

Symposium for Maryland Workforce Professionals
“Understanding, Integrating and Maximizing Youth Services”

**Maryland State Department
of Education**

Symposium for Maryland Workforce Professionals

“Understanding, Integrating and Maximizing Youth Services”

DORS

Michelle Stewart, Regional Director – Region 2

Division of Rehabilitation Services (DORS)

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What services are provided to youth/young adults between the ages of 14-24?

Services May Include:

- Pre-Employment Transition Services for high school students
- Assistive Technology
- Technical/vocational training
- Assistance with higher education
- Job search, placement, and job-keeping services
- Supported Employment

Eligibility Criteria:

Pre-Employment Transition Services are available to HS students with disabilities regardless of the severity of the disability; and

Vocational Rehabilitation (VR) Services are available to Eligible students in their last 2 years of high school as well as to youth and adults with significant and most significant disabilities with a goal of employment

What is the referral process?

- Referrals can be completed on-line: www.dors.maryland.gov, or by calling your local DORS office and completing a referral via telephone.
- DORS maintains a Transition Counselor Liaison with every public high school in the State of Maryland.
- DORS Transition Counselors participate in local transition events throughout the State.
- Learn more about DORS services by visiting our website: www.dors.maryland.gov

Do you have any WIOA-related or other programmatic updates to share?

The Workforce Innovation and Opportunity Act (WIOA) requires VR agencies to set aside at least **15% of federal funds** to provide “**Pre-Employment Transition Services**” to high school students with disabilities.

As a result of WIOA, DORS now provides services to high school students through 2 distinctive programs:

- **VR Services** available to Students with Disabilities in their last 2 years of high school as well as out-of-school youth and adults with significant disabilities;
- **Pre-Employment Transition Services** for students with disabilities who have more than 2 years left of high school.

With whom do you partner or work in collaboration to provide youth services?

DORS partners with a number of local and State agencies to provide services to Students with Disabilities. A few examples include

- Local Education Agencies – collaborating to assure that students are connected to services and receive transition services;
- American Job Centers – partnerships to expand Summer Employment opportunities;
- DDA – providing services to students under the Governor's Transitioning Youth Initiative prior to the transition into long-term employment supports; and
- BHA – providing Evidenced Based Supported Employment Services to students and youth with disabilities as they transition into long-term employment supports.

DORS also partners with numerous community rehabilitation providers for services such as job development and job coaching as consumers transition into competitive integrated employment.

What are some misconceptions regarding your program/services?

A common misconception is that students on the DORS waitlist for VR services are not able to receive services until they have come off the waitlist.

- ***Students with Disabilities on the DORS VR waitlist CAN participate in Pre-Employment Transition Services while they wait!***

Another common misconception/fear for those who receive SSI/SSDI, is that they will lose benefits if they go to work.

- ***DORS provides various levels of Benefits Counseling Services to consumers receiving SSI/SSDI helping them to understand work incentives offered through SSA and the many benefits of working.***

What are the takeaways from your program?

What We Know:

- *Youth who participate in work-based learning while still in school have better employment outcomes as adults!*
- *Early intervention and collaboration with schools and community partners breeds success!*
- *High parental expectations are an evidenced-based predictor of post-school success for students with disabilities!*

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CAREER & COLLEGE READINESS

Mary O'Connor, Lead Coordinator
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OFFICE OF SPECIAL EDUCATION

Christy Stuart, Secondary Transition Specialist

Division of Special Education/Early Intervention Services

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What are the takeaways from your program?

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

- IDEA 2004 defines transition as, “designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to postsecondary activities.” The regulations for IDEA 2004, released August 14, 2006, clarify the purpose of transition services as being “designed to meet students’ unique needs and prepare them for further education, employment, and independent living.”

- Transition services are further defined as a coordinated set of activities for a student with a disability that:

- Is designed to be within a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education; vocational education; integrated employment; continuing and adult education; adult services; independent living or community participation;

- Is based on the individual child’s needs, taking into account their strengths, preferences, and interests; and

- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and when appropriate, acquisition of daily living skills and functional vocational evaluation.

- In Maryland, transition planning and the delivery of transition services begins during the school year in which the student turns 14 years of age.

What are the takeaways from your program?

Transition Planning

The goal of transition planning is to assist students with disabilities as they progress through school and prepare for life in the adult world. The adult activities could be a combination of any of the following:

- Employment
- Post-secondary education
- Employment training
- Independent living
- Community participation
- Adult services

Transition planning for a student's future begins in elementary school during career awareness and exploration activities. The family has a vital role in the child's awareness of careers. They can share personal experiences and assist their children to learn about the employment of family members and neighbors.

What are the takeaways from your program?

Transition Planning is the first step in developing the Individualized Education Program (IEP) for students, age 14 and older. It begins with the student sharing his/her interests and preferences with a member of the school staff:

- The student and school staff establish post-secondary outcomes in employment; post-secondary education or employment training; and if appropriate, independent living. These post-secondary outcomes are based upon the results of age-appropriate transition assessments.
- The school staff then backward-maps to address what services, including course of study and annual goals, will be needed during the coming school year to reasonably enable the student to progress toward his/her outcome (all of this information is included in the IEP).
- This process is repeated annually to make sure the student has the same interests and outcomes. Any adjustments to the IEP will be made to ensure that the student continues to move toward his/her stated outcomes.

What are the takeaways from your program?

Maryland Summary of Performance

A **Summary of Performance** (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The language as stated in IDEA 2004 regarding the SOP is as follows: *For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s post-secondary goals” §Sec. 300.305(e)(3).*

What are the takeaways from your program?

The Maryland Summary of Performance (MSOP) report pulls the necessary information from the IEP to satisfy the OSEP regulations of providing a summary upon exit. This new report replaces the Maryland Exit Document. The purpose of the MSOP is to provide the young adult with a summary of their academic achievement and functional performance in order to assist them to transition beyond high school. With the accompanying documentation, it is important to assist the student in the transition from high school to higher education, training and/or employment.

What are the takeaways from your program?

This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to help establish a student's eligibility for reasonable accommodations and supports in post-secondary settings. It is also useful for the Vocational Rehabilitation Comprehensive Assessment process. The information about student's current level of functioning is intended to help postsecondary institutions consider accommodations for access.

There are four required components to the mandated SOP:

1. Student Demographics,
2. Accommodations/Modifications/Supplementary Aids/Services,
3. Present Levels of Performance; and
4. And the student's postsecondary goals.

What are the takeaways from your program?

Secondary Digital Portfolio System

Maryland is involved in Phase 1 of the implementation of a Statewide Maryland Transition Digital Portfolio that aims to promote a collaborative, data-informed decision-making process using relevant secondary transition data. The portfolio is designed to engage students with disabilities, families, educators, agencies, and community partners to support students with disabilities in their pursuit to be college, career, and community ready.

The Maryland Transition Digital Portfolio is a student-driven portfolio that includes selected tasks previously completed for the student as part of Maryland's Exit Document.

What are the takeaways from your program?

This first phase of the Maryland Transition Digital Portfolio is concluding this year. Four local school systems participated during the 2015-2016 school year. Full implementation across the State is set for the 2017-2018 school year.

Phase 1

- Cecil County- Age 14
- Frederick County- Age 16
- Carroll County- Age 18
- Caroline County- Age 21

We have identified additional stakeholders to participate in a Digital Portfolio Showcase after the final content is included (Summer 2016). We are looking specifically at representatives from some of our state initiatives, employers, college disability support professionals, workforce program, professionals, adult providers, parent advocacy organizations, (who would include those that would benefit from a young adult using this portfolio).

