

# MAXIMIZING WIOA'S POTENTIAL:

A Regional Analysis of the State Plans of  
Maryland, Virginia, and Washington, DC



---

## Sector Partnerships and Career Pathways

---

**March 2017**

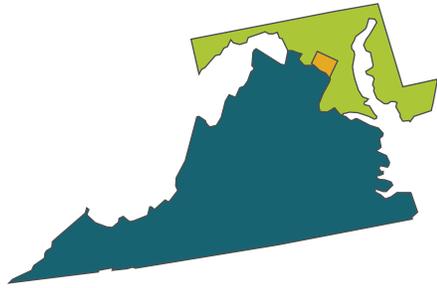
**Authored by:**

The Commonwealth Institute for Fiscal Analysis ■ DC Appleseed  
DC Fiscal Policy Institute ■ Job Opportunities Task Force  
Maryland Center on Economic Policy

**Funded by:**

Greater Washington Workforce Development Collaborative

*This module is one of five modules that correspond to the paper  
"Maximizing WIOA's Potential: A Regional Analysis of the State Plans of Maryland, Virginia, and Washington, DC."*



## Sector Partnerships and Career Pathways

### Promising practices in sector partnerships and career pathways include:

- ✓ **Maryland:** The plan includes a specific sector strategy model (EARN). MI-BEST and ACE programs integrate basic education and job training. They also include job placement staff and wraparound services.
- ✓ **Virginia:** The plan includes a strong directive to local workforce boards on expectations for high-quality business services. A Career Pathways Workgroup helps develop and coordinate initiatives that involve multiple state agencies and workforce development programs. One example is PluggedInVa, which provides career pathways and Integrated Education and Training (IET) specifically for adult learners through partnerships with community colleges and other post-secondary institutions.
- ✓ **DC:** A Career Pathways Task Force has developed a city-wide strategic plan to design and develop career pathways specifically for adult learners. Sector-specific career pathways profiles have been developed through stakeholder engagement, and a Career Pathways Innovation Fund was established through legislation to pilot and scale best practices in career pathways implementation.

WIOA builds on WIA to increase the role of industry in the public workforce development system. Consequently, WIOA requires local workforce boards to “develop, convene or implement” sector partnerships as a local workforce activity. WIOA defines “industry or sector partnership” as a workforce collaborative, convened by or acting in partnership with a state or local board, that organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that

includes, at minimum, at the appropriate stage of development of the partnership, representatives from other businesses in the industry cluster, organized labor, and institutions of higher education and/or training. Additional partners can be included as relevant. WIOA requires states to support these efforts. Consistent with its emphasis on the role of employers, WIOA includes as a performance measure “employer engagement.” These priorities are reflected with varying degrees of specificity in the three state plans.

## A. SECTOR PARTNERSHIP MODELS

Maryland has developed a sector partnership model, the EARN Maryland program (Employment Advancement Right Now),<sup>73</sup> which serves as a fundamental building block of Maryland’s WIOA state plan. In Virginia, the state recently

approved a similar sector partnership model called the Virginia Initiative for Growth and Opportunity in Each Region (GO Virginia)<sup>74</sup> which was approved after the release of the plan. The District stated its intention to use its

existing Workforce Intermediary programs in the hospitality and construction industries to support the development of sector partnerships. Subsequent to the submission of the state plan, the District further announced that the Career Pathways Innovation Fund would be used to fund sector partnerships, similar to the Maryland EARN model.<sup>75</sup>

EARN Maryland involves a competitive grant process to engage groups of businesses to design and build training programs that serve industry needs. EARN Maryland is comprised of 40 Strategic Industry Partnerships (SIPs) that include over 500 businesses and that represent a variety of industries, including health care, manufacturing, construction, and biotechnology. Many of the EARN Maryland SIPs target specific underserved populations, including returning citizens, low-skilled workers, and the long-term unemployed. These participants often have significant barriers to employment, including criminal backgrounds, low levels of literacy, lack of transportation, and disadvantaged backgrounds. Each SIP must be comprised of at least two “diverse partners,” often a non-profit organization or a local workforce board, who have extensive experience in barrier removal.

