

GDU GOAL III: INCREASE THE NUMBER OF MARYLANDERS WHO RECEIVE SKILLS TRAINING BY 20% BY THE END OF 2012

EXECUTIVE SUMMARY

Reinforcing its efforts to support job growth and to better position the State to compete in the emerging global economy, the O'Malley-Brown Administration has set a goal of increasing the number of Marylanders prepared for middle and high skilled jobs by increasing the number of Marylanders who receive skills training through the State's workforce system by 20% by 2012. The vehicle for this effort is Skills2Compete-Maryland, the Governor's new workforce development and skills initiative based on the premise that every working Marylander should have access to the equivalent of at least two years of education or training past high school leading to a career or technical credential, industry certification, or a college degree.

Skills2Compete-Maryland provides a single, overarching theme for Governor O'Malley's existing workforce policies of expanding employment opportunities, enhancing and upgrading skills to meet the needs of business, creating pathways to earn a decent wage, and growing the middle class. It will focus State agencies, community colleges, Local Workforce Investment Boards, apprenticeship programs, and other stakeholders on increasing post-secondary participation and completion rates, and measuring success.



This initiative demonstrates a significant shift towards a more integrated, training-focused, and data driven system. Through Skills2Compete, Maryland is shifting from an emphasis on short term, low-cost job training and matching, to encouraging more workers to engage in developing new skills and knowledge needed by Maryland employers. The purpose of this new focus is to provide more workers with the opportunities to earn significant educational credentials aligned with the needs of the current and future labor market

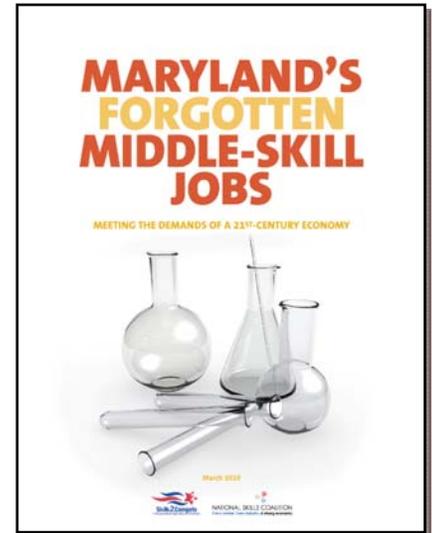
Despite the challenging economy, there is growing demand in today's labor market for skilled workers in a variety of fields, particularly in middle-skill jobs - jobs that require more than a high school diploma but less than a four year college degree - which comprise nearly half of Maryland's labor market. Attainment of post-secondary credentials is crucial to filling these jobs and to earning family sustaining wages. Maryland's economy, like the rest of the Nation, is shaped by significant technological change and globalization. As a result workers often need higher education and skill sets to progress in the labor market. Now, more than ever, many workers will require longer-term training either to obtain stable employment or to make a transition after losing a job.

The Administration's work will result in a refocused and integrated Maryland workforce system that provides the State's unemployed, newly dislocated workers, and low-wage incumbent workers with the skills to compete for and succeed in the middle and high skill jobs of the new economy – such as jobs in healthcare, infrastructure building, “green jobs” and those created by the Base Realignment and Closure (BRAC). This initiative is led by Lieutenant Governor Anthony Brown and the State's Department of Labor, Licensing, and Regulation (DLLR), with the Governor's Workforce Investment Board acting as the coordinating body.

DEFINING THE GOAL

Background

Although Maryland leads the nation in attainment of advanced degrees and median household income, with an unemployment rate well below the national average, the State will experience shortages of middle and high skilled workers critical to long-term economic recovery. A highly skilled workforce is not only critical to attracting and expanding businesses but it will expand Maryland’s middle class and economic strength by giving workers the skills to enter higher-paying jobs with greater career advancement and job security. Marylanders with post-secondary education earn substantially more than those with only a high school diploma and their likelihood of unemployment is lower.