The Maryland Transition Digital Portfolio Overview

Christy Stuart, Secondary Transition Specialist,
MSDE

Veronique Gugliucciello, JHU Center for
Technology in Education



In Maryland... students now have a digital portfolio that tells their story and...

- ✓ Begins at age 14, during middle school
- ✓ Caters to multiple learning styles
- ✓ Encourages student self-reflection
- ✓ Allows students to see personal growth by developing motivation and self-confidence
- ✓ Provides a strengths-based perspective

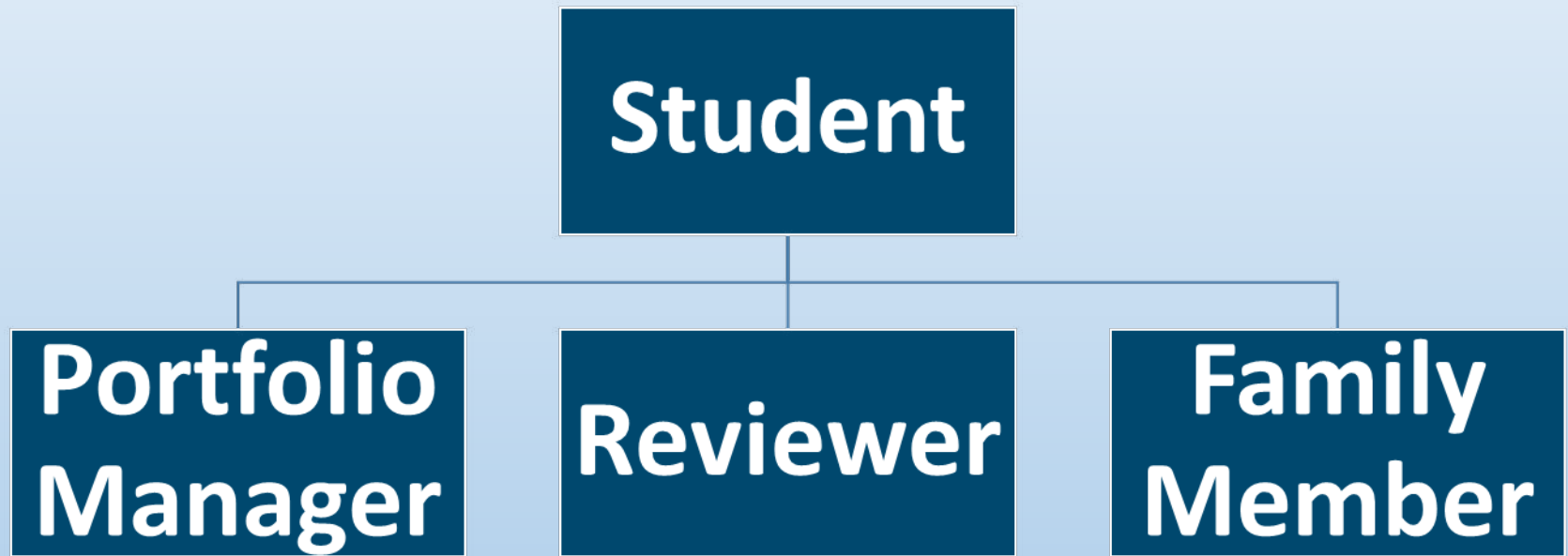


Maryland Transition Digital Portfolio

Phase 1 Schools

County	School	Student Age Group
Cecil	Elkton Middle School	14 Grade 8
Frederick	Linganore High School	16
Carroll	Francis Scott Key High School	18
Caroline	Caroline Career and Tech. Center	21

The Maryland Transition Digital Portfolio Team



The Maryland Transition Digital Portfolio System Highlights

Integration with
the Maryland
Online IEP system

Ability to
customize portfolio
tasks for individual
students

Ability to upload
files, pictures, and
videos

Students can send
a task for feedback

Ability for families
to have a login and
participate in the
process

Ability to make
work in the digital
portfolio public and
share with people

Custom views per
audience (student,
manager, reviewer)

The Maryland Transition Digital Portfolio Structure

4 Categories

Around College, Career, and Community readiness

46 Pre-Populated Suggested Portfolio Tasks

Mapped to the 4 categories

Task selection is customizable for individual students

Age Mapping

Suggested tasks “turn on” at specific ages (14, 16, 18)

Allowing for flexibility in task completion

5 Pre-Populated LIVE Portfolio Tasks

Ability to add and remove tasks and customize portfolio views

Login Page



Powered by the **digitalportfolio**



Home Page

MARYLAND TRANSITION
digitalportfolio

[My Home](#)[My Files](#)[My Portfolio](#)[About](#)

Sidny Student



Welcome Sidny

2 of 18 Items Completed

Portfolio is Public

Home

Click on a box below to get started



Profile

These tasks explain about me like who I am and what I enjoy.



Education

These tasks explain what I've learned, how I learn, and preparing for what's next.



Work

These tasks prepare me to find work that interests me.




Life

These tasks prepare me to succeed in the world outside of school.

Tasks Page

[My Home](#) /



Profile


These tasks explain about me like who I am and what I enjoy.

Tasks

Click on a task below to get started


IEP

A copy of my most recent IEP. >

Complete 


Extra-curricular Activities

Activities I do outside of school. >

Feedback Provided 


Honors and Awards

Honors and awards I received in or out of school. >



Personal Attributes

Traits that best describe who I am. >

Feedback Requested 

Personal Interests

Things that I like to do. >

Icons alert students about the status of their tasks.

Individual Task Page

[My Home](#) / [Profile](#) /

Extra-curricular Activities

What you need to do:

Track the activities or things you do outside of school.

How you can do it:

There are many ways to complete a task.

Some tasks may ask you to upload a file as your response. Files can be documents, photos, videos or audio clips.

- You can click the Upload New Files button on the task page to find and select the file you want to upload as your response.

Some tasks may ask you to identify, track, list or name things for your response.

- You can type your response in the box on the task page or you can upload photos, videos or audio clips as your response.



Your Response:

The activities I do outside of school are:

- Computer Club
- Swimming
- Girl Scouts

Here is a picture of me at the computer club. I really enjoy this club.

Add files:

STOCK-PHOTO-5144330-HAPPY-FEMALE-STUDENT-AT-COMPUTER.JPG

SAVE ADD TO PORTFOLIO

Task History & Feedback

OCT 28, 2015

Sidny Student Replied



You requested feedback from Mr Henry. Ms. Coordinator. I completed this task in English class and Ms. Smith approved it. Could you please mark me complete? Thanks, Sidny

OCT 28, 2015

Transition Coordinator Replied



Sidny, I am happy to mark this task as complete. Nice job on this section of your portfolio.

Reply

SUBMIT COMMENT


Students can request feedback from reviewers and track the history and feedback directly from the side of each page.

Students can type a response in the box or upload a document, photo, video or audio clip.

Live Portfolio View

MARYLAND TRANSITION
digitalportfolio

Sidny Student




Byline, interests, focus, goal

Extra-curricular Activities

The activities I do outside of school are:


- Computer Club
- Swimming
- Girl Scouts

Here is a picture of me at the computer club. I really enjoy this club.





Honors and Awards


I was so excited when I received this Certificate of Participation. I hope to get a few more honors and awards before I leave 8th grade.



[Download Certificate of Participation.pdf](#)



Powered by the digitalportfolio


JOHNS HOPKINS
SCHOOL of EDUCATION
CENTER for TECHNOLOGY in EDUCATION

Once approved, students can share a link to their live digital portfolio with potential employers, schools, or community agencies.

Additional Information or Questions?

