

2021-2022 Grant Year

(July 1, 2021 through June 30, 2022)

EVALUATION OF THE *EARN MARYLAND* GRANT PROGRAM

Prepared by BEACON at Salisbury University
for the Maryland Department of Labor



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Introduction -

EARN Maryland is a competitive workforce development grant program funded by the State of Maryland. It is industry-led and regional in focus, based on a proven strategy for helping businesses cultivate the skilled workforce they need to compete. This approach is employer and demand-driven, compared to many other trainer- or agency-driven approaches. The EARN program's design and implementation focus on a highly engaged and fully collaborative partnership between employers (current and potential) and the lead applicants of the program. Through the COVID-19 pandemic the Department of Labor and the many partnerships adjusted the program to respond to new challenges. The flexibility of the program allowed programs supported by EARN to develop new recruitment and delivery methods. Many partnerships used the disruption as an opportunity to build new industry resources. The Department supported the innovation, and continues to. As the economy recovers, the EARN program will leverage the new techniques developed to respond to the evolving skilled labor challenges. Going into its 9th year in FY23, the program remains flexible and innovative. EARN aims to ensure that Maryland employers have the talent to compete and grow in an ever-changing 21st century economy. As of October 2022, more than 12,000 incumbent workers have received training, obtained new credentials, certifications, and/or skill and over 7,500 individuals have obtained employment through EARN.

EARN Maryland aims to:

- Address the demands of businesses by focusing intensively on the workforce needs of a specific industry sector over a sustained period.

- Address the needs of workers by creating formal career paths to good jobs, reducing barriers to employment, and sustaining or growing middle-class jobs.
- Encourage mobility for Maryland's most hard-to-serve job seekers through job readiness training.

BEACON as the Third-Party Evaluator –

The Business, Economic, and Community Outreach Network (BEACON) of the Franklin P. Perdue School of Business at Salisbury University has been engaged by the Maryland Department of Labor to evaluate the progress of the EARN Grant Program in general and of each of the EARN Grant Projects (Appendix A, beginning on page 23) in particular. As part of this engagement, the essential tasks assigned to the BEACON team included:

- Conducting orientation meetings/site visits for new awardees and holding online meetings with grantees
- Collecting, verifying, and analyzing quarterly program data for all grantees
- Assessing the effectiveness of individual partnerships based on goals versus actual outcomes
- Developing and deploying a survey to measure employer satisfaction with the EARN program
- Providing an analysis of EARN participant demographic data
- Developing and updating the program outcome dashboards
- Measuring the Return on Investment of the EARN Maryland program overall
- Co-hosting the EARN Annual Meeting
- Preparing a comprehensive report, including developing a Best Practices Guide, to be submitted to the Department of Labor at the end of the project year
- Working on after-care activities, as needed, in support of the program evaluation

Process Gantt Chart –

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Completed for FY22
Conducting orientation meeting/site visits for new awardees													X
Holding regular online meetings with all grantees													X
Collecting, verifying, and analyzing quarterly program data for all grantees													X
Assessing the effectiveness of individual partnerships based upon goals versus actual outcomes													X
Developing and deploying a survey to measure employer satisfaction of the EARN program													X
Providing an analysis of EARN participant demographic data													X
Developing and updating the program outcome dashboards													X
Measuring the Return on Investment of the EARN Maryland program overall													X
Co-hosting the EARN Annual Meeting and/or industry cluster conferences													X
Developing a Best Practices Guide													X
Preparing a comprehensive report to be submitted to the Department of Labor at the end of the project year													X
Working on after-care activities, as needed, in support of the program evaluation													X

Evaluation of Each of the EARN Grant Projects –

BEACON and Labor were able to return to in person meeting in FY22. The new grantee orientation and annual meeting were cohosted by Labor and BEACON in person in FY22 allowing new and existing partnerships to better connect. Annual partnership calls were held virtually. In addition, throughout the project period, an individual BEACON evaluator maintained a regular communication schedule with each grantee. A list of the awardees can be found in Appendix A, beginning on Page 23.

New Grantee Orientation

BEACON and Labor cohosted an orientation for the new grantees awarded funds through the Winter 2021 Solicitation for Implementation Grants process. This was held in-person on July 14th, 2022. The orientation provided new grantees with an overview of EARN's history, reporting policies, BEACON's role as the third-party evaluator and the opportunity for grantees to engage in peer-to-peer learning. A panel of veteran grantees provided the newcomers with lesson learned and best practices that they have honed through participation in the EARN program. New grantees were able to ask questions and discuss challenges with BEACON and EARN Maryland program staff. The last half of the orientation allowed new grantees to work within industry breakout groups to discuss their plans for success and strategies for the future with industry peers.

Annual Meeting

The EARN annual meeting was held on November 3, 2022. This meeting was held in-person in Crownsville. All grantees were required to attend to receive updates on the program from Labor and BEACON, to learn about updated reporting practices, as well as to share best practices and network among industries. The first half of the session consisted of opening statements from Maryland's Deputy Assistant Secretary, Labor's EARN program updates, and a presentation about the Maryland Apprenticeship and Training Program. The latter half of the day consisted of BEACON's program evaluations and breakout groups where partnerships were grouped by industry and asked to discuss what was going well, challenges, best practices, employer priorities, employer engagement strategies, and participant engagement strategies. The findings from this meeting were compiled into best practices which can be found in Appendix B, beginning on Page 28.

Data Collection

An extensive range of data and information were collected from each of the grantees by the members of the BEACON Team, under the direct supervision of EARN Maryland Program staff at the Department of Labor. To track the "Core Metrics" of the program, data is gathered using narrative reports, financial reporting tools, and a comprehensive set of "Entry" and "Exit" spreadsheets. Appendix D, beginning on Page 43 contains individual partnership qualitative information on the success of each partnership's activities. The findings from a program-wide employer satisfaction survey can be found in Appendix C, beginning on Page 32.

Data Analysis

After collecting the data and information for the “Core Metrics,” BEACON reviewed, organized and compiled all grantees data into a comprehensive database. BEACON developed and designed a sophisticated and interactive dashboard tool exclusively for the EARN Maryland Grant Program to summarize and visualize the core metric data on a program and partnership basis. In 2020, the dashboard software was upgraded to Microsoft Power BI to enhance visualization and usability. Select screenshots of the dashboard are presented throughout this report. This dashboard allows for easy data visualization and manipulation. It is a visual aid in preparing for BEACON’s in-person and virtual contacts with individual grantees.

Input collected through qualitative means, including conference calls, narrative reports, and the employer satisfaction survey, were analyzed through a thematic qualitative assessment. The themes identified through this assessment informed BEACON’s programmatic recommendations to the Department of Labor and the EARN Maryland best practices. When occasional minor concerns about the program or specific operational activities of the grantee were shared with BEACON, recommendations were proposed either to the Department of Labor or to the grantee. In almost every case, these recommendations were sufficient to resolve the issue.

Each year BEACON and the Labor team meet to discuss enhancements and updates for the data that grantees collect. In FY22, the metric for “For ENTRY level training: if the participant was unemployed/underemployed, did they obtain employment? (Yes / No)” was updated to “For ALL EARN participants: Did the participants enter a new employment position? (Yes / No)”. This change was implemented because Labor and BEACON recognized that there may be overlap in the definitions of someone who is underemployed and someone who is

an incumbent worker. For instance, someone working an entry-level position in healthcare could be termed an incumbent worker because they are employed in the target industry. However, they may also be underemployed if they are only working part-time or earning wages that are insufficient to support their family. Prior to this change being made, an underemployed incumbent worker who entered a new employment position was not being tracked as an employment outcome. BEACON and Labor agreed that making this change to the wording of the metric would result in a more accurate depiction of outcomes for the program. In the following report, both figures will be identified singularly. These two metrics summed will provide a more accurate picture of the impacts of the program.

BEST PRACTICES-

As part of BEACON's evaluation activities, best practices for employer driven workforce development programs have been examined. The findings from the literature review, along with the feedback provided by grantees at the EARN annual meeting were used to create the best practices for the EARN Maryland Workforce Development Program. The findings are presented in the following two categories:

1. EARN Best Practices – A Summary (Appendix B, beginning on Page 28), and
2. National Best Practices – A Literature Review (Appendix E, beginning on Page 94)

Program-Wide Outcomes -

The program-wide outcomes of the EARN Maryland Grant Program for 2021-2022 are presented in Figure 1 on page 12. During FY22, most of the key metrics of Actual Training Outcomes have improved, including the

number of trainings, the number of individuals trained, and the completion rate. In lieu of the lingering effects of the COVID-19 pandemic, the EARN Maryland Program has accomplished its aggregate programmatic goals set for this period. The minor, unforeseen issues identified by the ongoing evaluation activities were satisfactorily addressed during the year. A complete list of grantees for FY22 can be found in Appendix A.

The number of participants who obtained a credential increased in FY22 (2,301 participants compared to 1,997 in FY21). A similar trend has been followed by the number of trainees employed after their training. The table below reflects the gained credentials and the number of trainees employed at the end of each fiscal year. Due to ongoing grants, it is essential to note that these figures do not reflect the overall program outcomes. Accurate data reflections from inception can be found in the “Final Outcome Section” beginning on page 20

	FY15	FY16	FY17	FY18	FY19	FY20 (COVID-19)	FY21	FY22
OBTAINED A CREDENTIAL	1,005	1,580	1,609	2,089	2,066	1,895	1,997	2,301
TRAINEES EMPLOYED AT CONCLUSION OF TRAINING	1,138	2,080	2,221	2,450	2,882	2,286	2,452	2,498

Similar to FY21, as the economy and workforce begin to adjust due to COVID-19 asymmetrically, the most significant impact has been on the inventory of participants in the workforce. The slowed workforce recovery at the beginning of FY22 negatively impacted several grantees; however, as the fiscal year progressed, many grantees began to see an increase in outcomes, reflecting a trend of pre-pandemic results.

In FY22, non-incumbent and incumbent workers who received wage promotions slightly increased compared to FY21. The number of incumbent workers who received a title promotion in FY22 increased by almost 53% compared to FY21. As mentioned in the Data Analysis section, the metrics were updated in Q2 of FY22 to indicate all individuals that entered a new employment position. Due to the first and second quarters having different reporting methods, BEACON is reporting both the underemployed/unemployed who obtained a job and all participants who entered a new employment position. In total, 1,037 individuals received a job or entered a new employment position in FY22.

	FY15	FY16	FY17	FY18	FY19	FY20 (COVID-19)	FY21	FY22
NON-INCUMBENT WAGE PROMOTION	235	356	593	590	745	818	878	881
INCUMBENT WAGE PROMOTION	62	156	301	140	340	310	384	397
INCUMBENT TITLE PROMOTION	5	79	310	171	270	253	253	387
UNDEREMPLOYED/ UNEMPLOYED WHO RECEIVED A JOB AFTER COMPLETING THE PROGRAM	*Data was not recorded until FY17		563	652	875	897	855	584
FOR ALL EARN PARTICIPANTS: DID PARTICIPANT ENTER A NEW EMPLOYMENT POSITION	*Data was not recorded until FY22							453

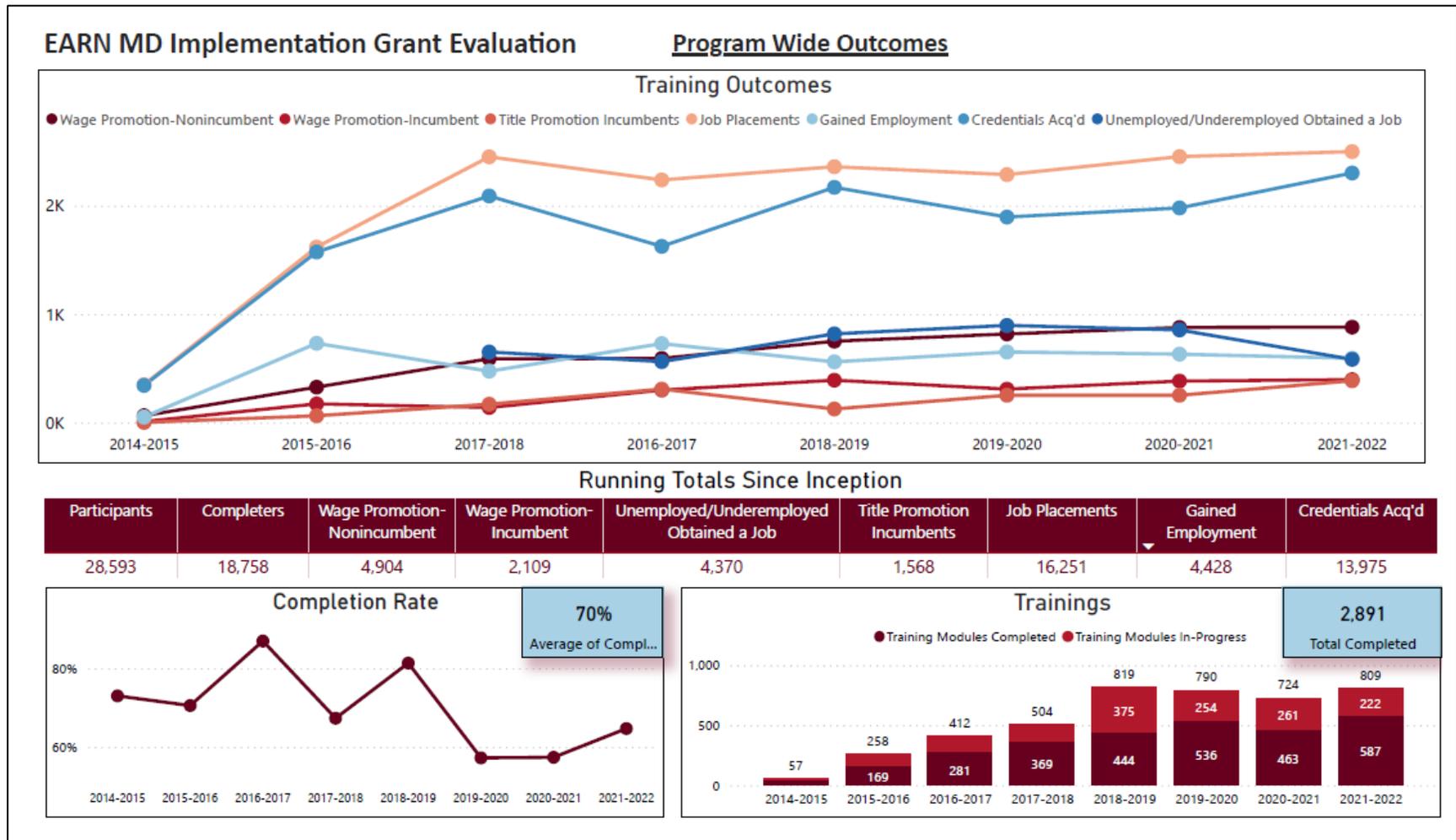
AN IMPORTANT NOTE ABOUT JOB PLACEMENT DATA REPORTED IN PROGRAM-WIDE OUTCOMES

SECTION:

The employment numbers reported in this section are based on reports submitted to BEACON by grantees by the end of the second quarter of the calendar year 2022. The Department of Labor has access to additional

FY22 employment numbers submitted by grantees during the 3rd and 4th quarters of the calendar year 2022. These numbers will be reflected and updated yearly in the Final Outcome by Grant Cycle. These numbers will accurately reflect the final reported outcomes and may differ slightly from those reported above.

Figure 1: Program-Wide Outcome Measures for the EARN Maryland Grant Program for 2021-2022



Analysis of Program Results by Region:

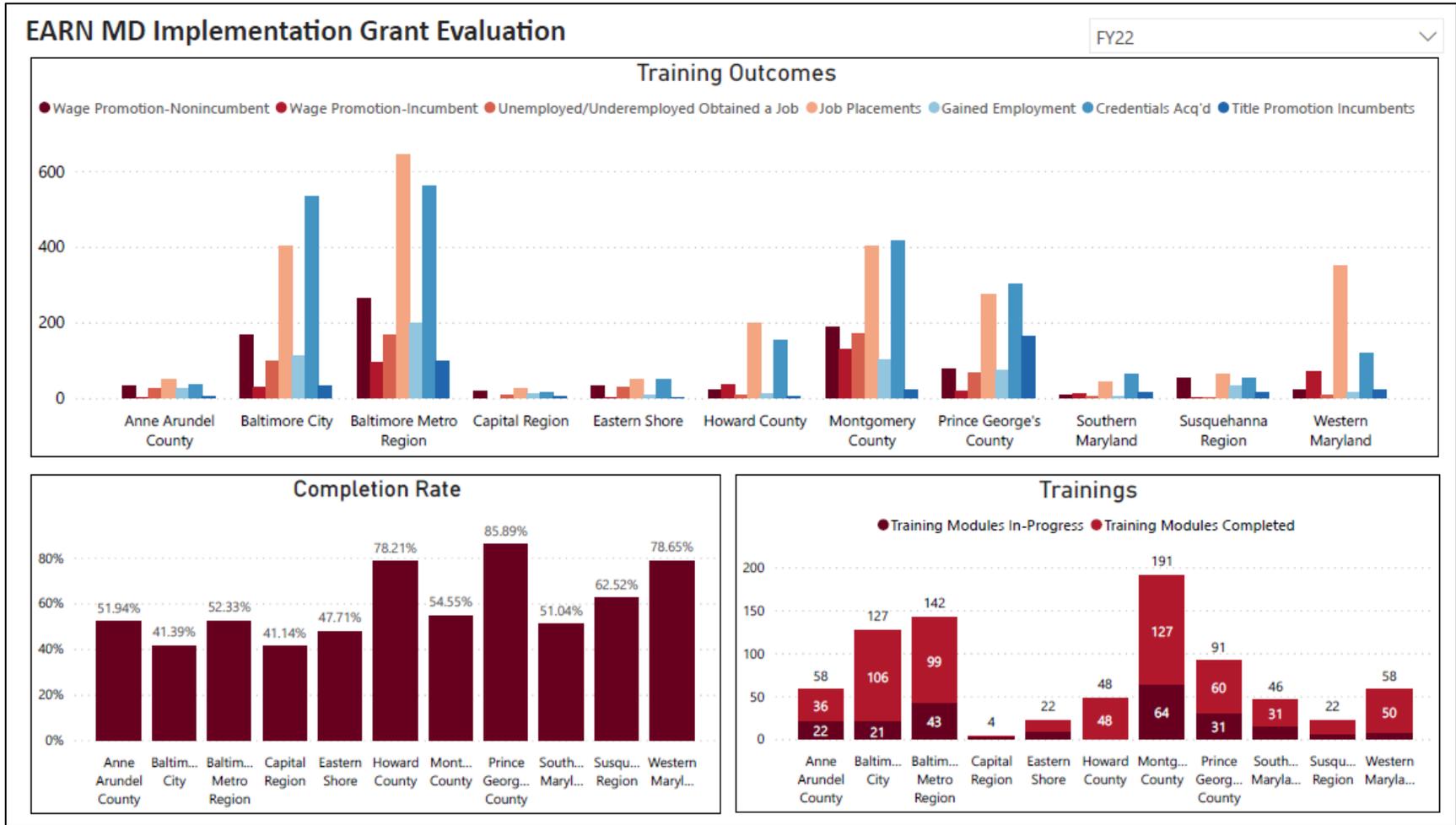
Based on an analysis of the various dashboards presented on the next page, the key performance indicators followed the pattern of previous years and remained increasingly positive. It is important to note that some industries had a more difficult time than others, due to the lingering impacts of COVID-19 in FY22.

The EARN Maryland Grant Program Outcomes by Region for 2021-2022 are illustrated in Figure 2 on page 14. (NOTE: Given this tool's interactive nature, the analysis's full impact can be seen much better when the dashboard is viewed live).

Based on the data analysis, it is clear that the EARN program's outputs and outcomes exceed the stated goals in every region in the 2021-2022 cycle. The key metrics of Training Outcomes, Number of Trainings, and Completion Rates are all favorable.

NOTE: While completion rates vary from one year to the other, they are not comparable. This is due to different training cycles for different grantees in any given year. Also, grantees that joined the program in the preceding year had different training horizons than previous grantees, whereby completions will come later. Since some programs focus more on incumbents than new workers, their completion profiles differ from other programs. Finally, these variations present different outcome pictures from one region to another based on the profile of grantees in a given region.

Figure 2: 2021-2022 Outcome Measures for the EARN Maryland Grant Program by Region



Analysis of Program Results by Industry:

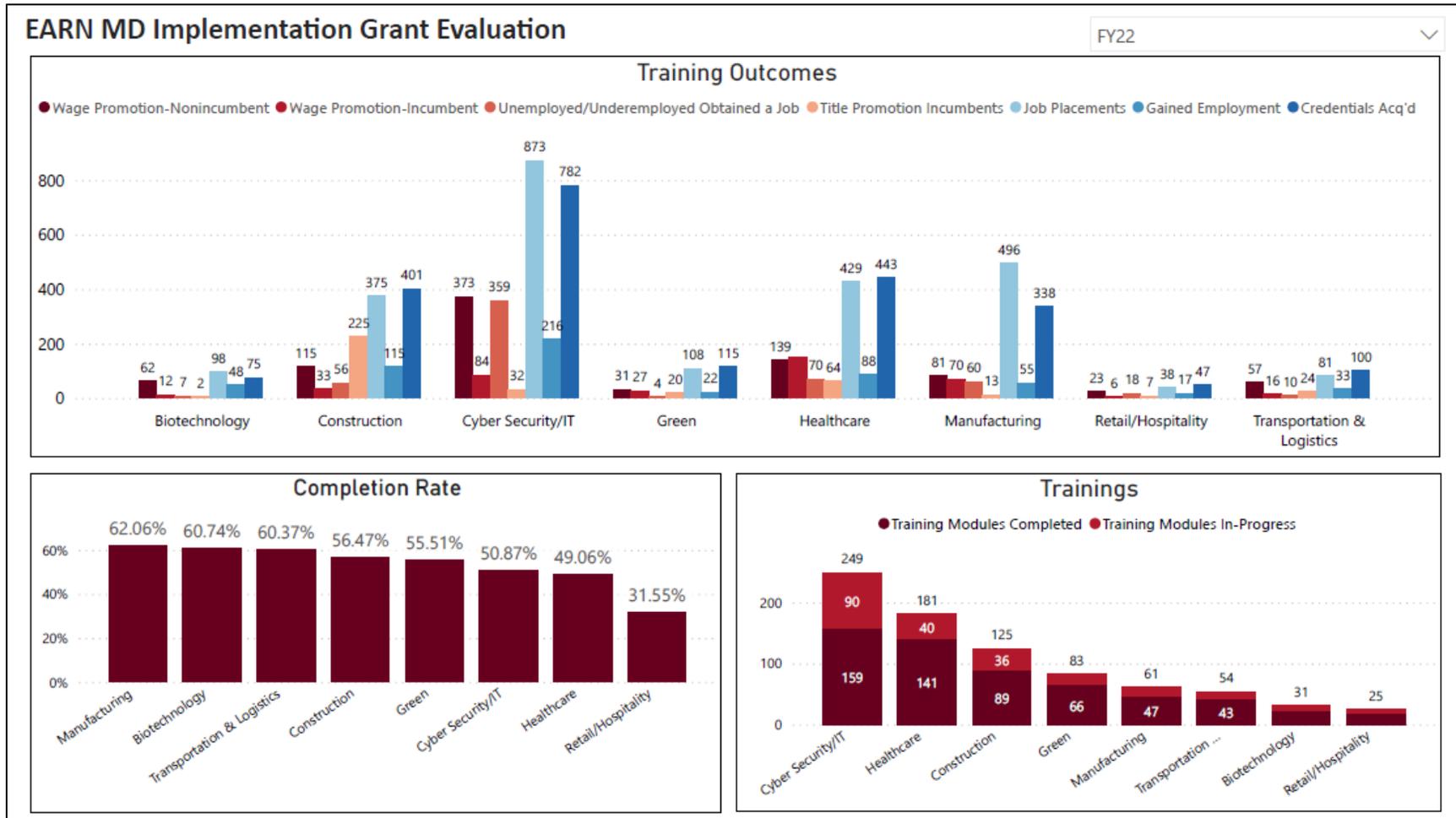
As seen from the dashboard presented on the next page, the remnants of COVID-19 impacts were consistent with those seen in FY21. In FY22, the impact remained significantly higher for some industries, while others were not considerably impacted. The Cybersecurity/Information Technology, Healthcare and Manufacturing industries saw higher training outcomes than any other industry.

