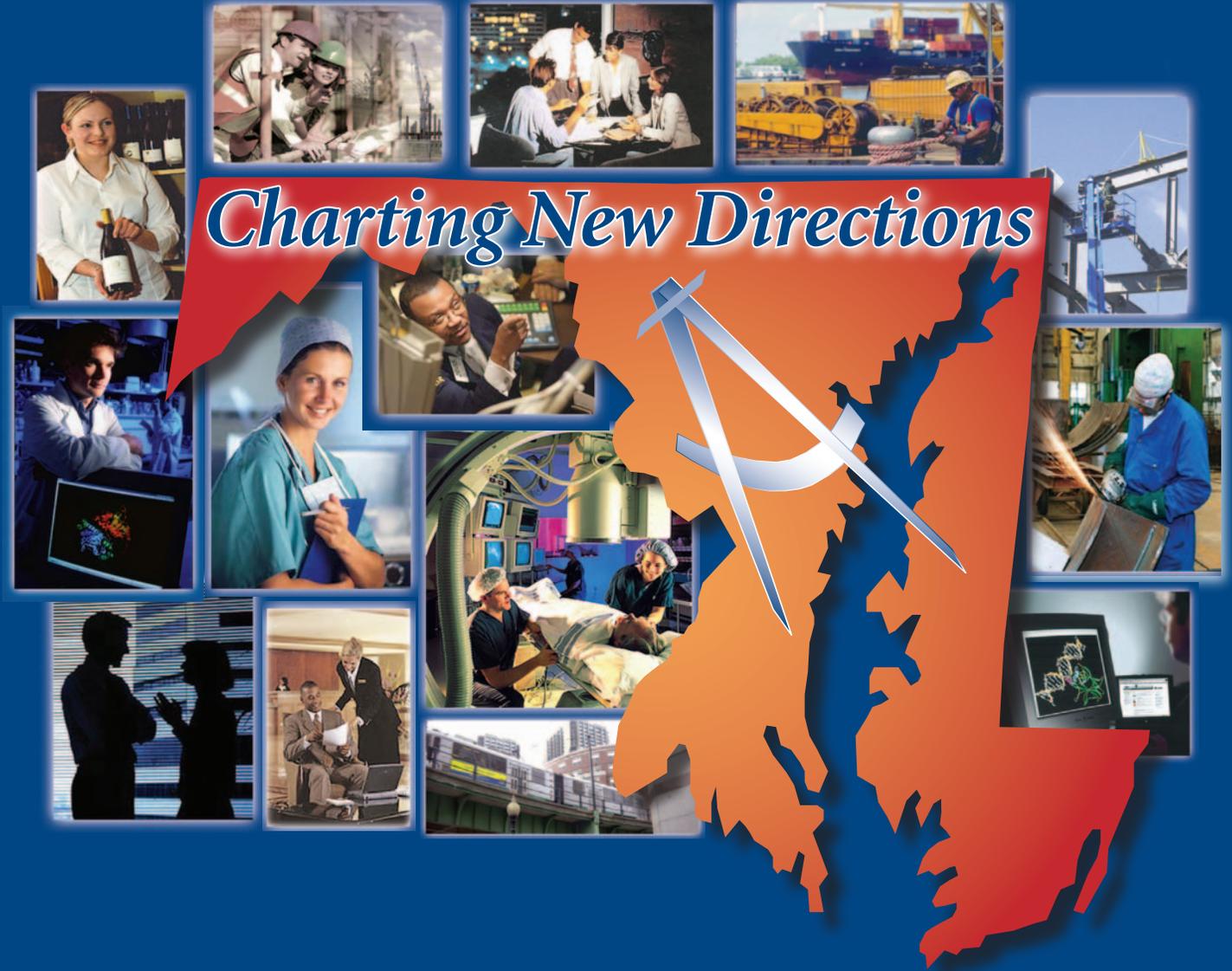


# Building Your Industry's Workforce A Demand-Driven Approach to Workforce Development

## *Industry Initiative Comprehensive Process Guide*

### *Charting New Directions*



DEPARTMENT OF LABOR, LICENSING AND REGULATION

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Governor

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**Building Your Industry's Workforce**  
**A Demand-Driven Approach to Workforce Development**

**Industry Initiative Comprehensive Process Guide**

Center for Industry Initiatives  
Governor's Workforce Investment Board  
Department of Labor, Licensing and Regulation  
State of Maryland

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We thank these individuals for their contributions to the development of the Industry Initiative Process Guide.

Anoop Mehta  
Science Systems and Applications, Inc.

William Robertson  
Adventist HealthCare, Inc.

Tom Warren  
CPI New Options Inc.

Governor's Workforce Investment Board Staff

Tim Bibo  
Trudy Chara  
Rafael Cuebas  
Sallie Hays  
Darla Henson  
Joanna Kille  
Nicole McNeal  
Bernard Reynolds  
Robert Seurkamp  
Art Taguding  
Jody Thomas

This Comprehensive Process Guide will continue to evolve as we learn from and build on the experiences of the industry initiatives.

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## Chapter 1

### Introduction<sup>1</sup>

Maryland's economic and workforce development goals are the same: to create a prosperous, competitive and growing economy in which all residents participates to the fullest extent possible. Traditionally, economic development policies have focused on the needs of business for infrastructure, financing, and favorable taxes, while workforce development policies focused on the needs of unemployed and disadvantaged workers. Growing shortages of skilled workers have targeted the attention of both workforce and economic development managers on attracting and improving the workforce at large in order to prepare today's job seekers for productive careers.

Governor Robert L. Ehrlich, Jr., and Lieutenant Governor Michael S. Steele set the stage for Maryland to become a national model in workforce development. Their vision of creating a demand-driven workforce development system that prepares residents for careers and meets the needs of business is driving the work of the state and local workforce development system.

The Governor's Workforce Investment Board (GWIB)<sup>2</sup> is Maryland's chief policy-making body on workforce development and is mandated by the Federal Workforce Investment Act. An executive order<sup>3</sup> issued by the Governor in 2004 expanded the scope of Maryland's GWIB to encompass all components of the state workforce development system.<sup>4</sup>

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<sup>1</sup> Maryland's Demand-Driven Two-Year Workforce Investment Plan, DLLR, August 2005.

<sup>2</sup> See Governor's Workforce Investment Board list in Appendix 110.

<sup>3</sup> Executive Order, 01.01.2004.60, Governor's Workforce Investment Board in Appendix 111, and on-line at <http://www.dllr.state.md.us/wdplan/attachd.doc>.

<sup>4</sup> The state workforce development system consists of all departments or agencies that receive state or federal funds for workforce development. See chart of Maryland's workforce system at <http://www.mdworkforce.com/lib/pdf/mgwib2003argraph.pdf>

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GWIB, whose members include high-level leaders from businesses, government, and education, identifies critical workforce investment issues that confront the state and develops strategies, initiatives and policies that assist the Governor and the workforce system to address these issues. To strengthen the link between workforce development and economic development, the Governor's executive order assures the direct participation of Cabinet Secretaries of critical agencies on the Board.<sup>5</sup>

A demand-driven workforce system<sup>6</sup> brings together private and public sector stakeholders to cooperatively identify and address current and future workforce needs. Using a sector based model, GWIB developed an industry initiative process (process) that brings together and focuses various workforce development partners and stakeholders on a single outcome, a properly prepared workforce that meets the current and future demands of Maryland employers. The process is a collaboration of private and public sector stakeholders who create goals, strategies, and deliverables that advance the needs of the state's workforce and employers.

This Industry Initiative Process Guide (Guide), developed by the GWIB staff, provides a working template to develop, implement and sustain a demand-driven, industry sector approach for assessing and addressing industry workforce needs and issues. Lessons learned from the healthcare and aerospace initiatives form the basis of this Guide. GWIB will continue to revise and update the Guide based on our experiences with new industry initiatives.

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<sup>5</sup> Maryland Cabinet Secretaries are members of the Governor's Workforce Investment Board and actively participant in its meetings.

<sup>6</sup> "To be demand-driven, the workforce investment system must be able to identify and understand workforce needs of economically critical and growing industries and to prepare workers to succeed in those industries." *Driven by Demand*, National Association of Workforce Boards, 2005.

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## Chapter 2

### Industry Initiative Process Overview

An industry initiative connects the workforce needs of targeted industry sectors with the state workforce development system. Maryland’s industry initiatives are demand-driven processes that engage sector-based employers in defining demand and workforce issues, and sets in motion regional partnerships<sup>7</sup> among industry, education and government to respond to those issues.

An industry sector is a group of similar businesses that share a comparable workforce composition and face a common set of labor market needs, opportunities and concerns. GWIB worked with state partners<sup>8</sup> and business leaders to define those industry sectors critical to Maryland’s economic development. The identified thirteen targeted industry sectors<sup>9</sup>, based on the North American Industry Classification System (NAICS) codes, collectively represent 85% of the workforce in Maryland.

- Aerospace
- Bioscience
- Building & Construction
- Business Services
- Communications
- Education
- Finance & Insurance
- Healthcare
- Hospitality & Tourism
- Information Technology
- Manufacturing
- Retail Trade
- Transportation & Warehousing

The industry initiative process, developed by GWIB, is a sequence of activities and people involved in defining workforce demand, opportunities and concerns for workforce development, and the necessary actions to meet current and future demand. Maryland’s five-phase process consists of organizing an industry-led committee, conducting research to define demand and supply, identifying workforce issues, proposing recommendations to address those issues, gaining industry sector validation, and developing a plan of action to execute industry selected recommendations.

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<sup>7</sup> See Phases II, IV and V.

<sup>8</sup> State agency representatives involved in this process came from the Labor Market and Analysis and Information (LMAI) Office at the Department of Labor, Licensing and Regulation (DLLR), the Maryland Department of Business and Economic Development (DBED), the Local Workforce Investment Boards (LWIBS), the Maryland Higher Education Commission (MHEC), the Maryland State Department of Education (MSDE), and the Maryland Association of Community Colleges (MACC).

<sup>9</sup> A complete industry sector list is in Appendix 211.

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Under a grant awarded by the U.S. Department of Labor, GWIB established the Center for Industry Initiatives (Center)<sup>10</sup>. The Center’s staff, working closely with industry, guides and monitors the industry initiative process. The Center’s director provides the overall direction and management of the Center and its priorities and activities. Industry initiative coordinators (coordinator) provide direct “hands on” guidance and consultation to the industry leader, steering committee chair and committee members in the implementation of their industry initiative. Industry analysts (analyst) provide the research and support needed by the Center to support the initiative.

### **Overview of the Five-Phase Process**

The Industry Initiative Process, developed by GWIB and the Center, is based on Maryland’s experiences with its Healthcare and Aerospace Industry Initiatives<sup>11</sup>. The U.S. DOL recognized the success established by Maryland’s process with the healthcare industry initiative, and supports its application to other targeted industry sectors.

There are five phases in the Industry Initiative Process.

- Phase I** Get Organized
- Phase II** Research and Assess the Industry
- Phase III** Conduct the Industry Summit
- Phase IV** Develop the Plan of Action
- Phase V** Implement the Plan of Action

The process provides an orderly method to bring together private and public sector stakeholders to cooperatively identify and address current and projected workforce needs. It should take twelve to fourteen months to complete Phase I to Phase IV. The industry-led committee for each initiative determines the timeline for implementing the plan of action (Phase V), which is dependent on the number and scope of the recommendations chosen by industry for its plan.

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<sup>10</sup> GWIB Center for Industry Initiative organizational chart is in Appendix 211.

<sup>11</sup> Maryland’s Healthcare Industry Initiative, 2003; Aerospace Industry Initiative 2005.

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This Guide is a comprehensive description of the process, with guidelines for implementing each phase, and samples of letters, agendas, reports and other materials used in the process by Maryland's GWIB Center for Industry Initiatives.

## **Key Concepts**

Before getting into the details of the process, it may be helpful to review a few key concepts used in this Guide. Additional terms and concepts are in the Glossary.

In Phase I, the main objectives are to recruit and orient industry leaders and committee chairs, and launch the steering committee. Here are five key concepts discussed in this phase.

An *industry leader* is a member of the Governor's Workforce Investment Board (GWIB) who represents an industry sector. The primary role of the industry leader is to represent and articulate the workforce needs of their industry to the Board. The leader works closely with and advises their industry's steering committee chair. The industry leader may also choose to serve as the committee chair. The industry leader provides steering/implementation committee updates to the GWIB.

The *steering committee* is the leadership group selected to complete the tasks outlined in the five-phase process. The steering committee includes business leaders from the industry sector, related associations and selected government and educational leaders. The number of committee members is flexible, between 25 and 60. The majority, seventy-five percent or more, come from businesses in the sector.

The *steering committee chair* serves as the principal motivating force throughout the five-phase industry initiative process. The chair works with the industry leader and the coordinator. The chair directs the committee, actively manages the meetings and logistics, and monitors the committee's progress. The industry leader may choose to serve as the steering committee chair or co-chair.

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The *industry initiative coordinator* is a GWIB Center staff member. He/she guides and assists the industry leader, chair and committee throughout the initiative process.

The *GWIB Subcabinet*<sup>12</sup> consists of deputy secretaries, assistant secretaries and directors from state agencies that are part of the Maryland workforce development system. Members participate in the initiative process and play a crucial role Phases IV and V.

In Phase II and III, the main objectives are to gather data to construct an industry profile, define workforce issues, and produce an industry monograph for the summit. Here are five key concepts discussed in these phases.

The *preliminary industry profile* is a description of the industry sector. It includes the North American Industry Classification System (NAICS) codes used to define the targeted sector, employment and wage data, and any other labor data available from the state, federal and industry. The Office of Workforce Information and Performance, Maryland Department of Labor, Licensing and Regulation Labor, prepares the preliminary profile. This profile is a starting point for additional research conducted by the committee with the help of GWIB, the coordinator and analyst.

The steering committee, with assistance from the GWIB coordinator, produces the *industry monograph* for the summit. It includes a revised, complete and accurate industry profile and a list of current and projected workforce development issues. The published industry monograph is distributed and validated at the summit. It will be the authoritative, comprehensive “story” of the industry.

A *workforce issue* is an opportunity or concern to the industry sector’s workforce and usually falls into one of these categories: attraction, recruitment, retention, training and development, and state policy and programs.

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<sup>12</sup> GWIB Subcabinet List, Appendix 212.

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The *industry summit* is a one-day meeting of high-level leaders from industry, government and education. The purpose of the summit is to review and validate the industry findings, further develop and prioritize workforce issues, and possibly enhance and prioritize action recommendations (strategies, projects and other actions) that engage workforce issues.

A *post summit report* is a brief description of the activities of the summit including a summary of workforce issues summit participants prioritized for further development in the plan of action. This report may also include any recommendations (strategies, projects and other actions) developed, revised, prioritized and enhanced during the summit.

In Phases IV and V, the objectives are to target workforce development issues, define strategies to address those issues and achieve results that advance the workforce needs of the state's employers. Here are three key concepts used in these phases.

An industry initiative's *plan of action* outlines the workforce issues validated at the summit, and recommendations (strategies, projects and action steps) to address them. The plan also identifies advocates, key stakeholders, and timelines necessary to implement the strategies.

An *advocate* is a person from industry or state who participates on the implementation committee and leads the development and implementation of a specific workforce strategy identified in the plan of action. He/she may organize a small workgroup or form relationships in order to achieve the desired results.

The *implementation committee* is composed of selected members from the steering committee and is responsible for working with the advocate(s) to implement the plan of action, monitor progress, and nurture the partnerships and relationships established through the plan of action.

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## Chapter 3

### What Is Covered In This Chapter

#### Phase I: Get Organized

- Step 1: Conduct Industry Leader Orientation
  - Task 1 Schedule Meeting
  - Task 2 Prepare Agenda and Supporting Materials
  - Task 3 Conduct the Meeting
  - Task 4 Identify Steering Committee Chair Candidates
  
- Step 2: Identify a Steering Committee Chair
  - Task 1 Contact Candidates
  - Task 2 Schedule Chair Orientation Meeting
  - Task 3 Prepare Agenda and Supporting Materials
  - Task 4 Conduct the Meeting
  - Task 5 Confirm Steering Committee Chair Appointment
  
- Step 3: Recruit Steering Committee Members
  - Task 1 Identify Steering Committee Member Candidates
  - Task 2 Contact and Confirm Steering Committee Members
  
- Step 4: Convene the Organizational Meeting
  - Task 1 Schedule Steering Committee Orientation Meeting
  - Task 2 Distribute Meeting Notices and Confirm R.S.V.P.
  - Task 3 Prepare Agenda and Supporting Materials
  - Task 4 Conduct the Meeting
  - Task 5 Determine Committee Meeting Schedule for Phase II
  - Task 6 Distribute Meeting Summary
  
- Step 5: Develop Resources to Support Committee Activities
  - Task 1 Define Resources Needed
  
- Step 6: Convene the Regular Meetings of the Committee
  - Task 1 Schedule Regular Meetings for Phase II
  - Task 2 Distribute Meeting Notices and Confirm RSVPs
  - Task 3 Prepare Agenda and Supporting Materials
  - Task 4 Complete Meeting Logistics
  - Task 5 Conduct the Meeting
  - Task 6 Distribute Meeting Summary
  
- Step 7: Communicate the Industry Initiative Activities and Progress

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## **Phase I: Get Organized**

The industry initiative process starts with a committed nucleus of high-level, influential, and knowledgeable individuals primarily from industry, government and education. They form the steering committee that drives the five-phase industry initiative process. A chair, selected from the industry, leads the committee throughout the five-phase initiative process. The industry initiative coordinator (coordinator) assists the committee throughout the process. Organizing a successful industry initiative begins with recruiting and training. This may take between thirty and ninety days to complete.

### **Step 1: Conduct Industry Leader Orientation**

An industry leader is a member of the GWIB who represents an industry sector. There are one or more industry leaders for each of the thirteen industry sectors.<sup>13</sup> Their primary role is to represent and articulate the workforce needs of their industry to the Board. Industry leaders may be called to talk about and promote Maryland's sector-based, demand-driven industry initiative approach before industry and associations groups, and other audiences.

The industry leader plays a key role in identifying and attracting committee members. He/she should work with the coordinator to:

- identify industry steering committee chair (co-chairs), or serve as the chair, if he/she prefers;
- work with the chair and coordinator to identify appropriate committee members;
- monitor progress of the committee and assist the chair as required during the industry initiative process;
- periodically report to the GWIB on the committee's progress, and present the industry's workforce development needs/issues to the Board for appropriate level of action and support;
- educate the steering committee about Board expectations; and
- help the committee find and secure necessary financial, human or material resources for its work.

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<sup>13</sup> Governor's Workforce Investment Board list is in Appendix 110.

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One of the coordinator's initial tasks to organize the industry initiative is to schedule a meeting with the industry leader. The purpose of the meeting is to provide an orientation to the industry initiative process. The sixty to ninety minute session, held at the leader's place of business, should provide basic information about the purpose of the initiatives, the role of the industry leader and the next steps involved in launching the industry initiative. A sample orientation agenda is in *Appendix 310*.

An important outcome of the industry leader orientation meeting is the identification of candidates for steering committee chair. Initiatives have worked effectively with one chairperson as well as co-chairs. The industry leader may choose to serve as the chair or co-chair in addition to their role on the Board. If they choose not to serve as the chair, the leader is responsible for recruiting an appropriate committee chairperson.

## **Step 2: Identify a Steering Committee Chair**

The steering committee chair serves as the principal motivating force throughout the industry initiative process. The chair directs the committee, actively manages the meetings and logistics, and monitors the committee's progress. The chair works with the industry leader and the coordinator throughout the process.

The chair should be a recognized person in the industry with the ability to recruit their peers to join the committee. Their role in organizing and managing the committee is to:

- recruit high-level, private sector business people such as CEOs, senior vice presidents, and human resource executives to serve on the steering committee;
- create the agenda for monthly steering committee meetings and planning of activities with guidance and assistance from the industry initiative coordinator;
- identify and allocate projects to sub-committees as needed;
- develop a plan with the committee for securing the resources needed to achieve the objectives of the committee, with the assistance of the committee members and the coordinator; and to
- meet periodically with the GWIB Subcabinet to review issues and needs.