Please feel free to contact:

•**Christy Stuart**, Secondary Transition Specialist,
MSDE

christy.stuart@maryland.gov

•**Veronique Gugliucciello**, JHU Center for
Technology in Education

vgugliucciello@jhu.edu



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JOB CORPS

Jobina C. Brown, Business & Governmental Affairs

Woodland Job Corps

Brown.Jobina@jobcorps.org

What services are provided to youth/young adults between the ages of 14-24?

Specific services that Woodland Job Corps provides to youth

- Job Corps provides vocational and academic training (if needed) to all students.
- Each student has up to 2 years to complete a vocational trade of their choice and complete their GED or HSD if still needed.
- Job Corps also provides academic classes even if students have their HSD but come in under 8th grade reading and math levels.
- Job Corps provides driver's education to each student.
- Housing, food, recreation, and basic medical care is provided for all students.
- Students are provided with a year's worth of follow-up services after they graduate to ensure they are working and/or utilizing the skills they learned while in Job Corps.

Targeted populations

- Job Corps targeted population is those youth out-of-school (drop-outs or those who got kicked out) or those youth that cannot afford college/ are not college bound. Most students come from Baltimore City and Prince George's County.

What is the referral process?

- The referral process for Job Corps is both online and onsite.
- An interested applicant can visit the jobcorps.org website, find Job Corps on facebook, or follow Job Corps on any social media website.
- Applicants can also call the *1-800-job corps* phone number to get connected with an admissions counselor in their area.
- Job Corps hosts “Open Houses” and on-site tours of local centers with local high schools, DHR, DSS, DJS, American Job Center Staff, local churches, and many other community agencies. Additionally, Job Corps will go to various agencies and do a presentation to their staff or interested clients, as needed.

Do you have any WIOA-related or other programmatic updates to share?

There are no changes in WIOA that would directly impact Job Corps' relationship with DLLR or eligible youth Maryland.

There are internal changes to the way DOL will measure outcomes as well as the overall directive that Job Corps work with State and local workforce entities funded through WIOA to create a seamless workforce development system for youth.

Job Corps will still maintain 2 locations in the State and serve the same population.

The legislation does not require that the Centers change their trades or educational offerings.

Although WIOA, unlike WIA, does not require a BCL, Adams will continue to have BCLs to facilitate relationships between Job Corps Centers and partners in Maryland.

The legislation also does not require CRCs, but Adams' Corporate Policy will maintain this form of community outreach.

With whom do you partner or work in collaboration to provide youth services?

Job Corps has partnerships with

- LOWES
- PEPCO
- Hilton Hotel
- Anne Arundel Community College
- Prince George's Community College
- Wired Fusion
- Sodexo
- Yo Baltimore
- Brickman Landscaping
- HBI
- IEC

What are some misconceptions regarding your program/services?

- Job Corps brings in students who are criminals.
- Job Corps is a court mandated program.
- Job Corps does not support students with disabilities.
- Students who have learning disabilities do not have to work harder than students without a disabilities.

What are the takeaways from your program?

Some Highlights:

- Job Corps is a no-cost educational and vocational training program administered by the U.S. Department of Labor.
- Funded by Congress, Job Corps has been training young adults for meaningful careers since 1964. Job Corps is committed to offering all students a safe, drug-free environment where they can take advantage of the resources provided.
- Job Corps' mission is to attract eligible young people, teach them the skills they need to become employable and independent, and place them in meaningful jobs or further education.
- If you or someone you know is interested in joining Job Corps or would like more information, please call **(800) 733-JOBS** or **(800) 733-5627** today!

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MD DEPT. OF HEALTH & MENTAL HYGIENE

Kris Wright, LCPC | *Project Director MD-HT*

Maryland Healthy Transitions, Behavioral Health Administration

kris.wright@maryland.gov

What services are provided to youth/young adults between the ages of 14-24?

Our providers offer an array of services, including:

- **Maryland Model of Transition Age Youth (TAY) Supports** - a **person centered**, coordinated approach to collaborative skills teaching, health and wellness, and resource management to help TAY achieve independence and goals of their choosing, incorporating evidence based practices and supports
- **Supported Employment** - assisting in identifying areas of skill and interest, developing job search and networking skills; getting competitive placements; keeping jobs; and following career paths
- **Supported Education** - support in exploring career relevant education options; applying for admission and financial aid; advocating for accommodations; learning study skills; and staying successful
- **Assertive Community Treatment** – a flexible, mobile treatment modality for those struggling to get needs met in traditional outpatient settings
- **Family Psychoeducation** - facilitates partnerships between TAY, their families and supports through education, resources, skills training and ongoing guidance about managing health, problem solving, social, and emotional supports
- **Peer and Family Supports** - connections for youth and family members to individuals who have lived experiences

Target populations: Transition Age Youth (ages 16-25) who have or are at risk for, Serious Behavioral Health Conditions. There are many TAY-serving programs throughout the State. MD-HT's expansion of services and evaluation activities are in Howard, Calvert, Charles, and St. Mary's Counties.

What is the referral process?

- Anyone can initiate the referral process. MD-HT and many other TAY-serving programs in the State have applications that must be completed by/with the youth and signed by the youth (and parent as applicable). Any professional can assist with this process.
- A licensed clinician must also complete his/her part of the referral, confirm the diagnosis, recommend additional support, and indicated the referral is medically necessary. If the youth does not currently see a clinician, you or the provider agency can assist with connecting to a clinic for assessment, diagnosis and referral.
- Completed applications with referrals are reviewed and approved by the CSA (for grant funded programs) or our ASO (Beacon/ValueOptions).
- MD-HT has an outreach and education team working to raise awareness about youth's behavioral health needs, reduce stigma about receiving services, and help connect youth to services. We are happy to present to groups or participate in events with any youth-serving or youth-involved organizations including schools, community centers, homeless shelters, outpatient clinics, staff meetings, health fairs, etc. Creative ideas are always welcome. Contact kris.wright@maryland.gov for more info.

Do you have any WIOA-related or other programmatic updates to share?

- Employment supports are an integral part of a youth's progression through discovery towards independence. Supported Employment is a part of all TAY programs and TAY staff coordinate closely with Employment Specialists. Youth desiring WIOA services can participate with other providers. Some organizations with TAY teams may also provide WIOA services, however those services are distinct from IPS Supported Employment.
- To assist with rolling our best practices out to new programs/regions in the State, we are revamping our model to add training resources, address additional and/or evolving TAY needs, and implement fidelity tools.

With whom do you partner or work in collaboration to provide youth services?

We are happy to partner with any other TAY serving programs to collaborate on services. Examples of current partnerships include

- DJS – identifying symptoms in justice-involved youth and implementing services towards reducing recidivism
- DSS – providing community-based supports for TAY in foster care or aging out-of-the-system
- High Schools – working with youth who have IEP supports and youth whose BH concerns do not or have not yet impacted school performance
- Colleges – providing Supported Education and helping youth with existing or emerging symptoms succeed in degree seeking or vocational training programs
- Substance Abuse Clubhouses – working with youth who discover their substance use is linked to mental health conditions

What are some misconceptions regarding your program/services?

- Program eligibility – to be eligible for the Public Behavioral Health System (PBHS) services, youth must have a current diagnosis and meet financial eligibility criteria, including applying for and, for some programs, having Medical Assistance (MA). You CAN have and use MA and private insurance (through parents or through employment) at the same time.
- “If you get a job, you will lose your benefits forever!” – This is NOT true! Many safety nets exist to promote work and financial self sufficiency. Even if checks are reduced, you will have more money when working.
- PBHS services are for youth with any behavioral health diagnosis – you may have ADHD, learning disabilities, and some intellectual disabilities co-occurring with a primary behavioral health concern. When these other diagnoses are the primary need or source of functional impairment, other programs are a better fit. In those cases, programs and/or CSAs can help you identify resources.

