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JOB TRAINING PROGRAMS

in

MAINE

Study prepared in response to

Sec. RR-1. 36 MRSA §2801-A, §§1-A

Kevin Concannon, Commissioner
Department of Human Services

John Fitzsimmons, President
Maine Technical Colleges

Valerie Landry, Commissioner
Department of Labor

Thomas McBrierty, Commissioner
Department of Economic and Community Development

Wayne Mowatt, Commissioner
Department of Education

Melodie Peet, Commissioner
Department of Mental Health and Mental Retardation

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SYNOPSIS

This report is presented in response to legislation passed by the 117th Legislature which reads as follows: "Provides for the deappropriation of funds related to the various General Fund job training programs in State Government. The Commissioner of Education, the Commissioner of Human Services, the Commissioner of Labor, the Commissioner of Economic and Community Development and the President of the Maine Technical College System, or their designees, are directed to study the effectiveness of the current job training programs and prepare a recommendation for deappropriations, agreed to by each member of the study group, not later than September 30, 1995. Notwithstanding the Maine Revised Statutes, title 5, section 1585 or any other provision of law, in the event that the study group fails to reach unanimous agreement on the deappropriations, the State Budget Officer is authorized to distribute these deappropriations across all General Fund job training programs in an amount equal to the percent each program makes up of the total General Fund dollars allocated for these programs. The commissioners and the president shall report on the results of their study to the joint standing committees of the Legislature having jurisdiction over appropriations and financial affairs, business and economic development, human resources, education and cultural affairs and labor matters no later than January 5, 1996." The following points will be made in this paper:

- ♦ Through the Productivity Realization Task Force (PRTF) process, significant progress has been made since the first session of the 117th Legislature to advance the goals and objectives of program consolidation and "one-stop" service delivery.
- ♦ Approximately **80 percent** of Maine's employment and training dollars is federal. We are awaiting changes in federal legislation that will set new parameters for Maine's job training system.
- ♦ Programs are performing effectively in terms of being consistent with their state and federal enabling legislation.
- ♦ Similar populations are served by the various programs, but in most instances, programs are supplying **complimentary** services to benefit the employment goals of common program participants.

This document has five sections. First, a brief introduction will outline the major concepts and principles involved in the report. Second, current programs and funding will be outlined. Third, a description of the progress made thus far in implementing new program design principles. Fourth, conclusions about how to proceed in the future will be presented. Finally, additional information about certain programs is included as appendixes.

I. INTRODUCTION

Both at the state and federal levels, concern has been expressed that the current myriad of job training programs is not meeting the needs of individuals or of employers as effectively as possible. Historically, state job training services evolved from federal legislation which relied heavily on the categorical funding streams that we have today.

Currently, over 80 percent of Maine programs are federally designed and funded. More recently, federal legislation has been advanced that would consolidate a large number of programs through block grants. These block grants should allow for increased state flexibility to design programs and services to meet state priorities and characteristics. They will also **reduce** funding to states.

Maine has an excellent foundation on which to improve its workforce development system. A number of its programs and services have received national recognition. Maine also benefits from less bureaucracy than currently in place in some other states. Policy and decision makers are easily accessible to customers - both individuals and employers. Maine has also made great strides in more closely linking its workforce investment and economic development strategies. Improvement can and will be made in all of these areas. They do, however, reflect some of the strengths that we will need to draw on to successfully improve our system of workforce development.

Maine also faces barriers to redesign. As stated above, more than 80 percent of all job training money in Maine is federal. These federal dollars and their programmatic requirements largely shape statewide employment and training here in Maine. A number of changes cannot be implemented until the parameters of federal block grants have been determined.

In addition, no one entity "controls" the job training system. It is a mix of public and private governance, with long established areas of control. Much of this "decentralization" is statutory either at the state or federal level. One result is the way programs measure their outcomes. Program tracking requirements vary widely, making comparisons difficult if not impossible. Most of these tracking requirements are federal.

Whatever changes are made at the federal level, federal funds available to support Maine programs are declining. For example, funding for programs operated by MDOL are expected to decline by up to 31 percent in the next program year.

Despite funding uncertainty and new block grant legislation, significant progress has been made. Through PRTF, involved agencies have streamlined administrative functions and have recommended job training program consolidation. In addition, the work of the

Economic Growth Council, Maine's School to Work initiative and the on-going dialogue regarding "one stop" has also contributed to creating the necessary environment for reform.

II. MAINE'S JOB TRAINING PROGRAMS AND SERVICES TODAY

Although numerous organizations deliver job training programs and services in Maine, most job training dollars are administered by four primary state agencies: the Departments of Education, Human Services, Labor and the Maine Technical College System.

Table 1 on the next page lists Maine's "job training" funding. Combined, the programs total **\$74 million, of which \$61 million is federal.** All figures are current year, expressed in terms of either State Fiscal Year '96 or federal program year '95 (July 1, 1995 to June 30, 1996) dollars.¹

You will note that some of the listed programs serve the same customers. However, they do not provide the same services to their customer base. For example, substantial ASPIRE funds finance child care and transportation services while brokering occupational skills training using PELL grants and JTPA funding. In addition, we have noted which programs are controlled or funded federally.

DEPARTMENT OF EDUCATION PROGRAMS

ADULT EDUCATION (State)

Maine adult education is a system of life-long learning that is customer-focused and results-driven.

- ♦ There are 133 adult education programs with course offerings in 206 Maine communities. These programs register 157,000 enrollments serving 80,000 adults in Maine across a range of educational offerings that include basic skills, high school diploma, GED, and adult vocational instruction.
- ♦ FY '95 data show that 7,525 adults (1,139 with disabilities) were served in Adult Basic Education (ABE) programs. These literacy programs provide a core set of skills that address reading, writing, computation, listening, speaking and technology.

¹ Amounts were generated by staff from the various programs and the Bureau of the Budget office. They are not intended to be exact (they are rounded), but they reflect accurately the financial size and scope of the programs.

TABLE 1: EMPLOYMENT AND TRAINING FUNDING SOURCES AND PROGRAMS

AGENCY/PROGRAM	GENERAL FUND	FEDERAL FUNDS	TOTAL
<u>Department of Education</u>			
Adult Vocational Education	\$562,000		\$562,000
Jobs for Maine's Graduates	\$702,000	\$364,000	\$1,066,000
School-to-Work Opportunities Act		\$4,000,000	\$4,000,000
Vocational & Applied Technology Act (Carl Perkins)		\$4,822,000	\$4,822,000
Vocational Rehabilitation	\$4,211,000	\$16,914,000	\$21,125,000
Vocational Education Council (MACVE)		\$150,000	\$150,000
<u>Executive Department</u>			
State Contingent Account	\$2,000,000		\$2,000,000
<u>Department of Human Services</u>			
Aspire (job training funds)*	\$215,000	\$215,000	\$430,000
Refugee Assistance Program		\$205,000	\$205,000
Senior Community Service Employment Program		\$485,000	\$485,000
<u>Department of Labor</u>			
Job Training Partnership Act (JTPA)		\$25,210,000	\$25,210,000
Maine Conservation Corps	\$64,000	\$319,000	\$383,000
Maine Job Service (inc. DVOP & LVER)		\$5,346,000	\$5,346,000
Maine Occupational Information Coordinating Committee	\$198,000	\$120,000	\$318,000
Maine Training Initiative	\$571,000		\$571,000
STAR (Strategic Training for Accelerated Reemployment)	\$824,000		\$824,000
Trade Adjustment Assistance		\$2,300,000	\$2,300,000
<u>University of Maine</u>			
Women, Work, and Community (Displaced Homemakers)	\$381,000		\$381,000
<u>Maine Technical College System</u>			
Maine Career Advantage Program	\$1,000,000		\$1,000,000
Maine Quality Centers	\$1,592,020		\$1,592,020
<u>Department of Mental Health & Mental Retardation</u>			
Supported Employment	\$868,000	\$55,000	\$923,000
GRAND TOTAL	\$13,188,020	\$60,505,000	\$73,693,020
<i>Percent of Total</i>	<i>18%</i>	<i>82%</i>	

* does not include funds for case management, support services, etc.