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Recruiting high-level industry people at this early stage in Phase I requires a personal touch. Industry leaders should leverage their personal and professional relationships to identify and contact potential chairs. A telephone call or face-to-face meeting between the industry leader and candidate can quickly establish both interest and availability. The coordinator should provide talking points and/or a key point overview to help the leader prepare for these first contacts.

The industry leader and coordinator should complete the recruiting process through a one-on-one invitational meeting. With a commitment to serve from the committee chair, schedule a meeting with the new chairperson(s). Ideally, meet at the chair's place of business. The agenda for the sixty to ninety minute session is similar to that conducted with the industry leader. The meeting provides basic information about the purpose of the industry initiatives, the role of the chair, and the next steps involved in launching the industry initiative. A key difference in the presentation is the discussion of the chair's significant responsibilities for managing the committee (see steps 3 through 6). Should the industry leader choose to serve as the chair, those responsibilities have already been covered in their orientation session (step 1).

Following the meeting, the Center mails a confirmation letter to the chair signed by the GWIB executive director and industry leader. A sample confirmation letter is in *Appendix 311*.

### **Step 3: Recruit Steering Committee Members**

The steering committee is the leadership group selected to complete the tasks outlined in the five-phase process. The steering committee includes business people from the industry sector, related professional associations and selected government and educational leaders. The number of committee members is flexible, between 25 and 60. The majority, seventy-five percent or more, come from businesses or associations in the sector.

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An ideal candidate for the committee is a senior executive or middle manager in his/her company. A member should be familiar with the workforce needs and issues of the industry. Prospective committee members should have the time to attend meetings and ability to commit to serve through development of a plan of action (Phase IV). They should be empowered to represent their respective organizations when the committee drafts ideas and solutions for identified workforce issues. In smaller companies, the owner or president may be the most appropriate person to serve on the committee. For larger firms, the president may not be available and a vice president or director of human resources may be the best person to participate.

Working together, the industry leader, chair, and coordinator develop a list of prospective members from the industry, associations, government and education to serve on the committee. Industry membership should represent all segments of the sector and geographically of the state, and should consider company size, as well. An example of sources for industry prospects is in *Appendix 312*.

There are many sources for potential industry committee members including state agencies, associations, and public lists found on the internet or through list brokers. The best way to identify prospects and recruit members is through networking and referral starting with the industry leader, chair and the coordinator. Assembling a list of businesses from the sources mentioned above may help with this process. A sample committee prospect matrix is in *Appendix 313*.

In addition to industry members, industry associations, both trade and professional, are a good source of committee members. As advocates for the industry, associations usually have staff familiar with the issues and access to networks of industry leaders. In addition, associations, through a representative on the steering committee, may be a resource for communicating with the industry and/or providing workforce research.

Government and education officials, representing the supply-side of the state workforce development system, also serve on the committee. The Center, working with the Subcabinet,

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provides a list of individuals from these organizations and assists in making contacts. A list of Maryland government agencies serving on the committees is in *Appendix 314*.

The next task is to recruit committee members. The best way to recruit committee members is by personal invitation. In the early stages, the industry leader and/or chair should call or meet with the prospective committee members they know, personally or professionally, to outline the mission and goals of the industry initiative. The leader and chair should formally invite a core group of five to ten members to serve on the committee. Use the talking points and support materials used in step 2 to recruit the chair to, in turn recruit members. Encourage core committee members to identify and recruit additional members from their professional networks and contacts. This process of networking and referral will quickly build the committee to its full strength. GWIB staff and the coordinator assist, as needed, by attending meetings with candidates and/or providing support material or presentations for the chair to use. The coordinator can help the chair to balance the committee's composition in terms of industry segment, geography, and business size. The committee should be representative of the industry sector within the state.

Once the chair receives a commitment from a committee member to serve, the Center mails a confirmation letter to the member signed by the GWIB executive director and committee chair. The letter outlines the purpose of the committee, the member's role, and pledges the support of the Board for the initiative. A sample confirmation letter is in *Appendix 315*.

An alternative recruiting method, that may be used, is to mail an invitation to committee prospects. A large mailing list is needed for this tactic. The industry leader, chair or well-known committee member from the prospect's industry segment should sign this invitation letter. Support these letters with a follow-up call to each prospect from the chair or coordinator. Recruited members who respond to this tactic may require one committee meeting before making a final commitment. A sample invitation letter is in *Appendix 316*.

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#### **Step 4: Convene the Organizational Meeting**

The organizational meeting is one of the final steps in Phase I, and begins Phase II. This meeting provides an opportunity to complete the orientation about and build the commitment of committee members to the industry initiative process. Keep the orientation brief. Because the process is industry-led, most of the agenda should encourage committee discussions and decisions about the industry profile, workforce issues and research, meeting logistics, resources and next steps.

The chair schedules the first meeting including the meeting location. The chair also prepares the agenda and a proposed schedule of committee meetings for Phase II. The industry initiative coordinator may suggest an agenda and other materials for the chair's use. The coordinator also assists by distributing (e-mail, fax or mail) the meeting notice, agenda and other materials to the committee. The coordinator also distributes post-meeting summaries to the committee, and assists the chair with tasks for the next meeting.

The organization, logistics, and content of the first meeting are a model for future meetings. Step 6 outlines details for this model. A sample organizational meeting is in *Appendix 317*.

#### **Step 5: Develop Resources to Support Committee Activities**

Committee activities such as distribution of materials, meetings, and the summit, require resources (people, time and money.) Identifying resource needs and potential sources is a critical organizational task for the chair. He/she should draft resource development options for discussion at the organizational meeting of the committee. Do not expect to address or resolve all resource needs at this first meeting.

People are a critical resource. Members of the committee are volunteers who donate their time and expertise to the initiative process. Throughout the process, the industry leader, chair, coordinator and committee members should identify and seek additional volunteers to serve

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on the committee and play other roles in the process. Looking further down the process timeline, volunteers outside the committee will be needed as summit presenters, speakers and helpers, and advocates will be needed for the plan of action.

The Center's coordinator provides input, guidance and assistance to the industry leader, chair and committee. He/she works closely with the steering committee chair and members to establish work activities, meeting logistics, subcommittee support, assists with organizing and planning the monograph and summit, and provides overall guidance to the industry initiative process.

The committee may decide to acquire additional outside "staff" to help with research, committee administration, monograph writing and/or design, or planning the summit. These individuals may include interns, staff from a committee member's company or professionals from an industry trade association, or other specialized professionals. They may be volunteers who donate their services to the committee and initiative, or may require fees or payments for services.

GWIB and the Center provide staff and administrative support to the committee, but cannot provide cash support. The steering committee must manage the expense for additional staff, professional services, rooms, printing, postage, graphic design, audio-visual, and food and beverages through in-kind donations, and/or sponsorships and/or fees. For example, Maryland's Aerospace Industry Initiative charged a registration fee to offset the costs of the summit.

GWIB and the Center assist the industry leader, chair and committee to help obtain the needed resources from individual companies participating in the process, industry associations, community and corporate foundations, and state and federal government agencies. An outline of committee activities and needed resources is in *Appendix 318*.

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## **Step 6: Convene Regular Meetings of the Committee**

After the organizational meeting, the committee is ready to start the work described in Phase II, which should be completed within ten to twelve months. The committee should meet on a regular schedule: once a month is recommended. This recommended schedule advances the initiative rapidly and respects the value of the time participants give to the process. A set schedule (e.g. the first Tuesday of the month at 8 A.M.) published as far in advance as is practicable is preferable to most volunteer members. Distribute a six to twelve month meeting schedule at the organizational meeting. The meeting day, time and location(s) will be among the first decisions made by the committee. A committee meeting schedule is in *Appendix 319*.

Securing a meeting location and host is usually not a problem. However, it is a resource commitment by the host(s) for space and, in some cases, food and beverage. The best committee meeting location is a central point in the state easily accessible to all or most of the members. Use the same meeting location to make it easier for the members to attend on a regular basis. When this is not possible, schedule meetings in a geographical rotation within the state to accommodate different travel distances. The meeting host should have a comfortable room with a seating arrangement conducive to group discussions. Food and beverages for committee meetings may be donated or sponsored by the host or another member.

The chair prepares the agenda and gathers reports from members. The coordinator may suggest an agenda and assist in gathering other materials. Each monthly agenda, while standard in format, should reflect the committee's current task(s) outlined in Phase II. A standard agenda is in *Appendix 320*.

The coordinator assists by distributing (e-mail, fax or mail) the meeting notice, agenda and other materials to the committee. Distribute meeting notices (summaries and reports) at least two weeks in advance of each meeting. Distribute a second notice one week before the meeting date. All notices request an R.S.V.P. (accept and regrets). Members will send their

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R.S.V.P. to the chair and/or the coordinator. The R.S.V.P. helps the chair, coordinator and meeting host anticipate seating, refreshments, and material needs of the meeting.

The chair may choose a relaxed, informal style for committee meetings. There should be some ground rules, especially as to how the members make, discuss and decide issues<sup>14</sup>. Most committee decisions, such as validating the industry profile, can be made through consensus (e.g., a discussion followed by general agreement.) The chair, with the assistance from the coordinator, adopts appropriate procedures that help the committee make sound choices.

The coordinator also distributes post-meeting summaries once approved by the chair to the committee, and assists the chair with tasks for the next meeting. A note taker and/or tape recorder should be available at all meetings. This may be a permanent assignment for one person or a task assigned to different people for each meeting. Do not assign this role to the chair or coordinator, as they should be free to facilitate the presentations and discussions.

Written meeting summaries serve to keep members informed about the status and progress of process steps and tasks. Summaries note committee consensus on issues and help monitor projects and deadlines. They also help keep other groups, such as the Governor and the GWIB, up-to-date on the committee's progress.

Meeting summaries should be brief (no more than two or three pages), describing key issues discussed and recording any actions taken or decisions made. With the consent of the chair, committee summaries can be posted on the GWIB website. A steering committee meeting summary example is in *Appendix 322*.

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<sup>14</sup> Hospitality and Tourism Industry Initiative meeting guidelines are in Appendix 321.

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## **Step 7: Communicate the Industry Initiative Activities and Progress**

Keeping stakeholders close to the initiative process informed is easy. The industry leader, chair and Center staff distribute, at regular intervals, written reports and make presentations about the committee's work, and progress of the initiative to the Governor's Workforce Investment Board and Subcabinet.

Keeping other stakeholders informed and up-to-date about the work and progress of the initiative is a challenge. One, simple solution is the creation of a web page describing the initiative and hosting reports and other postings from the steering committee. GWIB and the Department of Labor, Licensing and Regulation provide space on the state website. Sample screen-shots are in *Appendix 323*.

Another method is the distribution of press releases to state agencies, educational institutions, the industry's trade press and general media. GWIB coordinates all press releases through the Department of Labor, Licensing and Regulation's communication office.

In business, 'word of mouth' is often the most effective form of advertising. Industry leaders should take advantage of opportunities to make presentations about the initiative at trade associations and other business associations meetings, as well as at workforce development meetings. The coordinator can assist the industry leader in preparing a presentation.

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## Chapter 4

### What Is Covered In This Chapter

#### Phase II: Research and Assess the Industry

##### Step 1: Validate the Sector

Task 1 Review the Preliminary Industry Profile

Task 2 Write the Overview of the Industry in the State

##### Step 2: Conduct Industry Demand and Workforce Supply Research

Task 1 Research Current Workforce Supply and Demand

Task 2 Research Projected Workforce Supply and Demand

##### Step 3: Define the Workforce Issues

Task 1 Identify Workforce Issues

Task 2 Research Workforce Issues

##### Step 4: Introduce the Preliminary Industry Recommendations

Task 1 Define the Preliminary Recommendations

Task 2 Prepare a Written Report for the Summit

##### Step 5: Write the Industry Monograph

Task 1 Select the Monograph Writer or Editor

Task 2 Prepare and Approve Monograph Drafts

Task 4 Solicit and Secure Publisher for Industry Monograph

Task 5 Print and Distribute Monograph

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## **Phase II: Research and Assess the Industry**

The goal of Phase II is to produce the Industry Monograph. In this phase, the committee, with assistance from Center staff, gathers, reviews, distills, and presents information needed to establish the revised industry profile, define the workforce issues, and, possibly, explore preliminary recommendations that address the industry's workforce needs/issues. Ideally, the work in Phase II, from validating the sector to writing the monograph, may be completed within eight to ten months. To smooth the progress of writing the monograph, the committee should prepare three reports during this phase, which are described in Steps 1 to 3.

### **Step 1: Validate the Sector**

The preliminary industry profile is a description of the industry sector. It includes the North American Industry Classification System (NAICS) codes used to define the targeted sector, employment and wage data, and any other labor data available from the state. The Maryland Department of Labor, Licensing and Regulation Labor Market Analysis and Information Office prepares the preliminary profile. Examples of preliminary industry profiles can be found on the GWIB website.

The preliminary profile is a starting point for additional research conducted by the committee. GWIB and the coordinator assist the committee to refine the profile. The committee members are encouraged to challenge the information, assumptions, and conclusions and may request additional data in making final decisions about the profile. The Center's industry analyst assists the committee with other sources of data as needed. In addition, committee members may contribute data from other relevant sources such as trade associations, agency reports, surveys, and other industry sources. The committee's decision-making process, including validation of the revised profile, uses those procedures selected in Phase I, Step 6.

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The revised industry profile is an important building block for the monograph. It should include:

1. Overview of the Industry in the State
  - 1.1 Definition and Description
  - 1.2 History of the Industry in the State
  - 1.3 Economic Impact in the State
  - 1.4 State's Opportunities and Challenges for the Industry Sector
  - 1.5 National and International Influences and Trends

A guide to available and appropriate data sources or data that should be developed for Step 1 is in *Appendix 410*.

In the "Overview of the Industry in the State," member's expertise and experiences working in the sector should supplement the state's initial data. The committee should agree on language used to define the industry, and validate or refine the NAICS codes used as the basis of the initial profile. Describe the products and/or goods produced by the industry and the number of people it employs in the state. Include a history of the sector in the state describing major events and trends that affected how this sector operated in state.

A variety of factors about the state may influence, positively or negatively, the sector. The committee should review and summarize these influences, which include, but are not limited to, proximity to other businesses and government facilities, geographic location, climate, labor force, infrastructure, taxes, regulations and licensing, transportation, affordable housing, quality of life, crime, and so forth. If applicable, the committee may describe larger (national and international) influences on the sector with a focus on the large upward or downward trends in market conditions.

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## Step 2: Conduct Industry Demand and Workforce Supply Research

A primary task of the industry initiative process is to define industry workforce demand and the supply pipeline that meets the demand. Workforce demand is defined as the sum of job openings due to both growth and replacement. The supply pipeline is defined as the sources of job-ready candidates. The committee, assisted by Center staff, will gather data and reports, conduct research, and evaluate information from a wide variety of sources.

A report presenting a clear and accurate workforce profile is the second building block of the industry monograph. It should include:

2. Workforce Profile
  - 2.1. Historical Workforce Patterns
  - 2.2 Current Workforce Profile
    - 2.21 Industry Level
      - Overall number of workers and wages
      - Worker Demographics
      - Turnover and Tenure for the Industry
    - 2.22 Occupational Level
      - Occupational Breakdown for Industry
      - Educational Attainment for Occupations
    - 2.23 Supply and Development
      - Workforce Supply
      - Training and Development
  - 2.3 Projected Workforce Needs
    - 2.31 Overall Industry Projections
    - 2.32 High Demand Occupations
      - Listing of High Demand Occupations
      - Required Skills and Education
      - Profile of Incumbents
      - Present Compensation Levels
      - Supply
      - Economy-wide Projection

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A guide to available and appropriate data sources or data that should be developed for Step 2 is in *Appendix 411*.

The workforce profile should begin with “Historical Patterns.” For most industries, the best sources of historical employment levels are national data, published by the Bureau of Labor Statistics. The committee should also examine any important events, changes in technology, globalization and so forth, which shaped the sector’s current workforce profile.

The “Current Workforce Profile” is focused on the state. It begins with an industry level evaluation that includes a description of the number of workers in the sector within the state, and the average wages. It may be important for the sector to research workforce demographics such as age groups, the male/female ratio, and migration from other geographical locations (states or nations).

Additionally, the committee should research both the average turnover and tenure rates for the industry. Comparing industry rates to overall state averages provides the committee with a frame of reference for how long workers stay with and how often workers leave employers in the sector, and therefore, leads to a discussion of retention goals.

The committee should examine the distribution of the most common occupations within the industry. Using industry occupations, the committee should review and validate the skill sets required for each position and the education and training the industry requires for those occupations. Additionally, the committee should examine the educational attainment of the incumbents in the industry’s occupations to understand industry’s expectation of workforce educational levels for its high demand occupations. The committee’s research should include a description of what the state workforce development system provides, in terms of education and training, to new and incumbent workers.

To complete the current profile, supply-side research should focus on the workforce pipeline, examining an industry’s current sources of job candidates. Describe the sources of workers, which may vary by industry segment or occupational level. The committee should examine

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recruiting methods and strategies, and attempt to determine which strategies are the most and least effective at engaging qualified workers.

Incumbent workforce training and development are important to retaining workers. The committee should describe the current training and development activities of the sector's employers. Quantifying the average dollar amount spent on training in the sector, may prove useful in identifying workforce issues, especially when benchmarked against other industry sectors.

As noted in the introduction to this Guide, the industry initiative process is a demand-driven model. Second only to defining workforce issue, the most important outcome of Phase II research is to define industry demand.

The "Projected Workforce Needs" section begins with an overall employment projections for the occupations defined above. It is ideal to acquire state-level projections for the industry; however, these are not always available. Consequently, the committee may decide to acquire national-level projections and determine whether the national growth rates are in line with perceived growth rates in the state. After determining the sector's overall employment needs, the committee should select those occupations it believes to be "high demand."

Identifying the high-demand occupations (HDO's) is critical to understanding the sector's projected workforce needs, and it is the most hands-on component of Phase II. HDOs are, from the point of view of the industry, those occupations vital to the sector's operations, and are projected to have a significant amount of openings, due to turnover and/or growth.

Using the many data sources that are available to them, the committee will establish a list of occupations it believes are HDOs, and which covers sixty percent or more of the workforce in the sector. Creating this list and/or ranking occupations from a larger list may be done using any number of available methodologies, including but not limited to, focus groups, surveys, established industry research, and government projections. These methodologies vary greatly in the resources required to implement them. The committee should carefully consider their available resources before committing to one or more methodologies to identify the HDO's.

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Using the HDO listing as its basis, the committee will then begin to paint a more complete picture of the sector's projected staffing needs. Finally, the committee will determine its supply sources for candidates to fill the HDO's.

The committee should research and validate the required skills and educational attainment for the HDO's, and it may be useful to study the educational attainment of incumbents in the HDO's. Exploring current compensation levels for the HDO's may help the committee in exploring the attractiveness of the HDO's to prospective employees. The committee will explore current and potential supply sources for candidates to fill the HDO's. Finally, the committee may also wish to examine economy-wide projections for the HDO's in order to identify and understand other industries that may be vying for the same pools of prospective job candidates

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### Step 3: Define the Workforce Issues

A workforce issue is an opportunity or concern about the industry sector's workforce and usually falls into one of these categories: attraction, recruitment, retention, training and development, and state policy and programs. The purpose of the research and reports in steps 1 and 2 is to help the committee define all issues that advance or impede development of the industry's high demand occupations.

The final building block for the monograph is a description of the workforce issues. The report should include:

- Workforce Development Issues
  - Recruiting
    - Attraction
    - Image of Working for the Industry in the State
    - Image of the State as a Place to Live
    - Quality of Life Issues
      - Cost of Living
      - Housing
      - Transportation
      - Community Educational System
  - Career Development
    - Incumbent Training
    - Certifications
    - Opportunities for Advancements
  - Training and Education
    - Through Organizations, Sector, State
  - Retention
    - High Turnover
    - Retiring / Aging Workers
    - Negative Migration
  - Supply
    - Educational system
    - Special Populations
  - Regulations / Policies / Laws

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Using this outline, the committee should assemble a comprehensive list of the workforce issues and decide which are most important to the industry. The committee may find it effective to group issues into similar categories, and assign a subcommittee to each category. The Center's industry coordinators and industry analyst will assist the committee in identifying and attaining the additional data to the subcommittee, and arrange for subject experts and representatives from relevant organizations to speak to the committees. The committee members should also look to their professional and national organizations for reports and data that provide insight into the sector's workforce issues.

