

Maine Jobs Council Annual Report, 2002





March 6, 2002

Dear citizen,

I am pleased to forward to you this annual report of the Maine Jobs Council. They are taking on the central issue for future economic development in Maine – namely, the task of dramatically upgrading the education and capabilities of our workforce.

I want to thank Alan Cardinal and Joanna Jones for their energetic leadership of the Council, a group composed largely of unpaid volunteers. They have followed in the footsteps of the first Chair of the Council, Buzz Fitzgerald, and have exemplified his commitment and idealism. I also want to thank our Commissioner of Labor, Valerie Landry, and Commissioner of Education, J. Duke Albanese, for their strong support.

Maine has made significant progress in the area of workforce development. Twenty-three new CareerCenters are in place throughout the state. Over 1,000 students are enrolled in our new community college system. We are moving to implement our first-in-the-nation learning technology program. But we have much more to do.

The answers go beyond government. Private employers need to offer incentives for continuing training. Educators need to make imaginative use of the internet. And most of all, citizens need to internalize the ethic of lifelong learning. This report is the roadmap. It's up to all of us to make it happen.

Sincerely yours,

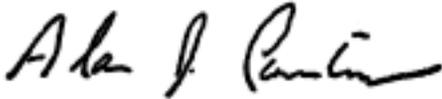
Governor Angus S. King, Jr.

March 6, 2002

Dear Governor Angus S. King, Jr. and Members of the 120th Maine Legislature,

As Chair of the Maine Jobs Council, I am pleased to present you with our 2002 Annual Report. The purpose is to provide you with information and recommendations regarding the workforce development system in Maine. Please feel free to contact me if you have any questions.

Sincerely,



Alan J. Cardinal
Chair of the Maine Jobs Council



Alan J. Cardinal, Chair

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Published March 2002



Major Recommendations for 2002

→ ***Implement the Career Preparation component of Maine Learning Results***

Schools must become more active in helping students understand the world of work. The Career Preparation component of the Maine Learning Results provides a thoughtful and effective model for accomplishing this.

Unfortunately, the Career Preparation component is “optional” for school districts. There are few resources going into creating curricula and training teachers. It is not scheduled for implementation until 2006/7. If this component were to proceed on schedule, the results would not be evident for years thereafter – say, in 2012. This is too long to wait to help Maine students prepare for the modern economy.

The Department of Education needs to put Career Preparation on a fast track. The implementation target date should be moved up to 2004. This means, in turn, that the Legislature and Governor must provide the Department in 2002 with the mandate and the resources to accomplish the more aggressive goal.

→ ***Create a unified internet portal to all on-line educational offerings from the University of Maine System, Technical Colleges, interested private colleges, adult education programs, and CareerCenters. Use this as a first step towards establishing a common public enrollment system and creative new educational packages***

Maine’s workforce for the next twenty years is largely in place already. Thus, the challenge of raising skill and education levels must address existing workers as well as those in high school and college. Workers have families, obligations, sometimes second jobs. They find it hard to integrate traditional classroom course arrangements into their lives. On the other hand, 43% of Maine households have internet access at home. This is a potential tool for delivering education and training at a time and location of the learner’s convenience.



The University System, the Technical Colleges, Maine Adult Education programs, the Maine Department of Education, and the Maine Department of Labor (including its CareerCenters) should create a common internet portal that would open up on-line educational resources to interested employers and individuals.

Creating the web site is the first step. The second is to create an enrollment function at the web site that would work for any of the courses offered on the site; in other words, to create a common enrollment system. The third is to look at the resources together and create packages of skill-building courses in certain fields and career areas that use the best offerings of all available Maine providers.

—> ***Create a marketing campaign to encourage employers to provide training, and workers to participate***

If more employers offered training and education, and if more employees understood the impact of lifelong learning, participation rates could increase dramatically. State government needs to institute an advertising campaign to promote lifelong learning addressing both employers and employees.

—> ***Promote technological literacy***

Two out of three Maine workers report that they use computers on the job. By the time today's students graduate and enter the workplace, the figure will approach 100%. For success in the new economy, Maine workers must be skilled in computers. A first step is the Learning Technology Endowment passed by the Legislature last year. This innovative program will expose all 7th and 8th graders to intensive computer operations. The time for debating whether or not to do the program is past. It is time now to focus our attention on implementing the program in the best way possible, i.e., by ensuring that children with disabilities will have effective access to computers, and by raising the private donations needed to renew the program in five years.



CHALLENGE: *Not enough participation in training*

Much of Maine has done well in the recovery from the 1990s recession. Per capita income has risen 50% in Maine, from \$16,900 in 1989 to \$25,400 in 2000.

Still, per capita income rose 59% in the nation as a whole during this period. So while Maine did well, we fell further behind the rest of the country. Our per capita income has gone from 91% of the national average in 1989 to 86% in 2000.