- ♦ Another 15,690 enrolled in high school completion activities including GED preparation and testing. Almost 3,000 adults received their high school credential through adult education in FY '95.
- ♦ Adult vocational offerings counted 26,664 enrollments. About half of these enrollments were dedicated to learning skills for new employment with the other half participating in skills and knowledge upgrading activities to make them more productive and competitive in their current employment. The actual state dollars allocated to adult vocational offerings were \$561,833. This represents a state reimbursement of \$21.07 per enrollment or an estimated 60 cents per instructional hour.
- ♦ Maine's adult education programs represent a locally available, locally supported, low cost education network providing educational opportunities spanning a broad range of local and regional needs. These programs provide a focus for collaboration between the Maine Departments of Labor, Human Services and other agencies representing clients with educational needs.²

JOBS FOR MAINE'S GRADUATES (JMG) (Federal, State and Local)

Funded by the JTPA 8 percent Education Linkages grant, general revenues, the School-to-Work Opportunities Act, and local and private contributions, this program provides school-to-work transition and drop out prevention to Maine's at-risk students in grades 7-12. Last year, JMG served over 1,600 students from 117 Maine communities in 25 schools at a cost of less than \$1,200 per student. This year, the program operates 36 sites in 30 schools. JMG presents four specific models, targeting the educational and social needs of specific age/grade groups delivered on a twelve-month, year-around basis. JMG is a student-driven, outcome-based program that strives to reconnect students with their schools and communities through aggressive support, competency-based curriculum, community service and a student-led Career Association. The Legislature established JMG as a private not-for-profit in 1993 to provide a comprehensive, statewide school-to-work transition system for Maine, concentrating first on our most at-risk students. (Please see Appendix A for a complete description of this program.)

- ♦ JMG students have a 97% in-school retention rate, a graduation rate of 94%, and graduates are employed or attend college and training institutions at a rate of 91%.
- ♦ JMG's unfunded demand includes invitations from over 50 additional school sites statewide that would serve over 2,000 students if their requests could be funded.

² Department of Education, *Maine Adult Education: The 21st Century Race Is On*, 1995.

- ♦ The JMG Board seeks balanced funding through state, federal, local and private sources. In the 1996/97 school year, the General Fund allocation is \$702,217, Federal sources (including JTPA and school-to-work) are \$1,263,704 and local school and private contributions are \$233,345 for a total operating budget of \$2,199,266.
- ♦ Based on actual third-party verified outcomes, JMG was selected the best Jobs for America Graduates (JAG) school-to-work program in the country in 1994. (JAG is an international network representing 26 states, the Virgin Islands and Great Britain.)

SCHOOL-TO-WORK OPPORTUNITIES SYSTEM (Federal)

On April 1, 1994, acting on behalf of a broad coalition of public and private agencies and organizations, the Maine Department of Education submitted a successful application for a grant to implement a comprehensive, statewide School-to-Work Opportunities System - Career Opportunities 2000 (CO2). Maine was awarded a total of \$12 million over five years.

The development of the CO2 system is a shared objective of three distinct but interrelated systemic change initiatives in the state:

- ♦ A root and branch restructuring of public education, under the aegis of the Goals 2000 Act and the Improving America's Schools Act.
- ♦ The integration of a variety of workforce education, job training, and employment services into a coordinated workforce development system.
- ♦ A new strategy for economic growth based on a high skills workforce, high performance/high quality work organizations, and high wage occupations.

There are seven career/life pathways at the core of the CO2 system:

1. Youth Apprenticeship/Career Internship (Maine Career Advantage).
2. Pre-apprenticeship (school-to-registered apprenticeship).
3. ProPrep (professional preparation).
4. TechPrep (technical preparation).
5. OccuPrep (occupational preparation).
6. Co-Op (cooperative education).
7. Career Prep (career preparation - Jobs for Maine's Graduates).

When fully developed, 75 percent of all high school juniors and seniors will be pursuing a school-to-work pathway, with the remaining students enrolled in traditional college preparatory courses. (An expanded text is provided in Appendix B.)

OFFICE OF REHABILITATION SERVICES (ORS) (State and Federal)

ORS administers a variety of direct service programs for people with disabilities. Among them are a general Vocational Rehabilitation (VR) program and a blind VR program, as well as Independent Living programs, Blind Education services, and Personal Care Assistance.

- ♦ The two VR programs serve a specific population of people with mental and physical disabilities for whom the disability creates a substantial barrier to employment.
- ♦ VR services to people with disabilities in both programs are intended to address barriers to employment created by the disability.
- ♦ Last year, the two VR programs served over 8,000 individuals.
- ♦ The average length of time a person with a disability is in a VR program is about 2.5 years.
- ♦ Last year, approximately 700 individuals entered employment following successful rehabilitation in the two VR programs.
- ♦ The cost/benefit of the two VR programs, in terms of increased earnings and reduced public assistance (and other benefits) to rehabilitants was \$7 returned for each \$1 invested in the program.
- ♦ Of the \$16m expended in the two VR programs last year, approximately \$2m (12%) was spent on job training activities.

MAINE COUNCIL ON VOCATIONAL EDUCATION (MACVE) (Federal)

MACVE is a policy advisory body, established under the Carl D. Perkins Vocational and Applied Technology Education Act with 13 members (the majority and the chair represent private business) appointed by the governor, that focuses on the following areas:

- ♦ The importance of vocational education and the need of each state to improve its system and to make it more accessible to all who can benefit from it.

- ♦ The need for vocational education to involve the private sector.
- ♦ The need for coordination and cooperation among those agencies responsible for education and training or retraining of the workforce to make the best use of the limited resources available.

EXECUTIVE DEPARTMENT PROGRAMS

JOB DEVELOPMENT AND TRAINING FUND (GOVERNOR'S CONTINGENCY ACCOUNT) (State)

The Job Development Training Fund within the State Contingent Account was established during the 112th legislative session. The Fund was created as a response to the recognition that Maine's changing work force and the changing economy require new tools and new approaches to link economic development and training activities. The Fund has two primary objectives: First, it is used to assist companies that locate or expand in Maine by helping cover a part of their unusual, unforeseen or extraordinary training costs. Second, it is available to companies that need to upgrade and retrain their employees in order to remain competitive.

- ♦ Current year contracts written so far contain provisions for 559 new jobs at a cost per job of \$1,784 and 2,437 jobs retrained at a cost of \$407, with such companies as Foreside Co., Barbor Foods, Brewer Automotive, ColorTech Labs, GE, Heritage Printing, Intelligent Controls, IP and Kennebunkport Brewing.
- ♦ Occupations include Quality Control Technicians, Productions Supervisor, Drill Press Operator, Finance Officer, Marketing Assistant, Broker, Trade Show Coordinator, Machine Tool Operator, Accountant and Operations Officer.
- ♦ Training occupations average an estimated \$8.50/hour with benefits.

DEPARTMENT OF HUMAN SERVICES (DHS) PROGRAMS

Additional Support for People in Retraining and Employment (ASPIRE) (State and Federal)

ASPIRE, Maine's umbrella program for Aid to Families with Dependent Children (AFDC) and Food Stamp recipients, assists in accessing the employment and training system, and provides financial and case management support necessary for these families to be successful in obtaining permanent employment to support their families.

ASPIRE has federally mandated goals and performance requirements: encourage, assist and require AFDC recipients to fulfill their responsibilities to support their children; provide individuals with the opportunity to acquire the education and skills necessary to qualify for employment; provide necessary support services during participation in training and acceptance of employment; promote coordination of services at all levels of government and maximize the use of existing resources; and emphasize accountability for both participants and service providers. Additionally, quantifiable performance requirements are:

- ♦ 20 percent of all mandatory AFDC recipients must be participating in ASPIRE 20 hours per week each week of the month,
- ♦ 60 percent of all AFDC unemployed parent families must be participating in a work component 20 hours per week each week of the month, and
- ♦ 20 percent of all mandatory Food Stamp recipients must be participating in ASPIRE each week of the month.