According to the Maryland state plan, EARN Maryland has provided some important lessons about sector partnerships. Maryland’s Department of Labor, Licensing and Regulation (DLLR) has learned that strategic industry partnerships, no matter what form they take, must:

- » Be targeted for locally identified industries;
- » Be industry-led and employer-driven;
- » Be built upon labor market information (LMI);
- » Include soft skills training. This is an emerging theme with EARN Maryland workforce training plans, regardless of industry, region, or subset of the workforce;
- » Allow participants to obtain industry-recognized credentials;
- » Incorporate career pathways, in order to establish a bridge to participation for low-skilled individuals and others with barriers to employment;

- » Be incorporated in new business services strategies, to include a business-focused delivery system for workforce needs.

Further, Maryland has made a commitment that industry-based training will be the priority for any available competitively procured and state discretionary funding, and efforts going forward will include investing in partnerships that link to TANF and other government programs serving residents with barriers to employment.

While EARN Maryland currently involves over 500 businesses, Maryland’s state plan notes that the state is home to more than 10,000 businesses,<sup>76</sup> and needs both to bring EARN Maryland to scale and engage employers who are not part of a SIP. The state plan describes two components of an employer engagement strategy: 1) The Governor’s Workforce Development Board will establish an Employer Engagement Task Force. The Task Force will be charged with recommending business outreach strategies to the WIOA partners, as well as providing ideas on utilization of LMI, and sharing innovative practices in workforce development. Local boards will need to describe in their respective local plans how they intend to increase business engagement with local workforce services. 2) The Business Services Team at DLLR, which currently exists to support businesses in their efforts to “grow and thrive,” will expand to include more diverse representation to ensure better coordination between economic and workforce development. Representation may include the Maryland Department of Commerce, Department of Human Resources, Maryland State Department of Education, the Maryland Department of Disabilities, local economic development agencies, public libraries, faith-based organizations, community organizations, Chambers of Commerce, industry associations, Maryland businesses, and colleges and universities.

Virginia’s plan includes an expression of intent to pilot at least one sector strategy in each Workforce Development Area (WDA), and a commitment by the state to align resources and provide guidance to local Workforce Development Boards (WDBs) and businesses on the creation of sector partnerships. Ideas for this kind of

alignment and support include development of a “play book” with best practices for recruiting industry partners, and conducting an inventory of economic development, education, and workforce development funds to identify synergies and opportunities for alignment. Sector partnerships in Virginia are intended to benefit from the Governor’s “New Virginia Economy” initiative.<sup>77</sup> This initiative seeks to increase postsecondary education and workforce credentials, secure employment for veterans, align education with the needs of businesses, and diversify the economy.

In Virginia, the Community College system is a key partner in securing the engagement of businesses in workforce development. Virginia’s Community College System and other state agencies also participate in the Career Pathways Workgroup, which includes senior staff from eight state agencies. This workgroup allows officials to better coordinate efforts to meet the needs of employers. Through extensive outreach to businesses statewide, the state identified the need to expand credential attainment and has developed a program to incentivize colleges to offer students credential programs that meet Virginia’s business needs.

In addition, each WDA is required to have a business services team designed to meet the needs of local industry. These teams are charged with driving sector strategies within the locality, providing local employers with human resource solutions, and identifying methods of shrinking regional skills gaps.

Approved after the release of the state WIOA plan, Virginia adopted a regional grant program, GO Virginia,<sup>78</sup> that awards funds for collaborative projects to regional partnerships of employers, educators, and government leaders for collaborative projects that enhance the competitiveness and workforce development opportunities in the region. The program is not exclusive to workforce development initiatives and will support a combination of economic development and workforce investments. The state approved \$35.5 million in the two-year budget for a newly established state board to award funds to partnerships partially on a competitive basis and partially on a population basis. The funds are not as clearly sector focused

as EARN Maryland, but will encourage regional partnerships between the business community and workforce development providers and to coordinate training opportunities based on the labor needs of the region.

DC’s state plan does not include a comprehensive sector strategy plan, like EARN Maryland, or a sector promoting initiative like GO Virginia. However, its stated goal within the plan was to come up with a sector strategy plan, and it has since announced the development of a grant program modeled on EARN Maryland. It also has the seeds of a sector strategy in its Workforce Intermediary programs housed at the Workforce Investment Council (WIC). The WIC, with the Department of Employment Services (DOES) and the University of the District of Columbia Community College (UDC-CC), has established business advisory committees in the construction and hospitality sectors which provide input and expertise for the Workforce Intermediary Program and broader system efforts. According to the plan, the WIC will convene additional committees for health care, security and law, and business administration and IT. As part of its phased implementation efforts, Phase 3 of the business engagement plan will be to leverage business advisory committees to inform training investments in all high-demand sectors.