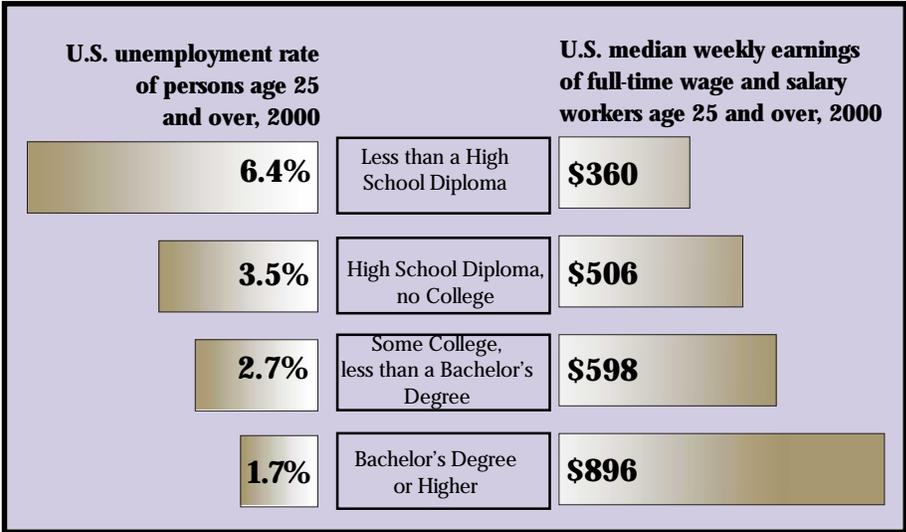
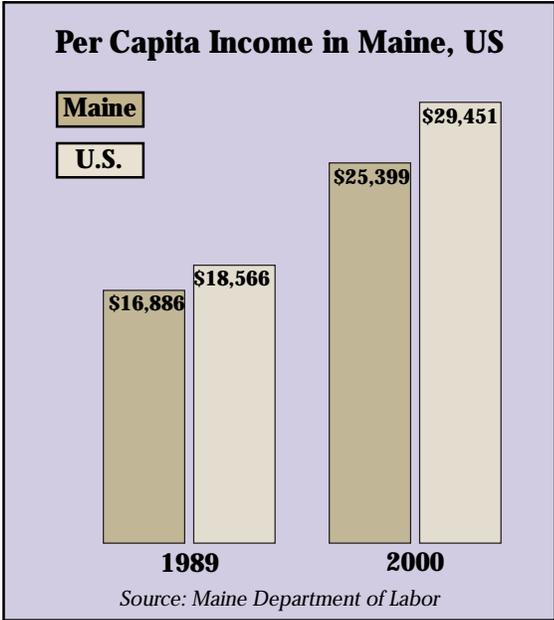
Why per capita income is so difficult to increase is a complex subject. It involves the structure of Maine industry, patterns of migration, past economic history, and workforce capabilities.

However complex the causes, the one strategy is clear. Education increases the workforce productivity. Higher productivity means higher wages.

The relationship between education and income is documented. As the chart below shows, if you have a bachelor's degree from college, your odds of being employed are four times better than someone without a high school degree, and your income is likely to be three times higher.

Maine has a higher proportion of people with at least a high school degree than the rest of the country, but we lag behind when it comes to people with four-year college degrees and advanced degrees. So the income data is not surprising – Maine has a less educated workforce, and lower per capita incomes.

So the answer is education. Education for whom? This raises a second key point. Most of Maine's workforce for the next twenty years is already at work. In other words, to raise the skill levels of Maine workers, it is important – but not enough – to have better performance in high schools. We must do that through the Learning Results, but we also have to do more to educate and train the existing workforce.





This represents a challenge for employers. The primary source of business growth and profits must come from increased productivity of the existing workforce. This makes training a priority for employers.

For employees, this is an opportunity. Employers and government are doing more to provide low-cost training and education. Those employees with ambition and a desire to increase their incomes can take advantage of the situation.

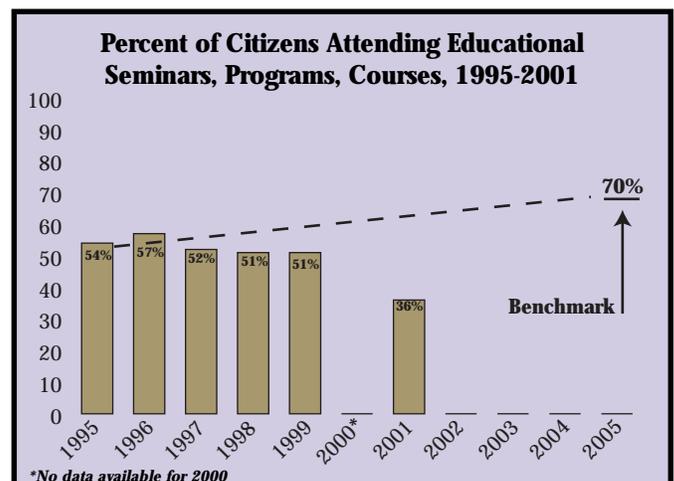
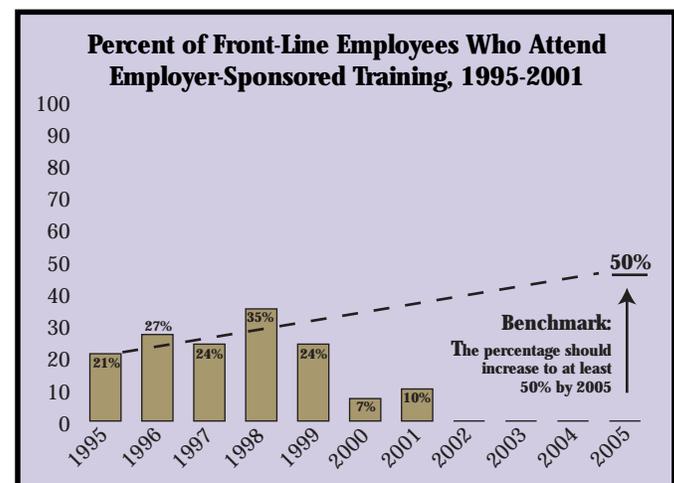
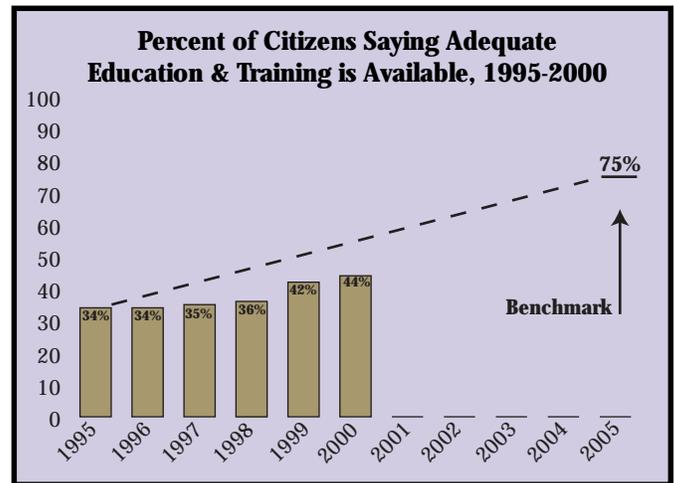
Given the situation, are there more education opportunities available for Maine workers? If so, are they taking advantage of them?