To compliment the federally mandated goals and performance requirements, Maine has established ASPIRE outcome goals for SFY '96 as follows:

- ♦ 3,500 AFDC recipients will obtain employment,
- ♦ 950 AFDC recipients will receive up-front job search,
- ♦ 2,200 AFDC recipients will receive Work Search Assistance,
- ♦ 1,870 AFDC recipients will receive MaineServe assistance, and the caseload will be decreased by 1,100 fewer recipients than for the same month of the previous year.³

FY '95 outcomes include:

- ♦ 10,199 participants served, with 2,711 obtaining employment,
- ♦ 57% of the funds are used for direct participant support services such as child care (26%), transportation (19%) and other support services (12%),
- ♦ 6% of the funds were utilized for education, training and employment services such as adult education courses, post secondary tuition and on-the-job training employer reimbursements.

³ See Appendix C for the full text of the ASPIRE Summary, Department of Human Services, 1996.

REFUGEE ASSISTANCE PROJECT (Federal)

The Refugee Assistance Program is federally-funded. Refugees are people who have applied for and been granted such status while overseas. They have usually already fled their own countries because of persecution or fear of it, and have been living in camps in neighboring countries for one to five years or longer.

- ♦ The primary objective of the program is economic self-sufficiency.
- ♦ Services other than employment include assistance in finding housing, social services, English language training and other services to help refugees adjust to a new culture.
- ♦ During FFY '96, 176 persons participated in job training and job placement services, of whom, 87 entered unsubsidized employment.

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP) (Federal)

- ♦ The purposes of this program are to provide useful part-time community service assignments (public service employment) for persons with low incomes who are 55 or older while promoting transition to unsubsidized employment.
- ♦ Participating SCSEP sponsors in Maine include the Bureau of Elder and Adult Services at DHS; American Association of Retired Persons; Green Thumb, Inc.; National Council on Aging; and U. S. Department of Agriculture, Forest Service.
- ♦ Funding through all five sponsors totals \$2.4m for 393 SCSEP positions.
- ♦ Benefits to SCSEP participants include job-related counseling, earned wages, and transition to unsubsidized jobs.

DEPARTMENT OF LABOR PROGRAMS

MAINE JOB SERVICE (Includes DVOP/LVER/TAA) (Federal)

- ♦ 131,705 job applicants were seen during the current year, of whom 79,953 will be referred to 32,670 available jobs with 30,698 people being hired.
- ♦ It will provide 1,288 people with individual counseling.

- ♦ 3,328 people will attend job getting workshops.
- ♦ The program will conduct 4,870 employer visits.⁴
- ♦ Trade Adjustment Assistance (TAA) provides the full range of employment and training assistance to 800 to 1,000 people displaced because of foreign competition, of whom 400 to 500 are in training during any one year.

JOB TRAINING PARTNERSHIP ACT (JTPA) (Federal)

This legislation funds a comprehensive array of services to income eligible participants and to dislocated workers affected by the cyclical nature of economic activity as follows:

- ♦ COUNSELING/ASSESSMENT services consisting of outreach, vocational aptitude testing, employability plan development, case management referral to other services and post program tracking.
- ♦ REMEDIAL/BASIC SKILLS services such as adult basic education, English as a second language and High-school equivalency instruction.
- ♦ OCCUPATIONAL SKILLS TRAINING in a classroom setting, on-the-job training with specific employers, and employer specific training.
- ♦ JOB PLACEMENT services such as job getting workshops, labor exchange and customized and general referrals to subsidized and unsubsidized employment.
- ♦ SUPPORT SERVICES including child care, transportation, life-work management training, medical assistance, counseling, needs-based payments and occupational tools and clothing.

The combination of federal JTPA programs and the State MTI and STAR programs served 6,084 people last year (PY '94/SFY '95), of whom 2,224 entered unsubsidized employment (a rate of 76 percent based on 2,944 separations), at an adult average wage of \$7.87 per hour.⁵

JTPA's services for economically disadvantaged adults and youth (Titles II-A and C) have minimum benchmarks for the following outcomes:

- ♦ adult follow-up employment rate,

⁴ Department of Labor, Maine Job Service, *Program Years 1994-1995 Operational Plan*, 1994.

⁵ Job Training System Annual Report, 1995-1996, p. 16.

- ♦ adult follow-up weekly earnings,
- ♦ adult welfare employment rate,
- ♦ adult welfare weekly earnings,
- ♦ youth entered employment rate, and
- ♦ youth employability enhancement rate (i.e., the extent to which youth are better prepared to compete successfully in the labor market after receiving JTPA services.)⁶

JTPA's services for dislocated workers (Title III) have one minimum nationally required benchmark: entered employment rate (the number entering employment divided by the number separating from the program).

STAR and MTI (State)

The JTPA system of service providers also deliver the Strategic Training for Accelerated Reemployment (STAR) and the Maine Training Initiative (MTI) programs.

- ♦ STAR participants are workers dislocated due to plant shutdowns, or mass and individual lay-offs. Last year the program served 648 people and experienced an entered employment rate of 82 percent at an average hourly wage of \$7.59.
- ♦ MTI is intended to enhance the JTPA program by, among other things, serving those who may exceed JTPA's income guidelines. A total of 403 people were served last program year. Of those leaving the program, 73 percent entered employment at an average of \$7.08 an hour.

MAINE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (MOICC) (State and Federal)

- ♦ Develops and maintains support services related to career guidance and job training program planning for 110 schools and all JTPA/MTCS service providers.
- ♦ Provides support for guidance counselors and agency front-line personnel by maintaining the Improved Career Decision-Making program, and the Work\Education Resource Center.

⁶ See Appendix D for a detailed report of salient performance outcomes for Title II and III programs operated by the JTPA system of service providers.

MAINE CONSERVATION CORPS (MCC) (State and Federal)

The MCC exists to: a) accomplish natural resource related projects with a long-term public benefit, b) provide jobs, job training and conservation education to Maine people who are economically disadvantaged, and c) promote and manage volunteer opportunities with public natural resource agencies. In SFY '96:

- ♦ 102 participants were served in summer programs concentrating on basic work habits, and team and self-esteem building. 28 people were coenrolled in the MCC's AmeriCorps program, and all but 8 were also enrolled in JTPA's Summer Youth Employment and Training Program.
- ♦ 33 people served in, and were served by, the AmeriCorps College Conservation Corps of Maine. This program provides skills training and career exploration in conservation/outdoor recreation, and sends participants who would not otherwise be able to continue school to a supported semester at Unity College, and awards a \$4,725 scholarship at the end of each year of service to help continue their education.
- ♦ The State Environmental Resource Volunteer Effort for Maine (SERVE/Maine) is being reinvigorated with a full-time AmeriCorps coordinator. The current year's 26 participants should soon grow back to the 700 plus of the last full year of operation in 1992.

UNIVERSITY OF MAINE (UMA)

MAINE CENTERS for WOMEN, WORK AND COMMUNITY (MCWWC)

The Displaced Homemakers Program of the Maine Centers for Women, Work and Community provides comprehensive community-based workforce development and entrepreneurship training and services to assist displaced homemakers in the transition to paid work or self-employment.

- ♦ Served 603 displaced homemakers last year in various vocational assessment, career life planning/life skills development workshops and self-employment training.
- ♦ 62 percent of career/life planning and self-employment (New Ventures) training graduates enter employment or become self-employed.
- ♦ 32 percent enter education or training.

- ♦ Of those employed, 40 percent earn \$7.50 per hour or more, with the average wage being \$7.56 an hour. Six percent are employed in non-traditional occupations.
- ♦ Of those continuing their educations, 47 percent are enrolled in programs of two years or less, while 25 percent are enrolled in four-year programs.