Like Virginia, DC’s plan includes a goal to improve business services. The District proposes to create a unified business services strategy to better align outreach efforts to employers and offer more comprehensive services to meet their needs. According to the plan, the Employer Services team at DOES will be incorporated with job development services provided by the Department on Disability Services/Rehabilitation Services Agency and the Department of Human Services. Job developers from different agencies have been sharing information and collaborating on processes such as hiring events, and additional cross-training is planned. Unlike the other two states, however, the District has identified potential performance metrics that will help identify how well it is working with businesses to meet their needs. These include:

- » Number/percentage of DC businesses who hire residents from workforce system

- » Employer feedback/satisfaction
- » Number of customized trainings developed and led by business
- » Process (percentage of high-demand sectors in which the WIC has successfully established business advisory committees)
- » Proportion of funded education and training

programs that are actively working with business advisory committees/employer partners

- » Percentage of new hires and overall employee makeup of businesses participating in incentive programs

## B. CAREER PATHWAYS

All three jurisdictions have a task force or work group dedicated to career pathways, which have played an instrumental role in connecting adult learners to career pathways efforts. WIOA allows jurisdictions to offer a number of additional services, including integrated education and training and career awareness, among others.

In WIOA, Sec. 3 (Def. 7) the term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.);
- C) includes counseling to support an individual in achieving the individual’s education and career goals;
- D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

- F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- G) helps an individual enter or advance within a specific occupation or occupational cluster.

DC’s plan describes the Career Pathways Task Force, convened in 2014 by the WIC, DC’s WDB. The goal of the Task Force is to develop a city-wide strategy for the development and implementation of career pathways programs for adult learners. The Task Force worked with the DC Chamber of Commerce and the Council for Adult and Experiential Learning to engage various stakeholders through focus groups and surveys in order to produce career pathway profiles by sector based on the WIC’s high-demand and occupational sector framework. The Task Force also produced a Career Pathways Strategic Plan in early 2016, which lays out the framework for an aligned system and helped inform WIOA planning. Based on the Task Force’s efforts and findings, the DC Council passed legislation establishing a Career Pathways Innovation Fund to provide grants to design, pilot, and scale best practices in the implementation of adult career pathways and improve District performance on WIOA-mandated outcomes. The fund will support a sector-initiative similar to EARN Maryland that will require ABE and vocational training providers to collaborate and offer contextualized curriculum, and integrated or concurrent education and training.<sup>79</sup> A Request for Applications was released in January 2017, and grants are expected to be awarded by July.

Additionally, providers in DC who receive funds from OSSE for Adult and Family Education (AFE) are required to engage in activities that connect education with training, including Integrated Education and Training (IET) services. OSSE AFE has provided technical assistance, professional development and support to its current providers regarding the IET model of instruction. While the state plan does not define strategies for supporting linkages between AFE providers and technical training providers or employers, the new grant program should provide that missing link. DC's plan also requires AFE providers to embed career awareness and IET training towards an industry-recognized certification in one or more of the WIC-approved career sectors. The WIC will be supporting these efforts with a Career Pathways Community of Practice. Additionally, all future AFE providers will be required to provide transition services towards the next step in the educational continuum or employment. DC is also investing in apprenticeships and pre-apprenticeship programs to provide on-ramps to careers for adult learners.

Virginia offers the PluggedInVA<sup>80</sup> career pathways program, which is built on partnerships between adult education providers and community colleges. PluggedInVA is a career pathways program that provides motivated adult learners with a contextualized General Educational Development (GED<sup>®</sup>) curriculum integrated with industry-specific technical training as a means to develop essential workplace skills for entry-level jobs in targeted industries. Central to the PluggedInVA curriculum is the development of digital literacy skills, twenty-first century skills, and professional soft skills to prepare learners for employment in a variety of industries as they complete their GED<sup>®</sup> credential, Career Readiness Certificate (CRC), and industry-recognized certificates. Funds will be utilized to expand the PluggedInVA model to lower literacy levels (K-8).

PluggedInVA is the product of a collaborative planning group in Virginia called the Career Pathways workgroup. Virginia has convened this group since 2008 to provide coordination across workforce development programs and continuity across gubernatorial administrations. The workgroup is chaired by the advisor to the Secretary of Commerce and Trade and consists of senior staff from eight state agencies. Virginia's

state plan expands upon the responsibilities of the workgroup to support the development of career pathways in collaboration with businesses for critical demand occupations and assist the state in developing career pathways map tool for local areas.

