Wu, Secretary

5. **Programs authorized under Vocational Rehabilitation - WIOA Title IV**

   Maryland State Department of Education Division of Rehabilitative Services
   Suzanne R. Page, Assistant State Superintendent
   Akida Goppy, Program Manager II

6. **Activities authorized under Title V of the Older American's Act of 1965 Maryland**

   Department of Labor
   Portia Wu, Secretary

   Senior Service America, Inc.
   Chris Garland, National SCSEP Director and Gwen Haney, Program Officer

7. **Career Technical Education programs at the postsecondary level authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)**

   Maryland State Department of Education
   Suzanne R. Page, Assistant State Superintendent

   Baltimore City Community College
   Debra L. McCurdy, President

8. **Activities authorized under Chapter 2 of Title II of the Trade Act of 1974, Trade Adjustment Assistance for Workers Program**

   Maryland Department of Labor
   Portia Wu, Secretary

9. **Veterans' activities authorized under Chapter 41 of Title 38 United States Code, Jobs for Veterans State Grant Program (JVSG)**

   Maryland Department of Labor
   Portia Wu, Secretary

10. **Community Services Block Grant Act (42 U.S.C. 9901 et seq) employment and training activities**

    Mayor's Office of Children and Family Success, Community Action Partners
    Debra Y. Brooks, Director

11. **Employment and Training Activities carried out by the Department of Housing and Urban Development**

    Housing Authority of Baltimore City
    Janet Abrahams, Executive Director

12. **Programs authorized under State Unemployment Compensation Laws**

Maryland Department of Labor, Unemployment Insurance
Portia Wu, Secretary

13. **Programs authorized under Title II of the Workforce Innovation and Opportunity Act (adult basic education and literacy training)**

    Baltimore City Community College
    Debra L. McCurdy, President

    Learning is for Tomorrow (LIFT)
    Mark Pettis, Executive Director

    South Baltimore Learning Center
    Melissa Smith, Executive Director

14. **Programs authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) Temporary Assistance for Needy Families Program**

    State of Maryland, Department of Human Resources
    Baltimore City Department of Social Services
    Brandi Stocksdale, Director

15. **Programs authorized through Section 212 grants of the Second Chance Act of 2007 under the Re-Integration of Ex-Offenders Program**

    Structured Employment and Economic Development Corporation (Seedco), along with Bon Secours Community Works West Baltimore Career Pathways Collaborative (CPC)
    Tara Colton, Executive Director

    Civic Works
    Dana Stein, Executive Director

    Volunteers of America
    Russell Snyder, CEO

    Living Classrooms
    Cheryl Riviere, Managing Director of Workforce Development

    Goodwill Industries of Chesapeake, Inc
    Ryan Smith, Vice President

16. **Other Partners**

    CASH Campaign
    Robin McKinney, CEO

    Maryland Educational Opportunity Center (MEOC)
    Ellen D. Howard, Executive Director

    Child Support Administration- Department of Human Services, DHS-CSEA
    Kevin Guistwite, Director of Workforce Development Family Investment Administration

Lutheran Immigrant and Refugee Services (LIRS)
Megan Bracy, Director for Refugee & Migrant Services Director

G. Describe how your Board will use Individualized Training Accounts based on high-demand, difficult to fill positions identified within local priority industries previously identified.

The Individual Training Account (ITA) strategy equips jobseekers with the skills to compete in the local economy. As defined by WIOA, Individual Training Accounts are for individuals who seek training services, are determined as WIOA eligible, and may, in consultation with a career planner, select an eligible provider of training services from a list of providers deemed eligible by the State of Maryland. For residents deemed suited for an ITA, the training can help achieve the customer's long-term success and career attainment by helping them acquire in-demand marketable skills to successfully compete in the local labor market at a sustainable wage. Accordingly, all customers who are in need of training begin the process with an interest and aptitude assessment, and participation in a Training Strategies Workshop. The ITA initiative also includes the identification and implementation of an action plan to remove or stabilize the Baltimore City resident's employment and training related barriers.

Customers deemed appropriate to access training through the ITA process are referred to the ITA orientation. The orientation provides customers with in-depth information about the ITA process, policies, and application requirements. The curriculum also introduces the resources available to them to facilitate their decision-making process. As part of the orientation, information is provided regarding the Pell Grant process as well as other resources for financial aid by a partner representative out-stationed at the One- Stop from the Maryland Educational Opportunity Commission (MEOC). The MEOC staff also provide individualized assistance to customers in the completion and submission of the Pell Grant application.

To reinforce the information provided in the orientation, an ITA application packet is issued to each customer. The application process requires customers to justify that their career choice is in an occupation/industry with high growth projections (20% +). Using current labor market information, customers thoroughly research the demands, entry requirements, salary potential and certification requirements of their career choice, compare the performance and ancillary services of chosen vendors, and research job opportunities.

The BWDB set the current cap for ITA vouchers at $3,000. However, with Assistant Director approval the cost of training can be increased up to $4,500 to accommodate instances when the training costs exceed the cap for high demand occupations. Generally, training should be completed within one year.

Customers will only be approved for the actual cost of the training requested once Pell Grants have been exhausted. If a customer has been enrolled in any MOED-funded training program during the past three (3) years, they will not be eligible for any additional training. Exceptions may be considered using the criteria outlined in the local procedural plan which states that exceptions may be made for laid off workers who have received previous training through MOED, and who are unable to gain employment in the same occupational area. Valid justification for requesting training must be completed by the Career Development Facilitator (CDF) and attached to the application. Final approval lies within the Workforce Operations Management team.

H. Describe how your Board will provide priority of service that conforms to the State Plan. This should include a description of additional local requirements or discretionary priorities including data to support the need and how the local requirement and/or priority will be documented and implemented for the adult program.

During the eligibility determination process, the Career Development Facilitator must determine "priority of service" for all WIOA eligible individuals and document the priority within the application and case notes. MOED's priority of services policy is in place at all times to ensure those most in need receive training services. Therefore, only those who meet the definition of low income as defined in the MOED Individual Training Account Procedures (125% of the Lower Living Standard), including individuals receiving public assistance, will be eligible to receive tuition-funded training with WIOA formula funds. There is no Priority of Service in place for those individuals receiving Career Services.

MOED has a local Policy - **Policy Directive 2015-5 – Priority of Service for Low Income Individuals**. Policy reads:

Priority of service status is established at the time of eligibility determination and does not change during the period of participation. Under federal regulation, priority of service does not apply to dislocated workers.

***First priority**:* Initial priority will be given to:

- Veterans and their spouses who are recipients of public assistance and/or low-income, or basic skills deficient;

The term "low-income individual" means an individual who:

A. receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the Supplemental Nutrition Assistance Program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grants to States for Temporary Assistance for Needy Families (TANF) program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance; or
B. is in a family with total family income that does not exceed the higher of the poverty line; or 70 percent of the lower living standard income level; or
C. is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 H. R. 803—12 (42 U.S.C. 14043e–2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))); further defined in the *Barriers to Employment* section below or
D. receives or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.); or
E. is a foster child on behalf of whom State or local government payments are made; or
F. is an individual with a disability whose own income meets the income requirement of clause, but who is a member of a family whose income

does not meet this requirement.

The term "basic skills deficient" means an individual who:

A. is a youth, that has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or

B. is a youth or adult, that is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

***Second priority**:* Priority will be given to:

- recipients of public assistance and other low-income individuals as defined above; **or**
- individuals who are basic skills deficient as defined above; **or**
- individuals with a barrier to employment as defined by WIOA (see below) and who are otherwise determined eligible for individualized career services or training services

The term "individuals with a barrier to employment" means a member of (one) 1 or more of the following populations:

1) Displaced homemakers, defined as a participant who has been providing unpaid services to family members in the home and who:
   (A)(i) has been dependent on the income of another family member but is no longer supported by that income; **or**
   (ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; **and**

   (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
2) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166.
3) Individuals with disabilities, including youth who are individuals with disabilities.
4) Older individuals (age 55 or older)
5) Ex-offenders, defined as a participant who either:
   (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, **or**
   (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction for committing delinquent acts, such as crimes against persons, crimes against property, status offenses, or other crimes.
6) Homeless individuals, defined as:
   (a) An individual who lacks a fixed, regular, and adequate nighttime residence; this includes an individual who:
      (i) shares the housing of other persons due to loss of housing, economic hardship, or a similar reason;

(ii) lives in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations;

(iii) lives in an emergency or transitional shelter;

(iv) is abandoned in a hospital; or

(v) awaits foster care placement;

(b) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground;

(c) Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or

(d) Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth).

7) Youth who are in or have aged out of the foster care system.

8) Individuals who are English language learners defined as a person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions:

(a) his or her native language is a language other than English, or

(b) he or she lives in a family or community environment where a language other than English is the dominant language; **and**

(c) individuals who have low levels of literacy, defined as a participant who is unable to read, write, and speak in English; compute and solve problems at levels of proficiency necessary to function on the job, in the family of the participant, or in society; **or**

(d) individuals facing substantial cultural barriers, defined as a participant who perceives him- or herself as possessing attitudes, beliefs, customs or practices that influence a way of thinking, acting or working that may serve as a hindrance to employment.

9) Eligible migrant and seasonal farmworkers, as defined in section 167(i).

10) Individuals within 2 years of exhausting lifetime eligibility under TANF (part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.)).

11) Single parents (including single pregnant women).

12) Long-term unemployed individuals defined as a participant has been unemployed for 27 or more consecutive weeks at program entry.

13) Such other groups as the Governor involved determines to have barriers to employment.

All definitions listed for Barrier to Employment have been taken from the Workforce Innovation and Opportunity Act- Participant Individual Record Layout (ETA 2015-0007-003 (2)), the data collection template proposed in OMB Control No.1205-0NEW, as required by section 116(d) of the WIOA Act.

Third priority shall be given to veterans and other covered persons who are eligible for individualized career or training services (based on TEGL 3-15). The terms "Veterans" and "other covered persons" are defined in Regulation 20.C.F.R. Part 1010, Priority of Service for Covered Persons, Veterans' Employment and Training Service. In accordance with the Jobs for Veterans Act (P.L. 107-288) (38 USC 4215(a)), the Veterans' Benefits, Health Care, and Technology Act

2006 (P.L. 109-461), and 20 CRF Part 1010, published on December 19, 2008, MOED will ensure that eligible veterans and eligible spouses are identified at the point of entry, are aware of their entitlement of priority of service and are given an opportunity to take full advantage of priority of service and the full array of employment, training and placement services, consistent with requirements outlined in Training and Employment Guidance Letter 10- 09 and Veterans' Program Letter 07-09. The initial assessment and registration documents must identify veteran status. Veterans and their eligible spouses advancing to individualized career services and training services must document their veteran status by supplying a copy of their DD214 or other veterans' documentation.

***Fourth priority**:* MOED has a priority of service protocol in place at all times to ensure those most in need receive training services. Therefore, only those who meet the definition of low income as defined in the MOED Individual Training Account Procedures (125% of the Lower Living Standard), including those individuals receiving public assistance, will be eligible to receive tuition-funded training with WIOA formula funds.

Additionally, priority may be given to special populations as a result of funding specific for that special population.

I. Describe how your Board will train and equip staff to provide excellent, WIOA-compliant customer service.

The delivery of One-Stop services is strengthened by ongoing professional development training for WIOA and One-Stop partners. Regular staff development in customer service, diversity and sensitivity training ensures staff are equipped with the skills needed to serve all customers effectively.

Additionally, consistent cross-training sessions build staff capacity, expertise and efficiency enhancing the overall customer experience. Cross-training helps WIOA and One-Stop partners understand program requirements and deliver seamless, high-quality service. Topics include upskilling staff on new MWE features, policy updates from MD Labor Policy Issuances, and local guidance documents, and implementation changes as WIOA guidance is released. Specialized training also supports services for individuals with disabilities, leveraging resources like Diversity Partners and DORS for assistive technology. MOED organizes or coordinates monthly staff meetings to provide relevant training for staff and partners.

One-Stop staff also encourage customers to complete satisfaction surveys to share feedback on their experience. The Reemployment Program Director and Program Managers review these surveys to assess customer experience and service effectiveness.

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

A. Describe the type and availability of adult and dislocated worker employment and training activities in the Local Area.

The Baltimore Workforce Development Board is committed to offering a robust menu of Individualized Career Services and Training strategies, ensuring each client receives a personalized and unique experience tailored to their specific needs. This approach aligns with our customer-centric model, which moves away from "a one size fits all" mentality. By providing an extensive toolbox of resources, front-line workers and integrated business service team members can individualize the workforce system experience and create a meaningful plan of action.

The assessment of the type and availability of these employment and training services was created through a service matrix by the workforce partners and therefore the services will not be the sole responsibility of the Title I Adult and Dislocated Worker provider. In some instances, the services are Basic Career Services that one or more partner agencies may be providing. In other instances, such as Adult Education and Literacy, a Core Program Partner will provide the service. Adults and Dislocated Workers may be co-enrolled across partner programs to leverage resources and expand the menu options.

MOED endeavors to deliver customer-focused Career Services that enable job seekers access to the services they need to acquire the in-demand skills to compete for in-demand jobs. Some of the employment and training activities will be targeted to:

- Provide job seekers with the skills and credentials to compete and secure employment at a self-sustaining wage;
- Help job seekers access supportive services to address barriers to employment such as homelessness, a criminal background, child support, and/or adult education;
- Provide businesses and employers with skilled talent and access to other human resource services to grow their business; and
- Meet regularly with One-Stop partners to identify best practices and strategies that would work better to continuously improve local one-stop operations.

As described in the Department of Labor's Training and Employment Guidance Letter (TEGL) 19-16, there are three types of career services: basic career services, individualized career services, and follow-up services. The provision of individualized career services is based on the employment needs of the jobseeker, as determined jointly by the jobseeker and the Career Development Facilitator and may be identified through an individual employment plan (IEP). These services can be provided in any order which provides staff the flexibility to target services to meet the needs of the customer.

Basic Career Services

Jobseekers may receive basic career services. Staff will:

- Determine eligibility for WIOA Adult and Dislocated worker services;
- Assess skills including literacy and English language proficiency;

- Provide labor exchange services and information on in-demand industry sectors including accurate information about local, regional, and national labor market areas, job vacancy listings, and information on job skills necessary to obtain the vacant jobs listed;
- Offer job search and placement assistance;
- Refer and coordinate supportive services and other workforce programs;
- Provide performance and program cost information on eligible providers of training services by program and type of providers; and
- Assist in establishing eligibility for financial aid assistance for training and education programs not provided under WIOA.