MAINE TECHNICAL COLLEGE SYSTEM (MTCS) (State)

The Maine Technical College System (MTCS) represents a major job training resource. It also administers the Maine Career Advantage program and the Maine Quality Centers.

Maine Career Advantage is a career preparation program that integrates academic learning with structured work experience. Encompassing two years in high school and a year at a technical college with tuition-free courses, MCA has two main goals:

- ♦ to provide an effective career option for students who do not plan to attend a four-year college immediately after high school--a group that has traditionally been undeserved; and
- ♦ enhancing the competitiveness of Maine businesses by providing a skilled, adaptable entry-level workforce.
- ♦ This year, about 800 students from 100 participating high schools/technical centers are being served through career internships and career prep activities.
- ♦ Nearly 200 Maine businesses are offering internships in 22 high-growth career fields; these companies are contributing an average of \$5,000 a year to pay for the intern's stipend, worksite insurance, and college tuition.

Maine Quality Centers is an economic development tool that provides job-specific workforce training for new and expanding businesses. Modeled after a successful program in South Carolina, the Maine Quality Centers program is designed to meet one of the primary barriers to expansion: a qualified workforce. The training packages are developed and delivered by the technical colleges, which partner with other education/training providers when appropriate.

- ♦ In the first 15 months of operating, the Maine Quality Centers program has been a catalyst in the creation of 2,000 new jobs representing \$1.3 billion in private investments.

- ♦ The state will see a return on investment in 19 months.
- ♦ The average wage for the new jobs is \$9 per hour, with benefits.⁷

DEPARTMENT OF MENTAL HEALTH and MENTAL RETARDATION

SUPPORTED EMPLOYMENT (State and Federal)

The Division of Mental Retardation serves persons in Maine who have mental retardation and/or autism. One of the programs funded by this division is Supported Employment.

- ♦ The program provides various services aimed at securing and maintaining employment in real jobs in the community.
- ♦ This service includes skill development, job development, job coaching and ongoing support.
- ♦ About 200 persons are served by this program. This opportunity fosters improved self-esteem and satisfaction with one's life as a contributing member of society.
- ♦ Outcomes include successful job placement as well as consumer satisfaction.

III. PROGRESS TO DATE

- ♦ MDOL has proposed to:
 1. Merge local Job Service and job training services into one-stop employment centers.
 2. Eliminate duplicative management structures by combining Job Service and Bureau of Employment and Training into one new organization called the Bureau of Employment Services (BES).
- ♦ DECD and DOL, through PRTF, have proposed to combine three state funded employment and training programs into one program called the Governor's Training Initiative (GTI) to encourage high quality job creation and expansion by directly linking Maine's education and training resources to job opportunities. Programs to be consolidated are Governor's Contingent Account, the Strategic Training for Accelerated Reemployment (STAR) and the Maine Training Initiative (MTI) program. GTI will build job training capacity at the local level by investing in both

⁷ See Appendix E for the full text of the Maine Technical College System Summary.

employers and local providers, such as Adult Education. This proposal combines existing funds and resources and will not cost any additional dollars.

- ♦ DOE, with DOL, have recommended that the Office of Rehabilitation Services (ORS) be transferred to the Department of Labor and align its field service delivery system with the one-stop employment centers.
- ♦ DHS has been actively involved in coordinating its ASPIRE program with the employment and training community. Since the first session of the 117th Legislature, five regional conferences have been conducted with staff of the JTPA, Maine Centers for Women, Work and Community (MCWWC), local Adult Education programs, and ASPIRE system to translate new welfare reform legislative requirements into policy in a coordinated way. Second, ASPIRE has over 55 non-financial agreements with social service organizations throughout the state to ensure non-duplication and maximization of inter-agency resources. Third, the DHS' designee to the Maine Human Resource Development Council is an active member of that body. Finally, ASPIRE has over 15 financial agreements with organizations throughout the state to provide services that it doesn't provide directly. These services range from adult basic education to occupational skills training, and are written with state and non-state agencies alike.

IV. CONCLUSION

Clearly, our goal is to design a system that enables Maine people to acquire the education and training needed to achieve a quality standard of living, and for Maine employers to be globally competitive.

In doing so, we need to ensure that:

- ♦ The public education system prepares youth for life and work in a way that maximizes their competitiveness, thereby ameliorating the need for second chance programs.
- ♦ Services are customer and market driven, accessible, responsive and cost effective.
- ♦ Training is matched to needs through effective use of Labor Market Information and adequate follow-up to assess results.
- ♦ Administration is streamlined to maximize resource delivery to the customer and to reduce activities that do not add value.
- ♦ Outcomes are clearly established and measured.

- ♦ Service design reflects regional and local characteristics, influence and needs.
- ♦ Collaboration and coordination among all state agencies and providers is expected.
- ♦ Economic development and workforce investment strategies are coordinated.
- ♦ Workforce development investment is strategic with attention to activities that lead to jobs with adequate wage and benefits.
- ♦ Private sector is actively involved.
- ♦ Coordinated public information campaign to inform Maine people about the range of education and employment and training opportunities available to them.

The system should also include:

- ♦ Outcomes that are clear, measurable, and connected to the length of employment and self-support, and that take into account state and local social and economic factors.
- ♦ Shared federal, state, and local responsibility in defining standards and measures, with state and local responsibility for establishing the criteria for measuring program success based on customer input.
- ♦ Evaluation to determine the impact of the system and the return on investment and to identify best practices based on customer achievement and satisfaction.
- ♦ Continuous improvement based on best practices to achieve customer satisfaction and advancement and to meet changing needs.

It is necessary and possible to improve Maine's system of job training. To do so, we must work closely with all involved stakeholders. The Commissioners of Education, Labor, Human Services, Economic and Community Development, Mental Health & Mental Retardation, and the President of the Maine Technical College system are committed to this process.

APPENDIX A

JMG

Summary

JOBS FOR MAINE'S GRADUATES, INC. (JMG)

Jobs for Maine's Graduates provides school-to-work transition and drop-out prevention to Maine's at-risk students in grades 7-12. In '94/'95, JMG served over 1600 students from 117 Maine communities in 25 schools at a total cost of less than \$1200 per student. Although it is school-based, JMG operates on a 12-month, year-round schedule.

Jobs for Maine's Graduates is recognized both in Maine and across the country for its quality outcomes and effectiveness. In 1995, based on third-party verified outcomes, Jobs for America's Graduates (JAG), America's largest and most significant STW organization since 1979, recognized JMG as the best STW program in the country.

Accountability and measurement of effectiveness are the hallmarks of the national JAG model we use here in Maine. Every aspect of program delivery is measured and all parties involved are held highly accountable for the records and performance of each student, as well as the overall success of the site.

A job specialist delivers the JMG curriculum. Within the school setting, the specialist works with an advisory committee to target and select at-risk students. Using specific selection criteria ensures that those chosen have demonstrated barriers that make them at-risk of not graduating and/or being unemployed or under employed after high school. In Maine, JMG offers our specific models to schools, targeting the educational and social needs of specific age/grade groups.

- **School-to-Work Transition (STW)** prepares seniors to successfully transition into the work force. High school graduation is stressed in a competency based curriculum that focuses on career exploration, job attainment, and job survival. A 9-month follow up after graduation provides ongoing support and assistance to graduating seniors. An average of 94% of all JMG students are graduating and it is interesting to note that our rate of 22% going on to post-secondary education equals the national average for all students. All students join the Maine Career Association, a student led community service focused organization. Each JMG site has its own chapter and commits to local community service programs that direct their labors to the needs of the elderly, young children, the environment and the community in general. Last year, JMG students logged well over 20,000 hours of verified community service in Maine.

