Benchmarks of Success for Maryland's Workforce System
WIOA Policy Work Group
10:00 – 12:00 PM, June 8, 2018
Video Hubs: DLLR and Columbia AJC
1100 N. Eutaw Street, Baltimore, MD 21201
7161 Columbia Gateway Drive, Columbia, MD 21046

Attendees: Erin Roth, Francine Trout, Lynne Gilli, Chris MacLarion, Jennifer Griffin, Bruce England, Charles Hunt, Lauren Gilwee, Lloyd Day, Mary Sloat, Matthew Bernardy, Sara Muempfer, Shamekka Kuykendall, Wesley Wilson, and Natalie Clements

Handouts:

- Agenda;
- Youth Apprenticeship in Maryland PowerPoint; and
- Apprenticeship Maryland flyer

Minutes

I. Debrief on Chair/Co-Chair meeting with the WIOA Alignment Group

- The committee Chairs, Co-Chairs, and Coordinators meet monthly with the WIOA Alignment Group. The meeting allows for committees to share opportunities for collaboration.
- The Communications Committee drafted a communications plan, identifying key stakeholders, messages, and strategies; their newsletter for the *Benchmarks of Success* implementation progress is in the works, and they have developed a "Road Show" PowerPoint that will provide for consistent messaging on the *Benchmarks* initiative. Finally, the committee has begun filming the first of five short videos as one of their strategies to introduce the *Benchmarks* to different audiences. The first video will be released with the approved State Workforce Plan (July 1st).
- The Data and Dashboard Committee completed their draft Glossary of Terms, defining *Benchmarks* terms across the WIOA network. This glossary was approved to go out for a public comment period.
- The Professional Development and Technical Assistance Committee is refreshing their membership. Their task is to create a professional development plan for all of the agencies, to educate staff as a system. This committee is looking for about two more Title I representatives; if WIOA Policy Work Group members have suggestions to fill these gaps, they should connect with Erin Roth offline.

II. Debrief on "The Opioid Crisis in Maryland: Workforce Solutions" Survey Results

- The committee leadership provided the group with the option to select and rank up to 11 policy recommendations related to workforce solutions to the opioid crisis in Maryland. Based off of the results, the work group will include four of them in the Policy Recommendations Report.
- Survey respondents have flexibility in completing the surveys. For any recommendation that a respondent does not agree with, they can leave that ranking blank. The respondents are only ranking the policy recommendations that they would like to see lifted to the end of year policy report. Rankings are from 1- up to however many

recommendations there are in the survey (in this case, 11). A ranking of 1 indicates that the recommendation is of great importance to the respondent. The higher the number, the less important the recommendation is. Additionally, respondents may rank multiple recommendations the same (e.g. rank three different recommendations as 1).

- Based on the survey results, the work group recommends the following in the end of year report:
  - o Connect the Opioid Intervention Teams to the Local Workforce Development Area Directors in an intentional manner.
  - o In order to stop the cycle of requiring individuals to participate in work activities when they're not ready due to substance use, consider extending the timeframe where a medical exemption is "countable" towards WPR. When a TANF recipient has a substance use disorder, provide a medical exemption to their work activities and require the individual to see an addiction specialist and/or treatment provider in an effort to support their "work readiness."
  - o Identify existing, in-demand occupations, that the WIOA network already trains individuals for, and consider creating a stackable credential option for those individuals to also gain the Peer Recovery Specialist certification in order to meet demand identified by the OOCC and MDH.
  - o Collaborate with Opioid Operational Command Center (OOCC) and Maryland Department of Health (MDH) to identify occupational hiring needs (i.e., occupation and requisite skill sets, educational levels, certifications, and potential barriers) related to addressing the opioid epidemic.
- The last two recommendations will be combined as one in the report.

III. Connecting with the K-12 System: Exploring the Youth Apprenticeship Model
A. How does this connect to the *Benchmarks of Success*?

- The *Benchmarks of Success* initiative hinges on a vision, shared by the WIOA system partners, to work together to increase the earning capacity of Marylanders by working towards five strategic goals, including increasing access to employment, skills and credentialing, life management skills, and supportive services.
- Additionally, the last strategic goal under our *Benchmarks of Success* initiative is to strengthen and enhance the effectiveness and efficiency of Maryland's workforce system. This goal requires the breaking down of silos, and for agencies to collaborate, to efficiently use resources, and serve Marylanders.

