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PROGRAM YEAR 1986-87

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**Governor's Coordination
and
Special Services Plan
July 1, 1986 — June 30, 1988**

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**Prepared by:
Maine Job Training Council —
a State Policy Advisory Body to the
Governor on Employment
and Training Issues.**

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STATE OF MAINE
GOVERNOR'S COORDINATION AND
SPECIAL SERVICES PLAN
FOR
PY '86-'87
July 1, 1986 - June 30, 1988



JOSEPH E. BRENNAN
GOVERNOR

STATE OF MAINE
OFFICE OF THE GOVERNOR
AUGUSTA, MAINE
04883

July 7, 1986

Honorable William E. Brock
Secretary of Labor
200 Constitution Avenue, N.W.
Washington, DC 20210

Dear Secretary Brock:

I am pleased to present to you the Governor's Coordination and Special Services Plan for Program Years 1986 and 1987, as approved by the Maine Job Training Council. This plan has been prepared in accordance with the requirements of P.L. 97-300, the Job Training Partnership Act of 1982.

The training, retraining and employment of Maine's workforce is a major priority that will challenge us all over the next few years. This Plan identifies a policy framework for the implementation and coordination of employment and training programs on a statewide basis to serve the needs of Maine's people during the next two years.

As Governor of this State, I am proud of the efforts and commitment of the Maine Job Training Council, the local Private Industry Councils and the staff who helped to develop this Plan.

Sincerely,

Joseph E. Brennan
JOSEPH E. BRENNAN
Governor

JEB/cd
Enclosure

TABLE OF CONTENTS

	<u>Page</u>
Identifying Information.....	ii
Introduction.....	iii
I. Goals and Objectives.....	1
II. Coordination Criteria.....	4
III. Performance Standards.....	8
IV. Labor Market Information.....	13
V. JTPA Grants.....	15
1. Title II-A (78%).....	15
a. Goals & Objectives.....	15
b. Program Information.....	17
2. Title II-B (Summer Youth).....	23
a. Goals & Objectives.....	23
b. Program Information.....	24
Set-aside Grants (22%).....	25
1. 8% Education Grant.....	25
80% - Training.....	26
a. Goals & Objectives.....	26
b. Program Information.....	27
20% - Coordination.....	29
a. Goals & Objectives.....	29
2. 3% Older Workers Grant.....	31
a. Goals & Objectives.....	31
b. Program Information.....	32
3. 6% Incentive Grant.....	34
4. 5% Administrative Grant.....	37
VI. Title III Dislocated Worker Grant.....	38
a. Goals & Objectives.....	38
b. Coordination Criteria.....	40
c. Program Information.....	40
Legend.....	42
Appendix.....	44

IDENTIFYING INFORMATION

State Fiscal Responsibility

Commissioner, Maine Department of Labor
20 Union Street
Augusta, ME.

State Policy Advisory Body to the Governor

Maine Job Training Council
Patricia O. O'Connor, Chair
100 Hospital Street
Augusta, ME.

Service Delivery Areas (SDAs)

Cumberland County SDA - John Fitzsimmons
Executive Director
15 County SDA - George Ezzy
Executive Director

Introduction

The Governor's Coordination and Special Services Plan has been prepared by the State of Maine in accordance with the mandates of P.L. 97-300, the Job Training Partnership Act of 1982. The purposes of the Plan are to advise the United States Department of Labor of the policies and procedures the State will use to administer the JTPA program and to provide guidance and direction to the Service Delivery areas on requirements that need to be addressed in the course of developing job training plans. The final and perhaps most important purpose of the Plan is to identify a policy framework for the implementation and coordination of employment and training services on a statewide basis.

This Plan emphasizes coordination as the major tool for the operation of an employment and training system that includes state, local and federal resources. The development of this Plan is an example of this type of coordination.

The Maine Job Training Council would like to acknowledge the efforts made by the following individuals who committed many hours to the completion of this Plan.

Gerard Bilodeau
Maine Occupational Information
Coordination Committee &
Maine Job Training Council

Edwin Roberts III
Maine Job Training Council

Linda Boucher
Maine Job Training Council

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Education & Training

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Delivery Area

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Attorney General's Office

I. GOALS & OBJECTIVES

Central Theme for PY '86-87

"A changing labor market challenges both the worker and the institutions which impart knowledge and skills. In the 1960's and 1970's new jobs were needed for young people entering the market. However, more than ninety percent (90%) of the people who will be in the labor force in 1990 are there now. Thus, the challenge before us will be to provide today's workers with opportunities to improve skills and learn new ones as jobs are lost in more mature industries."*

The challenge identified in this opening paragraph presents an opportunity for the State of Maine to take a fresh look at its employment and training system and philosophy. For the '86/'87 biennium, the Maine Job Training Council will accept this challenge and opportunity.

A number of recent studies have highlighted the decline of mature industries and the corresponding growth by the trade and services sector. It also has been well documented that the emphasis for training has shifted in recent years from young people entering the labor market to working-age adults who need retraining to continue full-time productive employment.

In order to understand these changes and minimize any negative effects of this changing economy on the disadvantaged and maximize the diminishing federal and state resources available to address our training needs, the Maine Job Training Council adopts the following goals and objectives for the '86/'87 biennium.

GOAL #1

To advise the Governor, and the State in general, on matters of employment and training programs with respect to ways to plan, deliver and improve the effectiveness of such programs and services.

Objective A

Serve as a forum for discussion of social and economic issues that affect Maine and its people.

Task: Schedule a forum about Macro-changes in Maine's and the Nation's economy and labor force and how the job training system should react to these changes.

*"Poverty in Maine: Emerging Trends and Public Issues", a Study by Joyce Benson, Senior Planner - Division of Public Policy Development: Maine State Planning Office.

Objective B

To ensure a qualitative and quantitative evaluation of the programs and services.

Task: The MJTC will prepare an Evaluation of the previous year of JTPA operation (PY '85). The MJTC will prepare this evaluation so that the report outline and preliminary results are ready by August 15th. A rough draft will be ready by September 12 with the final product being ready by November 21st.

GOAL #2

To ensure that Maine's JTPA clients receive effective job training through the State's employment training system.

Objective A

Establish methods to link JTPA funded programs with other State policy initiatives (i.e. Economic Development, Vocational Education, Corrections, etc.), when applicable to employment and training programs.

Task: MJTC staff will meet with appropriate officials from other State agencies in order to assess current linkages and determine suitable areas for further linkages.

Objective B

Approve a GCSSP no later than 6 months prior to the beginning of the applicable program year.

Task: MJTC staff will present recommended modifications to the MJTC by January, 1987 so that the PY '86-87 GCSSP can truly direct the employment planning process for PY '87.

Objective C

Coordinate planning instructions so that SDAs will be able to respond with a single comprehensive plan for IIA and set aside grants by PY'87.

Task: MJTC staff will work with SDA and BETP staff to construct an integrated planning process for PY '87.

Objective D

Establish and implement a procedure to review and comment on additional plans for the developing of employment and training services by agencies in addition to JTPA providers.

Task: This objective is achieved through the Plan review process detailed in the Coordination Criteria Chapter of this GCSSP.

Objective E

To promote better coordination and understanding of the employment and training services across the State, the MJTC will establish an ongoing dialog with the PICs, and the private sector.

Task 1 The MJTC Executive Director will attend all PIC meetings

Task 2 The MJTC will sponsor a joint PIC/MJTC meeting in the winter of 1986. This joint meeting will include a discussion of PIC roles and MJTC roles.

II. COORDINATION CRITERIA

A. Summary Evaluation of PY '84-85 Coordination Efforts

It is reported by staff from a variety of agencies who deliver various employment training programs that over the past two years the coordination criteria required in the PY '84-85 Governor's Coordination and Special Services Plan (GCSSP) have had mixed results.