- Opportunity Awareness Program (OAP) provides at-risk 9th, 10th, and 11th graders a program that concentrates on personal and occupational awareness, decision making, team building, conflict resolution, and career exploration. Specialists provide this group with individual guidance, school-based advocacy, tutoring and remediation, seeking to build opportunity and the foundations for greater school achievement for students. Career Association participation through community service provides leadership development and civic, social, and career awareness. It also creates a sense of “connectedness” and belonging, broadens student’s horizons, and empowers them to recognize their own potential. Over 97% of our OAP students return to school each Fall.
- Project Reach is an innovative intervention model for 7th and 8th graders at risk of dropping out or underachieving. It is based on OAP, but with greater emphasis on conflict resolution, problem solving, teamwork, and academic remediation. In a stable and nurturing environment, it strives to connect or reconnect students to family, school, and community. It is strongly believed that early intervention spells greater success in high school. Based on its effectiveness in Maine, Project Reach is targeted to become a national model for replication among JMG’s 26 state affiliates.

FUNDING

JMG’s present budget of \$2.7 million includes 58% federal, 32% General Fund, and 10% local and private contributions. The JMG Board of Directors seeks a more balanced mix of funding and is looking to increase the representative share of local and private support to about 20% in two years’ time. We are in the midst of a major effort to attract corporate, foundation and private support.

SCHOOL PARTNERS

JMG is situated in schools into which we have been invited. In addition to available funding, we partner with schools based on a demonstration that students need us, want us and can benefit from our models. We try to cover schools equitably throughout Maine. Over fifty school sites are on our waiting list.

WORLD OF WORK

JMG’s 37 world-of-work competencies are central to our curriculum. But our experience-based approach relies heavily on the community as well. Local business leaders are invited into our classroom for demonstrations; students seek out employers for community service efforts, for job shadowing experiences, and for other supports. The employer community is repeatedly asked to validate our program design, and specialists work with local employers to generate job opportunities for our graduates.

APPENDIX B

School-To-Work

School-to-Work Opportunities System

On April 1, 1994, acting on behalf of a broad coalition of public and private agencies and organizations, the Maine Department of Education submitted a successful application for a grant to implement a comprehensive, statewide School-To-Work Opportunities System—Career Opportunities 2000 (CO2). One of eight states to receive first-round implementation grants under the new School-To-Work Opportunities Act of 1994 (STWOA), Maine was awarded \$2 million for the first year and a total of \$12 million over five years.

The development of the CO2 system is a shared objective of three distinct but interrelated systemic change initiatives in the state:

- A root and branch restructuring of public education, under the aegis of the Goals 2000 Act and the Improving America's Schools Act;
- The integration of a variety of workforce education, job training, and employment services into a coordinated workforce development system; and,
- A new strategy for economic growth based on a high skills workforce, high performance/high quality work organizations, and high wage occupations.

By statute, STWO system development and implementation must first and foremost be a partnership process— between and among:

- Education and Labor;
- workforce development and economic development;
- Cabinet agencies and the Maine Technical College System;
- state-level leadership and Local Partnerships;
- the public sector and the private sector;
- secondary workforce education and postsecondary technical education;
- employers and union leaders; and,
- teachers and administrators, parents and students.

A new educational “paradigm”—untracked, self-paced, self-directed universal high performance education (UHPE)—for all students in grades K-10, regardless of perceived ability, presumed learning style, or declared career objective—is envisioned as the foundation of the CO2 system.

As the culmination of the UHPE experience and the gateway to both College Prep and seven CO2 career pathways, all Maine students will be expected to achieve—typically at around age 16 (at the end of what is now the 10th grade)—a Certificate of Core Mastery (CCM), demonstrating mastery of a set of common core knowledge and skills required for success and self-sufficiency in the modern global economy.

Five basic components make up the CO2 system proper:

- Comprehensive Career Development Services, K-Adult, highlighted by Individual Opportunity Plans for all students;
- Seven clearly articulated Career/Life Pathways, grades 11-13+;
- Comprehensive Student Support Services/Safety Net Programs, including a supported school-to-work transition program;
- A statewide Alternative Workforce Education and Dropout Recovery Program, including a youth corrections-to-work program; and,
- A comprehensive student assessment, program evaluation, and labor market/occupational information system.

The statewide network of One-Stop Career Centers planned by the Maine Department of Labor, designed to broker a full range of high performance education, school-to-work, and employment services to adults already in the labor market, represents a complementary initiative.

The seven career/life pathways constitute the core of the CO2 system:

- Youth Apprenticeship/Career Internship (Maine Career Advantage);
- Pre-Apprenticeship (school-to-registered apprenticeship);
- ProPrep (professional preparation);
- Tech Prep (technical preparation);
- OccuPrep (occupational preparation);
- Co-Op (cooperative education); and,
- Career Prep (career preparation—Jobs for Maine's Graduates).

Fully developed, all seven CO2 pathways will incorporate—in an integrated, coherent, “seamless” way—both occupational and related academic skill development, both school-based and work-based learning, and both secondary and at least one year of linked post-secondary education. But at the same time, each will offer Maine students a different balance of school-based and work-based learning, a different level of investment in post-secondary education, and a different range of occupational and career opportunities, keyed to current and emerging local, regional, State, national, and even global labor markets.

Maine projects that by the time the CO2 system is fully implemented, around the year 2000, 75% of all high school juniors and seniors will be pursuing a STW career pathway, with the remaining 25% enrolled in traditional College Prep.

At the state level, CO2 is administered by a cabinet-level policy board, an interagency coordinating council, and a broad stakeholder advisory committee. Twenty-four Local Partnerships, each hosted by an area workforce education center, will coordinate CO2 at the local level, together with seven Regional Partnerships hosted by MTCs campuses.

APPENDIX C

ASPIRE Text

**Additional Support for People in Retraining and Employment Program (ASPIRE)
Job Opportunity and Basic Skills Training Program (JOBS)
Job Exploration and Training Program (JET)**

Additional Support for People in Retraining and Employment(ASPIRE) Program is Maine's umbrella program for Aid to Families with Dependent Children (AFDC) and Food Stamp recipients to assist them in accessing the network of Maine's employment and training system and provide the financial and case management support necessary for these families to be successful in obtaining permanent employment to support their families. Although ASPIRE is not a provider of employment and training services, it is one of the feeder systems and provides the primary supports for Maine's AFDC and Food Stamp populations to return to employment.

ASPIRE is an individualized case management approach utilizing financial and non-financial agreements with public community organizations such as public housing authorities, public schools, child care providers and private community organizations such as businesses, JTPA providers, to develop resources necessary for individual families to become successful and maintain independent from public assistance. Through the Department of Human Services case management, each participant has an individual plan with the steps towards self support. The services in the plan are leveraged from other resources, provided through vendor payments, non-financial agreements and contracts with private non-profit, profit and public organizations and agencies.

ASPIRE funding is provided by federal and state government. ASPIRE is a federally mandated program with specific goals and performance requirements. The federal goals for the AFDC portion of the ASPIRE program recipients are:

- Encourage, assist and require AFDC recipients fulfill their responsibilities to support their children;
- Provide individuals with the opportunity to acquire the education and skills necessary to qualify for employment;
- Provide necessary support services during participation in training and acceptance of employment;
- Promote coordination of services at all levels of government and maximize the use of existing resources; and
- Emphasize accountability for both participants and service providers.

The federal AFDC participants Performance Requirements are:

- 20% of all mandatory AFDC recipients must be participating in ASPIRE 20 hours per week each week of the month; and
- 60% of all AFDC Unemployed Parent families must be participating in a work component 20 hours per week each week of the month.

The federal Food Stamp participants Performance Requirement is that:

- 20% of all mandatory Food Stamp recipients must be participating in ASPIRE each week of the month.

In addition to the federal mandated goals and performance requirements, the State of Maine has established ASPIRE Program outcome goals for State Fiscal Year 96 which are as follows:

- 3,500 AFDC recipients will obtain employment;
- 950 AFDC recipients will receive up front job search;
- 2,200 AFDC recipients will receive Work Search assistance;
- 1,870 AFDC recipients will receive MaineServe assistance; and
- The AFDC caseload will be decrease by 1,100 fewer recipients than for the same month of the previous year.