#### **Step 4: Introduce the Preliminary Industry Recommendations**

In the course of defining the industry's workforce challenges, the committee may develop a comparable list of goals or proposed solutions. These are industry initiative recommendation, which is defined as "a strategy, project, policy and/or other action that addresses workforce issues." A recommendation, consistent with this demand-driven, sector-based initiative process, suggests what or how to remove bottlenecks that inhibit recruitment, hiring, training or worker placement in an industry. The committee should gather, review, discuss and refine recommendations to be included in the monograph. The task of fully developing these recommendations for the plan of action takes place in Phase IV.

Summit participants, who are validating the industry profile, demand and supply definitions, and workforce issues, may have, if time and the summit program permit, the opportunity to prioritize and enhance the steering committee's preliminary workforce recommendations. Discussion and decisions made at the summit are included in the post-summit report and eventually are developed into a plan of action in Phase IV.

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## **Step 5: Write the Industry Monograph**

The Industry Monograph includes a complete, accurate industry profile and a list of current and projected workforce development issues; it is the story of your industry. The information and reports completed in steps 1 and 2 are the foundation materials for the monograph. The goal is to consolidate, synthesize and summarize the critical information and ideas researched and validated by the committee.

The first task is to decide who shall write and edit the monograph. Identify a writer four to six months before the scheduled summit. They will need this time to prepare drafts for committee review as well as the final draft for printing.

As discussed in Phase I (resources), the committee may seek the help of a writer from within or outside the committee. The person(s) selected may be a volunteer or a paid professional<sup>15</sup>. The coordinator will assist the writer as necessary. A technical writer job description is in *Appendix 412*.

In addition to the technical writer, the committee, with assistance from GWIB and the coordinator, should identify a graphic designer and printer for the monograph. Services for the summit may be donated, or paid through a sponsorship, or may require payment from revenue generated by the summit. These contingencies are included in the resource development plan started in Phase I.

The committee should review, refine and approve successive drafts of the monograph in the last few meetings leading up to the summit. Allow four to six weeks for the design, layout and printing of the monograph. Print sufficient quantities of the monograph (300 to 400 sets) to distribute at the summit and for post summit needs.

There are several key considerations for drafting an effective industry monograph. First, it is important to recognize the audience for the monograph; an audience that is primarily from the

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<sup>15</sup> See Phase 1, Step 5 Develop Resources to Support Committee Activities.

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private sector industry, as well as public sector representatives from the education and government arena. With this audience in mind, the committee should determine the level of detail needed in the document. Second, the monograph represents and documents the facts, issues and needs of the industry workforce. The monograph represents an overall profile of the industry based on the information gathered from numerous resources by the committee. The writer's job is to create a narrative from the research and reports developed in steps 1 and 2. The general outline of a monograph includes:

## **Executive Summary**

### Introduction:

- Letter from the Industry Steering Committee Chair(s)
- Purpose of the Summit as Part of the Industry Initiative Process
- Background about the Steering Committee
- Summit Planning Team and Steering Committee Members

### Industry Profile

A comprehensive, authoritative, and accurate description of the industry in the state, its economic impact, current and future workforce demand, opportunities and challenges to the sector.

### Industry Workforce Issues

A summary of barriers to attracting and recruiting a qualified workforce, retention challenges, training and career development issues and relationship of the industry with government and education relative to workforce development.

### Preliminary Recommendations

A list or summary of recommendations matched to workforce issues. This list is a starting point. Summit participants, who are validating the industry profile and workforce issues, may develop, prioritize and enhance these preliminary workforce recommendations.

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## Chapter 5

### What Is Covered in This Chapter

#### Phase III: Conduct the Industry Summit

Step 1: Develop Summit Agenda and Activities

Task 1 Organize Summit Planning subcommittee

Task 2 Develop Program Agenda, Formats and Schedule

Step 2: Produce Summit

Task 1 Develop Summit Resource Plan

Prepare Budget

Define Resources Needed

Solicit and Secure Resources for the Summit

Task 2 Develop Summit Promotion Plan

Define Audience

Acquire and/or Compile Targeted Audience List

Outline Promotional Methods and Schedule

Develop and Distribute Promotional Material

Task 3 Develop Event Plan

Step 3: Manage Summit Outcomes

Task 1 Develop Tools for Conducting Sessions

Task 2 Record Session Results

Step 4: Publish the Post Summit Report

Task 1 Review Summit Activities and Results

Task 2 Write Post Summit Report

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### **Phase III: Conduct the Industry Summit**

The industry summit is a one-day meeting of high-level leaders from industry, government and education. The purpose of the summit is to review and validate the industry findings, further develop and prioritize workforce issues, and possibly enhance and prioritize action recommendations (strategies, projects and other actions) that engage workforce issues.

To achieve maximum impact, bring all of the key stakeholders from the industry and representatives from the public sector together to review the findings and recommendations in the monograph. The Healthcare Summit and Aerospace Summit each attracted 200-plus chief executives, senior managers, and state and education leaders. A key feature of a summit is the opportunity for industry peers, state workforce professionals, and policy makers to meet face to face, forming partnerships to address the industry's workforce challenges going forward.

#### **Step 1: Develop Summit Agenda and Activities**

An industry summit is a complex event. It requires careful planning and the coordination of hundreds of people, processes and tasks. The committee may decide to hire or acquire the donated services of a meeting planner and/or event planning company. Whether either is found, the committee should organize a summit planning subcommittee to assist with planning, implementation and management of the summit.

The planning subcommittee should be comprised of ten to sixteen members, which may include volunteers outside the steering committee. The planning subcommittee may be organized at any time in the process, the earlier the better, but they should be active no later than nine months before the scheduled date of the summit.

The first task of the subcommittee is to develop a preliminary program agenda for the summit. The summit agenda is an outline of activities planned for the one-day meeting. It may begin as a simple outline (see below), but over time, more details are added such as speaker names, presentation titles, sessions with start and finish times, room locations and room-sets, audio

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visual specifications and so forth. A detailed program agenda and activities document is a key planning tool when working with the meeting planner and/or the summit host. It is a critical document for developing promotional pieces including the public version of the agenda. Examples of detailed, planning agenda and its public version are in *Appendix 510*.

A basic summit program agenda includes:

#### Morning Session

##### Opening General Session

Welcome Remarks

Report Findings of Industry Initiative

Validate the Industry Profile

#### Mid Morning Sessions

Concurrent Workgroups – discuss, revise and prioritize workforce issues

#### Lunch Session

Keynote Speaker

Exhibit visits (if used)

#### Mid-Afternoon Session

Concurrent Workgroups – discuss, revise and prioritize workforce issues

#### Late Afternoon Session

Closing Session – Reports from workgroups

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## Step 2: Produce Summit

The many activities associated with producing the summit fall into three categories: resource development, marketing and event planning. The planning subcommittee is responsible for each category.

As noted in Phase I-Step 5, identifying *resource* needs and potential sources is a critical organizational task. The summit, which includes the monograph, will consume significant resources. The planning committee's first task is to refine or develop a summit resource plan. It should include a budget, identification of resources needed, and list of prospects.

As with any business venture, the steering committee should have a frank discussion about the summit and the budgetary requirements they will need to secure well in advance of the event. GWIB does not finance the summit. The planning subcommittee should decide if and how to acquire additional funds from registration fees, private industry benefactors, sponsors or other partners offering monetary or in-kind donations. Examples of a summit budget and resource plan are in *Appendix 511*.

The planning subcommittee is responsible for *marketing* the summit. Develop a simple, workable marketing plan that defines the target audience, identifies lists or sources of lists for these audiences, and what and how to promote the summit to these audiences. Previous summit marketing teams have done this almost entirely by email.

Invite high-level business people throughout the sector. The majority of attendees, 75% or more, should come from the private sector. GWIB and the coordinator may have these names from prospect lists left over from the recruiting efforts in Phase I. Key representatives from the state's elected leadership and top administrators from the state and local education and government are also important. In many instances, these public figures, elected officials, educators and agency heads, are the people expected to actively support, administer, and in some instances actually fund new workforce investment initiatives. Thus, just as they were an integral part of the planning performed by the steering committee, they are logical partners in

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this major event as well. Send summit invitations to the Department of Business and Economic Development (DBED), Department of Labor, Licensing and Regulation (DLLR), Maryland Higher Education Commission (MHEC), and Maryland State Department of Education (MSDE), and others that may have an interest in certain issues of the industry.

Collaborate with the local business press and industry's trade associations to help increase exposure for the summit. These relations will complement direct mail (letters, postcards), email, web-based notices produced by the committee and GWIB.

*Event planning* consists of various summit logistics among them the agenda, session formats and schedule, meeting rooms, speakers, food and beverage, registration and on-site management. There are numerous references about how to organize and plan conferences and large meetings.

Below is a brief list of event planning tasks:

#### Facilities

- Contracts
- Rooms and room-sets
  - Seating/workgroup assignments
- Food and Beverage
- Audio-visuals
- Signage
- Parking

#### Registration

- Registration Process
  - Policies, procedures
  - Systems: On-line and on-site
- Record Keeping and Reports
- Confirmations and Badges

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## Speakers and Facilitators

- Invite and Confirm Speakers and Facilitators
- Provide Supporting Materials and Orientation for the Summit
- Confirm Housing/AV and Other Needs
- Acquire and Publish Handouts

## Volunteers and Supplies

## Exhibits

- Space Assignment
- Exhibitor needs

## **Step 3: Manage the Summit**

Managing the summit activities on the industry's big day is an event planning function assigned to the summit subcommittees (see step 2). This step refers to managing the deliberations, decisions and direction from summit participants. The roles and responsibilities for this step need to be defined and communicated in preparation for the summit.

The purpose of the summit is to review and validate the industry findings, further develop and prioritize workforce issues, and possibly enhance and prioritize action recommendations (strategies, projects and other actions) that engage workforce issues. The summit is organized into a series of general sessions and workgroups. To be most productive the sessions and workgroups must be well orchestrated.

Well in advance of the summit, determine the procedures and the tools appropriate for sessions and workgroups for review, validations, discussions and so forth. This may include, but is not limited to, Q&A, town hall meeting formats, consensus methods, voting and ranking procedures or the use of a decision matrix.

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Sessions and workgroups will need moderators and facilitators. These individuals may be industry volunteers or, as was done in aerospace, professionals trained for this kind of work. As was done with industry leaders and steering committee chairs, moderators and facilitators should receive orientation and training for their role in the summit. The coordinator can assist with this training.

Workgroups are the key to the process of reviewing and prioritizing the issues presented at the summit. Concurrent workgroups will host 30 to 50 summit participants. Assign summit participants to a workgroup(s). Determine the process for assigning participants to workgroups prior to and possibly as part of the summit registration process.

An important aspect of managing the summit, as defined in this step, is the accurate recording of decisions and direction of the sessions. Recorded results from one summit session, for example a morning workgroup, may be needed for a later session, for example the closing general session. Accurate and complete recorded results are critical to writing the post-summit reports.

#### **Step 4: Publish the Post Summit Report**

The post-summit report is as important as the summit itself. The report presents an overview of the summit purpose, scope and activities, a summary of the industry's critical issues, and description of the next steps in the initiative process.

As soon as possible, but no later than one month following the summit, the committee should distribute the post-summit report to all summit attendees. GWIB staff will send the report to key elected leaders in the state as well. The immediacy of the post-summit report maintains the momentum, excitement, and urgency of addressing critical workforce issues. Electronic versions and hard copies can be distributed as well as posted on the state website.

While the report is important, the short turn-around time suggests that it be brief and focused. An example of a post-summit report is in *Appendix 512*.

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Organize the report into two sections:

Section 1: Introduction

- Overview of the steering committee purpose and work;
- Description of the Summit proceedings (to include companies and organizations who attended as an attachment);

Section 2: Summit Results

- Summary of workforce issues in order of priority, and
- Description of the next step in the initiative process

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## Chapter 6

### What Is Covered in This Chapter

#### Phase IV: Develop the Plan of Action

##### Step 1: Review the Post Summit Report

- Task 1 Schedule Steering Committee Meetings
- Task 2 Determine Committee Meeting Schedule for Phase III
- Task 3 Determine Advocates for Recommendations

##### Step 2: Conduct Gap Analysis

- Task 1 Request Assistance from Maryland Higher Education Commission (MHEC), MSBE, DBED and Other Appropriate State Agencies

##### Step 3: Gather and Review Best Practices

##### Step 4: Write the Industry Initiative Plan of Action

- Task 1 Select the Writer or Editor
- Task 2 Prepare Initial Draft for Committee Review
- Task 3 Approve Final Draft
- Task 4 Distribute Plan of Action

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## **Phase IV: Develop the Plan of Action**

A productive summit achieves the validation of the information gathered by the committee on the industry profile and workforce demand and issues. Summit participants should prioritize workforce issues and recommendations, which are then described in the post-summit report. The steering committee uses the report to prepare a plan of action. The committee should complete the plan of action and begin implementation within 60 to 90 days.

Phase IV marks an important evolution in the committee's workings. During the initiative process, the steering committee members will have met and developed relationships with professionals in the state workforce development system. These partnerships become crucial in the development and implementation of the industry's plan of action.

### **Step 1: Review the Post Summit Report**

At the monthly steering committee following the summit, the committee should review the preliminary reports about the summit activities. The committee should reach a consensus about the workforce issues and recommendations selected and validated by the participants of the summit.

### **Step 2: Conduct Gap Analysis**

After reviewing the post summit report, the committee is ready to identify the potential gaps between the industry assessment of its workforce demand (occupations, numbers and skill sets) and the state education system's ability to meet that demand. The committee works with MHEC, MSDE and other agencies, as required, who produce the analysis. In addition to defining the educational gap, the analysis should suggest possible strategies, actions, and programs that engage the workforce issues selected at the summit.

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The Maryland Higher Education Commission (MHEC) and Maryland State Department of Education (MSDE) provides supply side information on the industry pipeline of Maryland's post-secondary academic and preparation programs, and gaps between supply and demand. Other educational agencies will contribute gap analysis reports as required. An example of the Gap Analysis used for the healthcare initiative is in *Appendix 610*.

### **Step 3: Gather and Review Industry Best Practices**

Best practices are programs or services that work to remedy specific workforce issues. These are real world solutions, small and large endeavors produced by industry, education, associations and state agencies. Identify best practices that directly address the issues selected at the summit.

Committee members are the primary source for identifying best practices. Industry associations are another source of best practice information. Internet search may also provide leads to best practices. The Workforce3 website, established by the U.S. DOL Education and Training Administration, may be another source for best practice ideas.

While there are a number of ways for assembling best practice information, the most effective way a committee can tabulate and use the information is to produce a best practice summary. These summaries should be one or two page write-ups that offer committee members the essential elements of the best practice but do not require that they wade through pages and pages of text to find these essential elements. See a best practice example in *Appendix 611*.

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#### **Step 4: Write the Industry Initiative Plan of Action**

A plan of action is to the initiative what a business plan is to a company. It articulates the selected workforce issues identified by the industry in the post-summit report, states the industry's goals, and list recommendations chosen by the industry to achieve those goals along with specific strategies. It is important to remember that the selection process of narrowing the issues and prioritizing the recommendations, begun at the summit, is pivotal to the success of the plan.

An example from the Maryland Healthcare Initiative's 2004 action plan illustrates how to draft a plan.

Workforce Issue:     Attraction & Retention

Goal:                     Reduce the Nursing Shortage

Recommendation:   Expand the number of classroom seats to accommodate all qualified applicants for Maryland healthcare programs

Strategies:            Implement a visiting professor program  
                              Examine salary structure for faculty  
                              Examine current educational programs  
                              Develop partnerships to expand educational capacities

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## **Chapter 7**

### **What Is Covered In This Chapter**

Phase V: Implement the Plan of Action

Step 1: Implement the Plan

Task 1 Identify Resources Required to Implement Plan

Task 2 Identify Individuals and Partners

Step 2: Organize the Implementation Committee

Task 1 Identify Committee Members

Task 2 Schedule Meetings

Step 3: Monitor Progress

Task 1 Advocates Prepare Progress Reports

Step 4: Sustain the Partnerships

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## **Phase V: Implement the Plan of Action**

The purpose of the industry initiative process is to achieve measurable goals in workforce development as defined in the plan of action. Implementing the industry plan of action takes time and is dependent on the relationships, partnerships, and services within the workforce investment system established during the process. In this phase, the steering committee evolves into a smaller implementation committee, which through its relationships and partnerships, ensures that the state workforce system meets the industry's needs.

### **Step 1: Implement the Plan**

The implementation committee is responsible for moving the strategies forward, achieving the goals defined in the plan of action.

The first task is to determine what resources the committee needs to achieve the plan. In addition to the resources required for regular meetings, the strategies outlined may require people and services for its implementation. All the considerations about resources outlined in Phase I apply in Phase V.

As noted in the introduction, the implementation committee evolves from the steering committee. This assumes that most, if not all the members responsible for implementing the plan shall come from the steering committee. Other members, particularly key partners from state agencies, the legislature, associations and education, should be identified and recruited, if necessary.

GWIB's Subcabinet, whose members participate in the industry initiative process, determines its role in supporting the recommended strategies. Under the direction of the chair of the Subcabinet (Executive Director of the GWIB), and in cooperation with the Assistant Secretary of Workforce Development, the Subcabinet take the lead in the public sector, on behalf of the Cabinet Secretaries, in creating the mechanisms for delivering results.

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## **Step 2: Organize the Implementation Committee**

An implementation committee is a smaller, more manageable work group, which is better suited to long-term monitoring of the action plan and advocates. Practices and procedures established in Phase I for the steering committee should apply to the implementation committee. However, the size and organizational structure of the committee will differ.

The industry leader and steering committee chair continue to serve on the implementation committee. The industry coordinate continues to guide and assist the implementation committee. The committee is comprised of ten or more industry and state leaders. They are responsible for the overall direction and guidance of workgroups that implement the plan of action.

An advocate, assigned to each issue or strategy, is responsible for directing and driving the activities of their workgroup. Advocates are assigned a liaison from the implementation committee. An example of an implementation committee with defined roles and responsibilities developed by Maryland's Aerospace Initiative is in *Appendixes 710 to 714*.

## **Step 3: Monitor Progress**

The purpose of the implementation committee is to monitor progress and assess work activity timelines and resources needed to achieve the goals stated in the plan of action. Summary reports should be prepared and distributed to the GWIB on a regular basis.

It is important to measure the industry's success relative to its action plan and to document achievements and areas for improvement. For example, in 2005, the healthcare implementation committee reported these achievements

- Nursing licensure have increased from 49,566 to 51,763
- Nursing vacancy rates declined from 15.6% to 9.2%
- Nursing turnover rates declined from 14.5% to 11.2%.

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More recently, 2006, the healthcare implementation committee updated results for *Teach for the Health of It Program* (U.S. DOL \$1.5 Million Grant):

- Nearly \$1-million obligated to 220 nursing students statewide,
- Including 60 nurses studying at master's level to become faculty; and
- \$500,000 obligated to 54 different employers to train more than 1,235 incumbent workers for various healthcare occupations.

#### **Step 4: Sustain the Partnerships**

The implementation committee's make-up and meetings serve to nurture the partnerships and relationships created by the process. The implementation committee serves another important function, monitoring changes in the industry sector. Businesses are constantly reacting and adapting to changes in customer demands, technological advancement, economic development, and government regulations. An industry sector's workforce needs and issues change, too. When the industry plan of action is well advanced and goals met, the implementation committee may recommend renewing the industry initiative process. In 2006, the healthcare implementation committee made just this recommendation.

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## **Glossary**

### Advocate

An advocate is a person from industry or state who participates on the implementation committee and leads the development and implementation of a specific workforce strategy identified in the plan of action. He/she may organize a small workgroup or form relationships in order to achieve the desired results.

### Center for Industry Initiatives

The Center for Industry Initiatives was established under a grant awarded by the U.S. Department of Labor. Center staff works closely with the industry leader, chairs and committee members to guide and monitor the industry initiative process.