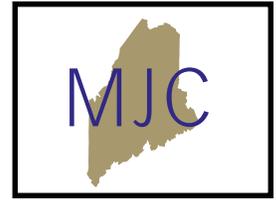
The answer to the first question is yes.

The Maine Economic Growth Council, a group of business and governmental leaders who track key performance indicators for the Maine economy, report that 44% of Maine people believe that adequate education and training opportunities are available in Maine – up 10% in four years. This is significant progress towards the benchmark goal of 75% in 2005 set by the Maine Economic Growth Council.

Unfortunately, the answer to the second question is no. Based on Growth Council data, the numbers of Mainers taking advantage of these opportunities is declining. The same Maine Economic Growth Council survey found that participation in employer-sponsored training has declined significantly the last two years, from 35% in 1998 to 10% in 2001 (see chart to the right).

Although figures for general participation in educational seminars and courses are less dramatic, the trend line is also in the wrong direction. At a time when education and training are more important than ever, the proportion of Maine citizens participating in such courses declined by 18 percentage points in the last six years (see chart to the right).





What is going on? In the spring of 2001 the Maine Jobs Council authorized a survey of Maine workers to find out.

In this survey the majority of respondents reported either that their employers offered job training, or that they had taken such training from their employers – yet still fewer than half participated in such training.

What makes employees more likely to take training? One obvious influence is employer assistance. Almost two in three respondents (63%) worked for an employer who offered training help. ***If an employer offers training and education help, the chances of an employee participating in continuing education go up from 24% to 83%.*** In other words, any kind of help from an employer – from time off to workshops to paid tuition to paying salaries for taking courses – makes a big difference. Training on-site, course reimbursement, flex time scheduling, and paid salary for attending training, appeared to make the biggest difference.

Even so, workers remain who do not participate in training, no matter what incentives the employer offers. Why not?

One key difference between those who participate in training and those who do not is the attitude of the worker towards the current job and career. ***If the worker is unsatisfied with his or her current job, or feels that the current job is not part of a long-term career choice, the chances that he or she will participate in training goes down.*** About a quarter of Maine workers do not consider their current job a long-term career choice. ***Only one in three of these “misplaced” workers participate in training. Arguably, they are the ones who need it the most.***

They do recognize this fact. Two out of five (43%) say that affordable training or a college education would help them to work in the field or career of their choice.

Surprisingly, the near-term possibility for a promotion is not a factor in participating in training. Unfortunately, most Maine workers are not optimistic about their chances for promotion, and attitudes on this issue do not seem to affect training participation. ***Training participants take a longer view, looking beyond money.*** They see training as advancing their career or improving their performance on the job generally, or as simply being good for personal growth and self confidence.

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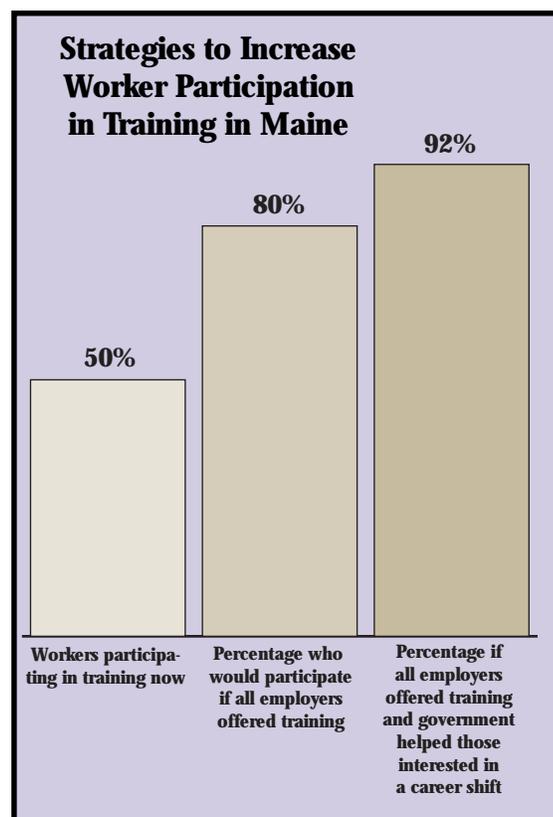
In short, to increase participation in training and to meet the Maine Economic Growth Council benchmarks, three things need to happen:

- The employers who are not offering training (about one in three Maine employers) – particularly training on-site during job hours – need to be encouraged to do so. (This would increase training participation from 50% to 80%.)
- The workers who feel they are in the wrong career field and are not participating in training (about one out of every seven Maine workers) should be helped to participate in educational programs to help them advance. (This would increase training participation another 12%.)
- The employees who work for employers who offer training, who are in the right career field, and do not participate (about one out of every 12 Maine workers), should be encouraged to do so.

If all of these strategies were to be implemented, the graph to the right shows the potential for training participation increases.

The current participation in employer-sponsored training is, according to the Market Decisions survey, about 50%. If all employers were to offer training, then employee participation would increase about 30%. If career shift help were offered to those in the wrong jobs, then participation would increase another 12%. This leaves about 8% of workers who would have all the training help available, who would need encouragement to go ahead and take advantage of the opportunities.