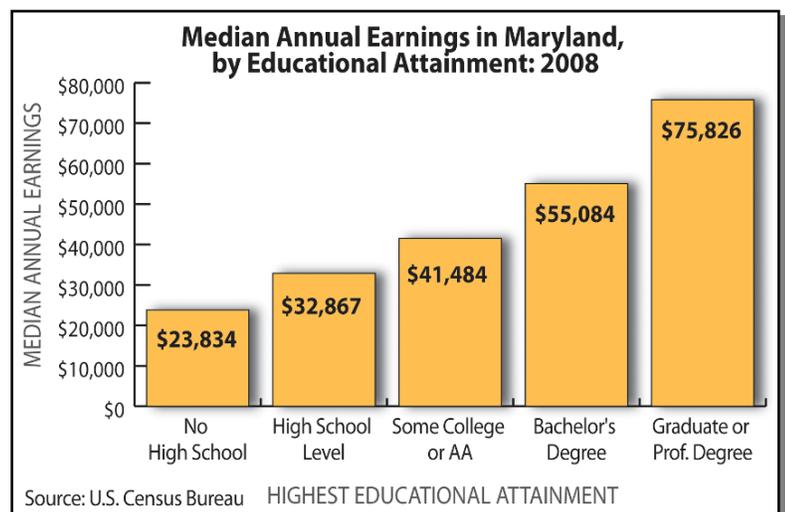


Middle skill jobs make up the largest part of America’s and Maryland’s labor market, and are a product of the continuing growth in State’s world class bioscience and health care industries, the federal agencies located in Maryland, along with the business that serve them, the impact of the Base Realignment and Closure, and the investment of funds from the American Recovery and Reinvestment Act (ARRA)

Recent projections show that between 2008 and 2016, 42 percent of all job openings will be in middle skill occupations. An additional 35 percent are projected to be high skilled. With 77 percent of all jobs in Maryland requiring some sort of post-secondary credential, certificate or degree, it creates a critical imperative to produce more Marylanders with the skills and credentials to fill these jobs.

With high unemployment throughout the nation, this is precisely the time to ensure Maryland is training the middle- and high-skill workforce that is critical to long-term economic recovery and success. For thousands of recently laid off workers, the jobs they lost are gone – some possibly forever. When returning to the workforce, it will most likely be to jobs in new, emerging or growing industries, requiring a different skill set to succeed.

In the past, a college education or advanced training beyond high school was not required to make a decent living and to meet the demands of the labor market. But in today’s economy, education and training beyond high school are the difference between subsistence living and family-sustaining careers. A workforce with a higher level of preparation also means the difference between a Maryland economy that lags behind the nation, and one that leads it.



Measuring Progress

In order to meet the demand for a skilled workforce and maintain Maryland’s economic competitiveness, the Governor has set the goal of increasing the number of Marylanders trained through the State workforce development system with the skills necessary for middle and high skilled jobs by 20% by 2012. The primary measures of the goal will be the number of enrollments and completions of the following, which totaled 257,315 in 2009:

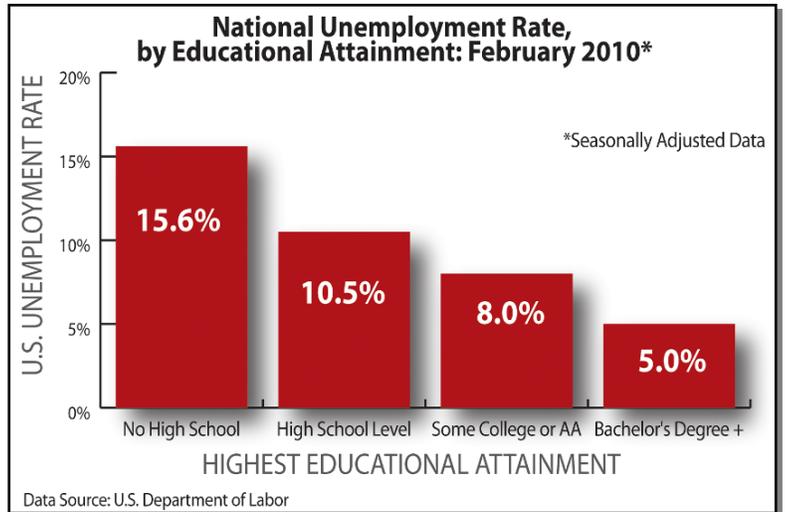
- Community College Associates Degrees

- Community College Lower Division Certificates
- Community College Continuing Education and Workforce Development
- DLLR WIA Occupational Training
- DLLR MBW Training
- DLLR Registered Apprenticeships
- DLLR Correctional Occupational Certificates
- MSDE CTE Certifications
- DORS WTC Graduates
- Private Career Schools

The prevalence of Pell Grant, state educational grant and G.I. Bill use will also be looked at as a corollary part of this effort (see Appendix).

Secondary measures will include:

- Training Referrals and Completers From Other State Agencies (i.e. MSDE/DORS, DHCD, DHR)



Progress towards achievement of a 20% increase in both primary and secondary measures will be evaluated by the Governor’s Delivery Unit and StateStat on a quarterly basis. The evaluations will be based on performance targets established for each of the attainment actions summarized below for each partner agency. Relevant performance data, including classroom, on-the-job, and incumbent worker training, and other employment data, will be collected and submitted by DLLR and its partner agencies. Additionally, the state’s effort to establish a longitudinal data system will greatly assist in measuring data in the future.