### Demand-driven Workforce Development System

A demand-driven workforce system, focused on the needs of industry, brings together private and public sector stakeholders to cooperatively identify and address current and future workforce needs.

### Gap Analysis

A process to identify the gaps between the current and future workforce demand outlined in the industry monograph and the capacity of the workforce development system to supply adequate numbers of workers.

### Governor's Workforce Investment Board (GWIB)

The Governor's Workforce Investment Board (GWIB) is Maryland's chief policy-making body on workforce development and is mandated by the Federal Workforce Investment Act. GWIB membership includes the Governor's cabinet secretaries, high-level business and education leaders.

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### GWIB Subcabinet

The GWIB Subcabinet consists of deputy secretaries, assistant secretaries and directors from state agencies that are part of the Maryland workforce development system. Under the direction of the GWIB executive director and in cooperation with the Assistant Secretary of Workforce Development, the Subcabinet takes the lead in the public sector, on behalf of the Cabinet Secretaries, in creating the mechanisms for delivering results within the industry plan of action.

### High-demand Occupations

Occupations that are vital to the sector's operations and are projected to have a significant amount of openings, due to turnover and/or growth, are classified as High Demand Occupations (HDO).

### Implementation Committee

The implementation committee is composed of selected members of the steering committee, and others, who are responsible for monitoring the plan of action.

### Industry Analysis

The industry analyst identifies workforce information resources and analyzes them for the industry leader, chair and committee. The industry analyst, in collaboration with the industry initiatives coordinators, fulfills subcommittees' data requests, works with the steering committee on meeting logistics, and assists with coordination of the summit.

### Industry Best Practices

Industry best practices are programs or services, provided by employers within the industry sector, which identified as successful methods of developing the sector's workforce by addressing specific workforce issues or needs. Common sources for identifying industry best practices include industry publications, committee members' knowledge of such programs, human resources/personnel publications, federal and state sources, and industry associations.

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### Industry Initiative

An industry initiative connects the assessed workforce needs of a targeted industry with the state workforce development system. It is industry and regionally focused. It creates partnerships that bring together local education and training, business service, and social service infrastructure in order to respond effectively to the workforce needs of an industry. It also creates a movement within industry to understand, collaborate and take action on its workforce issues.

### Industry Initiative Coordinator

Under the management of the GWIB Center for Industry Initiatives director, the industry initiative coordinator provides input, guidance and assistance to the industry leader, chair and committee. He/she works closely with the steering committee to establish work activities, meeting logistics, subcommittee support, assists with organizing and planning the monograph and summit, and provides overall guidance to the industry initiative process. The coordinator plays a key role in establishing connections to various participants of the initiative.

### Industry Leader

An industry leader is an appointed member of the GWIB representing an industry sector, and is seen as a leader in the industry.

### Industry Monograph

The monograph includes a complete and accurate industry profile and a list of current and projected workforce development issues. The comprehensive and authoritative document tells the story of the industry, past, present and future.

### Industry Sector

An industry sector is a group of similar businesses that share a comparable workforce composition and face a common set of labor market needs, opportunities and concerns.

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### Industry Summit

The industry summit is a one-day meeting of high-level leaders from industry, government and education. The purpose of the summit is to review and validate the industry findings, further develop and prioritize workforce issues, and possibly enhance and prioritize action recommendations (strategies, projects and other actions) that engage workforce issues.

### Preliminary Industry Profile

The preliminary profile, provided by DLLR, is a description of the industry sector used as the starting point for the creation of the Industry Monograph.

### North American Industry Classification System (NAICS)

NAICS (established in April 1997) replaces the Standard Industrial Classification (SIC), and groups producing and non-producing economic activities into 20 sectors and 1,170 industries in the United States version. It groups establishments into industries according to similarity in the process used to produce goods or services. Under NAICS, an establishment is classified I within one industry based on its primary activity.

### Plan of Action

An industry initiative's plan of action identifies specific goals, strategies and associated activities, advocates, key stakeholders, and timelines to address issues and implement the recommendations reviewed at the summit and selected by the steering committee after the summit.

### Post Summit Report

A post summit report is a brief description of the activities of the summit including a summary of the preliminary recommendations (critical workforce issues, strategies, projects and other actions) selected by the summit participants for further action

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### Public Workforce Development System

The public workforce system is the network of local workforce investment areas (LWIA) and their local board (LWIB) make-up the public workforce development system. LWIA or LWIB representatives may serve on the steering committee.<sup>16</sup>

### Recommendations

An industry initiative recommendation is a strategy, project, policy and/or other action that addresses a defined workforce issue. It seeks to remove bottlenecks that inhibit recruitment, hiring, training or worker placement in an industry.

### State Workforce Development System

The state workforce development system consists of all departments or agencies that receive state or federal funds for workforce development. It focuses on longer-term development needs, identifying the demand and assessing the “pipeline” to ensure that businesses have access to workers they needs and that workers achieve their highest potential.

### Steering Committee

The steering committee is the leadership group selected to complete the tasks outlined in the five-phase industry initiative process.

### Steering Committee Chair

The chair serves as the principal motivating force within the steering committee, organizes, manages, and provides direction to the committee

### Workforce Issues

A workforce issue is an opportunity or threat to the industry sector’s workforce and usually falls into one of these categories: attraction, recruitment, retention, training and development, and state policy and programs.

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<sup>16</sup> Maryland’s Workforce System, <http://www.mdworkforce.com/board/wds.htm>

## Appendix 110

### GOVERNOR'S WORKFORCE INVESTMENT BOARD MEMBERS

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## Appendix 111

### **Maryland Governor Robert L. Ehrlich, Jr. Executive Order 01.01.2004.60**

Governor's Workforce Investment Board (Rescinds Executive Order 01.01.1998.23)

WHEREAS, The Governor's Workforce Investment Board was established by Executive Order in 1983 as an agency to promote comprehensive planning and coordination of employment and training programs in the State;

WHEREAS, The Board has served and continues to function as the designated State Workforce Investment Board, with planning and coordination responsibilities related to federal support received through the Workforce Investment Act and other programs for workforce development efforts;

WHEREAS Commerce is one of the five pillars of the Ehrlich-Steele Administration, and chief among its goals in this area is to help businesses grow and create jobs; and

WHEREAS, The Administration finds that the Governor's Workforce Investment Board can play a more vigorous role in the effort to grow Maryland's workforce, and desires to make certain changes to the membership and scope in order to enhance the effectiveness of the Board.

NOW, THEREFORE, I, ROBERT L. EHRLICH, JR., GOVERNOR OF THE STATE OF MARYLAND, BY VIRTUE OF THE AUTHORITY VESTED IN ME BY THE CONSTITUTION AND LAWS OF MARYLAND, DO HEREBY RESCIND EXECUTIVE ORDER 01.01.1998.23, AND PROCLAIM THE FOLLOWING EXECUTIVE ORDER, EFFECTIVE IMMEDIATELY:

**Establishment.** There is a Governor's Workforce Investment Board.

#### **Membership and Procedures.**

##### Membership.

- The Board shall consist of the following members:
- The Governor;
- The Secretary of Labor, Licensing, and Regulation;
- The Secretary of Business and Economic Development,
- The Secretary of Higher Education;
- The Secretary of Human Resources,
- The State Superintendent of Schools;
- The Secretary of Public Safety and Correctional Services;
- The Secretary of Aging;
- Two representatives of the Senate of Maryland, appointed by the President of the Senate;
- Two representatives of the Maryland House of Delegates, appointed by the Speaker of the House;
- The President of the Maryland Workforce Development Association; and Members appointed by the Governor to represent private sector business and industry, labor, education, local government, community-based organizations, youth service providers, and other organizations and individuals with interest, experience or expertise in workforce investment activities.

## **Appendix 111 (cont.)**

The membership of the Board shall conform to the representation requirements in federal law governing eligibility for participation in the Federal Workforce Investment Act. At least 50% of the members appointed by the Governor shall be representatives of private sector business.

Members appointed by the Governor under Section B(1)(m) shall serve four-year staggered terms. All other members shall serve so long as they hold the office or designation stipulated in Section B(1)(a) through (l). The Governor shall designate a Chairperson who shall serve at the pleasure of the Governor. The Chairperson shall be a private sector business representative and may not be an elected official or an employee of the State of Maryland or any local government.

Members of the Board may not receive any compensation for their services, but may receive reimbursement for reasonable expenses incurred in the performance of their duties in accordance with the State Travel Regulations and as provided in the State budget.

The Board shall hold publicly announced meetings at such times and such places as it deems necessary. The meetings shall be open and accessible to the general public in accordance with State law.

The Board is authorized to obtain such professional, technical, and clerical personnel as may be necessary to carry out its functions, in accordance with the appropriate State budgetary and administrative requirements. Such staff will comprise an office that resides within the Department of Labor, Licensing and Regulation.

The Board may establish an Executive Committee composed of members appointed by the Chairperson. The Board may delegate to the Executive Committee any of the powers of the Board except those powers which are required by law to be exercised by the Board. The Chairperson may also appoint ad-hoc committees as appropriate.

### **Duties and Responsibilities:**

The Board shall advise the Governor on the following matters:

The development of policies and the dissemination of information that will contribute to a high-quality Maryland workforce development system that is demand-driven, innovative, proactive, and collaborative, that links with economic development and education, and that offers universal access to skill development and labor market opportunities.

The development of a State Plan for Maryland's workforce investment system which sets clear goals and unifies the efforts of the various parts of this system, including education, workforce development, business and economic development, and other services in a coordinated strategy to upgrade and promote the status of Maryland's workforce.

The promotion and coordination of private sector involvement in the workforce investment system through the development of partnerships among State agencies, the business community, and local workforce investment boards.

## **Appendix 111 (cont.)**

The establishment and maintenance of an accountability system to measure the results of Maryland's workforce investment system, including programs administered by State and local agencies, in relation to the State Plan. Any other issues which require input from the Board under the provisions of the Federal Workforce Investment Act.

### **Reporting.**

The Board shall report annually to the Governor and the General Assembly on the implementation and results of Maryland's workforce investment system.

GIVEN Under My Hand and the Great Seal of the State of Maryland, in the City of Annapolis, this 1st Day of November, 2004.

## MARYLAND'S THIRTEEN TARGETED INDUSTRIES

NAICS CODE	NAICS TITLE	NAICS CODE	NAICS TITLE
<b>I. AEROSPACE</b>		<b>V. HEALTHCARE</b>	
334511	Search, detection, navigation, guidance, aeronautical, and nautical system and instrument manufacturing.	6211	Offices of physicians
3364	Aerospace product & parts mfg.	6212	Offices of dentists
488111	Air traffic control	6213	Offices of other health practitioners
541512	Computer systems design services	6214	Outpatient care centers
54171	Physical, engineering and biological research	6215	Medical & diagnostic laboratories
9271	Space research & technology	6216	Home health care services
		6219	Other ambulatory health care services
		6221	General medical & surgical hospitals
		6222	Psychiatric & substance abuse hospitals
		6223	Other hospitals
		6231	Nursing care facilities
		6232	Residential mental health facilities
		6233	Community care facilities for the elderly
		6239	Other residential care facilities
<b>II. BIOSCIENCE</b>		<b>VI. HOSPITALITY &amp; TOURISM</b>	
3254	Pharmaceutical & medicine mfg.	7211	Traveler accommodation
334516	Analytical laboratory instrument mfg.	7212	RV parks & recreational camps
334517	Irradiation apparatus manufacturing	7213	Rooming & boarding houses
339113	Surgical appliance and supplies manufacturing	7221	Full-service restaurants
54138	Testing laboratories	7222	Limited-service eating places
54162	Environmental consulting services	7223	Special food services
54171	Physical, engineering and biological research	7224	Drinking places, alcoholic beverages
		4871	Scenic & sightseeing transportation, land
		4872	Scenic & sightseeing transportation, water
		4879	Scenic & sightseeing transportation, other
		5615	Travel arrangement & reservation services
		7111	Performing arts companies
		7112	Spectator sports
		7113	Promoters of performing arts & sports
		7114	Agents & managers for public figures
		7115	Independent artists, writers, & performers
		7121	Museums, historical sites, zoos, & parks
		7131	Amusement parks & arcades
		7132	Gambling industries
		7139	Other amusement & recreation industries
<b>III. CONSTRUCTION</b>			
2361	Residential building construction		
2362	Nonresidential building construction		
2371	Utility system construction		
2372	Land subdivision		
2373	Highway, street, & bridge construction		
2379	Other heavy construction		
2381	Building foundation & exterior contractors		
2382	Building equipment contractors		
2383	Building finishing contractors		
2389	Other specialty trade contractors		
<b>IV. EDUCATION</b>			
6111	Elementary & secondary schools		
6112	Junior colleges		
6113	Colleges & universities		
6114	Business, computer & management training		
6115	Technical & trade schools		

## VII. MANUFACTURING

3111	Animal food mfg.	3311	Iron & steel mills & ferroalloy mfg.
3112	Grain & oilseed milling	3312	Steel product mfg. from purchased steel
3113	Sugar & confectionery product mfg.	3313	Alumina & aluminum production
3114	Fruit & vegetable preserving & specialty	3314	Other nonferrous metal production
3115	Dairy product mfg.	3315	Foundries
3116	Animal slaughtering & processing	3321	Forging & stamping
3117	Seafood product preparation & packaging	3322	Cutlery & handtool mfg.
3118	Bakeries & tortilla mfg.	3323	Architectural & structural metals mfg.
3119	Other food mfg.	3324	Boiler, tank, & shipping container mfg.
3121	Beverage mfg.	3325	Hardware mfg.
3122	Tobacco mfg.	3326	Spring & wire product mfg.
3131	Fiber, yarn, & thread mills	3327	Machine shops & threaded product mfg.
3132	Fabric mills	3328	Coating, engraving, & heat treating metals
3133	Textile & fabric finishing mills	3329	Other fabricated metal product mfg.
3141	Textile furnishings mills	3331	Ag., construction, & mining machinery mfg.
3149	Other textile product mills	3332	Industrial machinery mfg.
3151	Apparel knitting mills	3333	Commercial & service industry machinery
3152	Cut & sew apparel mfg.	3334	HVAC & commercial refrigeration equipment
3159	Accessories & other apparel mfg.	3335	Metalworking machinery mfg.
3161	Leather & hide tanning & finishing	3336	Turbine & power transmission equipment mfg.
3162	Footwear mfg.	3339	Other general purpose machinery mfg.
3169	Other leather product mfg.	3341	Computer & peripheral equipment mfg.
3211	Sawmills & wood preservation	3342	Communications equipment mfg.
3212	Plywood & engineered wood product mfg.	3343	Audio & video equipment mfg.
3219	Other wood product mfg.	3344	Semiconductor & electronic component mfg.
3221	Pulp, paper, & paperboard mills	3345	Electronic instrument mfg.
3222	Converted paper product mfg.	3346	Magnetic media mfg. & reproducing
3231	Printing & related support activities	3351	Electric lighting equipment mfg.
3241	Petroleum & coal products mfg.	3352	Household appliance mfg.
3251	Basic chemical mfg.	3353	Electrical equipment mfg.
3252	Resin, rubber, & artificial fibers mfg.	3359	Other electrical equipment & component mfg.
3253	Agricultural chemical mfg.	3361	Motor vehicle mfg.
3254	Pharmaceutical & medicine mfg.	3362	Motor vehicle body & trailer mfg.
3255	Paint, coating, & adhesive mfg.	3363	Motor vehicle parts mfg.
3256	Soap, cleaning compound, & toiletry mfg.	3364	Aerospace product & parts mfg.
3259	Other chemical product & preparation mfg.	3365	Railroad rolling stock mfg.
3261	Plastics product mfg.	3366	Ship & boat building
3262	Rubber product mfg.	3369	Other transportation equipment mfg.
3271	Clay product & refractory mfg.	3371	Household & institutional furniture mfg.
3272	Glass & glass product mfg.	3372	Office furniture & fixtures mfg.
3273	Cement & concrete product mfg.	3379	Other furniture related product mfg.
3274	Lime & gypsum product mfg.	3391	Medical equipment & supplies mfg.
3279	Other nonmetallic mineral products	3399	Other miscellaneous mfg.

## VIII. RETAIL TRADE

4411	Automobile dealers	4482	Shoe stores
4412	Other motor vehicle dealers	4483	Jewelry, luggage, & leather goods stores
4413	Auto parts, accessories, & tire stores	4511	Sporting goods & musical instrument stores
4421	Furniture stores	4512	Book, periodical, & music stores
4422	Home furnishings stores	4521	Department stores
4431	Electronics & appliance stores	4529	Other general merchandise stores
4441	Building material & supplies dealers	4531	Florists
4442	Lawn & garden equipment & supplies stores	4532	Office supplies, stationery, & gift stores
4451	Grocery stores	4533	Used merchandise stores
4452	Specialty food stores	4539	Other miscellaneous store retailers
4453	Beer, wine, & liquor stores	4541	Electronic shopping & mail-order houses
4461	Health & personal care stores	4542	Vending machine operators
4471	Gasoline stations	4543	Direct selling establishments
4481	Clothing stores		

## **IX. TRANSPORTATION AND WAREHOUSING**

4811	Scheduled air transportation	4855	Charter bus industry
4812	Nonscheduled air transportation	4859	Other ground passenger transportation
4821	Rail transportation	4862	Pipeline transportation of natural gas
4831	Sea, coastal, & Great Lakes transportation	4869	Other pipeline transportation
4832	Inland water transportation	4881	Support activities for air transportation
4841	General freight trucking	4882	Support activities for rail transportation
4842	Specialized freight trucking	4883	Support activities for water transportation
4851	Urban transit systems	4884	Support activities for road transportation
4852	Interurban & rural bus transportation	4885	Freight transportation arrangement
4853	Taxi & limousine service	4889	Other support activities for transportation
4854	School & employee bus transportation	4931	Warehousing & storage

## **X. FINANCE & INSURANCE**

5211	Monetary authorities - central bank
5221	Depository credit intermediation
5222	Nondepository credit intermediation
5223	Activities related to credit intermediation
5231	Securities & commodity contracts brokerage
5232	Securities & commodity exchanges
5239	Other financial investment activities
5241	Insurance carriers
5242	Insurance agencies, brokerages, & relation
5251	Insurance & employee benefit funds
5259	Other investment pools & funds

## **XI. BUSINESS SERVICES**

5411	Legal services	5613	Employment services
5412	Accounting & bookkeeping services	5614	Business support services
5413	Architectural & engineering services	5615	Travel arrangement & reservation services
5414	Specialized design services	5616	Investigation & security services
5415	Computer systems design & related services	5617	Services to buildings & dwellings
5416	Management & technical consulting services	5619	Other support services
5417	Scientific research & development services	5621	Waste collection
5418	Advertising & related services	5622	Waste treatment & disposal
5419	Other professional & technical services	5629	Remediation & other waste services
5511	Management of companies & enterprises	8112	Electronic equipment repair & maintenance
5611	Office administrative services	8113	Commercial machinery repair & maintenance
5612	Facilities support services		

