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Maine Bureau of Employment Services

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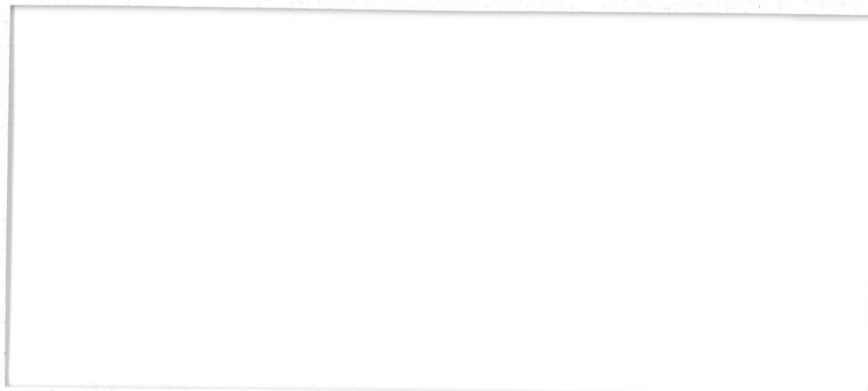
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MAINE 12-COUNTY SERVICE DELIVERY AREA

CORE JOB TRAINING PLAN
PROGRAM YEAR 1997

(July 1, 1997 - June 30, 1998)

May 20, 1997

Private Industry Council Membership

CoChair

Lovell-Borshan, Katheryn

York County

Private Sector

CoChair

MacMahon, David

Androscoggin County

Private Sector

Armstrong, Richard

Franklin County

Private Sector

Boulanger, Elizabeth

Androscoggin County

Private Sector

Cardinale, Andy

Waldo County

Private Sector

Cohen, Nathan

Washington County

Private Sector

Edgerly, Victoria

York County

Public Assistance Sector

Fongemie, Daniel

Aroostook County

Job Service

Fournier, Norman

Aroostook County

Community Based Organization

Gates, Stanley

Oxford County

Economic Development

King, William F. Jr.

Sagadahoc County

Private Sector

Kitchen, Stephen

York County

Private Sector

Labbe, Patrick

Aroostook County

Private Sector

Lavacchia, Jackie

York County

Labor

Lee, Richard H. Jr.

Androscoggin County

Education

Masters, Richard

Lincoln County

Private Sector

Pease, Sherry

Knox County

Private Sector

Pierce, Russell

Somerset County

Private Sector

Rodrigue, Normand

Kennebec County

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ACRONYMS

AAA	Area Agencies on Aging.
ABCD	Aptitude Based Career Decision. Computer-based employability development program that can be self- and group-administered.
ACAP	Aroostook County Action Program. Job Training System Service Provider for Aroostook County.
APTICOM	Aptitude Computer. Used to assess a full range of individual aptitudes.
ASPIRE	Additional Support for People in Retraining and Employment.
BES	Bureau of Employment Services. (Formerly the Bureau of Employment and Training Programs.) A division of the Maine Department of Labor, representing the Governor as referenced in the JTPA.
CBO	Community-Based Organizations, as referred to in the JTPA.
CED	Coastal Economic Development Corporation. Job Training System Service Provider for Knox, Lincoln, Sagadahoc and Waldo counties.
CEI	Coastal Enterprises, Inc. Mid-Coast based economic development agency providing financial and technical assistance for the development of small businesses, social services and affordable housing.
CIMS	Comprehensive Information Management System. The BES appellation for the automated client information system to be used by the SDA. Also known as the Automated Case Management System (ACMS).
COT	Committee on Transition. Statewide committee established by the legislature to improve services for youth who are in transition from school to community living.
DHS	Department of Human Services.
DOL	Department of Labor.
DWU	Dislocated Worker Unit. This is a unit within BES charged with rapid response services.
EDWAAA	Economic Dislocation and Worker Adjustment Assistance Act. JTPA-

authorized employment and training program specifically designed to respond to the unique problems facing the recently dislocated worker.

EEO / AA	Equal Employment Opportunity / Affirmative Action.
GATB	General Aptitude Test Battery. One of the most widely used aptitude tests batteries within MeDOL.
GED	General Educational Development. This is the standard High School equivalency test.
GIS	Guidance Information System.
IBCD	Interest Based Career Decision. Computer-based employability development program which can be self- and group-administered.
ISS	Individual Service Strategy. This is the formal name of this SDA's customer employability development plan.
JMG	Jobs for Maine's Graduates.
JTPA	Job Training Partnership Act of 1983, as amended. The enabling legislation for most of the SDA's jobs training programs.
JS	Job Service.
JTS	Job Training System. Generic term having no real geographic boundaries. In Maine, it most often refers to those programs overseen by the Bureau of Employment Services.
LEO	Local Elected Officials. For purposes of the JTPA and this SDA, LEO refers to the County Commission Chairperson in each of the twelve counties.
LMI	Labor Market Information.
MCC	Maine Conservation Corps. A division within the WDCAO.
MCWWC	Maine Centers for Women Work and Community. (Formerly Maine Displaced Homemaker Program.)
MEO	Maine Enterprise Options Program. A self-employment project administered by the UI Division for eligible UI Claimants who are interested in starting their own business.

MHRDC	Maine Human Resource Development Council.
NTO	Nontraditional Occupation. Any occupation which employs less than 25% of either gender is considered nontraditional for that gender.
OASYS	Occupational Aptitude Survey and Interest Schedule.
RETI	Rapid Employment & Training Initiative. Most often refers to the RETI teams of employment specialists which meet to design response strategies to larger-scale worker dislocation.
SAGE	Systems Assessment Group.
SCSEP	Senior Community Service Employment Program.
TAA	Trade Adjustment Assistance.
TABE	Test of Adult Basic Education.
TALS	Test for Adult Literacy Skills.
TANF	Temporary Assistance for Needy Families. A provision under the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.
TDD	Telecommunications Device for the Deaf.
TTY	Telephone Typewriter. As above, a telecommunications device for the deaf.
TRA	Trade Readjustment Act.
UI	Unemployment Insurance. The acronym is often used to refer to the Unemployment Compensation Division of the Maine Bureau of Employment Security.
WDCAO	Workforce Development Centers Administrative Office. The administrative agency for the Maine Twelve-County Service Delivery Area.
WMCA	Western Maine Community Action Program. (Formerly Mountain Valley Training.) Service Provider for Androscoggin, Oxford, and Franklin Counties.
WOTC	Work Opportunities Tax Credit. Program created by the Small Business Job Protection Act. Replaces the former Targeted Jobs Tax Credit Program.