Staff generally felt that the emphasis on Cooperative Agreements and Non-Financial Agreements has not led to increased levels of coordination.

B. Definitions Discussion for PY '86-87 Coordination Criteria: Clarifying the Meaning and Focus of Inter-agency Coordination

The reported failure of Non Financial Agreements negotiated between agencies at both the State and local level may stem from a weak understanding of how the term coordination is defined and what actual activities should be undertaken in order to coordinate agency efforts to deliver employment training programs. Therefore, in an attempt to layout a simple coordination strategy, the next few paragraphs will define key terms and list typical activities usually undertaken in order to coordinate service delivery.

It is well understood that the major obstacle facing employment training coordination is that coordination means different things to different people.

For purposes of this chapter of the GCSSP, coordination refers to the development of specific systems which involve two or more agencies in the mutual accommodation of their policies and procedures in order to increase the quality and quantity of employment training offered to participants.

Typically, a system of coordination would specify linkages between agencies. Linkages are real activities that are best characterized as exchange relationships. Here are some examples of linkage activities:

Program Planning

1. joint planning
2. joint program design
3. information sharing between agencies
4. joint evaluation

Program Operation

5. joint use of staff
6. colocation
7. joint outreach
8. joint referral
9. joint development of an Employability Development Plan
10. joint job placement

The coordination criteria in this chapter will focus entirely on the beginning linkage between agencies at the program planning level. The intent of the MJTC is to focus attention on basic linkages and to require agencies to undertake the most basic type of joint planning. Of course, it is understood that a great deal of joint planning currently takes place. The coordination criteria will suggest a simple method for systematizing joint planning efforts.

Background

The Job Training Partnership Act (JTPA) specifically charges that "the State Council shall identify the employment and training and vocational education needs throughout the State; assess the extent to which employment and training, vocational education, rehabilitation services, public assistance, economic development, and other Federal, State, and local programs and services represent a consistent, integrated and coordinated approach to meeting those needs as well as review the plans of all State agencies providing employment, training and related services, and provide comments and recommendations to the Governor, the State Legislature, the State agencies, and the appropriate Federal agencies on the relevancy and effectiveness of employment and training and related service delivery systems in the State."(See the Job Training Partnership Act, Title I, Part B, Section 122(b),(7)(A) and (B).)

The Maine Job Training Council has put the coordination of services foremost in its priorities for Plan review. Coordination, in a time of diminishing federal dollars and limited State resources, remains the critical element in approaching any service delivery structure or plan.

Goals

In this biennium, the MJTC proposes to strengthen its commitment to coordination in three ways:

1. The MJTC shall establish closer working relations with the appropriate agencies and programs to develop a clearer understanding of those programs and to create a State level process for coordination to occur. This will increase the quality and/or quantity of services to the eligible population within the bounds of existing resources through better utilization of their areas of expertise.
2. The Council shall establish a review process for all relevant plans (as outlined below).
3. The MJTC shall establish, within the biennium, an evaluation and reporting mechanism to assess the impact of coordination on service delivery.

Objectives

1. During PY '86, the MJTC will establish a review process for the plans of all state agencies providing major employment training services. This review process will be begun during the planning period for PY'87, which is the fall and winter of 1986. The review process will include, but not be limited to, the plans of the following agencies:

Job Service
15 County SDA
Cumberland County SDA
Apprenticeship/Bur.
of Labor Standards
WEET

Dept. of Mental Health
and Mental Retardation
Dept. of Educational
and Cultural Services
Bur. of Maine's Elderly
Displaced Homemakers
MOICC
Vocational Rehabilitation

The MJTC will develop a brief format for a "planning report document." The report format will require each agency to identify its role, mandate, fund allocation, and participant service figures along with an explanation of how employment training services will be coordinated. The "report" will be submitted to the MJTC each year as the agency submits its Plan to the MJTC. The most important part of this "report" will be the section that explains how the agency will coordinate its employment training activities with JTPA and other affected agencies. In order to show that joint planning has occurred each "report" will contain a certification that the affected agencies have met and are mutually aware of the other's plan and have discussed the role each might play in the delivery of employment training services. It is the clear intent of the MJTC that joint planning will lead to further, more substantial, program linkages during PY'87 and into the future. It is the intent of the MJTC that such linkages should be put in place and should be designed by the affected agencies.

2. The MJTC will meet with the PICS to explore their various missions and appropriate ways to coordinate services in the State. The goal will be to review statewide coordination and evaluate its effectiveness on a long term basis. Changes and/or improvements will be made through this process. In addition, the MJTC will assign its staff or appropriate representatives to work with WEET, MOICC, etc., to begin the same process.

III. PERFORMANCE STANDARDS

During PY'84-85 the performance evaluation system worked well. The methodology for varying the performance levels is excellent, providing the State with adequate flexibility to set appropriate levels of performance. During PY'86-87 more attention by all parties must be given to adjusting performance levels. The lack of such attention in PY'84-85 was the major shortfall for this performance measurement system.

The performance standard system was discussed with both SDAs who made some minor suggestions. Both requested that the performance standard system be managed more intensively. One SDA requested changing "Youth Enrollments" to "Youth Expenditures", and comparing AFDC and HSDO enrollments to their incidence in the eligible population. This suggestion is part of this paper.

Background

Section 106 of JTPA requires the Secretary of Labor to establish performance standards for programs funded with the 78% portion of Title II-A and for Title III. Also, for PY'84 and PY'85 the Governor accepted the MJTC recommendation that performance standards be developed and applied to the Title II-A 3% Older Workers Grant.

For PY'86 and PY'87 performance standards will be applied to the 78% portion of Title II-A, Title III, the 3% Older Workers Grant, and the 8% Education Grant.

For the 78% portion of Title II-A, performance standards will be used for program evaluation purposes and for distribution of the 6% Incentive Grant.

For Title III, performance standards will be used for program management and program evaluation purposes. Each quarter, program performance is compared to the performance standards. Significant shortfall results in a corrective action request from the Maine Department of Labor. Yearly program performance will be compared to the performance standards in the Title III End of Year Report.

For the 3% Older Worker Grant, performance standards will be used for program management and program evaluation purposes. Each quarter, program performance is compared to the performance standards. Significant shortfall results in a corrective action request from the Maine Department of Labor. Yearly program performance will be compared to the performance standards in the Older Workers Grant End of Year Report.

For the 8% Education Grant, performance standards will be used for management and program evaluation purposes. Each quarter, program performance is compared to the performance standards. Significant shortfall results in a corrective action request from the Maine Department of Labor. Yearly program performance will be compared to the performance standards in the End of Year Report.

78% PORTION, TITLE II-A

General Discussion

The State of Maine will continue to use the Secretary of Labor's Performance Standard System which defines seven performance standards and provides a reasonable and well documented method for setting and varying performance standard levels. Three additional performance standards, "Youth Expenditures," "AFDC Recipient Enrollments," and "High-school Dropout Enrollments" will also be used. These measures are justified in light of the JTPA requirement that SDAs serve AFDC recipients and high-school dropouts "equitably," considering their incidence in the eligible population and spend an amount equal to an adjusted 40% of total Title II-A 78% expenditures on youth.

Title II-A performance will be measured each year for each SDA in order to distribute the 6% Incentive Grant.

The scoring system used during PY'84-85 will be used for PY'86-87. This scoring system assigns equal weight to each of the ten (10) performance standards. Depending on the performance level of each standard, between one (1) and five (5) points are awarded. The points awarded to each of the ten performance standards are added together to give a total number of points which is intended to be a measure of overall performance. The scoring system has been adjusted so that an SDA who achieves or nearly achieves (within 10%) each performance standard level will score 20 points.