Additionally, Virginia's plan includes efforts to better connect adult education services with training services. The plan has a requirement for adult education service providers to include in their applications the extent to which they have engaged in career pathways and sector partnerships, and how students will be assisted in identifying employment and career pathways that both align with their skills and interests and lead to a sustainable wage.

Virginia was also one of four states nationwide to receive a five-year federal Department of Education grant in 2015 to develop and implement a career pathways demonstration project for people with disabilities. The Career Pathways for Individuals with Disabilities (CPID) program<sup>81</sup> was designed to identify and address needed enhancements to Virginia's existing career pathways programs to ensure access for individuals with disabilities, using industry-recognized credentials, employability skills training, and assistive technology to improve employment outcomes. The project is initially focused on south central Virginia and the Shenandoah Valley.

Maryland has an Adult Learning Advisory Council (MALAC) which advises the Department of Labor, Licensing, and Regulation and its Division of Workforce Development and Adult Learning on program and policy development for adult learners. In this way, the Council seeks to align adult learning with workforce development, and ensure communication and coordination among State agencies that provide education and workforce development services to adults. Council members are appointed by the Secretary of Labor, Licensing, and Regulation, and serve two-year terms.

MALAC and the WIOA Adult Education and Career Pathways Work Group will work to build interest, consensus, and support for the adult education program, provide input on policy development,

and to create and implement a statewide career pathways system to support the progress of adults through an education and employment continuum leading to economic self-sufficiency. In Maryland, workplace adult education and literacy activities will be offered by eligible providers in collaboration with an employer or employee organization at a workplace or an off-site location. (Workplace education activities are an allowable activity for Title I incumbent worker training.) Apprenticeships are also seen as a key strategy for linking adult learners with career pathways that lead to family-supporting wages.

Maryland will also work to establish stronger linkages between adult education and Maryland EARN (Employment Advancement Right Now),<sup>82</sup> the state's primary sector partnership strategy providing work-based training for adults. Currently, many EARN grantees require adult

participants to have obtained a high school diploma or GED. Thus, adult education partners can refer successful candidates for EARN training opportunities. Additionally, the plan states that sector partners, including the EARN grantees, will update adult education partners on labor market and training needs and guide the development of programs that will prepare workers to fill industry skills gaps. Adult education and workforce programs will coordinate initial assessments of literacy, numeracy, and English language skills and selection of testing instruments to facilitate co-enrollment and referrals between programs. Finally, the state and local workforce areas will identify professional development that can be delivered to core partners to promote the development of a statewide career pathways system and build exceptional service delivery systems for customers.

## C. INTEGRATED EDUCATION AND TRAINING

As WIOA requires adult education programming to offer Integrated Education and Training (IET), all three jurisdictions have made IET a requirement in their WIOA plans.

In DC, all Adult and Family Education grantees are required to embed career awareness or IET towards an industry certification. IET is only mentioned in the DC plan in this context and not in the context of technical training or other post-secondary education.

Virginia's plan generally states that adult education service providers will be encouraged to develop IET programs that align with the needs of the local labor market in consultation with the local workforce development board, employers, and training providers. As PluggedInVA integrates GED preparation with industry-specific technical training, it is both a career pathways and IET initiative in Virginia. The OAEL's vision is to expand and enhance the PluggedInVA career pathways program to extend across the core partners and the entire workforce system in Virginia. To accomplish this vision, the Virginia Adult Learning Resource Center (VALRC) will be funded to provide technical assistance, training,

and the dissemination of resources to implement PluggedInVA to further the purpose of WIOA in transitioning adult learners to postsecondary education, training, employment, and to link with institutions of higher education.

With leadership from DLLR's DWDAL, Maryland piloted the Maryland Integrated Basic Education and Skills Training (MI-BEST) program, and the Accelerating Connections to Employment (ACE) initiative, at several community colleges within Maryland. Both programs provided accelerated, integrated learning opportunities for low-skilled jobseekers, including individuals with limited English proficiency and those with low reading, writing, and math skills. MI-BEST and ACE are modeled on Washington state's successful I-BEST program, which provides contextualized adult basic education and vocational training together in an accelerated program. Provision of wraparound support services and job placement assistance are key best practices of MI-BEST and ACE, which have required the engagement of many additional stakeholders. Evaluations of the program are currently underway, and preliminary findings show much promise. Though these pilot programs have already ended, some of the sites

involved have institutionalized practices from the programs that have increased their effectiveness and efficiency in serving adult learners, placing them in jobs, and connecting them to career ladders. Collaboration between businesses, local workforce and economic development agencies, and adult education providers is essential for the success of such integrated basic education and skills training approaches.