PART I

NOTE: Those sections which are underscored are additions or revisions to the original PY94 - 95 Core Job Training Plan. Additional revisions as of May 8, 1997, are double underlined.

I. Executive Summary

For Program Year 1997 (PY97), the 12-County Service Delivery Area Workforce Development Centers (WDC) has developed its PY97 Plan for employment and training services to enroll over 2,900 economically disadvantaged adults, youth, and dislocated workers. With a budget of just under \$5.5 million (not including the Summer Youth Employment and Training Program), the WDC will implement its PY97 Plan to operate a comprehensive employment and training program as is authorized under the authority of the Job Training Partnership Act (JTPA) of 1983 and the Job Training Reform Amendments of 1993.

Since publication of the most recent PY94-95 Biennial Plan, the WDC has been engaged in several new and expanding initiatives which are reflected in this PY97 Core Plan. Specifically, the WDC will concentrate its focus on three significant program areas:

- Continued migration to a statewide One-Stop employment and training system;
- Focused activities to support economic development; and
- Development of an expanded service strategy to respond to welfare reform and welfare-to-work initiatives.

The WDC recognizes that Maine and the nation's employment and training system have been grappling with considerable changes. As it focuses upon becoming more responsive and more relevant to the needs of the citizens to be served through One-Stop Center initiatives, the WDC will continue to make efforts to progress toward meeting this goal. While the WDC continues to acknowledge the challenge and to make significant progress in the implementation of the One-Stop Centers, it will maintain the integrity and the intent of existing JTPA legislation and funding requirements. The WDC, while expanding services, will also expand the definition of customer to include both the traditional targeted groups and all other citizens of the twelve counties.

For the past several years, the WDC has been at the forefront of designing and implementing new and innovative approaches to serving Maine citizens in a One-Stop environment. This Plan reflects yet another stage in the progression toward realizing the collective goals of Federal, State and Substate entities. The WDC's Plan, as written, highlights and redefines the activities and components that are incorporated in the Core Program Design published in PY '94-95.

In addition, the WDC places emphasis on the broader workforce development goals, as follows:

1. **UNIVERSALITY: To ensure that all citizens within the 12-County jurisdiction have access to the broad array of information, programs and services that are available through the Maine Job Training and Employment System and its service providers.**
2. **CUSTOMER CHOICE: To insure that a wide variety of useful workforce development information and products are available to both workers and employers; and, to provide access for all citizens to a vast array of public and private education programs.**
3. **INTEGRATION: To further integrate and consolidate the delivery of basic services through collaborations with other units within DOL as well as other departments, including, education and human service programs. To strengthen public / private partnerships, providing customers with information and services in a seamless delivery system.**
4. **CUSTOMER-DRIVEN PERFORMANCE-BASED OUTCOMES: To operate a performance-driven, outcome-based system that includes provisions for responding to customers expectations and ensuring service provider accountability.**

Specific discussion of the above goals, objectives and expected outcomes is included in Appendix A.

In addition to the four broad goals outlined above, the WDC will continue to support the efforts of the Maine Department of Labor and the Maine Human Resource Development Council to promote services that collaborate with the State's

economic development strategy. During PY97 the WDC will participate as an active member of the Maine Development Foundation's Economic Growth Council, provide direct staff support, as necessary, to the Department's Employer Services Unit and assist with statewide policy development and training for small business development through continued involvement with MicroNet and other microenterprise activities. The WDC will also seek to continue to seek to expand its involvement in local School-To-Work partnerships to create meaningful lifelong learning opportunities.

The SDA's organizational structure for PY97 has also undergone some changes that are not reflected in the original PY94-95 Plan. The Workforce Development Centers Administrative Office (WDCAO) oversees operations in sixteen (16) local offices situated in or near its twelve counties' most heavily populated areas. The WDCAO contracts for the delivery of the services identified in this plan through four (4) Service Providers in twelve (12) counties. In PY97 the four contracting agencies are: a) the Bureau of Employment Services (a division within MDOL) for Kennebec, Somerset, Washington and York Counties; b) the Aroostook County Action Program for services in Aroostook County; c) Coastal Economic Development Corporation for services in Knox, Lincoln, Sagadahoc and Waldo Counties; and d) Western Maine Community Action in Androscoggin, Franklin and Oxford Counties.

II. Identifying Information

The organization which will administer JTPA programs and which will act as Grant Recipient on behalf of this Service Delivery Area is the **Workforce Development Centers Administrative Office (WDCAO)** of the Maine Department of Labor, as identified in the **Private Industry Council and Local Elected Officials (PIC/LEO) Agreement for Program Year 1997 (July 1, 1997 to June 30, 1998).**

III. External Conditions Affecting Service Delivery and Outcomes

A. SDA Labor Market Trends

Although the economy appears to have rebounded from the severe recession of the early to mid-1990's, unemployment in counties within the SDA's jurisdiction vary widely, as illustrated by the unemployment rates for 1996:

<u>Androscoggin</u>	<u>5.7%</u>
<u>Aroostook</u>	<u>9.2%</u>
<u>Franklin</u>	<u>6.6%</u>

<u>Kennebec</u>	<u>5.6%</u>
<u>Knox</u>	<u>3.4%</u>
<u>Lincoln</u>	<u>3.9%</u>
<u>Oxford</u>	<u>6.2%</u>
<u>Sagadahoc</u>	<u>4.0%</u>
<u>Somerset</u>	<u>8.0%</u>
<u>Waldo</u>	<u>6.4%</u>
<u>Washington</u>	<u>9.5%</u>
<u>York</u>	<u>3.8%</u>

Maine has had a difficult time recovering significant job losses in manufacturing and defense downsizing sectors. Mass layoffs and plant closings have caused enormous ripple effects in many small communities throughout the SDA's jurisdiction. While the incidence of large layoffs and plant closings has dropped, the number of smaller layoff activities has not diminished the overall number of workers wanting and needing services. The SDA has responded by:

1. Seeking and obtaining additional dislocated worker funding (PY '96 EDWAA 40% funds and Discretionary Grant funds);
2. Maintaining a high volume of services to dislocated workers through RETI funding, which has allowed the provision of intensive transitional services for dislocated workers;
3. Seeking to annually increase the resources and staffing for delivery of intensive readjustment and retraining services to the dislocated; and
4. Implementing the Worker Profiling and Reemployment Services program. Worker profiling targets Unemployment Insurance claimants who are determined likely to exhaust their regular compensation. Job search assistance is provided to help them with successful transition to reemployment.