SDA PERFORMANCE RATING SYSTEM

	<u>Performance Standard</u>	<u>Points</u>				
1.	Adult Entered Employment Rate	1	2	3	4	5
2.	Adult Cost per Entered Employment	1	2	3	4	5
3.	Adult Average Wage at Placement	1	2	3	4	5
4.	Adult Welfare Entered Employment Rate	1	2	3	4	5
5.	Youth Entered Employment Rate	1	2	3	4	5
6.	Youth Positive Termination Rate	1	2	3	4	5
7.	Youth Cost Per Positive Termination	1	2	3	4	5
8.	Youth Expenditures	1	2	3	4	5
9.	AFDC Recipient Enrollments	1	2	3	4	5
10.	High-school Dropout Enrollments	1	2	3	4	5

The first seven (7) items will be scored against performance levels set by the Secretary's Methodology as adjusted for statistical imprecision and policy considerations. Items nine (9) and ten (10) will be scored against the measure of incidence in the eligible population, as shown in the SDA Title II-A Annual Plan. Item eight (8) will be scored against the adjusted 40% youth expenditures requirement.

POINT SYSTEM

-10.1% to -15%.....	1 point	-5.1% to -10%....	2 points
-5 to no Variance.....	3 points	+ .1% to +10%....	4 points
		+10% or greater..	5 points

Variation of Secretary's Performance Standards To Fit Each SDA

The Secretary's performance standards shall be varied taking into account unique local factors. This is an integral part of the Secretary's method for setting performance standard levels and provides Maine with adequate flexibility to set appropriate performance standard levels. The local factors, which cause performance levels to vary, and which are contained in the Secretary's methodology, include sex of participants, age of participants, race, dropout status, handicapped status, UI status, welfare status, average wage for the area, unemployment rate of the area, and average weeks participated in a JTPA training program.

The Secretary's method of varying performance standards to fit local conditions includes a "manual" adjustment to allow for statistical impression of the adjustment method. There is a final manual adjustment that provides for a "Governor's adjustment" so that performance standard levels can be set higher or lower depending on policy decisions.

How this system will work

SDA performance standard levels, calculated from planned figures, shall be established at the beginning of each program year. Adjustments for statistical and policy purposes should be negotiated between the SDAs and the DOL staff and applied at this time. At year's end, SDA performance standards shall be recalculated based on actual performance figures and adjusted for statistical and policy purposes as negotiated at the beginning of the year.

Data sources to be used in making adjustments include: 1980 Census, Bureau of Labor Statistics Standard Series, and data from the Maine DOL's Division of Economic Analysis and Research.

TITLE III PERFORMANCE STANDARDS

The Title III Task Force, operated by the Maine DOL, shall define performance standards and set performance levels for these standards as it has done in previous

years as directed by the MJTC. The performance standards currently in place, entered employment rate and adult average wage at placement, are appropriate measures and may be retained.

8% Education Grant

Performance standards for this grant will be developed by the program administrator. These standards will be part of the statewide plan which will be submitted to the MJTC for review and approval prior to July 1, 1986.

3% Older Worker Grant

Performance standards for this grant will be developed by each SDA. These standards will be part of the SDA Older Worker Plan which will be submitted to MJTC for review and approval.

The MJTC will review the appropriateness of the standards developed and make adjustments accordingly.

Both 8% and 3% programs will be evaluated on a plan vs. actual performance basis.

IV. LABOR MARKET INFORMATION

General Statement

An essential element of planning and evaluating programs under the Job Training Partnership Act is the use of Labor Market Information (LMI). The intent of this component of the Governor's Coordination and Special Services Plan is to provide broad direction to Service Delivery Areas, Administrators of JTPA statewide grants, and local service providers in identifying appropriate uses of labor market information.

Occupational Program Design

Throughout the legislation, and especially as called for in the design of Job training plans under Title II-A of the Act, labor market information must be referenced in planning local employment and training programs and targeting services. Specifically, plans for several titles of the Job Training Partnership Act should incorporate, where appropriate, applicable needs analyses based on a review of local economic, industrial, and labor market conditions. As a minimum, the design of local occupational training programs by SDAs should incorporate an assessment of local job opportunities examined against the characteristics of individuals to be served.

Identification of Target Groups

It is recommended that selected LMI be used to identify the universe of JTPA eligibles, as well as to target services to such individuals on an equitable basis.

Pre-Employment and Youth Competencies Programs

LMI should continue to be an integral part of the Pre-Employment and Youth Competency Program to promote an essential awareness of local labor market conditions on the part of Maine citizens. This awareness is vital to the career decision-making process.

Training

Pre-service and in-service training should be made available to all decision makers in Maine's employment and training community, especially local service providers and administrators of State grants. Such training should focus upon the availability, interpretation, and use of appropriate planning information for the design of local employment and training programs, as well as to assist in post-program evaluations.

Sources of Labor Market Information

The Division of Economic Analysis and Research within the Bureau of Employment Security of the Maine Department of Labor is the primary producer of LMI needed to carry out various provisions within JTPA, especially the LMI activities specified in this component of the GCSSP. As such, the Division should be the initial point of contact regarding the need for technical assistance, training, and planning information for Maine's employment and training community.

To the maximum extent feasible, the primary delivery mechanism for occupational supply and demand information should be the Occupational Information System developed by the Maine Occupational Information Coordinating Committee. The use of this system would encourage joint coordinated program planning between education and employment and training agencies, and would be keeping with provisions contained in this Act, the Carl Perkins Vocational Education Act, and applicable State legislation.

Funding

Funding to support the State's LMI program under JTPA should be made available from a variety of sources.

V. JTPA GRANTS

1. TITLE II-A (78%)

During the past two years the Title II-A program in Maine has performed well. The State's two SDAs have consistently met all of the required performance standards and in many cases gone well beyond the targeted levels.

While program performance for the past two years is a credit to the efforts which the two SDAs have put forth there is another issue which may impact the SDAs even more.

Maine's unemployment levels are sufficiently low in certain sections of the state to adversely affect the funding levels of those sections as it relates to the II-A funding formula. This situation may be so critical as to cause some programs to close.

As the next two years progress, this state will undoubtedly see major changes in the operation of employment & training programs.

Purpose

The fundamental purpose of the Title II-A program is to provide employment and training services and activities to economically disadvantaged individuals who are most in need of, and who can benefit from, such services and activities.

The major outcomes from participating in the program are gainful employment for adult participants and the attainment of vital employment competencies for both adult and youth participants.

a. Goals & Objectives

Individuals to be served are generally those people who have been ill-prepared by their personal upbringing, schooling, and/or previous work experience for successful participation in the labor market, or who have barriers to successful participation in the labor market. To a large extent, therefore, this program is designed to remediate

deficiencies in employability skills that have not been resolved through private efforts or public programs. These include people who are high school dropouts, AFDC recipients, handicapped veterans, older workers, women, the working poor and other target groups as identified by the individual SDAs. SDAs will specify in their job training plans levels of service to target groups who will be given priority service. Plans will specify levels of service to AFDC recipients and high school dropouts, as well as those groups targetted by the PIC for service in the Title II-A program.

To effectively serve the eligible population and to target service to those individuals most in need of available training services, the Maine Job Training Council emphasizes the following objectives.

Objectives:

1. The program delivery system -- its organizational structure -- is to provide training and employment opportunities on an equitable basis to the eligible population in each geographical area of the State.
2. It is very important to the MJTC that the program develop, to the maximum extent feasible, training and service strategies which will result in placement of participants primarily in private sector jobs that are:
 - a. in occupations or industries which offer a measure of employment security and possibilities for career advancement; and
 - b. in jobs which pay an amount sufficient to maintain the worker and his/her family at a reasonable standard of living, which should be at least 100% of the lower living standard defined by the Bureau of Labor statistics.
3. The program is to include training and service strategies which will provide skills and supportive services which will, to the extent possible, develop the confidence and ability of workers to become mobile within the State's labor markets. Such mobility is defined both as geographical mobility (the capability to move throughout the State's labor markets) and occupational mobility (the capability to move from one job or occupation within a geographic area to another job or occupation within the same area).