This is a shorthand summary. There are also more specific issues to be addressed. For example, ten percent of people not participating in training mentioned health obstacles. This means that **improving accessibility of training programs to people with disabilities is also essential**. Many also mentioned problems with time, with child care, and with money. But by and large, these problems were common to people who participated in training as well as those who did not – a fact that suggests that they are not decisive in determining employee participation. Finally, Maine has a higher-than-average population of people 55 and older. This is a big talent pool, and needs to stay connected to the labor force through programs like Senior Community Service Employment. These are the numbers.





Here are some of the *voices of the respondents* themselves – first, describing why they are *not comfortable with schools and training*:

“I’m too *old* and set in my ways.”

“I don’t have the *confidence* to go through college. Or the money.”

“Not with a *family to support*, and at my age, you can’t eat paper.”

“I *don’t feel the need* to. I don’t like school.”



“The training to do what I did is such that *I will never again attend a class.*”

“I am too *tired.*”

“I’m pretty *good at what I do.*”

“I travel a lot and *don’t want the routine of going to school.*”

“I have *two little ones*; I would go if I had the time.”

“I tried but I couldn’t because my *eyes are so bad.*”

“I’ve been out of school for a long time, it would be kind of *scary.*”

“I’m *ready to retire.*”

“I am a *shy* person, and just being with younger people would make me feel out of place.”



Here are their voices describing why ***they want to participate in additional training.***

“It would ***open some doors*** to finding a job.”

“It would help me to ***do something that I really like*** instead of doing something that I have to do.”



“***Amusement.***”

“Because I ***didn’t get the education I needed as a kid.***”

“To expose me to other things that are ***related to my job.***”

“***Bring up my income.*** I’m raising two kids on my own and being a waitress isn’t much money and now it’s really slow.”

“***My company is in Chapter 11 and I’m tired of it,*** I have been there for twenty years.”

“***Wake up my brain.***”

“I like to ***learn more about computers.***”



“Give me the ***independence*** I have been looking for and ***self-esteem.***”

“I feel it is ***time to do something with my life.***”

One is impressed, in looking at this list, with the diversity of human beings. The motivations for education are as different as varied as people are themselves. Yet if there is a bottom line to the survey, it is that ***state government must get involved in marketing the value of education and training to employers and workers*** – as the Maine Jobs Council recommends in the first section of this report.



The Importance of Workforce Development

The *State of Maine 2001 Economic Development Strategy* begins with these words:

*“Maine’s knowledge based economy is growing and changing Maine’s economic landscape. The success of Maine’s economic future rests on two factors more than any others: knowledge and innovation. **The challenge is to stay on the cutting edge by increasing the educational attainment and skills of the workforce and encouraging innovation through investment in research and development in all sectors of the economy.**”*

The way to achieve the educational attainment and skills in the workforce is for Maine to create a **world-class workforce development system**. By way of definition, **workforce development** is the process of helping people gain the skills and knowledge to find rewarding work. The workforce development **system** is the manner in which organizations – schools, employers, education and training providers – organize resources to meet this challenge.

The **assumptions** underlying such a system include:

- Skilled workers are **essential to economic growth**.
- Everyone should be a **lifelong learner**.
- Maine **employers, educators, and public policy makers must support people as lifelong learners**.

The workforce development system itself must **meet these tests**:

- Provide the means for **personal and economic security** and **job satisfaction**;
- Require **partnership** among businesses, schools, organized labor, government and other providers;
- Be **available to everyone** of all ages, regardless of circumstances;
- Be designed by and **accountable** to workers, employers, and taxpayers.

The Role of the Maine Jobs Council



It is the Maine Jobs Council's mission to lead, advise, and manage the effort to create a world-class workforce development system in Maine. The Council **leads** by focusing on the big picture, by setting a tone of collaboration, and by educating policy-makers and the public.

The Council **advises** by making recommendations to the Governor and Legislature.

The Council **manages** by overseeing the implementation of the Workforce Investment Act in Maine.

To achieve this mission, in the past three years the Maine Jobs Council has:

- > ***guided the implementation*** of the new ***Workforce Investment Act*** program in Maine. This is the federal job training successor to the Job Training Partnership Act;
- > ***advocated*** for the community college initiative, the Maine Learning Technology Endowment (popularly known as the “laptop program”), and the implementation of career preparation programs in the schools; and
- > prepared a ***strategic plan*** for 2001 to 2003 with twelve actions that emphasize marketing, the use of technology for distance learning, and the creation of a seamless enrollment and guidance system for all continuing education institutions in Maine.

These priorities are reflected in the four recommendations to the Governor and Legislature that are in the first section of this report, namely:

- > Implement the Career Preparation component of Maine Learning Results
- > Create a unified internet portal to all on-line educational offerings from the University of Maine System, Technical Colleges, interested private colleges, adult education programs, and CareerCenters. Use this as a first step towards establishing a common public enrollment system and creative new educational packages
- > Create a marketing campaign aimed at encouraging employers to provide training opportunities, and workers to take advantage of them
- > Promote technological literacy