B. Overview of the Youth Apprenticeship Model: Challenges, Successes, and Learnings

- Presentation and discussion led by Dr. Lynne Gilli, Assistant State Superintendent, MSDE, Division of Career and College Readiness and Chris MacLarion, Director of Apprenticeship and Training, DLLR DWDAL.
- The Apprenticeship Maryland Pilot Program is a collaboration between DLLR, MSDE, the Department of Commerce, Frederick County Public Schools, and Washington County Public Schools. The program received a small grant to work with rural and urban sites.
- The overarching goals of Apprenticeship Maryland are to help students to:
  - o Earn a salary while learning valuable and marketable industry skills;
  - o Receive instruction at the worksite by skilled mentors;
  - o Learn and practice technical and employability skills under the guidance of a professional;
  - o Receive credit to meet high school graduation requirements;
  - o Receive a State Skill Certificate signed by the Secretary of the Department of Labor, Licensing and Regulation for meeting all program requirements; and
  - o Get a jumpstart into an existing adult apprenticeship or full time employment.
- Students start at age 16 with a year of classroom instruction and ~400 hours of related instruction.
- **The More Jobs for Marylanders Act aims that by January 1, 2025, 45 percent of high school graduates, prior to graduation will either:**
  - o **Complete a CTE Program,**
  - o **Earn industry-recognized occupational or skill credentials, or**
  - o **Complete a registered youth or other Apprenticeship.**
- In the current 2017 class, ~27 percent of graduating seniors have completed one of these three options, so Maryland needs a coordinated approach to double that in order to meet the 45 percent by 2025. About half of the

school systems have already met or exceeded the 45 percent goal, but some of the larger systems have not. ***Possible policy recommendation: Efforts to meet the More Jobs for Marylanders Act 45 percent goal should intentionally include diverse student populations, considering but not limited to, race, socioeconomic status, English proficiency level, those with an Individualized Education Program U, disability, etc.***

- The CTE Youth Apprenticeship was designed by MSDE and DLLR to align with mid/high skill careers in the Science, Technology, Engineering, and Mathematics (STEM) fields. Similarly, the programs align with Maryland's growth areas, including:
    o Advanced Manufacturing
    o Aerospace and Defense,
    o Agribusiness,
    o BioHealth and Life Sciences,
    o Financial Services,
    o Cybersecurity and Information Technology, and
    o Military and Federal.
- Benefits of the new CTE Youth Apprenticeship for students include:
    o Sequenced CTE and College Prep Rigorous Academic Curriculum to prepare for in-demand careers;
    o Value-Added Options:
        ▪ Industry Recognized Credentials and
        ▪ Early College Credit;
    o Work-Based Learning Experiences:
        ▪ Youth Apprenticeships,
        ▪ Clinical Experiences, and
        ▪ Industry-mentored Projects;
    o 21st Century Employability and Leadership Skills:
        ▪ CTE Student Organizations and
        ▪ Competitive Events.
- Benefits of the new CTE Youth Apprenticeship for stakeholders include:
    o Employer engagement in CTE programs, curriculum and standardized design and delivery;
    o Talented and certified pool of workers for hire by partners in business, industry, and labor;
    o Workforce that possesses 21st Century Skills, particularly employability and leadership skills; and
    o Strong Maryland economy with meaningful career opportunities for every graduate.
- Youth Apprenticeship requires outreach to parents that college is not the only option.
- Apprenticeship programs have entrance mathematics exams, just as colleges do. School systems and referrals should make sure that that students are well prepared for the entrance requirements.
- MSDE prioritizes industry credentials that are recognized and desired by employers. In 2017, technical skills attainment by youth participants can be broken down by early college credit (26%), industry credential (72%), and other certification (2%).
- Youth Apprenticeships help students prepare to see if they want to enter an industry and allow employers to determine if a student is a good match for their organization. If a youth apprentice decides that a certain field does not align with their goals and expectations, they are able to switch to something else more appropriate as long as it is within the graduation requirements.
- MSDE shared success stories. See the PowerPoint and video link for more information: http://www.marylandpublicschools.org/programs/Pages/CTE/ApprenticeshipMD.aspx
- Lessons learned and needs identified from the pilot include:
    o Developing a CTE Program of Study for Apprenticeship Maryland;
    o Creating readiness criteria to better prepare other local school systems (listed on the back of the Apprenticeship Maryland flyer);
    o Connecting DLLR's Navigators with local school system contacts; and
    o Educating school counselors and parents about the benefits of apprenticeships.
- Resources:
    o https://www.dllr.state.md.us
    o http://www.mdcteprograms.org
    o http://www.marylandpublicschools.org