CHALLENGES AND OUTLOOK

Despite the challenges of an economic downturn, relative to other states Maryland enjoys a generally healthy, diverse business climate. Maryland’s challenge is to create opportunities for more Marylanders to obtain the skills and credentials necessary to succeed in the 21st century workplace, while helping Maryland businesses increase their competitiveness.

As outlined in this Plan’s executive summary and background, the current economic downturn and the changing skill requirements of the Nation’s emerging knowledge economy present new and different sets of circumstances for the State of Maryland and its workers. The needs of workers and businesses have grown while State revenues have diminished. The federal stimulus funds that the State has received will be instrumental in filling that gap but the State must continue to pursue additional grants and funding sources and continuously search for innovations and efficiencies around existing programs.



We must train the workers of today for the jobs of the future, jobs that may not yet exist. Skills2Compete-Maryland is uniquely designed to meet this challenge by bringing together the disparate government stakeholders around a common unified goal, with a structure of collaboration, measurement and accountability.

As we move forward with this ground-breaking initiative we will continually refine our efforts and add data from other areas such as professional licensing data from appropriate state agencies.

LEAD AGENCY AND STAKEHOLDERS

Governor O'Malley has asked Lt. Governor Brown to lead the S2C Maryland effort, along with Alex Sanchez, Secretary, Maryland Department of Labor Licensing and Regulation. Additionally, the Governor designated the Governor's Workforce Investment Board (GWIB) to serve as the S2C Advisory Board to ensure system alignment, promote interagency coordination and collaboration, and to collect and analyze S2C data from partner agencies and stakeholders. In addition to the Department of Labor, Licensing and Regulation, the partner agencies are the Department of Human Resources, the Maryland Department of Veterans Affairs, the Maryland Department of Disabilities, the Maryland State Department of Education, the community colleges, the P-20 Council of Maryland, Maryland's four-year colleges and universities, the Maryland Higher Education Commission, the local Workforce Investment Boards, the Department of Public Safety and Correctional Services, and the Department of Juvenile Services.

STRATEGIES FOR ATTAINMENT

Each of the partner agencies has developed a set of strategies for how their agency will contribute to this effort. The agency plans are guided by the following overarching strategies:

- Encouraging and promoting programs and activities that increase the skill level of Marylanders through the attainment of post-secondary credentials, apprenticeship certificates, degrees, or other education or training opportunities beyond high school.
- Collecting and analyzing the appropriate data in order to drive progress towards achieving the goal.
- Assisting Marylanders in navigating the appropriate resources and services that provide pathways to skills attainment, e.g., One-Stop Career Centers, community colleges, private career schools, and funding sources such as Pell Grants.
- Communicating to businesses that the State is preparing a world-class workforce with the skills to improve Maryland's competitiveness.
- Increasing outreach to unemployed, newly dislocated workers, and low wage incumbent workers, with a focus on underserved populations, to connect them with training and education opportunities.
- Increasing referrals of agency client populations to training and education opportunities.
- Increasing outreach to and partnerships with employers, business and trade organizations to increase apprenticeship and job training slots as well as to ensure that post-secondary education and training institutions continuously revise their training to match industry needs.
- Aggressively pursuing Federal and private grant opportunities to supplement State resources.
- Removing procedural, regulatory and/or legislative barriers to access and utilization of training and education opportunities.
- Collaborating with partner agencies to maximize the efficiency of resource use and share expertise.

These strategies focus on providing Maryland's unemployed, newly dislocated, and low wage incumbent workers with the skills needed to compete and succeed in the emerging knowledge-centered economy of the 21st Century. The partner agency strategies for goal attainment are outlined in the following pages.

STRATEGY 1 (COMMUNITY COLLEGES, MHEC): Increase the number of degrees and certificates awarded by Maryland’s sixteen community colleges and increase enrollment in workforce-related non-credit courses including enrollment in continuing education that leads to a government or industry required certificate or license. Each community college has created a S2C strategic plan customized to their institution which is attached as a separate document. MHEC will track aggregate progress including enrollments and completion rates of private career schools.

Action Steps:

- *Work with the partner agencies on coordinated outreach to increase public awareness of the opportunities available at Community Colleges.*
- *Focus on local and regional workforce needs and job creation opportunities.*
- *Provide support services to encourage and support students to complete degrees and certificates.*

| Aggregate MHEC Data (July 1, 2009) | Baseline Data (July 1, 2009) | Agency 2012 Goal(s) |
|---|-------------------------------------|----------------------------|
| Number of Associate Degrees Awarded | AY2008-2009 10,371 | 12,445 |
| Number of Lower Division Certificates Awarded | AY2008-2009 2,550 | 3,060 |
| Number of Credit-Based Enrollments | AY2008-2009 128,093 | 153,712 |
| Number of Continuing Education Workforce Related Course Enrollments | FY 2009 213,921 | 256,705 |
| Number of Continuing Education Enrollments that Lead to a Govt. or Industry Required Certificate or License | TBD (FY 2008 94,664) | 113,597 |
| Number of Private Career School Enrollments and Completion Rate | FY 2009 29,125 / 70% | 34,950 / 70% |