What are the takeaways from your program?

- *Agency Responsibilities – serving TAY with/ at risk for serious behavioral health conditions*
- *Services Provided – person-centered, seamlessly-integrated, developmentally-appropriate, evidence-based, and empirically-supported TAY services for education, employment, community supports, and activities of daily living*
- *Key Initiatives – MD-HT and TAY programs throughout the State, collaborations with First Episode Psychosis efforts*
- *Successful Outcomes – youth participating in normative activities and achieving goals of their choosing*
- *Best Practices – The Maryland Model of TAY Supports*



Developmental Disabilities Administration

Karen Lee, Public Policy Fellow

karen.lee@maryland.gov

June 2016



MARYLAND
DEPARTMENT OF HEALTH
& MENTAL HYGIENE

What services are provided to youth/young adults between the ages of 14-24?

- List the specific services your agency/division provides to youth.
 - Funding for Transitioning youth services (provided by local non-profits) for youth 21 and above
 - Employment Supports
 - Wrap Around Supports
 - Residential Supports
- Discuss targeted populations (*if appropriate*), program objectives and areas served.
 - Adults with Intellectual and Developmental Disabilities that qualify under the Home and Community-Based Waiver



What is the referral process?

- Describe the flow of your referral process. Is it online, onsite or a combination of both?
 - Online Application process
 - School system personnel/parents/Coordinators of Community Services assist students to complete application
 - Eligibility paper review, then in-person interview
- Discuss recruitment activities, methods of outreach and where information about these activities may be found. *(i.e. If information is posted online, please provide the web address if available)*
 - Most local areas have a transition fair, either led by providers of service or the schools or a combination
 - <http://dda.dhmfh.maryland.gov/Pages/eligibility.aspx>



Do you have any WIOA-related or other programmatic updates to share?

- List any changes in your agency that have impacted your delivery of services, communications, or locations. (*i.e. closing of sites/locations, new programs or services, changes to program design/operations, etc.*)
 - Some providers of service are participating in PETS programs
 - We continue to urge providers to use AJC, DORS and generic resources.
- Cite any pertinent programmatic changes that are forthcoming for professionals that serve youth
 - Employment First and the HCBS Settings Rule
 - Employment is the first and primary support provided to all people receiving support from DDA.



With whom do you partner or work in collaboration to provide youth services?

- Describe any local and/or State government partnerships and how these partnerships support or benefit your program.
 - Local School Systems
 - Generic Resources
 - DORS
- Describe any community-based partnerships that support or benefit your program.
 - All Generic resources including AJC's and community providers of services
- Provide specific contact information or outline how others can locate/connect with their partners.
- <http://dda.dhmf.maryland.gov/Pages/providers.aspx>



What are some misconceptions regarding your program/services?

Identify one or more common misconceptions about your agency/division/service provision.

- Youth with significant disabilities need to receive supports in a segregated center as they can't get or keep a job
- DDA Services are not an entitlement

Clarify / Explain *possible misinformation that has repeatedly hindered service delivery. (i.e. Inappropriate referral for services that you do not provide)*

- Using the best practice of Customized Employment which is now being introduced in MD: trained, skilled staff are able to identify contributions in every person. Skilled job developers take the person's contribution and match it to an employer's need or help the person start their own business.



What are the takeaways from your program?

Highlight the following:

- **Agency Responsibilities:** *DDA is a policy based funding source-not a service provider. DDA sets the parameters of what will be funded and funds local non profits to provide the services.*

- **Services Provided:** *In general, employment, wrap-around and residential supports.*

<http://dda.dhmfh.maryland.gov/Pages/services.aspx>

Key Initiatives: *Employment First, Self Advocacy, Self Direction, Supporting Families, and Supported Living*



Take Aways

- *Successful Outcomes: When a person with developmental disabilities lives the life he/she envisioned for himself/herself.*
- *Best Practices: Start with the person. Create a person centered plan with the person and those who know him/her best. Identify a provider and other resources to help the person achieve his/her goals. Research indicated these three goals:*
 - 1) I choose where and with whom I live*
 - 2) I work and am paid for what I do*
 - 3) There are people in my life that I choose who are not paid to be in my life*





Symposium for Maryland Workforce Professionals

“Understanding, Integrating and Maximizing Youth Services”

Sara Muempfer, Director of Workforce Development
Department of Human Resources
sara.muempfer@maryland.gov

What services are provided to youth/young adults between the ages of 14-24?

The Department of Human Resources can provide the following services to youth:

- Temporary Cash Assistance (TCA/TANF)
- Food Stamps (FSP/SNAP)
- Barrier Removal
- Child Care Vouchers
- Support Services
- Job Readiness
- Summer Employment
- Adult Basic Education/GED
- Occupational Credentialing
- Job Placement & Job Retention
- Transportation Assistance

What services are provided to youth/young adults between the ages of 14-24?

Maryland's workforce development program is the statewide framework for delivering education, short-term occupational credentialing, job readiness/training, job placement, summer employment and other services to assist TCA, Non-Custodial Parents and Foster Care and TCA Connected Youth with overcoming barriers to obtaining self-sustaining employment.

What is the referral process?

DHR does not recruit for TCA workforce development programs.

Rather, referrals for workforce development programs are completed at the Local Department of Social Services (LDSS), after the completion of an assessment for:

- Barriers To Obtaining Self-Sustaining Employment
- Education Level
- Skill Sets
- Career Interests

Do you have any WIOA-related or other programmatic updates to share?

We are currently engaged in the following activities as it relates to WIOA:

- WIOA Combined State Plan- TCA Mandated Partner
- WIOA Target Populations: Foster Care Youth, Youth with Disabilities
- TANF Policy Academy

Do you have any WIOA-related or other programmatic updates to share?

- Encourage Co-Location
- WIOA increase in age and funding shift to out-of-school youth = prime opportunity to strengthen partnerships and leverage resources
- 12% of TANF Work Eligible Customers are out of school and 16 – 24 yrs old



With whom do you partner or work in collaboration to provide youth services?

Our LDSS partners with numerous Community Colleges, Community Based Organizations, State & Local Government agencies, and For Profit Vendors. An example of some of our partnerships around the state are

- Allegany County Human Resources Development
- Anne Arundel Workforce Development Corporation
- America Works of Maryland
- Community College of Baltimore County (CCBC)
- John Hopkins Hospital
- Prince George's County Board of Education
- Vehicles For Change



Maryland's Human Services Agency

Department of Human Resources | Larry Hogan, Governor | Boyd K. Rutherford, Lt. Governor | Sam Malhotra, Secretary

DHR - Local Department of Social Services (LDSS)

Local Department Contact Information

Allegany County DSS

Assistant Director: William Walker, (301) 784-7022

Anne Arundel County DSS

Deputy Director: Edith Harrison, (410) 269-4603

Baltimore City DSS

Assistant Director: Elizabeth Copeland, (443) 378-4705

Baltimore County DSS

Deputy Director for Social Services Mark Millspaugh, (410) 887-3743

Calvert County DSS

Assistant Director: Joe Cook, (443) 550-6922

Caroline County DSS

Assistant Director: Rayshelle Robinson, (410) 819-4467

Carroll County DSS

Assistant Director: Karen Bernard, (410) 386-3362

Cecil County DSS

Assistant Director: Charles Reedy, (410) 996-0374

Charles County DSS

Assistant Director: Susan Seufert, (301) 392-6560

Dorchester County DSS

Assistant Director: Doug Andrews, (410) 901-4233

Frederick County DSS

Assistant Director: Leslie Slabey, (301) 600-2403

Garrett County DSS

Assistant Director: Thomas Rosser, (301) 533-3081

Harford County DSS

Assistant Director: Cora Grishkot, (410) 836-4730

Howard County DSS

Acting Assistant Director: Inyang (Joy) Etukud, (410) 872-8262

Kent County DSS

FI Assistant Director: Julie Handzo, (410) 810-7621

Montgomery County DHHS

Social Services Officer: Angela Cabellon, (240) 777-3850

Prince George's County DSS

Deputy Assistant Director: Family Investment Div Ignatius Iwuala, (301) 909-7089

Queen Anne's County DSS

Assistant Director: Denime McCain, (410) 758-8047

Saint Mary's County DSS

Assistant Director: Charles Wood, (240) 895-7171

Somerset County DSS

Assistant Director: Gerri Garner, (410) 677-4380

Talbot County DSS

Assistant Director: Diane Shaffer (Child Welfare & Workforce Support), (410) 770-5907