Additional activities as outlined in several sections of this Plan are being developed to further expand the variety of basic services available to all applicants / participants, whether dislocated workers or targeted groups under JTPA.

Furthermore, through coordination and linkages with other agencies, ever-increasing numbers of applicants that the JTS system cannot enroll, both dislocated and targeted, are being provided self-directed employment and

training and referrals to other providers in the community. Efforts in the past few years to move toward a One-Stop employment and training system have resulted in a significant expansion of "front-end" services that provide customers with a wide range of self-directed, open-ended employment and training related services.

A second trend that influences program designs and customer services relates to the availability of occupational training opportunities at existing training institutions. The WDC has historically purchased nearly all occupational training for participants from the standard schedules of post secondary schools. It is almost certain that this practice will continue; however, limitations on available training slots and lock-step scheduling on a semester basis which conflict with the need to customize training to meet the needs of clients, will move the JTS system toward more contracted training, and more emphasis on post secondary training providers such as adult education and regional technical centers. In addition, OJT will continue to be used in order to customize training for both the participants and employers.

The third major trend impacting JTS planning is the economic outlook for Maine. The Long Range Economic Forecast, Maine State Planning Office, December 1993, reports a net employment gain of less than 1% per year over the next thirteen years or fewer than 10,000 new jobs per year. In The Maine Economy: Year-End Review and Outlook 1996, the Maine State Planning Office characterizes the past five years of recovery as slow and uneven. Although unemployment rates had fallen to 4.2% overall, the increase in employment opportunities does not necessarily translate into lower demand for employment and training services. This slow job growth in conjunction with the aging of Maine's population will impact planning in at least three ways:

1. immediate training and retraining programs will focus primarily on occupations where growth is expected or replacement jobs are anticipated;
2. additional coordination and linkages with employers and economic development agencies will be needed to identify new or expanding businesses and high wage employment opportunities; and
3. the JTS will become more directly involved in efforts to develop and promote workplace literacy programs, other continuing education programs aimed at upgrading the academic skills of the workforce and programs to train workers to function in team oriented

organizational structures. In PY97, the WDC will work closely with the Governor's Training Initiative (GTI) program and the Business Visitation Program (BVP) to identify and respond to employer needs for training.

Two aspects of participant performance over the past three or four years are directly related to economic conditions. First, the duration of time spent in occupational training and the numbers of participants completing credentialed or certificate programs has increased. This trend is directly related to the fact that during periods of high unemployment only those individuals with higher skill levels are able to compete effectively for available jobs. The WDC will utilize training from a wide range of post secondary education providers, allowing customers wider choice in course content, location and timeframes. Second, the average wages at placement for JTS participants, while continuing to increase each year, has begun to slow down in terms of rate of increase. This seems to be occurring both because of the numbers of unemployed competing for jobs and as a result of the continuing decline in manufacturing jobs and increase in service sector employment in which wage rates are lower.

B. Participant Needs / Labor Market Information

One of the most important services that the WDC provides its customers is qualitative information related to the ever-changing job market and projected economic indicators for growth and opportunities. The WDC remains committed to ensuring that our customers have access to up-to-date labor market data to guide them toward appropriate training and significant employment opportunities. A wide array of Labor Market Information (LMI), in a variety of different formats generated by the Division of Labor Market Information Services (DLMIS), is available to all of our customers at every local job training office.

In PY97, the WDC will continue to play an active role as a member of the Labor Market Information Advisory Team convened by DLMIS to evaluate the current mix of products and services available for Maine citizens.

The focus of the Labor Market Information Advisory Team is to review and update existing products to make them more understandable and user-friendly for our customers (including staff, workers and employers). In addition, the Team will develop a plan for ensuring that these products and services are widely available in the One-Stop Employment Centers.

DLMIS-generated LMI is consistently utilized in the development of the Individual Service Strategy (ISS) to validate career choices, identify the availability of training and to assist with job search strategies.

However, DLMIS generated LMI by itself is only a part of the complete labor market analysis that occurs for our clients. All LMI is routinely evaluated in terms of labor market conditions, current employment prospects and the availability of training for the local area. The WDC employs Job Developers and Job Placement Specialists at nearly every JTS site. WDC staff, including Job Developers and Employment Counselors, assist customers by providing a broader understanding of LMI data. This information is often compared to the evaluation and feedback that job applicants receive when interfacing with local employers, businesses and economic development agencies.

Customers who choose to undergo a thorough evaluation of their skills, abilities, interests and aptitudes are provided a formal objective assessment. The findings from this evaluation are entered into the Client Information Management System (CIMS). This information is then analyzed with other sources of LMI to produce a printed evaluation of the customers' career interests, skill levels, aptitudes and employment experiences related to employment and training options.

Through the WDC's Resource Centers, all of our customers have access to additional "off-the-shelf" and computer-generated labor market data typically used in the career exploration process, i.e., GIS, SAGE, APTICOM, OASYS and CHOICES. In combination with DLMIS data, this information is used to assist customers in furthering their understanding of training and employment options. The WDC has recently acquired the Aptitude Based Career Decision (ABCD) and Interest Based Career Decision (IBCD) system. ABCD/IBCD is a computer-based employability development program that can be self and group administered.

The WDC receives most of its direct feedback from employers through the daily interaction that occurs between Job Development/Placement staff and OJT Contractors. The WDC's Service Provider staff also rely heavily upon the direct and indirect information that they receive from the local business community when developing employment plans with customers. Customers are encouraged to participate in employment exploration interviews and job shadowing.

In PY97, the WDC will continue to work closely with several key job creation and economic development initiatives begun in the past few years. Most

notably, the WDC's Rapid Response Coordinators are staff to joint efforts of the MDOL and the Maine Business and Chamber Alliance's Business Visitation Program (BVP). During PY97 the WDC will also assist the BES with coordination activities for the Governor's Training Initiative (GTI) and the Maine Apprenticeship Program.

Finally, the WDC has witnessed and participated in another significant trend in the Maine economy: the renewed emphasis on small business and entrepreneurial activity throughout the state. The number of new business starts in Maine between 1995-1996 increased by 12%, jumping from 3,982 to 4,476. To continue to support small and microenterprise business development in PY97, the WDC will continue to offer its customers the option and support to start their own businesses. For every customer who becomes self-employed through our efforts, the WDC helps to create, at a minimum, one new job.

IV. Benefits to Participants

Our program is designed to identify the skill shortages and knowledge gaps of individuals that keep them from reaching their potential and then providing the individualized training and information necessary to remediate the deficiencies identified. At the completion of the program, participants are equipped to seek, obtain and retain employment in today's economy and thereby the program contributes to the economic self-sufficiency of the individuals who participate. Other benefits include improved occupational and academic skills.