The II-A program in this state has enjoyed much success since the inception of the JTPA. Both SDAs performed well in relation to all seven performance standards as well as target group service levels and youth expenditure rates. Given this experience, the State does not plan to make major changes in program design nor organizational structure.

b. Program Information

The MJTC recommends that the two SDA designations remain in effect for the next biennium.

A great deal of dissatisfaction has been voiced in and out of State concerning the allocation formula identified in Section 201 and 202 of the Act. Although the State will utilize the allocation formula in 202 of the Act for the distribution of II-A funds pending any legal changes, the MJTC will evaluate the II-A formula and participate in possible action at the federal level to implement needed changes.

Services may include but are not limited to those described in Section 204 and 205 of the JTPA.

For the purpose of reporting, the following component definitions will be in effect.

Customized Training

This is training in technical skills peculiar to an employer's (or group of employers') specific needs. It includes curriculum directed towards specific skills. Such training requires a reasonable commitment by the employer (or group of employers) to hire the trained individuals upon completion of training. The employer(s) participate in the design of curriculum and delivery of training.

Educational Training

Educational Skills Training is training in academic and learning skills. It is aimed at correcting deficiencies in language and in computational skills or at providing needed credentials that are recognized by employers and the educational community. Training may be offered in group or tutorial settings.

General Occupational Skills Training

This is training in technical skills found in a traditional occupation that is in general demand throughout the area of industry. The training is carried out in a group (classroom) setting. It includes a curriculum directed towards specific occupational skills or a clustering of skills used in a number of occupations. The training is developed around employment opportunities for which a demand is demonstrated, and where there exist opportunities for promotion, or where skills transferability is probable.

Employability Competency Training

This is training in pre-employment skills. This component consists of structured activities designed to assess basic employability competencies and to provide remedial training in such proficiencies as job seeking skills, interviewing skills, and resume writing. It is aimed at preparing individuals for permanent employment, occupational skills training or OJT setting long-term vocational goals, easing the transition from school to work, or facilitating re-entry into the work force.

On the Job Training

This program is where a participant is hired and trained by a private or public employer. The employer indicates, on a contractual basis, that he/she intends to

permanently retain the participant upon successful completion of training. The employer may be reimbursed up to 50% of the employee's/participant's wages for the agreed upon period of training.

Try-Out Employment

This is training in work maturity combined with entry-level employment experience provided exclusively to youth. Its purpose is to provide job exploration opportunities and/or to provide a trial period of employment which may lead to permanent employment of the participant by the employer. Occupations used for the purpose of this activity are those for which the youth would not normally be hired due to lack of experience or other barriers of employment.

Participant enrollment in this component is limited to 250 hours for any one job site and may not exceed a total of 500 hours overall. Enrollment in this component is generally limited to those youth who have not recently held a regular part-time or summer job in excess of 250 hours of paid employment, however, this provision may be waived by the SDA, if it demonstrates that such recent employment has not generally benefitted the development of basic work maturity or of the marketable job skills of the participant. Enrollment in this component is predicated on participation in employability competency training.

Work Experience

This is training in job skills that involves employment and the use of program funds for the payment of wages to the participant. The training includes a combination of limited employment and job coaching services. Its purposes are to provide needed, realistic experience in actual employment and/or to provide experience in work conditions and skills needed to remain on the job.

Direct Services

These are employment services and supportive services which help generate employment opportunities, job placement, and job retention assistance to participants and former participants.

Examples of such services include:

- Assessment and testing to determine readiness for work, and the need for training and other services and to produce an individualized employment strategy;
- Career counseling to inform participants of available job openings and career choices;
- Job coaching, to counsel the individual on how to seek, secure and retain employment, and to guide the participant to necessary information and related resources, and
- Supportive services, such as purchase of medical assistance, clothes, transportation, and other basic support and survival assistance.

Youth Employment Competencies

Changes in federal reporting for PY '86 include addition of a positive termination for attainment of PIC-recognized Youth employment Competencies. Such terminations are for "...youth who, at termination, have demonstrated proficiency as defined by the PIC in one or more of the following three skill areas in which the terminee was deficient at enrollment: pre-employment/work maturity, basic education, or job-specific skills. Competency gains must be achieved through program participation and be tracked through sufficiently developed systems that must include: quantifiable learning objectives, related curricula/training modules, pre- and post-assessment, employability planning, documentation, and certification."

SDA's wishing to take such terminations for youth participants must do so through the operation of "sufficiently developed" systems.

Sufficiently developed systems are defined as having the following elements:

- . PIC-recognized competency statements that are employment-related, quantifiable, measurable, verifiable, and offer proof of gain as a result of program participation;
- . assessment of participant need at the start of the program;
- . employability development/individual education plans which use assessment results in assigning enrollees to the right learning activities at the appropriate sites;
- . focused curricula, training modules, or behavior modification approaches which teach the employment competencies in which youth are found to be deficient;
- . evaluation of participant achievement at the end of the program;
- . certification of youth employment competency attainment in the form of certificates to clients; and
- . documentation of intra-program learning gains achieved by young people through internal maintenance of enrollee files and external reporting of competency-based outcomes.

Competency statements need to contain the following three items (1) the skill, knowledge, attitude, or behavior to be taught; (2) the level of achievement or benchmark to be attained; and (3) the means of measurement to be used to determine accomplishment of the required proficiency.

2. TITLE II-B (SUMMER YOUTH)

The Title II-B programs over the past two years will have provided employment and training opportunities for over 6000 Maine youth between the ages of 14 and 21. For many of them, enrollment in JTPA was their first employment experience. For others it may have been the next step to higher education.

The Summer Youth Program is an integral part of employment and training services provided by the SDAs. It has also been an important and productive way of bringing economically disadvantaged youth into the labor market.

a. Goals & Objectives

The goals of the Summer Youth Employment and Training Programs are to provide youth 14-21 years old with services and training activities that will introduce them to the skills and behaviors required to seek, attain and retain employment.

The objectives of this unique program include:

- The provision of meaningful, well supervised employment for economically disadvantaged youth who would not otherwise find summer employment.
- The development of proper work habits such as punctuality and dependability.
- The development of positive interpersonal relations with employers, supervisors, and co-workers through experience and counseling.
- The understanding of career options and educational requirements through the provision of information, counseling, and hands on experience.

- The improvement of community/youth relations, by employing youth in jobs that are useful and visable to the community.

b. Program Information

Funds made available to the State under this Title will be allocated to SDAs based on the requirements of Section 202(a)(2) and (3) of the JTPA Act. SDAs must ensure that activities and services provided as a result of this funding are available on an equitable basis to all geographic areas within their jurisdiction.

The Maine Department of Labor will issue planning instructions and allocations in a time frame that will allow contracts to be operational from April 1 until September 30 of each year.

Title II-B funds may be used for: basic and remedial education, institutional and on-the-job training, work experience programs, employment counseling, occupational training preparation for work, outreach and enrollment activities, employability assessment, job referral and placement, job search and job club activities, and any other employment or job training activity designed to give employment and supportive services necessary to enable such individuals to participate in the program.

The SDAs will target services to a variety of eligible target groups to include: dropouts, welfare recipients, handicapped, offenders, state wards or foster children, and teenaged parents.

22% SET-ASIDE GRANTS

1. 8% EDUCATION GRANT

The Maine Department of Education, Bureau of Vocational Education has been the operator of the 8% program during the past two years. It has been responsible for coordinating training activities with the employment and training community and the vocational education system. It has also been responsible for generating and documenting the required match.