The EARN Maryland Grant Program Outcomes by Industry for 2021-2022 are presented in Figure 3 on page 16.

The “Employer Driven” nature of the program increases engagement with Strategic Industry Partners and creates higher results in post-training employment and compensation than primarily trainer-driven workforce development programs. This is evident across all industry clusters. However, some industry clusters (manufacturing, construction, and healthcare) have significantly higher outcomes than others. These positive differences are attributable to various factors, the higher median compensation levels involved and the higher technical content of the jobs involved (making training more valuable to employers).

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Figure 3: 2021-2022 Outcome Measures for the EARN Maryland Grant Program by Industry



Additional Metrics:

Additional levels of insight were analyzed from the data collected and the interactive dashboard designed by the BEACON Team. These include Program Outcomes by Partnership and Program Outcomes by County. These insights mirror those found above and can be accessed through the interactive dashboard. The full impact of the findings can be seen even clearer when the dashboard is viewed live, considering the interactive nature of this tool. BEACON and Labor are working together to launch a live web platform to host this dashboard in FY23. However, in summary, the data analysis provides a clear picture: EARN Maryland activities showed substantial outcome improvements in the 2020-2021 cycle, and a very well-run and efficient workforce development program was shown by the overall financials of the program.

Starting on page 18, the return on the public investment in the EARN program and the leveraged resources are addressed further.

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Return on Investment (ROI) –

The EARN Maryland Return on Investment (ROI) calculation was developed to determine the effectiveness and efficiency of the public funds invested by the Maryland Department of Labor. Over the past three years, the ROI methodology has been updated to reflect programmatic outcomes. The use of metrics, continual feedback from evaluators, better economies of scale, an improving economy, dissemination of best practices, and ongoing collaboration with Department of Labor staff have contributed to the methodological improvements.

The EARN Maryland Return on Investment (ROI) calculations were based on the following methodology:

The ROI calculations used two inputs:

1. The EARN Maryland funds invested by the Department of Labor in the current year, and
2. The reported earnings of EARN Maryland participants both pre- and post-EARN Training

Also monitored to measure impact is:

3. The dollar value of leveraged resources invested by the grantees (including cash)
NOTE: These leveraged resources have been relatively stable from year to year, but in the 2021-2022 cycle there was an increase in leveraged funds, primarily driven by a single partnership.

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The outputs tracked for the ROI calculations were:

1. The value of the earnings differential (estimated earnings post-EARN Maryland training minus estimated earnings prior to EARN Maryland training).
2. The sum of direct, indirect, and induced impact (in Maryland) from #1 above. It is worth noting the multiplier effects have changed due to an evolving economy
3. The direct, indirect, and induced impacts of the leveraged resources.

BEACON modeled the impacts of these new earnings as they moved through the economy, based upon the industry classification of the workers being trained. During the 2021-2022 cycle, in spite of the economic disruption caused by the COVID-19 pandemic, the EARN Maryland Program maintained its efficiency and effectiveness to a large degree. This has resulted in the program maintaining a high return on the public investment in this program. BEACON reviews the data to ensure the calculations include those who have completed the program. Some partnerships are not included in the calculations this year as they did not have any participants that completed during FY22. The use of metrics, continual feedback from evaluators, better economies of scale, a slow but steady reopening of the economy, dissemination of best practices, and ongoing collaboration with the Department of Labor staff have contributed to these improvements.

The EARN Maryland Grant Program ROI, shows \$17.34 in value for each \$1 invested by the Department of Labor during the current 2021-2022 grant cycle. This represents an increase from the 2020-2021 grant cycle, and the positive impact of the program has continued. It is important to note that the 2021–2022 fiscal year saw different dynamics in the workforce. Workers that may have participated in programs to grow skills may have chosen not to pursue additional training, as labor supply constraints created a demand for workers, even without pursuing additional certifications. Given the labor shortage, individuals choosing to remain in the workforce saw wage increases, which employers used as a retention

strategy, without participating in upskilling opportunities. We also note trends that the incoming workers may be more experienced, and may have a slightly lower salary increase.

Overall, the EARN Maryland Program continues to be a very effective and efficient workforce development program. EARN Maryland continues to outperform most workforce development programs around the country.

After the 2019 EARN Grantee Annual Meeting, it was decided to phase out the individual grantee ROI calculations. We are still working with the calculation and addressing the complexity of the data matching to ensure that a multi-year calculation will be accurate. When requested, we have worked with individual grantees to provide the necessary information.

Final Outcome by Grant Cycle

The annual EARN evaluation report focuses on the program outcomes in the current evaluation year during the finite period of July 1 - June 30. While each grant is unique, most grants are active over multiple years and the annual outcomes from any given fiscal year are not reflective of all outcomes accomplished under the grant over its lifetime. In addition to the quarterly reports collected throughout the grant and use to develop the evaluations, each grantee submits a final report after the close of the grant period to capture all outcomes of the grant, including follow-up on employment outcomes after participants have exited the program. This final outcome data has been compiled in the table below based on the fiscal year in which the grants were awarded. This method of fiscal funding to completion is a new addition to the EARN evaluation process and is still in the beginning stages.

The table highlights outcomes for all funding granted in each fiscal year. Funding years that still have active grants (i.e. a grant that was awarded in FY20 and is in progress) are noted with an asterisk. Data for these years will be updated in subsequent annual reports as all final reports are received from grantees within that grant cycle.

It is important to note, that certain metrics and reporting methods were not tracked prior to FY18 so direct comparison prior to FY18 is not recommended.

	FY14	FY15	FY16	FY17	FY18	FY19	FY20 (COVID-19)	FY21
PARTICIPANTS	2,369	2,002	2,808	1,550	3,287	1,697*	1,515*	366*
COMPLETERS	1,997	1,872	2,432	1,333	3,042	1,486*	1,389*	325*
COMPLETION RATE	84%	94%	87%	86%	93%	88%*	92%*	89%*
TOTAL NUMBER OF JOB PLACEMENTS	741	484	734	860	1,278	1,397*	1215*	282*
FUNDING AWARDED	\$3,641,861	\$3,565,603	\$4,178,467	\$3,749,704	\$7,718,511	\$7,455,575	\$8,086,297	

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Overall Conclusion –

In conclusion, BEACON remains confident that the EARN Maryland Program continues to be a high performing, advanced and effective workforce development program. This can be attributed to the collaboration of industry groups to find solutions to their specific workforce needs, and the flexibility to quickly innovate. The employer driven training produces employees that are a ready fit for the needs in their areas. Each grantee has employers in their Strategic Industry Partnership who are actively involved in the design of the training program for the jobs that are available or that they are planning to offer. In addition, many employers are able to take advantage of the incumbent worker training programs, allowing for the ability of participants to advance up the career ladder. This provides an entry by new workers, further strengthening the ROI for the EARN Maryland program.

In the opinion of BEACON, the 2021-2022 Project Year for the EARN Maryland Program continues to maintain its track record of success. The partnerships have adjusted to continue to train during the lingering impacts of COVID-19. They have provided a supply of workers to fill skilled positions during the challenging hiring environment. BEACON remains confident that the EARN Maryland Program continues to be one of the most successful workforce development programs nationwide.

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APPENDIX A

EARN Maryland Grant Program 2021-2022 Awardees

EARN Maryland Grant Program – 2021-2022 Awardees

Industry	PARTNERSHIP	LEAD APPLICANT	CITY	STATE	ZIPCODE
Biotechnology	Baltimore BioPrep	BioTechnical Institute of Maryland	Baltimore	MD	21223
Biotechnology	Biotechnology Baltimore Strategic Initiative Partnership	Baltimore BioWorks, Inc.	Baltimore	MD	21230
Biotechnology	BIOTrain	Montgomery College	Germantown	MD	20876
Construction	Architectural Metal and Glass Initiative	Finishing Trades Institute of MD, VA, Washington, DC Vicinities	Lanham	MD	20706
Construction	Construction Skills Training Program	Living Classrooms Foundation	Baltimore	MD	21231
Construction	Construction Workforce Partnership of Southern Maryland	College of Southern Maryland	La Plata	MD	20646
Construction	Creating a Pipeline of Green Jobs	Anne Arundel Workforce Development Corporation	Millersville	MD	21108
Construction	Eastern Shore Construction Alliance	Wor-Wic Community College	Salisbury	MD	21804
Construction	Global Resource for Academic & Career Excellence (GRACE)	The Virginia L. Grant Foundation, Inc.	Baltimore	MD	21202
Construction	Green Solar Installation Training Examination	Hagerstown Community College	Hagerstown	MD	21742
Construction	Herbert J. Hoelter Vocational Training Center	National Center on Institutions and Alternatives	Baltimore	MD	21202
Construction	Marine Trades Industry Partnership	Marine Trades Association of Maryland	Annapolis	MD	21403
Construction	Remediation and Construction Industry Partnership	Civic Works, Inc.	Baltimore	MD	21213
Construction	Suburban Maryland Construction Initiative	Finishing Trades Institute of MD, VA, Washington, DC Vicinities	Lanham	MD	20706
Construction	Susquehanna HVACR	Cecil College	North East	MD	21901
Construction	Green Solar Installation Training & Examination (SITE)	Civic Works, Inc.	Baltimore	MD	21213
Cyber Security/IT	Advanced Cybersecurity Training Consortium (ACT-C)	Baltimore Cyber Range, LLC	Baltimore	MD	21202
Cyber Security/IT	Advancing Careers in IT (ACIT)	Community College of Baltimore County	Baltimore	MD	21237

Industry	PARTNERSHIP	LEAD APPLICANT	CITY	STATE	ZIPCODE
Cyber Security/IT	Automated Facilities & Logistics Tech (AFLT)	Community College of Baltimore County	Baltimore	MD	21237
Cyber Security/IT	Baltimore Tech Fundamentals	NPower Inc.	Baltimore	MD	21223
Cyber Security/IT	Certified Cyber Analyst Operator	UMBC Training Centers	Columbia	MD	21000
Cyber Security/IT	Cybersecurity Education & Certification Program	Community College of Baltimore County	Baltimore	MD	21237
Cyber Security/IT	CyberWorks	Anne Arundel Workforce Development Corporation	Millersville	MD	21108
Cyber Security/IT	Intrusion Countermeasures Education and Training (ICE-T)	Baltimore Cyber Range, LLC	Baltimore	MD	21208
Cyber Security/IT	IT Center for Excellence	Allegany College of Maryland	Cumberland	MD	21502
Cyber Security/IT	Maryland Cyber Skills Alliance	CompTIA	Downers Grace	IL	60515
Cyber Security/IT	Maryland Cyber Security Operations Center Training Program	Transmosis, Inc.	Downers Grace	IL	60515
Cyber Security/IT	SANS Cyber Workforce Academy	SANS Institute	Bethesda	MD	20814
Cyber Security/IT	Susquehanna IT/Cyber Partnership	Susquehanna Workforce Network, Inc.	Havre de Grace	MD	21078
Cyber Security/IT	Tech Frederick	Tech Frederick	Frederick	MD	21704
Cyber Security/IT	The Partnership for Tech Talent	Per Scholas	Silver Spring	MD	20910
Cyber Security/IT	Baltimore Cybersecurity Training	I'm Still Standing Community Corporation	Baltimore	MD	21223
Green	Clean Energy Training Partnership	Power52	Ellicott City	MD	21042
Green	Energy Efficiency Strategic Industry Partnership	Civic Works, Inc.	Baltimore	MD	21213
Green	Solar Installation Training Partnership	Civic Works, Inc.	Baltimore	MD	21214
Green	Water and Wastewater Career Development Partnership	College of Southern Maryland	Baltimore	MD	21201

Industry	PARTNERSHIP	LEAD APPLICANT	CITY	STATE	ZIPCODE
Healthcare	Baltimore Healthcare Partnership	Baltimore Alliance for Careers in Healthcare (BACH)	Baltimore	MD	21202
Healthcare	Community Health Worker Training Partnership	Asian American Center of Frederick	Frederick	MD	21703
Healthcare	Baltimore Regional Healthcare/Higher Ed SIP	Humanim, Inc.	Baltimore	MD	21231
Healthcare	CCBC Health Information Technology Program	Community College of Baltimore County	Baltimore	MD	21228
Healthcare	Healthcare Mentorship Maryland	Pressley Ridge	Towson	MD	21204
Healthcare	Pharma Tech Connect	Goodwill Industries of the Chesapeake	Baltimore	MD	21202
Healthcare	Healthcare Partnership of Maryland	It Works Learning Center, Inc.	Annapolis	MD	21403
Healthcare	Ready to Care	Eastern Shore Area Health Education Center	Cambridge	MD	21613
Healthcare	Specialized Nursing Bridge Program	Adventist Healthcare	Gaithersburg	MD	20878
Healthcare	Maryland Direct Support Professional Training Consortium	SEEC	Silver Spring	MD	20910
Manufacturing	Careers in Manufacturing Program	Jane Addams Resource Corporation	Baltimore	MD	21215
Manufacturing	Maryland Advanced Manufacturing & Plastics Partnership	Berry Plastics Corporation	Baltimore	MD	21224
Manufacturing	Maryland Manufacturing Boot Camp and Incumbent Worker Training Program	Maryland MEP, Inc.	Columbia	MD	21045
Manufacturing	Wor-Wic Welding Strategic Industry Partnership	Wor-Wic Community College	Baltimore	MD	21213
Manufacturing	PrintSIP	Printing & Graphics Association Mid-Atlantic (PGAMA)	Columbia	MD	21046
Manufacturing	Rapid Advanced Manufacturing Partnership	Maryland MEP, Inc.	Columbia	MD	21045
Manufacturing	Susquehanna Manufacturing Coalition	Susquehanna Workforce Network, Inc.	Havre de Grace	MD	21078
Manufacturing	Rural Maryland Manufacturing Partnership	Maryland MEP, Inc.	Hagerstown	MD	21742

Industry	PARTNERSHIP	LEAD APPLICANT	CITY	STATE	ZIPCODE
Other	Montgomery Alliance for Early Childhood Education Alliance	Montgomery College	Wheaton	MD	20902
Retail/Hospitality	FoodWorks Culinary Training Program	Maryland Food Bank	Baltimore	MD	21227
Transportation & Logistics	Automotive Technicians for Change	Vehicles for Change	Halethorpe	MD	21227
Transportation & Logistics	Jobs in Transportation: Road to Success	Anne Arundel Workforce Development Corporation	Millersville	MD	21108
Transportation & Logistics	Maritime Transportation Distribution and Logistics Strategic Industry Partnership	Maryland New Directions	Baltimore	MD	21218
Transportation & Logistics	Mid-Maryland MOVE Transportation and Logistics	Montgomery College	Gaithersburg	MD	20877
Transportation & Logistics	Susquehanna Transportation and Logistics Partnership	Cecil College	North East	MD	21901
Transportation & Logistics	Western Maryland MOVE Transportation and Logistics	Hagerstown Community College	Hagerstown	MD	21742

APPENDIX B

A Summary of EARN Maryland BEST PRACTICES

A Summary of EARN Maryland BEST PRACTICES -

The Business, Economic, and Community Outreach Network (BEACON) of the Franklin P. Perdue School of Business at Salisbury University has compiled the key best practices that successful grantees have in common, these best practices have evolved since the inception of this program and have been recorded and updated each year. The themes below were created from conversations held during the EARN Annual meeting and conference calls hosted throughout the year with each industry.

The most common best practices are as follows:

- Strategic Industry Partner (SIP) Engagement
- Community Outreach
- Hybrid and Remote Learning Models
- Stipend and Wage Increase
- Flexible Training
- Participant Engagement
- Marketing

SIP Engagement

Strategic Industry Partners ensure the job placement of participants and communicate industry needs with partnerships. Successful EARN partnerships involve industry partners in students' soft skills and technical training. Grantees in the Green, Cyber, Hospitality, and Childcare industries invite employer partners to witness live training. SIPs can connect with students and watch them as they train. The direct connection between employers and students often leads to easier job placement.

Most partnerships are experiencing a high demand from SIPs for trained employees. SIPs are easing their requirements to increase employment and are offering more remote/hybrid positions. Students placed with SIPs are experiencing increased wages, stipends, and long-term retention. To achieve this success, partnerships maintain close relationships with SIPs and engage them with students early in their training process. EARN partners attend industry conventions and events to engage SIP's. Partners also host monthly or quarterly meetings with SIPs to determine the industry's needs and schedule site visits. EARN partners are surveying SIPs to assess what their organizations need specifically and gauge the success of their former trainees. Partners excelling in SIP engagement are using information from SIP's feedback to improve their programs to fit industry needs.

Community Outreach

The most common challenge amongst EARN partners is the recruitment and retention of participants. To combat these issues, partners have increased community outreach, provided incentives, and highlighted their participant's success stories on social media sites. Networking and partnering with community organizations have contributed to the success of recruitment for grantees in the Green and Healthcare industries. Grantees in the Cyber industry used social media sites such as TikTok and Instagram to create creative recruitment content. Partners should increase their program's marketing, get creative with their incentives, and engage with their communities.

Hybrid and Remote Learning Models

In the wake of the pandemic that seemingly put the world on pause, most EARN partners were forced to switch to remote learning models at the start of the pandemic and then hybrid models as the pandemic has eased. Training for soft and required work skills was forced to go virtual, while in-person training became more robust and strictly for "hands-on" activities and skills.

While some EARN grantees struggled initially with going virtual, many of the grantees adapted well to the new virtual workplace. Some have even begun to embrace it because of its efficiency and the growing preferences by employers and employees for a hybrid workplace. With the virtual setting, attendance at the trainings has improved, trainings have become more “all in one,” and employers/workplaces have become more relaxed.

Stipend and Wage Increases

To combat one of the most common challenges amongst EARN partners, employers and partners have been forced to offer stipends and increased wages to combat the labor shortage. With employee poaching, the decrease in labor force participation during and after the pandemic, and the increased demand by employers for employees, partners have been forced to offer incentives like signing bonuses, incentives for completing milestones, and an increase in wages to not only increase their workforce but to, more importantly, decrease employee turnover and increase employee retention.

Flexible Training

While the pandemic forced EARN partners to take their training and workplaces virtual, many EARN partners adjusted well, experienced success with virtual training, and have elected to adopt a more flexible training system. With the institution of virtual training sessions, EARN partners experienced increased employee attendance and greater employer participation and presence. They could now offer a greater variety of trainings due to the online format. For example, EARN partners offered virtual trainings for leadership, soft skills, “all in one” training sessions, work-based training, and different certifications, and saved the in-person training for more of the “hands-on” skills.

Participant Engagement

Participant engagement has been a proven tool in ensuring the success and retention of participants. Partnerships that provide their participants with case management and alumni services and help lower barriers have higher retention rates. Grantees in the Transportation and Logistics, Manufacturing, and Construction industries provided their participants with funds for ridesharing and gas during the sharp increase in gas prices. Successful EARN partners have been able to lower barriers by being flexible with participants.

Marketing

Marketing was one of the most frequent topics at the annual EARN meeting and was seen as a staple to success during the 2022 fiscal year. With the pandemic, many businesses were forced to go virtual, and the frequency of in-person meetings declined sharply. With this decline, marketing became a necessity so partners, grantees, alums, and other participants could stay up to date with recent events, success stories, and recent strides and progress being made. EARN grantees have been using social media platforms like Instagram, Facebook, and newsletters to fulfill their marketing goals.

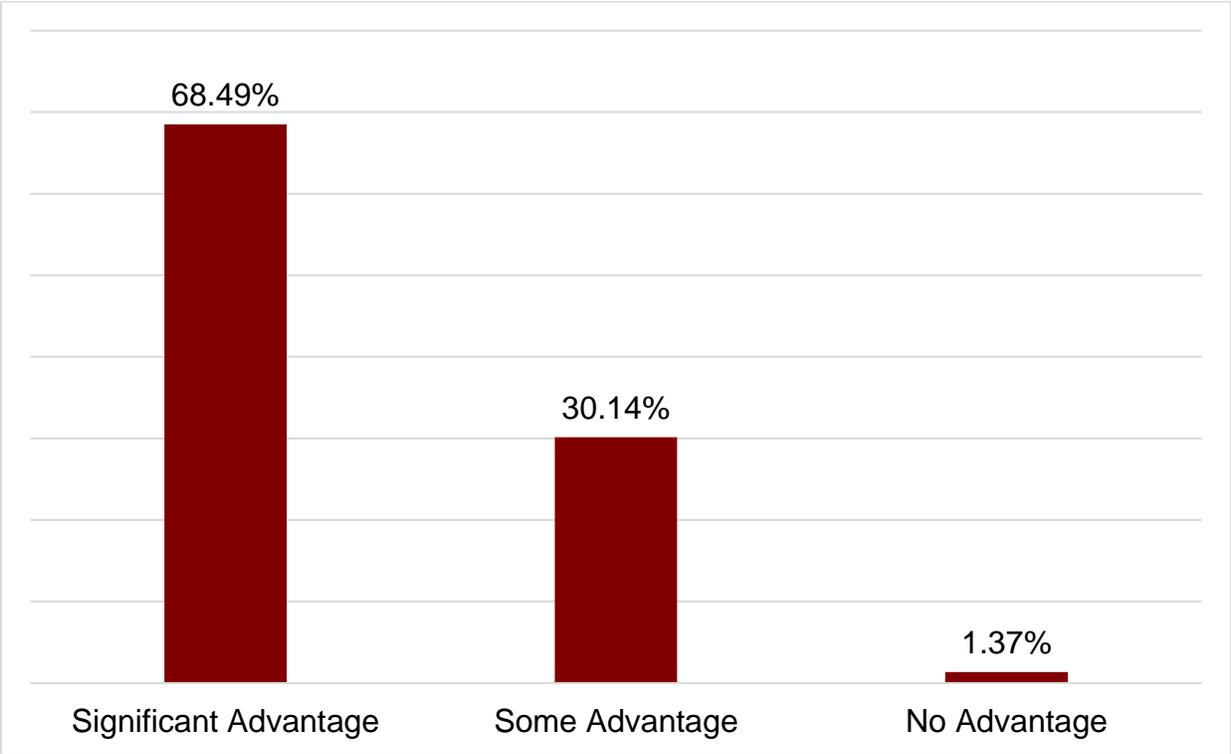
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APPENDIX C

EARN Maryland Grant Program – Employer Satisfaction Survey Findings

Question 1: Question 1: How would you rate the competitive advantage of EARN participants who complete training? (Response Rate: 73)

Over 68% of respondents felt that EARN participants who completed the program had a significant competitive advantage while 30.14 of respondents felt there was some advantage to training completion

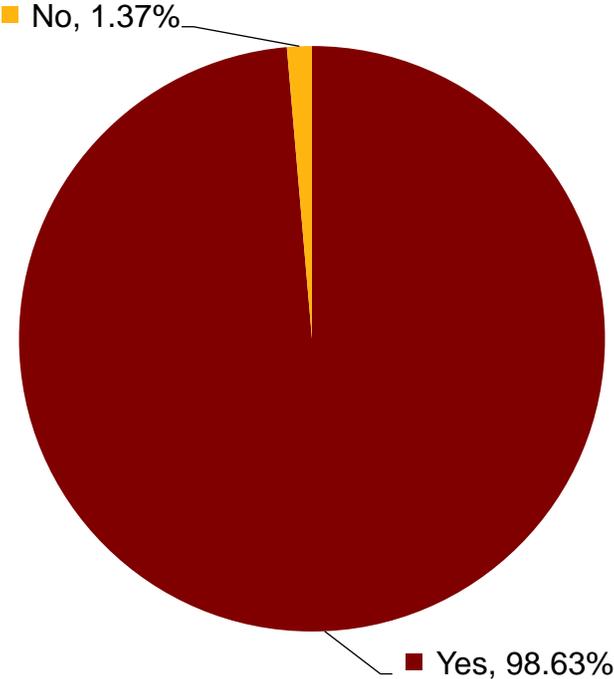


Comments:

A total of 32 respondents provided additional feedback. The majority of the open-ended responses were positive. Respondents noted that EARN participants who completed the training had an advantage over those who did not, most advantages received were seen as “significant.”