STRATEGY 2 (DLLR, LWIB’S): Increase overall enrollment in occupational skills training by 20% by 2012, by increasing outreach, leveraging additional funds and utilizing the Green Job Training Grant. Additionally, increase veteran enrollment in occupational skills training by 20% between 2010 -2012. Use available programs funded by DOL/VETS such as the Homeless Veterans Reintegration Program (HVRP), Helmets to Hardhats, Veterans Workforce Investment Program (VWIP) and WIA funds to increase the enrollment of veterans in occupational training and apprenticeships. Emphasis will be placed on training in skills to match opportunities in green jobs and in transitioning military skills training to civilian jobs. The Governor’s Council on Veteran Skills and Employment will provide guidance and strategic planning to meet these goals. Each LWIB has created a S2C strategic plan customized to their institution which is attached as a separate document.

Action Steps:

OVERALL ENROLLMENT

- *Develop a cohesive branding strategy for the WIA/ One Stop system in Maryland*
- *Establish relationship between S2C and WIA/ One Stop system by linking website to One Stop System and disseminating S2C information to the One Stops*
- *Increase outreach to unemployment claimants*
 - *Enhance collaboration and technology associated with UI claimants and One-Stops and Provide outreach to areas of high concentration of unemployment claimants*
- *Seek grant and other funding opportunities to offer greater benefits to local areas for training.*
- *Utilize GWIB’s \$5.9 million Green Job Training grant from the U. S. Dept of Labor for local areas to train workers in the skills required for emerging energy efficiency and renewable energy industries.*

VETERAN ENROLLMENT

- *Identify veterans at the time of registration, Transition Assistance Program (TAP) classes, workshops, military installations, Maryland Center for Veterans Education and Training (MCVET) and other intake sites to determine if training is necessary.*
 - Provide training for LVER staff to use the ADHOC Report System of MWE to identify new registrants that are veterans.
 - Promote apprenticeship training for separating military personnel focusing on green job training opportunities through on the job training.
- *Partner with Apprenticeship Representatives when visiting employers to promote hiring and training veterans. To start May, 2010.*
 - Hire dedicated LVER staff to identify and encourage green job employers to hire and train veterans. Started February 3, 2010.
 - Conduct workshop at the One Stop Centers emphasizing nontraditional OJT jobs for women.
- *Provide outreach for Tax Credit Programs and green jobs opportunities along with training funds as an incentive to hire disabled veterans, veterans and other eligible job seekers.*
 - Hire dedicated Veteran’s program coordinator to promote Tax Credit Programs and available training services to employer. Use the Federal Contractor Job Listing (FCJL) award announcements to identify and promote veterans for training opportunities and make employer aware of programs which may offset training cost. Started March 1, 2010
 - Print brochures targeting veterans eligible to participate in the tax credit program.

Performance Targets:

| | Baseline Data (July 1, 2009) | Agency 2012 Goal(s) |
|---|-------------------------------------|----------------------------|
| Number of participants active in skills development training programs | 2,759 | 3,310 |
| Number of veterans active in skills development training programs | 320 | 384 |
| Number of disabled persons active in skills development training programs | 143 | 171 |

STRATEGY 3 (DLLR): Expand the Maryland Business Works Program (MBW) incumbent worker training initiative to advance the skills of over 3,000 incumbent workers annually in Maryland by 2012. The initiative is designed to be responsive to business needs and is targeted at businesses that are investing and growing in Maryland. The initiative aids in career advancement, generates additional job opportunities, and improves worker retention by increasing the skill level of the existing workforce.

Action Steps:

- *Work with One Stops to expand the incumbent worker training program beyond the healthcare and small business sectors (<50 employees) to include aerospace, bioscience, construction, education, retail, finance/insurance, hospitality/tourism, information technology, select manufacturing, professional/business services, transportation/warehousing, and ‘green’/sustainability industries.*
- ***Prioritize and Expand to Green Sectors by***
 - Communicating to One Stops to include sectors with green training.
 - Advising marketing representatives to prioritize green sectors.
 - Working with GWIB on "Green Grant".
- ***Work closely with central and regional Department of Business and Economic Development (DBED) staff members to ensure coordinated employer engagement throughout the state by***
 - Coordinating meetings with DBED staff

- Attending DBED marketing initiatives with industry
- Including MBW information in DBED literature
- Continue to communicate with PWQ on common initiatives
- ***Increase communication with local fiscal representatives to ensure timely MBW employer reimbursement and rapid de-obligation of funds from any project resulting in reduced outcomes. Quarterly basis, Jan 2010, change in field instruction***