V. Integration of JTS Financial Resources

In order to assure that we will be able to provide the services necessary to be successful with the customers we serve, the WDC reserves the right to enroll individuals in more than one program simultaneously.

The WDC will allow coenrollment in two titles/programs at one time for the following reasons: a) to provide a needed support service that is not permitted under the original title of enrollment, and b) to allow completion of a training period that would be jeopardized because of budget reductions or exhaustion of available funds in the initial program of enrollment. Coenrollment may not occur in more than two programs and coenrollment will not be permitted in the same activity in two programs.

This policy does not include restrictions on length of time since coenrollment is

allowed to avoid having a negative termination for an individual who is still enrolled in another title or program. The WDC assures that all individuals who are coenrolled will meet the requirements of both titles and programs in which they are enrolled. We do not feel that this requirement presents a problem in that our goals and objectives and program design are consistent with all programs and titles within the WDC.

VI. Coordination

A. LEO's / PIC Involvement

The Private Industry Council (PIC) is actively involved in all elements of program oversight within its twelve county jurisdiction. The PIC Co-Chairs are authorized to create committees as necessary in order to conduct the PIC's business. The Co-Chairs serve as ad hoc members on all committees. PIC members may serve on more than one subcommittee. Committees and functions include:

Executive Committee -- Addresses PIC autonomy, selection of Administrative Entity, Grant Recipient and Service Providers, SDA administration, SDA budget, and relationships with USDOL, BES, MDOL, TDC, and TRC and other employment and training-related State agencies. Reports to the full PIC.

Planning Committee -- Addresses development of SDA planning requirements and performance standards, program priorities, policies, recommends program shifts and direction, reviews SDA plans, reports to the full PIC.

Evaluation Committee -- Reviews Service Provider program performance on a quarterly basis for compliance with SDA / PIC contracts, policies, and goals and objectives. Reviews monitoring reports as well as program participant outcomes and fiscal reports on a plan-to-actual basis. The Evaluation Committee also monitors the progress of the Comprehensive Information Management System (CIMS) development and implementation, reports to the full Council, and makes recommendations for action as appropriate. Reports to the full PIC.

AD HOC COMMITTEES

Public Relations Committee -- Operates and convenes on an as-needed basis. Addresses SDA / PIC promotional publication, pamphlets, SDA identity, program and participant recognition events. Reports to the full PIC.

Maine Conservation Corps (MCC) Advisory Board -- Still in the process of being developed. Consists of two (2) PIC members. The WDC is currently in the process of recruiting up to nine (9) additional non-PIC members to this PIC subcommittee. The focus of this committee deals with conservation volunteerism and fundraising for the MCC. This Committee will report to the full PIC.

Coordination Committee -- This committee meets on an as-needed basis and addresses the PIC / LEO coordination and agreement issues. Reports to the full PIC.

ByLaws / Nominating Committee -- Meets on an as-needed basis. Addresses by law modifications and PIC officer (co-chairs) election issues. Reports to the full PIC.

The full Private Industry Council meets on an average of every other month and is empowered with full decision-making authority over design and implementation of its job training programs.

Local Elected Officials in all twelve of the WDC's counties are provided with announcements of all PIC meetings and are mailed meeting minutes, agendas, draft plans and all other related program materials. All are invited to attend PIC meetings. LEO feedback is actively encouraged and considered by the PIC in their deliberations.

B. Labor Involvement

The WDC has developed specific and direct means of encouraging labor involvement in the design and implementation of its programs. One of the most direct means for input is organized labor's representation on the PIC.

As an active member of the PIC, labor representatives are involved in the final approval of the WDC's plans, including the design and implementation of all of its programs and services.

Frequently, organized labor is consulted to solicit comments on program plans that identify a specific company, plant or group of workers who have been dislocated and are in need of services. The WDC routinely consults with representatives from the Maine AFL-CIO to solicit input on related outreach activities and program services designed for the dislocated worker population. In PY97, the WDC will continue to seek the advice and support of organized labor, as appropriate, when developing programs and activities affecting union members.

C. Other Coordination Requirements

1. Non-Duplication of Services

This SDA complies with nonduplication requirements by contracting for comprehensive delivery of employment and training services and by requiring Service Provider coordination and collaboration with local resources.

2. Maintenance of Effort

This response includes the same strategy as outlined in the previous question as well as the fact that all contracts and subcontracts include provisions to ensure compliance with Section 141(b) of the Act. The WDC will monitor to ensure compliance with both Section 107(b) and 104(b).

VII. Administration

A. Selection of Service Providers

For PY97, the SDA will contract the provision of comprehensive employment and training services in all of its twelve (12) counties.

The centralized services of outreach, recruitment, eligibility certification, assessment and caseload management will be offered a comprehensive or

"in-house" basis with no further subcontractual agreements. Additionally, services such as Employability Competency Training, OJT development and placement, Work Experience site development and placement, and the provision of Support Services will be provided directly by these same Provider agencies.

As appropriate, Service Providers will also offer Educational and Occupational Training in-house. This is done when such training is not otherwise readily available in the community and/or when training must necessarily be open-ended and/or self-paced.

On the Service Provider level, it is expected that the primary large purchases for PY97 will be for the provision of specific full-class occupational training.

In the procurement of goods and services, it is the PIC's intent to actively promote open and free competition for both small and large purchases. All large procurement transactions for the provision of services, on both the WDCAO and Service Provider levels, shall be conducted consistent with the State's Procurement Policy (Section J of the Financial Management Handbook), and shall address past performance regarding job training, basic skills training or related activities, fiscal accountability, the ability to meet performance standards, and an ability to provide services that can lead to achievement of competency standards for participants with identified deficiencies.

B. Monitoring Procedures and Fiscal Control

1. Monitoring / Oversight

The Service Delivery Area performs two (2) types of Service Provider monitoring: (a) desktop reviews and (b) on-site compliance monitoring.

- a. Desktop monitoring consists of contract performance checks based on information gleaned from monthly participant and financial reports generated by the WDCAO. These reports are compared to contract plan levels. On a quarterly basis, this plan-versus-actual data is reviewed by the staff and the PIC Evaluation Committee as part of a formal corrective action process which may require, in the event of underperformance, Service Delivery Area and/or local remedial efforts. Those

performance areas which are reviewed include expenditure levels, enrollment levels, contract performance standards and target group levels.

- b. On-site visits consist of initial interviews with Service Provider managers in which the scope and content of the monitoring is reviewed and discussed. Then, utilizing standardized monitoring tools, interviews are conducted with pertinent staff. When appropriate, substantiating documentation is sought and reviewed.