**Question 2: Do you believe this program was worth your investment?
(Response Rate: 73)**

Over 98% of employer respondents believe that the EARN program was worth their investment.

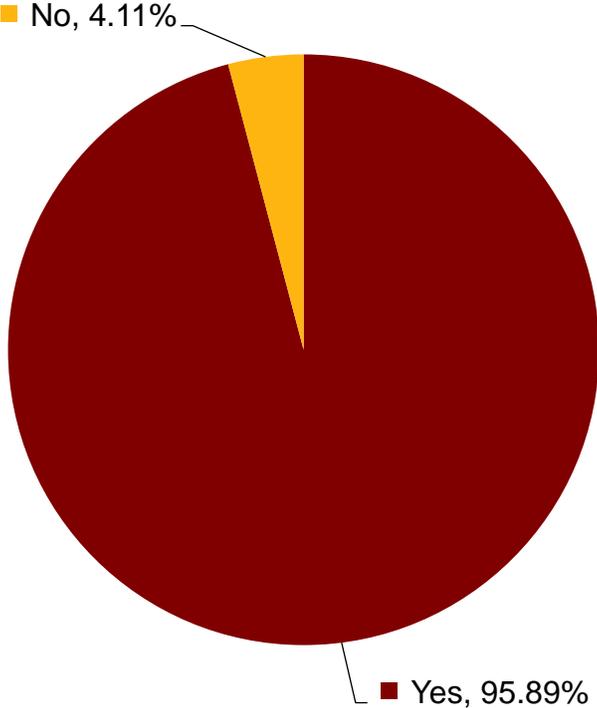


Comments:

Additional comments were provided by 20 respondents. Overall, most individuals believe that the program was worth their initial investment. Employers noted that training allowed them to place participants quickly and with less direct supervision. Employer partners recognize that EARN participants add value to their organizations and allow them to hire from their local communities.

Question 3: Do you believe your participation in this program has had a positive impact on your business? (Response Rate: 73)

Nearly 96% of respondents indicated that their participation in the EARN program has had a positive impact on their business.

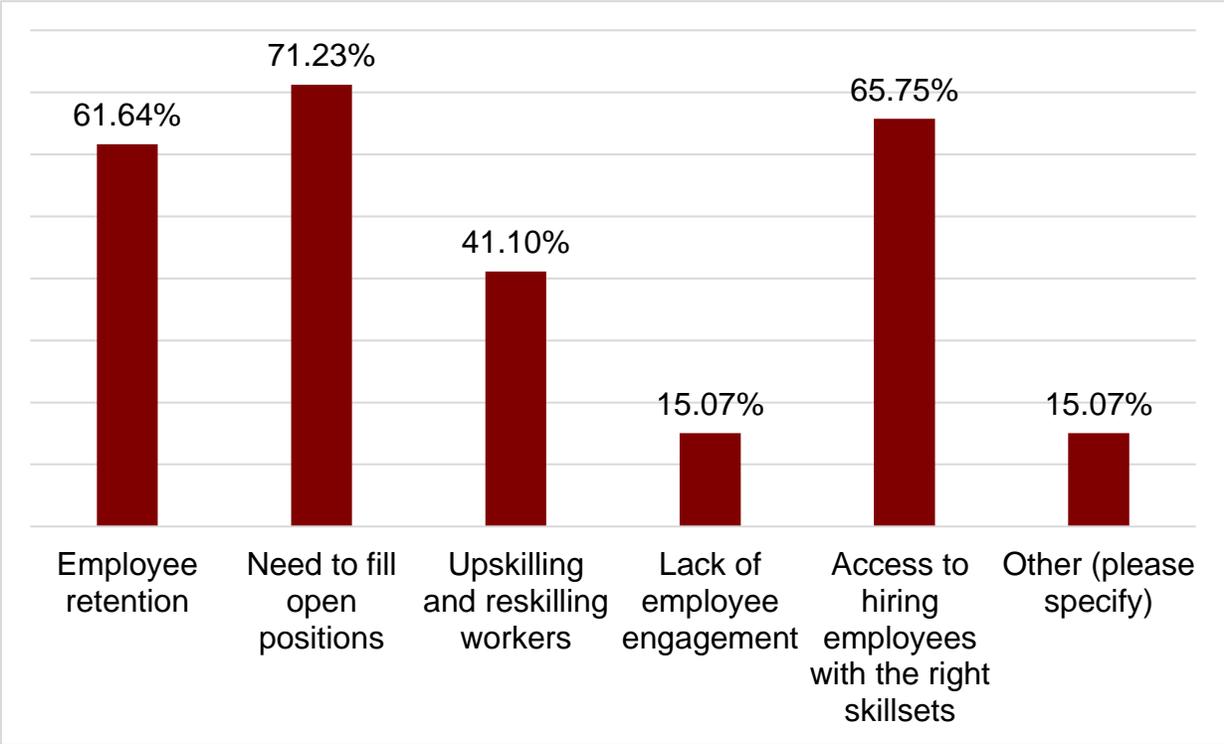


Comments:

A total of 20 open-ended responses were collected. Majority of participants indicated that the EARN program has had a positive impact on their business. Employer partners specified that the EARN program has allowed them to connect and recruit employees who actually want to be in the field. They also mentioned that participants from the program are quality employees.

Question 4: What are your biggest workforce needs currently? (Check all that apply) (Response Rate: 73)

Just over 71% of employer respondents indicated that their biggest workforce need was to fill open positions within their organizations. Nearly 66% of respondents felt that they needed access to employees with the right skill set. Over 61% indicated the need for the ability to retain employees, 41% of respondents felt that upskilling and reskilling employees are their biggest current workforce needs while 15.07% indicated there is a lack of employee engagement.



Comments:

A total of 11 additional comments were collected from the “Other (please specify)” category to go along with 62 answers to the multiple-choice survey questions. The common theme amongst the additional responses was been hiring people who are interested in this field and then keeping those employees.

Transcribed Comments:

Question 1: How would you rate the competitive advantage of EARN participants who complete training?

A total of 32 open-ended comments were provided by survey respondents. They are as follows:

- We had two employees use this for training and found program useful!
- As long as the training is current and relevant to what's going on in real world.
- We directly incentivize these new credentials, so employees who obtained their new credentials received an immediate pay bump
- Courses offered bring value to our team members
- It is nice to have participants who have gone through safety training and have trained outdoors to prepare them for construction work.
- EARN training participants are begin trained and certified in skills that are in high demand in the market, thereby providing them with a significant competitive advantage.
- Or team member is now able to more actively participate in cyber related engagements.
- Participants are clearly interested in the fields of science and biotechnology and developing a career in biological sciences.
- Trained techs make fewer mistakes and require less supervision.
- These programs provide funding that our hospital would not be able to fund for important training programs
- Because of the training, more candidates who do not have a BS or Associates degree - they are being given a greater change rather than over looked by the scientific companies in the area.
- The participates/applicants that come to us are much better prepared because of the training and knowledge of the trade they receive from this program.
- I believe the training provides a foundation for the participants and is beneficial when considering other intangible aspects that are key in shaping a long-term employee.
- What I like most about it is those to take (and complete) the program demonstrate that they are serious about making this their profession, rather than just 'looking for a job'.
- Hiring candidates with knowledge on child development, English and computer skills is essential to be a successful home visitor.
- Students get a chance to refine necessary skills needed in construction in an educational setting with constant correction and feedback.
- Already have OSHA 10, First Aid and CPR training. Candidates are prescreened.
- New Operators are introduced to the science and math that supports what they do much faster than by conventional OJT and classes.
- Solid base and good insight from instructors.
- EARN participants usually have a better understanding of the requirements in the truck driving job positions, and would be better equipped if they had additional training in the secondary skills, such as coupling/uncoupling, alley docking, etc.

- The EARN program allows us to seek training opportunities and offer them to staff members that we may not otherwise be able to do.
- [PARTNERSHIP] is always very helpful and this program is very beneficial to [EMPLOYER PARTNER].
- Allowed participant to strengthen capability of plant operators to operate more safely.
- They are able to enter the trade with a stronger foundation opposed to someone without the training.
- It depends on the person and the class. Everyone I've sent to an Aspire class has gotten useful knowledge from it.
- As with so many things, any advantage comes down to HOW the participant choose to apply what they've learned. Some really leverage it, others do not.
- The best outcomes seem to relate to participants who are serious enough about the training to get a certificate of completion, or test for certification.
- Water & wastewater operators who are prepared for MDE certification exams or are already certified are better prepared to make contributions in the industry and more employable and will command a better salary.
- Provided well-trained students.
- The Operators completing the EARN program have had a much higher success rate passing the State exam and were much better prepared to do so.
- Students who are receiving EARN grants would not qualify for other grant money but still would not be able to afford the program on their own. Students are getting jobs quickly after class is over.
- Not all of our staff that complete the EARN program have passed testing and some we have re-enrolled in the program.
- The trainees appreciated CHW training because hospitals, AACF, and other community organizations preferred to employ Certified CHWs over other candidates

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Question 2: Do you believe this program was worth your investment?

A total of 20 open-ended comments were provided by survey respondents. They are as follows:

- [PARTNERSHIP] is a great program geared toward our technology!
- Yes, I think it's a great feeder program for entry level positions within our company.
- Highly positive experience.
- We love to hire from our local communities and participants in this program have shown they are serious about training to become employed.
- Absolutely. It's been extremely helpful to the development of in-demand skills that are needed to meet our client requirements.
- Mostly because candidates have basic lab training in a broad range of laboratory fields like aseptic technology, histology and molecular techniques, it is easier to further advance their knowledge and lab training.
- Trained techs make fewer mistakes and require less supervision.
- Being able to contribute to a program that will train possible future employees is always a bonus, but investing in our community by helping to provide job training in these particular trades to individuals who may or may not otherwise receive it, is well worth the investment.
- Pretty much same reason as above, but in addition it is nice that you have weeded out some of the candidates that are not as attractive as potential hire. I did like being part of the panel that selected (or approved) the candidates.
- No investment for us.
- Students were able to partner with a local contractor and start an exciting career in construction
- We have some long term EARN participants.
- I could not get my operators trained near as quickly as this course has done.
- Very much so.
- Yes, highly skilled employees are an asset in two ways. 1. The organization benefits from the new expertise and 2. The employee benefits from learning, engagement and increased value.
- Our current employees took time out of our work day to shadow the candidates thereby slowing down our production but it was, without a doubt a great experience and we would do it again!
- The training program is a valuable way to add talent into the trade.
- The CDL program changes lives. Students come back year after year to tell us how great they are doing. They call us to say they are buying their first house, putting their kids in private school, and lots of other milestones they may not have reached without the career and the opportunity.
- Program provided needed operator training for math skills and O&M skills
- Thanks to this program we have trained around 60 people in 2021-2022 free of charge. Almost 70% of the trainees got jobs or received title promotions by this moment.

Question 3: Do you believe your participation in this program has had a positive impact on your business?

A total of 20 open-ended comments were provided by survey respondents. They are as follows:

- Two of our employees believe it was beneficial to their learning! Also, a great networking instrument leading us to other technology-based programs.
- Some of the candidates are lacking basic math skills and work ethic.
- Would definitely do this again
- Participation in this program has connected us with our community and provided us another resource for recruiting.
- We have been able to train and employ at least two participants so far from this program, and hope to continue participating by opening opportunities for internships, advance training and hiring.
- Trained techs make fewer mistakes and require less supervision.
- A lot of pharmaceutical companies we work directly with love taking in your students. They are also given the opportunity to move up in the company and earn benefits to go back to school to get their Associates or Bachelor's degrees!
- From the last two graduating classes, we have been fortunate enough to have hired over half of them. They have all been very knowledgeable, enthusiastic and eager to learn. They have become great assets to our business and we look forward to hiring more.
- Absolutely, it is so hard to connect with potential new hires who "want" to be part of the industry, rather than those who feel stuck in the industry (because it what they have always done, or their history limits them from starting something new).
- Students were able to perform skills learned in class in a real life setting
- I am beginning to see Six Sigma methods being used in parts of our manufacturing.
- I believe the operators have a better understanding of why the math is important and I have seen them using what they learned in daily operation decisions.
- Sometimes easier to bring in folks with a good base, with less bad habits.
- Yes absolutely. It encourages us to offer additional training to employees.
- Absolutely, very positive impact and very helpful to all the Pompeian departments!
- Absolutely!!! Not just in terms of workflow and revenue but in terms of company culture which is extremely important to us.
- The training program offers up a pool of qualified candidate often.
- This program gives directly to the students in a way that has a significant impact. Each successful student sends a friend or relative to see us.
- Couse assisted operators in training with acquiring the knowledge and skills needed to obtain an MDE certification

I am speaking on behalf of [PARTNERSHIP] and thanks to this program we have implemented so many projects for the community: Vaccination projects, Health Literacy Program, Maternity Program. [PARTNERSHIP] project focused on ACEs factors reduction, Frederick Health Fair, etc. All this was possible because of the work of the trained CHWs.

Question 4: What are your biggest workforce needs currently?

A total of 11 open-ended comments were provided by survey respondents. They are as follows:

- Lots of interested students have high salary expectations looking for a career in Allegany County which is a downfall for attracting local talent. I believe they need to be educated on this.
- It has been very difficult to find candidates for entry-level labor positions (even at \$19-20/hr) as well as sales positions
- We are a talent solutions company therefore many of our clients have different needs. We cater to everyone on a case by case.
- Our primary issue is employee retention.
- Basically, the need is finding people who WANT to do this work, who have a strong work ethic and are driven by the potential to make more money based on their performance.
- Other - larger pool of potential hires is one of the largest issues in the marine industry. Finding the right person, you want to invest time and money into training is difficult with such a small workforce pool, which is why programs like this are extremely important. It helps pre-qualify many potential employees in the sense that they at least want to learn a trade in the marine industry. Also, we have a very particular culture at our facility, so finding the right person to fit in is important to us as well. We have very good employee retention because of this.
- The need to get operators certified in water and wastewater.
- The hiring environment right now is challenging at best.
- Recruiting in today's environment continue to be a challenge but working with MEP has been very helpful. Moving in to intern hiring and looking forward to this.
- As with the bootcamp employees we currently have, we are looking for people who have had a basic exposure to the soft skills taught at the bootcamp. It was helpful and contributed to the success of the employees to have had the prior training at the bootcamp so they knew what was expected before being hired.
- AACF is a non-profit agency and well-trained CHWs can find better-paid jobs (at hospitals, health departments, etc.) and leave. And we have a constant need for CHWs for our new projects and programs.

APPENDIX D

EARN Maryland Grant Program

BEACON Narrative and Success Story Summaries for Grantees

NOTE: These reports are the contemporaneous documentation of the BEACON time (orientation conference calls, in-person site visits, and continued contact throughout the year) with grantees for the 2021-2022 Grant Cycle. These narratives and summaries are based on data and information submitted by grantees. These notes were summarized but not edited for content and are provided here solely as a historic record of the contacts. The BEACON team members have relied on these contacts to gather additional data and information, and to assess the progress of each grantee throughout the year.

Partnership: Advanced Cybersecurity Training Consortium (ACT-C)

Grantee Name: Baltimore Cyber Range, LLC

Introduction

This partnership is designed to develop and implement training that would allow assessors to determine if the Department of Defense vendors are compliant with cyber security requirements. The Accreditation Board asked for the training to focus on diversity issues. The end goal of the training is to create 500 new full-time cybersecurity assessor positions in the State of Maryland.

Progress to Date

At the beginning of FY22 ACT-C experienced some delays in student recruitment primarily due to the impact of the COVID-19 pandemic on faculty and administration at the community college. The partnership has overcome this challenge through updates of job opportunities to the individual community colleges. This process was successful from a recruiting perspective. Remote training was paramount to meeting successful outcome requirements, due to the nature of remote learning, there was a reduction in time between direct trainer to trainee interaction. This led the ACT-C to the conclusion that a higher level of individual case management is necessary to obtain trainee completion. Based on lessons learned, the SIP invested in a learning management system (LMS) which allows our staff to be updated in real-time as to the individual performance of trainees. With this data, the SIP has created individual trainee case management files. These files are now reviewed weekly by our staff and each individual case is assigned to a staff member. The staff member determines based on the available data what actions if any, need to be taken with individual trainees.

Stakeholder Feedback

The partnership holds monthly conference calls for each employer that may have employment requirements. On these calls, ATC-C updates employers with currently available personnel information. One new partner is the Teach Cyber non-profit. Teach Cyber has over 800 middle school and high school teachers with specific objectives associated with STEM IT and cybersecurity for education in secondary school.

Success Story:

Baltimore Cyber is proud to report that on September 23rd they received the Cybersecurity Association of Maryland (CAMI) 2021 Diversity Trailblazer of the Year Award for its work with the EARN program specifically for workforce development. This award recognizes a company or organization that has worked to make careers in Maryland's cybersecurity industry more accessible to underrepresented groups or underserved markets.

Partnership: Advancing Careers in IT
Grantee Name: Community College of Baltimore County

Introduction

This partnership is designed to create an industry-led partnership to address the workforce needs of the IT industry while advancing the skills of the Baltimore Region's workforce and increasing sustainable employment for working families throughout the region.

Progress to Date

Recruitment of students through their partnership with Baltimore County of Economic and Workforce Development worked well for ACIT in FY22. After COVID-19 they began recruiting students who were unemployed and underemployed as their SIPs were unable to provide the incumbent workers they were recruiting originally with the grant.

ACIT partnership is on target to meet the deliverables outlined in the project schedule. Follow-ups were made with students to gather data on the certification exam completion and employment for participants who completed the A+ Certification training. All students successfully completed the Network+ training. One student from the Network+ training entered a new employment position. One student earned their CompTIA Network+ Certification.

Stakeholder Feedback

Partners were very appreciative of the training provided to their employees. They stated their employees received new knowledge and enhanced their skill sets. It was also indicated that students were very appreciative of the opportunity to attend the training. Although the training may not have led to a current promotion or increase in pay, it was helpful in participants' current positions and in applying for new positions.

Success Story:

Based on participant feedback, students were very appreciative of the opportunity to attend the training. Although the training may not have led to a current promotion or increase in pay, it was helpful in participants' current positions and in applying for new positions. A positive outcome due to COVID was the change in focus to unemployed and underemployed students. We were able to provide these students with new skills that can help them get a job.

Partnership: Specialized Nursing Bridge Program
Grantee Name: Adventist Healthcare

Introduction

The Specialized Nursing Bridge Program (Adventist) serves to fill the void in specialized nurses in hospitals with a comprehensive residency program. The program delivers the essential “Survival” skills and knowledge to new graduates over a 12-month period.

Progress to Date

The program is on target to meet the deliverables outlined in the Project Schedule. New Preceptors are expected to enroll in the Academy across the system in 2022. Preceptors enrolled in the Academy in February will attend a four-hour Preceptor Workshop and Emotional Intelligence training which includes an assessment, debrief, and four-hour workshop. Ongoing professional development opportunities will be provided during the Preceptor’s year in the Academy. Professional development training opportunities include a four-hour Unit Standardization Workshop, four-hour self-directed continuing education, four-hour quarterly preceptor meetings, and twelve hours of unit-based educational activities which involve the Preceptor training staff on the unit. Challenges that were present this quarter include the ongoing COVID-19 pandemic. The COVID-19 pandemic continues to stress healthcare around the world, and Adventist HealthCare is no exception. The new surge is amplifying the demand, stress, and strain on healthcare workers and the healthcare system. More healthcare workers are needed to meet the demands of very sick patients. The COVID-19 pandemic has also caused many to retire or find non-health-related positions. This shift has increased staff turnover which makes it harder for Preceptors to spend time adequately training

Stakeholder Feedback

Collaborated with EAP (Employee Assistance Program) to offer a support program for a cohort of interested Preceptors. The group will meet monthly for two hours and use a combination of didactic and discussion approaches to help nurses struggling with burnout and trauma.

Success Story:

A Preceptor won the DAISY award and two preceptors successfully obtained their specialty certification. Additionally, this quarter Mastering Precepting: A Nurse’s Handbook was purchased for every Preceptor in the Program and distributed. Many Preceptors expressed appreciation for the resource given to support them in their role.

Partnership: CHW Earn Maryland
Grantee Name: Asian American Center of Frederick

Introduction

The Community Health Workers partnership focuses on training unemployed, underemployed and incumbent workers by using five different modules that incorporate 10 nationally and state recognized core competencies provided by a combination of leading regional community health and interpreter training centers and local community colleges. The partnership aims to address the demands of businesses by focusing on the workforce needs, the needs of workers by creating formal career paths, and encourage mobility for Maryland's most hard-to-serve jobseekers.

Progress to Date

Most of the graduates from the 3rd cohort have their practicum (40 hours) in different projects and programs of AACF, the Meritus Medical Center, and Frederick Health Hospital (FHH). The partnership has already reached the numbers that they planned as their deliverables. During the 4th quarter AACF started the CHW-Interpreters training (TCII), The Community Interpreters International training. Last year the AACF received the license from Cross Cultural Communication LLC for providing the TCII training. AACF continued their recruitment process to be ready to start a new cohort training. For the recruitment process the AACF training team designed a new flyer and advertised the training on our website and Facebook. The training team responded to the requests of the candidates on the phones and emails and sent them the application form that was developed for the recruitment. In addition to the questions that help collect personal and demographic information, a few questions were included to check the English language competency and their understanding of the CHW main roles

Stakeholder Feedback

The AACF with its partners have been awarded with several new grants and EARN trained CHWs are involved in implementing several projects in Frederick and Washington Counties, and the Vaccination Project is only one of them. The CHWs are contacting clients and informing them about the Earned Income Tax Credit to help them receive higher tax return.