Performance Targets:

| | Baseline Data (July 1, 2009) | Agency 2012 Goal(s) |
|---|-------------------------------------|----------------------------|
| Number of incumbent workers receiving MBW funded training | 2461 | 3105 |
| Number of employers receiving MBW funded training | 210 | 275 |
| Number of employer projects receiving MBW training | 475 | 600 |

STRATEGY 4: The Maryland Apprenticeship and Training Program will increase the number of Registered Apprentices and Graduates of Apprenticeship Programs by 2012m and will also increase Registered Apprenticeship Programs by registering at least 15 new programs by 2012, including at least 5 new non-construction programs. Targeted areas for recruitment in non-traditional occupations include Healthcare, Information Technology, Higher Education, and Environmental Industries. Recruitment will aim to build upon existing training programs and to register existing programs as apprenticeships in order to offer employers in these industries access to experienced and highly trained apprenticeship graduates.

Action Steps:

- *Expand the number of apprenticeship opportunities through registering new programs.*
- *Continue to increase marketing of apprenticeship as a viable career pathway to job seekers and high school students.*
- *Increase collaboration between apprenticeship stakeholders to improve capacity of current programs to hire more apprentices.*
- *Expand recruitment effort using Apprenticeship Navigators.*
- *Increase collaboration between Business Service Representatives and Apprenticeship Navigators.*
- *Submit State Regulations to comply with Federal Regulations 29-29.*
- *Increase collaboration with other State agencies.*

Performance Targets:

| | Baseline Data (July 1, 2009) | Agency 2012 Goal(s) |
|--|-------------------------------------|----------------------------|
| Number of Graduates of Apprenticeship Programs | 1,045 | 1,254 |
| Number of Registered Apprentices | (CY 2009) 9,487 | 10,207 |
| Number of New Apprenticeship Programs Registered | (CY 2009) 9 | 15 |
| Number of New Apprenticeship Programs Registered in Non-Construction Occupations | (CY2009) 2 | 5 |

STRATEGY 5 (DLLR, DPSCS): Expand participation of inmates in apprenticeships and nationally recognized certificate programs. The following section has been developed in conjunction with the Department of Public Safety and Correctional Services (DPSCS). The Correctional Education division of the DLLR Division of Workforce Development and Adult Education facilitates the educational aspect of the mission of DPSCS.

- *Increase the number of inmates completing employment readiness and workforce development classes by 5% by July 2012*
 - Ensure that schedules are set and provided to the Division of Correction Educational Liaison and Institutional Warden in advance of the start of each class.
 - DOC Case Management Staff to identify eligible inmates to maximize class attendance. Priority for 2-24 months of release time
 - Identify funding sources to provide the instructors necessary to expand this program
- *Strengthen and enhance the relationship with the One-Stop Career Centers throughout the State.*
 - Revisit existing contractual arrangements between the Department of Public Safety and Correctional Services and local career centers to ensure that the level of placement and service is efficient and effective.
 - Communication with One Stop Career Center staff on the specific needs of the ex-offender population through visits, literature and workshops.
 - Provide copies of the Governor’s Workforce Investment Boards' annual analysis of the workforce related to the potential employment of ex-offenders to One Stop Career Center so that staff members are aware of the most recent trends in ex-offender employment.
 - Develop Educational tools to introduce inmates to the services offered at One Stop Career Centers
 - Develop pamphlet that introduces offenders to One-Stop Center in their returning jurisdiction
- *Increase Student Participation in nationally certified and apprenticeship programs.*
 - Increase the number of inmates in the nationally certified Print Education Program
 - Increase the number of inmates assigned by case management to occupational training through the National Center for Construction Education and Research (NCCER).
 - Develop a certified food service program within the Maryland Division of Correction dietary operations for inmates.
 - Develop educational tools to introduce inmates to the services offered at One Stop Career Centers
 - Develop a metal fabrication apprenticeship program.

Performance Targets:

| | Baseline Data (July 1, 2009) | Agency 2012 Goal(s) |
|--|-------------------------------------|----------------------------|
| Number of occupational certificates awarded to inmates | 1,002 | 1,150 |
| Number of inmates who completed employment readiness and workforce development classes | 2,855 | 3,283 |

STRATEGY 6 (DLLR): Increase the number of adult education participants that enter post-secondary education or training. The Office of Adult Education and Literacy Services (AELS) recently drafted a Request For Proposal (RFP) for the Adult Education and Family Literacy Services Grant, strengthening the eligibility and program requirements to better align with Maryland’s workforce and support the goals of the Skills2Compete initiative. Specifically, the AELS has emphasized a connection between grant recipients, the workforce system, and Maryland’s continuing education system. Each grant proposal is required to detail a

plan to interact with the region's Local Workforce Investment Board and highlight existing and planned collaborative relationships to continue to develop and strengthen the career pathways of adult learners. Additionally, grant recipients were encouraged to work with the community college network to promote academic transitions, to provide opportunities for adult learners to continue their education beyond a High School Diploma. These alterations will strengthen Marylander's ability to gain the skills and credentials necessary to obtain good jobs with family supporting wages.