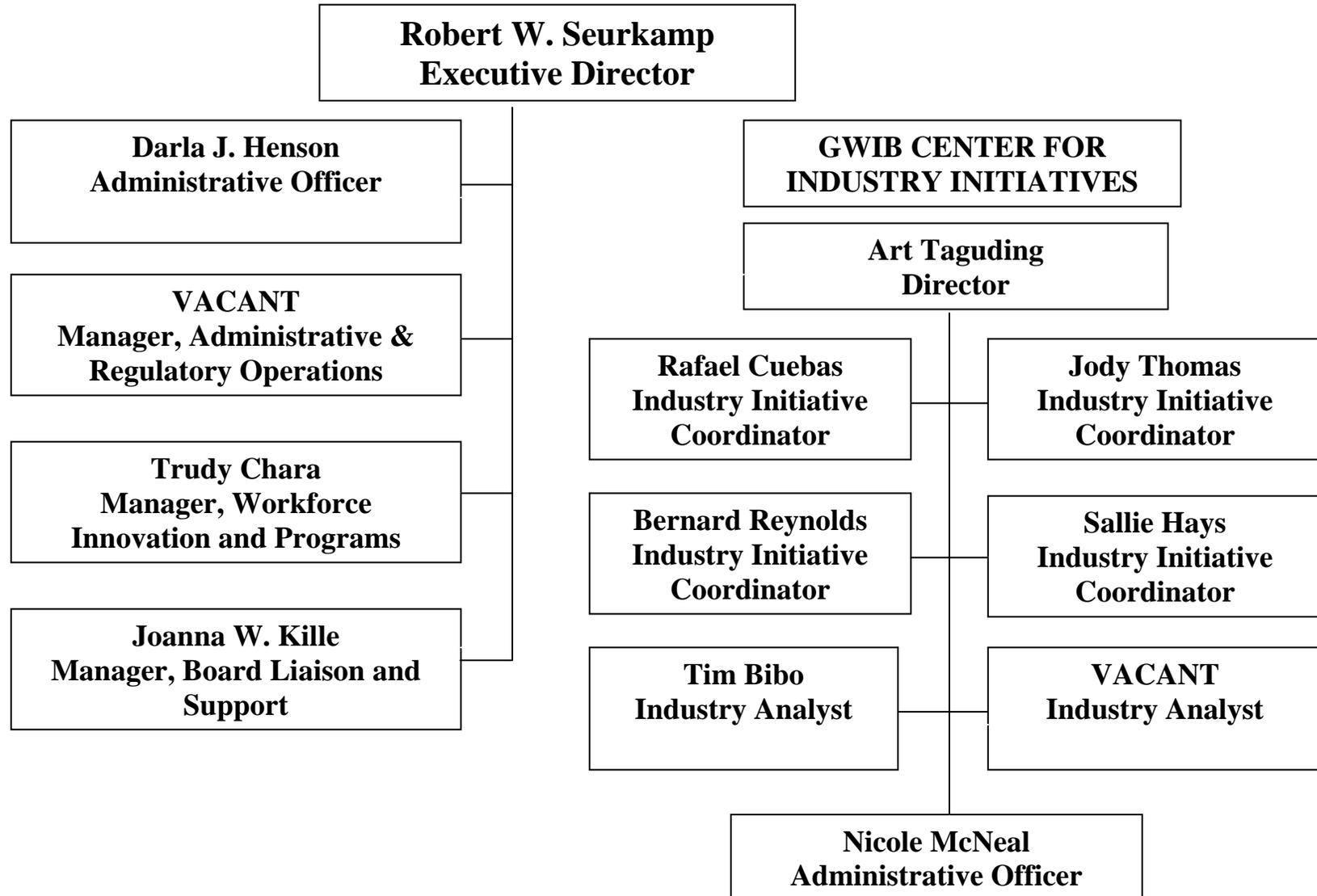
## **XII. INFORMATION TECHNOLOGY**

3341	Computer and peripheral equipment mfg.	5112	Software publishers
3342	Communications equipment manufacturing	5161	Internet publishing and broadcasting
3343	Audio and video equipment manufacturing	5181	ISPs and web search portals
3346	Magnetic media manufacturing and reproducing	5182	Data processing and related services
423430	Computer and software merchant wholesalers	5191	Other information services
423690	Other electronic parts merchant wholesalers	5415	Computer systems design and related svcs.
425110	Business to business electronic markets	811212	Computer and office machine repair

## **XIII. COMMUNICATIONS**

5111	Newspaper, book, and directory publishers	5171	Wired telecommunications carriers
5121	Motion picture and video industries	5172	Wireless telecommunications carriers
5122	Sound recording industries	5173	Telecommunications resellers
5151	Radio and television broadcasting	5174	Satellite telecommunications
5152	Cable and other subscription programming	5175	Cable and other program distribution
		5179	Other telecommunications

# Department of Labor, Licensing and Regulation Governor's Workforce Investment Board



2006 GOVERNOR'S WORKFORCE INVESTMENT BOARD  
SUBCABINET MEMBERS

Updated: 4/10/06

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State Superintendent of Schools  
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## **Appendix 310**

### **Manufacturing Industry Initiative Orientation Meeting McCormick & Company**

**July 25, 2006, 11:00 a.m. – 12:00 noon**

#### **Participants**

- Robert Lawless, Chairman, President and CEO, McCormick & Company, Inc., Governor's Workforce Investment Board Manufacturing Industry Leader
- Rafael Correa, President, Machining Technologies, Inc., Governor's Workforce Investment Board Manufacturing Industry Leader
- Art Taguding, Director, Governor's Workforce Investment Board Center for Industry Initiatives
- Jody Thomas, Industry Initiative Coordinator, Governor's Workforce Investment Board Center for Industry Initiatives

#### **Agenda**

- Review of GWIB Industry Initiative Process
- Define roles of the Industry Leaders, Chairman, Initiative Coordinator and GWIB resources
- Identify a candidate(s) for Steering Committee Chairman and other potential high level, credible industry leaders to engage in the initiative
- Discuss next steps: projected timeline 2006-2007
- Questions or other issues

#### **Materials**

- Center for Industry Initiatives: Vision, Mission and the Five-Phase Process
- Aerospace Workforce Summit Guide with Industry Monograph
- Healthcare Initiative: a Model with Outcomes
- Manufacturing Sector Profile

## **Appendix 311**

### **SAMPLE OF STEERING COMMITTEE CHAIR APPOINTMENT LETTER**

Mr. Jon Smith, President  
Smith Construction  
2122 Industrial Parkway  
Glen Burnie, MD 21412

Dear Mr. Smith;

Thank you for agreeing to serve as the Chair of the Construction Industry Initiative Steering Committee with the Governor's Workforce Investment Board (GWIB). As you are aware, the construction industry is a significant contributor to the vitality and economy of the state of Maryland and it is imperative that its current and future workforce issues are addressed through this industry steering committee.

Through a proven, industry-led 5-phase process that was successfully used by the HealthCare industry initiative steering committee in addressing its respective industry workforce issues, GWIB will work with you, as the chair, to identify the future demand and specific strategies and initiatives that will help the construction industry to address its recruitment, training and retention issues.

In collaboration and cooperation with the GWIB industry leader and GWIB Center for Industry Initiatives staff, you will establish a steering committee by identifying experts and other key people from your industry and calling on them to work with our state and local government and educational leaders to not only identify needs but also to map out ideas and approaches for addressing both long and short term needs. Once the committee is organized, our expectation is that you will regularly keep the GWIB apprised of your progress.

Should you need assistance, our staff, as well as staff from the other state agencies, is prepared to assist. We will work with you to make this task as productive and rewarding as possible. Again, thank you for your commitment to be the Steering Committee Chair. We look forward to hearing about the progress of your steering committee.

Sincerely,

Gino J. Gemignani, Jr.  
GWIB Chair

Robert Seurkamp  
GWIB Executive Director

## Appendix 312

### Identification of Prospective Committee Members

#### ***DLLR:***

DLLR publishes a listing of the top employers in MD and in each of its counties:

<http://www.dllr.state.md.us/lmi/emplists/index.html>

#### ***DBED:***

DBED publishes statewide, county, and regional listing of top employers. They also publish a listing of corporations with MD headquarters and recent expansions.

<http://www.choosemaryland.org/factsandfigures/businesscommunity/buscom.html>

#### ***Reference USA:***

Many public libraries, including the Baltimore County Public Library and The Enoch Pratt Free Library provide patrons with access to the ReferenceUSA database, an online tool that allows the user to create customized searches by NAICS, major industry, city, county, metropolitan statistical area (MSA), number of employees, etc. The query results show useful information about the organizations, including: sales, number of employees, contact information, and etc.

<http://bcpl.info> <http://www.epfl.net/>

#### ***Book of Lists:***

The Baltimore Business Journal publishes listings of the top companies in the Baltimore area. These useful listing are available for the major industries in the area, and they provide information about revenues, employees, and contact people.

Art has printed versions of the 2004 and 2005 editions, and GWIB is working to electronically acquire the 2006 edition.

**Education Steering Committee Prospects**  
Updated 8/11/06

Last Name	First Name	Title	Education Organization	Phone	email	Region	Segment	Size			
Bjarekull	Tina	President	MD Independent College & University Assoc.	410-269-0306	<a href="mailto:tbjarekull@micua.org">tbjarekull@micua.org</a>	Greater Baltimore	Assoc./Organiz.		Capital	0 - 20	Pre-school, public
Burnett	Calvin	Secretary	MD Higher Education Commission	410-260-4566	<a href="mailto:cburnett@mhec.state.md.us">cburnett@mhec.state.md.us</a>	Greater Baltimore	Government		Eastern	21 - 100	Pre-school, private
Caret	Robert	President	Towson University	410-704-2356	<a href="mailto:rcaret@towson.edu">rcaret@towson.edu</a>	Greater Baltimore	4 yr college & university, public		Greater Baltimore	101 - 250	K-12, public
Clements	James	Vice President, Division of Economic and Community Outreach	Towson University	410-704-3780	<a href="mailto:jclements@towson.edu">jclements@towson.edu</a>	Greater Baltimore	4 yr college & university, public		Southern	251 - 500	K-12, private
Holly	Jeane Marie	Program Manager, CTE Systems Branch	MD State Department of Education, Div. of Career Technology & Adult Learning	410-767-0182	<a href="mailto:jmholly@msde.state.md.us">jmholly@msde.state.md.us</a>	Greater Baltimore	Government		Western	501 - 2M	Community College
Grasmick	Nancy	State Superintendent of Schools	MD State Department of Education	410-767-0462	<a href="mailto:ngrasmick@msde.state.md.us">ngrasmick@msde.state.md.us</a>	Greater Baltimore	Government			2M+	2 year school, private
Hendrickson	Judy	Director of Academic Affairs	MD Higher Education Commission	410-260-4531	<a href="mailto:jhendric@mhec.state.md.us">jhendric@mhec.state.md.us</a>	Greater Baltimore	Government				4 yr college & university, public
Hoy	Murray	President	Wor-Wic Community College	410-334-2810	<a href="mailto:rhoy@worwic.edu">rhoy@worwic.edu</a>	Eastern	Community College				4 yr college & university, private
Knapp	Steven	Provost & Sr. V.P. for Academic Affairs	The Johns Hopkins University	410-516-8070	<a href="mailto:steven.knapp@jhu.edu">steven.knapp@jhu.edu</a>	Greater Baltimore	4 yr college & university, private				Apprenticeship
Lack	Paul	Executive Vice President for Academic Affairs and Dean	Villa Julie College	443-334-2205	<a href="mailto:aca-dean@mail.vjc.edu">aca-dean@mail.vjc.edu</a>	Greater Baltimore	4 yr college & university, private				Distance learning
Manning	Kevin	President	Villa Julie College	443-334-3203	<a href="mailto:prs-ofc@mail.vjc.edu">prs-ofc@mail.vjc.edu</a>	Greater Baltimore	4 yr college & university, private				Specialty training
Oliver	Katharine	Assistant State superintendent	MD State Department of Education, Div. of Career Technology & Adult Learning	410-767-0157	<a href="mailto:koliver@msde.state.md.us">koliver@msde.state.md.us</a>	Greater Baltimore	Government				Assoc./Organiz.
Palmucci	John	Vice President of Administration & Finance, Treasurer	Loyola College	410-617-2345	<a href="mailto:jpalmucc@loyola.edu">jpalmucc@loyola.edu</a>	Greater Baltimore	4 yr college & university, private				Government
Pines	Marion	Senior Fellow	The Johns Hopkins University, Institute for Policy Studies	410-516-7169	<a href="mailto:mpines@jhu.edu">mpines@jhu.edu</a>	Greater Baltimore	4 yr college & university, private				
Schachtel	Marsha	Senior Fellow for Institutional Policy	The Johns Hopkins University, Institute for Policy Studies		<a href="mailto:mschachtel@jhu.edu">mschachtel@jhu.edu</a>	Greater Baltimore	4 yr college & university, private				
Smith	Martha	President	Anne Arundel Community College	410-777-1177	<a href="mailto:jheath@aacc.edu">jheath@aacc.edu</a>	Greater Baltimore	Community College				
Ungaretti	Toni	Co-Director, Associate Dean	The Johns Hopkins University, Institute for Policy Studies	410-516-7190	<a href="mailto:toni@jhu.edu">toni@jhu.edu</a>	Greater Baltimore	4 yr college & university, private				

**Appendix 314**

State Agency Potential Committee Members	<b>GWIB</b>	Hospitality & Tourism	Retail Trade	Finance & Insurance	
<b>Department Of Business And Economic Development (DBED)</b>	X	X			
Maryland Industrial Training Program					
Partnership for Workforce Quality					
<b>Maryland State Department Of Education (MSDE)</b>					
Adult Education and Literacy					
Career and Technology Education (CTE)		X			
Correctional					
Division of Rehabilitation Services (DORS)					
<b>Maryland Higher Education Commission (MHEC)</b>	X	X			
<b>Department of Housing and Community Development (DHCD)</b>	X				
<b>Department of Human Resources (DHR)</b>	X				
Family Investment Administration - Local Workforce Operations					
<b>Department of Labor, Licensing and Regulation (DLLR)</b>	X				
Division of Workforce Development (DWD)					
One-Stop & Business Services					
Tax Credits and Foreign Labor Certification					
Federal Bonding Department of Labor, Licensing and Regulation					
Worker Dislocation					
Maryland Workforce Exchange (MWE)					
Maryland Business Works (MBW)					
Maryland Apprenticeship and Training Program					
Local Workforce Investment Areas and Directors					
Anne Arundel County		X	X		
Baltimore City		X	X		
Baltimore County		X	X		
Frederick County			X		
Lower Shore (Somerset, Wicomico, and Worcester Counties)		X			
Mid-Maryland (Carroll and Howard Counties)			X		
Montgomery County			X		
Prince George's			X		
Susquehanna Region (Cecil and Harford Counties)					
Susquehanna Region (Cecil and Harford Counties)		X			
Upper Shore (Caroline, Dorchester, Kent, Queen Anne's And Talbot Counties)		X			
Western Maryland (Washington, Allegany, and Garrett Counties)					

**Appendix 314 (cont.)**

State Agency Potential Committee Members	<b>GWIB</b>	Hospitality & Tourism	Retail Trade	Finance & Insurance	
<b>Maryland Association of Community Colleges (MACC)</b>					
Allegany College of Maryland					
Anne Arundel Community College		X			
Baltimore City Community College		X			
Carroll Community College					
Cecil Community College					
Chesapeake College					
College of Southern Maryland					
The Community College of Baltimore County		X			
Frederick Community College		X			
Garrett College					
Hagerstown Community College					
Harford Community College					
Howard Community College		X			
Montgomery College					
Prince George's Community College					
Wor-Wic Community College					
<b>Universities</b>					
Frostburg State University		X			
UM - Eastern Shore		X			
<b>Maryland Department of Aging (MDoA)</b>	X				
<b>Maryland Department of Juvenile Services (DJS)</b>	X				
<b>Maryland Department of Public Safety &amp; correctional Services (DPSCS)</b>	X				
<b>County Agencies and Departments</b>					
Hartford County		X			
Howard County		X			
Talbot County		X			
Worcester County		X			
		X			

## Appendix 315

### SAMPLE LETTER TO COMMITTEE MEMBERS

Date

Name  
Company  
Address  
City/state

Dear

Thank you for agreeing to serve on the Finance and Insurance Industry Initiative Steering Committee. Our first organizational meeting is scheduled on (DATE) from (TIME) at (PLACE).

Let us summarize what we discussed about the purpose of the committee and the industry initiative process developed by the Maryland Governor's Workforce Investment Board (GWIB).

GWIB and the Center for Industry Initiatives (Center) is focused on identifying and addressing current and projected workforce demand and issues in thirteen targeted industries, among them the Finance and Insurance sector. Our steering committee is part of a process developed by the GWIB and Center to identify our current and future employment needs, and develop creative strategies that will affect all aspects of the workforce, including employment availability, recruitment, training, retention.

We need your participation in this steering committee to help us to solve some of the most pressing workforce issues facing Maryland's finance and insurance businesses. A majority of the committee are, like you, business leaders. The other committee members are selected representatives from state and educational agencies, colleges, and professional associations who will work with us to gather data, define our workforce needs and develop strategies to address those needs. GWIB and Center staff will provide administrative support while guiding the committee through the industry initiative process.

Enclosed are an agenda and background reports for our meeting. For more information about GWIB and the Center for Industry Initiatives go to [www.mdworkforce.com](http://www.mdworkforce.com). If you have any questions, please call me. We look forward to seeing you on (date).

Sincerely,

George Littrell III  
Vice President  
Merrill Lynch.  
(Chairman and GWIB Industry Leader)

Robert W. Seurkamp  
Executive Director  
Governor's Workforce Investment Board

Encl/ Agenda, Industry Initiative Process Summary, Finance and Insurance Industry Profile

## Appendix 317

<i>Committee Orientation Agenda with time and objections</i>		
<i>Agenda Topic</i>	<i>Time</i>	<i>Objective(s)</i>
Welcome & introductions	<i>5 to 10 minutes</i>	To allow participants to introduce themselves, their companies and their expectation for the committee
Overview of the workforce development system	<i>20 – 30 minutes</i>	To define the workforce development system and how the sector-based, demand-driven, industry-led approach serves the interests of the industry and the state.
The five phase industry initiative process	<i>20 minutes</i>	To review the process and provide examples from the Healthcare and Aerospace initiatives.
Committee's purpose	<i>10 minutes</i>	To present the mission and goals of the committee within the five-phase initiative process.
Industry workforce issues	<i>20 minutes</i>	To engage the committee in an initial discussion of the industry workforce issues, to capture those issues and create a culture within the Steering Committee of involvement
Future work plan/ potential sub committees	<i>20 minutes</i>	To discuss the tasks that the Committee must complete within the five-phase initiative process, and brainstorm approaches that will be needed to complete these tasks including the potential use of subcommittees.
Resource plan	<i>15 minutes</i>	To discuss how the committee will support its efforts.
Future meetings	<i>10 minutes</i>	To review a proposed schedule of regular meeting dates, times and places for 2006-2007.

**CENTER FOR INDUSTRY INITIATIVES  
AEROSPACE STEERING COMMITTEE  
PROPOSED DATES AND TIMES**

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<b>March 7, 2005 9:30 AM -11:30 AM</b>	Full Aerospace Steering Committee Meeting at the Johns Hopkins Applied Physics Lab
<b>March 14<sup>th</sup>, 2005 8:30 AM -12:30 PM</b>	1 <sup>st</sup> Human Resource Focus Group Meeting At Northrop Grumman (Invitees Only)
<b>March 28<sup>th</sup>, 2005 9:30-11:30 AM</b>	Full Aerospace Steering Committee Meeting At the Johns Hopkins Applied Physics Lab
<b>April 13<sup>th</sup>, 2005 1:30 AM – 5:00 PM</b>	2nd Human Resource Group Meeting At Northrop Grumman (Invitees Only)
<b>April 25<sup>th</sup>, 2005 9:30-11:30 AM</b>	Full Aerospace Steering Committee Meeting at the Johns Hopkins Applied Physics Lab
<b>April-May 2005</b>	Writing, Editing of the Aerospace Monograph
<b>May 2005 Committee</b>	Draft of Monograph sent electronically to Full Aerospace
<b>May 23<sup>rd</sup>, 2005 9:30-11:30 AM</b>	Full Aerospace Steering Committee Meeting
<b>May 31<sup>st</sup>, 2005 Steering Committee</b>	Final of Monograph sent electronically to Full Aerospace
<b>June 3<sup>rd</sup>, 2005</b>	Monograph sent electronically to all Stakeholders
<b>June 13<sup>th</sup> – 17<sup>th</sup></b>	Produce Hard copies of Monograph based on Summit attendance projections
<b>January 26, 2006</b>	Maryland Aerospace Industry Sector Summit

## Appendix 320

### Center for Industry Initiatives Hospitality-Tourism Steering Committee

#### Agenda

August 15, 2006

12:00-2:30 PM

Restaurant Association of Maryland  
6301 Hillside Court  
Columbia, MD  
410-290-6800

Bernard Reynolds, Industry Coordinator 301-518-6324 (cell)

Directions Link: [www.marylandrestaurants.com/directions](http://www.marylandrestaurants.com/directions)

#### I. Welcome and Introduction

#### II. Invited Speaker

Will Anderson

Director: [www.BeWhatIWantToBe.com](http://www.BeWhatIWantToBe.com)

Maryland Business Roundtable for Education (MBRT)

There are 841,000 students (K-12) in Maryland schools (“The Fact Book 2004-2005,” <http://www.marylandpublicschools.org>, FactBook20042005.pdf). Will Anderson estimates the MBRT sponsored BeWhatIWantToBe website and magazine reach nearly 75,000 of these students each year. The MRBT promotes a positive image of work, careers and industry, and provides tips for preparing for the world of work. They do this through stories and formats that interest young people. Learn more about this exciting project and its potential to address our workforce issues.