Success Story:

One participant stated "the profession of CHW opened new opportunities for me in serving and helping others, sharing with them my life skills. A community health worker brings to the table these tidbits, these pearls of wisdom that they've obtained through training and their own life's journey, hardships, struggles and issues."

Partnership: Automated Facilities and Logistics Technician

Grantee Name: Community College of Baltimore County

Introduction

CCBC Automated Facilities and Logistics Technician (AFLT) aim to bring an innovative approach to industrial maintenance training by creating a program that combines technical training with professional competencies that enable students to advance on a clear career path.

Progress to Date

CCBC AFLT had been delayed in securing a fully qualified instructor for the Certified Forklift Technician program, and the previously assigned coordinator retired in January 2022. The grant end date was December 31, 2021, and a request was made to extend the end date to December 31, 2022, due to COVID-19 and instructor-related issues. Instructors must complete a qualifying course in order to be eligible to instruct this program and comply with the certifying organization.

Stakeholder Feedback

There were no non-training activities to report over the past quarter. In the upcoming quarter, they plan on working with the SIP to finalize, market, and recruit in the upcoming quarter. There is a possibility of a new request being submitted for an additional extension that extends beyond December 31, 2022.

Additional Comments

The previously assigned coordinator retired in January 2022 and it has taken some time to hire a new coordinator. As of Q4, the new coordinator has been on board for two months.

Partnership: Automotive Technicians for Change

Grantee Name: Vehicles for Change

Introduction

The Automotive Technicians partnership trains returning citizens to become skilled auto mechanics and ensures reentry is a time of success, empowerment and support. Their interns receive Automotive Service Excellence (ASE) classroom training as well as hands-on training under the supervision of a master mechanic through their advanced training program. At the completion of their internship, 100% of program graduates are immediately hired within the automotive industry.

Progress to Date

Automotive Technicians for Change has felt lingering impacts due to the COVID-19 pandemic. Prospective participant enrollment was still low at the beginning of FY22, however, the partnership has noticed a slight increase in referrals directly from DPS CS facilities. The partnership has continued to actively recruit by hosting tours, and virtual and in-person presentations. Vehicles for Change is preparing to launch its virtual reality training program in the Fall of 2022. The partnership has remained actively engaged in community recruitment, and building partnerships with community organizations. VFC has participated in multiple networking events and held a car award ceremony featuring the Maryland Department of General Services where 6 vehicles were awarded to families in need of reliable transportation.

Stakeholder Feedback

Vehicles for Change we were able to meet with stakeholders in the PG county area to propose new partnerships. Some of their current partners who have repair shops in the PG county area were very welcoming to the new branch of Vehicles for Change. The grantee was able to obtain a new partnership Department of Social Services (DSS) to obtain intern referrals. VFC connected with Back on My Feet, a local non-profit organization that; combats homelessness through the power of fitness, community support, and essential employment and housing resources. The organization has referred prospective candidates

Success Story:

A recent graduate was referred through a partner of Vehicles for Change, Catholic Charities. This graduate currently resides at Christopher's Place and entered the partnerships entry-level program with no previous automotive knowledge or experience. This trainee never complained, only missed days for appointments, and earned respect as a solid tech while enrolled in the program. After training the participant obtained an entry level position starting at \$25 flat-rate.

Partnership: Baltimore Healthcare Partnership
Grantee Name: Baltimore Alliance for Careers in Healthcare (BACH)

Introduction

This partnership is dedicated to eliminating the critical shortage of qualified healthcare workers in Baltimore. They work with local agencies, healthcare institutions, schools and other organizations to create opportunities for residents to pursue living wage-earning careers in the healthcare industry.

Progress to Date

To date, BACH continues to gain interest from participants and employers. The partnership trainees have remained very committed and motivated to be in the healthcare environment since the COVID-19 pandemic and its impact. These trainees have strayed motivated to be successful in their careers despite the challenges that they have faced. While several of BACH's trainings are hybrid their main goal is to get everyone back in person. BACH continues to successfully communicate EARN Maryland Partnership updates and program highlights via the agency's website, Twitter, Facebook and LinkedIn. Additionally, during the month of December, BACH communications launched a recognition and appreciation campaign highlighting the healthcare and training partners that continue to support the EARN initiatives. They were recognized via social media posts along with special greetings for BACH's healthcare partners, program participants and supporters.

Stakeholder Feedback

Autumn Lake Healthcare (new employment partner) and Mindful Practice Phlebotomy (new training partner) have been added to the EARN Maryland Partnership. Many of BACH's stakeholders have stated that they are happy with the skills that the individuals gain from this program and that they are willing to take on more employees as they finish the program. Regular meetings with subcontractors and Program Coordinators to maintain communication and ensure programmatic needs are being met.

Success Story:

Genesis Healthcare made special mention of the success of the CNA cohort for this quarter. Given the current climate relative to COVID-19 and the restrictions/limitations present, the following was stated. "The fact that these candidates successfully completed the CNA/GNA Training Class is a success itself."

Partnership: Baltimore BioPrep
Grantee Name: BioTechnical Institute of Maryland, Inc.

Introduction

BEACON held a conference call with Baltimore BioPrep on April 28th, 2022. Baltimore BioPrep seeks to aim for the succession of students gaining the lab skills necessary for opportunities among entry-level to more advanced skills positions in the life sciences industry, which is likely to see an increased demand due to the lasting impacts of COVID-19.

Progress to Date

At the beginning of FY22, the partnership faced lingering impacts of the COVID-19 pandemic. The partnership attributed the self-eliminator increase in cohorts partly due to the long-term emotional and physical effects of the COVID19 pandemic. The BTI staff worked hard to retain participants by reaching out by phone, email, mail, and home visits by our caseworker, however, they could not assist these students in completing the program. During November 2021, the partnership replaced major equipment in their Animal Cell Culture Suite. The biological safety cabinets; CO2 incubators; and a -80oC freezer were replaced and are now brand new. This critical equipment was necessary for the growth and manipulation of animal cells in the laboratory. The ability to train in this technology distinguishes their program from any other. In the summer of 2021 BTI received a generous grant to replace our old equipment. These capital purchases will allow BTI to continue training area residents for a long time to come.

Stakeholder Feedback

Actalent Services, formerly a division of Aerotek Consultants has hired several BTI graduates for Emergent BioSolutions. Actalent typically offers temporary positions starting at \$18.00, however, BTI has a solid history with Emergent. Many of the employees are hired by Emergent with full benefits at the end of their temporary period. Direct hire Emergent/BTI employees are typically paid wages in the range of \$20 to 22 per hour.

Success Story:

BTI's long-term relationship with biotechnology manufacturers like Emergent Biosolutions (over 8 years) has resulted in several notable graduates now promoted to Cleanroom Managers and Microbiologists earning incomes of \$75,000 to \$100,000. In addition, these supervisors actively recruit from new BTI classes because they have confidence in the quality of the hands-on, tuition-free training.

Partnership: Baltimore Regional Healthcare/Higher Education SIP
Grantee Name: Humanim

Introduction

The Baltimore Regional Healthcare Higher Education SIP partnerships strives to make use of an existing industry-led SIP that actively engages and targets two high-growth industry sectors in the Baltimore region. Their two main goals include, meeting the need for qualified entry-level workers in high-demand administrative occupations in the sector or healthcare and higher education and meet the need of low-skilled unemployed and underemployed workers, in particular those who are residents of distressed neighborhoods.

Progress to Date

The Senior Employment Consultant SEC expanded the existing employer partnership with Kaiser Permanente to include Baltimore. Kaiser Permanente is seeking to hire graduates for their Call Center department. The Human Resources recruiters agreed to attend meetings and participate in mock interview events. SNAP E&T, CCBC Job Network, and the Department of Labor were able to distribute our flyers to their respective contacts for maximum interest. Students were extremely impressed at the Grads to Give Back and the Eds vs. Meds event. These events solidify the partnerships Admin training. The students get to meet previous grads and hear their stories and successes. During the Eds vs. Meds, they get to meet the employer partners for the first time. They also learn about the differences between working for a medical institution versus an educational organization. Other activities include mock interviews with potential employers.

Stakeholder Feedback

SEC will attend career readiness and job fair events at the Community Engagement Center in Baltimore City. SEC will also partner with Baltimore City Housing Department (Poe Homes Community) to host events to boost enrollment efforts in West Baltimore City.

Success Story:

All participants successfully completed the 1st two weeks of Soft Skills followed by successful completion of the two weeks of Microsoft Office training. The class is now in the Professional Administrative Certificate of Excellence (PACE) phase of the class and are diligently studying and learning the materials. The Family Support Services Coach (FSSC) was able to remove barriers prior to the start of the class that included, but are not limited to, transportation, food, clothing, and daycare to name a few.

Partnership: Baltimore Tech Fundamentals

Grantee Name: NPower Maryland

Introduction

BEACON conducted a conference call with Baltimore Tech Fundamentals on June 1, 2022. This partnership provides tech-based training to unemployed and underemployed individuals who are seeking a tech-based career. The curriculum taught is wedded to hands-on experience and skills building, with professional development coaching and support.

Progress to Date

Baltimore Tech Fundamentals (N Power) felt the lingering impacts of the COVID-19 pandemic at the beginning of the FY22 grant cycle. They experienced challenges with virtual learning and the ability to retain students. N Power also faced challenges with the recruitment of participants and due to placement opportunities, many trainees only wanted to participate virtually. Overall, by the end of FY22 recruitment was increasing and course sizes were more normal. N Power was able to expand its network throughout the state of Maryland. The partnership has seen successes in utilizing the hybrid learning environment, however, they feel as though some of the in-person engagement has been diminished. N Power continued to engage in community events including the West Baltimore Community Engagement Collaborative, West Baltimore Renaissance, the Admitted Trainee Event and more.

Stakeholder Feedback

Stakeholders continue to return to N Power for participant placements. One partner Tesco Technologies took six apprentices in the second quarter of FY22. Tesco relayed feedback to N Power stating that the trainees were well prepared, eager to take on challenges, and willing to learn. The Baltimore City Mayor's Office has been added as a new EARN Maryland Partnership for N Power.

Success Story:

N Power Maryland was nominated for the Greater Baltimore Committee's Bridging the Gap Award - Innovation in Strategic Partnerships – for their collaboration with AFCEA and CyberCore Technologies for IT apprenticeships. N Power Maryland also received an award of \$20,000 for Northrop Grumman to support the training of military veterans.

Partnership: BioTrain
Grantee Name: Montgomery College

Introduction

BioTrain seeks to help the local biotechnology field with vital access to subject matter experts and training facilities. They also serve as a forum for networking and planting seeds of collaboration between stakeholders.

Progress to Date

BioTrain faced challenges this fiscal year including the retirement of its program director. Upon retirement, staff members stepped in to help bridge the transition. BioTrain promoted recruitment in FY22 by promoting their BioBuzz publication that highlights available workshops to potential trainees. There are several actionable items that BioTrain addressed this fiscal year. These upgrades were applied to all BioTrain workshops and Boot Camps going forward. Electronic upgrades were made to forms and processes including the EARN Intake Form and the creation of follow-up surveys. The EARN intake form was converted to an electronic form with required fields to improve data collection and reporting accuracy. Creating digital participant case files, including the digital filing of intake forms by participant ID. Electronic attendance sheets will track with participant ID as well. Follow-up Surveys: Created electronic follow-up surveys (one for participants of BIOTrain Workshops and one for participants of Boot Camps) to gather outcomes by participant ID. Deployed in October 2021. This first round of surveys will not employ an incentive and will serve as a baseline. The use of incentives (amount, type, etc.) is under evaluation.

Stakeholder Feedback

Contact was made with a supervisor and HR person at Saint-Gobain Life Sciences (SGBLS) in Gaithersburg. SGBLS is a large French conglomerate that has a strong brand in the life sciences for custom tubing, pumps, and valves. Their products and services are used in fermentation and cell culture. This contact paved the way for employees of SGBLS to attend BIOTrain workshops this past quarter.

Additional Comments

The partnership attended the annual EARN Conference via Zoom and met with others in the EARN biotechnology sector. The industry partners talked about trends in the industry, especially those factors that are related to the COVID-19 pandemic. The industries were able to share best practices and EARN & BEACON presented updates.

Partnership: Energy Efficiency Strategic Industry Partnership, Solar Installation Training Partnership, and Remediation and Construction Industry Partnership
Grantee Name: Civic Works Inc.

Introduction

The partnerships provide an innovative employer-driven workforce training plan that helps to meet the rapidly growing workforce needs of construction, solar, and weatherization employers. The partnerships create a multi-tiered career pathway for a significant number of workers.

Progress to Date

Civic Works has continued to conduct hybrid instruction and services, implementing the CDC's public health guidance for the in-person components. All training activities occurred as projected. The Partnerships are on target to meet the projected deliverables outlined in the Project Schedule. RCIP is on pace to meet its workforce development grant goals for the environmental remediation and construction modules. RCIP has enrolled 38 participants, graduated 24, and placed 15. Currently, 9 participants are pending completion, and all remaining graduates are currently pending placement. EESIP is on pace to meet its workforce development grant goals for the energy efficiency modules. Over the reporting period, EESIP enrolled and graduated 8 incumbent workers. SITP is on pace to meet its solar installer training grant goals. Over the reporting period, SITP enrolled and graduated 10 incumbent solar workers.

Stakeholder Feedback

In December, Civic Works was awarded a contract with BGE for the Quick Home Energy Check-Up (QHEC) Program. As a contractor, Civic Works will have the opportunity to provide expanded on-the-job training opportunities for EESIP participants. Speakers included a current employer partner, a past graduate, and leadership from Civic Works and BGE.

Success Story:

“A participant enrolled in Civic Works' SITP Model 2 Incumbent SITP, decided to further advance his career by earning the NABCEP credential. Today, he continues to work for Lumina Solar as a Crew Lead earning \$30.50/hour. "It's a lot of good people here, "I made a lot of friends here ... and I've gotten some mentors relationships too” he stated. Looking back, he said "Going to Civic Works was the best decision I've made. The opportunity meant everything.”

Partnership: Construction Skills Training Program
Grantee Name: Living Classrooms Foundation

Introduction

Living Classroom Foundation is a 14-week construction-training program for Baltimore City residents with a high school diploma or GED. To assist with removing barriers we have successfully enrolled participants in our GED courses conjointly with their enrollment with ABC Jumpstart. Experienced case managers and teachers have helped students understand job readiness and prepare for success on the construction site. Students also receive essential safety training, financial coaching, and a stipend. A new construction project has been extended to ABC Jumpstart regarding new development at Penn North and embarking on partnerships at Port Covington

Progress to Date

While the project schedule was delayed and identifying an instructor presented challenges in prior grant periods, the partnership was able to successfully identify a trainer through their ABC partnership. B-more healthy activity took place for the first time since the start of the pandemic. It was a great opportunity for Living Classrooms community engagement and for the community to receive health screenings and career explorations. When participants were not attending industry-related courses. They were participating in financial literacy seminars, resume-building workshops, mock interviews, and stress management courses. The partnership believes that these soft skills related to the workforce will help their students to achieve greater success in their careers

Stakeholder Feedback

The partnership with MDOL has been successful as the Living Classroom Foundation continues to attract and train some of the city's most vulnerable to the field of construction. Their Special Grants Administrator, Mary Keller, has helped to educate and guide us through the project schedule modification process which helped to get the grant back on track to meet grant deliverables. As the partnership prepares to graduate its 1st cohort and begin the 2nd and final cohort, the partnership has already recruited 15 individuals and has a waitlist.

Success Story:

The Build Baltimore Gala is a fundraiser for Project JumpStart; a program that over the years has changed the lives of literally hundreds of Baltimore residents. The event took place on March 30, 2022

Partnership: Construction Workforce Partnership for Southern Maryland
Grantee Name: College of Southern Maryland

Introduction

The Construction Workforce Partnership for Southern Maryland partnership enables participants to enter a career pathway that includes craft training, registered apprenticeship, associate degree and other post-secondary options while overcoming employment challenges faced by both at-risk youth and adult populations. The partnership also addresses the needs of Southern Maryland's construction workers by creating formal career paths to good jobs, and sustaining or growing middle class jobs.

Progress to Date

The Construction Workforce Partnership for Southern Maryland has been slightly off target to meet deliverables. Their first two cohorts were smaller than expected but we believe the enrollment will pick up as COVID factors continue to lessen. They are expecting a full 8-10-person cohort in the Fall. In addition to the challenges faced from enrollment, the partnership's Program Manager took other employment and we have not yet been able to replace her. We hope to do so in the next quarter.

Stakeholder Feedback

The Construction Workforce Partnership for Southern Maryland met extensively with Farming4Hunger in the hopes of partnering with the organization in order to provide the EARN program to inmates. Unfortunately, due to correctional services restrictions, this partnership was not possible at this time. They have also held multiple SIP meetings to encourage the continual recruitment of new businesses to help employ their students.

Success Story:

A participant entered the EARN cohort in Fall 2021. Having been out of high school for 3 years, he had tried several retail and food service jobs and was working as a part-time pizza delivery driver when he joined our program. At age 21, the participant was anxious to learn a trade so he could get started on a real career. An intelligent, thoughtful young man, he attended classes regularly and listened attentively to the guest speakers in the Workplace Success class. Due to an unfortunate automobile accident, he missed his OSHA 10 class, which he made up to complete his Pre-Apprenticeship Certificate. He decided to pursue a career in HVAC, and the EARN Program Assistant assisted him in obtaining his HVACR Apprentice License from the Maryland Department of Labor. After hearing guest speaker John Bailey, owner of Tri-County Aire, this participant decided to apply for an HVAC apprenticeship with that company and reported that he has accepted a full-time position earning \$15 an hour.

Partnership: Creating a Pipeline of Green Jobs
Grantee Name: Anne Arundel Workforce Development Co.

Introduction

This partnership seeks to address unemployment and underemployment issues among individuals in the green sector by providing an opportunity to recruit and train individuals with more significant challenges to employment and more specifically with identifying a career entry-way that will lead to economic sustainability around the Anne Arundel County region.

Progress to Date

The Pre-Apprentice HVAC training was moved to Q3 due to the difficulty the training provider had in finding an instructor. Pre-Apprenticeship Sprinkler Fitter training has been moved to FY23 due to difficulty in recruiting interested job seekers. Welding training moved to FY23 due to training provider capacity. COVID restrictions have delayed Union C3 activities. Creating a Pipeline of Green Jobs has met with ABC and IEC to plan training projects for FY23. They have also been promoting their information sessions to raise awareness of careers in construction and to connect job seekers with training opportunities and apprenticeships.

Stakeholder Feedback

The partnership has been in regular meetings with MCC which are on schedule to launch the new Clauson Center for Innovation and Skilled Trades this fall. In advance of this new facility opening AAWDC is partnering with them to outreach with students for Electrical, Welding, HVAC, General Construction, and Sprinkler Fitting classes, with a goal of getting more graduates into apprentice programs at the conclusion of these pre-apprentice training classes. New processes have been put in place to improve the efficiency of enrolling participants with AAWDC and AACC.

Success Story:

Participant L.O. previously worked in the food service industry. He was interested in learning a trade in the construction industry. He reached out to AAWDC about enrolling in the Pre-Apprenticeship Electrical program that was being offered. He successfully completed the three-month training. Then obtained employment with Helix Construction making \$18.00 per hour. He was happy to begin work with a company that was able to accommodate his schedule and allow him to maintain work/life balance.

Partnership: CyberWorks

Grantee Name: Anne Arundel Workforce Development Corporation

Introduction

The Cyber Works partnership has developed an employee pipeline to address current and future employment shortages in the Cyber Security industry, utilizing a training model developed by partner members. Participants follow a job readiness career path with wraparound support from the workforce, training providers, and business associations that help teach individuals the skills needed to succeed in the industry.

Progress to Date

CyberWorks unique approach to providing participants with work-based training has allowed participants to obtain jobs after the completion of their program. Due to lingering impacts of the COVID-19 pandemic information sessions and trainings are still currently being held virtually. CyberWorks has had eight training activities that occurred as scheduled during this grant cycle. The partnership is planning to have trainings and information sessions return in-person to help participants overcome any technological barriers. Throughout this grant cycle the partnership held recruitment and networking activities. Specifically, a newly hired IT/Consultant held industry specific sessions with job seekers to inform individuals interested in career changes, and those with entry and mid-level skills.

Stakeholder Feedback

Cyberworks added new partners during the FY 22 grant cycle. These partners included My Computer Works, 1Marksman, and SalafTech. The stakeholders have been providing really positive feedback. They have mentioned that AAWDC has helped broaden the horizons on the IT industry.

Success Story:

Participant started services with AAWDC at the beginning of his senior year in high school. After the initial intake process participant pursued training in the IT/Cyber sector. Participant obtained a work and learn internship with [industry partner] which later was turned into a part-time job. Currently the participant has received a certificate in CompTIA Security +. He stated that "AAWDC and [industry partner] helped me broaden my horizons of what the IT industry really entails'.

Partnership: Cybersecurity Education and Certification Program
Grantee Name: Community College of Baltimore County

Introduction

BEACON conducted a conference call with Cybersecurity Education and Certification Program on May 2, 2022. This program is designed to create an industry-led partnership to advance the skills of the Baltimore Region's workforce and increase sustainable employment for working families throughout the region. This project allows for students to include their prior work and education experience for credits in their degree programs.

Progress to Date

Cybersecurity Education and Certification Program began a new grant in FY22. The initial start of this grant began slow and had a challenge with acquiring industry partners. However, the partnership is excited to report that recruitment and industry partnerships are beginning to grow. The partnership has been successful with in-person outreach, these networking opportunities have created useful contacts for the grantee. As the partnership grows they would like to hire a full-time outreach individual. The partnership stated that their cohorts still prefer virtual courses and have reservations about COVID-19. Synchronized courses help to streamline learning; however, online learning has made the workload greater for instructors having to be more involved with the process of online courses and not just the course material. The partnership would like to work with EARN to work with the funding allocation aspect of the grant. The current funding allocation does not allow individuals outside of Baltimore County to receive grant money to participate in their program. Participants outside of Baltimore County can only receive grant funding for participation if they have an industry partner located within the county.

Stakeholder Feedback

The partnership stated that they have faced major challenges getting feedback from industry partners. The Cybersecurity Advisory Board Meeting was held on September 24, 2021. The advisory board includes grant partners and other cybersecurity businesses in the area

Success Story:

During this quarter there were 8 Tech Club sessions with industry partners discussing job opportunities and cybersecurity skill needs. An Outreach Coordinator participated in several meetings discussing cybersecurity education collaboration with Fort Meade alliance members. The purpose was to expand on the cybersecurity professionals' pipeline to meet future and current needs.