- *Better Align Adult Education with the Workforce Development System*
 - Place greater emphasis on student employment goals through documented collaboration between the grantee and the Local Workforce Investment Board.
- *Strengthen Transition and Career Pathways*
 - Align the eligibility and requirements for reporting within the RFP with the priorities of the United States Department of Education's, Office of Vocational and Adult Education (OVAE) to better position Maryland for future competitive grants
 - Require each grantee to highlight a plan for student transition services to local Community College credit and credentialing programs.
 - Emphasize student goals for transitions within the program and at the completion of the instructional program
 - AELS will continue to work with the Community Colleges to develop a methodology to track student referrals and completion rates at the college level.
- *Maximize Efficiency through Performance Based Funding*
 - AELS altered the funding eligibility criteria based upon need, using Census data and demand, based upon prior jurisdiction enrollment.
 - Future funding levels for providers will be determined via a Performance Based Funding Formula to maximize efficiency and ensure program performance.

STRATEGY 7 (MSDE): Increase the number of Maryland Career and Technology Education (CTE) graduates attaining industry certification, licensure and/or early college credit in the technical program area. CTE Programs of Study provide high school students with a sequence of courses leading to preparation for college and careers as indicated by completion of entrance requirements for the University System of Maryland (USM) and the completion of the CTE program of study. These students are designated as "Dual Completers" upon graduation from high school. CTE graduates meet career readiness and industry standards as indicated by technical skill attainment in the related career-field. Technical skill attainment of CTE graduates is measured through student access (identification/establishment of student appropriate industry assessments for CTE programs of study) and attainment of industry certification, licensure and early college credit in the technical program area.

Action Steps:

- *Increase enrollment in new and/or revised CTE State Programs of Study (POS) that include a rigorous sequence of courses, both academic and technical that prepare students for college and careers.*
- *Expand the partnerships between Local School Systems and their Public Libraries to market CTE Programs of study to families. Two new LSS/Library partnerships will be added annually.*
- *Increase the number Maryland CTE Programs of Study that include appropriate industry certification, licensure or early college credit related to the technical program.*
- *Establish partnerships with industry, community college and local school systems, to provide more students opportunities to take industry assessments.*
- *Provide professional development and instructional resources to CTE teachers that will support increasing student technical skill attainment as measured by attainment of industry certification, licensure and/or early college credit in the technical program area.*

Performance Target:

| | Baseline Data (July 1, 2009) | Agency 2012 Goal(s) |
|--|---|---------------------------------------|
| Percent of CTE graduates who had access to an industry certification, licensing exam, or early college credit who passed the assessment or earned industry recognition. (Technical Skill Attainment) | ~ 47.5% of CTE graduates (3,484 out of 7,337) | Increase by 10% (from 47.5% to 52.3%) |

STRATEGY 8 (DHR): Increase the number of MD RISE (Reaching Independence and Stability through Employment) customers who complete occupational skills training and receive an industry-recognized certificate. Under the auspices of MD RISE, the Department's training and employment agenda to improve employment outcomes for our customers, DHR is developing training partnerships in targeted sectors identified by the GWIB. Additionally, local departments of social services will increase the number of occupational skills training procured from contractors.

Action Steps:

- Educate entities covered under HB 268 - Green Jobs ~ regarding the provisions of the legislation.
- Secure private funding to train customer groups that current funds cannot cover.
- Identify prospective MD RISE partners that offer training in targeted job sectors.
- Proactively seek training partnerships that result in an industry-recognized certificate.
- Refer customers for training and/or paid internships with Weatherization Assistance (WAP) providers.
- Issue planning guidelines for local departments to align their training and work participation activities with MD RISE. (Completed)
- Review Family Investment plans to ensure alignment with MD RISE.

Performance Targets:

| | Baseline Data (July 1, 2009) | Agency 2012 Goal(s) |
|---|--|---|
| Number of training partnerships developed. | No MD RISE partnerships existed in July 2009 | Establish 10 training partnerships by June 2010 |
| Number of customers enrolled in occupational skills training. | 640 customers | Number of customers enrolled in occupational skills training: 768 |
| Number of customers who complete training and receive an industry-recognized certificate. | 190 customers | Increase the number of customers who complete training: 228 |

STRATEGY 9 (MSDE DORS, MDOD, MHEC): Increase the number of persons with disabilities in post-secondary education and career technology training programs and the number of persons with significant disabilities obtaining a degree/certificate/ certification after completing a post-secondary education or career technology program.