The Maryland plan states that adult education will connect with the Governor's Workforce Development Board (GWDB), the Office of Workforce Development, local workforce development boards, American Job Centers, state agencies, foundations, and educational organizations to explore funding options to

expand the MI-BEST model. The Maryland Adult Learning Advisory Council (MALAC) and the Adult Education and Career Pathways Workgroup will serve in an advisory capacity in expanding this model to all jurisdictions. Professional development and ongoing technical assistance will be provided to local program administrators, teachers and partners on best practices incorporating the experience of the MI-BEST and ACE programs including recruitment, training selection, team teaching, support services, employer participation, outcomes, and data collection. However, while the Maryland plan expresses support for the approach taken by MI-BEST and ACE, these pilot programs were not funded through WIOA/WIA funds, and there is no clear plan for future funding support.

## D. SUMMARY AND KEY TAKEAWAYS

The Career Pathways model requires states and local jurisdictions to shift the focus of workforce development activities from getting individuals trained for a job, to working in partnership with industry to develop and build on basic and vocational skills in an accelerated manner, and provide counseling and support services. The goal is to enable individuals to enter and/or advance within a given industry sector. All three jurisdictions have begun to put some of the essential pieces in place, and Maryland and Virginia in particular have models that can be scaled up and expanded to provide multiple entry and exit points for residents with different skills and needs.

While all three state plans have identified business leadership, sector strategies, career pathways, and integrated education and training as important components of their workforce development strategy, only the Maryland state plan includes a specific sector strategy model that it is committed to growing and developing. However, Maryland should develop a strategic plan for career pathways that clearly delineates the roles and activities of various stakeholders. Integrating EARN Maryland, the ACE and MI-BEST pilot programs, and apprenticeship programs will greatly aid in this effort. The WIOA Career Pathways workgroup can oversee this effort.

GO Virginia is inclusive of sector strategies, but does not promote a model as specifically as EARN Maryland. While DC references using its workforce intermediary program to support sector strategy development, and has since committed to using Career Pathway Innovation Funds to support the development of sector-based career pathways modeled after EARN Maryland, the effort so far lacks specificity about how it will be operationalized relative to other WIOA activities. DC's current approach places the onus for developing career pathways on community-based organizations and schools without having sector partnerships in place and does not press technical training providers to also integrate basic skills. DC's grant program must address these significant gaps if its career pathway efforts are to succeed. Consistent with best practices identified by the National Skills Coalition, the Maryland plan also addresses the model's effectiveness in addressing barriers to employment and indicates that the system hopes to learn more from those SIPs that target specific populations and apply those lessons going forward.

The lack of specificity about the partnership models in the Virginia and DC plans makes it difficult to understand the specific roles and activities within the partnerships. This can hamper improvements to business services

since, as the Maryland plan indicates, Maryland is adjusting its business service activities around the opportunities created by the EARN Maryland model. Virginia's plan, while lacking specific models for industry partnerships, has articulated a range of supports, resources and technical assistance that both the state and localities must make available to businesses, laying the groundwork for a transition to increased business leadership. EARN Maryland should continue to be used as a resource by the region and an opportunity for all jurisdictions to learn from both its strengths and limitations. Maryland and DC should also look to Virginia's CPID program for best practices in making career pathways accessible to adults with disabilities. Consideration should also be given to whether and how regional industry partnerships might serve the state economies. ■