The 8% training funds have been allocated to the SDAs by formula. The Title II-A formula was used for the first year funding but for the second year the MJTC, recognizing basic problems with the II-A formula, developed a new method of allocation. The Council approved a combination formula allocation and RFP.

The 8% programs have been operated in conjunction with all other programs to maximize resources and provide continuity to participants. The results have provided flexibility to the SDAs and developed good program management.

Purpose

Section 123 of the Act specifies that funds available under this section shall be used by the Governor to provide financial assistance to any State education agency responsible for education and training for two basic purposes:

The first purpose is to provide services for eligible participants through cooperative agreements between the State educational agency, the Service Delivery Area, and where appropriate, the local educational agencies. At least 80% of the funds available under this section will be used for this purpose.

The second purpose is to facilitate coordination of education and training services for eligible participants. Not more than 20% of the funds available under this section may be used for this purpose.

80% - TRAINING

a. Goal & Objectives

Goal:

To enable the economically disadvantaged citizens of the State to obtain the competencies required to secure employment in occupations and industries which offer a measure of employment security and opportunities for career advancement. The method by which this goal will be accomplished will be by the provision of general education and/or career specific training services.

Objectives:

1. The joint development by DECS and the SDAs of minimum performance standards that are consistent with the overall goals of each SDA.
2. Services and activities developed with these funds shall be integrated with Title II-A programs to insure the cost effectiveness and the availability of a full array of services to meet the unique needs of eligible participants.
3. Programs and services developed with these funds will be as a result of a structured assessment of the needs of the JTPA clients, needs of the local labor market and the availability of local training opportunities.
4. To the maximum extent feasible these funds will be integrated with those available through the Carl Perkins Act and other state and federal grants in order to provide increased education and training to the economically disadvantaged.

5. Special emphasis will be placed on creating training opportunities for welfare recipients and school dropouts and other individuals facing serious barriers to employment who are in need of such training to obtain productive employment.

b. Program Information

- (1) Funds will be allocated to the SDAs by DECS according to a formula that targets funds on areas of program priority.
- 50% of the available funds will be awarded to the SDAs at a rate equal to the percent of the State's eligible (economically disadvantaged) population with the SDAs.
 - 25% of the available funds will be awarded to the SDAs at a rate equal to the percent of the State's dropout population within the SDAs.
 - 25% of the available funds will be awarded to the SDAs at a rate equal to the number of the State's unemployed within the SDA.
- (2) SDAs shall develop specific plans for the use of 8% funds which may include the following types of training:

Customized Training

This is training in technical skills peculiar to an employer's (or group of employers') specific needs. It includes curriculum directed towards specific skills. Such training requires a reasonable commitment by the employer (or group of employers) to hire the trained individuals upon completion of training. The employer(s) should be encouraged to participate in the design of curriculum and the delivery of training.

Educational Training

Educational training is training in academic and learning skills. It is aimed at correcting deficiencies in language and in computational skills or at providing needed credentials that are recognized by employers and the educational community. Training may be offered in groups or tutorial settings.

General Occupational Skills Training

This is training in technical skills found in a traditional occupation that is in general demand within the State. It includes a curriculum directed towards specific occupational skills or a clustering of skills used in a number of occupations. The training is developed around employment opportunities for which a demand is demonstrated, and where there exist opportunities for promotion, or where skills transferability is probable.

The Department of Educational and Cultural Services will ensure that a process and timeframes are developed that allow comprehensive planning of this resource in conjunction with other JTPA and non-JTPA employment training resources.

SDAs will submit plans to DECS which specify how funds will be expended as well as the planning process and information considered in making these decisions.

- (3) Department of Educational and Cultural Services will administer the 8% Grant.
- (4) The following agencies and roles have been identified for the planning and operation of the Grant.
 - A. The Department of Educational and Cultural Services will:
 1. Develop, in concert with the Department of Labor, planning instructions and timeframes, subject to review by the MJTC.
 2. Issue these planning instructions to the SDAs.
 3. Review and approve plans of the SDAs.

4. Incorporate the plans of the SDAs into a statewide 8% grant.
 5. Prior to MJTC approval the 8% plan will be submitted to MDOL for review and comment.
 6. Provide quarterly reports to MJTC.
 7. Monitor and provide oversight for the performance of training programs funded by 8% grant.
- b. The Service Delivery Areas (SDAs) will:
1. Develop plans in accordance with instructions received from DECS.
 2. Submit final plans to their Private Industry Council for comment and approval.
 3. Contract with LEAs for the provision of services.
 4. Manage programs to ensure achievement of stated objectives.
 5. Monitor programs for regulatory compliance as well as adherence to planned objectives.
 6. Provide performance reports to DECS and MJTC on a quarterly basis as well as under special circumstances, when requested.

20% - COORDINATION FUNDS

a. Goal and Objectives

Goal

It is the goal of this portion of the 8% Grant to maximize coordination of the JTPA employment and training system with the traditional state and local education system to insure that the most effective and efficient use is made of all existing resources.

Objectives

1. The development and documentation of required match funds and/or services which will expand the training opportunities available to eligible clients, and meet the requirements established by the State. Indirect matches to the SDAs may be done on a statewide level. Direct matches of funds and/or services to the SDAs will be done in an equal and proportional manner based on the previous year's 8% allocation.

2. Implementation of a regional planning process that will include local service agency representatives of the following agencies:

- * Adult and Community Education Division
- * Division of Secondary Education
- * Division of Post-Secondary Vocational Education
- * Service Delivery Area
- * Department of Labor
- * Division of Welfare Employment/WEET
- * Economic Development Agencies
- * Other Appropriate Community Based Organizations

This planning process will make use of a broad based informational network to ensure that appropriate training activities take place at site and locations at such time and of such duration as will most effectively serve the needs of the eligible population.

3. The provision of technical assistance and training to local school and JTPA staff to insure that both parties are fully aware of the potential and limitations of both parties.
4. DECS will submit a specific plan to the MJTC which outlines how these funds will be utilized for the achievement of the goals and objectives outlined. DECS will submit an end of year report evaluating the success of these activities.

Any funds not needed for the execution of these goals and objectives will be used as outlined in the 8% training programs section of this setaside.

2. 3% OLDER WORKERS GRANT

The 3% program has been operated with the involvement of Maine's Bureau of Elderly since 1983. Its actual role has varied from year to year. As a result, the 3% program on a statewide basis has had fluctuating results.

Providing employment and training services to older workers is a difficult task. In general their needs are different from those of other target groups. While the main goal of JTPA is to provide quality training which will lead to gainful fulltime employment, older workers tend not to share this goal. Very often part-time or seasonal work to supplement existing income is a more realistic objective.

Like the 8% programs, 3% funds have been used in conjunction with all other program funds to provide continuity of services to participants.

The overall results of the 3% program have been positive and very much of a learning experience. With the continued involvement of BME, the State will make more progress towards serving our elderly. The GCSSP for PY'86-87 is an attempt to further coordinate functions so that resources and expertise can be used for maximum results without unnecessary duplication of services.

a. Goal and Objectives

The goal of this grant is to establish programs to prepare economically disadvantaged individuals, aged 55 and over, for placement in unsubsidized employment.

Objectives:

1. the establishment of local services that reflect an assessment of older worker needs, available local resources, local labor market conditions, and gaps in available services.