The WDC monitor then compiles a complete monitoring package which contains the completed monitoring tool, any related/supporting documentation, and a concise narrative outlining significant findings. Based on this information, SDA staff, acting as a team, determines what, if any, corrective action is required and what subsequent measures will be taken.

The WDCAQ follows up with a letter to the Service Provider agency. This letter outlines findings and identifies areas requiring corrective action. Time frames and corrective measures are established in the Provider's response -- most often as a result of consultations and negotiations with the WDCAQ. Follow-up is then planned by the SDA based on the nature of the corrective action and the time projected for its implementation. Complete documentation of all monitoring activities will be maintained by the WDCAQ.

All of the WDC's Service Providers are required to conduct in-house monitoring of their own programs/services and are required to document the results of that monitoring. Systems are to be developed which monitor all day-to-day operational functions for compliance with State and Federal regulations, as well as with the WDC's policy issuances. Schedules for the biennium will be updated locally and will be submitted to the WDCAQ for review and approval prior to the start of PY97. Complete summaries of monitoring findings are to be maintained locally and are to be made available to the WDCAQ for review as requested. Corrective action, as needed, will be initiated, developed and monitored for success by the Service Providers themselves.

Service Providers are required to monitor all of their program systems for regulatory compliance at least once during the first year of the biennium. All second-tier subcontractors, including On-the-Job Training contracts, will be formally monitored at least once during their terms.

2. Monitoring Schedule

The WDC will monitor all program activities once in the course of the biennium. This monitoring occurred during the period from July 1, 1996, to January 31, 1997.

3. Fiscal Controls

a. Organization and Function

The Maine Department of Labor's Office of Administrative Systems manages all aspects of the WDC's financial systems. These functions include:

- Setting up / Maintaining Charts of Account;
- Posting;
- Cash Receipts and Cash Management;
- Processing Cash Receipts and Journals and Internal Payments;
- Invoice Verification and Payment;
- Tracking Accounts Receivable;
- Determining Cost Allowability;
- Allocating Costs;
- Developing Yearly Work Programs;
- Developing Budgets;

- Providing Technical Assistance to Service Providers;
- Processing Service Provider Fund Requests;
- Monitoring Service Provider Financial Management Systems;
- Audit Resolutions;
- Reviewing Service Provider Audits;
- Producing Management Reports;
- Maintaining Contract Records; and
- Archiving.

In order to safeguard funds, there is separation of responsibilities in processing and approving payments. For example, contracts may be authorized only by the Executive Director or the Commissioner of the Department (Special Services Contracts). Authorization to make payments against these contracts, however, is primarily the responsibility of the Director of Planning & Administration.

All invoices are channeled through at least three or four staff people for review, authorization, and processing.

b. Budgeting Process

The WDC develops and manages a single budget. The administrative budget is developed by the Executive Director and the Private Industry Council.

The creation of the budget involves a review of available funding and projected operation costs. Formal procedures are implemented to allocate costs proportionately and fairly among all funding sources. The Director of Planning & Administration and the MDOL's Office of Administrative Services assign costs to various line items as appropriate and management reports are produced on a monthly basis.

State technical budget requirements are developed by the Director of Planning & Administration with the support of the MDOL Office of Administrative Services.

c. Obligational Controls

The aforementioned monthly management reports record all accruals as well as expenditures. Total fund availability is indicated and is compared to obligations. Management staff closely monitor both obligations and expenditures.

Obligations to Comprehensive Service Providers are documented in contracts and contract Notices of Fund Availability (NFAs). These are regularly checked by OAS staff against incoming Requests for Funds (FIS-1s).

d. Banking and Cash Management Policies

As a State agency, the MDOL's Office of Administrative Services has no direct involvement with banking. All banking functions are handled through the State's Treasury Department.

The OAS draws down funds on Friday of every week. The amount of drawdown is determined by actual expenditures, Service Provider Requests for Funds (FIS-1s) and an estimate of anticipated need minus any unexpended funds from the previous drawdown. To the greatest extent possible, every effort is made to keep cash-on-hand to an absolute minimum.

e. The Maine Department of Labor's Office of Administrative Services utilizes an automated accounting system known as DOLARS. This system is used to record cash receipts and cash disbursements. This software package does daily reconciliation and continually updates the WDC's General Ledger. As needed, DOLARS also produces ad hoc management reports.

f. Debt Collection

Indebtedness is established when the notification of the determination of a disallowed cost:

- Is received by the Service Provider, and appeal of the disallowance is not received by the Maine Department of Labor within the prescribed time limits; or
- Is received by the Service Provider in the form of a decision from the Maine Department of Labor as a result of appeal procedures.

Included in the notification would be a demand for payment of disallowed costs. Should this approach be unproductive, alternative measures can include withholding of funds, partial reimbursements of requests and / or litigation.

- g. The State Department of Audit audits the WDC yearly. Findings are reported to the U.S. Department of Labor's Region I office and if necessary, problems which have been identified are discussed / negotiated between Region I, the Bureau of Employment Services and this office.

Each of the WDC's Comprehensive Service Providers is required to have an independent yearly audit. A copy of each audit is submitted to the WDC and is reviewed by the Office of Administrative Services employing a formal audit checklist designed by the U.S. Department of Labor, Employment and Training Administration. Resolution of findings is the result of consultation between the WDC and the Service Provider.

C. Participant Eligibility Verification

The WDC and its subrecipients will comply with the standards, rules, policies, and procedures pertaining to applicants and participants that are contained in the State's Participant Tracking System Manual.

D. Equal Opportunity / Nondiscrimination / Grievance Procedures

At the time of initial program orientation, prospective program applicants are provided with copies of the Bureau of Employment Services' JTPA-101,

Grievance Procedure. This form is reviewed by staff with our customers and is signed by the JTS customers to indicate their understanding of the grievance process. Copies of the signed form are maintained in customer files.

WDCAO's Director of Planning & Administration acts as the SDA's Grievance Officer.

VIII. Annual Report to the Governor

The WDC will provide the Bureau of Employment Services with an end-of-year report which includes a description of activities conducted during the program year, participant characteristics and performance standards. Additionally, the Bureau is afforded full access to all program sites within the SDA as well as to participants and staff.

PART II

I. General Program Design

A. Executive Summary

1. To promote the continued migration toward a One-Stop employment and training system in PY97, the WDC has made some significant program design changes to the Customer Service Design outlined in its PY94-95 Core Plan. These design changes are best described and characterized as enhancements to the WDC's existing customer service strategy. The WDC's customer service approach seeks to provide the general public with self help information and referral services and to provide program participants with information, assessment, guidance and support in order to find meaningful employment.