Individualized Career Services

If One-Stop Center staff determines that individualized career services are appropriate for an individual to obtain or retain employment, staff may provide the following services in-person or virtually:

- Conduct comprehensive assessments of the skills and the service needs to help the resident obtain high wage employment;
- Develop an Individual Employment Plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals;
- Provide individual counseling and mentoring;
- Offer career planning (e.g. case management);
- Provide job readiness preparation that provides basic academic skills, critical thinking skills, digital literacy, and self- management skills, including competencies in utilizing resources;
- Refer to occupational skills training;
- Offer incumbent worker training; and/or
- Refer customers to English-language acquisition and integrated education and training programs.
- Provide supportive services including financial literacy, transportation to/from training and new employment, access to copies of vital documents
- Referral to community resources such as childcare and housing

Follow-up Services

MOED provides follow-up services to all jobseekers deemed eligible for WIOA Individualized or Training Services who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Follow up services may include any of the following:

- Referral to community resources such as childcare, housing, and medical services
- Tracking Progress on the Job
- Work-related Peer Support Group
- Assistance securing better paying job
- Career development and further education planning
- Assistance with Job/Work Related Problems
- Adult Mentoring/Tutoring
- Leadership Development or
- Other Follow-up Service, not classified.

Staff will contact jobseekers monthly and document all progress in the Maryland Workforce Exchange (MWE), and record notes in the customer case file. If the participant obtains employment, staff will obtain and maintain documentation of the job in the participant's record in MWE.

B. Describe how your Board will coordinate workforce development activities carried out in the Local Area with statewide rapid response activities.

Outplacement assistance is available to businesses that are forced to downsize their workforce or shutdown operations. Through a coordinated and comprehensive approach, the MOED Rapid Response team assists employees affected by mass layoffs and closures reenter the workforce quickly. Services include job prep workshops, academic skills update, occupational skills training/retraining, unemployment insurance information, job placement referrals and more. MOED outplacement services assist the workers affected in transitioning from unemployment to re-employment in an effective and efficient manner. MOED provides dislocated workers with assistance regarding unemployment information, and information and access to the following workforce development activities: re-employment workshops, career counseling, job search workshops and instruction, assessment of skills, job readiness services (resume prep, interviewing techniques), occupational skills training, employment opportunities and placement assistance.

Rapid Response activities involve a collaborative effort among the employer, affected workers, Maryland Department of Labor Dislocation Services Unit, and MOED One-Stop staff. The team works with employers and employee representative(s) to reduce the disruptions to businesses, affected workers, and communities that are impacted by job loss. MOED has worked well with Worker Adjustment and Retraining Notification (WARN) and non-WARN businesses and employees to maximize resources in times of job loss.

Layoff Aversion consists of strategies and activities to prevent or minimize the duration of unemployment resulting from layoffs. As applicable, layoff aversion activities may include:

- Immediate and on-site contact to determine assessment of layoff plans, reemployment prospects for workers, available resources, and possibility of trade impact;
- Short-term compensation;
- Employee skill upgrading and customized training;
- Provision of information and access to unemployment compensation benefits and program;
- Information sessions on the trade program;
- Information on Pell Grants and the GI Bill;
- Interviewing skills & resume workshops;
- Job fairs and targeted hiring events,
- Providing on the job training assistance;
- Connecting businesses with workers;
- Working with Economic Development to learn of potential businesses coming to the area with hiring needs; and
- Working with employers on proactive measures such as succession planning or opportunities of potential economic and work transition or expanding of business.

Rapid Response Contacts

Yvette Clark, Asst. Director, Chief of Employer Services
Mayor's Office of Employment Development
36 S. Charles Street
Baltimore, Maryland 21201
Yvette.Clark@baltimorecity.gov

Rosemary Woren, Senior Program Development Specialist
Mayor's Office of Employment Development
36 S. Charles Street
Baltimore, Maryland 21201
Rosemary.Woren@baltimorecity.gov

C. Provide a description and assessment of the type and availability of youth workforce development activities in your area, including activities for youth who are individuals with disabilities. Include successful models of such youth workforce development activities.

MOED's Youth Services Division provides a menu of workforce development activities for youth 16-24 years of age. In-school programs will serve youth attending traditional or alternative high school programs beginning at age 16 through age 21. Md. Code, Educ. § 7-301, known as the Maryland Compulsory Education law, dictates that individuals must attend school through the age of 18. Thus, while WIOA dictates that out of school youth (OSY) must be between the ages of 16-24 at the time of enrollment, in Maryland out of school youth must be between the ages of 18-24 since they are required to attend school at ages 16 and 17. There are exceptions outlined in the Maryland Compulsory Attendance Law for those individuals between the ages of 16 and 17 who may qualify as an OSY including a youth who has obtained a Maryland High School diploma, equivalent out of state high school diploma, or GED; is married; or is in the military. The complete list of exceptions can be found in the Department of Labor Policy Issuance entitled Workforce Innovation and Opportunity Act (WIOA) Title I Youth Program.

The Blueprint for Maryland's Future provides career exploration for middle and high school students in partnership with Baltimore City Public Schools and Baltimore City Community College. The Blueprint for Maryland's Future is a set of policies and dedicated funding that is intended to transform Maryland's early childhood, elementary, and secondary education system to the levels of high–performing systems around the world. The goals of the Blueprint are to improve Maryland's education system so that every Maryland student, regardless of where they live, family income, race, ethnicity, gender, language spoken at home, special needs, and any other unique characteristic, receives a world-class education that prepares them for success in college and career.

Youth are eligible for job readiness training, occupational skills training, internships, job shadowing, career fairs, field trips to post-secondary schools and opportunities to apply for apprenticeships. Upon enrollment, each youth receives academic, occupational and life skills assessment (Ansel-Casey, TABE/CASAS, Career Scope, etc.). The analyses of these assessments help the selected service provider develop a customized plan with the youth to ensure that the appropriate academic services and supports are provided. All WIOA youth providers began using level 11/12 of the TABE on July 1, 2019 as directed per MD Labor Policy Issuance 2020- 05: Basic Education Skills and English Language Assessments.

The WIOA youth providers give youth the choice of several occupational interests. In-school providers include Mandatory Millionaires, Urban Alliance and Young Professionals in School Program. Out of school providers include America Works, Bon Secours Community Works, Catholic Charities Level Up, Healthcare Careers Alliance (Lifebridge Health), Maryland New Directions, National Center on Institutions Alternatives (NCIA), NPower, and Phase 3 Training.

Aptitude tests are a combination of electronic, web-based and paper products. The appropriate test is selected based on the case manager or counselor's initial assessment of the youth's ability, education level, and desire to determine a career area. Once identified, the youth is provided with opportunities for exposure and training in the career.

MOED's Youth Services Division has a partnership with DORS which allows WIOA service providers and our Youth Opportunity program an opportunity to refer youth who might have undiagnosed learning disabilities. In addition, DORS actively participates in YouthWorks, the mayor's summer jobs initiative.

D. Describe how your local area will coordinate education and workforce development activities carried out in your area with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.

The Baltimore Workforce Development Board's Business Engagement Committee will convene workforce stakeholders to further develop career pathways to include basics skills, technical training and practicums or experiential learning opportunities. While classroom instruction provides solid foundational support, the practical application of skills, especially those skills identified by employers, will improve outcomes for individuals with barriers to employment. Incorporating and utilizing work-based training options allowable under WIOA like internships, job shadowing, and transitional jobs will provide a workplace experience that can advance overall learning.

The Board intends to coordinate sector strategies by convening with industry, educational providers and other stakeholders by sector. During these convenings, the Board will identify labor market needs, the skills and credentials required and the career pathway for each of the occupations most in demand. Once needs are identified, local business will weigh in on curriculum and resources will be identified to support training.

MOED intends to support career pathways as a method through which workers can move up the career ladder by completing short-term certificate training programs that lead to greater

credentials and upward mobility in their career of choice. This laddering effect, over time, produces a better-trained and qualified workforce for local employers, as well as higher wages for employees, which, in turn, creates a positive economic impact on local communities.

This allows Title I and Title II programs to coordinate in the development of career pathways and to co-enroll participants so they receive the full spectrum of services for their education and employment needs. For example, an individual could receive adult education services while at the same time receiving occupational skills training funded by Title I.

To avoid duplication of services, WIOA partners created a "Service Matrix," as seen on page 38, that outlines One-Stop services and responsibilities of each partner. WIOA Partners are cross-trained on One-Stop services to increase referrals, alignment and prevent duplication of workforce and educational services.

E. Describe how your Board will coordinate workforce development activities carried out under this title in your area with the provision of transportation, including public transportation, and other appropriate supportive services in the Local Area.

The Mayor's Office of Employment Development provides supportive services and/or referrals to partner agencies to address barriers that may impede a customer's ability to participate in career services. To maximize resources and avoid duplication of services, MOED developed partnerships with a wide range of agencies and community-based organizations that provide supportive services such as clothing closets, childcare support services, substance abuse treatment, temporary housing, emergency food, financial literacy, legal services, mental health services and other necessary supportive services. MOED provides monetary incentives and stipends for customers who participate in training services and achieve program milestones. MOED has fully implemented a tool called "Unite Us" to facilitate an efficient referral process to support services and resources. The AJC staff regularly mobilizes referral resources to address challenges that may inhibit a customer's ability to obtain and retain employment. Staff is trained to identify and define the problem and develop a customized plan so that customers can get the assistance they need. This plan is then integrated into the customer's Individual Employment Plan (IEP).

These strategies include:

- Transportation Assistance: The Mayor's Office of Employment Development has forged successful relationships with several entities that provide transportation assistance to individuals seeking employment, and to those who have obtained employment that is not easily accessible by public transportation. Through ARPA funding, MOED is able to provide 40 Lyft rides to Baltimore City residents who are newly employed and working in Baltimore City. MOED also distributes bus passes for customers enrolled in training programs as a support service.
- Crisis Intervention: Career Development Facilitators (CDF's) at the respective One-Stop Career Center locations are trained to conduct a complete assessment of all customers. This includes identifying crises that may affect the participant's ability to be successful in the program. This may include referral to agencies dealing with problems of domestic violence, housing, health, budgeting, and so forth. Regular staff development activities include presentations from professionals knowledgeable in these areas. CDF's use the information obtained from the staff development activities to assist with the identification of potential abusers as well as to make referrals to available services for those in need.

F. Describe how your Board will utilize Local Adult Funding, based on adult priority groups as specified in the State Plan.

For WIOA Title I Adult program, Baltimore City will provide priority of service to individuals in the following target populations, in accordance with the Act, the State Plan, and the Local Plan.

*Target Populations: Individuals with Barriers to Employment
Displaced Homemakers
Eligible migrant and seasonal farmworkers
Ex-offenders
Homeless individuals
Individuals facing substantial cultural barriers
Individuals with disabilities, including youth with disabilities
Individuals within two years of exhausting lifetime eligibility under Part A of the Social Security Act[4]
Individuals who are English language learners
Individuals who are unemployed, including the long-term unemployed
Individuals who have low levels of literacy
Individuals without a High School Diploma
Low-income individuals (including TANF and SNAP recipients)
Native Americans, Alaskan Natives, and Native Hawaiians
Older individuals
Single parents (including single pregnant women and non-custodial parents)
Veterans
Youth who are in or have aged out of the foster care system

Baltimore City is committed to ensuring target populations are able to access the WIOA services on a priority basis. For the WIOA Title I Adult program, priority is given in the following order further defined above in Section 4H.

Priority of Service for the WIOA Title I Adult Program	
First Priority	Veterans and eligible spouses[5] who are also low-income,[6] recipients of public assistance and/or basic skills deficient
Second Priority	Individuals who are meet criteria to be considered a target population* (including veterans)
Third Priority	Eligible spouses who did not meet "first priority" conditions
Fourth Priority	Individuals who are not veterans and do not meet criteria to be considered a target population

G. Describe how the Local Board will utilize Local Dislocated Worker Funding.

Dislocated worker funds are utilized to provide services to individuals who lost their job due to plant closures, company downsizing, or some other significant change in market conditions. In most cases, eligible workers that are unlikely to return to their previous occupations, and are eligible for or have exhausted unemployment compensation, are eligible for dislocated worker funds. Dislocated worker funds will support WIOA case management; skills development including career pathways, and occupational training; and OJT/customized training. These services will assist dislocated workers in acquiring in- demand skills required for obtaining employment in the current job market.

H. Describe how your Board will define "self-sufficiency" for employed Adult and employed Dislocated Worker participants.

An annual wage greater than or equal to 125% of the Lower Living standard.
Employed individuals may qualify for individualized career services and re-training services if they lack the skills to retain or gain employment at a sustainable wage.
Incumbent workers who earn wages above self-sufficiency level are eligible to **receive WIOA funded incumbent worker services as defined by WIOA regulations (Subpart F—Work-based Training 680.700 page 20728)**

I. Describe your Board's definition of "unlikely to return to previous industry or occupation" when required for eligibility for Dislocated Worker services.

MOED, on behalf of the BWDB, defines "unlikely to return to previous industry or occupation" when required for eligibility for Dislocated Worker services if one of the following conditions are met:

- current labor market data reflects a lack of employment opportunities in the industry or occupation, or
- occupation is listed as one of the area or region's declining industries or occupations, or
- occupation has changed such that the customer no longer has the skills needed for the occupation, or
- obsolete or inadequate job skills for reentry into the former occupation or industry, or
- lacks appropriate industry and/or national certification or accreditation for re-hire or re- employment in industry/occupation of lay-off, or
- industry of occupation has been subject to, or is expected to be subject to, repeated layoffs or frequent business closings, or
- age and/or medical condition is such that the customer can no longer perform his/her previous occupation, or
- insufficient education for reentry into the former occupation or industry.

J. Describe how your Board will interpret and document eligibility criteria for in-school youth. *(Maryland Youth Policy and WIOA Sections 129(a)(1)(B)(iii)(VII) and (a)(1)(C)(iv)(VII)*

Youth living in an urban environment such as Baltimore City experience a variety of outside influences that may make it difficult for them to remain in traditional high school or to secure and maintain employment. These factors include higher rates of crime, violence, drug traffic, substandard housing and challenges within the family, which make it more difficult to gain the skills and promote the interest and attitudes needed to succeed in the labor force.