#### III. Subcommittee Reports

Subcommittee chairs will make presentations defining our ten workforce issues and the recommendations for strategies, actions and projects that engage these issues. Steering committee members will have an opportunity to review, discuss and suggest enhancements to the presentations.

#### IV. Next Steps

Between September and December the committee must review, revise and approve the monograph, the summit agenda. Co-chairmen Tom Hall and Tom Warren will review plans for meeting these critical industry initiative process goals.

#### V. Wrap-up

Next meeting will be on September 19, 2006

Mark your calendars!

Hospitality and Tourism Summit

## **GWIB Hospitality & Tourism Steering Committee**

### **Mission:**

Current solutions for tomorrow's workforce

### **Team Guidelines:**

1. Share all relevant information
2. Agree on what important words mean; Avoid acronyms or define in advance
3. Keep the discussion focused
4. Be prompt; all meetings begin & end on time
5. Complete all assignments, on time
6. We will base our decisions on data whenever possible
7. We will make important decisions by consensus
8. Once a decision is made the team will move forward
9. Respect the diversity that Hospitality and Tourism represents

**GOVERNOR'S WORKFORCE  
INVESTMENT BOARD  
BIOSCIENCE STEERING COMMITTEE AGENDA  
MAY 31, 2006 10:30 AM-12:30 PM  
FORT DETRICK, FREDERICK, MARYLAND**

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**I. WELCOME AND INTRODUCTIONS (10 MINUTES)**

Dr. Wayne T. Hockmeyer, GWIB Industry Leader & Chairman

Dr. James Fielder, Jr., Secretary, Department of Labor, Licensing & Regulation

Colonel Gina Deutsch, Post Commander, Fort Detrick

Notes: Col. Deutsch of the Army branch welcomed everyone to Ft. Detrick. She said Ft. Detrick has a unique connection with “the U.S. Army Medical Research and Material Command and Home of Medical Defense”. Based on its involvement with science and collaboration with other industries, Ft. Detrick has been able to fulfill immediate needs of the soldiers in the battlefield by providing personal protective equipment like helmets, ballistic glasses, and vest/body armor protection. Fort Detrick is also involved with “Improved Medical Care on the Battlefield” by providing necessary equipment and medical services to the soldiers. The Army is encouraging early use of mental health services and removing barriers to provide care where needed. Mental health wounds also need to be considered, as some returning soldiers need mental health assistance due to difficult combat experience. Walter Reed Army Institute of Research Behavioral Health Research Team being the key contributor. Col. Deutsch added, “We Help Every Soldier, Every Day” by providing “Improved Fitness, Resilience and Equipment for Deployment and Combat”. Fort Detrick is also connected to Globally Integrated Medical Logistics (Med Log) System. The U.S. Army Medical material agency at Fort Detrick is also known as “hub”. It is the “Home of National Interagency Biodefense Campus” NIBC, with partners like DoD, National Cancer Institute, Department of Agriculture, National Institute of Allergy and Infectious Diseases (building under construction), Department of Homeland Security and Centers for Disease Control. NIBC is working on developing a campus to promote research, synchronize areas of common interest among the federal agencies, promote federal interagency coordination and sharing of expertise, minimize duplication of effort, and improve the ability to produce science, technology, and products faster and better at minimum cost. This will be “Home of National Interagency Confederation for Biological Research” with NIBC, NCI as future partners. The partnership of this confederation will grow acquiring new partners, with a business development office currently open.

Dr. Fiedler said that it is exciting to see the way Ft. Detrick is growing with their involvement with the neighboring community. He also shared that before the Health Care summit, the vacancy for nurses was 14%, but after the summit, it went down to 9%. There were plenty of applicants but not enough teachers. He suggested turning to the industry, as the industry knows its needs better than the government. It would be helpful to create a module to evaluate who has the money and the capacity and identify industry's needs. Maryland business group is working on training program to create “MD Workforce Exchange” in next couple of months, which will offer free online web for job matching. This program will also come up with strategies to help various businesses with their needs.

## **Appendix 322 (cont.)**

### **II. MEETING SCHEDULE (5 MINUTES)**

Dr. Wayne T. Hockmeyer

Notes: Dr. Hockmeyer requested the team to review the meeting dates for 2007 calendar year for any conflicts.

### **III. STEERING COMMITTEE NEXT STEPS AND PLAN OF ACTION (5 MINUTES)**

Dr. Wayne T. Hockmeyer

Notes: Dr. Hockmeyer invited Drs. Coleman and Eaton to share the Steering Committee meeting analysis with the group.

### **IV. THE SUPPLY-SIDE OF BIOSCIENCE IN MARYLAND GAP ANALYSIS**

(20 MINUTES)

Dr. Gary Coleman, Assistant Vice President, Bioscience Education Center,  
University of Maryland Biotechnology Institute

Notes: The Steering Committee discussed the need for Skill Standards in various areas:

- New employees in the biosciences may not be prepared for the beginning-level technical jobs they enter
- Many bioscience programs designed to prepare people for industry jobs sometimes fail because the planners and teachers do not understand the skills required of the occupation
- Programs that do not adequately meet employer needs require the employer to spend large sums of money training new employees or recruiting trained workers from other locales
- Employers are looking at outcome-based criteria in their hiring practices – demonstrated mastery of knowledge, skills and attributes required to do the job

Following Developmental Principles were also discussed:

- Industry labor and education must work together
- Experienced workers are the experts in regard to the knowledge, skills and attributes required for their jobs
- People should not be prepared for narrow occupations but rather for large clusters of occupations that share common performance requirements and skills
- School and work-based learning should begin in the elementary grades

The Steering Committee suggested the following Developmental Process:

- Organize a Technical Committee

## Appendix 322 (cont.)

- Identify industry trends and skill/knowledge requirements for bioscience occupations
- Design a job analysis
- Validate analysis
- Analyze current education and training programs
- Develop performance criteria
- Develop skill standards
- Assess education and training programs

The Steering Committee will work with various steps of the Developmental Process and give a report at the next meeting.

## **V. BIOMEDICAL SCIENCES PROGRAM, MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) (25 MINUTES)**

Dr. Carolyn Malstrom, Associate Director of Curriculum for  
Biomedical Sciences, Project Lead the Way  
Dr. Lynne Gilli, Program Manager, MSDE

Notes: Drs. Malstrom and Gilli introduced “Project Lead the Way” to the team and shared their Mission:

“To create dynamic partnerships with our nation’s schools to produce an increasing and more diverse group of students to be successful in science, engineering, and engineering technology programs at the four and two year college level”. PLTW is a 501© (3) not-for-profit corporation, and is working with five (Connecticut, Indiana, Missouri, Oklahoma & S. Carolina) other states to develop “Biomedical Sciences Program Partnership”. This program has received \$500,000.00 from State of Maryland to develop this program. It is specifically designed to address the impending critical shortage of qualified science and health professionals and prepare students for rigorous post-secondary education and training. It has an effective curriculum that aligns key learning concepts to national learning standards that include:

- day-by-day lessons
- support and enrichment activities
- course vocabulary
- instructional resources
- evaluation and assessment tools aligned to the key concepts

PLTW plans to create rigorous and relevant curriculum for students (with end-of-course exams and college credit options), professional development for teachers, and school counselor conferences. This curriculum will be “Standard-Based” and will be recognized by National Science Education Standards, Principles and Standards of School Mathematics, Standards for Technological Literacy and Standards for English Language Arts. PLTW plans to field test its first Biomedical Science and the development of its second course in Fall 2007. In Fall 2008, it will start the National publication of its first course and begin development of its third course. All four courses will be published in Fall 2011.

## Appendix 322 (cont.)

### BREAK FOR LUNCH

#### VI. WORKFORCE ISSUES (30 MINUTES)

Dr. Bob Eaton, President, MdBio, Inc.

Notes: Mr. Eaton gave an update from the GWIB Biotechnology Steering Committee's discussions on Workforce Policy Issues raised at their meeting:

- Attraction Issues:
  - Perceptions of Maryland?
  - Affordability (housing, taxes, etc.)?
  - Quality of schools near affordable housing?
  - Employment opportunities for spouses/partners
- Retention Issues:
  - Opportunities for advancement?
  - Continuing education?
  - Professional associations?
  - Traffic/commuting times?
  - Immigration/visa issues?

The Subcommittee also collected data from three different surveys conducted at BIO 2006 from recruiters, employees and students outside Maryland and Employees in Maryland companies. The following data resulted from these surveys:

- Do you consider Maryland to be one of the largest clusters of biotech companies in the United States? –13 Yes, 7 No
- If offered a job in Maryland, how would the location affect your decision-making? –12 Attractive, 4 Unattractive, 4 No opinion
- Before completing the survey, note which of the following you knew were located in Maryland:

–FDA	18
–Johns Hopkins University	18
–NIH	17
–HGS	12
–MedImmune	12
–Martek	7
–Digene	5
–United Therapeutics	4
- If one was considering relocating to a job in Maryland rate the following as a factor in your decision-making:

	<u>Attractive</u>	<u>Unattractive</u>
–Bethesda	14	2
–Blue Ridge Mountains	13	3
–Washington, DC	12	4

## Appendix 322 (cont.)

-Atlantic Ocean beaches	11	4
-Baltimore	11	6
-Chesapeake Bay	11	4
-Annapolis	8	5
-Columbia	7	4
-Frederick	5	5

The Subcommittee suggested following:

- Plan of Action
  - Collect existing data
  - Develop survey instruments
  - Conduct surveys of target audiences
  - Prioritize issues
  - Suggest possible corrective actions

## VII. SUMMATION AND NEXT STEPS (5 MINUTES)

Dr. Wayne T. Hockmeyer

Notes: Dr. Hockmeyer adjourned meeting, the next meeting on July 26, 2006 at MedImmune

Headquarters.

# Appendix 323

## Governor's Workforce Investment Board Website

Maryland's Department of Labor, Licensing and Regulation  
<http://www.dlfr.state.md.us/>



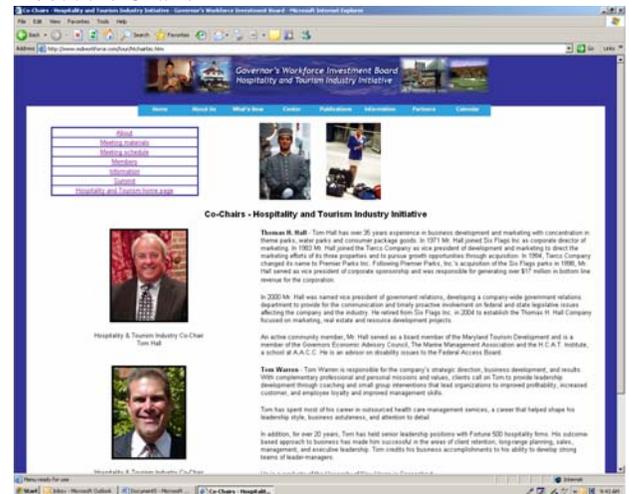
GWIB Home page  
<http://www.mdworkforce.com/>



Hospitality and Tourism homepage  
<http://www.mdworkforce.com/tour/>



About the Chairs



### Overview of the Initiative



**Appendix 410**

**Data Resources for Step 1**

<b>Section</b>	<b>Information resource</b>	<b>Resource suggested by GWIB</b>	<b>What will the committee do with it?</b>	<b>Notes about the resource</b>	<b>Links</b>
Definition and Description	Goods and services produced by the industry	DLLR Profile	Describe the goods and or services that the industry produces.	Initially based upon NAICS definitions. Committee should expand and use language of their sector.	<a href="http://www.dllr.state.md.us/lmi/industryclusters/">http://www.dllr.state.md.us/lmi/industryclusters/</a>
	NAICS Industries in the sector	DLLR Profile	Provide a listing of the NAICS industries (usually at the 4 digit level) that make up the sector and its segments.	These are defined in DLLR's initial profile. The committee can review and validate them.	<a href="http://www.dllr.state.md.us/lmi/industryclusters/">http://www.dllr.state.md.us/lmi/industryclusters/</a>
	Sector's employers in MD and U.S.	DLLR Profile / BLS	Describe how many people work in this sector, in Maryland and in the United States.	Number of employers by size, segment, and region of MD.	<a href="http://www.dllr.state.md.us/lmi/industryclusters/">http://www.dllr.state.md.us/lmi/industryclusters/</a>
History of the Industry in Maryland	Historical Employment Data	BLS / DLLR / Industry insight with supporting data	Provide a brief history of the industry in Maryland. The committee should decide what time period is most relevant.	Narrative of the sector's history in Maryland, written by the committee. The committee will receive historical data from GWIB staff, who will first check it with DLLR's LMAI. Historical employment levels are available nationally from BLS's CES program, but they may not be available for MD.	<a href="http://www.bls.gov/webapps/legacy/cesbtbl1.htm">http://www.bls.gov/webapps/legacy/cesbtbl1.htm</a> and <a href="http://www.dllr.state.md.us/lmi/emppay/tab1md.htm">http://www.dllr.state.md.us/lmi/emppay/tab1md.htm</a>
Economic Impact in Maryland	Gross State Product (GSP) by industry in MD	U.S. Department of Commerce, Bureau of Economic Analysis	Describe the total value that this industry adds to the state of Maryland?	GSP is explained here: <a href="http://www.bea.gov/region/gsp/help/OnlineHelp.htm">http://www.bea.gov/region/gsp/help/OnlineHelp.htm</a> . It involves three components: compensation of employees, taxes on production and imports, and gross operating surplus.	<a href="http://www.bea.gov/region/gsp/">http://www.bea.gov/region/gsp/</a>
	Payroll and tax revenue by Industry	U.S. Census Bureau, Economic Census	What are the annual total payrolls of this sector in MD?	The payrolls are available from DLLR's initial profile.	<a href="http://www.dllr.state.md.us/lmi/industryclusters/">http://www.dllr.state.md.us/lmi/industryclusters/</a>
Maryland's Opportunities and Challenges for the Sector	Identify Maryland's unique opportunities, challenges, and obstacles	Industry insight, with data backup	Describe if and how doing business in MD is unique. What challenges or opportunities exist that are unique to this state?	Committee will collaborate to brainstorm and research any ideas. GWIB staff will provide support, as requested.	
Influences and Trends	Identify market trends	Industry insight with supporting data	Describe any upward or downward movements that affect the sector and have lasted for 6 months or more.	Committee will decide upon relevant trends and research them. GWIB staff will provide support, as requested.	

	Local, State, Regional, National and International influences on the industry	Industry insight with supporting data	What are the influences (from the local through the international levels) that affect this industry in general and this industry in Maryland?	Committee will decide which categories are appropriate and research them. GWIB staff will provide support, as requested.	
<b>Abbreviation</b>	<b>Full Name</b>				
BLS	Bureau of Labor Statistics				
CES	Current Employment Statistics				
DLLR	Maryland Department of Labor, Licensing, and regulation				
DLLR LMAI	DLLR's Labor Market Analysis Information Unit				
GWIB	Governor's Workforce Investment Board				
NAICS	North American Industry Classification System				

**Appendix 411**

**Data Resources for Step 2**

<b>Section</b>	<b>Sub Section</b>	<b>Information Resource</b>	<b>Resource suggested by GWIB</b>	<b>What will the committee do with it?</b>	<b>Notes about the resource</b>	<b>Links</b>
Historical Workforce Patterns		Historical Employment Data for the Industry Sector	DLLR and BLS	Describe the historical employment levels of the industry. Note any major trends and any major events of influences that may have caused these trends.	Historical employment levels are available nationally from BLS's CES program. For some industries, the CES data go back to 1939. These industries will not match the Center's sectors exactly, and they are not compatible with Much of the other employment	<a href="http://www.bls.gov/webapps/legacy/cesstab1.htm">http://www.bls.gov/webapps/legacy/cesstab1.htm</a>
Current Workforce Profile	Industry Level - Overall number of workers and wages	Number of Workers and Average Wages	Initial Industry Profile	Quantify the number of workers in the sector and its segments. What are their average wages?	These data are available in the initial industry profile.	<a href="http://dllr.state.md.us/lmi/industryclusters/">http://dllr.state.md.us/lmi/industryclusters/</a>
	Industry Level - Worker Demographics	Demographics of the industry's workforce	LEHD Data	Describe the distribution of workers by age group and gender in the sector.	Demographics (age and gender) are available at the state level through the LEHD program.	<a href="http://lehd.dsd.census.gov/led/datatools/qwiapp.html">http://lehd.dsd.census.gov/led/datatools/qwiapp.html</a>
	Industry Level - Turnover and Tenure for the Industry	Industry Turnover Rates by Age, Gender, and Geography	LEHD Data	Describe the turnover rates for the sector. It may be helpful to examine trends that exist when looking at age, gender, and geography (county).	Data are available via the LEHD program.	<a href="http://lehd.dsd.census.gov/led/datatools/qwiapp.html">http://lehd.dsd.census.gov/led/datatools/qwiapp.html</a>
		Average tenure of employees	BLS Data	Describe the average tenure of employees working in the sector.	It may be helpful to compare the tenure of employees in this industry with the tenures of employees in other industries. Are there any explanations for the differences?	<a href="http://www.bls.gov/news.release/tenure.nr0.htm">http://www.bls.gov/news.release/tenure.nr0.htm</a>

	Occupational Level - Occupational Breakdown for Industry	Staffing profile	DLLR LMAI	Upon request DLLR's LMAI unit will provide a listing of each occupation's percentage of overall employment in the sector. BLS's Industries at a Glance may prove to provide useful information.	Must be requested for each industry. Sector-level profiles May or may not be available from DLLR LMAI. National industry profiles are available, but they may not match exactly with GWIB sectors.	<a href="http://www.bls.gov/iag/iaghome.htm">http://www.bls.gov/iag/iaghome.htm</a>
	Occupational Level - Educational Attainment for Occupations	Required educational attainment and skill sets for occupations in the staffing profile	ONET database	Describe the educational and skills requirements for occupations in the staffing profiles.	Each occupation's detailed profile in ONET provides the required educational attainment and skills sets for occupations. The committee should review and verify these data.	<a href="http://online.onetcenter.org/">http://online.onetcenter.org/</a>
		Educational attainment for occupations in staffing profile	ONET database	Describe the educational attainment of incumbents in the high demand occupations. What percent of them: have less than a high school education, have a high school education or equivalent, have some college, have a college degree, etc.	Each occupation's detailed profile in ONET provides the educational breakdown of incumbents. The committee should review and verify these data.	<a href="http://online.onetcenter.org/">http://online.onetcenter.org/</a>
	Supply and Development - Worker Supply	Identify and describe the quality of sources of job candidates.	Industry Resources and Experiences	List and describe the various sources of job candidates that employers in the sector use. Attempt to identify which sources are the most effective at providing a base of well-qualified candidates.	The committee may seek to gather data through a variety of means. Suggested resources include: industry publications, focus groups, HR publications, and surveys of committee members organizations.	
	Supply and Development - Training and Development	Industry's investment in training and development	Industry Publications	Describe the current development and training activities within the sector. It may be useful to examine the differences by segment and employer size.	The committee may choose to use research from industry publications, or they may wish to gather their own data.	