On November 14, 1996, the 12-County PIC adopted a revised Customer Flow Design Chart that included a modification to the customer flow aspect of the original Basic Employability Services and Training Design. This design change is incorporated as a basis for ongoing development and revisions through PY97. The Customer Flow Design provides a basis for expanding service options to a wider population of citizens at the "entry point" of our program. The WDC

acknowledges that by including this addition, program services and activities are added that are described somewhat differently than what is included in the original Basic Employability Services and Training Design. As we continue to evolve toward a full service One-Stop system we will make additional design changes to create congruency among all program services and activities. The revised Customer Flow Design Chart is attached as Chart #1 in Appendix B.

Although the new design incorporates the same program services components outlined in the WDC's PY94-95 Core Plan, the changes specifically address the need to provide more accessible, open-ended, customer-oriented services at the start of the activity. The availability of information and self-directed activities allow many more customers to choose from a basic menu of services rather than beginning with cumbersome intake and eligibility procedures. In essence, customers have access to a wider variety of information and services enabling them to make their own decisions.

The basis for providing services to all JTPA-eligible participants is to ensure that information and assistance is provided to help them acquire critical work competencies leading to meaningful employment. These are the common goals for clients that have guided us in the selection and design of the programs and services:

- a. that activities and services will be individualized for each customer based on their assessed needs against their particular employment goal and
- b. that our efforts will be aimed at teaching our customers the skills and competencies they need to help themselves, rather than to do it for them.

2. For PY97, the WDC's stated goals for entered employment rate at program completion for the specific programs included in this plan are as follows:

IIA Entered Employment Rate	75%
IIC Entered Employment Rate	60%
Older Worker Entered Employment Rate	75%
EDWAA Entered Employment Rate	80%

The reason for the deviations between programs are directly related

to who the programs are focused on serving and what they are looking for in terms of employment goals. For instance, our experience tells us that a large percentage of the older workers who participate do not want occupational training, but rather want help in how to find and obtain part-time employment. Because of the limitations many of them put on their employment goals our planned expectations are different than for example, a typical EDWAA participant who has a strong work history and is looking for retraining and reentry into the workforce. In comparing our planned outcomes for each program similar deviations for similar outcomes such as wage at placement will also be evident.

B. Description of How the SDA Serves Clients

1. Employer Community, Labor Union Involvement

The 12-County PIC membership, primarily through the work that is conducted through the Planning and Evaluation Committees, assumes an active role in the development of the WDC's program design plan. The process of approving the WDC's plan involves a thorough discussion of the key elements of the plan and their impact on the populations that are served. Throughout the entire program year, PIC members review performance measures and the quality of services that are being provided and recommend adjustments to the program plan design.

In PY97, the WDC will continue its work to identify an effective process for encouraging employer participation in the development of program services and essential work competency measurement systems. The WDC will work with the BES to convene at least two regional Employer Advisory Council meetings. The WDC will work specifically with the Job Service's Employer Advisory Councils to solicit input and feedback related to One-Stop program design, employer services activities, work training and competency requirements.

As mentioned in Part I, §VI.C. of this plan, the WDC will continue to solicit organized labor's involvement in program design and implementation through existing PIC participation and in consultation with labor's representation on the RETI team.

2. Activity Sequence

The Customer Service Design outline in Appendix B is a comprehensive description of the core program components that are common in each office and to all clients is the 12-County SDA jurisdiction. The appendix contains a flow chart which indicates the sequence of activities. As mentioned previously in this Plan, a revised customer flow chart was adopted by the 12-County PIC in PY96 to allow customers visiting the One-Stop Centers greater flexibility and choices concerning the services they would like to receive. This design change incorporates but does not replace the Basic Employability Services and Training Design included in the WDC's PY94-95 Core Plan.

3. Objective Assessment

A detailed description of minimum procedures and activities relating to Objective Assessment are contained in the WDC's Customer Service Design, Appendix B, pp. 10-12.

4. Description of Components

See Appendix B for complete descriptions.

5. Service Providers

All activities outlined in Appendix B, pp. 3-12, are delivered by the WDC's Service Providers in each county with the exception of academic training and occupational training. For academic and occupational training, local, state and/or proprietary educational institutions are utilized.

6. Nontraditional Occupations / Training and Placement

Limited career choice undeniably has social and economic impact. The passage of the Maine Nontraditional Occupation Act has encouraged assessment and improvement of the Jobs Training System's ability and commitment to increasing career choice.

Providing more complete information about careers leads to training and placing larger numbers of participants in nontraditional occupations. Any occupation which employs less than twenty-five (25%) of either gender is considered nontraditional for that gender. NTO's frequently provide better benefits, wages and security to the employee.

In Maine in 1990, 48% of families in poverty were headed by women. The WDC, while providing NTO information to all applicants and enrollees, makes a particular effort to emphasize nontraditional employment opportunities for youth and adult women.

The WDC will continue to seek opportunities to incorporate strategies for successful participation in nontraditional training and occupations into the Customer Service Design.

7. Microenterprise Training and Small Business Development

Maine is traditionally an entrepreneurial State. Maine has a rate of self-employment that is higher than the national average. Business ownership presents a unique opportunity for women and people of diverse backgrounds. The percentage of women business owners in Maine increased from 5% in 1972 to 30% in 1992, and this rate has continued to increase. Approximately 12% of businesses with 9 or fewer employees are operated by owners who received some form of transfer payment (e.g., welfare, unemployment insurance, food stamps, etc.) prior to starting their business.

For the past two years the WDC has been involved in implementing the Microenterprise Training and Technical Assistance (METTA) project to support this effort. This project has allowed the WDC, with a high level of support and coordination from the Maine Centers for Women, Work and Community (MCWWC) and Coastal Enterprise, Inc. (CEI), to enable our customers to explore and choose self-employment as an end toward self-sufficiency. The WDC will sustain this effort in PY97 by continuing to provide customer access to information, support, technical assistance and entrepreneurship training. The WDC will also continue to explore opportunities for furthering staff development and capacity building for self-employment. This approach will help to create yet another option for our customers with the One-Stop employment and training environment.

C. Goals and Objectives / Title II

1. Customer Focus

During PY97, the WDC will continue to actively participate in the design of local One-Stop Centers. One of the major components of the One-Stop service strategy is the implementation of a variety of effective customer feedback and evaluation systems. Through a combination of formal customer feedback methods such as surveys and a number of informal means, including customer comment cards and voluntary activity evaluations, the WDC strengthens its capacity to respond to customer needs.