In December 2013, the Youth Council of the Baltimore Workforce Investment Board approved the following additional barriers for youth to fall under the broader criteria for "requires additional assistance to complete an educational program or to secure or hold employment". After review, this criterion will remain in effect for in-school youth and agrees with the State's Youth Policy and WIOA Sections 129(a)(1)(B)(iii)(VII) and (a)(1)(C)(iv)(VII):

- limited/non-existent employment skills based on the participant's work history and documented in the Individualized Service Strategy (ISS)
- student in an alternative academic program in need of a high school diploma/GED, documented by Baltimore City Public School (BCPS) transfer letter or attendance letter from a BCPS alternative school
- reside in high crime and or poverty area based on ZIP code or census tract as documented through address compared to high crime or poverty area list
- living in a single-parent household and/or with a disabled parent, as disclosed on an applicant statement, tax form, social services or social security documents, or disability documents
- individual with disabilities (including learning disabilities and/or mental health issues) as documented through BCPS Individual Education Plan or other medical documentation

K. Describe how your Board will interpret and document eligibility criteria for out of school youth. *(Maryland Youth Policy and WIOA Sections 129(a)(1)(B)(iii)(VII) and (a)(1)(C)(iv)(VII).*

In December 2013, the Youth Council of the Baltimore Workforce Investment Board approved the following additional barriers for youth to fall under the broader criteria for "requires additional assistance to complete an educational program or to secure or hold employment". After review, this criterion will remain in effect for out of school youth and agrees with the State's Youth Policy and WIOA Sections 129(a)(1)(B)(iii)(VII) and (a)(1)(C)(iv)(VII):

- limited/non-existent employment skills based on the participant's work history and documented in the Individualized Service Strategy (ISS)
- high school graduate or student without any clear career choices or no significant work history (not more than six consecutive months with the same employer) documented on the ISS or applicant statement
- high school graduate or student without any significant work history or a poor work history (to include no work history); or has been fired from a job in the last six calendar months documented on the ISS or applicant statement
- reside in high crime and or poverty area based on ZIP code or census tract as documented through address compared to high crime or poverty area list
- living in a single-parent household and/or with a disabled parent, as disclosed on an applicant statement, tax form, social services or social security documents, or disability documents
- individual with disabilities (including learning disabilities and/or mental health issues) as documented through BCPS Individual Education Plan or other medical documentation

L. Describe the documentation that is required to demonstrate a "need for training."

The customer's need for training is based on a comprehensive assessment of work history, skills, education level, and aptitude and career interest. The need for training is documented in the Individual Employment Plan (IEP for adults) and Individual Service Strategy (ISS for WIOA youth).

The IEP/ISS is an ongoing strategy jointly developed by the customer and the Career Development Facilitator (CDF, or case manager) that identifies the customer's employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve their employment goals. The IEP is developed as a result of the Comprehensive Assessment and is flexible and on-going based on the participant's needs.

MOED's local policy - **Policy Directive 2015-1: Individual Employment Plans** – outlines the use of the Individual Employment Plan including a section specifically designed for capturing the justification for training. The policy reads:

> **Justification for Training**
>
> Under WIOA SEC 134 (C) (3) (A), training services may be made available to employed and unemployed adults and dislocated workers without sequencing of services.
>
> Section 680.220 of the Proposed Federal Register states "The case file must contain a determination of need for training services as determined through the interview, evaluation, or assessment, and career planning informed by labor market information and training provider performance information, or through any other career service received." This justification must be documented on the IEP.

Examples of Justification of Training include:

- Customer is unemployed and lacks occupational skills required to obtain employment.
- Customer is unemployed and requires additional certification to obtain employment in their chosen occupation.
- Customer is unemployed and needs to upgrade his or her skills to obtain employment in their chosen occupation.
- Customer is unemployed but lacks marketable skills to obtain employment.
- Customer is employed and requires skills upgrading to obtain or retain employment that leads to self- sufficiency.
- Customer is employed and requires additional certification(s) to obtain or retain employment that leads to self-sufficiency.

M. Describe how your board will provide access to the 14 required program elements for the WIOA Youth program design and whether the Local Board has contracted with youth services provider.

The Selected Youth Service Providers will offer a combination of the WIOA program elements listed below.

1) Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential;
2) Alternative secondary school services, or dropout recovery services, as appropriate;

a. Collaboration with Baltimore City Public Schools Alternative Options /schools (which includes the Career Academy)
b. Partnership with Job Corps

3) Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences: summer employment opportunities and other employment opportunities available through the school year; pre-apprenticeship programs; internships and job shadowing; and on-the-job training opportunities;
    a. Internships, summer employment opportunities have been incorporated into our year-round strategy for preparing youth for careers. Such summer opportunities include: YouthWorks- Private Sector and public funded summer jobs program and community-based work and learning activities
4) Occupational skills training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area involved, if the BWDB Youth Committee determines that the programs meet the quality criteria described.
    a. Automotive Service Excellence (ASE)
    b. Commercial Driving License (CDL)
    c. Certified Nursing Assistant/Geriatric Nursing Assistant (CNA/GNA)
    d. Childcare Certification
    e. Entry-level health-related occupations training in Patient Transporter, Medical Records Clerk, Dietary Aide, Linen and Laundry Service Worker, Distribution Clerk, Clerical Associate, Environmental Services Worker, Client Services Representative
    f. Forklift/Warehouse
    g. Heating, Ventilation, Air Conditioning (HVAC)
    h. Home Builders Institute (HBI)
    i. Information Technology (IT)
    j. Pre-Apprenticeship Carpentry Certification Training (PACT)
    k. Retail Services (Customer Service and Sales Certification)
    l. Solar Panel Installation
5) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
6) Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors;
    a. Student government
    b. BWDB Youth Committee members
    c. Community service projects
    d. Volunteer activities
    e. Focus groups
7) Supportive services;
    a. Clothing assistance
    b. Daycare assistance
    c. Housing assistance
    d. Interview clothes
    e. Legal services
    f. Mentoring
    g. Peer-to-Peer mentoring
    h. Transportation

8) Adult mentoring for a duration of at least 12 months that may occur both during and after program participation;
    a. Advisory board members
    b. Community volunteers
9) Follow-up services for not less than 12 months after the completion of participation;
    a. Career seminars/Job fairs
    b. Social media
    c. Interaction with Career Navigator
    d. Bi-monthly and Quarterly meetings
10) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth;
    a. Career awareness & Interest/skills assessment
    b. One-Stop Career Services (American Job Centers)
    c. Case Management
11) Referrals for mental health, substance abuse
12) Financial literacy education;
    Partnerships with area financial institutions and credit unions
13) Entrepreneurship skills training;
    Partner closely with Junior Achievement of Maryland to provide the knowledge and skills participants need to know to own their economic success, plan for their future and make smart academic and economic choices. They provide relevant hands-on experience in financial literacy, work readiness and entrepreneurship.
14) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
15) Activities that help youth prepare for and transition to post-secondary education and training.

N. Describe the steps your Board will take to ensure at least 20% of Youth Funds are used for work-based training activities.

All WIOA Youth Service Providers are required to have a summer jobs component that is supported by 20% of youth funds designated for work-based readiness. The RFP distributed for WIOA youth programs discusses the 20% funding criteria and the response must include a provision which ensures 20% of youth funds are used for work-based training activities. Although each awarded WIOA provider is required to register youth in the City of Baltimore's summer jobs program, providers have developed internships, occupational skills training, and subsidized employment opportunities that meet the definition of work-based training activities and that will provide critical hands-on training to allow successful completers to excel in the workplace. Summer employment opportunities are made available to any WIOA youth who has not obtained unsubsidized employment once the summer jobs programs begin. For programs that do not provide stipends, the summer employment serves as an incentive for participants while they work.

During quarterly reviews, the Youth Committee will review expenditures and planned activities to ensure programs are on target to meet or exceed the 20% expenditure of youth funds for work-based training activities.

O. Describe your board's goals to serve out of school youth and identify specific steps that have been taken to meet this goal. If your board's goal is under 75 percent describe how you will implement the waiver and how you will enhance connections to Youth Apprenticeship programming, increase DORS co-enrollment, and make changes for In-School-Youth (ISY) services.

Baltimore has dedicated significant resources to out of school youth for decades. When the Baltimore Workforce Investment Board formed the Youth Council in 1999, its primary focus was on older youth/out of school because several successful in-school programs were already established. Over the years as the number of Opportunity Youth has grown, MOED has emphasized that and continues to ensure its service providers serve out of school youth. Blueprint funding allows us to serve additional in-school youth.

The WIOA Youth RFP process specifically outlines the need to serve 75% out of school youth. The most recent RFP process awarded eleven providers in total. Eight providers were selected to specifically serve out of school youth and three programs were selected to serve in-school youth. A youth Career Navigator makes frequent contact with MOED American Job Centers to meet with out of school youth and provide program referrals.

A continued feature of this round of WIOA funding is that out-of-school providers are required to serve at least 40 percent of their WIOA-funded seats for new high school graduates. This targeted use of WIOA funds will support the continuation of Grads2Careers (G2C), a collaborative demonstration model that is now entering its fifth year of implementation. A partnership of Baltimore City Public Schools (City Schools), MOED, and the nonprofit Baltimore's Promise, the initiative establishes pathways for recent high school graduates who are not intending to enter college full-time within the next year. Its goals are both individual and systemic. It aims to prevent youth from becoming disconnected in the first place, route young people into training for career-track jobs in growing industries and create a permanent and seamless link between City Schools and Baltimore's workforce system.

P. Describe how your Board will provide basic and individualized career services to customers and how services will be coordinated across program/partners in the AJCs.

The MOED and One-Stop partners developed a "Service Matrix" to coordinate and align services across programs in the AJCs, including DORS, TANF, CAP and Adult Literacy, with the intent of increasing access for individuals. This Service Matrix helps partners understand the services that each partner agency provides and prevents duplication as well as increase referrals to services.

When it is determined that basic and individualized career services are appropriate for a customer to obtain or retain employment, these services will be made available through the entire AJC staff, which is comprised of One-Stop Partners. The "Service Matrix" will help AJC staff coordinate and integrate services by functions rather than specific programs and improve communication, capacity building, and cross trainings. Service integration will focus on serving all customers seamlessly, by providing a full range of services staffed by cross-trained teams.

Coordination and the reduction of duplication of services is tracked through the Maryland Workforce Exchange (where appropriate), which directly tracks the labor exchange for all job seekers services, employer services, and training services under WIOA and TAA (Trade

Adjustment Act) as well as Veterans, Reemployment Services and Eligibility Assessment and Reemployment Opportunity (RESEA) and ROW services. AJC 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), and Supplemental Nutrition Assistance Program (SNAP) 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.

Q. **Describe the Local Board's follow-up services policy. This should include follow-up requirements, frequency of contact, and required documentation.**

According to the Department of Labor, Employment and Training Administration, TRAINING AND EMPLOYMENT GUIDANCE LETTER WIOA NO. 19-16 OPERATING GUIDANCE for the WORKFORCE INNOVATION AND OPPORTUNITY ACT (referred to as WIOA or the Opportunity Act), there are three types of "career services": Basic Career Services, Individualized Career Services, and Follow-up Services.

The MOED implemented its local Follow-Up Services Policy Number: 2016-2 to provide guidance to the Career Centers on providing follow up services under the Adult and Dislocated Worker programs under WIOA Title I, and individuals served by Wagner-Peyser, as amended by WIOA Title III, beginning July 1, 2015, specifically related to follow-up after employment placement. Additionally, the Follow-up Service Unit (FSU) is responsible to re-engage customers that have not exited and are not able to be contacted.

Follow-up services are conducted over a one-year period as mandated by WIOA for both youth and adults. Youth Service providers & assigned MOED staff provide active case management to participants for at least one year after exiting the program. The relationship developed by the provider and participant often exists beyond the required one year of follow-up. Services may include assessment/re-assessment, mailers and notices of job fairs, additional training opportunities, support services, employment and education retention counseling, life skills/problem solving advocacy, services to support continued success for the participant or other program activities provided during the service period. Participants receiving follow-up services who work at the occupational skills training location often are asked to serve as a mentor to more recently engaged participants. They assist with recruitment, share information about program benefits, and provide on the job support.

For the WIOA Adults and Dislocated Workers, follow-up services are provided as appropriate for participants who are placed in unsubsidized employment and continue for up to 12 months after job placement and/or participants that exit the program. Follow-up services are delivered monthly and include services such as mailers, phone calls, notices of job fairs, financial and literacy workshops, network clubs, special recruitments and job announcements to support career growth.

Follow-up services may also include any of the following (through partner referrals and/or internal staff):

- Referral to Community Resources
- Referral to Medical Services
- Tracking Progress on the Job
- Work Related Peer Support Group
- Assistance securing better paying job

- Career development and further education planning
- Assistance with Job/Work Related Problems
- Adult Mentoring/Tutoring
- Leadership Development
- Other Follow-up Service not listed above

Participants are contacted monthly. All contacts and attempts are documented, and services provided will be documented in the Maryland Workforce Exchange (MWE) as an activity and noted in the case file. Documentation of new employment will be obtained and placed in the participant's case record and the MWE.

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

A. Describe how your Board will coordinate workforce development activities in your Area integrating the provision of adult education and literacy activities under Title II of WIOA, including, but not limited to, the implementation of career pathways models.

The state plan, consistent with federal WIOA guidelines, requires that as part of the WIOA Title II adult basic education application process, applicants will be required to submit their applications to the local board, which will review the applications for alignment with the local plan. The Maryland Department of Labor, Division of Workforce and Adult Learning will provide the BWDB with an opportunity to make recommendations and potentially participate in the proposal review process when scoring the related sections of the applications. Services will:

- align with the skill needs of industries in the economy of the state and/or regional economy involved;
- prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
- include counseling to support an individual in achieving the individual's education and career goals;
- include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent possible;
- enable an individual to attain a secondary school diploma or its recognized equivalent and at least 1 recognized postsecondary credential;
- helps an individual enter or advance within a specific occupation or occupational cluster; and
- provide English as a Second Language classes to foreign-born individuals

The Board will review any Title II proposal and state whether the Title II proposal: (a) aligns with the local plan, or (b) recommends revisions that would lead to alignment with the local plan. The

Maryland Department of Labor (MD Labor) will establish a uniform process for each local board to review for alignment applications for Title II funding. (See, WIOA Section 231(c)(2)). The MOED intends to follow the guidance provided by MD Labor in reviewing RFP proposals for Title II funds.

B. Describe how your Board will coordinate efforts with Title II providers to align basic skills and English language assessments

Through collaborative planning sessions, the MOED and One-Stop partners created a "Service Matrix" to coordinate and align workforce and educational services to increase access for individuals. This tool enables partners to understand the services that each partner agency provides and streamline referrals. To support this process, a referral mechanism and consent form were developed to efficiently refer customers to partner programs, including the sharing of assessment scores and test results for the adult and dislocated worker populations. The workforce staff are trained in administering the common assessments utilized by Title II providers.

Adult Provider	**Services**
Baltimore City Community College	• provide GED and adult basic education classes at the One-Stop Career Center • provide students with information on nontraditional career opportunities • provide students with information on adult apprenticeship programs • provide students with information about One-Stop training opportunities and referrals • assist students to attain a secondary school diploma or its recognized equivalent and at least 1 recognized postsecondary credential; and • offer courses to for students for occupational skills training
South Baltimore Learning Center	• provide GED and adult basic education classes • provide information to students on nontraditional career opportunities • provide students with information on adult apprenticeship programs and refer to One-Stop • information on special events focusing on career exploration • provide information about One-Stop training opportunities and refer to the center's point of contact

An outline of the agreed upon steps that will be taken to align basic education skills and English language assessments within the local area, including, but not limited to, any Memoranda of Understanding entered into by the workforce development and adult learning partners;

The MOED in coordination with Adult Education providers will continue its effort to develop a mapping tool that identifies all the local providers, services and English language assessments to increase referrals and connect learners to the provider that can best address their literacy need.