# End Notes

- 1 Cielinski, A., and D. Socolow. 2015. “‘Priority of Service’ Provision in the Workforce Innovation and Opportunity Act: Targeting Funding to Serve More High-Need Adults.” CLASP.
- 2 ApprenticeshipUSA State Expansion Grant Summaries.
- 3 Adams, G. S. Spaulding, and C. Heller. 2015. “Bridging the Gap: Exploring the Intersection of Workforce Development and Child Care.” Urban Institute.
- 4 Urban Institute, 2014, “Child Care Assistance for Parents in Education and Training.” And S. Spaulding. 2015. “The Workforce Innovation and Opportunity Act and Child Care for Low-Income Parents.” Urban Institute.
- 5 S. Spaulding. 2015. “The Workforce Innovation and Opportunity Act and Child Care for Low-Income Parents.” Urban Institute.
- 6 Adams, G., C. Heller, S. Spaulding, and T. Derrick-Mills. 2014. “Child Care Assistance for Parents in Education and Training.” Urban Institute.
- 7 Phone conversation with staff at the Department of Employment Services, November 18, 2016.
- 8 See Adams, G. S. Spaulding, and C. Heller. 2015. “Bridging the Gap: Exploring the Intersection of Workforce Development and Child Care.” Urban Institute for more information on each of these issues.
- 9 <http://www.fairfaxcounty.gov/dfs/ss/view.htm>
- 10 Under WIOA, WIBs (Workforce Investment Boards) have been renamed WDBs (Workforce Development Boards).
- 11 Adams, Gina, Teresa Derrick-Mills, and Caroline Heller. 2016. Strategies to Meet the Child Care Needs of Low-Income Parents Seeking Education and Training. Washington, DC: Urban Institute.
- 12 Bird, K., M. Foster, and E. Ganzglass. 2014. “New Opportunities to Improve Economic and Career Success for Low-Income Youth and Adults.” CLASP.
- 13 DC’s Department of Employment Services provides an hourly stipend for its “earn and learn” programs, which is meant to include transportation assistance. Each jurisdiction also provides some type of transportation services to individuals with disabilities, through their VR agencies. This is discussed in more detail in the Individuals with Disabilities section.
- 14 Maryland WIOA Policy Issuance 2016-05: Basic Education Skills and Language Assessments: <http://www.dllr.state.md.us/employment/mpi/mpi5-16.pdf>
- 15 Assessment policy for Virginia adult education and literacy programs: [http://www.doe.virginia.gov/instruction/adulted/data\\_monitoring\\_evaluation/assessment/assessment\\_policy.pdf](http://www.doe.virginia.gov/instruction/adulted/data_monitoring_evaluation/assessment/assessment_policy.pdf)
- 16 For more information, see <http://economicmobilitycorp.org/index.php?page=implementation-of-the-mi-best-initiative-in-maryland>
- 17 For more information, see <https://appam.confex.com/appam/2015/webprogram/Session6168.html> and <http://digital.graphcompubs.com/article/Partnering+For+Career+Readiness%3A+The+ACE+Model/2421111/0/article.html>
- 18 Data provided by Maryland’s Department of Labor, Licensing, and Regulation.
- 19 Data provided by Virginia Department of Education. PluggedInVA is currently a strong model for GED students and higher. The state plans to expand its reach to serve adult learners not yet at the secondary skill level. For more information on PluggedInVA, see the module on Sector Partnerships and Career Pathways.
- 20 DLLR and DHR internal document, “The Maryland Skilled Immigrants Task Force” Official Description, November 15, 2016.
- 21 Davis, Lois M., R. Bozick, J.L. Steele, J. Saunders, and J.N.V. Miles. 2013. “Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs That Provide Education to Incarcerated Adults.” RAND Corporation.
- 22 Davis, Lois M., R. Bozick, J.L. Steele, J. Saunders, and J.N.V. Miles. 2013. “Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs That Provide Education to Incarcerated Adults.” RAND Corporation.

23 Source: <https://www.dpscs.state.md.us/publicinfo/publications/pdfs/DOC2013AnnualRpt.pdf>

24 <https://www.vehiclesforchange.org/>

25 <http://ohr.dc.gov/page/returning-citizens-and-employment>

26 <http://does.dc.gov/service/project-empowerment-program>

27 Phone communication with Brandon Butler, Deputy Assistant Secretary, Division of Workforce Development and Adult Learning, Maryland Department of Labor, Licensing and Regulation (DLLR), November 14, 2016.

28 <http://doc.dc.gov/page/re-entry-services-doc>

29 <http://www.dcfpi.org/making-a-good-jobs-program-even-better-how-to-strengthen-dcs-project-empowerment>

30 DLLR internal document, “DEI 2016 Abstract”, November 15th, 2016.

31 <https://mwejobs.maryland.gov/vosnet/Default.aspx>

32 For more information on the Data Vault, see the module on Performance Measurement.

33 <http://wwrc.virginia.gov/>

34 <http://does.dc.gov/service/2016-mayor-marion-s-barry-summer-youth-employment-program>