Washington County DSS

Assistant Director: Rosalind Martin, (240) 420-2260

Wicomico County DSS

Assistant Director: Susan Hill, (410) 713-3955

Worcester County DSS

Assistant Director: Ellen Payne, (410) 677-6882

Equal Opportunity Employer

General Information 800-332-6347 | TTY 800-925-4434 | 311 West Saratoga Street | Baltimore | Maryland 21201-3500 | www.dhr.maryland.gov

What are some misconceptions regarding your program/services?

- DHR contains three main administrations:
 - Family Investment Administration
 - Social Services Administration
 - Child Support Administration
- DHR's "youth" population is more than just Foster Care youth
- TCA Youth Profile

What are the takeaways from your program?

- One of the successful outcomes for SFY2015 was the placement of over 1,000 youth into summer employment.
- 25% of TANF job placements were for 18-24 yr olds

Maryland Youth Ages 18-24

Profile of Temporary Cash Assistance Recipients

About 1 in 4 adult recipients is a youth aged 18-24



Most youth worked recently, but their earnings are low

- ❖ 70% worked in the previous 2 years
- ❖ Earned a median of \$4,214 in those 2 years

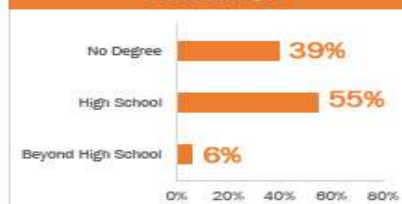
They do not receive welfare for long periods of time

45% received TCA as an adult for 1 year or less in last 5 years

Most youth have 1 child, and those children are very young

- ❖ 61% are pregnant or have only 1 child
- ❖ 77% have a child under 3 years old
- ❖ 28% are exempt from work requirements due to caring for an infant less than 12 months old

Many have a high school education



Data based on analysis of adult payees who were recipients of TCA benefits in October 2014. Employment and earnings data includes only formal employment in Maryland.


 UNIVERSITY of MARYLAND
 SCHOOL OF SOCIAL WORK
 ELTHAM YOUNG CENTER
 FOR FAMILIES & CHILDREN

For more information, contact Lisa Nicolli:
lnicolli@ssw.umaryland.edu | 410.706.2763

Governor's Office for Children



Christina Church, Policy Analyst
June 8, 2016

Objectives

- Introduction to the Governor's Office for Children and the Children's Cabinet
- Four Strategic Goals
- A Little About Disconnected Youth
- Resource Connection



Promoting the Well-Being
of Maryland's Children

Governor's Office for Children

Established in 1978, the Governor's Office for Children's role is to:

Assist the Governor and the Children's Cabinet with analyzing and establishing policies that impact child and family well-being.

Support agencies, local governments, and organizations to effectively carry out their responsibilities for children and youth.

Help families and the public learn about programs and services for children and youth.



Promoting the Well-Being
of Maryland's Children

Governor's Office for Children

VISION: All Maryland children and families will live and prosper in healthy, safe, and thriving communities.

MISSION: The Governor's Office for Children promotes the well-being of Maryland's children, youth, and families through data-driven policies and collective solutions.



Governor's Office for Children

The Governor's Office for Children supports child well-being by:

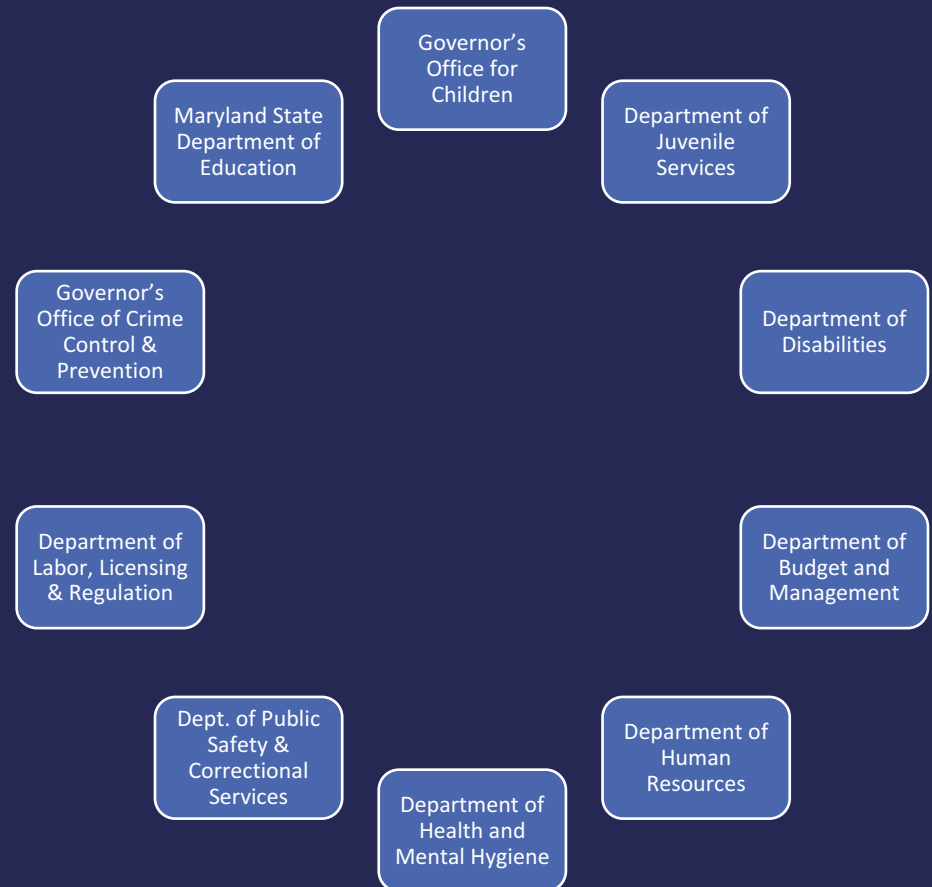
- Promoting sound child and family policy;
- Using results and indicators in planning, decision-making, and evaluation;
- Partnering with the Local Management Boards (LMBs);
- Using data and technology to continuously evaluate and measure outcomes; and
- Ensuring fiscal accountability.



Promoting the Well-Being
of Maryland's Children

Maryland Children's Cabinet

- The Children's Cabinet coordinates the child and family focused service delivery system for all children and families.
- The Executive Director of the Governor's Office for Children chairs the Children's Cabinet.



Four Strategic Goals

Governor Hogan has charged the Children's Cabinet with meeting four strategic goals:

- 1.Reduce the impact of incarceration on children
- 2.Reduce the number of 16- to 24-year-olds who are "disconnected" from work and school
- 3.Reduce childhood hunger
- 4.Reduce youth homelessness



Promoting the Well-Being
of Maryland's Children

Disconnected Youth

85,660

Maryland Youth are disconnected
from school and work.