Partnership: Eastern Shore Construction Alliance
Grantee Name: Wor-Wic Community College

Introduction

BEACON held a conference call with the Eastern Shore Construction Alliance on May 27th, 2022. The partnership's goal is to support the construction industry on the Lower Eastern Shore. This project aims to tackle multiple challenges simultaneously by bringing together their strategic industry partnership. This partnership's approach is innovative because it is holistic and addresses multiple facets of the construction workforce challenge.

Progress to Date

The Eastern Shore Construction Alliance projected to enroll 30 students over the two-year time frame, however, they only enrolled thirteen, even though there is high industry demand for these skills. Since they were not awarded continued EARN funding for fall 2022, they plan to take a step back, convene industry representatives and explore alternative approaches/models for this training. To advertise the training, Dr. Rhonda Banks-Director of Business and Industry Training for Wor-Wic sent flyers to the American Job Center, Maryland Building Industry Association, Quality Staffing Services (QSS), Goodwill, and the Lower Shore Workforce Alliance (LSWA). Bob Hendricks, the Business Engagement Representative from LSWA, assists with reaching out to local businesses. Wor-Wic markets the program through social media, the website, and the Continuing Education course schedule. Looking ahead, with the EARN Construction grant extension funding not approved, the next cohort scheduled to begin in Sept. 2022 may be on hold. The partnership plans to take a step back, convene industry representatives and explore optimal approaches/models for this training.

Their division will have a new outreach director to help market all programs as of July 2022. In addition, the partnership will be adding two new, full-time Coordinator and Associate positions to support skilled trades. With new CEWD positions devoted to marketing and skilled trades, we may be better able to promote the Construction Academy to potential students and prospective partners. Current partners, Gillis-Gilkerson Construction, Tyler Building Company and Delmarva Veteran Builders have opened the door for better promotion and support.

Success Story:

Student internships began in November 2021, and another started in January 2022. All three students completed Construction II. Two students stayed on full-time with Tyler Builders. The third student is enjoying substituting for Wicomico County Schools' GTE.

Partnership: FoodWorks Culinary
Grantee Name: Maryland Food Bank

Introduction

This partnership aims to prepare individuals in the culinary industry, preparing food for thousands of food-insecure individuals across the state during their training, and giving opportunities to develop, practice, and master industry identified workplace readiness skills.

Progress to Date

To enroll more people in the FoodWorks Culinary Training Program and maximize their impact on low-income individuals and the hospitality industry altogether, the Maryland Food Bank has expanded its services geographically, working to establish satellite locations across the state. FoodWorks Program is on target to meet the outlined deliverables. At the start of the fiscal year, they anticipated enrolling at least 40 individuals throughout the entire fiscal year. The partnership has already surpassed this number, enrolling 45 students across their three locations to date. The partnership also continues to witness significant retention improvements. UA House Class 4 graduated 100% of its students' period and the Maryland Food Bank anticipates consistently high graduation rates as they continue to develop and expand their case management services, supporting students' successful completion of the program.

The program has also experienced improvements in the placement of graduates into well-paying, consistent jobs – and activities that the program has previously struggled with. Approximately 75% of UA3 graduates have received either new employment or wage increases following completed training. The Workforce Development Manager helps place FoodWorks graduates into meaningful jobs and careers. Staff will monitor their placement rate and anticipate continued improvement in comparison to FY 2021.

Stakeholder Feedback

The Maryland Food Bank has also partnered with Brightview Senior Living Center and the Baltimore Convention Center – two facilities that have recently hired many of their qualified FoodWorks graduates

Success Story:

One individual, who since graduating FoodWorks has started her own nonprofit, returned to work on a grant application for her organization. During her visit, she shared her experience in venturing into the non-profit “world” and how her FoodWorks experiences not only prepared her for the workforce but inspired her to seek other ways to make an impact in her community.

Partnership: Green Solar Installation Training and Examination
Grantee Name: Hagerstown Community College

Introduction

The Green Solar Installation Training and Examination partnership has identified a need for a qualified workforce with a standardized industry view of effective and efficient solar photovoltaic (PV) installations. This partnership trains incumbent and entry-level workers to improve the available installation workforce by assisting them in obtaining North American Board of Certified Energy Practitioner (NABCEP) credentials.

Progress to Date

Green SITE has currently wrapped up their final CORE class for pre-apprenticeship and started/completed their second Construction Equipment Operator program. Both of these modules received healthy attention from employers and we provided participants with multiple leads for potential job opportunities. This is the partnership's final quarter under the grant extension and although they were not able to meet the grant goals due to COVID and market conditions related to solar they were able to complete additional students and work with employers on possible placements. The Construction Equipment Operator class was added this last quarter to take advantage of the equipment availability and scholarships provided through EARN and the GEER grant. We used social media as an outreach tool to attract students.

Stakeholder Feedback

W. F. Delauter, a new SIP member that joined last quarter, provided job site training for the Construction Equipment Operator class. Participants were started on an equipment simulator and moved on to grading and excavating vehicles on the college's construction field. However, the job site experience allowed the participants to operate equipment that was significantly larger in tonnage. The participants were able to work on projects with a full-size excavator, bulldozer, loader, roller, and dump truck. Two of the students were offered full-time employment with the company at the end of training.

Success Story:

One participant was able to launch her own business as a result of completing the Construction Equipment Operator class. This business is an African America, woman owned business enterprises created to collaborate with other contractors on construction projects. Chandler Construction provided Heavy Equipment Operator services to organizations for site development and/or Earthwork projects.

Partnership: Health IT SIP
Grantee Name: Community College of Baltimore County

Introduction

The main goal of Health IT was to train a workforce of new Health IT professionals to improve overall health services. Health IT SIP conducts three different classes; project management, value-based care, and privacy and securities.

Progress to Date

Health IT SIP is doing well overall and is currently only training incumbent workers. The partnership is recovering well from the impacts of the COVID-19 pandemic and has been offering classes at full capacity. Health IT has returned to in-person training but still offers some classes via Zoom. This is due to participants not liking the online platform due to a lack of networking with peers and instructors. The partnership has learned to adapt and offering hybrid classes has benefited both the partnership and the participants. Health IT is having ongoing challenges with receiving employer feedback.

Stakeholder Feedback

Health IT SIP worked with employers on recruitment for the Value-Based Care, and the curriculum was updated to reflect current trends and concepts before the start of the class. The partnerships has identified an SME instructors for the new course Data Management class have planned for the fall, and are working to onboard him as adjunct faculty and create a course outline to provide to employers for feedback. Additionally, they completed the quarterly check-in with past participants to capture qualitative and quantitative feedback.

Success Story:

One participant stated “I am currently engaged in an iPro project and I’m setting up the Gantt chart for tracking project. I will be the lead and I feel like I can better organize the project since learning new information in the class. I have been involved and led projects in the past, but I feel like I have more of a roadmap to follow with new tools to use.”

Partnership: Healthcare Mentorship Maryland

Grantee Name: Pressley Ridge

Introduction

Healthcare Mentorship Maryland works with a group of hospital and home health providers, and the non-profit New Pathways; to assist in developing suitable pathways into the healthcare field for youth ages 18-24. These youth include those from foster care, as well as youth with homeless histories or disconnection to work or school due to economic issues. This partnership also assists youth in finding employment, job shadowing services, along with the wrap around support such as transportation, tutoring, day care support, healthcare, housing support, and access to basic needs.

Progress to Date

Healthcare Mentorship Maryland established a social media presence on Facebook and Instagram in an effort to expand its reach to the age demographic they serve. They hosted eight information sessions for potential candidates to the HMM CNA/GNA training program. The partnership also connected with a new partner, Turnaround Tuesday, and attended one of their participant trainings to get a better understanding of their program. In addition, HMM hosted an information session with Vision Allied Health Institute; held individual partnership meetings with Dwyer Workforce Development and University of Maryland Medical Center Midtown Campus (new partner); and hosted a roundtable discussion, which included training and employer partners. The Healthcare Mentorship Maryland program continues to receive an impressive number of inquiries regarding our CNA/GNA training program. 192 candidates registered for the CNA/GNA information sessions between January 1 – March 31, 2022

Stakeholder Feedback

In March, HMM facilitated a roundtable discussion, with seven of their healthcare partners, on matters that directly impact each partner. During this conversation, HMM gained insight on specific patterns, challenges, and success as it relates to CNA/GNA recruitment and retention. They used this feedback to refine their training program in order to meet the needs of their partners and participants.

Success Story:

“I want to send a sincere thank you to everyone and express my gratitude and appreciation. This is truly a phenomenal and well composed program. It has been a monumental accomplishment for me, and I can’t thank you enough” stated one participant.

Partnership: Healthcare Partnership of Maryland
Grantee Name: It Works Learning Center, Inc.

Introduction

For 20 years, the partnership has been dedicated to meeting the highest standards for students, faculty, and employers. They are licensed by the Maryland Board of Nursing and Maryland Higher Education Commission, as well being approved as a Workforce Investment Act Occupational Training Program. It is not necessary to have a high school diploma or GED to start your journey – as long as you are at least 18 years of age, drug-free and have an acceptable criminal background, you can enroll in our CNA/GNA classes.

Progress to Date

The Healthcare Partnership of Maryland employed several online enrollment campaigns utilizing social media. They also received inquiries through word of mouth. They are delighted to report that they enrolled 25 participants this quarter, which brings their total to 54 total participants for the 2 quarters. For the same period, 32 (94%) of the 34 individuals graduated. The partnership has already placed a total of 29 (91 %) of the 32 graduates, at an average pay rate of \$16.09. They are actively working with the remaining three to finalize job placement. They had several COVID-19-related class cancellations due to instructors, students and related family members contracting COVID-19.

Stakeholder Feedback

The Partnership met with Vita Healthcare at their Crescent Cities location in Riverdale, to establish a permanent training and state board testing site in Prince George's County. The partnership submitted the training site application to the Maryland Board of Nursing, but have not yet to received approval.

Success Story:

A recent high school graduate contacted It Works interested in beginning CNA/GNA training as a first step to a career in medicine. During the enrollment process, it became apparent that his difficulty in obtaining required documents was related to the fact that his family was not supportive of his choice to pursue training. Our staff was able to help him obtain or renew documentation, including immigration authorizations, and successfully complete classroom instruction.

Partnership: Intrusion and Countermeasures Education and Training (ICE-T)

Grantee Name: Baltimore Cyber Range, LLC

Introduction

BEACON held a conference call to discuss the Intrusion and Countermeasures Education and Training (ICE-T) partnership on April 22nd, 2021. ICE-T has the objective of providing Maryland residents with the appropriate knowledge, skills, experience, and certifications to enter IT and cybersecurity employment. ICE-T primarily focuses on the entry level IT and cybersecurity training.

Progress to Date

Due to lingering impacts from the COVID-19 pandemic the Baltimore Cyber Range remains fully virtual. Virtual training has been beneficial to the program, but they plan to go hybrid to better accommodate students. The partnership mentioned that remote learning leaves no personal or group interaction which is a crucial part of their training curriculum. They have implemented a new learning management system to help accuracy track participants during their time in the program. Baltimore Cyber Range has had continuous success in placing trainees with employer partners.

Stakeholder Feedback

Baltimore Cyber Range employer partnerships have been continuously successful. Employer partners are able to watch participants train live. The partnership is then able to match employers and student's seamlessly. They have added new employer partners to their cohort and maintained successful relationships with those they were previously in cohort with. Baltimore Cyber has received additional grant funding to train Baltimore City residents through the Opioid Recovery Act.

Success Story:

Baltimore Cyber is also proud to report that on September 23rd Baltimore Cyber received the Cybersecurity Association of Maryland (CAMI) 2021 Diversity Trailblazer of the Year Award for its work with EARN program specifically for workforce development. This award recognizes a company or organization that has worked to make careers in the Maryland cybersecurity industry more accessible to underrepresented groups or underserved markets.

Partnership: IT Center for Excellence
Grantee Name: Allegany College of Maryland

Introduction

BEACON held a conference call with the partnership IT Center for Excellence on April 21st, 2022. This partnership seeks to train both entry-level and incumbent workers in critical network integrity aspects, project management, and software development. Job readiness internships for college students enhance the technology-ready pipeline for employers for future years.

Progress to Date

IT Center for Excellence partnership is still training virtually due to the COVID-19 pandemic. Virtual training has been a great opportunity for broadening the program. The partnership does not plan to stay fully virtual and is excited to deliver in-person training in the upcoming quarter. Incumbent worker training is projected to increase, but there has been a shift in employer demand. During this grant cycle IT Center for Excellence has welcomed their first college level P-Tech cohort at Allegany College of Maryland. The partnership continues to see their program flourish and exceed expectations.

Stakeholder Feedback

The partnership held their annual Tech at the Gap Conference after cancelling last years due to the COVID-19 pandemic. The conference offered networking and high-quality professional development for industry leaders. The conference was held hybrid and had nearly a total of 150 attendees. The partnership has had maintained great working relationships with stakeholders and other industry partners. They are hoping to obtain more direct feedback from stakeholders as they return training to in-person.

Additional Comments

IT Center for Excellence is focusing on broadband expansion in Allegany County. They are continuing conversation on how they can assist with accessibility and affordability of broadband for residents. IT Center is currently monitoring several broadband projects across Allegany County and remains ready to provide support and advisement as projects near completion.

Success Story

One participant remarked “We are actually going through software implementation and the skills/terminology I learned in the training have helped in the planning and understand the steps of the project.”

Partnership: JARC Baltimore

Grantee Name: Jane Addams Resource Corporation Baltimore

Introduction

This partnership serves to address Baltimore’s rapidly changing economy and high poverty levels over the last decade. The partnership is working to fill this gap and become the go to training center for individuals seeking welding and computer numerical control (CNC) training.

Progress to Date

JARC Baltimore is on target to meet deliverables. There has been a total of 5 enrollments in welding and 8 in CNC. There are no completions or placements yet, however next quarter projects completions, certifications and placements. JARC began the transition from SMAW to GMAW (Stick welding to MIG welding) to strengthen our welding training and meet employer needs. This particular industry credential expands training skills beyond Stick Welding, which will set our graduates apart in the industry. JARC also incorporated training for some of our CNC trainees to strengthen their qualifications for employment opportunities; these additional industry certifications will produce competitive career opportunities for trainees who successfully complete the program. Over the current review period, 2 participants have been approved for free tax prep, a free telephone through Tel-Life Cell Phone, Rx drug discount cards, and additional community financial coaching services. With the goal of removing transportation barriers, 4 additional participants have received transportation cards over the review period. With the goal of removing the barrier of food insecurity, 6 participants received SNAP benefits to date. 2 participants received eye exams, and both received new eyeglasses.

Stakeholder Feedback

JARC Baltimore visited BW Papersystems (newly added to Industry Advisory Council), Keystone Electric, Maritime Applied Physics, Danko Arlington, and Wingard. The Director of Manufacturing Operations met with the executive team at each and began discussions of planning a field trip for participants as an up-close experience in the industry. All are interested in filling positions with JARC graduates.

Success Story:

During this reporting period, JARC was featured on WJZ, WBAL T, WMAR and several other media outlets after a successful visit from the City of Baltimore along with Baltimore's Mayor, Brandon Scott.

Partnership: Jobs in Transportation Road to Success
Grantee Name: AAWDC

Introduction

Maryland is experiencing record low unemployment at a time of significant anticipated growth in the industries served by commercial drivers. This means that the pool of applicants is limited and candidates often have barriers to employment. This partnership attracts, recruits, trains and employs commercial drivers in the transportation industry.

Progress to Date

Currently, there is a great need for CDL licensed drivers. AAWDC has hosted and held several hiring events in-person and virtually. They have conducted weekly CDL informational sessions to highlight the aspects of the transportation industry specifically detailing CDL professional driver requirements and opportunities. The partnership has experienced delays in having trainees obtain permits due to the Motor Vehicle Administration being backed up from the COVID-19 pandemic. They have been attending regular meetings with Anne Arundel Community College to offer CDL A, CDL B, and to assist job seekers in getting their CDL permits. AAWDC attended School Bus Roundtable meetings to discuss challenges and brainstorm solutions with bus companies, local government, and the school systems.

Stakeholder Feedback

AAWDC has maintained great relationship with their stakeholders. They obtained a new partnership with HOPE (Helping People through Empowerment). AAWDC hosted hiring events at the Ripken Stadium and BWI airport that included several transportation partners. They are working directing with Washington Metropolitan Area Transit Authority to address the critical driver shortages in the Washington DC area. In upcoming quarters they are planning to continue to work with stakeholders to address the CDL driver shortage.

Partnership: Marine Trades Industry Partnership
Grantee Name: Marine Trades Association of Maryland

Introduction

BEACON held a conference call with the Marine Trades Industry Partnership on May 11th, 2022. The partnership focuses their training on various levels of maritime trades including but not limited to electrical, diesel, docking, and captaining. They partner with high schools, community colleges, and marinas throughout the Chesapeake Bay area.

Progress to Date

The Marine Trades Industry Partnership has seen good results from the press efforts surrounding on-the-job training placement successes. The partnership has struggled with identifying where to best invest resources for recruitment. They have seen a significant increase in employer participation during candidate recruitment stage. The industry overall has seen an increase in boat sales since the COVID-19 pandemic. Due to workforce shortages the demand for labor cannot be met. During this grant cycle the partnership was unable to host their annual Career Discovery Day at Annapolis. The Marine Trades Industry reinstated their Young Marine Professionals Initiative and have secured full sponsorship from employer partners. The YMP initiative was held in an area of the state they have not been as active in the past. The partnership plans to continue to engage with young people and they are starting to see a return from the job-fairs they hosted at local high schools.

Stakeholder Feedback

The partnership has added new employer partners and upheld positive relationships with their pre-existing employer partners. Employer partners are extremely happy with the program and the candidates that they provide. The Marine Trades Industry Partnership is continuing to work closely with employer partners to place students in jobs after training is complete.

Success Story:

[Participant] found a place in the OJT program at [Employer] affording him a short commute. [Participant] has plans to complete Yamaha and Mercury engine training in the near future. He recommends the OJT program as a way to get your foot in the door of the marine industry and encourages people just starting out to be inquisitive. "If you ask questions [the technicians] will tell you what you need to know."

Partnership: Maritime Transportation and Logistics Training Program
Grantee Name: Maryland New Directions

Introduction

The Maritime Transportation & Logistics partnership serves to provide training and prepare entry-level and incumbent workers for careers in the transportation & logistics industry at the Port of Baltimore.

Progress to Date

The partnership has had strong enrollment in their programs. The tight labor market is providing ample opportunity for job seekers and incumbent workers. The training program has been achieving strong outcomes. MND is taking advantage of the unprecedented opportunities in the labor market and transitioning as many job seekers into the workforce as they can. To assist employer partners with gaining employees the partnership has increased community outreach and proactive recruitment efforts. They are also planning to provide additional training opportunities for job seekers through varied training paths which cater to individual needs. This effort will allow workers displaced by the pandemic to possess a job readiness skill with the option to advance to industry specific training and certification options. Shortening the training time of more experienced workers will enable them to transition more people into the workforce.

Stakeholder Feedback

Industry partners are excited about the training that the partnership offers. MND has added Coach USA/Megabus and continues to grow existing employer partnerships. Employer partners are given the opportunity to participate in MND's training programs through guest presentations about their business and available positions. Many trainees have been able to successfully identify and connect with employment opportunities through these engagements.

Success Story:

[Participant] joined MND's CTC Training program in February of 2022 after receiving referral from job base resource. The father of three young girls came to MND, looking for a good stable job that would provide the income he needed to care for his family. With support of MND's no-cost training and certification program [Participant] was able to pass his CDL-B Learners Permit and secure his DOT Medical Card. [Participant] is actively interviewing. MND is positive he will complete his needed Behind-the-Wheel training and obtain full-time employment.

Partnership: Maryland Cyber Skills Alliance
Grantee Name: CompTIA

Introduction

The Maryland Cyber Skills Alliance is addressing Maryland's shortage of skilled cyber security workers by providing training that leads to industry recognized certifications and maps directly to IT job roles. The MCSA will offer training leading to a few different certifications, two of which are the CompTIA A+ and CompTIA Security+.

Progress to Date

Maryland Cyber Skills Alliance is working closely with Humanim case managers and CDC training to maintain relationships with participants and to provide additional support. Maryland Cyber Skills Alliance did a top to bottom revamp of their admission for participants. With help from a new 3-step process for admissions, it became easier to filter out candidates. There have been staffing changes, but the new eyes have led to a better, more open, and transparent communication line with partners and EARN.

Stakeholder Feedback

Humanim is very happy with how things have progressed and the partnership has been a success so far. Career services received a lot of positive feedback this grant cycle regarding EARN MD candidates

Success Story:

Maryland Cyber Skills Alliance is working towards in-person training and networking, but the virtual trainings have been easier to adapt to and have allowed the partner to reach a larger regional demographic. The revamped admissions process has been a success, and the new wave of employees has led to more open and transparent communication with Earn and their other partners.

Partnership: Maryland Manufacturing Boot Camp
Grantee Name: Maryland MEP

Introduction

The Maryland Manufacturing Boot Camp is an intensive program that focuses on taking potential unemployed and under-employed candidates and providing them with a mix of life, basic jobs and basic manufacturing skills necessary to increase their employability and prepare them for jobs in the manufacturing industry. This program looks to address these challenges by taking the burden off the employer through a screening, training and hands-on learning process designed to identify and promote only the candidates most committed to their long-term success and employment.

Progress to Date

Maryland MEP worked closely with Caroline County's RISE program to recruit participants for the Crystal Steel Boot Camp. The RISE Program seeks to place men who owe child support into jobs and has been a great recruitment partner for the Crystal Steel Boot Camps. We also worked with Crystal Steels management team to recruit through employee referrals, which turned out to be the most successful recruitment tool in the 2022 Boot Camp with three out of the four referrals being hired. Maryland MEP expects to continue to support industry with new hires through their Boot Camp and Incumbent Worker Training. Maryland MEP is currently working with Frederick County Economic Development on potentially supporting a Bio Tech Boot Camp cohort in May. As for the Incumbent Worker Training Program, Maryland MEP is working to support ten (10) manufacturing companies with leadership training.

Stakeholder Feedback

Maryland MEP and Crystal Steel partnered to run a manufacturing Boot Camp in February 2022 to support Crystal Steel's need for entry level workers. The overall turnout for the training program was low with only 4 individuals starting but the company felt it was a huge success. All four participants completed the program and Crystal Steel offered full time positions to three of the four, starting at \$15.00/ hour with benefits.

Success Story:

The partnership was able to train 117 incumbent workers in digital marking, soft armor, leadership and organization development training. MD Manufacturing Boot Camp was also able to fully spend the EARN 1 2019 funds.

Partnership: Maryland Offshore Wind SIP
Grantee: Wor-Wic Community College

Introduction

BEACON held a conference call with Maryland Offshore Wind SIP on April 27th, 2022. This partnership serves to create a pipeline of welders to support the emerging offshore wind industry. MD Offshore Wind has added a new metal fabrication training program as part of their EARN grant as well. The partnership continues to work with the Lower Shore Workforce Alliance as well as Quality Staffing Service to help screen and support current and future participants.