Projected Workforce Needs	Overall Industry Projections	Past, current, and projected employment levels for the industry in Maryland and nationally	DLLR LMAI / BLS	Describe how current employment levels in this industry compare to past and future (projected) employment levels? Are the data from the government's projections accurate?	National projections are available. State projections may be available upon request from DLLR LMAI.	<a href="http://data.bls.gov/oepl/servlet/oepl.oem.servlet.ActionServlet?Action=empios&amp;Type=Industry">http://data.bls.gov/oepl/servlet/oepl.oem.servlet.ActionServlet?Action=empios&amp;Type=Industry</a>
	High Demand Occupations - Listing of High Demand Occupations	Determination of High Demand Occupations	DLLR LMAI	Provide a listing of the occupations that will be most highly demanded in the future. If it proves to be more useful, focus on the demanded skills and education, rather than specific occupations.	Committee will determine the methodology. May use focus groups, trade research, industry projections, or survey methodology (with caution).	
	High Demand Occupations - Required Skills and Education	Skills, Education, and License Requirements of HDO	ONET / Committee Members	Develop a matrix of the skills, educational, and licensing requirements for the high demand occupations.	Skills and educational requirements come from the ONET database and will be reviewed by the committee. Licensure issues come from committee.	<a href="http://online.onetcenter.org/">http://online.onetcenter.org/</a>
	High Demand Occupations - Educational Attainment of Incumbents	Profile of Incumbents in projected High Demand Occupations	ONET	How much experience and what level of education do incumbents in the HDO's have?	Each occupation's detailed profile in ONET provides the educational breakdown of incumbents. The committee should review and verify these data.	<a href="http://online.onetcenter.org/">http://online.onetcenter.org/</a>
	High Demand Occupations - Present Compensation Levels	Industry Wages (MD) Wages of HDO	DLLR	Provide a table showing the average wages earned by incumbents in the high-demand occupations.	Average occupational wages for Maryland are available from DLLR.	<a href="http://dllr.state.md.us/lmi/wages/TOC000.htm">http://dllr.state.md.us/lmi/wages/TOC000.htm</a>

	High Demand Occupations - Supply	Sources of candidates for HDO's	Industry Initiative	How does the industry prepare to recruit candidates to fulfill openings for high-demand occupations. Will the projected demand meet the sector's projected supply? Also, are other sectors competing for the same supply of job candidates?	Explore supply sources for candidates for the high-demand occupations. Specify the sources and their available output.	
	High Demand Occupations - Economy Wide Projections	Occupational Projections of High Demand Occupations	DLLR LMAI	Provide 10 year projections for each of the high demand occupations. The projections will be economy-wide for Maryland, not sector specific.	Used to explain the total demand for occupations, which may be helpful in understanding if other industries are competing for the same supply of workers.	<a href="http://www.dllr.state.md.us/lmi/iandoproj/2002-12occupationalprojections.xls">http://www.dllr.state.md.us/lmi/iandoproj/2002-12occupationalprojections.xls</a>
<b>Abbreviation</b>	<b>Full Name</b>					
BLS	Bureau of Labor Statistics					
CES	Current Employment Statistics					
DLLR	Maryland Department of Labor, Licensing, and regulation					
DLLR LMAI	DLLR's Labor Market Analysis Information Unit					
GWIB	Governor's Workforce Investment Board					
HDO	High Demand Occupations					
LEHD	Longitudinal Employer-Household Data					
NAICS	North American Industry Classification System					
ONET	Occupational Information Network					

## Appendix 412

# Technical Writer Position Description

### Scope of Responsibilities

The Technical Writer will be responsible for the creation and development of the industry monograph to be presented at the Hospitality and Tourism industry summit January 23, 2007. The Technical Writer will be directed and held accountable by a member designated by the Steering Committee Chair.

The Technical Writer for the industry monograph will:

- Organize material (reports, charts, and data) for the monograph supplied by the steering committee and GWIB staff.
- Write, revise and standardize text according to set standards regarding order, clarity, conciseness, style, and terminology.
- Research topics, including gathering and sorting source and background materials; consults with various personnel to clarify details of source materials.
- Interview committee members, read committee reports and other material to become familiar with the purpose of the industry, the demand-driven initiative process and the purpose of the summit.
- Attend steering committee meetings and other activities that support the development of the industry monograph.
- Select photographs, drawings, sketches, diagrams, and charts to illustrate material.
- Maintain records and files of work and revisions.
- Provide regular updates on the progress of the industry monograph to the chairs and committee members
- Arrange for typing, duplication, and distribution of material.
- Assist in laying out material for publication.
- Provide a report at the conclusion of the task that identifies the process used to develop f the document, resources applied and recommendations from lessons learned or best practices to assist future industry initiatives in the development of their industry monograph

### Industry Monograph

Previous industry monographs should be reviewed as established templates. The Hospitality and Tourism industry initiative leaders or members may introduce other possible components or information to be included in the monograph. The industry monograph should consist of, but not limited to, these components:

- Introduction, overview and purpose
- Thorough current qualitative and quantitative description of the industry, its workforce and critical industry issues ; who, what, where of the industry in the state of Maryland

## **Appendix 412 (cont.)**

- Thorough projected qualitative and quantitative description of the industry, its workforce and critical industry issues; future challenges for the industry.
- What are the specific critical issues for the industry? Categories of areas may include attraction, recruitment, training and development, retention, educational pipeline, and any specific areas of industry concern.
- Suggested industry solutions, strategies, initiatives, action for consideration.
- Presentation of workforce labor statistics and data
- Industry state or national best practices
- Participating partners in industry initiative process
- Other information that has been determined necessary for inclusion in the monograph

## Appendix 510

### Hospitality and Tourism Workforce Summit (location)

7:00 AM	Registration and Continental Breakfast	TBD
8:00 AM	Call to Order by host (TBD)	Auditorium
	Welcome and Opening Remarks <b>James D. Fielder, Jr., Ph.D.</b> Secretary, Department of Labor, Licensing, & Regulation, State of Maryland <b>Gino Gemignani</b> Chair, Governor's Workforce Investment Board <b>Brendan M. Keegan</b> Executive Vice President, HR, Marriott International, Inc.	
8:30 AM	Setting the Stage	Auditorium
	<u>Hospitality and Tourism Industry Profile</u>  <b>Thomas Hall, Tom Warren</b> Chairs, Hospitality and Tourism Steering Committee	
8:45 AM	Overview of the Hospitality and Tourism Steering Committee Research and Proposed Initiatives	Auditorium
	<u>Pipeline Development: K-12 and Higher Education</u> <i>Skills Subcommittee</i>	
	<u>Workforce Development: Recruitment, Training, and Retention</u> <i>Supply Subcommittee</i>	
	<u>Industry Collaboration: Development and Best Practices</u> <i>Image Subcommittee</i>	
9:45AM	Break	
10:00 AM	Initiative Work Groups (concurrent sessions – 50pp per room)	
	<u>Pipeline Development: K-12 and Higher Education</u> <i>Skills Subcommittee</i>	Rooms 1, 2
	<u>Workforce Development: Recruitment, Training, and Retention</u> <i>Supply Subcommittee</i>	Rooms 3, 4
	<u>Industry Collaboration: Development and Best Practices</u> <i>Image Subcommittee</i>	Rooms 5, 6
12:00PM	Luncheon Program Welcome <b>Robert Seurkamp</b> Executive Director, Governor's Workforce Investment Board	Ballroom

**Appendix 510 (cont.)**

Introduction of Keynote Speaker

**Brendan M. Keegan**

Executive Vice President, HR, Marriott International, Inc.

Keynote Speaker

**TBA**

Charge of Responsibility for Afternoon Sessions

**Thomas Hall and Tom Warren**

1:30PM Presentation of Work Group Initiatives Action Plans.....Auditorium

**Brendan M. Keegan**

Executive Vice President, HR, Marriott International, Inc

*Pipeline Development: K-12 and Higher Education  
Skills Subcommittee*

*Workforce Development: Recruitment, Training, and Retention  
Supply Subcommittee*

*Industry Collaboration: Development and Best Practices  
Image Subcommittee*

2:30PM

**Industry Partners Respond**

**Panel of Government and Education Leaders:**

**James D. Fielder, Jr., Ph.D.**

Secretary, Department of Labor, Licensing, & Regulation, State of Maryland

**Nancy S. Grasmick, Ph.D.**

Secretary, Maryland State Department of Education

**Calvin W. Burnett, Ph.D.**

Secretary, Maryland Higher Education Commission

## Appendix 512

### SAMPLE OF POST-SUMMIT INITIATIVES AND PRIORITIES

#### HEALTHCARE POST-SUMMIT INITIATIVES

##### **I. ATTRACTION AND RECRUITMENT**

**To be able to accept all qualified candidates to healthcare programs and increase faculty**

1. Implement a visiting professor program
2. Examine the salary structure for faculty to determine if compensation is too low
3. Examine the current programs that exist in education
4. Develop partnerships to expand the educational capacities.

##### **II. RETENTION**

**To develop improvements to healthcare workforce culture.**

1. Enable and fund management and supervisory training programs for healthcare employees in conjunction with other higher education institutions
2. Pull all major healthcare associations together to decide how and what to do then develop multi-level, flexible training programs that can be implemented in higher education institutions
3. Create management certification programs

##### **III. PROFESSIONAL DEVELOPMENT**

**To create a clearinghouse of information and to expand career pathways and professional development Opportunities.**

1. Create a kit for what career ladder opportunities are available
2. Remedial training for incumbent workers
3. Expand educational capacities (both faculty and facilities)
4. Create a clearinghouse of all available program and funding opportunities
5. Improve marketing of all healthcare programs

##### **IV. STATE POLICY AND FINANCE**

**To increase the pipeline for a qualified healthcare workforce.**

1. Revisit the requirements for faculty to expand it
2. Establish an interdisciplinary coalition of professional organizations to spearhead the effort
3. Involve existing healthcare professionals in expanding available healthcare programs
4. Exploit the opportunities from an enhanced State-Federal partnership
5. Develop stronger partnership between the public and private sectors to manage issues of inadequate staffing, image building . . . .

##### **V. Military Transition**

**Change the licensure and certification process to facilitate the transition of military personnel and spouses to practice legally in the State of Maryland.**

1. Form an accreditation and certification council who will work with the training and education providers
2. Form an employers' board that will select three occupations that have large vacancies to inform license and accreditation council.

Appendix 610



**Maryland's Top 25 Demand Healthcare Occupations: Projected Demand and  
Reported Supply Provided by Maryland Higher Education Institutions**

May 2004

**Compiled by the Maryland Higher Education Commission (MHEC)**

**in collaboration with Department of Labor, Licensing, and Regulation (DLLR)**

SOC Code	Health Occupation	Training Code	Minimum Education and Training	Description	Procedure for Licensure	Licensing Agency	No. Licensed (2002)
311012	Certified Nurse's Aide; General Nurse's Aide; Nursing Technician; Nurse Extender; Nursing Assistant; Geriatric Nursing Assistant; Medicine Aide and Support Technician	E1	On-the-job training or short-term training	Federal and state laws require all nursing assistants to be certified to work in licensed health care facilities including: Certified Nursing Assistant (CNA); Geriatric Nursing Assistant (GNA); and Certified Medicine Aide (CMA). The CNA certification is the basic level of certification. CNA training programs must be approved by the Board of Nursing. Applicants for GNA certification must complete an approved GNA course. Applicants must pass the Geriatric Nursing Assistant examination and meet Federal requirements for working in licensed comprehensive care facilities.	Examinations are provided by the Maryland Geriatric Nursing Assistant Testing Service (MDGNATS) referred to as ASI in Maryland.	DHMH, Maryland Board of Nursing, 4140 Patterson Avenue, Baltimore, MD 21215 (410) 585-1990	47,551
291011	Chiropractor	E3	First professional degree; 8 years of college from a Board approved institution	Applicants for licensure as a chiropractor must possess a bachelor's degree prior to entering an approved college of chiropractic; pass the National Board Examinations; and pass the State administered examination, which includes a section on Maryland law and regulations.	Examination by the National Board of Chiropractic Examiners and Jurisprudence and examination by Maryland Board of Chiropractic Examiners. The website is <a href="http://www.mdchiro.org">www.mdchiro.org</a> .	DHMH, 4201 Patterson Avenue, Baltimore, MD 21215 (410) 764-4726	650
292011	Cytotechnologist (pathology and life history of cells), Histotechnologist (pathological diseases), Clinical Laboratory Technologist/Technician, and Medical Laboratory Technician	E2	Bachelor's degree	Cytotechnologists generally seek voluntary certification and registration with the Board of Registry of the American Society for Clinical Pathology, the American Medical Technologists, National Credentialing Agency for Laboratory Personnel and the Board of Registry of the American Association of Bioanalysts.	No licensure is required.		
319091	Dental Assistant	E1	Short-term training	Applicants for dental assistant must be at least 18 years old; possess 24 hours of formal education; have six month's job experience; and pass an exam.	Board of Dental Examiners, Spring Grove State Hospital. The website is <a href="http://www.dhmh.state.md.us/dental">www.dhmh.state.md.us/dental</a> .	DHMH, Spring Grove State Hospital, Benjamin Rush Bldg., 55 Wade Avenue, Baltimore, MD 21228 (410) 402-8500	5,383
292021	Dental Hygienist	E1	Associate degree	Applicants for dental hygienist licensure must be at least 18 years old; be of good moral character; have a four-year college degree; and pass the national exam.	Pass the national NERB exam to be licensed by the Board of Dental Examiners. The website is <a href="http://www.dhmh.state.md.us/dental">www.dhmh.state.md.us/dental</a> .	DHMH, Spring Grove State Hospital, Benjamin Rush Bldg., 55 Wade Avenue, Baltimore, MD 21228 (410) 402-8500	2,538
291021	Dentist	E3	1st professional degree	A dentist must possess a degree from an accredited school of dentistry; be of a good moral character; and pass the national dental exam.	Graduate from a dental school accredited by the American Dental Association's Commission on Dental Accreditation. Pass written and practical examination by the Maryland State Board of Dental Examiners. The website is <a href="http://www.dhmh.state.md.us/dental">www.dhmh.state.md.us/dental</a> .	DHMH, Spring Grove State Hospital, Benjamin Rush Bldg., 55 Wade Avenue, Baltimore, MD 21228 (410) 402-8500	5,260

SOC Code	Health Occupation	Training Code	Minimum Education and Training	Description	Procedure for Licensure	Licensing Agency	No. Licensed (2002)
292041	Emergency Medical Technician-Basic (EMT-B)	E1	Approved course by MIEMSS	Applicants for licensure must pass the certification exam provided by the Maryland Institute for Emergency Medical Services System (MIEMSS).	Detail information is provided on the MIEMSS website at <a href="http://www.miemss.umaryland.com">www.miemss.umaryland.com</a> .	Maryland Institute for Emergency Medical Services Systems, Office of Education and Certification; 653 West Pratt Street, Baltimore, MD 21201 (410) 706-3666	15,172
292041	Emergency Medical Technician-Paramedic (EMT-P) and Cardiac Rescue Technician (CRT)	E1	Approved course by MIEMSS	Applicants for licensure must pass the National Registry Certification Exam.	Passing of licensure examination on all protocol and procedures is required by the Maryland Institute for Emergency Medical Services Systems, Office of Education and Certification. The website is <a href="http://www.miemss.umaryland.com">www.miemss.umaryland.com</a> .	Maryland Institute for Emergency Medical Services Systems, Office of Education and Certification; 653 West Pratt Street, Baltimore, MD 21201 (410) 706-3666	Paramedics - 2,091; Cardiac Rescue Technicians - 710
311011	Home Care Aide	E1	On-the-job training or short-term training	Applicants for home care aide licensure must meet training requirements of Federal law that are required to work in licensed home health agencies. Home health agencies provide verification that the individual meets the federal requirements.		DHMH, Maryland Board on Nursing, 4140 Patterson Avenue, Baltimore, MD 21215 (410) 585-1990	47,551
319092	Medical Assistant	E1	Certificate program or short-term training	No licensure is required.	No licensure is required.		
292012	Medical Laboratory Technician	E1	Short-term training	No licensure is required.	No licensure is required.		
292011	Medical Laboratory Technologist	E2	Bachelor's degree	No licensure is required.	No licensure is required.		
292071	Medical Records Technician, Health Information Coder and Health Information Technician	E1	Associate degree -- prefer graduates of an approved accredited medical records program	Medical records technicians generally pursue voluntary registration and certification with the Registered Health Information Technicians (RHIT). Pass written examination offered by the American Health Information Management Association (AHIMA), 233 North Michigan Avenue, Suite 150, Chicago, Illinois 60601-5800.	Website is <a href="http://www.ahima.org">www.ahima.org</a>		
291111	Nurse; Registered Nurse; Nurse Practitioner; Nurse Midwife	E1	Associate degree	Nurses must complete a Board approved training program offered by a college or hospital; and pass the required examinations.	Pass examination by the Maryland Board of Nursing. The website is <a href="http://www.dhmh.state.md.us/mbn">www.dhmh.state.md.us/mbn</a>	DHMH, 4140 Patterson Avenue, Baltimore, MD 21215 (410) 585-1900	50,000
291051	Pharmacist	E2	Bachelor's or 1 <sup>st</sup> Professional Degree	Pharmacist register with the Maryland Pharmacist Association, 650 West Lombard Street, Baltimore, MD 21201 (410) 727-0746.	Pass an examination on Maryland pharmacy laws and regulations offered by the Maryland Board of Pharmacy. The website is <a href="http://www.mdbop.org">www.mdbop.org</a> .	DHMH, 4201 Patterson Avenue, Baltimore, MD 21215 (410) 764-4755	6,853

SOC Code	Health Occupation	Training Code	Minimum Education and Training	Description	Procedure for Licensure	Licensing Agency	No. Licensed (2002)
292052	Pharmacy Technician	E1	Certificate program	Pharmacist technicians (Pharm.D graduates) register with the Maryland Pharmacist Association, 650 West Lombard Street, Baltimore, MD 21201 (410) 727-0746.	No licensure is required in Maryland.		
291123	Physical Therapist	E2	Bachelor degree, master's degree, or doctoral degree	An applicant for licensure as a physical therapist must have graduated from an accredited physical therapy or physical therapist program; and pass an examination. At least a master's degree is required unless an individual is covered by the grandfather provision.	Passing score on the national examination. Licensed by the Board of Physical Therapy Examiners. To schedule the national exam contact the Maryland Board of Physical Therapy Examiners. The website is <a href="http://www.dhmv.state.md.us/bphte">www.dhmv.state.md.us/bphte</a>	DHMH, 4201 Patterson Avenue, Baltimore, MD 21215 (410) 764-4752	3,500
312021	Physical Therapist Assistant	E1	Associate degree from an approved program	Physical therapist assistants usually possess an associate degree from a Board approved physical therapist assistant program; and pass the national examination.	Passing score on the national examination. Licensed by the Board of Physical Therapy Examiners. To schedule the national exam contact the Maryland Board of Physical Therapy Examiners. Website is <a href="http://www.dhmv.state.md.us/bphte">www.dhmv.state.md.us/bphte</a>	DHMH, 4201 Patterson Avenue, Baltimore, MD 21215 (410) 764-4752	900
291071	Physician Assistant	E2	Bachelor's degree or equivalency --prefer graduates of accredited PA educational programs (After October 1, 2003 the bachelor degree will be required)	Applicants must pass the Physician Assistants National Certifying Examination administered by the National Commission on Certification of Physician Assistants (NCCPA). To maintain the certification, the physician assistant must have 100 hours of continuing medical education every 2 years and pass a re-certification examination every 6 years	Licensure is granted by the Physician Quality Assurance Board, based on a passing grade of 220 on the Test of Spoken English and a grade of 550 on the Test of English as a Foreign Language. The national NCCPA exam is the only exam required for state licensure. NCCPA - National Commission on Certification of Physician Assistants, Suite 800, 157 Technology Parkway, Norcross, Georgia 30092-2913, (770) 734-4500	DHMH, 4201 Patterson Avenue, Baltimore, MD 21215 (410) 764-4768	1,300
291062	Physician, Ophthalmologist, Medical Doctor, Medical Director and Pathologist	E3	1st professional degree; completion of an approved medical school accredited by the Liaison Committee on Medical Education (LCME)	Applicants for licensure have completed a program from an accredited medical school and residency; and achieved a passing score on all parts of the National Board of Medical Examiners Examination. National Board of Medical Examiners can be contacted at 1-800 767-6732	Completion of a 10-year clinical practice. Pass required national medical exam. Licensed by the Board of Physician Quality Assurance, 4201 Patterson Avenue, Baltimore, MD 21215 (410) 764-4777 For current detailed information for Maryland, see website at <a href="http://www.docboard.org">www.docboard.org</a>	DHMH, 4201 Patterson Avenue, Baltimore, MD 21215 (410) 764-4777	23,000
292034	Radiation Technician; Radiologic Technologist; Radiologist and Radiographic Technician (O), Nuclear Medicine Technologist (N), Radiographer and Radiation Oncology/Therapy Technologist (M), Radiation Oncology/Therapy Technologist (Radiation Therapist) (O), and Medical Radiation Technologist or Radiographer (R)	E1	Associate degree; or hospital-based training in an approved program	Registration by the American Registry of Radiologic Technologists (ARRT); website is <a href="http://www.art.org">www.art.org</a>	Must be ARRT certified by passing the national examination. Licensure is granted by the Board of Physicians Quality Assurance.	DHMH, X-Ray Board, 4201 Patterson Avenue, Baltimore, MD 21215 (410) 764-4764	7,500