In order to accomplish the goals and performance requirements in the ASPIRE Program, ASPIRE has collaborative projects and is involved in numerous local professional organizations. Examples of these are attached.

ASPIRE Program Community Memberships

Abused Womens' Advocacy Personnel Committee
Abused Womens' Advocacy Program Board of Directors
Adolescent Pregnancy Coalition
Androscoggin Child Abuse and Neglect Council
Androscoggin County Chamber of Commerce
Aroostook County Action Program - Vice Chairperson
Aroostook County Action Program Board of Directors
Aroostook County Area Agency on Aging
Augusta Housing Authority Commissioner
Augusta Housing Authority Family Self Sufficiency Advisory Board
- Chairperson
Bath's Housing Authority Family Self Sufficiency Advisory Board
BDL Enterprises - Bangor
Brewer's Housing Authority's Family Self Sufficiency Coordinating
Committee
Caribou Family Self Sufficiency Project
Central Maine Adult Education Collaborative
City of Portland's Self Sufficiency Advisory Board
Coalition for Women in Non-traditional Occupations Task Group
Coastal Economic Developmental Youth Build Planning Committee
Coastal Enterprises Incorporated - Child Care Center Development
Committee
Coastal Enterprises Project Pioneer Coordinating Committee
Coastal Enterprises, Inc. JOLI Coordinating Committee
Community Concepts Planning Board
Community Concepts Transitional Housing Advisory Committee

Cumberland County Training Resource Center's Private Industry
Council

Cumberland County's Educational and Service Providers Network
Department of Human Services Child Care Coordinating Committee

Department of Labor's Non-traditional Task Group

Educational Services Inc. Trade and Technical Careers Project
Board

Finders/Seekers Advisory Council

Fort Fairfield Family Self Sufficiency Project

Fort Kent Adult Literacy board

Franklin County Adult Education Advisory Board

Greater Bangor Chamber of Commerce

Head Start Policy Council

Healthy Community Member in conjunction with St. Mary's Regional
Hospital and CMMC

Kennebec Valley Community Action Program, Families in
Transition's Board of Directors

Lewiston Adult Education Advisory Council

Lewiston Chamber of Commerce Member

Lewiston Housing Authority Family Self Sufficiency Advisory Board

Lewiston School Board Member

Lewiston-Auburn College Board

Lewiston/Auburn Community Education Coalition

Maine State Housing Authority Family Self Sufficiency
Coordinating Committee

Maine State Housing Authority Family Self Sufficiency Advisory
Board

Medaphis Manning Board

Mount Desert Island's Housing Authority's Family Self Sufficiency
Coordinating Committee

Norther Maine Technical College Advisory Committee

Northern Maine Technical College Interagency Committee

Portland Adult Education Advisory Board

Portland Chamber of Commerce

Portland Housing Authority Coordinating Committee

Portland Housing Authority's Family Self Sufficiency Coordinating
Committee

Presque Isle Family Self Sufficiency Project

Refugee Resettlement Program in Cumberland County

Saint John Valley Social Services Collaborative Committee

Sanford Housing Authority's Family Self Sufficiency Coordinating
Committee

Scarboro Family Center Collaboration

Skowhegan Chamber of Commerce

Somerset County Youth Build Planning Consortium

South Portland's Housing Authority's Family Self Sufficiency
Coordinating Committee

Statewide Child Care Advisory Council

Statewide Child Care Resource Development Center Task Group

Training and Development Corporation

United Way's Education Committee Member

United Way's Workers In Transition Task Group

Waterville Housing Authority Family Self Sufficiency Advisory
Board

Westbrook Housing Authority's Family Self Sufficiency
Coordinating Committee

ASPIRE SPECIAL PROJECTS

AROOSTOOK ADULT LITERACY PROJECT In cooperation with Fort Kent Adult Education, ASPIRE expanded the Even Start Program through a Memorandum of Understanding. This project provides basic literacy services and family development services to AFDC families in St. John Valley.

AROOSTOOK JOB CLUB PROJECT Through a Memorandum of Understanding with the Aroostook Adult Education Coalition, ASPIRE participants receive Job Club services through out the county.

AROOSTOOK AREA AGENCY ON AGING PROJECT In a collaborative effort, ASPIRE, Aroostook Area Agency on Aging, Aroostook Adult Education Coalition, and Aroostook Home Health Care Providers are developing a job skills curriculum for Personal Care Attendants. The first class will be delivered in March 1995 with additional classes throughout the year.

BANGOR ADULT EDUCATION Using a cooperative Region IV ASPIRE and the Bangor Adult Education was providing clerical training to sixteen ASPIRE participants at Capehart Community Center. This project increases local services by matching unmatched state educational funds with federal JOBS funds.

BANGOR CDA PROGRAM The Bangor ASPIRE Program has developed a program in coordination with Eastern Maine Technical College for our ASPIRE customers who are interested in a career in the child care field. The Child Development Associate (CDA) Program is a National Credentialing Program for child care providers. Eight competency standards established by the Council for Early Childhood Professional Recognition, and an additional component for working with children with special needs have been incorporated into the coursework. These three courses along with CPR and First Aid instruction, a Self-Employment Tax workshop and a field work experience will prepare students for eligibility for CDA credential from the Council for Early Childhood Professional Recognition.

BANGOR'S EVEN START PROJECT Through a contract with ASPIRE, Bangor's Even Start Program is expanded to serve an additional eight teen ASPIRE parents and their children. This in-home service will provide educational assistance, child development services and facilitate the development of group parenting meetings.

CAREER QUEST In a cooperative effort with the Central Maine Adult Education Collaborative, ASPIRE is implementing an on going course for participants. Career Quest! A Practical Guide for Job Hunters will teach participants the most effective and practical methods is finding employment and will provide opportunity for actual practice interview sessions.

CATHOLIC CHARITIES Under contract with ASPIRE-JOBS, Catholic Charities provides AFDC recipients access to an Outreach and Support Service Coordinator. This position is developing and delivering a group training on AFDC budgeting methods, Earned Income Tax Credit, earned income disregards, post-employment services, transitional services and other community services available to AFDC recipients in transition.

CHILD CARE TRAINING PROJECT Through community cooperation in the Greater Bangor area, ASPIRE and the Child Care Network are in a process of implementing a training project for child care provision. This project provides 20 ASPIRE participants the opportunity to develop both technical and experiential skills in child development, business practices and child care provision.

COASTAL ENTERPRISES INC. (CEI) The ASPIRE Program has an innovative contract with CEI combining participant job training and placement with low interest business loans for economic expansion. Businesses which are interested in expanding their services and which have a comprehensive benefit package and competitive wage scale, can apply for loans through CEI. If the loan is approved, the business expansion must include employment and training for AFDC recipients.

EDUCATIONAL SERVICES, INC. (ESI) The ASPIRE Program is involved in a collaborative planning process with Displaced Homemaker Program, the Job Training System, the Chamber of Commerce and ESI to develop an education and training design geared towards the needs of technical growth industries in Somerset County. This design will be targeted to low income women.

HEAD START WRAP AROUND CHILD CARE SERVICES The ASPIRE Program has non-financial agreements with two Head Start Programs to expand the half day Head Start to include an additional half day of child care. The cost to the ASPIRE Program is half the cost of a full day of child care in the respective area.

MAINE CENTERS FOR WOMEN, WORK AND COMMUNITY (MCWWC) The ASPIRE Program has a Memorandum of Understanding with MCCWWC by which MCCWWC's state funds are utilized to match federal JOBS funds in order to provide expanded pre-training services to ASPIRE-JOBS participants. The pre-training services include entrepreneurial training, career exploration, life management skills, communication skills and budgeting.

PORTLAND ADULT EDUCATION For job ready ASPIRE-JOBS participants in Region I, Portland Adult Education provides monthly Job Club services. These services are provided on a tuition basis.