Progress to Date

Maryland Offshore Wind SIP has great success during this grant cycle. They graduated 14 students and participants were able to go on field trips to Chesapeake Shipbuilding and Crystal Steel in Delmar. The participants worked towards earning OSHA certifications or welding certifications and obtaining employment within the industry. Three students have obtained employment. The partnership is optimistic that all 14 students will be hired by local welding and fabrication companies. Maryland Offshore Wind SIP has been actively promoting both of their courses on various social media platforms in order to engage students for their new cohort. They have obtained a new building and plans to bring training back to Wor-Wic Community College.

Stakeholder Feedback

Maryland Offshore Wind has maintained and deepened their relationship with existing employer partners during this grant cycle. Employer partners are very happy with the students that have been hired by their companies. They have been able to interview students and have job commitments in place prior to graduation. The partnership is seeing a high number of students being hired before graduation. There has been a significant increase in the stakeholders that are hiring students.

Success Story:

[Participant] “I learned to weld in seven different positions. I learned to push through even when you feel like things are too much for you in life. This was very helpful to me because it helped me learn physical (hands-on) as well as mentally (completing quizzes, exams, and readings). This program is awesome and I have absolutely no complaints about it! Thank you so much for allowing me to be part of it!

Partnership: MID-Maryland MOVE Transportation & Logistics
Grantee Name: Montgomery College

Introduction

This partnership serves to provide training for the skills needed of transportation and logistics employers. This partnership seeks to implement the findings of industry partners to align with what the industry needs to create more, high-quality workers for the transportation and logistics industry.

Progress to Date

Mid Maryland Move is seeing an increase in participants entering training with their permit and ready to learn. They experienced lengthy delays in getting appointments at the MD Motor Vehicle Administration which delayed participant training. The COVID-19 pandemic has helped Mid MD Move have a better understanding of their students learn. They have learned that some training can be done virtually, but some aspects of training is better learned in-person. The Federal Motor Carrier Administration is forcing everyone in the industry to reevaluate their curriculum and the partnership has found ways to increase efficiency while broadening the learning.

Stakeholder Feedback

Mid MD Move continues to have a strong relationship with their industry partners. They have been working closely Hagerstown Community College, WMATA, and HOC to help place students into training and give them job opportunities. The partnership plans to partner with Montgomery College's CDL program in upcoming quarters.

Success Story:

In August, 2021 [PARTICIPANT] accepted a position at [EMPLOYER] earning \$30 per hour with vision and dental insurance. He is extremely happy with [EMPLOYER] and comment that "Their facilities and trucks are nice and they treat their employees very well." In February, 2022 [PARTICIPANT] will begin paid CDL A training through [EMPLOYER] to obtain his CDL A license. After obtaining this license, he will get a raise to \$40 per hour

Partnership: Pharma Tech Connect
Grantee Name: Goodwill Industries of the Chesapeake

Introduction

The Pharma Tech Connect partnership represents a unique group of nonprofit agencies, corporate partners and higher educational institutions. The partnership pulls together resources and uses their expertise to provide Baltimore City citizens with pharmacy technician career opportunities within the Baltimore region's healthcare industry.

Progress to Date

The Pharma Tech Connect partnership has had several cohorts during this grant cycle. The partnership continued training existing pharmacy tech participants. The training program had a 73 percent successful completion rate. The partnership has held three 1-day CPR training classes to meet the availability needs of participants and employer partners. Pharma Tech Connect has experienced challenges with recruiting participants. The partnership has continued to struggle to meet expected enrollment numbers. Pharma Tech Connect is working to increase enrollment by increasing virtual and utilizing grassroots marketing efforts. The partnership began a new training cohort in October with 8 individuals and plans to increase cohorts from 3 to 4 to meet deliverables. Pharma Tech Connect is partnering with other workforce development agencies, colleges and community providers to share the student success stories in the future via email, websites, virtual and social media platforms. Program managers will facilitate individual and group presentations promoting the pharmacy training program.

Stakeholder Feedback

Goodwill staff conducted recruitment sessions with the Community College of Baltimore County (CCBC), Johns Hopkins, Baltimore City Public Schools and other agencies to market the pharmacy training program. Goodwill staff attended community outreach events recruiting for the program. Goodwill hosted partnership meetings with Baltimore City Community College (BCCC) and CVS to discuss challenges, successes and areas of opportunity for future cohorts. Three of the cohort's nine participants started employment with CVS within 30 days of program completion at \$16-\$16.25/hour.

Success Story:

Cohort 9 has had 87% of participants pass their final examinations and successfully meet all program requirements in Dec 2021. Pharma Tech Connect continues to provide follow-up services to these participants. 100% of Cohort 10 participants have successfully passed their final examinations and began their 160-hour clinical externship in January 2022.

Partnership: Clean Energy Training Partnership
Grantee Name: Power 52

Introduction

The Clean Energy Training Partnership has the objective of identifying, recruiting, and training hard-to-employ individuals for Maryland's rapidly growing renewable energy field. The individuals who participate in the program are mostly, at-risk youth, individuals released from incarceration, and military veterans. Upon completion of the program, participants will possess the skills needed to meet the industry needs in the rapidly growing renewable energy field.

Progress to Date

The Power52 Energy Institute had a successful start of this fiscal year with regards to enrollments and outcomes expects to meet all targets as scheduled. Power 52 is continuing their Online Recruiting Campaign- Testimonial Tuesdays-Power52 will provide alumni with the opportunity to give live testimony about their training experience with Power52 as well as their journey into a solar renewable energy career. Some highlights from the partnership this grant cycle included: Cohort 17 graduation, Acceptance of curriculum towards Professional Level credential through SEI (Solar Energy International), Awarded \$100,000 through Howard County Gov't to pilot a High School bridge program for 10 High School seniors who will participate in Cohort 20 during the Fall of 2022.

Stakeholder Feedback

In March 2022, Power52 held important meetings with several companies and other entities that are interested in partnering in numerous ways. These potential partnerships will allow for an expansion of services and/ or deepen the level of some services that we already provide. We are excited to explore opportunities with Baltimore City Mayors Office of Employment Development, Howard County Public School System, Baltimore City Public Schools, and Brightspace, a learning management system company. By increasing our community outreach presence during the month of March alone, we encountered over 300 potential trainees in the high schools.

Success Story:

Mayor Ronnie L. Felder, the Mayor of Riviera Beach, FL heard about the great work that Power52 is doing, so he flew in to see firsthand. Mayor Felder is eager to bring our training to Florida. .

Partnership: Print SIP

Grantee Name: Printing & Graphics Association MidAtlantic

Introduction

The Print Strategic Industry Partnership is one of the largest manufacturing industries in Maryland. Print SIP, assembled a team of industry employers, non-profits, and educational entities to help create post-secondary pathways to employment. New digital technology skills are taught to incumbent works, graduates of secondary programs, as well as ex-offenders.

Progress to Date

It looked as if things were getting better in the Summer of 2021 as schools reopened and permission to use facilities was granted. Print SIP began advertising two classes-Introduction Graphic Communications and Offset Press Operations & Binding/Finishing-there was little interest, and both classes had to be postponed. Feedback was received from some companies. Most comments revolved around the effects of COVID-19. Companies were trying to catch up with backlogs of work and employees were already stretched thin. Companies were afraid that asking employees to attend training might push them over the edge. Most said that they would be interested in sending employees after the 1st of the year. To meet the deliverables outlined in the Project Schedule, Print SIP will use a hybrid delivery model to offer an Introduction to Graphic Communications class.

Stakeholder Feedback

No stakeholders or partners have left or been added to the partnership.

Partnership: Project JumpStart - Baltimore
Grantee Name: Job Opportunities Task Force

Conference call: May 12th, 2022

Introduction

Project JumpStart aims to get individuals the job readiness requirements they need through a job readiness push and a pre-apprenticeship model that is meant to prepare these individuals for the rigorous trade industry. The partnership pursues a talent pipeline for the unemployed and other underserved populations.

Progress to Date

Due to the impacts of COVID-19 Project Jumpstart stopped training in July 2021. In Fall 2022 the partnership plans to restart their training program and focus on soft skills training. They anticipate having some challenges once they return. Case management is needed more than before for participants. The partnership is seeing an increase in transportation and rent barriers. In 2022, Project Upstart will be restarting their training programs. The curriculums are going to be the same, but training will focus more on soft skill training. Students will be trained on how to apply for jobs, engage with employers, solve conflicts, and allow participants to have an idea of what their desired job consists of before they enter the workforce.

Stakeholder Feedback

Stakeholders are extremely excited for the partnership to start back training and were interested in knowing when Project JumpStart is going to resume their training programs. In Fall of 2022, they are planning on getting 2-3 cohorts started. Students should complete their training by July 2023.

Additional Comments

COVID-19 gave opportunities for everyone to reassess and review to see if we can move things online. The program had participants, instructors, staff members, and everyone getting tested. Even with the regular testing, only one person tested positive for COVID-19.

Partnership: Rapid Advancement Manufacturing Skills

Grantee Name: Maryland MEP

Introduction

Rapid Advanced Manufacturing is an intensive skills training, recruitment, and placement program to prepare semi-skilled and incumbent workers for front line production jobs in machining and welding. Additionally, the partnership will leverage the expertise of proven industry trainers and partners in Phillips Corporation, a recognized leader in Computer Numerical Control (CNC) programs as well as Earlbeck Gases and Technologies.

Progress to Date

MD MEP plans to continue to train manufacturing employees in advanced manufacturing related trainings, including training and certifications in Lean Six Black Belt. The partnership also plans to kick off the Internship Program, where college students interns at Maryland manufacturing companies working on company specific projects. From the beginning of the Rapid Advanced Manufacturing Partnership, this partnership has been committed to providing training and training support to Manufacturers investing in advanced technologies. The rapid change of technology has resulted in a partnership that is constantly changing to meet these needs. Over the next few quarters, the partnership will be working to offer more training and training support around the advanced technologies that industry is focused on in 2022, which include robotics, automation, data analytics, cyber security and sensors.

Stakeholder Feedback

The partnership has meet with a variety of industry partners, including Universal Robots, University of Maryland, Applied Controls, ToolingU, Amtek and others to determine the most effective way to bring more advanced manufacturing trainings to Maryland manufacturers

Success Story:

“Clene Nanomedicine and American Wood Fibers (AWF) participated in a Lean Six Black Belt Training and Certification Program. Through this training, Clene had two primary Black Belt projects and AWF had one, each with excellent results. Through the Black Belt Project, AWF was able to realize an increase in productivity that equals \$500,000 in increased sales per year. Now AWF wants to apply the same Lean tool (Lean Quick Changeover) to many more of their automated machines across all their facilities. A similar project completed at Clene will allow them to product 8,600 additional bottles of medication each year from just 12 troughs.”

Partnership: Ready to Care

Grantee Name: ESAHEC

Introduction

Ready to Care trains and places Certified Nursing Assistants (CNAs) and Geriatric Nursing Assistants (GNAs) for higher employment. By focusing on credential stacking, which includes offering additional first aid training, Ready to Care has helped participants become more attractive in the industry. With the correct protocol in place, Ready to Care will continue to see success throughout its tenure.

Progress to Date

Ready to Care utilized ads to promote enrollment for their program. The EARN program and enrollment information was placed in all of the college course catalogs. Each of the colleges held at least one informational session for the EARN program as well as participant interviews in order to find the best candidates. The partnership was granted a no-cost extension until June 30, 2022, due to college closings during the COVID-19 pandemic. The partnership was also awarded another grant to continue training Certified Nursing Assistants. Program partners will be meeting during the current quarter to update all intake/registration forms as well as exit/employment forms for the next cohort of trainees. Two of the graduates from the EARN program have been accepted to and have begun Nursing School using their CNA training as a springboard for this upward career move. After serving as Certified Nursing Assistants for approximately one year, these individuals chose to continue their education and increase employment opportunities.

Stakeholder Feedback

Ready to Care continues to meet with partners monthly. These conversations were held virtually. All college partners will continue to advertise the EARN training/funding opportunity in their course catalogs.

Success Story:

One participant that completed training and found placement in a hospital and additional placement as a private care professional for a gentleman. This gentleman is deaf, and our EARN participant will be learning sign language as an added skill in order to communicate with her patient. This added skill will make her more marketable and open up more job opportunities for her in the future

Partnership: SANS Cyber Workforce Academy
Grantee Name: Escal Institute of Advanced Technologies

Introduction

BEACON held a conference call with the SANS Cyber Workforce Academy partnership on April 25th, 2022. This partnership provides 100% scholarship-based training to veterans and women, seeking to enter the cybersecurity field in Maryland to generate new talent for employers hiring MD residents in cybersecurity roles.

Progress to Date

The SANS Cyber Workforce Academy has had great success in their delivery of programs and their ability to place participants in jobs during this grant cycle. The partnership has struggled with recruitment and recently hired a marketing and outreach specialist to combat this issue. They have increased efforts to expand marketing to local community colleges, nonprofits, workforce development organizations and employer partners. The partnership has found employer webinars to be an effective way for partners and employers to highlight open roles and company culture. SANS has not currently enrolled a new cohort, and is currently focusing on moving along current cohorts in progress and their new promotion strategy for recruitment.

Stakeholder Feedback

The partnership has multiple employer partner commitments in place. Employer partners are happy with the skill set and quality of work from participants of the program. Participants are hired and bring employer partners a lot of experience. The main challenge is that the SANS partnership has low recruitment, therefore, the partnership has more employment opportunities than participants. SANS has made a goal to add one new partner a month.

Success Story:

[Participant] earned a Bachelors in Cybersecurity but struggled to find a position in the field. Due to the COVID-19 pandemic he lost his job and was unable to work due to childcare demands. SANS supported his career journey and is pleased to report he is now employed as an Information Security Intern with the expectation of advancement with a local county government and is now making \$23/hr.

Partnership: Solar Installation Training Partnership (SITP)

Grantee Name: Civic Works Inc.

Introduction

The partnerships provide an innovative employer-driven workforce training plan that helps to meet the rapidly growing workforce needs of construction, solar, and weatherization employers. The partnerships create a multi-tiered career pathway for a significant number of workers.

Progress to Date

Civic Works has continued to conduct hybrid instruction and services, implementing the CDC's public health guidance for the in-person components. All training activities occurred as projected. The Partnerships are on target to meet the projected deliverables outlined in the Project Schedule. RCIP is on pace to meet its workforce development grant goals for the environmental remediation and construction modules. RCIP has enrolled 38 participants, graduated 24, and placed 15. Currently, 9 participants are pending completion, and all remaining graduates are currently pending placement. EESIP is on pace to meet its workforce development grant goals for the energy efficiency modules. Over the reporting period, EESIP enrolled and graduated 8 incumbent workers. SITP is on pace to meet its solar installer training grant goals. Over the reporting period, SITP enrolled and graduated 1 O incumbent solar workers.

Stakeholder Feedback

In December, Civic Works was awarded a contract with BGE for the Quick Home Energy Check-Up (QHEC) Program. As a contractor, Civic Works will have the opportunity to provide expanded on-the-job training opportunities for EESIP participants. Speakers included a current employer partner, a past graduate, and leadership from Civic Works and BGE.

Success Story:

A participant enrolled in Civic Works' SITP Model 2 Incumbent SITP, decided to further advance his career by earning the NABCEP credential. Today, he continues to work for Lumina Solar as a Crew Lead earning \$30.50/hour. "It's a lot of good people here, "I made a lot of friends here ... and I've gotten some mentors relationships too" he stated. Looking back, he said "Going to Civic Works was the best decision I've made. The opportunity meant everything.

Partnership: Susquehanna HVAC/R
Grantee Name: Cecil College

Introduction

BEACON corresponded with Susquehanna HVAC on April 6th, 2022. This partnership aims to provide opportunity to individuals to participate in mentoring and/or job shadowing projects with experienced contractors. The partnership also allows for participants to be entered into a pathway towards apprenticeships and internships.

Progress to Date

Susquehanna HVAC had success on streamlining their onboarding and registration process. Some trainings were transferred online which made it easier for participants. This partnership still has some concerns surrounding COVID that they had to monitor as the program went on. They also were not able to have as much interaction between students and outside organizations. It was more difficult to incorporate ride-along and so on while maintaining social distance, and different companies had different policies. The partnership had adapted to the virtual format but ultimately found that their programming is best suited to traditional, in-person learning. This participant is anticipating to have full capacity by Fall 2022 semester as their social distancing policy was lifted.

Stakeholder Feedback

Things have progressed well for the HVAC/R industry throughout the grant cycle, however the partnership has a smaller pool of students to work with due to smaller class sizes and social distancing. The partnership is looking forward to placing more of their students in employment with their stakeholder organizations as there is still a need for technicians.

Additional Comments

Susquehanna HVAC planned to host an advisory group meeting for the program with local employers, staff and the instructor to discuss program updates, industry trends and employment within the field. They are also working on bringing in representatives from local companies into the classroom to speak with the participants about potential job opportunities. If in-person does not work, the partnership will utilize virtual options.

Partnership: Susquehanna Manufacturing Coalition
Grantee Name: Susquehanna Workforce Network

Introduction

BEACON held a conference call with Susquehanna Manufacturing Coalition on April 29th, 2021. The partnership serves to provide training and placement to veterans, unemployed and under-employed adults, youth, and incumbent workers.

Progress to Date

Susquehanna Manufacturing Coalition has continued to have a great relationship with Harford Community College. During the past quarter, there were two virtual hiring events and one in person hiring event that included manufacturing employers. Furthermore, Susquehanna has been working with local training providers on a production cohort training that was aiming at a September or October start. In the upcoming quarter, there will be two additional virtual hiring events and the Harford County job fair, which will be held in person. The manufacturing industry/occupations will be represented at all of these events.

Partnership: Susquehanna Transportation & Logistics

Grantee Name: Cecil College

Introduction

BEACON held a conference call with Susquehanna Transportation & Logistics on April 6th, 2022. This partnership serves to implement a comprehensive Commercial Driver Preparation Program that trains new drivers to obtain a CDL-A learner's permit, a CDL-A license, and critical technical skills.

Progress to Date

It was not easy for this partnership to adapt and transition their new location during COVID-19 pandemic. However, the instructors were getting come comfortable with the new location and were improving each course with new teaching methods and lessons. The staff were able to navigate the new challenges associated with COVID regulations. Due to COVID restrictions, this partnership had not resumed the job fair format for companies to speak to the students. The companies were given a time slot throughout the scheduled classes to come in and speak to the students. This format will continue until social distancing protocols are relaxed. The instructors at the CDL program have gone above and beyond to make sure students are able to complete the program safely.

The partnership also noted that once the social distancing protocols are lifted, the trainings will go back to normal format. Social distancing made it difficult for students to get observation time during the training. The partnership will benefit from the restrictions being lifted since the students will get more road time.

Stakeholder Feedback

The stakeholders are very responsive about their trainings. This partnership has received many feedbacks from their stakeholders about the trainings and participants. The stakeholders and industry partners had noted that the participants from this program had better than average skills.

Success Story:

Two of the students in the last class had started a small business. They both needed a CDL to be able to expand the business. After taking the class, both of them obtained their CDL so their Maryland base business can continue to thrive.

Partnership: Tech Frederick
Grantee Name: Tech Frederick

Introduction

BEACON corresponded with the partnership Tech Frederick on May 25th, 2022. Tech Frederick offers basic IT training that builds on the successful collaborative work of local city and county partners. Those who have been unemployed in the long term, with IT experience, have found opportunities to update certain skill sets while incumbent workers lacking professional development learn leadership qualities, better communication, and project management capabilities.

Progress to Date

Tech Frederick partnership has found great success in their virtual training and partnership engagement. They conducted a comprehensive and thorough needs assessment survey at the start of their fiscal year to better meet employer's needs. They used the results from the survey to shape a concrete plan for training classes and deliveries. The partnership attempted to open enrollment for in-person training, but due to low in-person enrollment numbers they have remained virtual. Incumbent participants who have taken the trainings have had an increase in responsibilities and compensation post class attendance. The partnership has begun to partner with underserved communities' organizations and clubs to bring STEM programming to underrepresented youth.

Stakeholder Feedback

The partnership continues to meet once a month with their existing industry partners to ensure continuous engagement and community impact. They have entered an in-kind agreement with Amazon as a result of a continued successful partnership. For the purchase of 5 training classes, we will receive an in-kind donation back to offset the cost of a total of \$24,000.

Success Story:

A participant stated "This course helped me understand how to pull multiple items between two different tables as well as gave me a beginning understanding of how to create a new table through SQL. The hands-on labs were very educational and practical to practice the material. I have more confidence in my ability to create and modify tables.

Partnership: The Partnership for Tech Talent
Grantee Name: Per Scholas

Introduction

The Partnership for Tech Talent works to close the skills gaps that separate otherwise capable individuals from career pathways in the tech sector. Their goal is to prepare motivated and curious adults who are unemployed or underemployed for successful careers as IT professionals and to create on-ramps for employers who need them.

Progress to Date

The Partnership for Tech Talent has been exceeding their targeted goals. At the start of their fiscal year their goal was to enroll 200 learners, currently they have enrolled 212 learners. The partnership has increased their graduation rate from 77 percent to 81 percent during this grant cycle. They now are training virtually and in-person to offer continuous flexibility to participants. To address the lack of women in the IT industry the partnership has successfully launched a new Women in Software Engineering pre-apprenticeship training program. The program is being offered fully virtually with modified curriculum and classroom hours to accommodate the caregiving role of women. The partnership has decided to deepen and expand their local community relationships in order to build relationships with local employers.

Stakeholder Feedback

Tech Talent has deepened their relationship with their industry partners. They have partnered with TEKsystems, Comcast and Persado to engage participants in mock interviews and resume resumes. The partnerships goal is to prepare participants for success in the job-seeking process and create important connections with local employers.

Success Story:

[Participant] was laid off from his previous position in sales during the COVID-19 pandemic. He enrolled into the Per Scholas Baltimore's 12-week IT Support training course and graduate with both CompTIA A+ and Google IT Support Professional certifications. The day after graduation he received a job offer from [industry partner] and launched his career. He stated "When I was going through the whole training process, I constantly felt that I was doing the right thing. I had so much faith in the program, my abilities and what they were teaching me.

Partnership: Veteran Cybersecurity Training
Grantee Name: I'm Still Standing Community

Introduction

The Veteran Cybersecurity Training partnership provides accredited training, industry certifications, cyber range gaming simulation, and wrap-around services leading to job placement in cybersecurity careers in a very cost-effective manner. Some of the services include; Cisco Networking Academy Curriculum and industry certification training in CompTIA A+ and Security+, Cisco CCENT and CCNA Security.

Progress to Date

The Veteran Cybersecurity has been doing really well during this grant cycle. They have partnered with 10 new industry partners and added aviation to their training program. They have placed around 45 new participants in various jobs. Participants placed in jobs after training have all started at minimally \$30/hr. During the next grant cycle, they are planning to move into a new facility to accommodate more participants. The partnership has held successful interactive student recruitment events on their campus and virtually during this grant cycle. The partnership has developed new marketing techniques and hired a new executive director. Lingering COVID-19 impacts has caused delays in deliverables and trainings. The partnership has staggered between in-person and virtual trainings due to the program shutting down for COVID-19 outbreaks

Stakeholder Feedback

The Veteran Cyber Security Training partnership has been very successful in adding new industry partners during this grant cycle. Their new partners include Southwest Airlines, Jet Blue Airlines, BWI Airport, Toyota, Fawn Industries, GC Jones Elevator, Glenn L. Martin Airforce Base, East Baltimore Youth Opportunity, and Baltimore's Promise.