SOC Code	Health Occupation	Training Code	Minimum Education and Training Required	Description	Procedure for Licensure	Licensing Agency	No. Licensed (2002)
291126	Respiratory Therapist	E1	Associate degree	Applicants for licensure must graduated from an approved respiratory care educational program and related work experience	Pass written law and practical examinations given by the Board of Respiratory Therapy, 4201 Patterson Avenue, Baltimore, MD 21215 (410) 764-4723. The website is <a href="http://www.dhmf.state.md.us/boardsahs">www.dhmf.state.md.us/boardsahs</a>	DHMH, 4201 Patterson Avenue, Baltimore, MD 21215 (410) 764-4723	
292032	Sonographer	E1	Certificate program	Sonographers seek certification as a Registered Diagnostic Medical Sonographer (RDMS), or a Registered Diagnostic Cardiac Sonographer (RDCS), or a Registered Vascular Technologist (RVT) from the American Registry of Diagnostic Medical Sonographers (ARDMS). ARDMS certifies the competency of sonographers through registration and the ARDMS examination.	No licensure is required.		
291127	Speech and Language Pathologist/Therapist	E3	Master's degree -- preferred in speech-language pathology	Speech and language pathologists/therapists generally receive a Certificate of Clinical Competence (CCC) from the American Speech-Language Hearing Association (ASHA) in addition to State licensure.	Passed National Examination in speech-language pathology and written law examination given by the Board of Audiologists, Hearing Aid Dispensers and Speech-Language Pathologists. Also must complete 9 months of supervised practice after completion of Master's Degree. The website is <a href="http://www.dhmf.state.md.us/boardsahs">www.dhmf.state.md.us/boardsahs</a>	DHMH, 4201 Patterson Avenue, Baltimore, MD 21215 (410) 764-4723	2,033

Legend for Education Code:

E1 = Less Than a Four Year Education

E2 = Four Year

E3 = More Than a Four Year Education

Notes:

- For all occupations, changes in contact information and requirements are occurring rapidly as more and more occupations come under the scrutiny of licensing and certification boards.
- DHMH is the Department of Health and Mental Hygiene (4201 Patterson Avenue, Baltimore, MD 21215).
- DLLR is the Department of Labor, Licensing and Regulation (500 North Calvert Street, Baltimore, MD 21201).

## AEROSPACE IMPLEMENTATION COMMITTEE

JUNE 26, 2006

### POST SUMMIT FORUM

On June 26, 2006, the Aerospace Implementation Committee convened a forum at Computer Sciences Corporation (CSC) in Greenbelt, MD to act upon the recommendations from the Aerospace Summit and affirm the initiatives that will be pursued in response to the workforce needs of the industry. The forum was attended by 43 participants, representing the aerospace industry, academia, and government. Harold Stinger, Chairman of the Aerospace Implementation Committee welcomed the participants and encouraged their strong engagement in the forum.

Anoop Mehta, Vice-Chairman, presented a short overview of what would happen during the short hour and a half that they would be together. He indicated that there will be four working-lunch break-out sessions consistent with their indicated choice of participation. At the conclusion, the four groups would re-assemble as one audience and spokespersons for each group would report back the findings.

Prior to break-out and as a refresher, Harry Solomon, re-visited the recommendations from the Summit and answered any significant questions from the audience.

Harold Stinger, then charged the participants in four groups to affirm and prioritize the future actions to be driven by the Initiative Teams.

The four groups reported back with at least three recommendations each, indicating that these choices are the ones that represent the most current and pressing needs of the industry. The groups also indicated that the remaining Summit recommendations will be addressed at a later time. The following is a summary of actions presented by each of the Initiative Teams and delivered to the Implementation Leadership Team for final edit and review.

#### **Initiative Team: Pipeline Development – Education K-16**

- Grow more STEM teachers who have an understanding and knowledge of the aerospace industry.
- Reinvigorate curriculum and instruction to improve math, science, and technological literacy outcomes for students. Note: The team acknowledged that there is already an effort underway – Project Lead the Way – therefore, the initiative should be in support of this existing program.
- Expand high school internship opportunities and educational programs sponsored by aerospace companies to create experiential learning opportunities for students, educators, and professionals working in the industry.

## **Appendix 710 (cont.)**

### **Initiative Team: Workforce Development – Recruitment and Training**

- Information – Create a portal that would house all types of aerospace information and be the catalyst for driving messages to industry, education, and other audiences. This will be a central
- information resource with information on events, opportunities for internships, scholarships, teacher info and much more.
- Education – To capture and unify knowledge transfer such as tuition, scholarships, and grant programs so that it becomes a central repository of information for industry, academia, and government that could be accessible throughout the state.

### **Initiative Team: Industry Collaboration – Development and Best Practices**

- Advertise and Promote the Presence of Aerospace in Maryland through the following audiences: (a) the Maryland legislature - by promoting the aerospace agenda, and (b) to potential students within the state by promoting education (science and engineering). Note: The team elected to create a 90 day action plan to complete sub-segment (a).

### **Initiative Team: Security Clearances: Access and Availability**

- Educate and Increase the Pool of Potential Candidates by developing actions steps for two distinct programs addressing two specific candidate pools; namely, (a) those students entering hard science/engineering higher education programs, and (b) those students graduating from science/engineering programs and incumbent workers in other states.

An organizational chart showing the present structure of this phase of the Aerospace Industry Initiative was distributed to all of the participants. A copy of the Charter under which the obligations and responsibilities of the Implementation Committee are enumerated, was also distributed.

### **What is happening now?**

Under the direction of the Aerospace Leadership Team, the Initiative Teams will pursue the necessary activities and strategies to support the successful progress of their recommendations. The Initiative Teams will report their work to the Leadership Team as they work towards the solutions to the industry's current and projected workforce needs.

## Appendix 711

# AEROSPACE INDUSTRY INITIATIVE

## PLAN OF ACTION

### Introduction:

This Plan of Action (Plan) is the framework to drive initiatives that will better position Maryland's workforce in response to the demands of the Aerospace Industry. The Plan embodies the common vision and guiding principles of the 2006 Aerospace Summit and proposes to be the vehicle to create a workforce that is not only educated, but possesses the skills-set required to meet the industry's demand at all levels of employment.

### Initiative Team: Pipeline Development

Education is the key to success and now more so than ever since we live in a world that revolves around technology and is continually striving for the competitive edge. The educational awareness in science, technology, engineering, and mathematics are quite evident in every facet of our lives. To promote and nurture students' talents in these particular areas is to prepare students with an educational blueprint for success. It is clear and can never be overstated that the partnership of academia and industry is necessary, if not pivotal, in order to produce and meet the workforce demands of the industry now and in the future.

Therefore, the actions of the Pipeline Development Initiative Team are to:

- Grow more STEM educators who have an understanding and knowledge of the aerospace industry.
- Reinvigorate curriculum and instruction to improve science, technology, engineering and mathematics (STEM) literacy outcomes for students.
- Create STEM experiential learning opportunities (i.e. internships) for students and educators.

### Initiative Team: Workforce Development – Recruitment and Training

In the process of developing a meaningful and effective workforce which meets the demands of the aerospace industry as a whole, it is essential that the skill- set of the workforce at least meets the core requirements of the industry. And that training, of new and different types, is made readily available to take the workforce and launch it beyond the core. Realistically speaking, the aerospace industry needs

and requires a workforce that is work ready at all levels of employment. Although, maintaining a trained work ready Maryland workforce is essential, attracting suitable and talented candidates from other states to work and live in Maryland is as equally important. Therefore, a centralized location of information sharing should be available where suitable and prospective candidates can obtain valuable

## **Appendix 711(cont.)**

resources regarding scholarships, internships, work-study programs, and aerospace opportunities both in general and specific form. Creativity in the process of attaining these goals is paramount to the welfare of the industry. In a best case scenario, this is a win-win situation for both Maryland's workforce and the industry at large.

Therefore, the actions of the Workforce Development Initiative Team are:

- Information – Create a portal that would house all types of aerospace information and be the catalyst for driving messages to industry, education, and other audiences. This will be a central information resource with information on events, opportunities for internships, scholarships, teacher info and much more.
- Education – To capture and unify knowledge transfer such as tuition, scholarships, and grant programs so that it becomes a central repository of information for industry, academia, and government that could be accessible throughout the state.

### **Initiative Team: Industry Collaboration – Development and Best Practices**

An organization to represent Maryland's vital aerospace industry is essential for the continued health and future expansion of this important field. Not only are there well known institutions such as Goddard Space Flight Center, Johns Hopkins University's Applied Physics Laboratory and Space Telescope Science Institute, Naval Air Systems Command at Patuxent River and NOAA, there are numerous employers that provide challenging, highly rewarded employment for thousands of Marylanders.

At the present time there is no statewide organization to represent the industry to either elected officials of Maryland State Government or the people of Maryland, especially youth and the educators who will prepare them for employment in this industry. One major consequence is that young people are not prepared for work in this dynamic, growing industry. Another major consequence is that the political sphere is neither ready to assist where needed nor to benefit from developments in aerospace. Other states, especially California, Texas, Ohio and Florida are already working to strengthen their existing aerospace industry. Some states, for example New Mexico with its plans to develop space tourism, are seeking to become key future players.

We already have the beginnings of such an organization in our state. Two sections of the American Institute of Aeronautics and Astronautics, the Baltimore Section and the National Capital Section, are active in multiple ways. Politically both sections support Congressional Visits Day, an effort where members come to Washington, DC and present topics of interest to members of Congress and their staffs. They are also active in various educational activities ranging from National Engineers Week to helping with student projects to public lectures. A nationwide volunteer organization, the National Space Society, supports public education activities with two chapters in Maryland. Other organizations that support the aerospace industry include the Maryland Space Business Roundtable, the Maryland Aviation Museum and the Maryland Space Grant Consortium. Major corporations such as Lockheed

## **Appendix 711(cont.)**

Martin, Boeing and Northrop Grumman support various educational efforts. The objective of Aerospace Industry Initiative of the Governor's Workforce Investment Board is to bring these various groups together into a unified organization with the directed purpose of strengthening the workforce and educational programs that support aerospace.

Therefore, the actions of the Industry Collaboration Initiative Team are:

- By bringing these various groups together we will strengthen the field and address workforce problems. For example, many have observed that young people lose interest in science and technology generally during their high school years. Some have also noted that the preparation students receive in academia does not well meet the needs of industry. Our sector of the Governor's Workforce Investment Board has noted these lacks and is developing a plan to address them through educational efforts aimed at the young. Still another factor confronting the industry is the problem of housing and, related to that, the cost of living faced by younger, entry level workers. A single, strong voice to advance common positions will provide unified support to these issues.

We have taken the first steps towards bringing the various parts of Maryland's aerospace efforts together. The next step we must take is to organize the representatives from the various sectors to work together to solve our problems and advocate further actions that must be taken by responsible political officials.

We will begin by inviting people from the sectors already identified to attend meetings organized by this committee. This will be our initial focus and statement of purpose for the next year.

## **Initiative Team: Security Clearances: Access and Availability**

This is a matter of great urgency and concern that needs to be addressed by the industry. It seems that a great deal of backlog exists in this process and no real solutions are in place to remove the barriers. While many applicants wait for the results of their background investigations, the aerospace industry as a whole suffers. This is a real issue that deprives the industry from employees that possess the critical skills that are much in demand. Can processes be devised to pre-clear or qualify applicants and thus possibly shorten the process? Or, can education of the process be another solution?

Therefore, the actions of the Security Clearances Initiative Team are to:

- Educate and increase the pool of potential candidates that are eligible for security clearances by developing and delivering two distinct programs addressing two specific candidate pools. Each program will define the elements that will facilitate the candidates' ability to obtain/maintain a security clearance and will highlight the actions and steps they can take to keep themselves eligible at each stage of their studies/careers.
- The two target groups are (a) those students entering hard science/engineering higher education programs, and (b) those students graduating from science/engineering programs and incumbent workers in other states.

## **Appendix 711(cont.)**

### **Structure and order**

- An organizational chart showing the present structure of this phase of the Aerospace Industry Initiative was adopted.
- A copy of the Charter under which the obligations and responsibilities of the Implementation Committee are enumerated, was also adopted.

### **Monitoring**

Under the direction of the Aerospace Leadership Implementation Team, the Initiative Teams will pursue the necessary activities and strategies to support the successful progress of their recommendations. The Initiative Teams will report their work to the Leadership Team as they work towards the solutions to the industry's current and projected workforce needs.

### **Dynamics of Continuity and Immediate Source of Support**

The Leadership Team realizing that as a body, at times, it could not be readily available to the Initiative Teams to render immediate professional support, created the position of Initiative Team Liaison. This position, at least one per Initiative Team, is a regularly attending member of the Leadership Team's meetings. He/she:

- Provides the Team Leader and members with guidance and support on matters of the overall scope of the Aerospace Industry Initiative.
- Provides the Team Leader and members with a sense of continuity and connectivity with the Leadership Team.
- Serves as a guiding consultant of resource and clarification to the Team Leader and members with regards to specific activities.
- Serves as a representative on behalf of the Initiative Team to the Leadership Team in communicating progress, concerns, and requests.

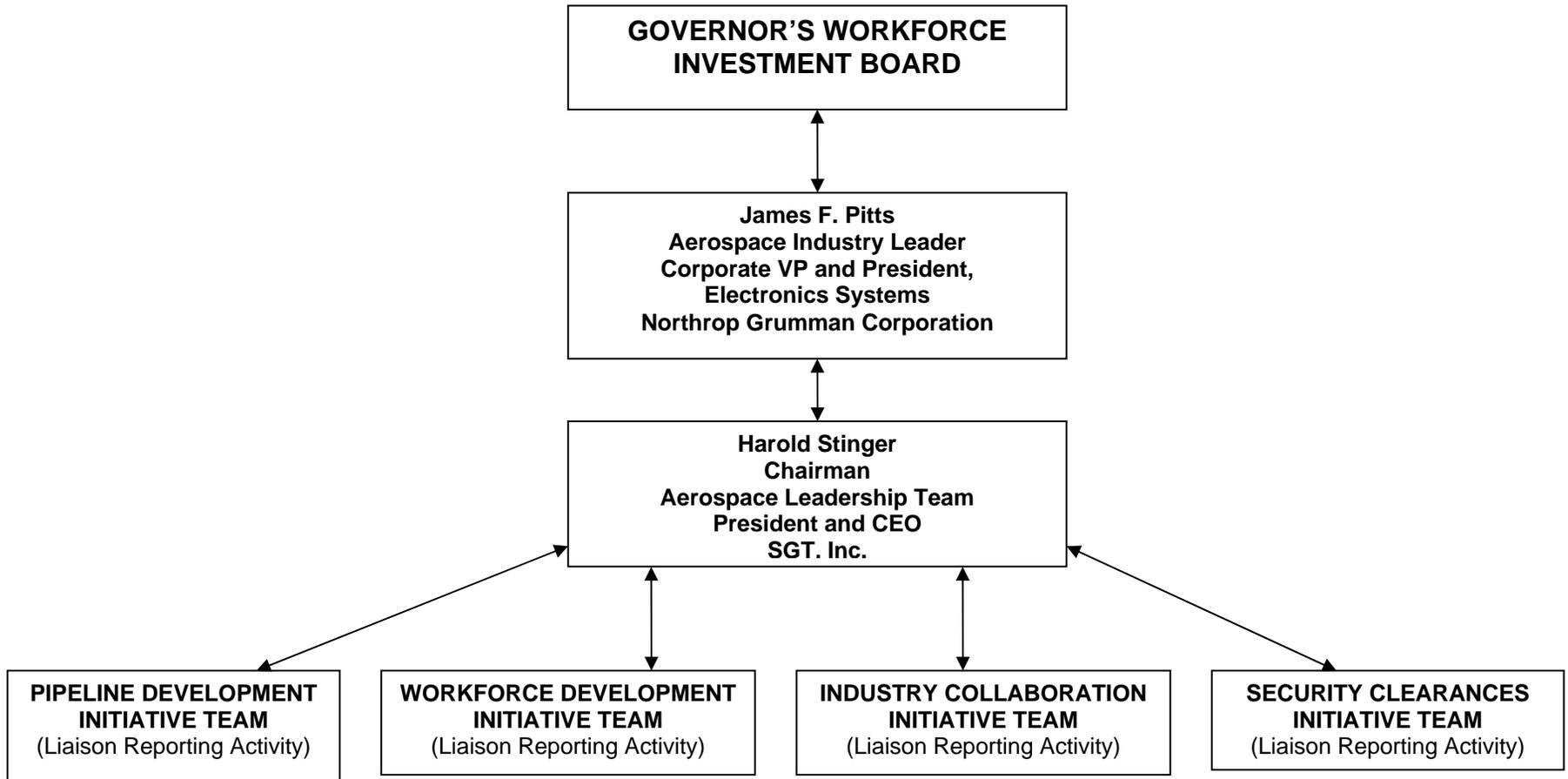
**Governor's Workforce Investment Board (GWIB)  
Aerospace Initiative Leadership Team Responsibilities**

**The Aerospace Initiative Leadership Team responsibilities include:**

- Membership should be composed of a diverse and comprehensive range of representation from the invested stakeholders from industry, government and education in Maryland to address the Aerospace industry workforce needs. Representatives from each of the workforce strategy subcommittees will serve on the Implementation Committee.
- Review and establish the initiatives that identify and address the top workforce priorities and issues for Aerospace in Maryland.
- Identify and define the necessary work and activity important to the industry initiative's mission in addressing the current and future workforce issues for Aerospace in Maryland.
- Guide the industry Initiative Team leaders and members in their priorities, activities, and appropriate work.
- Identify and solicit other possible committee members who would effectively contribute to the Leadership Team or Initiative Teams.
- Define and guide the role and activity of the Aerospace Steering Committee members who have served the industry initiative.
- Work with the Governor's Workforce Investment Board, its staff and the GWIB Industry Leader in identifying the Aerospace industry current and projected workforce issues and solutions in Maryland.
- Provide the Governor's Workforce Investment Board, the Subcabinet and other groups, as needed, with updates on activity and work.
- Should secure and provide the resources (human, fiscal, logistical) needed for the work of the Aerospace Industry Initiative.
- Should identify and secure relationships and partnerships with other local, state, regional or national organizations that would support mutually beneficial goals and outcomes.
- Meet monthly throughout the year to advance its work with Aerospace Industry Initiative. Additional meetings and interactions will be arranged as needed.

*JUNE 26, 2006*

## AEROSPACE INDUSTRY INITIATIVE ORGANIZATIONAL CHART



## **Appendix 714**

### **AEROSPACE INITIATIVE LEADERSHIP TEAM**

#### **ROLE OF THE INITIATIVE TEAM LIAISON**

The Initiative Team Liaison is a member of the Aerospace Initiative Leadership Team. His/her role with an Initiative Team is:

- To provide the Team Leader with guidance and support on matters of the overall scope of the Aerospace Industry Initiative.
- To provide the Team Leader with a sense of continuity and connective ness to the Implementation Leadership Team.
- To serve as a guiding consultant of resource and clarification to the Team Leader with regards to specific activities.
- To serve as a representative on behalf of the Initiative Team to the Aerospace Implementation Leadership Team in communicating progress, concerns, and requests.

The Initiative Team Liaison is not responsible for:

- Organizing the Team.
- Convening the Team and/or meetings.
- Leading the Team or the initiatives.
- Attending each Team meeting.