2. The establishment of minimum performance goals by Maine Department of Labor, BME and the SDAs that are consistent with overall goals of the program and the population receiving services.
3. The establishment of employment and training services for older workers in all geographic locations of the State that at the same time is an integral part of a comprehensive employment and training system for all economically disadvantaged residents of the State.

b. Program Information

1. Distribution of funds under this grant will be based on the Older American formula with each SDA receiving funds at a rate equal to the SDA's population of 55 and over in the areas according to formula. (The Older Americans formula is based on the 60+ population in a planning and service area with a minimum base of 10%.)
2. MDOL will develop and issue planning instructions to the SDAs. BME will review and comment on those instructions for programmatic consistency and completeness prior to their issuance.
3. The MDOL and BME will identify a liaison person from their respective staffs.
4. On the local level, plans will be developed jointly between the SDAs and the local area agencies on aging (AAA's). Local planning efforts may include BME for additional technical services and/or support as deemed necessary by the SDAs and AAAs.
5. Plans will be submitted to the MJTC by the SDAs. Prior to Council consideration, these plans will be submitted to BME and MDOL for review and comment.

6. After MJTC approval of plans MDOL will contract with the appropriate parties including the Bureau of Maine's Elderly as necessary. MDOL will perform ongoing review and monitoring of contracts.

7. BME is Maine's Advocate for the rights of the elderly. It is responsible for ensuring that funds and services intended for the elderly are adequate and appropriate.

With this in mind BME will conduct independent assessments of programs and services provided under this grant on a quarterly and as needed basis. Results will then be submitted to the MJTC.

BME will also provide to the MJTC an annual end of year report to evaluate program operations.

3. 6% INCENTIVE GRANT

For the past two years the incentive grants have been distributed to the SDAs using a formula allocation based on performance standards. The MJTC has used the awarding of incentive grants to not only encourage performance but to stabilize programs throughout the state. During this funding cycle the MJTC has successfully accomplished both.

Purpose

The 6% Incentive Grant will be used to recognize and reward SDA(s) performance, as well as to provide technical assistance as necessary. The Grant will be used to maintain high performance in a manner determined by the SDA(s) through funding such activities as general training, administration, and supportive services as allowed under the Act. Additional activities that may be funded include special services to target group(s) and new and/or innovative programs.

Distribution of Funds

It is intended that the Grant be distributed based on the language specified in Sec. 202(b)(3)(B) which reads: "The incentive grants made under this sub-paragraph shall be distributed among service delivery areas within the State exceeding their performance standards in an equitable proportion based on the degree by which the service delivery areas exceed their performance standards."

Accordingly, the following criteria will be used to distribute the Grant:

1. The entire Grant will be distributed to Maine's SDAs.
2. 50% of the available funds will be awarded based on the SDA(s) success in meeting or exceeding the individual adjusted performance standards identified

in the Performance Standards Component of the GCSSP for PY'86-87. The total of this part of the Grant will be divided equally among the ten performance measures and will be awarded to the SDA with the best performance for each performance measure. In the case of equivalent performance, the award for that measure will be divided equally between the SDAs. If an SDA fails to score 20 points or better under the SDA Performance Rating System, any funds entitled to such SDA will be rolled into that portion of the Grant to be distributed by formula. Moreover, if an SDA fails to score at least 20 points, all Grant monies awarded to such SDA must be used for technical assistance, and the SDA will be required to submit a plan to the MJTC identifying how the technical assistance monies will be used to improve performance.

3. 50% of the available funds will be awarded using the following formula:
 - 50% of these Funds will be allocated to the SDA(s) based on the relative proportion of the State's economically disadvantaged individuals residing within the SDA(s).
 - 25% of the funds will be allocated to the SDA(s) on the basis of the relative number of unemployed individuals residing in areas of substantial unemployment within the SDA(s) as compared to the total number of such unemployed individuals in all such areas of substantial unemployment in the State. If no SDA qualifies under this provision, this portion of the funds will be divided equally between the remaining two portions of the funding formula component of the Grant. The term "area of substantial unemployment" means any area of sufficient size and scope to sustain a program under Part A of Title II of JTPA and which has an average rate of unemployment of at least 6.5% for the most recent twelve months as determined by the Secretary of Labor.
 - 25% of the funds will be allocated to the SDA(s) based on the relative proportion of

the State's unemployed residing within the SDA(s). The reference period used to determine average levels of unemployment will be the same as that specified for determining of areas of substantial unemployment.

4. 5% ADMINISTRATIVE GRANT

Pursuant to Sections 121, 122, and 202(b)(4) of the Job Training Partnership Act, the 5% Grant will continue to be used solely for costs of state administration of JTPA and support for the Maine Job Training Council.

Therefore, the goal for utilization of the 5% monies is the economical and efficient administration and effective policy development for JTPA operation in Maine.

In order to achieve the aim of paragraph 2, the Executive Directors of the MJTC and the BETP will jointly determine the staffing and resource needs for administration and policy development and will prepare a specific financial plan for the expenditures of 5% monies to support the above needs. This plan will be submitted to the MJTC for review and comment and forwarded along with any comments and recommendations from the Council to the Commissioner of Labor for review and approval.

VI. TITLE III - DISLOCATED WORKERS

Background

Recent structural changes in the Nation's and Maine's economy have led to plant closing and mass layoffs of Maine workers. Currently the State of Maine is in a crisis situation affecting many of the State's major mature industries. The shoe industry is the hardest hit with approximately 5100 employees laid off between 1983 and 1985. While this industry is the hardest hit, other Maine firms are encountering difficulties also. Industries such as lumber, papermaking and poultry raising have all been directly affected, leading to large lay-offs and plant closures. Since trends indicate that dislocation is an institutionalized problem, due to various changes in the economy (including growing international competition, new technologies, increasing energy costs, declining of mature industries and radically differing growth rates among the different industrial sectors), it requires a thorough cohesive policy development and implementation process. Yet these very structural changes can also present Maine with the opportunity to upgrade and modernize its economy.

If Maine is to develop and maintain a competitive edge, State Government efforts should focus on assisting our economy to generate sufficient new, quality jobs to promote a good standard of living for all its citizens. Thus, the Dislocated Workers program, the State's educational system, and economic development activity at the State and regional levels should work in concert so that the conditions which nurture modern industry, especially the development of a well trained and motivated labor force, are available in Maine. Recognizing the scope of the dislocation problem, its relation to the overall economy and the limits to Title III program funds, the MJTC makes a commitment through this plan to coordinate services as well as investigate issues statewide.

a. Goals & Objectives

The following goals for the operation of JTPA Title III programs express four important issues: coordinated action based on a future oriented economic growth policy, a rapid response to plant closures and worker layoffs, an

emphasis on high quality training designed to prepare workers for the best of the new jobs, and a recognition of dislocation as a long-term policy issue needing on-going coordinated analysis and action on a state and local level.

Goals:

1. Labor retraining programs, including JTPA Title III programs, will operate in concert with the State's economic development organizations and education system in order to assure a well trained labor force for modern industry.
2. The JTPA Title III Dislocated Worker program should quickly contact and initiate the retraining process for dislocated workers so the dislocated workers do not become discouraged workers. The immediacy of the response to the dislocated workers reduces the likelihood of their alienation from the workforce and eventual dependence on support services.
3. The JTPA Title III Dislocated Worker program will emphasize high quality, longer duration training so that dislocated workers can either be re-employed in high quality modern jobs or have new skills and education levels that will qualify them for entry-level jobs with career advancement potential.
4. The JTPA Title III Dislocated Worker program is not sufficient to address the dislocation phenomenon in the State of Maine. Resources and models should be identified and explored to expand services to this population.

Objectives:

1. The first priority of Title III project funding should be projects serving workers laid off due to plant closures or mass layoffs. The second priority for Title III project funding should be for projects serving the long-term unemployed dislocated worker.