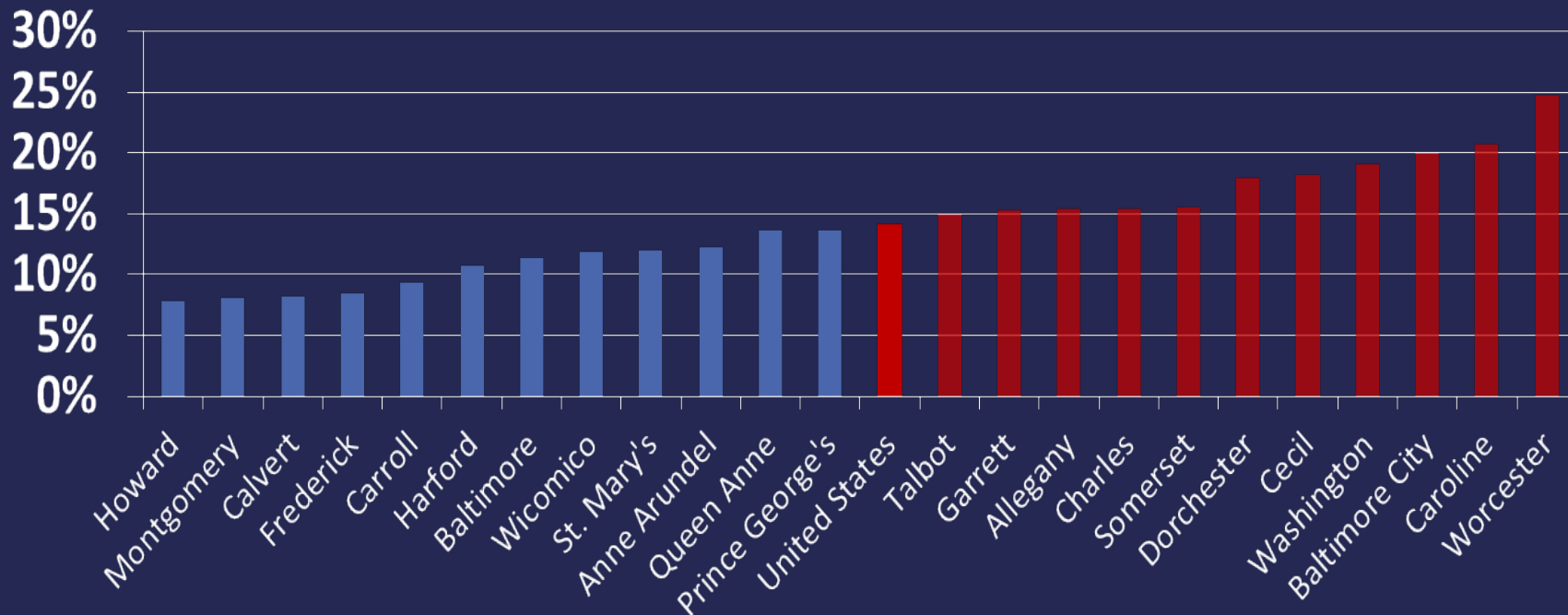
Also known as

Opportunity Youth



Disconnected Youth

11 of 24 Maryland jurisdictions have higher
disconnection rates than the national average:



Disconnected Youth

Heterogeneous population with many different challenges:

- Pregnant or parenting
- Physical or mental disability
- Homelessness or housing insecure
- Transitioning from systems
- High motivation but low access to opportunity

Resources

Collaborative Local Planning

- Local Management Boards
 - Representing all 24 jurisdictions
 - Local data
 - Hub for local resources
 - Focus on supportive services
- Contact directory:
goc.maryland.gov/lmb

Data, Best Practices, Program Models

- Governor's Office for Children Policy Analysts
 - Four Strategic Goals
 - Youth Engagement
 - Creative Financing (Pay for Success and Social Impact Bonds)
- Staff directory:
goc.maryland.gov/stafflist/



Contact Information

Thank you for your time!

Christina Church, Policy Analyst
christina.church@maryland.gov

410-767-3539



Division of Workforce Development and Adult Learning (DWDAL)





BARBARA MARTIN | Statewide AJC Operations Manager
DLLR/ Department of Labor, Licensing and Regulation
Office of Workforce Development
Email: Barbara.Martin@Maryland.gov

What services are provided to youth/young adults between the ages of 14-24?

List the specific services your agency/division provides to youth.

In an American Job Center (AJC), also known as a One-Stop, the DLLR Office of Workforce Development may provide

- Title III (Wagner Peyser Funding)
- Veterans Services
- Business Services
- Trade Adjustment (Rapid Response)

First, to clarify:

DLLR AJC Career Services (also known through its funding source, “Wagner Peyser”) works in conjunction with a number of partners, including DLLR Adult Learning, (Title II) WIOA recipient partners (Title I), local organizations and many other local groups.

Discuss targeted populations, program objectives and areas served.

DLLR OWD goal: To assist job seekers in finding jobs and employers in finding qualified workers. Career services staff work with all customers legally authorized to work in the U.S.

WIOA legislates the participation of four core partners: Title I (Youth, Adult, and Dislocated Workers); Title II (Adult Learning); Title III (Labor Exchange Services; and Vocational Rehabilitation (DORS)

Additionally, the State of Maryland has included the mandatory partners TANF (through the Department of Human Resources/Social Services); Jobs for Veteran State Grant (JVSG), and Trade and Second Chance Act (Ex-Offender)

For more information, contact those providers. The balance of this section focuses on DWDAL Career Services.

What is the referral process?

Under WIOA there is no “one right door.” Customers may select whatever services in which they are interested and for which they are qualified. (Examples: job search assistance, workshops and trainings, consultation with career services staff regarding options, and access to individual training funds or ITAs).

Based upon interviews and testing, customers may be referred to a partner for more appropriate services. DLLR OWD and others are working out a means to “warm transfer” information on those customers through common intakes and staff-to-staff communication.

- Discuss recruitment activities, methods of outreach and where information about these activities may be found. *(i.e. If information is posted online, please provide the web address if available)*

DWDAL: <http://www.dllr.maryland.gov/employment/>
Maryland Workforce Exchange
<https://mwejobs.maryland.gov/vosnet/Default.aspx>

[http://www.dllr.maryland.gov/](#)
Maryland Department of L...

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[Online Services](#)
[En Español](#)



DEPARTMENT OF
LABOR, LICENSING & REGULATION












Online Unemployment Insurance applications may be
unavailable from 6:00 PM on 6/3 until noon on 6/5.

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[ABOUT DLLR](#)

Features

- Press Room
- New, Proposed and Emergency Regulations
- Records Request
- EARN Maryland
- Governor's Workforce Investment Board
- Maryland Workforce Exchange (MWE)
- Maryland Jobs Now (MJN)
- Minor Work Permits
- GED Testing
- Ayuda en español

Quick Links

- Apply for Maryland Unemployment Insurance
- Web Tax
- Labor Market Information
- Employment Information for Employers
- DLLR is Open for Business!
- Wage and Hour Information
- WARN Log
- Consumer Complaints
- Financial Regulation
- Veterans Services
- Eligible Training Provider System - WIOA
- Workforce Dashboard

Featured Items

Minor Work Permits

Obtain a work permit



Welcome to the Maryland Department of Labor, Licensing and Regulation (DLLR) website. Thanks for visiting! Here you'll find information on the many programs and services available to you through our Department. DLLR provides job development and employment training to help our citizens get the skills and expertise they need to move with our economy into Maryland's future. We're dedicated to providing our business and consumer customers with high quality, efficient and friendly services. We're open for business, to serve you.