35 <https://www.dol.gov/odep/>

36 <https://www.dllr.state.md.us/employment/appr>

37 <http://www.schooltalkdc.org/dc-summer-youth-employment-institute/> and [http://www.schooltalkdc.org/programs-training-4/secondary-transition\\_v2-2/](http://www.schooltalkdc.org/programs-training-4/secondary-transition_v2-2/)

38 <http://does.dc.gov/service/2016-mayor-marion-s-barry-summer-youth-employment-program>

39 According to Measure of America of the Social Science Research Institute, as of June 2015, there are 5,527,000 disconnected youth in America today, or one in seven teens and young adults (13.8 percent). <http://www.measureofamerica.org/disconnected-youth/>

40 Corcoran, M., F. Hanleybrown, A. Steinberg, and K. Tallant. 2012. “Collective Impact for Opportunity Youth.” FSG.

41 <http://osse.dc.gov/service/dc-reengagement-center>

42 DC WIC Board Meeting Powerpoint Slides, April 12, 2016.

43 <http://does.dc.gov/service/2016-mayor-marion-s-barry-summer-youth-employment-program>

44 <http://does.dc.gov/service/pathways-young-adults-0>

45 The recommendations put forth by Maryland’s Youth Apprenticeship Advisory Committee are available at: <https://www.dllr.state.md.us/aboutdllr/youthapprprep.pdf>

46 <http://www.ncwd-youth.info/node/342>

47 U.S. Department of Education. January 11, 2016. Program Memorandum OCTAE/DAEL 15-7. And Bird, K., M. Foster, and E. Ganzglass. 2014. “New Opportunities to Improve Economic and Career Success for Low-Income Youth and Adults.” CLASP. pg.11.

48 Bird, K., M. Foster, and E. Ganzglass. 2014. “New Opportunities to Improve Economic and Career Success for Low-Income Youth and Adults.” CLASP. pg.11.

49 For more information, see <http://economicmobilitycorp.org/index.php?page=implementation-of-the-mi-best-initiative-in-maryland>

50 <http://www.sbctc.edu/colleges-staff/programs-services/i-best/>

51 [https://www.lep.gov/resources/2008\\_Conference\\_Materials/DCLanguageAccessActof2004.pdf](https://www.lep.gov/resources/2008_Conference_Materials/DCLanguageAccessActof2004.pdf)

52 <https://www.wcl.american.edu/news/documents/AccessDenied.pdf>

53 <https://www.whitehouse.gov/sites/whitehouse.gov/files/images/NSCICommunitiesFactSheet.pdf>

54 DLLR and DHR internal document, “The Maryland Skilled Immigrants Task Force” official description, November 15, 2016.

55 See <https://www.dllr.state.md.us/whatsnews/apprgrant.shtml> and <http://go.wh.gov/KmmRV7>

56 <http://law.justia.com/codes/maryland/2015/article-ghu/title-5/subtitle-3/section-5-318>

57 [http://webapp.psc.state.md.us/Intranet/aboutus/elecunivsvc\\_new.cfm](http://webapp.psc.state.md.us/Intranet/aboutus/elecunivsvc_new.cfm)

58 <http://www1.pgcps.org/masterplan/>

59 In Maryland, TANF is called Temporary Cash Assistance (TCA).

60 <http://dds.dc.gov/page/youth-transition-programs>

61 <http://www.dllr.state.md.us/earn/>

62 Wilson, B., and DeRenzis, B. 2015. “Realizing Innovation and Opportunity in WIOA.” National Skills Coalition.

63 These program-level performance measures are not listed in the WIOA State Plan. They are taken from the Joint Legislative Audit and Review Commission, 2014. “Report to the Governor and the General Assembly of Virginia: Virginia’s Workforce Development Programs,” Appendix E.

64 WIOA language, see p. 56: <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>

65 Email from Erin Roth, Policy Director, Division of Workforce Development and Adult Learning, Maryland Department of Labor, Licensing and Regulation (DLLR), November 16, 2016.

66 Phone conversation with Erin Roth, Policy Director, Division of Workforce Development and Adult Learning, Maryland Department of Labor, Licensing and Regulation (DLLR), November 14, 2016. These performance targets were included in the final Maryland WIOA State plan.