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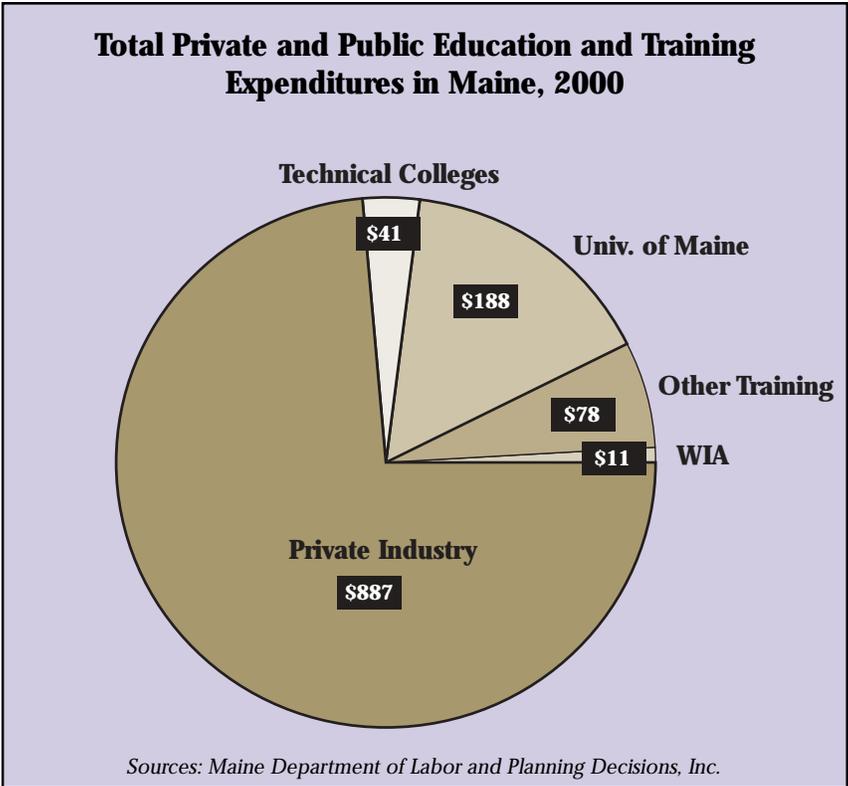


Status report: *Workforce Investment Act in Maine*

The Workforce Investment Act is the **major federal program for job training**. It is an overhaul of the previous federal job training program known as the Job Training Partnership Act.

Past federal programs were designed to help small, well-defined groups of unemployed people to get one-time training for new jobs. In the new economy, all workers must take part in ongoing training all of the time. For this reason, the United States Congress made several important changes in its overhaul. First, the new law provides for services to **all workers**, not just low-income or displaced workers. Second, the new law mandates **cooperation** through formal agreements between numerous job training agencies, even those agencies that do not receive funding from the Workforce Investment Act. The law also encourages closer cooperation with employers. Third, the new law continues a trend of recent years, and **cuts the actual funding levels** for workforce development activities.

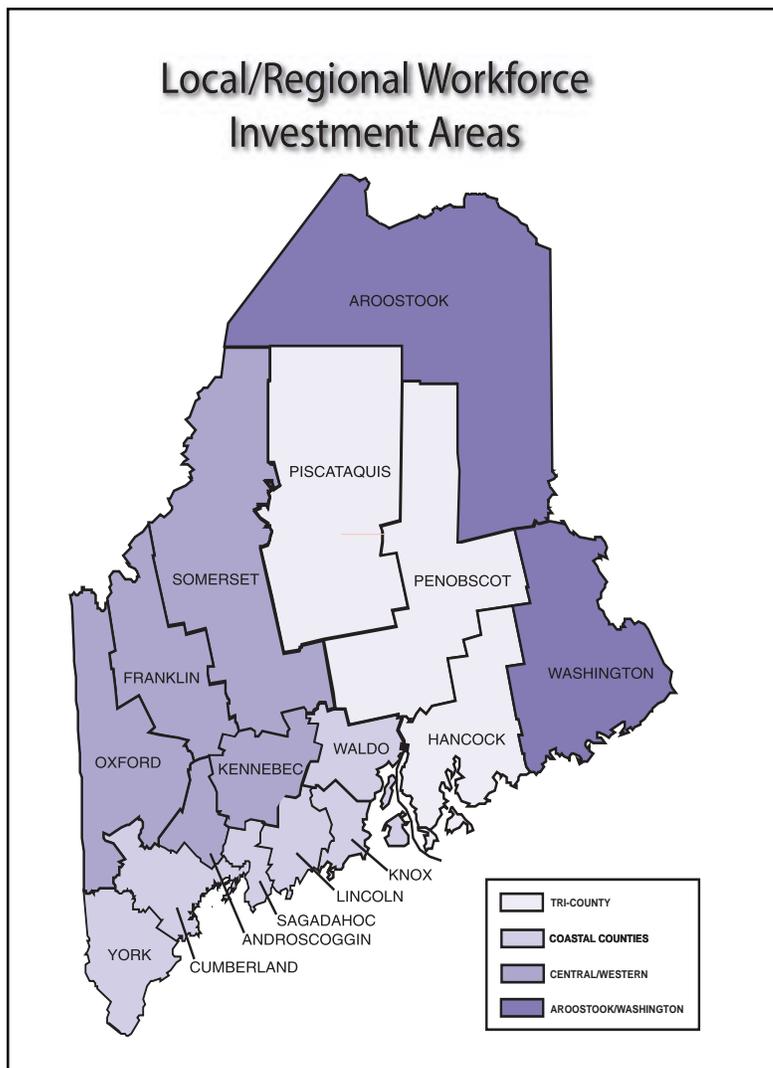
Still, the Workforce Investment Act remains important. Even though, in Maine, the Act provides only about 1% of the total funds spent in the state on continuing education and training – a little more than \$10 million, while private employers alone spend in the area of \$800 million annually – the **Workforce Investment Act funds are the “glue” that supports the basic infrastructure of physical locations and information systems** that tie all of the other institutions and programs together. This infrastructure is known as Maine CareerCenters – and they are described in more detail on page 14.





In its initial planning, the Maine County Commissioners Association and the Maine Jobs Council collaborated to redefine planning regions in Maine. This initial act made a statement to all participants in the workforce development system that the **era of “business as usual” is over.**

Each region is governed by a “**Local Workforce Investment Board**” consisting of employers, workers, educators, and public officials. Their responsibility is to plan for the expenditure of Workforce Investment Act funds in their regions, and more importantly, to help **create the new public-private effort** that is needed in every corner of Maine to achieve ongoing training and education for all workers.





Status report: *Workforce Investment Act in Maine*

The following is a statistical summary of the performance of Maine under the Workforce Investment Act in its first year of operation.