We hope you will take time to browse the many options

Latest News

Maryland Adds 800 Private Sector Jobs in April and the Unemployment Rate Drops to 4.6%

Governor Larry Hogan, Labor Secretary Kelly Schulz Attend EARN Program Graduation at Arcon Welding

Maryland Department of Labor Announces the Return of the Maryland Business Works Program

[More News >>](#)

Hot Topics

Volunteer for Maryland Public Television's "LZ Maryland" Vietnam Veteran Salute

And the Secretary's Citation Winners for Excellent Customer Service are...

Youth Apprenticeships

Would YOU like to HELP Governor Hogan Change Maryland for the Better?

Tweets by @MD_DLLR



Maryland DLLR
@MD_DLLR

#Hiring! Don't miss the hiring event in Baltimore on Friday, June 10, 8am



DEPARTMENT OF LABOR, LICENSING AND REGULATION

Maryland Workforce Exchange

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Search Maryland.gov

En Español



SEARCH FOR A JOB

Enter a keyword, employer name and/or city or ZIP code and radius to search for jobs in your area.

Enter Keyword

Enter Employer Name

Enter City

21401

10 miles

Search

LATEST NEWS AND ANNOUNCEMENTS

Upcoming Job Fair Listings

JOB SEEKER SOLUTIONS

- Find a Job
- Create a Resume
- Education and Training
- Career & Workforce Information
- One-Stop Career Center Information

BUSINESS SOLUTIONS

- Find a Candidate
- Post a Job Opening
- Education and Training
- Job Market Trends
- One-Stop Career Center Information

LABOR MARKET INFORMATION

- LMI Home
- Area Profile
- Occupation Profile
- Industry Profile
- Demographics
- Publications

TARGETED JOB SEARCHES & RESOURCES

- Apprentice Training JOBS
- Cyber Security JOBS
- State of Maryland JOBS
- MARC Regional Green JOBS
- Ultimate Employment Guide

VETERAN SERVICES

- Veteran JOBS
- Veteran Priority Services
- Operation Hire
- Military To Federal JOBS

About Us

Assistance

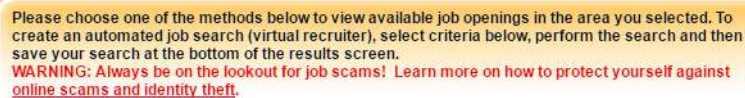
American Job Centers

Protect Yourself



MAQUI ANN TORG NOW





 For help click the question mark icon.

Here are your most recently selected jobs: [Director, Marketing and Public Relations](#), [Associate Director Email Philanthropic Communications](#), [Administrator, Testing Center](#), [Program Coordinator](#), [Executive Director - Somerford Frederick](#)

Your most recent job search took place on Wednesday, May 18

Execute a saved job search/Virtual Recruiter

**Quick
Job
Search**

**Advanced
Job
Search**

Job Search by Employer

Job Search by Education

Job Search by Skills

Job Search by Resumé Criteria

Job Number
Search

You may enter any combination of search criteria below. When you have completed entering your search criteria information, click the *Search* button/link.

[Search]

Search Criteria

Area (click to change):

Area (click to change): Maryland

Keywords (e.g. Accountant):

 [Show Keyword Search Options](#)

 [Show Additional Quick Search Options](#)

Search

 [Click here if you are a veteran and wish to enter your military occupation.](#)

Other Job Sites: Jobs Outside of Maryland

Select another Job Seeker Service



Here is a listing of job openings in Maryland that meet your search criteria. Click on a job title to see more information about the job.
WARNING: Always be on the lookout for job scams! Learn more on how to protect yourself against online scams and identity theft.

- My Individual Workspace**
My Dashboard
How We Can Help You
Directory of Services
My Resources
- Quick Menu**
Job Search
Resumé Builder
My Portfolio
- Services for Individuals**
Career Services
Job Seeker Services
Education Services
Labor Market Services
Community Services and Benefits
Financial Services
Unemployment Services
Veteran Services
Youth Services
Senior Services
Disability Services
Staff Provided Services

For help click the question mark icon.

Your search found 2 job(s), representing at least 2 position(s), that matched your search criteria.
Change your [search criteria](#). [Save this Job Search](#).

Results View: [Summary](#) | [Detailed](#)
To sort on any column, click a column title. ☐ Hide potential duplicate jobs

				Requirements Matched					
Date Last Modified	Job Title / Description Snippet	Employer	Location	General	Specialized	Salary	Source	Key Match	Select
04/27/2016 2:59:38 AM	Assistant Director - Child Care	Learning Care Group	Hanover, MD	75%	N/A	N/A	CORP	1	<input type="checkbox"/>
... Assistant Director, parents, teachers, and your Director will look to you for answers, direction and assistance. You will be trusted with a wide range of tasks that will be essential to the smooth running of the School as well as to the educational development of the children. Some of the exciting things that you will do as an Assistant Director i									
04/27/2016 2:59:35 AM	Assistant Director - Child Care	Learning Care Group	Ellicott City, MD	75%	N/A	N/A	CORP	1	<input type="checkbox"/>
... Assistant Director, parents, teachers, and your Director will look to you for answers, direction and assistance. You will be trusted with a wide range of tasks that will be essential to the smooth running of the School as well as to the educational development of the children. Some of the exciting things that you will do as an Assistant Director i									
									Map

Source: ★ [Preferred Employer], CORP [Corporate], EDU [Education Institution], GOVT [Government], HOSP [Hospitals], NLX [National Labor Exchange], NEWS [Newspaper], PJB [Private Job Board], RECT [Recruiter], SM [Social Media], SJB [State Job Board], VOL [Volunteer]

Key Match: 1 [Keyword or phrase matched the job title exactly], 2 [The keyword or phrase was in the job title], 3 [At least one keyword was in the job title], 4 [The exact keyword or phrase was in the job description], 5 [At least one keyword was in the job description], 6 [Keyword matched was in the occupation title], 7 [Keyword matched was in an alternative (iay) job title], 8 [Keyword matched was in occupation description]

Records per page: 100

[\[Change job search criteria \]](#)

Do you have any WIOA-related or other programmatic updates to share?

- List any changes in your agency that have impacted your delivery of services, communications, or locations. *(i.e. closing of sites/locations, new programs or services, changes to program design/operations, etc.)*

WIOA eliminates the “sequence of services”, rather, it utilizes “career services” Also, Title III focuses on reemployment of unemployment insurance claimants

DLLR has developed an app to provide mobile access to the Maryland Workforce Exchange.

<http://www.dllr.state.md.us/employment/mwemobileapp.pdf>

With whom do you partner or work in collaboration to provide youth services?

- Describe any local and/or State government partnerships and how these partnerships support or benefit your program.
DLLR partners with local partners in each of the 12 WIOA areas.
- Title I program activities (Adult, Dislocated Workers), are carried out by a local WIOA)

☐ Title II programs (Adult Education, through local partners)



Describe any community-based partnerships that support or benefit your program.

- In each WIOA area, local collaborations are formed to meet local needs. Some of the community partners include the following: Goodwill, Jewish Community Centers, Hispanic organizations, community colleges, and libraries.

Provide specific contact information or outline how others can locate/connect with their partners.

- AJC offices and contact information:

<http://www.dllr.maryland.gov/county/>

<http://www.dllr.maryland.gov/employment/onestops.shtml>



DEPARTMENT OF LABOR, LICENSING AND REGULATION

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WDAL HOME

JOBS

LABOR MARKET

TRAINING

ADULT ED/GED

CORRECTIONAL ED

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DLLR Home
Press Room
Proposed, Emergency
& Final Regulations
Unemployment
Insurance
Occupational &
Professional Licensing
Labor & Industry
Workforce
Development & Adult
Learning
Financial Regulation
Racing
Governor's Workforce
Investment Board
Maryland Workforce
Exchange
Services
Ayuda en español
Inside DLLR

State offices will be
closed on Monday,
May 30, 2016.