PORTLAND SELF SUFFICIENCY PROJECT In order to address a significant barrier for Portland area AFDC recipients, the ASPIRE Program is providing case management services to AFDC ASPIRE participants involved in the HUD funded Portland Housing Authority's Family Self Sufficiency Project. This Project, while assisting families to obtain permanent, affordable housing, requires parents to be involved in an educational, training and employment plan to support their families. This Project is a collaborative process including Portland Housing Authority, Portland Adult Education, City of Portland, the Cumberland County Training Resource Center, and Region I ASPIRE.

PROJECT JUMP

Through a partnership with Coastal Enterprises, Inc., Project JUMP provides work force literacy, public and private sector field training, entrepreneurial training and employment placement to ASPIRE-JOBS Unemployed Parents in York County.

PROJECT PIONEER

Through a partnership with Coastal Enterprises, Inc. and a cooperative planning and implementation process with The Maine Centers for Women, Work and Community (MCWWC) and the local Department of Labor's Job Training System, Project Pioneer provides work force literacy and job skills training to ASPIRE-JOBS participants in Androscoggin County tailored for the needs of Pioneer Plastics.

PROJECT ROCKET

In a cooperative atmosphere, employers, Department of Labor's Job Training deliverer, local Adult Education programs, Rockland Chamber of Commerce, and ASPIRE are addressing the education and training needs of the local labor market and ASPIRE participants by offering a structured education and job skills training course. This project will serve fifteen (15) participants and provide skills in word processing, key boarding and office procedures.

APPENDIX D

JTPA Performance Summary

Performance Standards By Service Delivery Area

Eight performance measures are established nationally. Four measures pertain to the Title II-A economically disadvantaged adult program and are the results of a follow-up survey of former participants 13 weeks after they have left the program. They are the Employment Rate at Follow-Up of all adults who were terminated and their Weekly Earnings at Follow-Up, the Employment Rate at Follow-Up of participants who were on welfare at the beginning of the program and their Weekly Earnings at Follow-Up. Two measures pertain to the Title II-C youth program. Because the desired outcome for youth may not always be immediate employment, two measures are used - Youth Entered

Employment Rate and Youth Employability Enhancement Rate. Additionally, standards are set for the Wage at Placement for older workers and the entered employment rate for dislocated workers.

Because the economic circumstances of an SDA and the characteristics of its client population indicate the degree of difficulty in meeting a single national numerical level, local factors are used to adjust a national average upward or downward to arrive at a performance standard for each SDA. Actual performance is compared to the adjusted standards for PY '93 as shown in the charts below.

Workforce Development Centers SDA Performance on National Indicators

National Standards	SDA Standard	SDA Actual	Δ%
Title II-A (77%) Adult Follow-Up Employment Rate	59.25%	62.68%	5.79%
Title II-A (77%) Adult Follow-Up Weekly Earnings	\$244.34	\$274.70	12.43%
Title II-A (77%) Follow-Up Welfare Employment Rate	47.35%	61.65%	30.20%
Title II-A (77%) Follow-Up Welfare Weekly Earnings	\$229.73	\$260.06	13.20%
Title II-C (82%) Youth Entered Employment Rate	52.37%	61.21%	16.87%
Title II-C (82%) Youth Employability Enhancement Rate	27.83%	44.72%	60.71%
Title II-A (Older Workers Program) Wage at Placement	\$6.19	\$6.86	10.82%
Title III (Dislocated Workers) Entered Employment Rate	66.33%	80.30%	21.06%

Cumberland County SDA Performance on National Indicators

National Standards	SDA Standard	SDA Actual	Δ%
Title II-A (77%) Adult Follow-Up Employment Rate	63.84%	69.97%	9.60%
Title II-A (77%) Adult Follow-Up Weekly Earnings	\$250.08	\$261.21	4.45%
Title II-A (77%) Follow-Up Welfare Employment Rate	49.25%	70.28%	42.71%
Title II-A (77%) Follow-Up Welfare Weekly Earnings	\$220.57	\$227.34	3.07%
Title II-C (82%) Youth Entered Employment Rate	47.40%	70.00%	47.67%
Title II-C (82%) Youth Employability Enhancement Rate	35.95%	58.33%	66.87%
Title II-A (Older Workers Program) Wage at Placement	\$6.85	\$6.25	- 8.76%
Title III (Dislocated Workers) Entered Employment Rate	70.00%	83.61%	19.44%

Penobscot Consortium SDA Performance on National Indicators

National Standards	SDA Standard	SDA Actual	Δ%
Title II-A (77%) Adult Follow-Up Employment Rate	57.07%	61.41%	7.60%
Title II-A (77%) Adult Follow-Up Weekly Earnings	\$239.16	\$276.52	15.62%
Title II-A (77%) Follow-Up Welfare Employment Rate	46.95%	57.56%	22.59%
Title II-A (77%) Follow-Up Welfare Weekly Earnings	\$214.82	\$248.19	15.54%
Title II-C (82%) Youth Entered Employment Rate	51.26%	61.54%	20.06%
Title II-C (82%) Youth Employability Enhancement Rate	31.09%	53.33%	71.52%
Title II-A (Older Workers Program) Wage at Placement	\$5.84	\$5.25	- 10.10%
Title III (Dislocated Workers) Entered Employment Rate	67.82%	85.86%	26.60%

APPENDIX E

MTCS Text

The Maine Technical College System (MTCS) highlights here the Maine Career Advantage program and the Maine Quality Centers.

Maine Career Advantage is a career preparation program that integrates academic learning with structured work experience. Encompassing two years in high school and a year at a technical college with tuition-free courses, MCA has two main goals: (1) to provide an effective career option for students who do not plan to attend a four-year college immediately after high school--a group that has traditionally been undeserved; and (2) enhancing the competitiveness of Maine businesses by providing a skilled, adaptable entry-level workforce. This year, about **800** students from **100** participating high schools/technical centers are being served through career internships and career prep activities. Nearly **200** Maine businesses are offering internships in **22** high-growth career fields; these companies are contributing an average of \$5,000 a year to pay for the intern's stipend, worksite insurance, and college tuition. MCA is the first education program in Maine high schools to offer a *guarantee* on the knowledge and skills attained through the program. As the centerpiece of Maine's School-to-Work Opportunities Act grant, MCA is developing tools that have broad utility in other school-to-work programs, such as Industry-Specific Skill Standards, Certificate of Skills Mastery, Gateway Assessment test, Student Portfolio model, Teacher Academics for Applied Learning, Worksite Supervisor Training, and other tools. Maine Career Advantage is considered a national model, earning the National Alliance of Business' School-to-Work Program of the Year Award in 1993.

The Maine Quality Centers program is an economic development tool that provides job-specific workforce training for new and expanding businesses. Modeled after a successful program in South Carolina, the Maine Quality Centers program is designed to meet one of the primary barriers to expansion: a qualified workforce. The training packages are developed and delivered by the technical colleges, which partner with other education/training providers when appropriate. In the first 15 months of operating, the Maine Quality Centers program has been a catalyst in the creation of **2,000** new jobs (12% above goal), representing **\$1.3** billion in private investments. The State will see a return on investment in **19** months (calculated by how quickly revenue is returned to the State in the form of revenue based on new wages) -- nearly twice as fast as initially projected. The average wage for the new jobs is **\$9** per hour, with benefits. Companies served to date by Quality Centers are: National Semiconductor, Brewer Automotive, Mid-Maine Transcription, Medaphis Physician Services, Idexx Laboratories, Stone & Webber, Liberty Mutual, Avian Farms, Blue Cross & Blue Shield, Augut Inc., Cianbro, Watts Fluid Power, and Oxford Aviation. Several other projects are currently under discussion, representing 1,200 additional jobs.

APPENDIX F

GLOSSARY

ABE - Adult Basic Education, funded through the National Literacy Act of 1991. It enables adults to gain basic educational skills necessary to be functionally literate.

AFA - Additional Funding Allocation. The name given to Title III dislocated worker grants that are over and above the regular formula allocations.