How assessment scores will be shared among WIOA Title I areas and Title II providers (Consideration must be given to the Federal Education Rights and Privacy Act (FERPA))

The MOED, in coordination with Title II providers, will utilize the Baltimore City WIOA Partners – Voluntary Consent Form – (Attachment A7 within the WIOA MOU) to authorize the sharing of information, including assessment scores among partner

Who will conduct which of the approved assessments (including Trade Participants) and when such assessments will be conducted, consistent with this policy

Workers certified as eligible for TAA (TAA-certified) will be assessed by WIOA staff immediately after engaging in One-Stop services.

AJC s and Title II Adult Education Service Providers selected the following assessments from a recommended list:

- Comprehensive Adult Student Assessment Systems (CASAS); and/or,
- Tests of Adult Basic Education (TABE).

In an effort to reduce over-assessment of shared participants, increase efficiencies, and to enhance the customer experience, MOED and its Adult Literacy Partners in accordance with the Baltimore City WIOA MOU will share test results and coordinate the use of assessments and as indicated below.

Approved Assessments	**By Who**	**When**
CASAS	Adult Education	Prior to enrollment
TABE	WIOA Career Development Facilitator	After eligibility determination
TABE Complete Language Assessment System-English (TABE/CLAS-E)	Adult Education	
Basic English Skills Test (BEST) Literacy	Adult Education	
BEST Plus	Adult Education	

How your area will coordinate testing between workforce development and adult education providers

The Adult Education providers administer the CASAS and/or TABE/CLAS-E to learners requiring Adult Basic Education, GED and/or English language acquisition skills and the WIOA staff administers the TABE to jobseekers interested in WIOA Individualized and Training Services.

How your area will ensure that test administrators are to be trained. (MD Labor's policy and applicable testing guidelines (DWDAL''s policy on assessments)

In accordance with MD Labor POLICY ISSUANCE 2020- 05: Basic Education Skills and English Language Assessments:

TRAINING FOR ADMINISTERING ASSESSMENTS

MD Labor requires all Title I and Title II assessment administrators including Youth Program service providers to be properly trained before administering standardized assessments. Programs must comply with all training requirements established by the test publisher, including education and other minimum requirements.

Certified state assessment trainers will train new staff including Intake/Assessment staff, Instructional Specialists and designated workforce staff who will then deliver administration and interpretation procedures for all approved assessments to local programs. Exception: All BEST Plus 2.0 training shall be conducted at the state level by certified trainers.

All program staff who administer any CASAS assessment are required to complete the CASAS Initial Implementation Training (IIT) offered online prior to administering any CASAS assessment.

Staff Training Schedule

WHO	BY WHOM	WHEN	
		Initial	Update
State Trainers	CASAS, TABE or BEST	Upon hire	Every two years
WIOA Title II Intake/Assessment	State Trainer & Online IIT	Upon hire	Every two years
WIOA Title II Instructional Specialists	State Trainer & Online IIT	Upon hire	Every two years
WIOA Title II ELA Lead Teachers	State Trainer & Online IIT	Upon hire	Every two years
WIOA Title II Local Program Staff	CASAS Online IIT, Intake/Assessment Specialist, Instructional Specialist and/or ELA Lead Teacher	Upon hire	Every two years
WIOA Title I Local Program Staff	CASAS Online IIT or Intake/Assessment Specialist, Instructional Specialist and/or ELA Lead Teacher from a Title II program	Prior to delivering assessments	Every two years

State and local program staff are responsible for maintaining a record for each assessment training they conduct. This will include original agendas, sign-in sheets, and evaluations in hard-copy or electronic form. State adult education staff will enter state training data and local WIOA Title II program staff will enter local program training data in the staff person's LACES personnel record. WIOA Title I providers must be prepared to share training data on staff upon MD Labor or USDOL request.

MOED, in coordination with local Title II providers, will plan ongoing staff development training sessions to include utilizing assessments resources and guides applicable to assessments used.

Partners will also monitor the test developers' websites to keep up to date with postings of any changes, information about new tests in development, and other resources.

C. Describe how your Board will ensure that the individual appointed to represent Title II services on the Board will coordinate with all Title II Grant Administrators in the Local Area in a uniform, regular, and consistent manner.

The One-Stop operator will convene regular meetings with the Title II providers to collaboratively implement the strategic intent of WIOA. Strategic goals: 1) will place special emphasis on the development, implementation and/or expansion of strategies for meeting the needs of local employers, workers and jobs seekers through sector partnerships related to in-demand industry sectors and occupations; and 2) will work with our core partner programs to facilitate the development of career pathways, especially within targeted industry sectors, to help individuals with low skill levels complete the education and training they need to attain industry recognized credentials and to meet the skills requirements of in demand industries or occupations.

The Workforce Services Manager of Baltimore City Community College, Brenda Sierra, represents Title II on the Workforce Development Board.

D. Describe how adult education services will be provided in the AJC system within the Local Area.

Baltimore City Community College, a Title II provider, facilitates GED and pre-GED classes in the AJCs four half-days per week. Instructors will access students' readiness to graduate from Pre-GED to GED program and their preparedness to sit for the GED exam through practice testing and GED.com. The instructors may refer between programs based on the needs of the jobseekers after assessment and testing.

ESL classes are offered two days a week at the Eastside Career Center. One-Stop staff will refer to ESL classes for assessment and registration.

E. Describe how adult education providers in your Area will use the Integrated English Literacy and Civics Education (IELCE) program to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. If there are no IELCE providers in your Area, the response should note how the Area refers jobseekers looking for IELCE services. *(See WIOA Section 243(a))*

Baltimore City Community College (BCCC) is the largest provider of Title II Adult Education programming in Baltimore City. Each year, the college provides Adult Basic Education (ABE) and English as a Second Language (ESL) classes for more than 3,000 enrollees. The college also offers the Integrated English Literacy and Civics Education (IELCE) program under section 243(a) of WIOA to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

BCCC pairs each IELCE program with an Integrated Education and Training (IET) program so ESL students have the academic and workplace readiness skills needed for success in occupational

training programs. Three (3) IELCE/IET programs are offered by BCCC, in the following in-demand occupations in Baltimore:

1. Certified Nursing Assistant
2. Certified Pharmacy Technician
3. Certified Warehouse Logistics Associate

Section 6: Title III – Wagner-Peyser Functions

A. Describe your plans and strategies for maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) as well as services provided in your Area through the AJC delivery system to improve service delivery and avoid duplication of services.

Through joint WIOA planning meetings, a collaborative model has been developed to provide seamless services to all program customers including Wagner-Peyser, Veterans, Unemployment Insurance, Trade Act and WIOA eligible customers. This model includes streamlining and coordinating the operational process and procedures for customer flow and service design within the one-stop system. This has been accomplished through coordinated orientation sessions, outreach, retention services, marketing efforts, targeted workshops, integrated staffing, job development and collaborative management and oversight. Specifically, Job Service staff play a pivotal role in delivering basic career services that include: AJC orientation sessions, workshops, interviewing and screening for job opportunities, assisting customers with MWE registration, assisting with electronic resumes, providing job referrals, connecting customers to labor market information, conducting informal assessments, initiating referrals to individualized career and/or training services. The delivery of services to participants are recorded and tracked in the MWE management system and strongly supports coordination and reduces duplication of services. Job Service and WIOA staff jointly facilitate rapid response activities, both on the job site and in the One-Stop Centers.

Baltimore City job seekers and employers are served in a seamless and customer focused manner. Through a citywide network of One-Stop Career Centers and multiple workforce partners, Baltimore area businesses benefit from MOED's Employ Baltimore strategy that provides services to build and retain a quality workforce. The Business Services division of the Mayor's Office of Employment Development (MOED) coordinates and guides the efforts of business services staff comprised of WIOA, Wagner-Peyser, DORS, TANF and Veterans. All staff are trained on a comprehensive menu of human resource services designed to accommodate the needs of business including Customized Training; no cost job posting; outreach and recruitment, prescreening and assessment of applicants, and job matching; tax credit information, job fairs and on-site recruitment and access to labor market information.

Post COVID-19 pandemic, AJC staff continue to strategize and strive to provide quality services using virtual tools to communicate with customers such as emailing, social media, google meets,

Microsoft Teams, MWE and other internet virtual programs.

Management and frontline staff meet weekly to discuss optimal ways to serve customers and ensure an efficient and effective process to provide individualized services.

B. Describe how your Board will coordinate with the Wagner-Peyser program to provide migrant and seasonal farm workers in its Local Area will be provided employment services.

Migrant and seasonal farm workers (MSFWs) are typically not served by Baltimore City. In the event a migrant or seasonal farm worker seeks services in Baltimore City, MOED stands ready to provide training services consistent with the requirements per the State policy.

Baltimore City will fully engage Maryland's MSFW population to reach those who can benefit from WIOA services;

- Assist in helping MSFWs to transition to stable employment opportunities that pay a sustainable wage, in either agricultural or non-agricultural occupations, based on the individual's career interests;
- Integrate the full spectrum of MSFW service providers into the American Job Center (AJC) system; and,
- Develop linkages and collaborative efforts with other non-traditional service providers to enhance opportunities for MSFWs to benefit from training and education resources.

C. Identify who is responsible for conducting migrant and seasonal farmworker housing inspections.

Outreach workers must conduct pre-occupancy housing inspections or work with partner agencies to ensure pre-occupancy housing inspections are completed, as required by 20 CFR §653.501(3)(b).

If needed, the Rural Services Coordinator may conduct MSFW housing inspections but must bill time correctly to the MSFW program. Regardless of which party conducts the pre-occupancy housing inspections, they MUST follow ETA requirements described in 20 CFR §654 Subpart E, found at www.gpo.gov/fdsys/pkg/CFR-2003-title20-vol3/pdf/CFR-2003-title20-vol3-part654-subpartE.pdf.

MD Labor will conduct ONE pre-occupancy housing inspection per season, per employer, for agricultural workers who were recruited through an inter-or intra–state job order, including both MSFWs and H-2A workers. For example, if an agricultural employer initially hires MSFWs through inter or intra-state job orders, MD Labor will conduct a pre-occupancy housing inspection for those workers. If, during the same season, that employer also hires H-2A workers, the results of the pre-occupancy housing inspection conducted for the MSFW will be applied.

Section 7: Title IV – Vocational Rehabilitation Functions

A. Describe the cooperative agreements that have been replicated between the Local Board or other local entities and the local office of a designated State agency or unit administering programs under title I of the Act. These agreements, made with the Maryland State Department of Education's Division of Rehabilitation Services, aim to enhance the provision of services to individuals with disabilities and others. Your efforts to improve services may include cross-training of staff, technical assistance, information sharing, cooperative work with employers, and other collaborative and coordinated initiatives.

The Maryland State Department of Education's Division of Rehabilitation Services (DORS), in accordance with 29 U.S.C. 721(a)(11) will provide the following services to **youth and adults** 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's 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 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 to enhance the capacity of persons with disabilities to live unaided in the community;
- Provide performance information as required by WIOA;
- Provide cross-training of workforce staff on disability related issues;
- Provide technical assistance on disability related issues and on assistive technology;

- Engage employers through the Division's Business Services Representatives;
- Work in a collaborative manner to coordinate services among the Workforce Partners for **youth and adults** with disabilities.

B. Describe how individuals with disabilities will be served through the AJC system in your Local Area.

All individuals who access the AJC, whether they have a disability or not, will use VOS Greeter to select the services they feel they need while visiting the center. The goal is to ensure that all information and services are accessible, regardless of the individual's disability. DORS will provide training to the workforce partners in such areas as: programmatic and physical accessibility, serving individuals with disabilities that require support services, disability etiquette and sensitivity training, assistive technology.

The AJC employs a triage service delivery model. This model is designed to ensure customers are not forced into a prescribed set of processes that may not meet their needs. When a customer enters the center and self identifies as having a disability, AJC staff will inquire if special accommodations are needed to access services. The One-Stops comply with the A.D.A. by promoting inclusion, choice, and accessibility and ensure that job seekers with disabilities have access to all resources/services. If special accommodations are not needed the customer engages in services. The customer will be referred to DORS if requesting any of the following:

- an accommodation needed to access the AJC;
- indicates a need for multiple or extensive vocational services;
- customer receives SSI or SSDI benefits as a result of a disabling condition (qualifies for Ticket to Work); or
- interested in specialized vocational rehabilitation services to assist with employment.

The resources offered at the One-Stop are:

- A Vocational Rehabilitation Specialist/Counselor is assigned to AJC for direct referral, and technical support for persons with disabilities working with AJC Partners
- Promote blending, leveraging and braiding of resources to benefit job seekers with disabilities.
- Provide information to staff and customers regarding reasonable accommodations at job sites.
- Provide Employers information regarding ADA and reasonable accommodations.
- Employment and skills training workshops and seminars available through the job center
- Increased use of the career resources area.
- Awareness and utilization of the job center's assistive technology
- Information about the array of additional resources outside the job center
- Referrals to appropriate service providers
- Provision of supportive services
- Partners will share employer, job development and job placement databases and openings

Physical Accessibility of Facilities, Programs and Services:

The One-Stop offers physical accessibility to the facility, including:

- Wheelchair accessible ramp

- Extra wide handicap parking space
- Customer accessible bathrooms
- Universal Accessible workstation
- VRI –Virtual Interpreter Interaction

Technology and Materials for Individuals with Disabilities:

The One-Stop offers the following and will continue to improve assistive technology resources:

- Access to Vocational Rehabilitation Specialist/Counselor
- Screen reader applications
- Motorized Adj. Table (48"x30")
- Large Print keyboard
- Microsoft Narrator
- NVDA Magnification applications
- Microsoft Magnifier
- Freedom Scientific's MAGic Screen Magnification with Speech Mouse
- Motorized Adj. Table (48"x30")
- Lg Print keyboard
- Trackball
- Multi-Function LaserJet Printer
- Headphones (noise canceling)

DORS will conduct on-going staff development training (Quarterly and on-going) in areas such as:

- Importance of programmatic as well as physical accessibility
- Serving customers with identified disability requiring support services
- Disability etiquette and sensitivity training to Partner/Agency Staff
- Referral to DORS Staff for Rehabilitation Technology Services for assistive technology assessments of for employment using Universal Workstation design and accessibility.
- Technical assistance to all AJC Staff and Partners working with persons with disabilities
- Partner cross training on disability services and programs available to AJC users.

Section 8: Temporary Assistance for Needy Families Functions

A. Describe of how TANF is integrated in the AJC system in your local area (e.g., customer intake, service coordination, client monitoring and tracking, targeting employment services to low-skill, low-wage workers, etc.).

The Baltimore City Department of Social Services (BCDSS) is a required partner in the American Job Center. The TANF staff is integrated in the One-Stop to provide information on services and assists with screening customers for benefits two days a week. TANF participants have access to a broad range of One-Stop services that include partner services, career counseling, occupational skills training opportunities and job placement services.

As referenced throughout this Plan, the WIOA partners including TANF agreed to a common intake that includes an informal assessment and orientation session, Maryland Workforce Exchange registration and referral to career services. In addition, TANF staff participates in orientation/information sessions, coordination meetings to facilitate co-enrollments, career pathway strategies, supportive services, and staff development training.