Action Steps:

- DORS will expand utilization of business advisory members to provide internships, paid work experiences and OJTs.
- DORS will enhance linkages with young adults transitioning from high school.

- *DORS will increase outreach to community organizations.*
- *DORS will expand awareness of post-secondary opportunities for young adults with disabilities.*
- *DORS will enhance linkages with young adults transitioning from high school.*
- *DORS will raise expectations of parents and educators that young adults with disabilities can be successful in the workplace.*
- *DORS will enhance partnerships with community colleges and other career training providers serving persons with significant disabilities.*
- *MHEC will collect data on retention, advancement, and achievement of students with disabilities known to Disability Support Service Offices.*
- *MHEC will add language to the Community College Tuition Waiver that clarifies eligibility to include SSI and SSDI recipients. MDOD will provide outreach to colleges and universities to ensure the waiver is being applied constantly.*
- *DORS will identify existing certificate or credentialed programs in which their consumers are enrolled and explore ways to increase by a certain percent the availability of one year certificate/credential programs that match industry needs.*
- *MDOD will partner with colleges and universities and MSDE and LEAs to develop guidelines and strategies for documentation of learning disabilities in order to facilitate student access to supports and services in post-secondary education.*
- *DHR will implement a strategy to screen TANF recipients for potential Learning Disabilities, ADD and ADHD and obtain appropriate documentation that each person is able to access disability support services when enrolling in certificate or credential programs at institutions of higher learning.*
- *MDOD will work to identify funds to be used to match federal dollars for Individual Development Accounts for education.*

Performance Targets:

| | Baseline Data (July 1, 2009) | Agency 2012 Goal(s) |
|---|-------------------------------------|----------------------------|
| Number of WTC Career Technology Program Graduates | 172 | 190 |
| Number of DORS clients sponsored in post-secondary and career technology programs | 3,210 | 3,530 |
| Number of DORS clients that achieve an employment outcome in a middle or high skill job. | TBD | TBD |
| Number of persons with significant disabilities who obtain a degree/certificate/certification after completing a post-secondary education or career technology program. | TBD | TBD |

STRATEGY 10 (DHCD, MEA): DHCD and MEA will continue to partner on the development and expansion of the Maryland Weatherization training program conducted through the State’s community colleges, via the Construction and Energy Technologies Education Consortium (CETEC), by encouraging or requiring utility company contractors to participate in Energy Analyst and Advanced Envelope training. DHCD will continue to work with DHR and DLLR to expand the number of DHR RISE participants who receive training

through the State Weatherization programs and are then hired by one of the Local Weatherization Agencies (LWA's) or their subcontractors.

Action Steps:

- *In partnership with MEA, expand public participation in the Maryland weatherization program by encouraging the Public Service Commission and/or the utility company contractors to participate in Energy Analyst and Advanced Envelope training.*
- *Increase the number of DHR RISE participants who receive training through the State Weatherization training program and are subsequently hired by local weatherization agencies.*

| | Baseline Data (02/1/2010) | Agency 2012 Goal(s) |
|--|---|---|
| Number of Training Participants in the State Weatherization Training Program | 343 (251 attended tactics training, 56 attended auditor training, and 36 attended the HVAC training.) (Each of these courses is comprised of 35 hours of classroom and field-based instruction.) | 270 <u>additional</u> public or utility company/contractor participants |

STRATEGY 11 (ALL): Increase outreach and promotion of S2C to Maryland workers. Increase collaboration with and outreach to the private sector, advocacy groups local workforce agencies, and post-secondary institutions.

- All agencies will promote Skills2Compete-Maryland at events and add a S2C link to their website.
- The Department of Business and Economic Development (DBED) will work with businesses and education and training communities in Maryland to define appropriate business and workforce development growth strategies and to improve the continuum leading from non-credentialed and credentialed job preparation to middle skill employment. DBED will conduct 12 engagements with State boards and commissions, local agency workforce development agencies, private sector workforce development policy and advocacy groups and post-secondary education institutions respectively.
- DBED will market and foster collaboration between businesses and Maryland education and training providers to publicize and leverage training resources, including those provided by business employers, education and training institutions, and local, state and federal government entities. This will include: 250 workforce development outreach sessions to businesses, business and trade organizations, post-secondary education and training groups, and workforce development organizations; five state and ten external collaborative projects to leverage training dollars; and the award of fifteen DBED training grants as a tool for attaining post-secondary education industry standard training and certification. DBED will promote cluster training among businesses to leverage resources and business development.
- The Maryland Higher Education Commission will promote S2C at all public student financial aid seminars, workshops, and public meetings conducted by the MHEC Office of Student Financial Assistance. MHEC OSFA staff provides numerous outreach opportunities to Maryland students throughout the year.
- The Department of Veterans Affairs will include an article on S2C in the next MDVA newsletter and will gather information on organizations that train veterans for job placement (i.e., MCVET) and report that to GWIB