- o https://www.mdctedata.org/
- In the Apprenticeship Maryland Pilot Program, all of the students were seniors in high school. About 17 or 20 of them came from the Career Research and Development Program (CRD). The students were migrated from CRD to Apprenticeship Maryland to capture data on their participation and progress. . Before the program, many of these students were not focused, did not have postsecondary plans, or they had little opportunity. Students were paid while participating in the Youth Apprenticeship program (at least minimum wage); this allowed students to train for long term goals versus working jobs to make short term money.
- Transportation is a barrier for students that do not have cars. It would be difficult to connect them to Vehicles for Change because of age requirements, family requirements, and their long wait lists. ***Possible policy recommendation: Scale up transportation so students can access Apprenticeship sites without having to already own a vehicle (e.g. bus routes).***
- There is a scalability issue with Youth Apprenticeship and Registered Apprenticeship and the institutionalized approach because the programs require intensive employer engagement. ***Possible policy recommendation: Create a communication framework to teach K-12 students, school staff, parents, and communities about the value of Apprenticeships. Use a reproducible "Road Show" that can be shared statewide by DLLR and MSDE.*** This would include regular visits to PTA meetings.
- DLLR facilitates organization visits to allow for stakeholders to tour Apprenticeship sites and ask questions. This summer, a group of CTE teachers are going to visit a Pre-Apprenticeship site. ***Possible policy recommendation: Incentivize 6th to 12th grade teachers to shadow industry sites to enhance lesson planning and foster instructional connections to workforce development.***
- Year one of the pilot had 14 businesses participate. There will be 42 participating businesses in the second year, and the sites are hoping to expand. This is a good challenge, to have more businesses than students.
- ***Possible policy recommendation: Apply the Youth Apprenticeship pilot model and lessons learned to adult education programs***.
- Parents are the number one influence in their student's career decisions. Parental outreach and cultural shift should occur in middle school, for students are creating their education and career path in eighth grade. MSDE is conducting a social media pilot centered on how different populations get information in order to tailor this information for each population (e.g. students and their parents do not find news in the same way or use the same social media platforms). MSDE is creating videos for the different populations to learn about CTE. ***Possible policy recommendation: Create a Youth Apprenticeship on social media influencers***. This position would be limited if created in a state agency capacity but would be flexible in the private sector.
- Two Generation (2gen) programming often focuses on parents and young children (early childhood education). ***Possible policy recommendation: Create a 2gen program that includes both Youth Apprenticeship and Apprenticeship components for high schoolers and their parents.*** One in four TANF recipients are between ages 18 to 24. ***Possible policy recommendation: Use TANF dollars (literacy skills are an allowable cost) to get young TANF-recipients into Youth Apprenticeship.***
- The Apprenticeship Innovation Fund allows for Youth Apprenticeship applications, but DLLR has not received any. Applications must be innovative/new and must be sustainable (continue after grant funds end).

C. Howard County Local Example

- Presentation and discussion led by Francine Trout, WIOA Title I Director, Mid Maryland.
- At the beginning of 2018, Independent Electrical Contractors Chesapeake (IEC), DLLR, the Howard County school system, and WIOA Title I staff got together to talk about Youth Pre-Apprenticeship in electrical. The Youth Pre-Apprenticeship program did not take a long time to set up.
- The Youth Pre-Apprentices graduated last week. Many managed to double their Grade Point Averages while in the program. School attendance also greatly increased. Some of the students did not have postsecondary plans.
- About 45 percent of the participants had Individual Education Programs, and a high number of students self-reported disabilities.
- The program started with 16 students, and there were 13 completers. All 13 were offered employment. 11 out of the 13 graduates were employed as of last week. The other two were offered jobs.
- Program challenges were time (quick timeframe during winter, lots of snow days) and that the instructor had more experience teaching adults. The program was successful despite these challenges.

- The Superintendent of Howard County schools and DLLR Secretary Schulz both attended the graduation.
- The Youth Pre-Apprenticeship program was unpaid, but students received a stipend of about $65 per week. The program was time-based, not competency-based.

IV.   Next Steps

- Natalie Clements will pull the policy recommendations discussed in today's meeting and send out a ranking survey to the work group members. The work group will review the survey results at the next meeting.
- Work Group members should feel free to reach out to Natalie with ideas for future meetings and/or feedback on the video hub meeting set-up.
- The next meeting will take place from 1:45 to 3:45 PM, Tuesday, June 26, 2018 at the DLLR and Columbia AJC video hubs and will focus on transportation.