B. Describe your implementation and coordination process to enhance the provision of services to individuals on TANF.

To ensure coordination of services, the MOED and workforce partners developed a One Stop Career Center services matrix that outlines the services provided by each partner for better coordination and mitigate duplication of services. The matrix is being used as a tool to better understand the scope of services available to customers and to enhance providers' ability to refer customers to the appropriate program to meet their employment development needs. MOED utilizes a web-based platform called "Unite Us" to facilitate an efficient referral process. In addition, TANF staff participate in orientation/information sessions as well as coordination meetings to facilitate co-enrollment into occupational skills training or other partner services. TANF staff also participate in center staff meetings or staff development training.

- Co-location of LDSS and/or WIOA Partners at American Job Centers or LDSS depending on the nature of local partnerships and operations;
    - BCDSS is co-located at the Northeast Career Center 3 days per week (M,W,F) and 2 days per week (Tues & Thurs) at the Eastside Career Center.

- Leverage existing financial and in-kind contributions to the WIOA system to ensure coordination of services provided by multiple programs, creating a seamless approach to delivering services;
    - Through the Resource Sharing Agreement, TANF contributes funds towards the infrastructure costs of the One-Stop Career Centers and leverage services and resources provided by other partners.
- Cross-train and provide technical assistance to all WIOA Partners about TANF;
    - TANF staff will cross train WIOA partners about TANF programs, eligibility criteria, and available support services and provide technical assistance. TANF staff also attend WIOA partners and center staff meetings and receive training on One-Stop customer flow, service delivery, and partner referrals.
- Ensuring that activities are countable and tracked for the TANF Work Participation Rate;
    - The WRC utilizes the Baltimore City Department of Social Services WORKS system to ensure all participant activities meet federal and state definitions of countable work activities, including core and non-core components. Examples include job search and readiness, work experience, occupational training, and unsubsidized employment.

BCDSS' Work-Eligible TCA customers that do not have an exemption or a good cause for not participating, are referred to the following available support and workforce development programs that meets their needs and interests:

1. BCDSS' Work Activity Vendor(s); or
2. Work Experience or Community Service Program (for a maximum of 90-days in a 3-year period); or
3. A program federally funded by WIOA (Workforce Investment Opportunity Act)

All TCA customers' activity, participation, and compliance with their work/education requirement from any of the aforementioned programs are monitored in DHS' WORKS System. The Work Participation Rate is generated from the WORKS' System, which results from TCA customers' tracked activities in the WORKS' system.

- Access to business services and employer initiatives to attract and better serve employers by marketing joint services, minimizing the burden on employers who use the centers, and provide employer-focused services through a single point of entry rather than through all partnering programs; and
    - TANF staff collaborates with the center’s staff on training/employer events and job development initiatives to align and maximize efforts.
- Contribute and provide baseline outcomes data to the WIOA system through strategies for collecting and reporting varied program reporting requirements.
    - MOED and TANF will ensure countable activities are tracked for performance metrics; and will collect and share participant job placement information.
    - Where possible, TANF participants receiving AJC services will be co-enrolled into WIOA. These activities and services will be tracked in WORKS by the out-stationed TANF Representative to achieve Work Participation Rate (WPR).

Existing Coordination of Services

Even prior to the enactment of WIOA and implementation of the combined local plan, a history of collaboration existed between TANF work programs and the broader workforce system in Baltimore City.

The following collaborations are currently in place:

a) BCDSS partners with the Mayor's Office of Employment Development's Employment Continuum (MOED-EC) office to provide job training and job placement services to a portion of Baltimore City's TANF recipients.
b) Every customer referred to MOED-EC is registered with the Maryland Workforce Exchange.
c) BCDSS partners with MOED to help provide summer jobs for youth every summer.
d) MOED-EC refers TANF customers to Baltimore City Community College (BCCC) for GED and pre-GED to help prepare them for the GED test.
e) Data sharing: MOED-EC has access to the Maryland DHS WORKS program database.
f) BCDSS established partnerships with the Baltimore City Community College to provide specific skills training opportunities for TANF customers.

Baltimore City plans to continue to expand upon this existing partnership:

a) Blend BCDSS services at the AJCs.
    a. Located BCDSS staff at each American Job Center (AJCs) for 20 hours per week.
    b. Provide benefit screening and eligibility determination
    c. Refer eligible customers to workforce development programs and WIOA
    d. Ensure access to all AJC opportunities for all TANF customers
b) Cross-train staff: Train all workforce partners to enhance awareness of BCDSS programs, eligibility criteria, and available support services.
c) Participate in AJC orientations to provide an overview of BCDSS services
d) Provide referrals to assist in removing barriers to employment
e) Conduct outreach to BCDSS employed customers to educate them on available training opportunities offered by AJC to promote career pathway and stackable credentialing opportunities
f) Align and share job-readiness assessment tools to create a more seamless intake process and prevent duplication of effort for customers and staff.
g) Blend performance measures across programs to aid in reporting.
h) Leverage opportunities provided by the Maryland State Department of Education Division of Rehabilitation Services (DORS) for TANF customers with disabilities.
i) Enroll a portion of TANF youth between the ages of 16-24 in WIOA's out-of-school youth program.
j) Increase utilization of Re-entry Center services for TANF customers who are ex-offenders.

C. Describe the LDSS representation on the Local Board to ensure that TANF expectations, roles, and responsibilities are addressed in the Local Area.

Since 2015, a BCDSS senior leadership team member has been a member of the Local Board and sits to ensure that TANF expectations, roles, and responsibilities are addressed in Baltimore City.

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

MOED understands the importance of supporting TANF recipients with obtaining the skills and credentialing they need to increase their earning potential. The AJC offers a combination of education, job readiness, career counseling and support services. TANF recipients are encouraged to enroll in occupational skills training and other sector-based strategies like Career pathways and other training strategies. To ensure these strategies are achieved the following has been implemented:

- Co-location of LDSS both AJC to provide services in accordance with WIOA MOU
- Outreach Coordinator provides weekly orientation and MWE enrollment sessions to TANF customers enrolled in the Employment Continuum program at the Workforce Reception Center (WRC)
- Distribution of Now Hiring publication and training opportunity available thru the AJC
- Leverage existing RSA contributions to the WIOA system to ensure coordination of services provided by multiple programs, creating a seamless approach to delivering services
- Cross train and provide technical assistance to all WIOA Partners about TANF
- Providing Partner Access to MWE to facilitate case management, data sharing and job search/placement tools
- Access to business services and employer initiatives to attract and better serve employers by marketing joint services, minimizing the burden on employers who use the centers, and provide employer-focused services through a single point of entry rather than through all partnering programs

Section 9: Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T)

A. Describe the process the local WIOA partners utilize, or plan to utilize, to support SNAP work registrants in accessing available support and workforce development programs and how many SNAP work registrants currently exist in your area.

Please note that effective July 1, 2023 – June 30, 2024, the Final Rule Requirements from the United States Department of Agriculture Food and Nutrition Services (FNS) waived Baltimore City's Able-bodied Adults with Dependent Children (ABAWDs) from the time-limits. As a result, Baltimore City ABAWDs have been waived from work and education requirements. BCDSS is awaiting notification of its waiver status from FNS for the July 1, 2024 - June 30, 2025 period. Therefore, the following process is MOED's tentative plan, though it might change. Our tentative process for supporting SNAP work registration access, available support, and workforce development programs is to assess each SNAP work registrant. Those that are mandated to meet the work/education requirement will be referred to available supports and workforce development programs, based on their needs and interest:

1. BCDSS' SNAP E&T Partner (MOED currently does not have a SNAP E&T Partner, as we are awaiting funding from DHS to award a SNAP E&T Partner);
2. DHS SNAP E&T Partners in Baltimore City;
3. Baltimore City WIOA Partners; and
4. Other local partners in the Unite Us database.

The BCDSS process for supporting SNAP work registration access, available support, and workforce development programs is to assess and screen each SNAP work registrant. Those that are mandated to meet the work/education requirement, and do not have an exemption or a good cause for not participating, will be referred to the following available supports and workforce development programs, based on their needs and interest:

1. BCDSS' SNAP E&T Partner (To be determined);
2. DHS SNAP E&T Partners in Baltimore City;
3. Baltimore City WIOA Partners; and
4. Other local partners in the Unite Us database.

SNAP work registrants' activity, participation, and compliance with their work/education requirement from any of the aforementioned programs, are monitored in DHS' WORKS System.

B. List the available SNAP E&T third party partners in your local area and describe how the third-party partners are being engaged to ensure they are aware of all workforce development programs available in the WIOA system, streamline resources, and prevent duplication of services.

1. Baltimore City Community College (BCCC)
2. Center for Urban Families (CFUF)

3. Civic Works
4. Goodwill Industries of the Chesapeake
5. Humanim
6. Jane Adams Resource Center (JARC)
7. Job Opportunities Task Force (JOTF)
8. Maryland Food Bank
9. The National Center on Institutions and Alternatives (NCIA)
10. Our Daily Bread Employment Center of Catholic Charities
11. United Way
12. The Work First/ America Works
13. Bugg Hardnett Associates
14. Four Point Education
15. I'm Still Standing Community Corporation
16. Living Classrooms Foundation
17. Maryland New Directions
18. MCVET
19. Roca Baltimore

Third-party partners are engaged through regular communication, collaborative meetings, and the WIOA MOU/RSA framework to ensure they are informed about workforce development programs. Coordination efforts focus on sharing resources, aligning service delivery strategies, and leveraging data to minimize duplication of services.

Section 10: Community Service Block Grant Functions

A. List the Community Service Block Grant (CSBG) providers in your service area and whether they provide employment and training activities.

Baltimore City Community Action Partnership

Eastern CAP Center 1731 E. Chase St. Baltimore 21213 Transit Routes: Brown, Gold, Purple, 21	Southeast CAP Center 3411 Bank St. Baltimore 21224 Transit Routes: Navy, Blue, 63, 22
Northern CAP Center 5225 York Rd. Baltimore 21212 Transit Routes: Red, 56	Southern CAP Center 606 Cherry Hill Rd. Baltimore 21225 Transit Routes: 71, 26
Northwest CAP Center 3939 Reisterstown Rd. Baltimore 21215 Transit Routes: 85, 83, 82	

The Baltimore City Community Action Partnership provides limited employment training programs:

- Utilities Assistance;
- Rent Assistance;
- Case management;
- Referrals to MOED;
- Onsite DSS Services; and
- ESL Classes

B. Describe your implementation and coordination process to enhance the provision of workforce development services for individuals receiving CSBG-supported services

- Potential co-location of CAAs and/or WIOA Partners at AJCs or CAAs depending on the nature of local partnerships and operations;

The Community Action Partnership (CAP) will co-locate staff in the One-Stop Centers to provide information and services to AJC customers. The CAP staff will also participant in the Center's information sessions and deliver Financial Empowerment services at least two days per month.

- Leveraging existing financial and in-kind contributions to the WIOA system to ensure coordination of services provided by multiple programs, creating a seamless approach to delivering services;

Through the Resource Sharing Agreement, the CAP will contribute towards the infrastructure cost of the One-Stop Career Centers and leverage services and resources provided by other partners.

- Cross training and providing technical assistance to all WIOA Partners about CSBG;

CAP staff will cross-train the WIOA partners and One-Stop center staff about CSBG services and provide technical assistance as needed. CAP staff will receive training by MOED's One-Stop Operator on One-Stop customer flow, service delivery, and partner referrals. CAP staff will attend the quarterly WIOA One-Stop Partner and center staff meetings where all partners share information.

The BCCAP director or designee will also attend the Baltimore Workforce Development Board meetings

- Ensuring that activities are countable and tracked for CSBG performance metrics;

MOED will ensure countable CAP activities are tracked for CSBG performance metrics; and will collect and share participant job placement information

- Access to business services and employer initiatives to attract and better serve employers by marketing joint services, minimizing the burden on employers who use the centers, and provide employer-focused services through a single point of entry rather than through all partnering programs; and

A CAP staff will collaborate with the Center's Business Services Representative on business services and employer initiatives to align efforts.

- Contributing and providing baseline outcomes data to the WIOA system through strategies for collecting and reporting varied program reporting requirements.

CAP will provide MOED with data for shared participants including services provided within the One Stop Center, job placement and retention outcomes and services provide to employers

C. Describe the CAA representation on your Board to ensure that CSBG expectations, roles, and responsibilities are addressed in the Local Area.

The Baltimore City Community Action Partnership Director, Ms. Debra Brooks, serves on the Baltimore Workforce Development Board and is also a member of the Maryland Community Action Partnership

board.

Section 11: Jobs for Veterans State Grants Functions

A. Describe how your Board will provide priority of service to veterans and their eligible spouses.

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

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

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

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

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

1. First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA adult formula funds. This means that veterans and eligible spouses who are 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.
2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.
3. Third, to veterans and eligible spouses who are not included in WIOA's priority groups.
4. Last, to non-covered persons outside the groups given priority under WIOA.

Customer Service Flow for Veterans

AJC staff provides core services and initial assessments to veterans.

The greeter or other American Job (AJC) staff who work at the front desks are trained to determine whether any customers are veterans. Customers who self-attest to veteran status shall receive priority of service from this point forward.

Individuals who self-identify as a veteran or eligible spouse to the greeter upon entering the Job Center are screened with the Veterans Significant Barriers to Employment Checklist to identify significant barriers. Those veterans identified as having significant barriers (and determined to need additional assistance) are directly routed to the Disabled Veterans' Outreach Program (DVOP) specialist in the center. Those veterans who do not have significant barriers are seen by other staff and will receive priority of service within the American Job Center.

Verifying Veteran Status

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

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

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

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

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

Veterans and Spouses as Dislocated Workers

WIOA Title I Dislocated Worker Funds can help Veterans, separating service members, and eligible

spouses to enter or reenter the civilian labor force. To receive services under the WIOA Title I Dislocated Worker Program, a veteran or eligible spouse must be a dislocated worker. By definition, according to WIOA, a dislocated worker is an individual who:

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

Generally, service members exiting the military, including, but not limited to, recipients of Unemployment Compensation for Ex-Military members (UCX), qualify as dislocated workers. Active-duty service members who separate by retirement may also quality 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 Reemployment Program Director or whomever they designate.

B. Describe how your Board will engage Local Veterans Employment Representatives in engaging and providing services to local businesses.

All job orders developed by the MOED Business Services Unit are shared with the Veterans Services LVER who reviews and screens for candidates 24 hours prior to the job order being released to the general population. The LVER attends the monthly Business Services meeting and connects with the business community to create recruitment events and opportunities for veterans to network with employers as well as facilitating job clubs. In addition, they share business contacts to avoid duplication of efforts.