2. Title III programs will operate according to performance standards defined by the Title III Task Force and set forth in the Title III plan. Such standards will measure attainment of Title III goals.
3. The Title III Annual Plan, written by Department of Labor as grant manager, shall specify how resources will be utilized and administered as well as specify how the GCSSP Goals and objectives and Coordination Criteria will be accomplished.

b. Coordination Criteria

As the preceding Title III goals statement expressed, JTPA Title III Dislocated Worker programs should be seen as only a part of a concerted State effort to assist the Maine economy to modernize and become increasingly competitive through the quality training/retraining of its work-force. JTPA Title III funding will not be as large in PY '86-87 as it was in PY '84-85; thus, expenditures of these funds must be accompanied by assistance and resources from other non-JTPA sources if the goals set for the program are to be achieved. The Maine Job Training Council believes it is appropriate to charge the Title III Task Force with the responsibility of actively soliciting federal and/or state funds for service to dislocated workers and with the responsibility of identifying existing resources that could be cooperatively applied to dislocation problems within the State.

c. Program Information

Two years of Title III management experience has shown that effective coordination of resources from different sources can be best accomplished through a continuing face-to-face process rather than through the one time signing of NFAs. Thus, the Title III Task Force, charged with a coordination imperative, is seen as the best process for ongoing planning and operational coordination. The Task Force includes members from the Maine Job Training Council, the Department of Labor, the State Development Office, the Finance Authority of Maine, a Regional Economic Development Agency, Private Industry Councils, the Maine AFL-CIO and the Department of Educational and Cultural Services. In the context of its regular meetings to approve funding and program design for Title III projects, this group is ideally

positioned to identify and commit a number of resources to each retraining project. This Task Force is also in a position to exchange interagency information, trends and resources in an effort to identify issues and propose recommendations to the MJTC regarding gaps in services or strategy formation.

The Maine Department of Labor will administer funds received by the State to operate Dislocated Worker programs.

The Maine Department of Labor will implement a management process designed to achieve the requirements of the Governor's Coordination and Special Services Goals and Objectives and Coordination Criteria. The Title III Annual End of Year Report shall evaluate the operation of this management process.

LEGEND

The following definitions are not intended to be complete but to describe.

- JTPA Job Training Partnership Act (Public Law 97-300)
- This is Federal law and establishes a national employment and training program administered by the State.
- MJTC Maine Job Training Council
- A state board required by JTPA and appointed by the Governor, responsible for establishing statewide employment & training policy.
- GCSSP Governor's Coordination and Special Services Plan
- A two-year document outlining the State's plans for the administration of JTPA. Developed and recommended to the Governor by the MJTC.
- MDOL Maine Department of Labor
- Fiscal agent for JTPA in this state.
- MOICC Maine Occupational Information Coordinating Committee
- A committee appointed by the Governor to oversee the development and utilization of occupational information.
- WEET Welfare Employment Education & Training Program
- A division of the Department of Human Services providing employment & training services to AFDC recipients
- SDA Service Delivery Area
- The regional designation of a unit of local government which administers JTPA within that region. This unit of local government must have a population of 200,000 or more.
- NFA Non-Financial Agreement
- A written agreement between two or more agencies with specific terms but no monetary requirements or expectations.

Legend (continued)

- PIC Private Industry Council
- A local board required by JTPA to provide operational management and oversight to the administrative office of an SDA. Appointments are made by the chief elected official within the SDA.
- PY Abbreviation for "Program Year"
- July 1 to June 30
- BME Bureau of Maine's Elderly
- A bureau within the Maine Department of Human Services whose primary responsibility is advocacy for the rights of the elderly.
- AAA Area Agency(s) on Aging
- Private non-profit agencies established to provide local services and advocacy for elderly.
- UI -Unemployment Insurance
- LEA Local Educational Agency

A P P E N D I X

Agency Task Statements for the following Agencies:

Job Service

Vocational Rehabilitation

Welfare Employment, Education & Training

Service Delivery Area(s)

Department of Educational & Cultural Services

Bureau of Maine's Elderly

Maine Occupational Information Coordinating Committee

These task statements are not intended to be a complete catalogue of employment training agencies, nor do they represent an MJTC mandate; rather, these task statements are included for descriptive purposes only.

Appendix

Agency Task Statements

JOB SERVICE

Statutory Authority

The Wagner-Peyser Act, as amended by the Job Training Partnership Act promotes the establishment and maintenance of a national system of public employment offices operated in cooperation with the States. Under Maine Statutes the Bureau of Employment Security of the Department of Labor is the designated recipient of Federal funds to operate a public labor exchange through a system of employment offices known as the Maine Job Service.

Program Summary

The function of the Maine Job Service is to facilitate the match of "job ready" applicants with employer job openings. In addition the Job Service is required to provide a preference in services for veterans and service equity for handicapped individuals and migrant and seasonal farm workers.

Program Services

Activities supported by the funds include:

(1) Job search and placement services for job seekers including testing, counseling and labor market information; and,

(2) recruitment and special technical services to employers; and,

(3) administration of the work test for the State Unemployment Compensation system and job placement services for unemployment insurance claimants and other workers who have or may be displaced from their jobs due to technological changes, imports or plant closures.

Coordination Concepts

While the Job Service has no specific target groups to serve, it is appropriate that linkages with Service Delivery Areas and other deliverers of employment and training programs be encouraged, developed and maintained.

JTPA clients ready for on-the-job training or completing vocational training can and should be a resource for the Job Service to match applicants with employers job openings.

Conversely Job Service programs can provide a no-cost placement resource for "job ready" clients of other employment and training programs.

This concept also extends to other areas such as specific local labor market information and accessibility to the exclusive hiring agreements between Job Service and employers.

It is, therefore, required that Job Service plans at the state level include sections developed in cooperation with the Bureau of Maine's Elderly and WEET. Job Service plans at the SDA level must also include sections developed in cooperation with the appropriate private industry council.

It is also desirable that coordination statements be developed with the State Development Office and other appropriate groups.

VOCATIONAL REHABILITATION

Statutory Authority

Federal Rehabilitation Act 1973 as amended. State Law 22 MRSA Section 3052 et seq.

Program Summary

To assist persons who have disabilities to enter, continue or return to employment by arranging needed rehabilitation services, education, training and employment opportunities.

Program Services

Vocational Rehabilitation, a continuum of services to enable each participant to reach his or her employment goal. Services commonly provided are:

Diagnostic and evaluation services may be provided to determine the exact nature of the disability and how it interferes with the person's ability to work. The evaluation can also aid the individual in selecting an appropriate occupation. The types of testing may include vocational evaluation, intelligence, psychological, aptitude and interest testing.

Training may be provided at a level that is appropriate to participants interest and abilities. The training services include:

- Vocational adjustment training where basic work skills are learned.
- Basic education may address specific educational deficits or aid in obtaining a high school diploma or GED.
- Skills training programs that teach specific skills such as janitorial, wood harvesting, or computer operator and are provided by training programs funded by Vocational Rehabilitation.
- Post Secondary training is provided by the technical school and colleges with financial assistance through Vocational Rehabilitation.

Therapy and treatment both medical and psychological may be provided when it is needed to reduce, correct or control a person's disability and enable the person to return to work.

Placement assistance is provided once a participant is ready for work. The teaching of job seeking skills which prepare the person for the job search is provided. The Vocational Counselor with the participant will develop job leads and contact prospective employers.

Financial incentives such as the Target Job Tax Credit (TJTC) and On-The-Job-Training (OJT) are available to help defray the cost of hiring and training a new employee. Adaptive devices and aid in work modification is available through Vocational Rehabilitation.

Coordination Concepts

Vocational rehabilitation has formal cooperative agreement with these agencies:

- Bureau of Mental Health
- Bureau of Mental Retardation
- Division of Vocational Education
- Division of Special Education
- Department of Manpower Affairs
- Mental Health Centers
- Project with Industry
- JTPA
- Coastal Enterprises, Inc.