Maine Workforce Investment Act Report Statewide, Fiscal Year 2000

Maine CareerCenter usage		
Looked for jobs on Labor Exchange	82,742 individuals	
Jobs listed by employers on Labor Exchange	21,002 jobs	
Job seekers referred to employers	33,589 individuals	
Job seekers placed in employment	7,000 individuals	
Participants receiving counseling and training services		
Adult	1,620	
Dislocated Workers	1,527	
Older Youth	235	
Younger Youth	384	
Customer Satisfaction	Goal	Actual
Participants	70.0%	80.0%
Employers	66.0%	67.0%
Entered Employment rates (i.e., placement rates)		
Adults	75.9%	77.0%
Dislocated workers	80.0%	81.0%
Older Youth	66.0%	72.0%
Retention rates (i.e., employment after 6 months)		
Adults	81.8%	86.0%
Dislocated workers	89.0%	92.0%
Older Youth	67.0%	77.0%
Younger Youth	54.0%	59.0%
Earnings change/ replacement after 6 months		
Adults	\$3,165	\$3,752
Dislocated workers	95.0%	90.0%
Older Youth	\$2,525	\$2,890
Credential/Diploma Rate		
Adults	60.0%	69.0%
Dislocated workers	60.0%	71.0%
Older Youth	50.0%	52.0%
Younger Youth	55.0%	50.0%
Skill attainment rate		
Younger Youth	75.0%	95.0%

Performance report: *Maine CareerCenters*



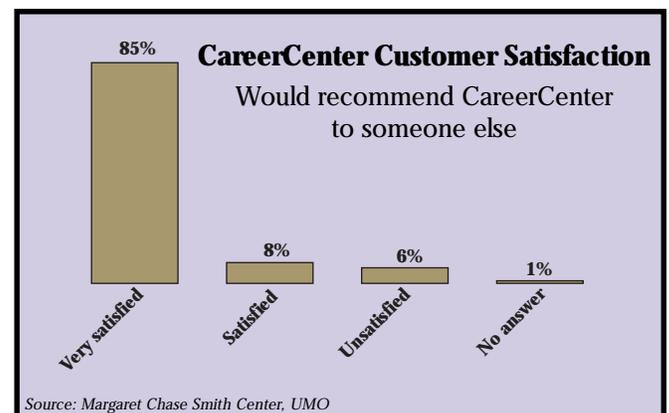
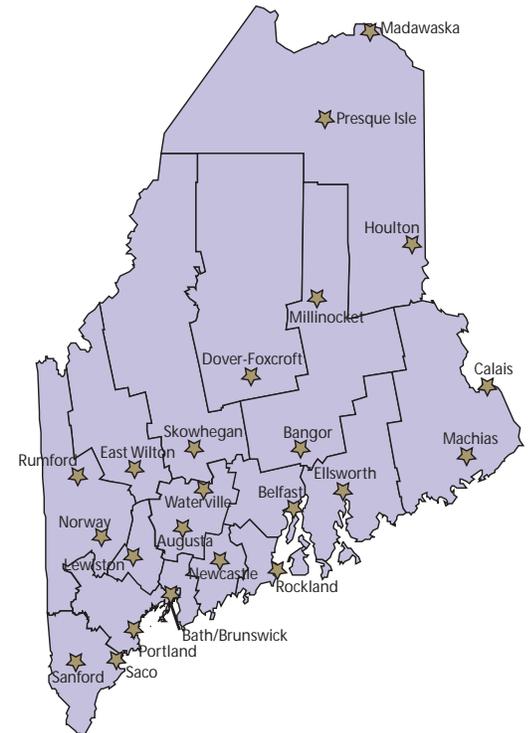
The tool for implementing programs like the Workforce Investment Act in Maine is a series of one-stop service offices called **CareerCenters**.

CareerCenters are in 23 cities and towns in Maine. A CareerCenter is a conveniently located office with a full range of services related to **job searching, training, and education**. Each provides labor market information, job referral, computerized job and résumé banks, workshops, counseling, access to training and education, and special services for people with disabilities. Many locate additional programs under the same roof. All provide connections to related programs located elsewhere in their regions.

CareerCenters offer **three levels of services** to both job seekers and employers. The first level is **self-help**. This includes the career library, computer internet access to job banks (for individuals) and résumé banks (for employers), general information on labor market trends, brochures and catalogs of local schools and training providers, and self-guided résumé writing programs. All are available to anyone on a walk-in basis. The second level is **group workshops**. These are sessions organized by the local CareerCenter staff addressing common issues such as how to interview for a job, how to make use of internet job-search tools, and how to network and build contacts. The third level is **individualized programs**. These range from counseling to testing and assessment to full-length training courses.

In the past year more than 80,000 people registered in the CareerCenter system. 33,000 were referred to employment, and 7,000 found employment directly through the system. Employers listed 21,000 jobs in the job bank. CareerCenters served as a point of entry for employers and employees to important training programs, such as Governor's Training Initiative (enabling the training of 5,000 Maine workers in fiscal year 2000-1); and the Workforce Investment Act (see page 13).

The Margaret Chase Smith Center at the University of Maine at Orono has begun a long-term study of the effectiveness of workforce programs in Maine. In the first year, customer satisfaction levels are high.



Special issue: *Apprenticeship training*



While the issue of workforce development has new and unique aspects in the global economy, some of the best solutions remain tried and true. Apprenticeship is a practice stretching back beyond the guilds in the Middle Ages, but it still works **effectively** today.

Apprenticeship consists of customized, employer-based on-the-job training supplemented by classroom instruction. **Apprentices** work full-time and attend classes part-time. Maine also has a **pre-apprenticeship** option for young people, in which enrollees work only part-time and attend classes full-time.

The apprenticeship program in Maine is branching beyond traditional fields and extending into **the new service economy**. This year under a special grant Maine is training 26 family childcare workers; next year that number is expected to double. In the south, Pharmacy Technicians are being trained by the Maine Medical Center and the Southern Maine Technical College. Downeast Education Technicians are being trained by the Washington County Technical College.