67 Implementation timetable retrieved from <https://www.dllr.state.md.us/employment/wioa.shtml>

68 Benchmarks retrieved from <https://www.dllr.state.md.us/employment/wioa.shtml>

69 <http://www.elevatevirginia.org/wp-content/uploads/2016/11/VWL-16-04-LWDA-Performance-Goals-Negotiation-Process-for-PY-2016-and-PY-2017.pdf>

70 Since the plan has been submitted, the monthly agency head meetings appear to have been replaced by several implementation groups on various WIOA-related issues, and are being led by agency staff, rather than the director. Meeting summaries are posted on the DCWorks website, available at <http://dcworks.dc.gov/page/wioa-working-groups>.

71 Wilson, B., and DeRenzis, B. 2015. “Realizing Innovation and Opportunity in WIOA.” National Skills Coalition.

72 Wilson, B., and DeRenzis, B. 2015. “Realizing Innovation and Opportunity in WIOA.” National Skills Coalition.

73 <http://www.dllr.state.md.us/earn/>

74 <http://www.govirginia.org/>

75 Workforce Development Technical Assistance Professionals Request for Qualifications, Solicitation No. DCEB-2016-Q-1001, Career Pathways Community of Practice. Issued July 5, 2016 by the Office of the Deputy Mayor for Planning and Economic Development.

76 According to the Maryland state plan, the state is home to over 10,000 businesses, but according to the state’s Department of Commerce, there are nearly 170,000 businesses in Maryland (<http://commerce.maryland.gov/about/workforce-and-education>.) Either way, the point is that there is ample opportunity for EARN Maryland to grow.

77 Commonwealth of Virginia, Office of the Governor. 2014. “Executive Order Number 23: Establishing the New Virginia Economy Workforce Initiative.”

78 <http://www.govirginia.org/>

79 Workforce Development Technical Assistance Professionals Request for Qualifications, Solicitation No. DCEB-2016-Q-1001, Career Pathways Community of Practice. Issued July 5, 2016 by the Office of the Deputy Mayor for Planning and Economic Development.

80 <http://www.pluggedinva.com/>

81 <https://governor.virginia.gov/newsroom/newsarticle?articleId=12988> .

82 <http://www.dllr.state.md.us/earn/>

83 Business Administration and IT is listed twice for Washington DC, because the District combined two industries that were listed separately by Maryland and Virginia.

84 DC's living wage was \$13.85 per hour for 2016. The wage is adjusted annually per any changes in the Consumer Price Index.

85 These criteria were used for the five high-demand sectors listed in the state plan. It is unclear whether the same analysis and criteria were utilized to identify the recently added high-demand sector of infrastructure.

86 <https://www.vawc.virginia.gov/vosnet/Default.aspx>

87 <https://mwejobs.maryland.gov/vosnet/Default.aspx>

88 <http://does.dc.gov/service/american-job-center>

89 <https://www.dllr.state.md.us/lmi/lmai-hot-jobs-brochure.pdf>

90 Maryland Department of Labor, Licensing and Regulation. "Hot Jobs Now."

91 <http://www.elevatevirginia.org/>

92 Virginia Board of Workforce Development. "What Is Elevate Virginia?" pg.60

93 <http://open.dc.gov/economic-intelligence/>

94 DC Office of the Deputy Mayor for Planning & Economic Development. Economic Intelligence Dashboard.

95 [http://www.vccs.edu/vccsblog\\_post/financial-aid-for-non-credit-training-leading-to-industry-recognized-credentials/](http://www.vccs.edu/vccsblog_post/financial-aid-for-non-credit-training-leading-to-industry-recognized-credentials/)

96 ApprenticeshipUSA State Expansion Grant Summaries: <http://go.wh.gov/KmmRV7>

97 <http://goc.maryland.gov/myac/>

98 <http://www.fairfaxcounty.gov/dfs/ss/view.htm>

99 CapSTAT is a data-driven performance management tool administered by the Office of Performance Management (OPM) within the District's Office of the City Administrator. <http://oca.dc.gov/page/oca-performance-management>

100 DC Municipal Regulations and DC Register. June 2, 2016. Mayor's Order No. 2016-086, "Re-establishment: Workforce Investment Council."

101 <https://data.virginialmi.com/vosnet/Default.aspx>

102 Maryland Department of Labor, Licensing and Regulation. "Workforce Innovation and Opportunity Act (WIOA) Local Workforce Plan Guidance—Workforce Development & Adult Learning."

103 <https://www.dllr.state.md.us/employment/wioa.shtml>

104 Phone communication with Erin Roth, Policy Director, Division of Workforce Development and Adult Learning, Maryland Department of Labor, Licensing and Regulation (DLLR), November 16, 2016.