Administrative Entity - An organization designated to operate a job training plan under the Job Training Partnership Act in accordance with an agreement between the Private Industry Council (PIC) of an SDA and the local elected officials of the unit(s) of general local government in which the administrative entity manages programs.

ASPIRE - Additional Support for People in Retraining and Employment. The name for Maine's employment and training program for people receiving AFDC and food stamps.

AFDC - Aid to Families with Dependent Children.

ACAP - Aroostook Community Action Program is a service provider within the 12-County service delivery area.

BAT - The Bureau of Apprenticeship Training (U.S. Department of Labor).

BES - The Bureau of Employment Security (Maine Department of Labor), which includes Job Service, Unemployment Insurance, labor market research, and Administrative Hearings.

BETP - The Bureau of Employment and Training Programs (Maine Department of Labor) is the policy guidance and management oversight body for Job Training Partnership Act programs in Maine.

BLS - Bureau of Labor Standards (Maine), and the Bureau of Labor Statistics (U.S.).

BVP - Business Visitation Program. A business expansion and retention program, the goal of which is to stimulate local economic growth by assisting businesses in solving problems and job retention and expansion.

CED - Coastal Economic Development. A community action agency in Bath that is a service provider within the 12-County service delivery area.

CEI - Coastal Enterprises, Inc. A private, non-profit agency providing venture capital to small businesses.

CIMS - The Comprehensive Information Management System. A statewide system designed to track and report applicant and participant activity.

Component - A structured activity within the Job Training Partnership Act, like classroom training and on-the-job training.

Cost Categories - JTPA costs that are grouped together for reporting purposes. They include administration, direct training, and training related and supportive services.

Department(s) of Labor - United States Department of Labor (USDOL) and the Maine Department of Labor (MDOL).

DEA&R - The Division of Economic Analysis and Research, organized within the Maine Department of Labor's Bureau of Employment Security.

Direct Delivery - A four-county service provider within the 12-County service delivery area, including Washington, Kennebec, Somerset and York counties.

Economically Disadvantaged - The term used to define eligibility for JTPA Title II programs using income as a guideline.

ECT - Employment Competency Training. A program component within JTPA teaching pre-vocational skills in career decision-making, work maturity, life skills management and job getting.

EDWAA - The Economic Dislocation and Worker Assistance Act (Title III of JTPA) for retraining dislocated workers regardless of family income.

ETA - The Employment and Training Administration, organized within the national DOL.

EE - Entered employment, the term used to indicate how many people acquired jobs upon separation from any job training program. This is sometimes called a placement.

GED - General Educational Development, a series of tests leading to a high school equivalency diploma.

GCSSP - Governor's Coordination and Special Services Plan. The document outlining the governor's goals, objectives and activities related to policy guidance and management oversight of Maine's job training system. The GCSSP is a recommendation to the governor by the MHRDC.

Governor's Reserve - An amount equal up to 40 percent of the annual Title III EDWAA allocation used for statewide rapid response, basic readjustment and retraining activities.

Governor's Set-asides - Certain portions of the Titles II-A and C grants are reserved for statewide activities as follows: The Governor's Coordination and Special Services activities (GCSS), financial awards to SDAs based on good performance for additional programming and capacity building, funds for educational linkages, and funds for older workers.

Hard-to-Serve - The term used to indicate those in the eligible population that need the services the most, like school dropouts, pregnant and parenting teens and persons with disabilities.

ISS - Individual Service Strategy. A participant's employment development plan.

Job Counselor - A person who guides a participant through the various program components and activities listed in the ISS. The person is sometimes called a case manager.

Job Developer - A person who provides job acquisition services for participants. The jobs may be subsidized by on-the-job training contracts, or unsubsidized EEs in the private and public sectors.

JOBS - Jobs Opportunities and Basic Skills program. The title of the national AFDC employment and training program. In Maine, the JOBS program is known as ASPIRE.

Job Service - The organization located within the MDOL's Bureau of Employment Security that provides labor exchange services for job seekers and employers.

JTPA - Job Training Partnership Act. The legislation which authorizes employment and training funds through various titles to the economically disadvantaged and dislocated workers.

JMG - Jobs for Maine's Graduates. A private, non-profit agency providing school-to-work transition services for at-risk youth.

JTS - Jobs Training System. The employment and training delivery system encompassing JTPA, MTI and STAR.

MCAP - Maine Career Advantage Program. The Maine Youth Internship Program, operated by the MTCS.

MHRDC - Maine Human Resource Development Council. The advisory body to the governor regarding statewide goals and objectives for Maine's job training system.

MOICC - The Maine Occupation Information Coordination Committee. A unit within the Maine Department of Labor established to support the development of a comprehensive career, occupational and data-based system.

MTCS - The Maine Technical College System.

MTI - The Maine Training Initiative. A program funded with general revenues to supplement the JTPA.

MVT - Mountain Valley Training. The community action council in Wilton that is the service provider in western Maine for the 12-County Service Delivery Area.

NTO - Non traditional Occupation. Training in any occupation that employs less than 25 percent of either sex.

OA - Objective Assessment. The process that helps determine which employment and training services will best meet the vocational needs, interests and abilities of participants.

OIP - The Office of Information Processing is organized within the Maine DOL and provides all electronic data systems development and management for the department.

OJT - On-the-job Training. A training slot subsidized by JTPA funds with an employer for the purpose of teaching occupational skills.

One-stop-shop - A generic term used in the context of linking services to applicants. Services are provided through three main avenues: Direct provision of services at a specific location, linking applicants to services through electronic networks, and providing referrals of applicants to agencies not located at a specific site and that are not on any electronic network.

Participant - A person receiving employment and training services.

PIC - Private Industry Council . The governing body of a JTPA service delivery area.

RETI - Rapid Employment Training Initiative. A team of employment and training professionals organized for quick response in the event of mass layoffs or plant closings.

Recipient - The Governor or his designee.

RFP - Request for Proposals. A formal method of procuring services or products. Publically advertised, it contains specifications of goods and services to be purchased and the rules governing the procurement.

SDA - Service Delivery Area. A geographical area encompassing one or more units of general local government (counties in Maine) whose administrative entity receives funds directly from the BETP to provide employment and training services. Maine has three SDAs: TRC, TDC and WDC.

SAC - State Apprenticeship Council. The advisory body overseeing Maine's youth and adult apprenticeship program.

SPIR - The Standard Participant Information Report. The main document summarizing all participant activity while enrolled in JTPA.

Subrecipient - Any person, organization or other entity which receives JTPA funds either directly or indirectly from the BETP. In Maine, the three SDAs are subrecipients and their service providers are also subrecipients.

SYETP - The Summer Youth Employment and Training Program, which is Title II-B of the Job Training Partnership Act (JTPA).

STAR - The Strategic Training for Accelerated Reemployment program. This program is funded by general revenues and is for those who are receiving unemployment insurance payments.

Supportive Services - Payments made with cash or in kind in order to enable participants to complete their individual service strategies (employment plans). Examples include transportation reimbursements, and subsidies for health costs and occupational related clothing.

Title II-A of JTPA - The basic training program for economically disadvantaged adults.

Title II-B of JTPA - The Summer Youth Employment and Training Program (SYETP).

Title II-C of JTPA - The basic training program for economically disadvantaged, in and out-of- school youth.

Title III of JTPA - The Economic Dislocation and Worker Assistance Act known as EDWAA.

TAA - Trade Adjustment Assistance. A federal training program for dislocated workers who have lost their jobs due to foreign competition.

TRA - Trade Readjustment Assistance. A living allowance for people enrolled in TAA so that they can attend and complete their training.

TDC - Training Development Corporation. The SDA administrative entity for the counties of Penobscot, Piscataquis and Hancock.

TRC - Training Resources Center . The name of Cumberland County's SDA.

Unemployment Insurance (UI) - The system paying compensation to people during times of unemployment.

WDC - Workforce Development Centers. The name of the 12-County SDA.

WDCAO - Workforce Development Centers Administrative Office. The administrative office of the 12-County Service Delivery Area.