Section 12: Trade Adjustment Assistance for Workers Program Functions

A. Describe how Trade Adjustment Assistance (TAA) services will be provided in your local area.

The Trade Adjustment Assistance (TAA) program is a federal entitlement program established under the Trade Act of 1974, as amended by the Trade Adjustment Assistance Reform Act of 2002. The TAA Program provides aid to workers who lose their jobs or whose hours of work and wages are reduced as a result of foreign trade. More information on petitions for TAA can be found on the MD Labor website. (https://labor.maryland.gov/employment/ataa.shtml)

Individuals who qualify for Trade Adjustment Assistance can receive services through the American Job Center. Partner staff may bill the Trade Adjustment Assistance program for time spent assisting

participants with paperwork for training. WIOA funds may be used to provide other services that are not covered by the TAA funds.

Individuals who qualify for Trade Adjustment Assistance can receive services through the American Job Center. Partner staff may bill the Trade Adjustment Assistance program for time spent assisting participants with paperwork for training. WIOA funds may be used to provide other services that are not covered by the TAA funds.

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

Services available through the Trade Act:

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

B. Describe how Title I staff will provide the TAA services listed above in an integrated manner.

Partner staff in the American Job Center will be responsible for providing the initial meeting and assessments, ensuring enrollment in MWE, providing labor market information, and delivering Rapid Response service, if not already provided. They are also responsible for making participants aware of all the available services and allowances that the Trade Adjustment Assistance Program can provide. Trade staff will work with the trade-affected worker on training options, completing the TAA application, enrolling in MWE, and ensuring the six criteria for training have been met, as well as creating or reviewing participants' IEP. Trade staff will also provide approval of all TAA training programs, training contracts and training waivers. Efforts will be coordinated to monitor progress, provide benchmarks every 60 days, and ensure a service is provided every 90 days for the Trade affected worker, as well as ensure

any needs and barriers are addressed. Staff will coordinate on all employment, case management and follow-up activities.

C. Describe how Trade participants will be co-enrolled in other programs.

By following an established process flow within the AJC, co-enrollment of trade-affected workers will be ensured to allow for more efficient use of public workforce system resources and reduce barriers to program integration. Participants will be made aware of their options for co-enrollment. In the event that a trade-affected worker declines co-enrollment or is not eligible for co-enrollment, documentation must be provided and maintained. Declining co-enrollment has no effect on eligibility for benefits and services under the TAA Program.

Section 13 – Unemployment Insurance Functions

A. Describe how WIOA Title I and Title III partners will support Unemployment Insurance claimants and provide meaningful access to Unemployment Insurance claimants, as required by WIOA.

Unemployment Insurance Claimants are invited by letter to participate in mandated reemployment workshops. Federally funded RESEA (Reemployment Services and Eligibility Assessment) workshops target individuals receiving Unemployment Insurance that are most likely to exhaust benefits before finding employment. Forty-five (45) day follow-up workshop activity is required by each claimant to assist the customer in obtaining employment or exploring resources they may need while on unemployment. These services include but are not limited to one-on-one employment assistance, resume assistance, and job fair notifications. The workshop leader is to ensure engagement within center services and to follow up to see if each participant has attended the additional designated workshops.

ROWs (Reemployment Opportunity Workshops) are federally funded, but administered by State staff, and target individuals receiving Unemployment Insurance that are least likely to exhaust benefits before finding employment. These workshops teach claimants about resume writing techniques, interviewing and job search strategies, and job opportunities. Workshop participants also receive an orientation to the center, partner services, and training opportunities across the workforce system.

Wagner-Peyser staff also provide information to individuals requiring assistance with filing claims for unemployment compensation and provide True-Identity, which is a screening method to help prevent unemployment insurance fraud. A customer's identity must be verified by staff before they can proceed with their claim. Staff also assist customers with creating a profile in Beacon, MD Labor's unemployment benefits system, as well as assistance with filing their weekly certification for required job search activity.

Additionally, information on services such as job fairs and training opportunities are posted in the One-Stop centers and disseminated telephonically using the phone tree system and electronically through social media, associated workforce systems, and websites.

Outplacement services or Rapid Response Services include on site job readiness workshops (resume writing, interviewing skills, and job search on the internet); labor market information to guide the job search process, and referrals to other Career Center services such as one-on-one meetings with center staff. MOED also conducts job fair/recruitment events for dislocated workers and offers occupational training including apprenticeship opportunities and OJT.

B. Describe how your Board will utilize the Wagner-Peyser program and the RESEA and ROW programs to provide access to local workforce development services for Unemployment Insurance claimants.

The Wagner-Peyser program and RESEA and ROW programs provide claimants access to the full menu of services of the AJC through RESEA and WIOA programs. An AJC staff member presents information about services, resources and job opportunities – and the Wagner-Peyser staff meets one-on-one with each ROW and RESEA customer to identify their needs and refer them to other services (e.g., WIOA, employment opportunities) and/or to other workforce partners in the One-Stop.

Section 14: Senior Community Service Employment Program Functions

A. List the Senior Community Service Employment Program (SCSEP) providers in your Area and how SCSEP is administered, including grantee and subgrantee information, if applicable.

The Maryland Department of Labor is the State Grantee for SCSEP. There are no subgrantees; however, MD Labor employs an Employment Specialist in each Local Area for which the State Grantee is responsible for administering the SCSEP Program. In Baltimore, this role is filled by the Center for Workforce Inclusion.

B. Describe how SCSEP services will be integrated within the AJC system in your area, including key components of the SCSEP program available locally.

Both Center for Workforce Inclusion and Maryland Department of Labor Senior Community Services Employment Programs (SCSEP) – are co-located in the Baltimore City AJCs. Center for Workforce Inclusion, SCSEP service is available part-time at the Eastside One-Stop Career Center and MD Labor SCSEP is available at the Northwest One-Stop Career Center.

The program staff will:

a) Conduct outreach and intake at the AJC as well as participate in the AJC's orientation sessions;
b) Provide employment and training services to older and disadvantaged individuals;

c) Provide opportunities for eligible participants to learn, work and serve others;
d) Provide case management and supportive services to participants in training programs, and
e) Refer clients to other workforce development partners as appropriate.

Section 15 – WIOA Section 188 and Equal Opportunity Functions

A. Provide the designation of the local Equal Opportunity Officer, including their name, location, email, phone number, and TTY (or equivalent).

Kumasi Vines
Deputy Director/Chief of Staff
Local EOO
Mayor's Office of Employment Development
417 E. Fayette Street, Suite 468
Baltimore, MD 21202
410-396-1910
Kumasi.vines@baltimorecity.gov

Via On-Line Assistance Request:
https://moed.baltimorecity.gov/assistance-request

Via Maryland Relay Calling Options
Staff may use the Maryland Relay services by dialing 711 or 800-735-2258 for TTY calling

B. Describe how entities within your AJC delivery system, including AJC operators and the AJC partners, will comply with Section 188 of WIOA and 29 CFR Part 38, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities and individuals with Limited English Proficiency, including providing staff training and support for addressing the needs of individuals with disabilities and for individuals with Limited English Proficiency.

The MOED and One-Stop partners will continue to comply with the physical and programmatic accessibility requirements of Section 188 of WIOA, 29 CFR Part 38, and provisions of the Americans with Disabilities Act of 1990. The career center staff and partners deliver "Basic Services" to all populations including individuals with disabilities and Limited English Proficiency. The MOED and youth service providers will make every effort to provide reasonable accommodations to allow for full

program participation including, but not limited to, providing auxiliary aids and services and ensuring effective communications through alternative formats. The MOED intends to collaborate with DORS and other vendors on staff development training to enhance customer engagement.

C. Provide an acknowledgment that the Local Board understands that, while Section 188 of WIOA and 29 CFR Part 38 ensures equal opportunity for individuals with disabilities, sub-recipients may also be subject to the requirements of:

- **Section 504 of the Rehabilitation Act, which prohibits discrimination against individuals with disabilities by recipients of Federal financial assistance;**
- **Title I of the ADA, which prohibits discrimination in employment based on disability;**
- **Title II of the ADA, which prohibits State and local governments from discriminating on the basis of disability;**
- **Section 427 of the General Education Provisions Act; and**
- **Maryland Anti-Discrimination laws, including 5 Md. STATE GOVERNMENT Code Ann. §10-1101, which stipulates that oral language services must be delivered on-site for those in frequent contact with a service provider.**

For individuals who require oral language services, MOED utilizes the "Language Line" to provide meaningful access to One-Stop services and partners.

The Regional Director of the Baltimore City Department of Rehabilitation Services of the Maryland State Department of Education is a member of the Baltimore Workforce Development Board. Additionally, information regarding federal and state policy and guest speakers sharing equipment to assist those with disabilities is shared from quarterly meetings and communication from the MD Labor Disability and Youth Services Coordinator in the Division of Workforce Development and Adult Learning.

The Regional Director of the Baltimore City Department of Rehabilitation Services of the Maryland State Department of Education is also participating in WIOA American Job Center partner meetings. With this guidance, MOED will fully comply with Section 188 and the Americans with Disabilities Act (ADA) regarding physical and programmatic accessibility. As part of compliance, MOED will conduct an annual review of the American Job Center.

American Job Centers and satellite locations deliver WIOA programs and activities in a manner that makes services readily accessible to qualified individuals with disabilities. MOED staff and partners have the education, training, and experience (skill, ability, and knowledge) to perform assigned duties regarding nondiscrimination and equality of opportunity for persons with disabilities. MOED believes that these actions help ensure that communications with individuals with disabilities are as effective as, and equal to, communications with non-disabled individuals.

D. Describe how your Board will ensure meaningful access to all customers.

MOED maintains operations at two AJCs strategically located in Baltimore City – Eastside One-Stop Career Center (3001 E. Madison Street); the Re-entry Center at the Northwest One-Stop Career Center (2401 Liberty Heights Avenue, Mondawmin Mall); and the satellite Employment Connection Center (1410 Bush Street). All centers are accessible via mass transportation. Individuals with disabilities visiting the centers enter a fully accessible building with accommodations available ensuring access to services.

MOED is dedicated to taking reasonable steps to provide meaningful access to One-Stop services to all people, including individuals with limited English proficiency. Interpretation services are available for Limited English Proficient (LEP) customers via the Language Line. To ensure that limited English or non-English speaking customers receive equal access to services, "I Speak" boards are posted. The LEP customer can point to their language and staff can utilize the Language Line to provide services. Similarly, assistive technology equipment is available for those visually impaired customers and on-demand video relay is available to customers that require sign language interpretations

MOED, in coordination with the Mayor's Office of Immigrant Affairs (MIMA), is guiding implementation of language assistance for such individuals.

MIMA will translate vital documents in other languages for the One-Stops. Some vital documents include:

- Career Center Network Release of Information
- Career Center Network Consent for Information Form
- Sexual Harassment Policy
- Equal Opportunity is the Law
- Complaint, Mediation and Grievance Procedures
- Individual Employability Plan (IEP)
- Financial Empowerment Counseling Flyer
- Recovery Works Flyer
- Pathways to Careers Flyer

The One-Stop Career Centers have access to the Language Line account provided by MIMA. Additionally, MIMA will provide ongoing training for One-Stop staff on how to effective use the Language Line to serve LEP customers. MIMA's language access plan is available on MOED's website.

E. Describe your Board's procedure for handling grievances and complaints from participants and other interested parties affected by the local AJC system, including partners and service providers (29 CFR 38.69-97).

MOED, on behalf of the BWDB, will follow the listed procedures below for handling grievances and complaints from participants and other interested parties affected by the local American Job Center system, including partners and service providers. Federal regulation on grievances and complaints can be found at: 29 CFR 38.69-97.

- **Complaints of discrimination based on race, color, religion, sex, national origin, age, disability, political affiliation, or belief, as well as citizenship or participation in WIOA Title I-funded programs.**

Complainants alleging discrimination on the ground of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions; sex stereotyping; transgender status; and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, and for beneficiaries only, citizenship or participation in any program funded under the WIOA or in the process of admission or access to, opportunity or treatment in, or employment in the administration of or in conjunction with, any WIOA funded program or activity, may file a complaint, either by him/herself or through a representative, within one hundred eighty (180) days from the date of the alleged violation with the MOED's equal opportunity officer. If such a complaint is received, MOED will immediately notify MD Labor and may notify the directorate of Civil Rights, Washington, D.C. of the existence of the complaint. If MOED has not provided the complainant with a written decision within ninety (90) days of the filing of the complaint, the complainant need not wait for a decision to be issued, but may file a complaint with CRC within thirty (30) days of the expiration of the ninety (90) day period (in other words, within 120 days of the date on which the original complaint was filed). If the complainant is dissatisfied with MOED's resolution of the complaint, the complainant may file a complaint with CRC. Such complaint must be filed within thirty (30) days of the date the complainant received notice of the MOED's proposed resolution.

A complaint may be filed directly with the Civil Rights Center (CRC) within 180 days of the alleged discrimination through the Complaint Information Form sent by postal mail to the Director, Civil Rights Center Attention: Office of External Enforcement, US Department of Labor, 200 Constitution Ave NW, Room N-4123, Washington DC 20210; by fax to 202-693-6505 attention: Office of External Enforcement; or by email to CRCExternalComplaint@dol.gov. Persons with a disability who require auxiliary aids and services in order to file a complaint, to access the CRC complaint form, or during the CC complaint process should contact the CRC by email at CRCExternalComplaints@dol.gov, by phone at 202-693-6500 or TTY/TRS 1-800-877-8339.

- **Complaints and grievances unrelated to discrimination, including labor standards violations.**

The MOED EO officer in coordination with the Baltimore City Office of Civil Rights will facilitate complaints and grievances not alleging illegal forms of discrimination including labor standards violations.

- **Remedies for WIOA Title I violations may include suspension or termination of payments, barring placement with non-compliant employers, reinstatement of employees, payment of lost wages/benefits, and other equitable relief where applicable.**

Remedies shall be tailored to the specific circumstances and violations and may include, but not limited to:

- provision of service, benefit or employment opportunity denied,
- monetary payment for loss of employment opportunity or benefit,
- disciplinary action(s) against the individual(s) found to have discriminated,

- training for individual(s) found to have discriminated and for other appropriate individuals,
- nullification of an adverse action,
- removal of adverse records or documents from client/personnel files, and
- preparation of statement of no retaliation.

Should the proposed remedies be acceptable to all parties, if appropriate, the EO Officer shall prepare a written Settlement Agreement which contains the specified remedies and which the complainant and respondent will sign.

The Agreement shall include a stated time frame for implementation of the remedies. Should the complainant or respondent be dissatisfied with the recommended remedies and no solution appears probable, the Equal Opportunity Officer shall inform the complainant of additional filing rights and time frames for filing as appropriate.

Where the Equal Opportunity Officer makes a decision that there is no probable cause to believe that an act of illegal discrimination has occurred, the complainant shall be so notified.

Where the complainant does not accept the decision, the Equal Opportunity Officer shall inform the complainant of additional filing rights and time frames, as appropriate.