The WDC obtains information from customers about levels of satisfaction, timeliness of services, quality of training, and problem areas through several methods:

- a. Customer satisfaction surveys as customers progress through the program;
- b. Exit interviews by Service Provider staff with random samples of program completers;
- c. Evaluations of contracted training sessions by trainees;
- d. Interviews by WDC staff during monitoring visits with participants in specific training programs;
- e. A Customer Advisory Council, which meets two (2) to four (4) times per year and brings customers and staff together in an open forum designed to solicit opinions and suggestions related to WDC services; and
- f. Follow-up of each customer thirteen weeks after they complete the program.

The WDC is developing plans to consolidate its overall customer feedback mechanisms. The SDA will also be seeking technical assistance from the BES during PY97 for the purpose of constructing a useful customer feedback mechanism that will provide meaningful measurements of participant outcomes and allow the WDCs to make

necessary program improvements.

Other hard data sources to assess equitable levels of service are generated from the Management Information System in the form of comparative reports of participant characteristics and applicant characteristics. At the local level managers and staff frequently examine the placement results of training programs by specific training institutions and the wages at placement for training completers.

The WDC will incorporate increased levels of customer feedback and expanded employer information into efforts to improve delivery of services. At present employer feedback is generally gathered through informal means. More formalized procedures including employer forums and surveys are being planned as the One-Stop centers are being implemented. More evaluative information about readiness and skill levels of individuals who are placed through the JTS will be sought and utilized for program improvements.

2. Expanding Customer Options

For WDC JTPA applicants, all services and activities start from the assessment process. In PY97, the WDC will actively work toward providing an integrated approach to employment and training services in a One-Stop environment. At a minimum, the WDC has committed to delivering its services by collocating with Job Service throughout the 12-County jurisdiction, and with the Bureau of Rehabilitation Services where feasible.

Through further development of expanded service options and the utilization of WDC Resource Centers, customers will receive comprehensive assessment services. Those JTPA-eligible customers who choose to receive an intensive level of services will participate in an assessment process that identifies all training and support needs. The process will attempt to make this comprehensive program look seamless to the customer in the form of a sequence of activities and steps that will lead to the ultimate goal. Behind the scenes and from the counselors' perspective, however, this individual plan may include multiple sources of funding from the JTS as well as other State and/or local resources.

We have previously identified how and why we utilize multiple

sources of JTS resources to meet identified needs. Examples of local resources utilized might include remedial education from local adult education, housing assistance from the city housing authority and income maintenance from unemployment insurance and/or the Department of Human Services for food stamps.

Local staff are required to be familiar with what is available within the area and how to access these resources.

In other sections of this plan, we outline a number of specific agencies with which we plan to work this year in an effort to better coordinate services. Also outlined in this plan are ways in which we will modify program design to ensure more services to more individuals.

3. Quality Outcomes

In PY97, the WDC will actively pursue the development of a comprehensive performance-based customer-focused quality assurance process. This approach will entail furthering the development of a Customer Service Plan that identifies primary goals and objectives for each activity, the methods for soliciting and collecting customer feedback and the strategies for providing effective responses to ongoing customer needs.

Current activity that measures quality outcomes from customers is conducted through exit interviews at the local level and results are immediately available to Service Providers for modification of procedures. Similarly, informal feedback from employers communicated through job developers is incorporated into program changes or emphases at the local level.

Customer satisfaction information collected by the WDC at the time of follow-up, thirteen weeks after program completion, is provided to Service Providers on a quarterly basis. Quarterly customer satisfaction results and trends will also be reviewed during managers meetings between WDCAO staff and Service Provider managers.

Performance of each subcontractor in terms of enrollments, targeting and outcomes is reviewed each month by WDCAO staff. A formal corrective action process is used on a quarterly basis by the WDC and requires contractors to submit formal action plans to address

identified problems.

4. System Capacity and Responsiveness

The WDC has established a training policy and designated an in-house SDA Training Coordinator. Training coordinators have also been designated at local provider offices. Together, this network will continually assess staff and management training needs, identify resources to fill those needs, and insure that adequate opportunities to acquire necessary knowledge, skills, competence, and expertise are made available to line staff and management personnel. The network of training coordinators will be alert to appropriate generic training available through proprietary sources, such as customer service, handling change, team work, etc. and insure that information on its availability is disseminated throughout the WDCAO on a regular basis. Identified training needs relating to specific JTPA program design such as outreach, intake, assessment, case management, coordinating prevocational services with occupational skills training, promoting program linkages, job development, and placement will be contracted for and made available to appropriate staff throughout the program year.

Throughout PY97, the WDC will focus on identifying relevant systems that will assist us in developing new assessment and competency measurement systems. Staff training will be provided to support the practice, theory and administration of assessment and worker competency measurement approaches. In PY97, the WDC will place an additional emphasis on staff training and development in specific areas such as customer service in a One-Stop employment and training system, integration of outreach, intake and assessment between labor exchange and job training functions, and strategies for implementing effective welfare-to-work programs.

The WDC began in PY95 to provide staff training and capacity-building support through the MicroEnterprise Training and Technical Assistance (METTA) project. The WDC was one of the recipients, in partnership with the Maine Centers for Women, Work and Community (MCWWC) and Coastal Enterprises, Inc., of Title IV Special Project Demonstration funds to implement a self-employment training option. Through METTA, the WDC provided staff training in customer identification, assessment, referral, follow-up and support for low-income individuals interested in starting their own business. The

project has also developed workshop curriculum and conducted Train-The-Trainer instruction to enable local service providers to provide their customers with an orientation to owning a business. The project also introduced a number of self-employment assessment tools. The WDC will continue to build upon this activity in PY97 through staff support and the commitment of training resources.

D. Equal Opportunity / Nondiscrimination

1. a. EO Policy Dissemination

Each Service Provider is contractually required to submit a plan describing its EEO/AA systems and procedures. This plan is monitored by the WDC.

All staff is trained on the policies for nondiscrimination. The required SDA, state and federal notices of participant rights are posted in each office location. Every applicant is informed, in writing and verbally, of the Jobs Training System grievance procedure and of their rights under equal opportunity law.

b. EO / Nondiscrimination Policy Effectiveness

Information access is ensured for people with disabilities, non-readers and those for whom English is not the first language, through whatever means is necessary to communicate the information, including but not limited to translators, readers and large print text.

2. a. Individuals with Disabilities / Accessibility

Accessibility of program activities begins with staff orientation to the general policy of equal opportunity. Efforts are made to provide equitable services to all segments of the population.