American Job Centers

Maryland One Stop Career Centers

Maryland One Stop Career Centers are located throughout Maryland serving businesses and job seekers. Use the County directory below to find the Center nearest you.

Maryland One Stop Career Centers provide a full range of assistance to job seekers and businesses (free of charge). The centers are part of Maryland Jobs Now (MJN), a network of high-performing, results-oriented workforce organizations investing in employment and training strategies, services, and initiatives, helping job seekers and businesses succeed. Staffed with qualified professionals who can assist with training referrals, career counseling, job listings, and other employment-related services, the Centers stand ready to serve Marylanders with high-quality services and programs.

Use our computers, phones, photocopiers, and fax machines to aid your job search!

Let your Maryland One Stop Career Center help you find the job or the employee you want. Maryland One Stop Career Centers are located in each of Maryland's counties and Baltimore City. Job seekers and businesses will find Maryland One Stop Career Centers leaders in using state-of-the-art technologies to match people with jobs and jobs with people. Simply click the county of your choice to find out more information about our services that help meet your employment needs.



- [Allegany County](#)
- [Anne Arundel County](#)
- [Baltimore City](#)
- [Carroll County](#)
- [Cecil County](#)
- [Charles County](#)
- [Harford County](#)
- [Howard County](#)
- [Kent County](#)
- [Somerset County](#)
- [St. Mary's County](#)
- [Talbot County](#)

What are some misconceptions regarding your program/services?

- Identify one or more common misconceptions about your agency/division/service provision.

There is confusion in understanding the different roles/responsibilities between Title I (local WIOA partner) and Title III (DWDAL) programs.

- Clarify / Explain possible misinformation that has repeatedly hindered service delivery. (i.e. Inappropriate referral for services that you do not provide)

Although the goal is to provide seamless services, DLLR staff and local staff can each provide general and introductory information, workshops and other career services. It is each local WIOA partner who will continue to provide “WIOA training funds” through Individual Training Accounts (ITAs).

What are the takeaways from your program?

Highlight the following:

- **Agency Responsibilities:** *DWDAL OWD seeks to assist job seekers with finding jobs, and businesses with finding employees.*
- **Services Provided:** *OWD provides career services to job seekers, services to veterans; Rapid Response to dislocated workers; and consultation services to businesses*
- **Key Initiatives:** *Create opportunities to cross train and leverage staff abilities to serve more customers.
Increase focus on reemployment vs unemployment*



Carolynnette Scott, Disability and Youth Services Coordinator
carolynnette.scott@maryland.gov

Division of Workforce Development & Adult Learning

What services are provided to youth/young adults between the ages of 14-24?

- Career counseling, supportive services, occupational training, mentoring, GED® services, financial literacy, paid and unpaid work experiences, and employment development and placement services.
- Targeted population are youth with barriers to employment such as those with a disability, low income, parents, homeless, criminal backgrounds, and skills deficient
- Serve youth out-of-school between the ages of 16-24 who are no longer attending school
 - Services vary based upon the individual's needs, possibility for co-enrollment in adults programs
- Serve youth currently attending school between the ages of 14-21
 - Some services include summer employment and job shadowing

What is the referral process?

WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) YOUTH PROGRAM

Who do we serve?

- Youth attending school between the ages of 14-21, is classified as low-income and one or more of the following:
 - An offender
 - Classified as homeless
 - Pregnant or parenting Youth
 - Youth with a disability
 - Youth that requires additional assistance to complete an educational/employment program
- Youth not attending school between the ages of 16-24 and is classified as one or more of the following:
 - A youth that has dropped out of school
- A youth in the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter
- A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is
 - Basic skills deficient or
 - An English language learner
- An offender
- Classified as homeless
- Youth with a disability
- Pregnant or parenting Youth
- A low income youth that requires additional assistance to enter or complete an educational program or to secure or hold employment

What do we do?

- Mentoring
- Summer Employment
- Occupational Skills Training
- Supportive Services
- Paid and Unpaid Work Experiences
- Financial Literacy
- Career Counseling and Planning
- Follow-up Services
- Educational Services
- Employment Development and Placement Services



Connect with a local area near you.....

ANNE ARUNDEL COUNTY

410.766.5212 • Director, Youth Initiatives
aawdc.org

BALTIMORE CITY

410.396.6727 • Out of School Youth Administrator
oedworks.com

BALTIMORE COUNTY

410.887.4004 • Youth Services Manager
baltimorecountymd.gov

FREDERICK COUNTY

301.600.2760 • Youth Program Manager
frederickworks.com

LOWER SHORE

410.341.3835 x2503 • Youth Program Supervisor
teens2careers.org



MID-MARYLAND

410.290.2623 • Youth Program Coordinator
howardcountymd.gov

410.396.2820 • Youth Program Coordinator
carrollworks.org

MONTGOMERY COUNTY

240.777.2039 • Program Manager
montgomeryworks.org

PRINCE GEORGE'S COUNTY

301.618.8401 • Assistant Director for Youth Services
princegeorgesworkforce.org

SOUTHERN MARYLAND

301.374.1152 • Youth and Young Adult Program Manager
tecsmd.org

SUSQUEHANNA REGION

410.939.4240 • Operations Manager
swnetwork.org

UPPER SHORE

410.822.5400 xt 2266 • Case Manager Coordinator
uswf.org

WESTERN MARYLAND

301.791.3076
westernmarylandconsortium.org

“One of the things we want [Baltimore City Youth Workers] to understand is that they're building their career network. We look at them as our future employment pool.”

Karen Jones, Career Development Specialist,
Johns Hopkins Bayview

Do you have any WIOA-related or other programmatic updates to share?

- Changes to Youth Programs under WIOA
 - Ages for Youth Participants has increased
 - Youth attending school was 14-18 but is now 14-21 (older youth such as those with disabilities and other barriers can prepare to transition into the workforce)
 - Youth out of school was 16-21 but is now 16-24 (allows disconnected “older” youth an opportunity to receive service through youth programs)
 - Youth Programs funding allocation for out of school youth have shifted from 30% to 75% requirement for provision of services.
 - Greater emphasis on Work Experiences for youth (20% funding allocation requirement for Youth Programs).
 - Performance measures are applied to both populations with a new measure that focus on Program Skills Gain Measure

Do you have any WIOA-related or other programmatic updates to share?

- Youth Councils are no longer required
- Local Workforce Development Boards may establish standing committees to “provide information and assist with planning, operational, and other issues relating to the provision of youth services.” Such committees must include “community-based organizations with a demonstrated record of success in serving eligible youth.”

Do you have any WIOA-related or other programmatic updates to share?

- Five new program elements:
 - Financial Literacy
 - Entrepreneurial Skills Training
 - Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area
 - Activities that help youth prepare for and transition to post-secondary education and training
 - Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

With whom do you partner or work in collaboration to provide youth services?

- Department of Education (Office of Special Education, College and Career Readiness)
- Division of Rehabilitation Services
- DHR (TANF and Foster Care programs)
- Local Community Colleges
- Various non-profit organizations and other programs serving youth with significant barriers.

What are some misconceptions regarding your program/services?

- Youth programs only provide summer employment opportunities
- WIOA Youth programs are colocated within the American Job Centers

What are the takeaways from your program?

- MD Department of Labor provide employment and academic services to youth through partnerships with Local Workforce Development Boards.
- Youth Standing Committees can be a great way for you to engage with various youth service providers in your local area.
- All youth that participate in our WIOA funded programs will collaborate with an employment specialist to develop an Individual Service Strategy plan.