Financial Aid Usage:

Summary of Pell Grants

The Federal Pell Grant Program provides grants ranging from \$400-\$4,310 to needy undergraduate students. All students meeting certain criteria are guaranteed aid, with the amount of aid determined by financial need, enrollment level, and educational cost. To be eligible for a grant, an individual must meet certain residency requirements, be enrolled in an eligible program at a school participating in the Federal Pell Grant Program, and be determined to have sufficient financial need.

| Pell Grants | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|--------------------------------------|------------------|------------------|------------------|------------------|
| Recipients at Maryland Institutions | 69,582 | 66,828 | 66,173 | 70,907 |
| \$ Received at Maryland Institutions | \$161,313,277 | \$153,866,061 | \$154,604,137 | \$177,140,826 |
| Average award | \$2,318 | \$2,302 | \$2,336 | \$2,498 |

Summary of Veteran Education Benefits

VA Education programs provide veterans, service members, reservists, and certain family members of Veterans with educational resources to supplement opportunities missed because of military service. These programs are also meant to help the armed forces both recruit and retain members. For members of the Armed Forces, VA educational benefits assist in the readjustment to civilian life. On a broader scale, educational benefits are meant to enhance the Nation's competitiveness through the development of a more highly educated and more productive workforce.

Data follow for these five programs:

- All-Volunteer Force Educational Assistance Program (Montgomery GI BiII-Active Duty),
- Educational Assistance for Members of the Selected Reserve (Montgomery GI BiII-Selected Reserve),
- Survivors' and Dependents' Educational Assistance (Dependents' Educational Assistance - DEA),
- Post-Vietnam Era Veterans' Educational Assistance Program (VEAP), and
- Reserve Educational Assistance Program (REAP).

| Veterans Education Benefits | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|
| MGIB-AD Trainees | 8,596 | 8,352 | 8,740 | 8,836 | 7,854 |
| MGIB-SR Trainees | 1,213 | 980 | 778 | 707 | 649 |
| DEA Trainees | 937 | 923 | 928 | 953 | 979 |
| VEAP Trainees | 16 | 16 | 15 | 15 | 13 |
| REAP Trainees | | | 413 | 542 | 590 |

**Summary of Howard P. Rawlings Program of Educational Excellence Awards
GUARANTEED ACCESS (GA) GRANT**

Who may apply: Current high school seniors who will complete a college preparatory program or a student who graduated prior to the current academic year who provides written documentation explaining why they were unable to attend college within one (1) year of graduating from high school.

Eligibility Requirements: You and your parents (if you are a dependent student) must be Maryland residents. You must enroll at a two-year or four-year Maryland college or university as a full-time (12+ credits per semester; audited courses cannot be used to reach the minimum credit hours required for full-time status), degree-seeking, undergraduate student, and you must demonstrate financial need. All applicants must have a minimum, unweighted cumulative 2.5 high school grade point average (GPA) and meet the following income requirements:

| <i>Guaranteed Access Grant</i> | 2006-2007 | 2007-2008 | 2008-2009 |
|--------------------------------|------------------|------------------|------------------|
| Renewals | 13,972 | 15,173 | 16,135 |
| New Awards | 25,144 | 26,143 | 25,691 |
| Total Awards | 39,116 | 41,316 | 41,826 |
| Total Funds Awarded | \$96,263,300 | \$101,841,700 | \$100,504,500 |

EDUCATIONAL ASSISTANCE (EA) GRANT

Who may apply: Current high school seniors and full-time, degree-seeking undergraduates.

Eligibility Requirements: You and your parents (if you are a dependent student) must be Maryland residents. You must enroll at a two-year or four-year Maryland college or university as a full-time (12+ credits per semester), degree seeking, undergraduate student. Audited courses cannot be used to reach the minimum credit hours required for full-time status. You must demonstrate financial need. All applicants are ranked by Expected Family Contribution (EFC). Your EFC is based on information reported on the FAFSA. Students with the lowest EFC are awarded first.

| <i>Educational Assistance Grant</i> | 2006-2007 | 2007-2008 | 2008-2009 |
|-------------------------------------|------------------|------------------|------------------|
| Renewals | 713 | 722 | 705 |
| New Awards | 522 | 474 | 632 |
| Total Awards | 1,235 | 1,196 | 1,337 |
| Total Funds Awarded | \$11,847,950 | \$ 11,775,100 | \$ 13,192,050 |