Though apprenticeship is changing and expanding, what remains true as ever is that apprentices earn good money. Apprentices who reach journeyman status now **earn \$14.55 an hour, a level \$4.55 over the livable wage** of \$10.00 as defined by the Maine Economic Growth Council. Even starting apprentices, at \$10.24 an hour, earn above the livable wage level.

Challenges remain. **Only one in ten Maine apprenticeship participants are women** (one in four pre-apprentices). This is above the national average, but a long way from where Maine should be. Apprenticeship remains underused; it should be **integrated more completely into economic development and CareerCenter efforts**.

Special issue: *School-to-work*



“**S**chool-to-work” refers to the cluster of programs designed to **help students prepare for and succeed in the transition to the working world**. In 1994 Maine was one of the first states to receive a federal implementation grant under the School-To-Work Opportunities Act. The funding came to \$13 million over 6 years. Maine used it to create a system called **Career Opportunities 2000**.



There are six dimensions to Maine's system:

- > **High educational expectations** and performance;
- > Creation of **individual opportunity plans** for all students;
- > The establishment of **seven career pathways** that, taken as a whole, provide general career orientation, apprenticeships, secondary and post-secondary technical courses, school-to-work transition help, and personal skills and leadership development;
- > Comprehensive student support services for students with **disabilities**;
- > A network of **alternative education/dropout recovery** centers; and
- > Comprehensive student assessment, program evaluation, and occupational **information systems**

In the last seven years thousands of students in **every single one of Maine's 133 high schools, 27 area vocational centers and 7 technical colleges were involved** in school-to-work initiatives. About **1,500 Maine businesses**, large and small, also participated.

Now Maine faces the challenge of continuing these programs in the absence of the federal grant. In the past two years the Maine Jobs Council has provided \$600,000 for transition activities. The **ultimate school-to-work program is described in the Career Preparation section of the Maine Learning Results**, which can be seen on the web at <http://www.state.me.us/education/lres/career.htm> This is why implementation of the Career Preparation module is a top priority of the Maine Jobs Council.



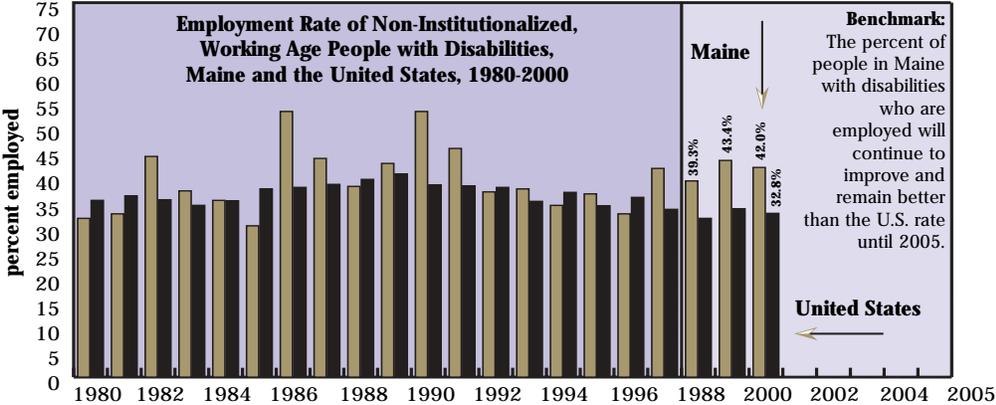
Special issue: *People with disabilities*

Success in our economic future depends upon our ability to embrace people previously overlooked into our workforce. One area where there is the potential to make great strides is in education and employment for people with disabilities.

As of 2000, only 2 out of 5 (42%) independent working-age Maine people with disabilities held a job. In other words, Maine is not tapping the talents of 3 out of 5 of its people with disabilities. Of those who are working, many are in positions that do not fully utilize their talents. In another study, the Social Security Advisory Commission found that only one-half of 1 percent of Mainers receiving Social Security Disability Income return to work.

The Commission on Disability and Employment has testified in support of legislation that would enable people with disabilities to retain their medical eligibility while increasing their earnings. Currently it is undertaking a review of the existing resources available in Maine to help people with disabilities obtain, retain and maintain employment. The Commission is asking key questions of each guest presenting to membership, including the most difficult of all, how a “disability” is defined, how employers are assisted with supporting a diverse workforce, and what are the barriers either for people with disabilities or for employers seeking to give them work.

The Commission is looking to reduce redundancies, identify gaps in the system, and improve communication and coordination. It also seeks to identify a clear path for access to all the services and supports necessary for job assistance, particularly for people with significant and severe disabilities. The Commission will report its recommendations to the full Maine Jobs Council by November 2002.



Special issue: *Women in the workforce*



Women earn 73 cents for every dollar men earn working in the state of Maine. This places Maine 21st among all states. While this is hardly good, it does represent an improvement from 1996 when Maine ranked 41st among the states.

To get more specific, in 1997, the median annual income of all women in Maine who worked full-time for the entire year was estimated to be \$22,177, compared to a median income of \$30,505 earned by men who worked full-time, full-year.



Women have made progress nationally in the last few years. According to “*Highlights of Women’s Earnings in 2000*,” from the U.S. Bureau of Labor Statistics Report 952:

1. “Earnings for women with college degrees have increased 30.4 percent since 1979 on an inflation-adjusted basis, while those of male college graduates rose only 16.7 percent.”
2. “Inflation-adjusted earnings for women with a high school diploma advanced 2.9 percent between 1979 and 2000, while earnings for male high school graduates fell 12.9 percent.”

In short, the trends are good, but the goal of equal earning power for Maine women is still a ways off. The Women’s Subcommittee of the Maine Jobs Council serves as the lead advisory group on this issue. The subcommittee is researching this issue further in 2002.