Success Story:

12 Participants interviewed at Edgewood Chemical Biological Center, and five were hired.

Partnership: Washington County Manufacturing Partnership
Grantee Name: MD MEP VOLVO

Introduction

The Maryland Manufacturing Extension Partnership (MD MEP) is a non-profit organization funded by industry and the State of Maryland focused on growing and strengthening Maryland manufacturers. Serving mostly small and mid-size manufacturers (500 employees or less) across all industries, MD MEP provides an array of programs and services to help these local companies operate more efficiently, grow profitability, implement new technologies and create more jobs and opportunities in Maryland.

Progress to Date

The partnership did not meet the deliverables of 100 manufacturing incumbent workers trained because of the investment into the pilot Certified Production Tech training program in partnership with Hagerstown Community College, Department of Corrections and Department of Labor. The partnership was hopeful that an investment in a behind the fence manufacturing-based training program would lead to qualified workers who would be placed into well-paying manufacturing jobs upon release. Unfortunately, due to miscommunication the training program proved to be unsuccessful due to release dates and length of curriculum. The partnership was able to successfully train 34 incumbent workers in leadership development. Our manufacturing partners are all dealing with major workforce challenges and one of the best ways to retain their workforce was to offer trainings, like leadership, to develop themselves as better employees. The partnership's industry partners have never had a more difficult time finding both unskilled and skilled workers. The partnership is determined to address these challenges by continuing to look into non-traditional recruitment as well as continue to offer training funds to help employers upskill and retain their current workforce.

Stakeholder Feedback

The 2021 internship program included Strouse and Caldwell Manufacturing from the Washington County Partnership. Strouse hired an HR intern to support recruitment and onboarding efforts. The internship proved to be so successful that Strouse offered the intern a full-time position following the internship program. The intern is now a full-time employee at Strouse, helping the company to grow and train their team.

Success Story:

One participant stated, "Training went very well. I appreciate the support for the training. During this hard time in manufacturing, it is crucial for our team to stay focused to prioritize safety more than anything else in the plant."

Partnership: Water and Wastewater Career Development Partnership
Grantee Name: College of Southern Maryland

Introduction

This partnership is industry specific and is tied back to the certification exams proctored by the Board of Waterworks and Waste Systems Operators. Incumbents will choose which track (water or wastewater) to train and then test in. Each track will focus specifically on the knowledge required to pass the state certification examination and will also be tied to the current work environment of the participants.

Progress to Date

Due to the pandemic, the Water and Wastewater Career Development partnership was forced to go virtual. However, it was a great success for this partnership other than the mathematic classes. Students were not as engaged as they were during the online those classes but compared to the beginning of the pandemic, the students have become adjusted to the remote learning system. The partnership also found success in getting students pass their certification exams. They were also on target at meeting the project deliverables. The College of Southern Maryland will be continuing the remaining three classes in the next quarter and will not be starting any additional classes. The ACT assessments have been completed as each group comes on board and is working well in the virtual environment. They held a SIP meeting in August before the conclusion of the quarter.

Stakeholder Feedback

The stakeholders and industry partners of the Water and Wastewater Career Development partnership are very pleased with the direction that they are going. They have been always looking for more study classes which is why the partnership has added the mathematics class to the curriculum to help the participants with the mathematics part of the certification exam.

Success Story:

Participant attended the second cohort for the Diesel Technician program. James was hired at the new Nacarato Tuck Center in Hagerstown where he is providing fleet preventive maintenance.

Partnership: Western Maryland MOVE Transportation
Grantee Name: Hagerstown Community College

Introduction

Western Maryland Move Transportation provides reduced tuition for specific career pathways including Commercial Driver Licensing (CDL) for both Class A and B vehicles as well as forklift operators.

Progress to Date

During the extended quarters for IG0719-2 (referred to internally as EARN V), the focus was on completing another cohort in the Diesel Technician Program that was identified as a need by the SIP. The program is entry-level that prepares individuals for roles in a trucking company, diesel shop, or heavy equipment company involving preventive maintenance for fleet equipment. Companies continued to show significant interest in students who are coming out of the program. The class had multiple in-person or virtual visits from employers in the area and several found employment before the class ended. One of the companies shopping the class was the Beltway Companies, which has almost 100 diesel truck service bays scattered across Maryland. As part of the grant goals for this extension period, we had planned investing funds in additional training equipment for the program. Unfortunately, due to staffing issues and the supply chain affecting availability, we were unable to spend all the grant funds as planned.

Stakeholder Feedback

Cumberland Truck provided shop tours for the class and hired one of the program completers. In addition, the company donated a Cummins six-cylinder diesel engine to the program. The engine is a full-size power plant for a tractor trailer and will allow students to identify major engine components and provide hands-on teardown and rebuild of the engine. Two job fairs were held in September. The American Job Center, WIOA provider, and local Chamber of Commerce worked with the college on an outreach plan to the community. Another job fair was also held at the end of September at the Valley Mall shopping complex outside Hagerstown. Employer engagement at these events was high. However, few job seekers attended even with a large and diverse hiring base.

Success Story:

[Participant] attended the second cohort for the Diesel Technician program. James was hired at the new Nacarato Tuck Center in Hagerstown where he is providing fleet preventive maintenance

APPENDIX E

EMPLOYER-DRIVEN WORKFORCE DEVELOPMENT

Best Practices Literature Review

Best Practices Literature Review

General Overview and Similar Program Implementation:

Successful Workforce Development Programs: Four Lessons from Four Decades of Federal Reserve Research and Outreach

The Federal Reserve of Cleveland's research and outreach shares four valuable lessons they have learned over the last four decades about successful workforce development programs. The lessons are geared towards communities that need help sustaining and developing strong workforce development programs. The four lessons are as follows:

1. There must be collaboration and commitment across public, private, and nonprofit entities.
2. Communication between employers, workers, and trainers is necessary to ensure that the right problems are being addressed.
3. Location must be considered in order to have an effective workforce development.
4. Workforce development programs should be regularly and impartially evaluated.

Successful Workforce Development Programs: Four lessons from four decades of Federal Reserve Research and outreach. (2022, April 14) <https://www.clevelandfed.org/newsroom-and-events/speeches/sp-20220414-successful-workforce-development-programs.aspx>

What is the Difference Between Job Training and Workforce Development?

The differences between job training and workforce development is detailed in this article. Employers determining rather to provide on the job training or workforce development when upskilling employees is imperative to the success of their organizations. Job training is described as focusing on specific skill-set to enhance an employee's job performance while workforce development focuses on how employees can grow and develop overtime within their organizations.

Gallimore, E. R. (2020, January 8). What is the difference between job training and workforce development? Penn Foster. <https://partners.pennfoster.edu/blog/2020/january/the-difference-between-job-training-and-development>

Trends and Incentives in Workforce Development

Over a million jobs went unfilled in 2019 according to the U.S. Department of Labor. To combat this issue state and federal entities are increasing the number of workforce development initiatives available to employers. Initiatives for employers include tax deductions and government funding for programs. Initiatives for employees include targeted workforce development programs and an increased number of apprenticeship programs.

Gilmore, S., Hentze, I., & Herman, Z. (2020, February 4). *Trends and incentives in workforce development*. National Conference of State Legislatures. <https://www.ncsl.org/research/labor-and-employment/trends-and-incentives-in-workforce-development.aspx>

Evaluation of a Civilian Nurse Accelerated Training Program for Workforce Development

In 2001 the Army Medical Command developed the Civilian Nurse Accelerated Training Program (CNATP), a program designed to recruit and retain registered nurses. The program was evaluated on the its ability to attract and retain nurses, National Council of State Boards of Nursing metrics for competencies, job satisfaction, work stress, and patient safety as well as participant feedback. Program stakeholders reported that the CNATP provides opportunities for nursing professional development, practice-based learning and organizational enculturation, and that it continues to be a valuable program for the recruitment and retention of registered nurses.

Gray, P. J., & Lapid-Bluhm, M. D. (2019). Evaluation of a Civilian Nurse Accelerated Training Program for Workforce Development. Annual Global Healthcare Conference, 1–5.

https://doi.org/10.5176/2251-3833_GHC19.144

Closing the skills gap: Creating workforce development programs that work for everyone

This article focuses on preparing individuals without college degrees for promising career paths. American employers are struggling to find people with skills to fill entry-level positions. Five principles were identified as the foundation for success in workforce development programs for job seekers without college degrees:

- Define geographic assets and identify target professions.
- Deliver ROI to employers and workers.
- Support comprehensive, demand-driven training methods.
- Assess and prepare learners before they start training.
- Coordinate the workforce development process centrally

Laboissiere, M., & Mourshed, M. (2017, February). Closing the skills gap: Creating workforce development programs that work for everyone.

<https://wnywomensfoundation.org/app/uploads/2017/08/22.-Closing-the-skills-gap-Creating-workforce-development-programs-that-work-for-everyone.pdf>

What Works in Job Training: A Synthesis of the Evidence

This document provides a breakdown of what works in job training for both youth and adult employees. The findings are supported by the research and evaluation of successful pre-existing job training programs. The themes for success in youth include early exposure to career and higher education opportunities, work experience while they attend school, occupation based training programs and reducing barriers for underprivileged youth. The themes for success in adults include higher education, flexible and innovative training, employer engagement, reducing barriers, and using labor market data to determine the best job opportunities

U.S. Department of Labor, U.S. Department of Commerce, U.S. Department of Education, & U.S. Department of Health and Human Services. (2014, July 22). What Works in Job Training: A Synthesis of the Evidence. <https://www.dol.gov/sites/dolgov/files/OASP/legacy/files/jdt.pdf>

Quality and Case Management:

Best Practices for Person-Centered Case Management

This document provides best practices for the person-centered concept of case management. It includes attributes to look for when hiring case manager, key elements of a person-centered care work culture, best practices for organizations transition into person-centered case management, and evaluation metrics. The document also shares challenges and considerations organizations should be aware of when choosing person-centered case management.

Moo, A., Bywood, P., Clark, B., Mcmillan, J., & Review, E. (2021, July). Best Practices for Person-Centred Case Management.

https://research.iscrr.com.au/_data/assets/pdf_file/0010/2652715/298_Person_centred-case-management_FINAL.pdf

The Case Manager's Toolbox: The Essential Skills of an Effective Case Manager, Part 1

This toolbox includes the process and assessment skills case managers need in order to be successful. Case managers are given 5 detailed processes on assessments, planning, implementation, coordination, and evaluation measures. Interpersonal and leadership skills needed in case managers are specified along with the need of patient advocacy and care facilitation. This article also provides readers with in-depth information about patient negotiations.

The Case Manager's Toolbox: The Essential Skills of an Effective Case Manager, Part 1.

(2019). Reliasmedia.com. <https://www.reliasmedia.com/articles/145456-the-case-managers-toolbox-the-essential-skills-of-an-effective-case-manager-part-1>

Wraparound Support Is Key to Ensuring An Equitable And Fair Future Of Work

This article discusses the important of “wraparound” support for job seekers to over hurdles curial to their success. These services provide vital support for adults, including those who are unemployed or low-income and face a number of disadvantages trying to obtain a new or different career path. These services are not only for assistance with childcare or transportation but also for things such as financial coaching and mental health.

Gaskell, Adi. (2021, April 29). *Wraparound Support Is Key To Ensuring An Equitable And Fair*

Future Of Work. <https://www.forbes.com/sites/adigaskell/2021/04/29/wraparound-support-is-key-to-ensuring-an-equitable-and-fair-future-of-work/?sh=47a91be12be0>

Employer Engagement and Career Pathways:

Building Career Pathways for Workers

This document provides guidance for employers as they navigate the drastic change in twenty-first century job market. There has been a decrease in the blue-collar industry and increase in the healthcare and technology industry. Detailed is the challenges workers face while trying to identify job opportunities and how employers training programs are not always aligned with high-demand careers.

Expanding Opportunity Through JPMorgan Chase's NSAW Initiative (2021). Building Career Pathways for Workers. <https://www.jpmorganchase.com/content/dam/jpmc/jpmorgan-chase-and-co/documents/nsaw-building-career-pathways.pdf>

5 Ways to Engage Employers Through Research

This article includes 5 ways to engage employer partners through labor market research. Some examples are: Leverage relationships with community partners to create an industry advisory board and share research with employers. It provides readers with strategies to create workforce development programs that are employer based.

Desireeroughton. (2020, January 3). 5 ways to engage employers through research. San Diego Workforce Partnership. <https://workforce.org/news/5-ways-engage-employers-through-research/>

Reimagining Workforce Policy in the Age of Disruption: A State Guide for Preparing the Future Workforce Now

This guide provides employers and employees with in-depth information on the how the current state system is not in alignment with the shifting technology industry needs. Detailed is how the current state level education and training systems are overlooking, undertraining, and underinvesting in those in risk of having their jobs changed or eliminated by technological disruption. Technological disruption is defined in the guide as a radical change to a system caused by adoption of new technologies.

Reimagining workforce policy in the age of disruption. (July 2020.). https://www.nga.org/wp-content/uploads/2020/07/State-Guide-for-Preparing-the-Future-Workforce_2020.pdf

7 Trends that Will Shape the Post-Pandemic Recruitment Sector

The COVID-19 pandemic has permanently changed the trajectory of recruitment for job seekers and employers. In the United States individuals without a college degree, minorities, and women are more likely to change jobs after the pandemic. The warehouse and transportation industry are expected to continue to grow. This article provides seven trends that will continue to shape the recruitment sector.

Manatal. (2021)). 7 Trends that Will Shape the Post-Pandemic Recruitment Sector <https://www.manatal.com/blog/trends-will-shape-post-pandemic-recruitment-sector>

Work-Based Learning 101: What Makes it Meaningful, What Supports it as Scale, and Why we Think it Matters

Work-based learning is described as the approach to education and training in which students' complete task that support the entry or advancement in a career. Jobs for the Future (JFF) provides a four-step work-based learning model for employers or individuals seeking to join work-based learning programs. Detailed is the role secondary and post-secondary educators, employers, and intermediaries play in work-based learning.

Work-Based Learning 101: What Makes It Meaningful, What Supports It at Scale, and Why We Think It Matters | Pathways to Prosperity. (2020). Jff.org.

<https://ptopnetwork.jff.org/network/resources/work-based-learning-101-what-makes-it-meaningful-what-supports-it-scale-and-why-we>

Why You Should Build a “Career Portfolio” (Not a “Career Path”)

This article details the importance of building a career portfolio while providing guidance on how to effectively build a portfolio that is fulfilling to both job seekers and employers. The nontraditional background of job seekers is beneficial to employers and highly sought out. Job seekers taking steps to include the diversification of their professional journey can help employers identify skills gained through experience.

Rinne, April (2021, October 13). Why You Should Build a “Career Portfolio” (Not a “Career Path”). <https://hbr.org/2021/10/why-you-should-build-a-career-portfolio-not-a-career-path>

Community College Partnerships:

Business Partnerships with Community Colleges help Funnel Workers into Better Jobs

This article emphasizes the importance of the community colleges having good working relationships with local businesses to ensure that students are placed in jobs post-graduation. The relationship between community colleges and business partners can help diversify the workplace by providing opportunity to underrepresented and low-income individuals.

Sanchez, Olivia. (2021, July 2). Business Partnerships with Community Colleges help Funnel Workers into Better Jobs.

<https://m.nationalskillscoalition.org/resources/publications/file/Powerful-Partners-Businesses-and-Community-Colleges.pdf>

Skilled Trades Playbook: Dynamic Partnerships for a New Economy

The detailed playbook describes the importance of businesses and community colleges working together to find, train, and place skilled workers. The community college model is explained in-depth included is what task the partnerships should take on. This article also includes how these businesses can develop the workforce the community needs while still providing support to the existing one.

The Aspen Institute

Partnering with Community Colleges - Dynamic Partnerships for a New Economy. (2020).

Dynamic Partnerships for a New Economy. <https://www.skilledtradesplaybook.org/partnering-community-colleges/>

Powerful Partners: Business and Community College

There is a rising high demand for skilled workers in the economy. This document outlines how more than half of the jobs in the economy are middle- skill jobs that require on the job training. Business leaders are now partnering with community colleges to make training more accessible for individuals who are seeking work. Detailed are case studies of effective partnerships and policy recommendations.

Powerful Partners: Business and Community College. How investments in sector partnerships can help our economy thrive. (2020). <https://nationalskillscoalition.org/wp-content/uploads/2020/12/Powerful-Partners-Businesses-and-Community-Colleges.pdf>

How Community Colleges Can Establish Better Partnerships with Employers

This source highlights the growth of Career and Technical Education (CTE) programs within community colleges. Building a strong relationship with employers locally and regionally is the key to a successful CTE program for both students and partners. This article also highlights the common challenges that community colleges face when trying to develop these partnerships with employers and how policy makers can help establish stronger and more sustainable partnerships.

RAND Corporation

Karam, R. T., & Karam, R. T. (2019, June 6). *How Community Colleges Can Establish Better Partnerships with Employers*. Rand.org. <https://www.rand.org/blog/2019/06/how-community-colleges-can-establish-better-partnerships.html>

Employers Partner with Community Colleges to Fill the Talent Pipeline

Workforce development programs between community colleges and local employers often allow for the opportunity for internships, apprenticeships, and coursework that allows for hands on student learning related to employer needs. The more employers, educators and students put into these partnerships the more beneficial that these workforce development programs will be for all involved.

Tobenkin, David. (2021, November 6). *Employers Partner with Community Colleges to Fill the Talent Pipeline*. <https://www.shrm.org/hr-today/news/all-things-work/pages/employers-partner-with-community-colleges-.aspx>

Study, Healthcare:

Healthcare Workforce Development: New Strategies for New Demands

This article provides an overview of how health system hiring strategies are shifting as providers face various challenges. Some of these challenges include technological advances, competitive market focus, shifting imperatives that demand new skills, challenges with job satisfaction and burnout.

Healthcare IT News

Healthcare workforce development: New strategies for new demands. (2019, July). Healthcare IT News. <https://www.healthcareitnews.com/news/healthcare-workforce-development-new-strategies-new-demands>

Strategies for Health-Care Workforce Development

This document includes workforce development program best practices for the health care industry, recommendations for job training, recommendations for equitable hospital procurement, and several case studies. The case studies include program outcomes, key program components, key strategies and challenges programs faced. The strategies are targeted to help create economic opportunities for disadvantaged populations.

Rose, K., Lee, M., & Rubin, V. (n.d.). *Building an Inclusive Economy Series Strategies for Health-Care Workforce Development*.

https://www.policylink.org/sites/default/files/pl_brief_nola_healthcare_FINAL_0_0.pdf

Public Health Workforce Development

This article details an action plan developed by the Centers for Disease Control and Prevention (CDC) and public health partners to strengthen the public health workforce. Detailed below are the five shared priorities and strategies among the partners.

1. Collecting data for decision-making purposes.
2. Crosscutting skills to complement public health workers discipline-specific skills,
3. Ensuring quality standards for training.
4. Improving training decision tools and access.
5. Integrating funding for workforce development programs.

Centers for Disease Control and Prevention

Public Health Workforce Development. (August 12, 2020).

<https://www.cdc.gov/csels/dsepd/strategic-workforce-activities/ph-workforce/action-plan.html>

Technology:

Workforce and Learning Trends 2022

This article provides insight on the current workforce trends such as The Great Resignation. It also highlights the challenges employers face with the hiring and talent constraints. Detailed is the challenge employers face with skill restraints, new employee expectations, outdated evaluations and hiring criteria. As the workforce shifts components such as employee experience and expectation, investment in human infrastructure, skills-based hiring, the prioritization of digital competence and talent management are now shaping the workforce.

CompTIA Workforce and Learning Trends (April, 2022). CompTIA.

<https://www.comptia.org/content/research/workforce-and-learning-trends-2022>

5 Ways Technology is Transforming Workforce Development

Technology is transforming the way we know the workplace environment. Technological innovations are increasingly improving productivity and creating jobs quicker than employees can be trained and placed. Below are the five ways that technology is changing to meet the needs of the economy.

1. Enabling distance learning
2. Workers are directly connected to career paths
3. Job seekers can create personalized career environments
4. Skillsets are looked at differently
5. Helping create data to inform decision-making

Fivestar Avrigean, C. (2020, June 22). 5 Ways Technology is transforming Workforce Development. Fivestar Development <https://www.fivestardev.com/blog/5-ways-technology-is-transforming-workforce-development>

The Impact of Information Technology on Workforce Management

This article details the impacts that technology has on workforce management. Most organizations use only part of their information for decision-making processes. If organizations use more of their available information they can improve methods and avoid wasting resources. In order to gain competitive advantage in their industry companies should focus on performance, IT capability, IT business alignment, supply chain integration, and business process management.

Ahmadi, J., Mesgarian, M., Bathae, M., & Haddad, P. (2021, July 7). *The Impact of Information Technology on Workforce Management*. Journal of Science, Management and Tourism. http://jms.procedia.org/archive/JSMTL_254/procedia_2021_2021_jsmtl-2107122112369.pdf

Design Thinking:

Design Thinking Meets HR: Solving Problems with the Employee in Mind

This article details the importance of employee experience and how design thinking can impact your HR function and employee experience directly. Incorporating meaningful design to employee experience during recruitment, onboarding, and learning & development can make the experience more impactful. It also detailed in the article that employees having a good experience is also integral to employee engagement and loyalty.

Caparelli, A. (2020, March 16). *Design Thinking Meets HR: Solving Problems With the Employee in Mind*. Design & Innovation Global. <https://www.designinnovationglobal.com/design-thinking/articles/design-thinking-meets-hr-solving-problems-with-the-employee-in-mind>

Is Design Thinking the Key to Workforce Development?

Purdue Polytechnic High School (PPHS) located in Indianapolis is in partnership with Purdue University. The unique partnership allows students to earn college credit, credentials for high in demand industry job, and qualified students receive admission into Purdue University. This program directly gives underrepresented minorities opportunities. The high school students gain needed instructional experience with design thinking, engineering, prototyping, and designing solutions.

Martinez, M., & Schneider, C. (2018, October 30). *Is Design Thinking The Key to Workforce Development?* XQ Institute. <https://medium.com/xqamerica/is-design-thinking-the-key-to-workforce-development-6271d0f42913>

The Most Important Skills for the Future of Work? Design Thinking

According to a 2018 learning trends report business leaders mention that soft skills are more important to employers than hard skills. This article details problem solving, critical thinking, and creativity as the top soft skills that are needed in the workplace. Corporate training programs can teach employers leadership, communication, and collaboration and these are the most valuable skills that employees can learn.

ExperiencePoint. (2020). *The Most Important Skill for the Future of Work? Design Thinking*. Experiencepoint.com. <https://blog.experiencepoint.com/design-thinking-the-most-important-skill-for-the-future-of-work>

Individuals with Disabilities:

A Million People with Disabilities Have Lost Jobs During the Pandemic

As a result of the COVID-19 pandemic unemployment rate for U.S workers with disabilities has increased significantly with approximately 1 million workers losing their jobs. Employers are reluctant to hire individuals with disabilities due to the fear of accommodations being too expensive. Some workplace cultures are not favorable for employees with disabilities. This article details how employers can help combat these issues.