The expected outcome of our coordinating with other agencies would be fewer duplicated services and a wider range of service available. There should also be a better system to identify and plan for future needs.

WELFARE EMPLOYMENT, EDUCATION & TRAINING (WEET)

Statutory Authority

U.S. Social Security Act, Title VI C, Job Opportunities Act of 1981, 1983

Family Unity Act, 1984

Program Summary

To prepare AFDC recipients (parents) for the kinds of jobs that will lead toward economic self-sufficiency and minimize welfare dependence.

Target Population

AFDC recipients with child(ren) 6 or over who live in proximity to the local WEET offices and those who volunteer.

WEET Program provides or brokers the following services:

- assessment
- educational and employment counseling
- pre-vocational training
- skill training
- education
- field training
- support group
- group/individual job search
- job development
- OJT & TJTC
- follow-up - 30,60,90,365 days

Program Summary

WEET carries out its mandate of coordination through planning activities and financial and non-financial agreements with the following agencies:

A. Financial and Non-financial Agreements

1. Statewide:
 - Job Service
 - 15-County SDA
 - Displaced Homemakers
 - State Development Office
 - FAME
 - Central Maine Indian Assn.

2. Local:

Cumberland County Training Resource Center
ACAP
York County Employment and Training
Education Opportunities Center Grant
Washington-Hancock Community Agency
Diocesan of Human Services
CEI, Inc.

B. Planning Activities

Statewide:

Vocational Education - secondary and post secondary
adult education
MOICC
Planning Office - Community Development Grants
Department of Personnel
University of Maine
Maine Development Foundation

Local:

15-County individual SDA
Voc. Ed. - Sex Equity - Adult Ed. projects

SERVICE DELIVERY AREA (SDA(s))

Statutory Authority

P.L. 97-300 Job Training Partnership Act. The purpose of this Act is to establish programs to prepare youth and unskilled adults for entry into the Labor Force and afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in specific need of such training to obtain productive employment.

Private Industry Council/Service Delivery Area

- Section 102. Creates the PIC
- Section 103. Establishes the function and role of the PIC
- Section 104. Sets up the Job Training Plan which identifies what the SDA will do

Program Summary

Service Delivery Areas are designated by the Governor. Each designated SDA has a Private Industry Council which acts as a board of directors operating and managing programs. The PIC has staff that provide support and assistance and handle the administrative functions for the SDA. This SDA staff may also be involved in providing services to participants directly or may sub-contract that function to another agency.

The purpose of the SDAs within JTPA is to carry out the provisions of that law within the context of the Job Training Plan which each SDA must develop. Specifically, the SDA is required to provide employment and training services to economically disadvantaged persons within the SDA.

The SDA through its job training plan establishes systems whereby applicants to the program are reviewed for eligibility, assessed and then referred for services to either an identified training program or to other SDA programs for further review.

Specific services to participants may be divided into two areas:

- A. Employment services
 - 1. Job search assistance
 - Job counseling
 - How to look for a job
 - Resume writing
 - Interviewing skills
 - 2. Job development
 - Identifying potential job
 - Job referral
 - On the job training
- B. Training/Retraining
 - Basic education
 - Entry level skills training
 - Skill/job upgrade training
 - Job retraining
 - On the Job Training
 - Tryout employment
 - Work experience
- C. Supportive Services
 - Allowance payments
 - Child care
 - Food/clothing
 - Travel

DEPARTMENT OF EDUCATIONAL & CULTURAL SERVICES (DECS)

Statutory Authority

Primarily, Maine State Legislation: 20-A MRSA §201, Carl Perkins Act, 34 CFR

Program Summary

The purpose of DECS, in-so-far as it relates to the Job Training Partnership Act, focuses on the advancement and provision of a coordinated system of public education (including adult education, secondary and post-secondary vocational education) and the interrelation with other programs, activities and services (i.e. JTPA, Bureau of Rehabilitation, Bureau of Maine's Elderly, etc.)

Program Services

The services where DECS and JTPA naturally overlap involve primarily the programs governed through the Carl Perkins Act. These include:

- (1) State Assistance for Vocational Education Support Programs by Community-Based Organizations;
- (2) Consumer and Homemaker Education;
- (3) Adult Training, Retraining, and Employment Development;
- (4) Comprehensive Career Guidance and Counseling; and
- (5) Industry-Education Partnership for Training in High-Technology Occupations.

Collectively, these programs reflect a desire to enhance the overall quality of the Nation's vocational education system by providing needed support services: drawing upon community resources, including those of the private sector; promoting the coordination of vocational education programs with complementary training efforts; and improving the effectiveness of consumer and homemaker education.

Coordination Concepts

The DECS plan should include sections involving: DOL representatives (SDO's, Job Service, BETP), BME, Rehabilitation (WEET and VR) and Displaced Homemakers. Other involved parties should include SDO, SPO and regional economic development entities.

BUREAU OF MAINE'S ELDERLY

Statutory Authority

Primarily, Maine State legislation: 22 MSRA §5101

Other U.S. Acts include:

- (1) Elderly Householders Tax and Rent Refund Act of 1971;
- (2) Priority Social Services Act of 1973
- (3) Chapter 470 of the public laws of 1969 creating the State Housing Authority;
- (4) U.S. Social Security Act of 1935;
- (5) U.S. Housing Act of 1937;
- (6) U.S. Older American Act of 1965; and
- (7) U.S. Age Discrimination Act of 1967.

Program Summary

The Bureau of Maine's Elderly is authorized to establish the overall planning policy objective and priorities for all functions and activities relating to Maine's elderly which are conducted or supported in the State. The Bureau also encourages and assists development of more coordinated use of existing and new resources and services relating to older people.

Program Services

The Bureau's program is mainly focused on assisting persons age 60 and over to maintain independent and productive lives. Through 5 local private non-profit area agencies on aging, the Bureau funds monitors and evaluates a range of social services.

During FY 84 the Bureau through the AAA supported a wide range of comprehensive social services, coordinated with other agencies including transportation, health and outreach, home health care (etc.) 76 older workers served local agencies through the Senior Community Service Employment Program and the Bureau become responsible for administering part of the Job Training and Partnership Act for older workers.

Coordination Concepts

The Bureau of Maine's Elderly plan should include sections involving: DOL representatives (SDA's, Job Service, BETP), DECS, Rehabilitation (WEET and VR) and Displaced Homemakers.

MAINE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (MOICC)

Statutory Authority

In 1976, MOICC was created through Federal Education Amendments. It continued to exist and broaden its scope through various other Federal legislation until 1978 when an Executive Order was signed giving it state recognition. In 1982, the Maine Legislature passed 26 M.R.S.A., Chapter 20 which statutorily established the MOICC. The Carl Perkins Vocational Education Act of 1984 provides an additional mandate under which the Committee operates.

The statutory intent of the Committee is to establish an interagency process which promotes greater communication and coordination of planning activities between education, employment and training, and economic development agencies in order to maximize the utilization of scarce resources and to avoid duplication of effort.

Program Summary

The MOICC was established to coordinate and support the development, maintenance, and operation of a comprehensive career, occupational, and economic data-based system, and to promote communication, coordination, and cooperation among those agencies responsible for Vocational Education and Employment and Training programs as well as for economic development activities through the use of the system.

Program Services

In compliance with applicable legislation, the Committee maintains and operates three separate components of a Comprehensive System; (a) the Career Information Delivery System for persons involved in the career decision-making process, (b) the Occupational Information System for Program Planning for planners and administrators of vocational education and employment and training programs, and (c) the Maine Economic Development Data System for use by members of the economic development community at both the State and local levels.

In support of these components, the MOICC provides assistance to users through training, sponsorship of workshops, conferences, research studies, the operation of the Work Education Resource Center, and a wide range of related services.