Special issue: *Unions in Maine*

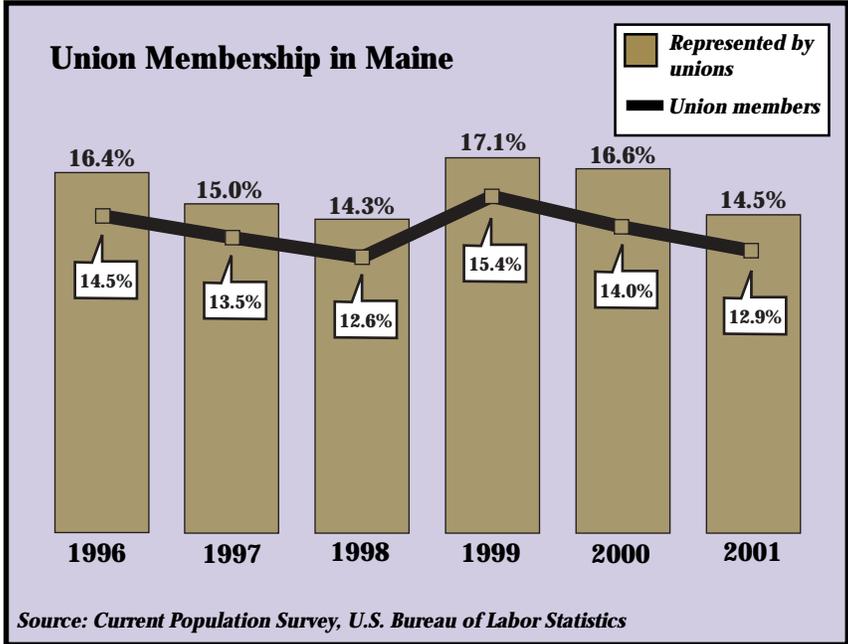
Labor unions are an important link in the training system. Unions sponsor apprenticeship and training programs, and bargain for training services for their members.

Last year about 15% of Maine workers were covered by organized labor, and about 13% of workers were actually members of unions. A comprehensive survey of Maine workers conducted by the University of Southern Maine Center for Business and Economic Research, and reported in “A Profile of the Workforce in Maine” (October, 2001), found that 8 in 10 union members felt that their membership improved their pay and working conditions. The majority of employers whose workers were organized in unions (70%) reported that their relationships with their unions was cooperative.

The University of Southern Maine report did not report the specific results of union training programs. It did report, however, that more workers received training from “trade and professional associations” - a category which includes unions - than from any other source. Further, worker satisfaction with trade and professional association training is ranked higher than any other source except for the Technical College System.

Looking ahead to the challenge for unions in the future, John Hanson, the Director of the Bureau of Labor Education at the University of Maine, writes:

“Today’s employees must be prepared to update their knowledge and skills frequently. They must be flexible enough to accommodate work schedules that no longer conform to the traditional 9 to 5 pattern, and independent enough to rely far less on traditional notions of job security. However workers also need and want responsive representation in pursuit of employment that is safe, healthy, fair, and equitable. In order to meet the needs of today’s workers, unions must also adapt and change. Employee organizations must address the realities of the changing nature of work, the implications of the world economy, and the impact and consequences of rapid technological developments in the workplace. Confronting these realities and challenges will enable unions to attract the attention of workers who are often overwhelmed, underpaid, and generally considered dispensable by an increasingly global economy.” (Labor’s Demographics: Report for 2001 – <http://dll.umaine.edu/ble/labor%27sdem.html>).



Maine Jobs Council Members (2001)

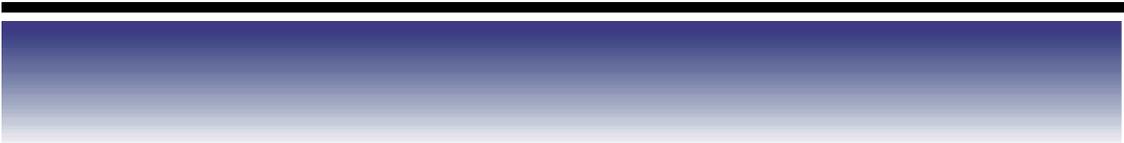


Name	Affiliation
Alan J. Cardinal, <i>Chair</i>	IMany
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J. Duke Albanese	Department of Education
Thomas G. Broussard, Jr.	Career Prospects, Inc.
Dennis Damon	Hancock County Commissioner
Edward Dempsey	Great Northern Paper
Philip Dionne	PAD Construction
Brett Doney	Growth Council of Oxford Hills
Joan Fink	University College at Thomaston
Fenwick Fowler	Western Maine Community Action, Inc.
Edward Gorham	Maine AFL-CIO
Joanne Harris	Jackson Laboratory
Susan Higgins	OneBeacon Insurance
Wayne Huff	Moosehead Manufacturing
Valerie R. Landry	Maine Department of Labor
Carl Leinonen	Maine State Employees Association
Steven Levesque	Department of Economic & Community Dev.
Richard Madore	Bangor Adult Education
Ed McCann	Maine AFL-CIO
Larinda Meade	Portland Adult Education
Al Menard	Caribou Adult Education
Joseph A. Moreshead	Precision Screw Machine Products, Inc.
Jeanne Shorey Paquette	The Employment Times
Susan Percy	Creative Work Systems
Martha Sterling-Golden	Maine Coast Heritage Trust
Steven C. Tremblay	Alpha One

Non-council Subcommittee members

Kevin Baack	William N. Cooper	Pam Kenoyer	Lisa Pohlmann
Don Berry	Maryalice Crofton	Mary Lake	Richard Sprague
Richard M. Brown	Tom Fortier	Nancy B. Martz	John Stivers
Jeff Cammack	MaryFran Gamage	Denise K. McBride	Tom Targett
Hilda Chow	Kathleen Kearney	Gilda Nardone	

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