Smith, A. (2020, August 28). *A million people with disabilities have lost jobs during the pandemic*. SHRM. <https://www.shrm.org/resourcesandtools/legal-and-compliance/employment-law/pages/coronavirus-unemployment-people-with-disabilities.aspx>

Learning on the Job for People with Disabilities

This article details the action that federal, state, and local government should take to develop workforce development programs specifically for individuals with disabilities. It highlights the importance of the independence and opportunity jobs create for them. The article also mentions that employers benefit from individuals with disability because they gain employee loyalty and staff morale.

Cunningham, J. (2018, March). *Learning on the job for people with disabilities*. National Conference of State Legislatures. <https://www.ncsl.org/research/labor-and-employment/learning-on-the-job-for-people-with-disabilities.aspx>

ALTERNATIVE WORKFORCE: People with Disabilities

This guide provides the framework for employers to create an inclusive hiring and training environment for individuals with disabilities. The four key focus areas for creating a successful environment for individuals with disabilities is simplified to an acronym H.O.P.E. H.O.P.E symbolizes hiring, opportunity, preparation, and execution. This article details the importance of each focus area while clarifying myths about hiring and training individuals with disabilities.

Engstrom, T., Shaw, J., Ajanee, S., Edwards, G., & Kolinski, K. *Alternative workforce: People with disabilities*. <https://www.proquest.com/docview/1920226854>

Low Income Individuals, Best Practices:

What Works for Job Training Programs for Disadvantaged Workers: The Case of New Orleans' Career Pathways Training Program

The Office of Workforce Development in New Orleans, Louisiana received a grant from the U.S. Department of Labor to implement a training program Career Pathways. This program was successful at training and upskilling local individuals who were unemployed or underemployed. A study was conducted on the program to help workforce development boards, employers, training organizations, and stakeholders to develop or advance their own workforce development programs. Included are detailed key findings and recommendations.

Baird, M. D., Engberg, J., Gonzalez, G. C., Goughnour, T., Gutierrez, I. A., & Karam, R. T. (2019). *What works for job training programs for disadvantaged workers*. RAND Corporation. https://www.rand.org/pubs/research_briefs/RB10083.html

Effects of a two-generation human capital program on low-income parents' education, employment, and psychological wellbeing.

This quasi-experimental study design examines the impact of a two-generation program model CareerAdvance. A group of parents who had children entering Head Start were recruited into a healthcare workforce training program. After one year the parents were match compared to parents who did not enter the training program. The findings of the study showed that parents who participated in the CareerAdvance program had higher rates of certifications and employment in the healthcare industry. The study also details the data used, limitations and future work.

Chase-Lansdale, P. L., Sabol, T. J., Sommer, T. E., Chor, E., Cooperman, A. W., Brooks-Gunn, J., ... Morris, A. (2019). Effects of a two-generation human capital program on low-income parents' education, employment, and psychological wellbeing. *Journal of Family Psychology : Jfp : Journal of the Division of Family Psychology of the American Psychological Association (Division 43)*, 33(4), 433-443. <https://psycnet.apa.org/doiLanding?doi=10.1037/fam0000517>

Meet the Low-Wage Workforce

This document analyzes strategies on how to improve job opportunities for low-wage workers while highlighting the diversity of the workforce. Research shows that women and minorities are overrepresented in the low-wage workforce. Low-wage workers typically have a lower educational attainment and are already at a disadvantage in the labor market. In some cases, holding a lower-wage job is not always problematic. Low-wage jobs are used by some individuals as temporary way stations or are not the workers primary source of income. Strategies to improve job opportunities for low-wage workers include upskilling workers, addressing discrimination, and promoting job opportunities through workforce development programs.

Ross, M., & Bateman, N. (2019, November). Meet the Low-Wage Workforce. Brookings Institution. https://www.brookings.edu/wp-content/uploads/2019/11/201911_Brookings-Metro_low-wage-workforce_Ross-Bateman.pdf

When Hard Work is Not Enough: Women in Low-Paid Jobs

Women in every race are overrepresented in low-paid jobs, but minorities women are disproportionately represented. This report details how jobs in child care, personal care, and most service jobs are deemed as "women's work". These jobs are vital to both our economy and society yet are considered low-paying jobs. The COVID-19 pandemic has highlighted the gaps in the social and economic infrastructure. Provided are several recommendations to improve policies for low-paid women which includes the promotion of equity, expansion of opportunities, investment into public goods, funding public support, and raising tax revenue.

Tucker, J., & Vogtman, J. (2020, April). *When Hard Work is Not Enough: Women in Low-Paid Jobs*. National Women's Law Center. https://nwlc.org/wp-content/uploads/2020/04/Women-in-Low-Paid-Jobs-report_pp04-FINAL-4.2.pdf

Reducing Poverty Through Employment Toolkit

This toolkit provides guidance on best practices, case studies, resources for both job seekers and employers, and recommendations for including inclusivity into employment. Best practices in the toolkit include partnering with experts, companies should not single out low-income employees, employees should be allowed to give input, and results should be measured. Case studies provide employers and workforce development specialist with guidance on effectively creating and maintaining programs to lower the poverty rate.

Custer, J., & Enright, S. (2019, September). *Reducing poverty through employment toolkit: Reports*. BSR. <https://www.bsr.org/en/our-insights/report-view/reducing-poverty-through-employment-toolkit>

Sector Partnerships:

Forging Our Future Workforce: The Role of Partnership

This report analyzes the disconnect between the workforce and educational entities. The COVID-19 pandemic has caused an increase of automation leading researchers to predicate that 38.6 Americans will need to retrain for another occupation by 2030. A commission was comprised in 2018 by the Southern Regional Education Board to examine the support that industry partnerships will provide to prepare the current and future workforce. Employers reported that individuals just entering the workforce lack soft-skills and there is a shortage of individuals with technical skills to fill middle-skill jobs. The commission provided eleven recommendations to industry sectors to support strategically bridging the gap between education and the workforce.

Southern Regional Education Board. (2020). *Forging Our Future Workforce: The Role of Partnership*. National Conference of State Legislatures. https://www.ncsl.org/Portals/1/Documents/educ/WorkReady_report_2020_2.pdf

Fostering Inclusive, Sustainable Economic Growth And “Green” Skills Development in Learning Cities Through Partnerships

The government in Hong Kong has been working towards a green economy since 2009. Efforts to implement green restructuring will assistance in the balance between economic development and environmental protection. The development of a green economy supports job creation within the environmental sector. This report provides strategies for learning cities who would like to encourage greening while sustaining economic growth. Strategies propose for cities to implement the development of green skills into the educational system and cities should use the quintuple helix model to understand linkages between stakeholders and the greening process.

Pavlova, M. (2018). *Fostering inclusive, sustainable economic growth and “green” skills development in learning cities through partnerships*. *International Review of Education/Internationale Zeitschrift Für Erziehungswissenschaft*, 64(3), 339–354. <https://doi.org/10.1007/s11159-018-9718-x>

Entrepreneurship:

The Role of Vocational Training on Entrepreneurship Development

This study discusses the role vocational training plays in economic development. Data was collected from 150 random individuals in various departments across Nike Art a Nigeran based company. The study revealed that there is a significant correlation between the socio-economic

characteristics and the type of skills acquired by trainees. The findings of this study suggested that institutions should establish entrepreneurship courses into their programming across all disciplines. Student engagement in entrepreneurship will enable them to self-employ instead of job hunting. Entrepreneurship is a tool for growth economically in many countries. New businesses have a huge impact on job creation and local leadership.

Oyeniya, A., Adeyemi, O., & Cole, K. (2019, June 3). *The role of vocational training on entrepreneurship development*.

<https://www.researchgate.net/publication/333563856> **THE ROLE OF VOCATIONAL TRAINING ON ENTREPRENEURSHIP DEVELOPMENT**

An insight into entrepreneurship education practices in Technical and Vocational Education and Training institutions

This quantitative study analyzes the technical and vocational education training practices (TVET) of 446 students from 4 different TVET institutions in Trinidad and Tobago. The findings from this study indicated that students who attend TVET institutions lack entrepreneurship education and that exposure to that information would enable them to pursue operating their own businesses. Students at TVET institutions should be advised on the availability of support and incentives. The study provides detailed recommendations and data for TVET institutions to use in order to improve their program practices.

Mack, A. J., White, D., & Senghor, O. (2019). An insight into entrepreneurship education practices in Technical and Vocational Education and Training institutions. *Journal of Global Entrepreneurship Research*. <https://link.springer.com/content/pdf/10.1186/s40497-019-0169-z.pdf>

Impact of Entrepreneurship Training on Entrepreneurial Efficacy And Alertness Among Adolescent Youth

The impact that systematic entrepreneurship has on youth taught through active and passive learning activities is the focus of this study. The training program took place in five different schools and participants were aged 11-18 years old. Results from the study showed that youth who received entrepreneurship training had a significantly higher entrepreneurship alertness and efficacy levels than those who did not receive training.

Ho, M. R., Uy, M. A., Kang, B. N., & Chan, K. (2018). *Impact of entrepreneurship training on entrepreneurial efficacy and alertness among adolescent youth*. *Frontiers Education*.

<https://www.frontiersin.org/articles/10.3389/feduc.2018.00013/full>

Creating A Corporate Entrepreneurial Ecosystem: The Case of Entrepreneurship Education in the RTP, USA

Companies and universities are starting to understand the importance of incorporating entrepreneurial thinking into their trainings. Entrepreneurship thinking allows individuals to better assess customer needs and generate innovative solutions. This article highlights the impact that entrepreneurial education programs has on industry performance. Universities that implement Corporate Entrepreneurship Education (CEE) must include entrepreneurial leadership, faculty champions, student focused policies, engagement with the community, and a decentralized structure of entrepreneurship programs to be successful.

Choi, J., & Markham, S. (2019). Creating a Corporate Entrepreneurial Ecosystem: The Case of Entrepreneurship Education in the RTP, USA. *Journal of Open Innovation: Technology, Market, and Complexity*, 5(3), 62. MDPI AG. <http://dx.doi.org/10.3390/joitmc5030062>

Credentials and Apprenticeship:

What Works in Tech Apprenticeship

The best practices for expanding registered apprenticeships in the technology sector are shared in this article. Employers in the U.S. are struggling to find skilled workers to fill openings in the information technology sector and this is slowing the growth of companies. People of color and women are still experiencing systematic barriers that limits the number of talent available. The five key best practices are:

- Incentive funding to offset an employer's initial investment and to secure employer engagement.
- Simplify the registration and implementation processes for employers.
- Employer flexibility and program customization to meet company specific needs.
- Program awareness with the growth of staff technical capabilities and workforce development professionals will advance high quality programs.
- Supporting programs that build diversity, equity, and inclusion in the tech industry

Diana Elliot, John Marotta, Fernando Hernandez. (2022, July). What Works in Tech Apprenticeship. <https://www.luminafoundation.org/wp-content/uploads/2022/07/what-works-in-tech-apprenticeships.pdf>

BASF expands regional apprenticeship program for skilled manufacturing jobs

BASF is furthering the expansion of its North American Apprenticeship Development program and is welcoming nearly 100 apprentices at 20 manufacturing sites across the country. These locations include White Stone, South Carolina; Whitehouse, Ohio; and Huntsville Alabama. The company is also currently collaborating with 19 local colleges to ensure comprehensive and integrated training in addition to the practical experience participants gain at the company's operating facilities. With the National Association of Manufacturers projections of 2.1 million unfilled manufacturing jobs by 2030, the program's apprenticeship program will serve as a vital pipeline of trained workers.

Birman, M. (2022). BASF expands regional apprenticeship program for skilled manufacturing jobs Retrieved from <https://www.basf.com/us/en/media/news-releases/2022/05/basf-expands-regional-apprenticeship-program-for-skilled-manufac.html>

Cornwall Council: Apprenticeship Strategy

This document shares the apprenticeship strategy Cornwall Council used from 2017-2021 as an employer partner to improve the workforce. The strategy aimed to support workforce needs, support internal strategic planning, and to meet the challenges of the government's apprenticeship reform. The efforts that Cornwall took to attract, develop, and retain apprentices are also detailed.

Apprenticeship Strategy Cornwall Council. (2021). <https://www.cornwall.gov.uk/media/iewjvqy4/apprenticeships-strategy.pdf>

Us Needs National Apprenticeship Structure

This article highlights the challenge the U.S. has with creating apprenticeship opportunities for citizens. In order to combat this issue, the U.S. Department of Labor's PAYA Grant Initiative awarded approximately 4-8 grantees up to \$200,000 each. Grantees are expected to work with community partners, employer partners, educational institutions, and policy leaders to build high-quality apprenticeships that improve local economic needs.

Selko, Adrienne M. (2019). US Needs National Apprenticeship Structure.

<https://search.proquest.com/docview/2238510322/fulltext/6ED68E138C2546ADPQ/1?accountid=2871>
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ILO Toolkit for Quality Apprenticeships Volume 2: Guide for Practitioners

This toolkit provides readers with a six-module toolkit on quality apprenticeships. This apprenticeship model is unique to the 21st century workforce while clarifying misconceptions on work-based learning programs. The ILO toolkits six step processes are below and detailed instructions can be found in the document.

Best practices for organizing apprenticeship training:

- Understanding the quality apprenticeship training life cycle.
- Developing quality apprenticeship program.
- Preparing quality training places
- Organizing apprenticeship training
- Post training transitions and evaluation
- Innovations and strategies in apprenticeships

ILO Toolkit for Quality Apprenticeships Volume 2: Guide for Practitioners. (2020).

https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_748751.pdf

Apprenticeships Have Risen 64% Since 2010. How Should Policymakers Support Them?

There has been a steady increase in the number of registered apprentices since 2011. The apprenticeship training model is beneficial for both employers and apprentice. This workforce training model allows apprentices to earn wages while they receive on the job training. Programs are able to give apprentice on-the-job training and reinforced classroom learning. Policy makers can help support apprenticeship programs by allocating more funds to apprentice and employers.

Cooper, Preston (2021, January 27). Apprenticeships Have Risen 64% Since 2010. How Should Policymakers Support Them?

<https://www.forbes.com/sites/prestoncooper2/2021/05/07/apprenticeships-have-risen-64-since-2010-how-should-policymakers-support-them/?sh=188e37aa38e0>

A Quick-Start Toolkit: Building Registered Apprenticeship Programs

The U.S. Department of Labor created this toolkit to provide useful steps and resources for individuals who want to start and register an apprenticeship program. The five-step process

provided includes exploring, partnering, building, registering, and launching. Detailed below is each step.

- Explore apprenticeship as a strategy to meet your needs for skilled workers.
- Partner with key players in your region to develop an apprenticeship program.
- Build the core components of your apprenticeship program.
- Register your program to join the apprenticeship network.
- Launch your new registered apprenticeship program

A Quick-Start Toolkit: Building Registered Apprenticeship Programs. Department of Labor.
https://www.doleta.gov/oa/employers/apprenticeship_toolkit.pdf

Disconnected Youth:

HCDSS Ready by 21 Program

This article breaks down the fundamentals of the Maryland Department of Human Services: HCDSS Program. This program was created for those who are 14 years or older and are in or have been in foster care. The purpose of the program is to help prepare those who have been in foster care prepare for independence when they turn 21. Ready by 21 aids with giving the youth access to education or training programs, developing a supportive network of family and friends; finding housing; training to manage your own finances, and getting access to health care.

Maryland Department of Human Services. (2022). HCDSS Ready by 21 Program.
<https://dhs.maryland.gov/local-offices/howard-county/child-family-adult-services/hcdss-ready-by-21-program/>

DEEL Partners with Community Organizations to provide High Quality Summer Learning Opportunities to Seattle K-12 Youth

At the end of May, 2022, the Seattle Department of Education and Early Learning announced \$1 million in community investments to enhance summer learning opportunities for more than 1,400 kindergarten through 12th grade youth in Seattle. The funds will support community-based organizations to provide academic experiences, college and career exploration, and enrichment opportunities for Seattle youth, focusing on social-emotional learning. This is the second year DEEL will partner with community organizations on summer programming for youth to address the impact of COVID-19 on student learning.

Leibenson, S. (2022). DEEL Partners with Community Organizations to Provide High-Quality Summer Learning Opportunities to Seattle K-12 Youth. Retrieved from
<https://sites.ed.gov/octae/tag/disconnected-youth/>

WIOA Provides Opportunity for Partnership to Serve Out of School Youth

Workforce Innovation and Opportunity Act creates the opportunity for the Department of Labor to collaborate with US Department of Education and other programs to improve the lives of the nation’ s “Out of school youth.” The effort of entire communities is demanded to catalyze change and create multiple pathways for an education and career. All students are different and

come from different backgrounds and ways of life, so the idea that there is one pathway for education and a successful career is misleading.

Johan E. Uvin Acting Assistant Secretary, et al. "Office of Career, Technical, and Adult Education." *Office of Career Technical and Adult Education*, 19 Jan. 2017, <https://sites.ed.gov/octae/tag/disconnected-youth/>

Justice Involved Individuals:

American employers increasingly open to hiring workers with criminal records

This article concentrates on a study done by the researchers at the Harvard Business School. According to the study, many American employers are willing to hire applicants with a criminal record and 4 in 10 businesses would hire former criminals. With the labor shortage still present after the pandemic, employers have become more willing to hire individuals with criminal records to fill entry level positions in sectors such as general labor, hospitality, and transportation. In areas where employers are having a hard time filling various role, the demand for workers with a criminal background increases to 68 percent.

Anderer, John. (2022). American Employers Increasingly Open to Hiring Workers with Criminal Records. Retrieved from <https://studyfinds.org/employers-hiring-criminal-records/>

The Impact of Felony Criminal History on the Perceptions of Hiring Managers

This study analyzes if criminal offenses, length of crime, or race impacts the decision of hiring managers. The findings from this study revealed that over 50% of hiring managers would not hire individuals with a criminal history. Individuals with criminal backgrounds face several barriers with reintegration to society and African- Americans are disproportionately impacted. The data from this study could be used by government entities to create or revise hiring laws to aid in the reintegration of individuals with felony's into society.

Mosley, L. (2019). The Impact of Felony Criminal History on the Perceptions of Hiring Managers. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=8209&context=disertations>

Strategies to Engage Employers in Conversations About Hiring Applicants with Criminal Records

The tip guide provides organizations and individuals with information on how to engage employers in conversations about hiring people with criminal records. Detailed is how employers would like to hire more individuals with criminal records but they face barriers such as safety and liability concerns. Probation offices, reentry providers, educational entities, and occupational programs work to bridge the gap between employers and individuals with criminal records. Individuals within these organizations are suggested to do their research, listen to employers, promote peer learning, and create win-win opportunities with employers.

Strategies to Engage Employers in Conversations About Hiring Applicants with Criminal Records. CSG Justice Center. (2018, May). <https://csqjusticecenter.org/>

Skills for an Inclusive Economic Recovery (COVID-19):

Strategies to Mitigate Healthcare Personnel Staffing Shortages

The Center for Disease Control (CDC) provides key strategies for healthcare facilities that are anticipating or currently experiencing staffing shortages due to COVID-19.

The key strategies for facilities anticipating staffing shortages:

- Adjust staff schedules, hire additional healthcare workers, and rotate healthcare personnel to positions that support patient care activities.
- Develop regional plans to identify designated healthcare facilities or alternate sites for individuals with the COVID-19 infection.
- Allowing healthcare personnel who are no longer contagious and feel well enough to return to work.

The key strategies for facilities experiencing crisis staffing shortages:

- Implement regional plans to transfer patients with COVID-19 to designated healthcare facilities with adequate staffing.
- Allow healthcare personnel who had high-risk exposure, not known to be infected, and those who are not up to date with vaccinations to continue to work onsite without testing.
- As a last resort consider allowing personnel with confirmed or suspected COVID-19 infection to work if they are well enough and willing.

Strategies to Mitigate Healthcare Personnel Staffing Shortages. Centers for Disease Control and Prevention. (2022, January 22). <https://www.cdc.gov/coronavirus/2019-ncov/hcp/mitigating-staff-shortages.html>.

Impacts of COVID-19 on Health and Safety of Workforce in Construction Industry

This study analyzes the impact of the COVID-19 pandemic on field and office employees in the transportation industry. The challenges that these individuals face such as increased exposure, heavier workloads, isolation, and job stability are analyzed. The findings from this study provides project managers with effective strategies to improve the health and safety of their employees.

Pamidimukkala, A., Kermanshachi, S., & Jahan Nipa, T. (2021, June 4). Impacts of COVID-19 on Health and Safety of Workforce in Construction Industry: International Conference on Transportation and Development 2021. <https://ascelibrary.org/doi/10.1061/9780784483541.039>

Supporting the Child Care and Early Education Workforce

The COVID-19 pandemic created new stressors and highlighted the structural challenges in the for the child care and early education workforce. The increased requirement for cleaning, health, and safety has increased providers operating cost. The pandemic has also decreased the need for child care. The child care field is dominated by women of color and without stabilization within the field there is a risk of permanent job loss. This report focuses on strategies that local and federal governments can use to create policy that will stabilize the economy for child care and early education workers.

Adams, G., Ewen, D., & Luetmer, G. (2021, February). Supporting the Child Care and Early Education Workforce-A Menu of Policy Options for the COVID-19 Pandemic and Recovery. Urban Institute. <https://files.eric.ed.gov/fulltext/ED612457.pdf>

The Postpandemic Future of Work

The future of work has been fast-tracked due to the COVID-19 pandemic. Organizations have been forced to incorporate more technological aspects such as artificial intelligence (AI) and robotics into their businesses. The article shares that mindful and meaningful work are the two key designs that will be more critical post pandemic. Employees have experienced extreme autonomy during the pandemic and will want to continue to have that post pandemic. Employers in the future will see an increase in hiring “Freelancers” or “Gig Workers” to accommodate the increased need for autonomy

Malhotra, A. (2021, May 5). The Postpandemic Future of Work. Sage Journal. <https://journals.sagepub.com/doi/10.1177/01492063211000435>

The Impact of COVID-19: 5 Ways Workforce Planning Will Never Be the Same

This report details the lessons hospitals learned during the crisis of COVID-19 pandemic. The shortages in the healthcare field will continue to persist post pandemic. The COVID-19 pandemic has changed the delivery and management of healthcare services. Telehealth and remote work will be implemented permanently for most providers. The five ways the workforce will never be the same are shared below.

1. Workforce preparedness and management is key. Hospitals will need to have toolkits full of strategies for placing individuals in nontraditional roles.
2. The workforce will now have high consideration for the well-being of employees physical and mental health. The pandemic has heightened the risk of burnout in health care professionals. Hospitals are now incorporating thriving into their work culture.
3. There has been increase of team-oriented and technology-dependent work environments. Health care professionals were required to develop new skills to support remote work and telehealth services.
4. There is a need for agile leadership. Leaders in the healthcare field must be able to act quickly and innovatively when managing in person and remote employees.
5. The current shortages in the workforce created recruitment and retention challenges that will require ongoing strategizing. The pandemic caused disruption in the education of future health care professionals. Federal and state regulations have temporarily changed licensing requirements to allow clinicians who are newly graduated and retired to join the workforce.

Missouri Hospital Association. (2021). The Impact of COVID-19: 5 Ways Workforce Planning Will Never Be the Same https://www.mhanet.com/mhaimages/Workforce/2021/2021_Workforce%20Report.pdf