F. Describe how an individual can request accommodation.

Under the ADA, an individual with a disability can request an accommodation and assistance in order to understand, use, and benefit from the services in the One-Stop Center and youth providers. During the initial visit to the Center, or through an advanced correspondence, an individual can ask for assistance to understand and/or access the range of services the programs offer. Some accommodations may include:

- an individual meeting rather than group orientation
- help with filling out any registration forms
- brochures, flyers, and other information in an alternative format such as a different language, Braille, or large print
- sign language interpretation
- using a tape recorder to remember information
- adaptive equipment to use computers and phones
- Language Line mobile app

G. Describe your Board's policy on providing aid, benefits, services, training, and employment, including assurance of reasonable accommodation for qualified individuals with disabilities unless it poses undue hardship.

In serving persons with disabilities, MOED will make every effort to provide reasonable accommodations to allow for full program participation including, but not limited to, providing auxiliary aids and services and ensuring effective communications through alternative formats.

H. **Describe how your Board will comply with the Americans with Disabilities Act, including providing reasonable accommodation for materials, technology, and facility accessibility. Include how staff will be trained and supported in addressing the needs of individuals with disabilities.**

MOED will take reasonable steps to provide auxiliary aids and materials to ensure that communications with individuals with disabilities, including individuals with visual or hearing impairments are assisted. Examples include but are not limited to: large print, Braille, interpreting services, allowing people with visual or learning disabilities or who have limited use of their hands access to tape recorders or a computer.

All MOED facilities go through an annual assessment to verify that they are ADA accessible.

MOED will coordinate training with DORS to provide quarterly WIOA staff training on awareness, interpretation, available tools, the use of tools and connecting individuals to resources.

I. Describe your Board's policy and strategy to ensure effective communication with individuals with disabilities, including those with visual or hearing impairments, equal to that with others.

MOED works with sign language translators and relay services to ensure we are relaying the same messages to all customers and the message is understood. Assistive technology at the Career Centers labs includes Zoom technology for the visually impaired.

J. **Describe how your Board will meet the language needs of individuals with Limited English Proficiency who seek services or information. Include how your Board will disseminate information to individuals with Limited English Proficiency, including using oral interpretation and written translation services.**

For individuals who speak limited English, MOED has translated vital documents into Spanish, French, Chinese, Arabic, & Korean and utilize the "Language Line" for oral interpretation services and/or bi-lingual staff from MOED staff and/or partnering agencies. The "I Speak" signage is prominently displayed in the AJC reception/ waiting areas so individuals can "point to their language" for interpretation service. The MOED will notify LEP customers that language assistance services are available at no cost. Staff will follow the process outlined in the MIMA approved Language Access Plan.

Some ways of accomplishing this objective include:

- Posting signs in intake areas and other customer entry points.
- Placing notices that language services are available in outreach documents (brochures, recruitment information, etc.) in appropriate languages and that language services are available.
- Working with community-based organizations to inform LEP persons of the language assistance available.
- Making presentations and/or posting notices at schools and religious Organizations.
- Posting outreach and recruitment documents on social media in appropriate languages

- Posting information on MOED Website to announce Language Assistance services

Section 16: Fiscal, Performance, and Other Functions

A. Identify the entity responsible for the disbursal of grant funds in your local area as determined by the chief elected official. *(WIOA Section 107(d)(12)(B)(i)(III) and Section 107(d)(12)(B)(i))*

The Mayor's Office of Employment Development (MOED), on behalf of the City of Baltimore, is responsible for the disbursal of grant funds described in section 107(d)(12)(B)(i)(III).

B. Describe the financial sustainability of the AJC services with current funding levels, and a description of the ability to adjust should funding levels change.

The ongoing Baltimore Workforce Development Board (BWDB) planning process along with consideration of available and adequate resources to support the American Job Center operations define the number and type of centers required to best serve the workforce development needs of Baltimore City. MOED regularly reviews funding levels quarterly to forecast changes and trends and seeks funding to support the services needed for city residents. MOED uses an integrated and holistic approach to service delivery which includes the use of braided funding.

C. Describe the competitive process used to award the subgrants and contracts in your Area for activities carried out under this title, including risk assessment of potential subgrantees and contractors.

MOED will use a competitive process based on the principles of competitive procurement outlined in 2CFR 200.318-200.326 of the federal Uniform Administrative Requirements for Grants provisions. In addition, MOED will review the risks associated with a potential sub-grantee prior to making an award. MOED has a written risk assessment policy that includes a systematic process of evaluating the potential risks associated with granting an award to a potential sub-grantee. The process involves using a scorecard to identify, analyze, and measure risk utilizing information that is available via an organization's independent audit report as well as from other relevant operation data that is gathered during on-site and virtual monitoring visits. The steps involved in evaluating risks include identifying and analyzing the severity of the risks. In addition, steps are taken to determine the appropriate precautions to control and monitor the risks. As evidenced by the city's commendable independent audit report, MOED has adequate safeguards in place to address non-compliance.

Agreements include Standard Exhibit (G) Certification Regarding Debarment, Suspension, and Other Responsibility Matters. The Authorized Representative is required to certify that the principals are not debarred, suspended, or excluded from covered transactions by any Federal department or agency, not convicted of fraud or a criminal offense performing a public transaction or contract, not presently indicted, and that no public transactions were terminated for cause or default within a

three-year period preceding the application/proposal.

In keeping within the guidelines of Public Law 101-166, section 511 Stevens Amendment, all documents describing federally funded projects or programs must include the following printed fiscal language.

(1) the percentage of the costs of the program or project which will be financed with Federal money
(2) the dollar amount of Federal funds for the project or program, and
(3) percentage and dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.

A subcommittee of the Youth Committee, the Systems Building Committee, identified the criteria to be used in selecting eligible youth service providers several years ago. Committee members used information from the National Youth Employment Coalition as well as documents from the America Youth Policy Forum and the Sar Levitan Youth Policy Network. Periodically, the process is reviewed and updated. The Maryland Department of Labor, Division of Workforce Development and Adult Learning coordinate statewide meetings that allow practitioners to meet and discuss strategies for selecting effective criteria to designate youth service providers.

The Youth Committee disseminates a Request for Proposal (RFP) to identify community-based organizations and agencies to provide services to in-school and out-of-school youth at least every other year. The RFP is advertised in the local newspaper, social media platforms, and on websites (BWDB & MOED). An informational Bidder's Conference is scheduled and parties who plan to submit a proposal are strongly encouraged to attend and/or be represented by an individual authorized to act on the bidder's behalf. All inquiries related to the RFP are to be submitted electronically. A compilation of responses from the Bidders Conference are posted in the "Questions and Answers" section of MOED's website. After the RFP's are submitted, Youth Committee members are asked to volunteer to review the RFP's. The volunteers are placed in teams to review, rate, and rank the RFP's. Volunteers are asked to disclose any conflicts of interest prior to reading the assigned RFP's. Review teams have an opportunity to discuss the RFPs and submit recommendations to the BWDB for approval.

D. Describe your strategy to become or remain a high-performing board. Describe of the process used by your Board to review and evaluate performance of the local AJC(s) and the One-Stop Operator.

The BWDB's Data Committee and MOED will work closely with the state to develop a series of reports and dashboards for the system which will include performance indicators for Baltimore's workforce system.

Evaluation has always been, and will continue to be, an integral part of the local board and MOED. As a forerunner in the field of workforce development evaluation, MOED has a Program Evaluation department that is responsible for establishing goals and monitoring performance. Each program's goals are designed to assist in the achievement of overarching agency goals. Program performance information is reviewed monthly at management team meetings, biweekly by one-stop centers, and quarterly by the Baltimore Workforce Development Board and

subcommittees for youth, and One Stop operations.

Performance data helps to inform the board's strategic planning and is used by MOED as a mechanism for identifying course corrections in process, protocols and procedures. MOED has met or exceeded the WIOA negotiated performance measures with MD Labor for the last several years with the exception of the adult credential measure. These measures include Entered Employment Rate for the second and fourth quarter after exit, Credential rate, Measurable Skills Gains, and Median Earnings for adults, dislocated workers, and youth. These measures are negotiated every two years following the Federal Department of Labor Training Employment Guidance Letter 11-19 change 1 and MD Labor Policy Issuance 2021-12: Performance Goals for Maryland's Workforce System.

Performance information plays a significant role during the procurement process which selects service providers as well as during the formation of each provider's performance contract. Throughout the contract period, performance is reviewed monthly and quarterly and establishes a performancefeedback loop and management tool which is used by MOED staff and providers to identify areas of underperformance and to implement corrective action plans.

E. Describe you Area's Individual Training Account policy. Include information such as selection process, dollar limits, duration. *(WIOA Section 101(d)(6))*

MOED's individual training account policy has a cap of $3,000 person, with exceptions approved by the executive staff, and each ITA shall not exceed fifty-two weeks in length. MOED's ITA process and procedures (revised April 2018) are outlined in an internal procedure document.

Detailed procedures for adding a new school or course are outlined in MD Labor Policy Issuance 2023-03- WIOA Title I Training & Maryland's Eligible Training Provider List – Feb 16, 2023. https://labor.maryland.gov/employment/mpi/mpi3-23.pdf

The MOED will comply with the policies set forth within the MD Labor current policy and subsequent policies for recommending new programs or courses be added to the Eligible Training Provider List.

F. Describe how training services will be provided, including the coordination of training contracts with individual training accounts, and how your Board ensures informed customer choice in selecting training programs, regardless of the service delivery method. *(Chapter 3 of Subtitle B, Section 134(c)(3)(G))*

The Individual Training Account (ITA) initiative empowers customers through a comprehensive assessment and evaluation of their skills, aptitudes, abilities, and values. The ITA initiative is paramount to the customer's long-term success and career planning process by helping them acquire marketable skills in a high growth, high demand industry to successfully enter or re-enter the workforce at sustainable wages. Accordingly, all customers who are in need of training begin the process with an interest and aptitude assessment, and participation in a Training Strategies Workshop.

The one-on-one sessions or workshops provide customers with an in-depth orientation to the ITA process, policies and application requirements. The curriculum also introduces the resources available

to them to facilitate their decision-making process. As part of the workshop, information is provided regarding the Pell Grant process as well as other resources for financial aid by a partner representative stationed at the American Job Center (One-Stop Center) from The Maryland Educational Opportunity Commission (MEOC). The MEOC staff also provides individualized assistance to customers in the completion and submission of the Pell Grant application.

To reinforce the information provided in the sessions, an ITA application packet is provided to each customer. The application process requires customers to justify that their career choice is in one of the nine targeted high-growth, high demand industries for workforce development designated by the Baltimore Workforce Development Board. Pertinent labor market information collected through the auspices of the Baltimore Workforce Development Board will be available to the customer to assist with their decision-making. The ITA packet was revised to include WIOA changes and was updated in December 2019.

Completed applications are reviewed with the customer by center staff to ensure completeness and accuracy. The center supervisor also reviews the completed application packet and provides sign-off approval prior to submission to the MOED Contracting and Compliance Unit. Once the funding is approved, a "Welcome to ITA" packet is issued to the customer emphasizing their responsibilities and providing the start date and estimated end date of training. Extensive follow-up is conducted while the customer is in training to ensure that they are progressing and to offer assistance and guidance. Customers are required to submit attendance and grades and to work with staff to develop and participate in a job search plan commencing 30-60 days prior to their estimated training completion date. The BWDB set the current cap for ITA vouchers at $3,000, allowing for the consideration of exceptions based on an individual's documented need. Exceptions may be granted by an executive staff member.

MOED also offers class size training funded through National Emergency Grants and other competitive funding sources. The eligibility for the participants is outlined in the National Emergency Grant policy (for example Port of Baltimore and QUEST grants), competitive grants from MD Labor (Road to Careers) or other sources such as the American Resue Plan Act funds

Customized Training is an alternative strategy also used by MOED which assists businesses in hiring skilled workers for hard-to-fill or newly created positions. Businesses interested in customized training work directly with MOED's Employer Services staff to create a proposal which is forwarded to the Contracting and Compliance Unit to be finalized and a contract created.

Businesses engaged in customized training are responsible for a 50% match for each dollar MOED invests in skills training for the customer. The match can be made monetarily or with in-kind contributions. The advantage to the customer is that businesses agree to hire the customer if the individual successfully completes the skills training. MOED staff will assist customers in determining which training program best fits their particular needs and skills set.

The local board may also select a training service program of demonstrated effectiveness offered in the local area by a community-based organization or another private organization to serve individuals with barriers to employment through a competitive process and may be a pay-for-performance agreement.

G. Describe how the AJC(s) in your local area is utilizing the Maryland Workforce Exchange as the integrated, technology enabled intake and case management information system for programs carried out under WIOA and programs carried out by AJC partners.

The MOED and its core partners leverage the MWE website to ensure that job seekers have 24-hour access to assessments, labor market information, resume development, and job matching. The MWE Jobs Mobile App is available both on Apple iTunes and in the Google Play sites for mobile phones or tablets. This app allows jobseekers to search for available job openings and easily map jobs near their current location.

The MWE and the MWE app allow customers to access services from home or other preferred locations without having to access the AJC.

The One-Stop Career Centers utilize myriad integrated, technology-enabled features available in the MWE, such as: MWE VOS Greeter, Comprehensive Case Management, "Read-Only" access for partners and Performance Management:

1. The One-Stop Career Centers utilize the MWE VOS Greeter Module to record visitor traffic electronically in lieu of a paper-sign-in sheet. The module enhances the customer experience and allows the centers to track the number of individuals visiting and capture the purpose of their visit.
2. The MWE comprehensive features (i.e., client tracking, case management and employer services) are utilized by WIOA staff to determine eligibility, document services and outcomes for employers and individuals served across the number of WIOA programs: WIOA Title III – Wagner-Peyser, Trade, and Veteran Services; WIOA Title I Adult, Dislocated Worker, Youth programs; and discretionary grants. Staff assist job seekers with unemployment insurance job contacts, resume development, researching labor market information, and job search. The business/employment service team assist employers with job order posting, recruitment, and labor market services.
3. "Read-Only" access provides One-Stop partners with access to the MWE. This feature provides limited access to partners to view information, services and the progress of their customers enrolled in programs at the One-Stop; and One-Stop Career Center managers utilize the MWE for determining center performance and tracking staff goals. MOED's Performance Evaluation Division (PEDS) utilize the MWE to manage performance data to ensure compliance with state and federal requirements.

H. Describe your Board's process for conducting oversight and monitoring of its WIOA activities and those of its subgrantee and contractors.

- *The roles and responsibility of staff in facilitating this procedure;*

MOED staff (both program and fiscal staff) are responsible for these processes;

- *A requirement that all subgrantee agreements and contracts be monitored at least annually;*

Subgrantees are monitored (includes programmatic and fiscal elements) at least once during each full

twelve-month period of the underlying agreement. An evaluation of risk factors will determine whether or not monitoring is conducted if the agreement period is less than twelve months. These processes do not apply to vendor relationships.

- *Procedures for determining that expenditures have been made against the cost categories and within the cost limitations specified in the Act and WIOA regulations;*

A description of our related processes and controls is provided throughout our responses to individual questions posed throughout this plan. Collectively, our responses describe how our financial system will permit tracing of funds to a level adequate to establish that funds have not been used in violation of applicable WIOA standards or applicable DOL regulations. More specifically, access to procurement and financial systems is restricted to specific positions/individuals; generally, there are least two (2) levels of supervisory oversight of procurement and financial transactions; and there is an Executive level review and approval process in place for external financial reports (e.g. Quarterly Reports and Closeout Reports to MD Labor). Our systems provide easy tracing of transactions from original source documents to related fund accounting reports via unique fund (general ledger) accounting numbers and staff identification codes.

- *Procedures for determining compliance with other provisions of the Act and regulations and other applicable laws and regulations, including the method of monitoring to be used for subgrantees and contractors;*

MOED has a written subgrantee monitoring plan which outlines compliance monitoring processes and procedures. An original copy was filed with MD Labor in April 2014. Procedures were revised in August 2020 to ensure compliance with current guidelines and regulations.

- Monitoring Risk Factors and Risk Assessments

Risk Factors and Risk Assessments include years of service, status of Good Standing with the State, A-133 audit results, and appropriate policies and procedures in place. Factors are included in the Sub-Recipient Monitoring Checklist incorporated in MOED's Fiscal Monitoring Procedures

- *Provisions for the recording of findings made by the recipients' monitor(s), the forwarding of such findings to the subgrantee or contractor for response and the recording of all corrective actions;*

MOED has a written subgrantee monitoring plan which addresses corrective action processes related to findings and/or concerns resulting from monitoring activities. An original copy was filed with MD Labor in April 2014 and revised in August 2020.

- *Provisions of technical assistance as necessary and appropriate; and*

MOED continually commits to providing technical assistance to subgrantees when necessary and appropriate.

- *Specific local policies developed by the Local Board for oversight of the American Job Center system, youth activities and employment and training activities under Title I of WIOA.*

MOED develops local policies as necessary based on federal Training and Employment Guidance Letters and MD Labor Policy Issuances. Current local policies include Priority of Service, Justification for Training, Documenting Eligibility Barriers, Income Guidelines, Stevens Amendment, Record Retention Policy updates, ITA Procedures updates, and Grievance Procedure updates.

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

MOED makes every effort to protect personally identifiable information and utilize encryption of messages through Microsoft Office 365. Physical files are kept securely locked and safeguarded. Yearly, MOED staff who have a "need toknow" in their official capacity and have access to such systems of records will sign a confidentiality agreement.

Aligning with MD Labor Policy Issuance 2019-4: Privacy and Data Security, MOED has implemented a local Operational Policy 2019-2 outlining the protection of data and sensitive information included in physical data, electronic data, and the protocols MOED will follow in the event of a physical or electronic security breach. Staff have signed an Employee Acknowledgement form which acknowledges receipt of the policy, agreement to adhere to the highest level of confidentiality involving sensitive and personally identifiable customer information, understanding the importance of safeguarding confidential electronic/paper files and reports; and if a breach occurs staff will immediately notify their supervisor so appropriate actions can be taken.

If a breach occurs, the Agency Director will notify the Baltimore City Solicitor's Office and the staff outlined in MD Labor Policy Issuance 2019-4 within three (3) days and include a brief description of the breach including types of data; what has occurred to investigate the breach, mitigate losses, and protect against any further breaches; contact information of persons leading the investigation; and the process of notification to the affected customers.

The MOED will consult with attorneys from the Baltimore City Solicitor's Office to ensure that evolving issues related to the protection, maintenance and use of personal information is in keeping with accepted industry standards and relevant state and federal laws. As an agency under the direction of the City of Baltimore, MOED will also adhere to any local City policies and processes regarding a security breach of personally identifiable information.

J. Describe your Board's procurement system, and how you will assure you're your procedures meet the standards in USDOL regulations Include details on how your Board would award emergency contracts when current contracts have been eliminated for just cause. *(See 29 CFR Part 95, Part 97 and 2 CFR 200)*

MOED follows the procurement policies and procedures outlined by the City of Baltimore. The actual procurement of most goods and non-professional services are initiated by MOED but the actual awards and placement of orders is handled by Baltimore City's Bureau of Procurement. Emergency contracts will be expedited to the City Procurement recommendation, subject to approval of the City of Baltimore Chief Administration Officer and Chief Procurement Officer for immediate action.

The city's procurement policies do allow for MOED to procure goods and services which are valued at less than $5,000 with registered suppliers after securing at least three (3) competitive quotes and making a sound price and quality comparison. For vendors not registered as suppliers with the City of Baltimore, the city's procurement policies allow for Direct Supplier Invoice and Procurement Credit Card to procure goods and services which are valued at less than $5,000:

- Direct Supplier Invoice – If the supplier is registered in Workday and the purchase is under $5000, then you can submit a direct supplier invoice through Workday. If you are not sure how to do this, contact BOP and you will be sent a job aid for this task.
- Requisitions– For items over $5000 that cannot be purchased on the Procurement Card, you can submit a requisition or request a PO. (Ex: catering for holiday parties, a supplier that has gone over the $5000 threshold in a fiscal year.)

The City of Baltimore procurement practices conform to the standards in USDOL regulations. Additionally, an Ethics and Professional Conduct policy requires maximum objectivity and fair treatment to all individuals and businesses doing business or desiring to do business with the City of Baltimore.

K. Describe your process to document and demonstrate that the acquisition, management, and disposition of property adhere to the Property Management Procedures. *(USDOL regulations 29 CFR Part 97 and 29 CFR Part 95.)*

MOED shall adhere to the acquisition, management and disposition of property as prescribed in the United States Department of Labor Regulations 29 CFR Part 97 and/or 29 CFR Part 95. Evidence of adherence to those regulations can be found in applicable Baltimore City policies and procedures, written supporting documents related to actual and relevant activities, including, but not limited to, solicitations for proposals, pricing and value reviews, monitoring and evaluation reports, inventory logs, etc.

L. Describe your policies and procedures for avoiding conflicts of interest or the appearance of such conflicts in the exercise of their responsibilities, particularly those related to the awarding of contracts.

The BWDB has prepared and implemented its **Conflict of Interest policy,** which is signed by each BWDB member. This policy addresses conflicts of interest including matters related to the awarding of contracts.

The Baltimore City Public Ethics Law requires many public servants to file annual financial disclosure statements in order to help them and members of the public identify potential conflicts of interest. This includes MOED managers and any staff whose job interacts with subcontractors or vendors.

M. Describe your Board or fiscal agent's accounting procedures, including the procedures used in preparing reports to the State.

The City of Baltimore Workday Enterprise Resource Planning (ERP) system was developed and launched in December 2020 to fully integrate all legacy systems into a more efficient solution to

manage the city's financial business processes. It is designed to track and report actual costs against established operating budget's hierarchy activity categories (e.g. fund type, grant number, cost centers) and natural account codes called spend categories. Each funded activity requires a detailed operating budget and alignment with appropriate cost center categories, ledger accounts, and spend categories accounts. The pre-approval of expenditures and effective monitoring of financial transactions, supporting documents and records all aid in ensuring timely and accurate accounting and reporting.

a) Fiscal Reporting System

The monthly receipts and expenditures reports are generated by Workday Finance Workstream platform called Foundation Data Model. This platform supports accounting and financial reporting, account structure, and the use of worktags instead of accounting codes to represent the purpose of a transaction. Workday provides real-time access to generated budget to actual reports and pre-encumbrances and encumbrances.

b) Obligation Control System

MOED initiates a planning cycle prior to the beginning of each program/fiscal year to plan for anticipated funding and the associated delivery of associated services and infrastructure support.

This planning process allows for control of the total obligation level of each funding source. After planning targets are identified and subsequent programs are put in place, MOED staff monitors the obligation and anticipated expenditure levels of each of its programs and grants to ensure that costs are in-line with available funding. A variety of review processes are put in place to monitor and control the level of obligations and subsequent expenditures.

N. Provide a list of key staff who work with WIOA funds.

MOED's Fiscal Administration and Contracting Units are the primary units responsible for financial recording and reporting. Key staff positions from these units include, but are not limited to, Assistant Director/Chief Financial Officer; Director of Fiscal Operations; Chief Contract Officer of Grant Reporting; and Manager of Contracting & Compliance.

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

A description of our related processes and controls is provided throughout our responses to individual questions posed in Section 16 of this plan. Collectively, our responses describe how our financial system will permit tracing of funds to a level adequate to establish that funds have not been used in violation of applicable WIOA standards or applicable DOL regulations. More specifically, access to procurement and financial systems is restricted to specific positions/individuals; generally, there are least two (2) levels of supervisory oversight of procurement and financial transactions; and there is an Executive level review and approval process in place for external financial reports (e.g., Quarterly Reports and Closeout Reports to MD Labor). Our systems provide easy tracing of transactions from

original source documents to related fund accounting reports via unique fund (general ledger) accounting numbers and staff identification codes.

P. Provide a description of the following:

- **Fiscal reporting system**
- **Obligation control system**
- **ITA payment system**
- **Chart of account system**
- **Accounts payable system**
- **Staff payroll system**
- **Participant payroll system**
- **Participant stipend payment system**

The City of Baltimore's Workday system is designed to track and report actual costs against established operating budget's hierarchy activity categories (e.g. fund type, grant number, cost centers) and natural account codes called spend categories. Each funded activity requires a detailed operating budget and alignment with appropriate cost center categories, ledger accounts, and spend categories accounts. The pre-approval of expenditures and effective monitoring of financial transactions, supporting documents and records all aid in ensuring timely and accurate accounting and reporting.

a) Fiscal Reporting System

The monthly receipts and expenditures reports are generated by Workday Finance Workstream platform called Foundation Data Model. This platform supports accounting and financial reporting, account structure, and the use of worktags instead of accounting codes to represent the purpose of a transaction. Workday provides real-time access to generated budget to actual reports and pre-encumbrances and encumbrances.

b) Obligation Control System

MOED initiates a planning cycle prior to the beginning of each program/fiscal year to plan for anticipated funding and the associated delivery of associated services and infrastructure support. This planning process allows for control of the total obligation level of each funding source. After planning targets are identified and subsequent programs are put in place, MOED staff monitors the obligation and anticipated expenditure levels of each of its programs and grants to ensure that costs are in-line available funding. A variety of review processes are put in place to monitor and control the level of obligations and subsequent expenditures.

1) Under the ITA payment system contracted training providers submit an invoice for payment of each pre-authorized ITA event. Invoices are accompanied by required back-up documentation that is reviewed and validated by MOED staff. Once approved by MOED staff the invoice is submitted to the city's accounting operations department for payment. Approved ITAs are tracked, and financially accounted for, by MOED staff from the time an authorization commitment is made to the training provider until actual payment is made to the provider.
2) MOED's chart of accounts, as well as the City of Baltimore's chart of accounts, allows MOED to capture, segregate, track and report revenue and expenses by various and multiple categories,

including but not limited to: funding stream, vendor, program title, operating period and/or fiscal period, operating department, natural account number, etc.

3) Within MOED's infrastructure, a series of checks and balances are used to insure the accuracy and timeliness of accounts payable processing. When an invoice is received for payment it, along with relevant supporting documentation, is reviewed for accuracy, legitimacy, etc. by at least two separate and distinct staff review levels before being approved and submitted to the City's Department of Finance for actual payment processing.
4) The staff payroll processing is a part of the overall City of Baltimore Human Capital Management (HCM) payroll system functions in Workday. The Workday system provides employees, managers, and HR professionals access to create and maintain HR related records. Through Workday individual time sheets are updated daily or weekly and submitted to managers for approval and submission for each payroll period. Time and attendance reports must be entered by staff person and approved his/her supervisor. The City of Baltimore's Payroll Department processes all payrolls and manages the HCM Payroll System. MOED's HR Department manages the underlying wage and salary records for MOED staff which cover such events as: on- boarding of new employees, staff transfers, terminations, wage and salary adjustments, etc.
5) The participant payroll and the participant stipend systems have similar processing and control features to those of the staff payroll system. However, management and control of MOED individual participant records rests with a unique program operating departments of MOED versus MOED's Human Resources Department.

Q. **Describe your Board's (or fiscal agent's) cash management system and how you will assure that no excess cash will be kept on hand, and that procedures are in place to monitor cash**.

Grant funds are drawn down through MD Labor quarterly and typically on a cost reimbursement basis.

R. Describe of your Local Board's cost allocation procedures including:

- **Identification of different cost pools**
- **Procedures for distribution of staff costs between cost categories (Administrative cost, program cost and indirect cost)**
- **Procedures used for distribution of funds from each cost pool**
- **Description of funds included in each cost pool**
- **Description of cost allocation plans for your AJCs**

During both the budgeting (e.g., detailed budgets are required by MD Labor) and quarterly reporting (of actual expenses) processes, MOED assigns administrative and program costs to the benefiting programs/funding sources. Expenses benefiting a single program/funding source are directly charged to that source while those benefiting multiple programs/funding sources (indirect costs) are "pooled" (MOED maintains an Administrative Cost Pool [ACP] and a Program Cost Pool [PCP]) for later pro rata allocation between the multiple programs/funding sources based on logical criterion. Effective July 1, 2016, indirect costs (ACP & PCP), including salary and fringe benefits costs, are allocated using a Direct Cost Allocation Method with Modified Total Direct Costs used as the basis for allocation. This methodology follows guidelines published by the US Dept. of Labor's Division of Cost Determination.

If warranted, additional cost pool classifications may be developed in the future. Costs that are directly charged are also categorized as Administrative or Program based on guidelines established by each funding source. The Cost Allocation Plan and its related distribution methodology are applied consistently throughout the fiscal year.

MOED intends to share applicable One-Stop Career Center costs with required partner agencies via negotiated and equitable resource sharing (cost sharing) agreements with each. Each partner is assessed a fair share of the commonly shared operating costs of the One-Stop system.

S. Describe your Board's (or fiscal agent's) procedure for collecting debts involving WIOA funds.

The BWDB/Fiscal Agent will have the lead responsibility for resolution of any and all debts pertaining to WIOA funds awarded to sub-grantees and others. Usually, a potential debt is identified at the point where an audit of the program has identified questioned or disallowed costs and generally labels the situations as findings. Steps for resolution of findings include, but are not limited to:

a) The potential debtor is given no more than thirty (30) days to either accept the finding(s) and acknowledge the debt or provide additional documentation not reviewed during the audit which documents the allow ability of the costs questioned. NOTE: disallowed costs are automatic debt payments due to the Baltimore City.
b) If documentation is received, the BWDB/Fiscal Agent and the auditors will review and either accept or reject the documentation. This review shall conclude not more than thirty (30) days upon receipt of the documentation.
c) Should the original finding(s) stand, the BWDB/Fiscal Agent will notify the sub-grantee (or other relevant party) in writing of its findings and prepare a repayment schedule to recover all funds due. The repayment of funds shall not exceed six (6) months from the date of notification by the BWDB/Fiscal Agent.