Program activities are made physically and programmatically accessible to individuals with disabilities through methods such as adaptations of materials and sites, use of auxiliary aids such as audiotape, TTY or TDD hookups, other

accommodations as needed, readers, interpreters or other communications support.

Individuals with disabilities are given their support preferences whenever possible.

b. **Assessment Alternatives**

When information is difficult or impossible to obtain due to the unsuitability of assessment materials, the information is determined through alternative means. For example, other forms of assessment may be used, or records obtained from other agencies, such as schools, Committees on Transition, or vocational rehabilitation agencies.

3. **Service to Significant Segments**

Efforts are made to insure equitable service to significant segments of the JTPA-eligible population including women, members of minority groups, older workers and individuals with disabilities, through identification of their incidence in the population, based on census data. Tracking and monitoring methods are delineated in Part I, §VII.B.1. of this plan.

II. **Adult Programs**

A. **Title IIA Objectives**

1. **On-the-Job Training**

The provision of On-the-Job Training (OJT) as a viable skills training option has proven to be an invaluable work-based learning activity used to assist many adult customers in securing access to entry-level employment opportunities. The WDC will continue in PY97 to use OJT as a training intervention strategy, as appropriate, to the extent that the WDC's Job Development and Job Placement staff are effective at identifying these opportunities.

a. OJT Enrollment Trends

ON-THE-JOB TRAINING ENROLLMENT SUMMARY

Program Year	OJT Contracts
<u>PY 93</u>	<u>184</u>
<u>PY 94</u>	<u>131</u>
<u>PY 95</u>	<u>123</u>
<u>PY 96 *</u>	<u>96 *</u>

*PY96 Planned OJT's

b. OJT Strategies / PY97

From the period beginning in PY94 through PY96, the WDC experienced a sixty-five percent (65%) decrease in the number of OJT contracts written with employers. Although this decrease appears significant, it must be viewed in terms of the equally significant layoff activity that occurred within the WDC for that same time period.

The WDC's Service Providers have been diligent in their attempts to secure OJT slots for their adult customers. However, there has not been any significant increase in this OJT activity for the IIA population. The number of dislocated workers already possessing entry level employment skills has increased dramatically as compared to the total number of Title IIA eligible applicants seeking assistance. The increase in the dislocated worker project has a profound negative impact on the job training systems' ability to secure OJT slots. This situation is compounded by existing federal regulations prohibiting the development of contracts with employers who have laid off workers.

Since so many people lost their jobs during this period, the WDC has witnessed a significant increase in services to individuals who already possessed a high level of transferable skills. Since nearly every OJT contract that the WDC develops is based on the need to provide individuals with the entry level skills needed to enter a particular occupation, it became increasingly difficult to justify enrollment into OJT.

In PY97 the WDC will continue to build stronger linkages with

statewide economic development initiatives involved in the creation of new employment opportunities. As such, we will work closely with MDOL's BVP and GTI programs to help identify these opportunities for our customers. It is our expectation that this effort will result in an increase in OJT activity.

OJTs will be written only with those employers which provide health insurance.

B. JTPA Title IIA 77% Program for Economically Disadvantaged Adults

1. Summary of Program Specific Activities and Services

The WDC Customer Service Design, Appendix B, is a comprehensive overview of the activities and services as well as the sequence and purpose of the activities and services available to all Title IIA customers. Title IIA is focused on serving economically disadvantaged individuals who are 22+ years of age and who have serious barriers to employment. The service design the WDC implemented in PY94 incorporates all the design features required by the JTPA Amendments. A revision of this plan was adopted by the PIC on November 14, 1996, to support greater integration of programs and services among the WDC, Job Service, and the Bureau of Rehabilitation Services. More importantly, the revised customer flow aspect of this model allows individuals easier access to basic services.

2. Participants to be Served

a. Barriers to Employment / 65% Requirement

A review of the eligible population data, as represented in the available census information or the available data from Employment Security on current job seekers, indicates that there are many more individuals meeting this criteria than we will be able to serve with resources currently available. More importantly, for the period July 1, 1993, to December 30, 1993, 1,062 individuals applied for Title IIA services. These individuals displayed the following characteristics.

Total	1,062	100%
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Male	422	40%
Female	638	60%
Dropout	165	15%
AFDC	345	32%
Receiving Assistance	3	—
Handicapped	260	24%
Offender	45	4%

Our system currently does not report homelessness or basic skill deficiency on applicant data. Our enrollment information, however, informs us that homelessness is less than 1% and basic skills deficiency through the same period is at 4%. We estimate that 70% of those who applied had one or more barriers to employment. The WDC service level through January 1994 shows that 81% of those individuals served in Title IIA displayed one or more of these barriers.

b. Seventh Barrier

As in the previous Plan, the WDC will identify Public Assistance Recipients as the Seventh Barrier for our Title IIA Program. This would allow local welfare offices to refer their general assistance recipients and the Department of Human Services to refer food stamp recipients.

The category was identified from our efforts to create linkages with local welfare and the Department of Human Services. Both agencies identified large numbers of individuals with few opportunities for services and referral. By allowing this category to fill our 7th barrier slot, we are increasing our prioritized target group, focusing more effort on reducing welfare and therefore creating more opportunity to provide training rather than income maintenance.

c. Enrollment Trends

Below is a chart indicating new enrollment trends for IIA participants over the last three program years:

Carry-Ins	New Enrollments	Total
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<u>PY94:</u>	<u>411</u>	<u>558</u>	<u>969</u>
<u>PY95:</u>	<u>416</u>	<u>773</u>	<u>1189</u>
<u>PY96:</u>	<u>575</u>	<u>670</u>	<u>1245</u>

3. Identification and Selection of Participants

a. Outreach

This SDA's outreach efforts are outlined on pp. 5 & 6 of the Customer Service Strategy, Appendix B. These efforts focus on formal written agreements with local social service agencies which provide services to the target groups mandated in the JTPA Legislation. Positive feedback from current and former customers continues to be our largest single source of referrals.

b. Selection

Following initial assessment, eligible applicants who are suitable for services are scheduled for Objective Assessment. Selection is based on the assessed needs, abilities and interests of individual customers matched against the availability of training and resources of the program. Also included in this decision are the mandated enrollment requirements. Both at the local and SDA level, enrollment requirements are monitored on an ongoing basis and data is available in all management reports.

c. 10% Window

Because of the large numbers of eligible applicants, only economically disadvantaged adults will be considered for enrollment in Title IIA.

4. Service to the Most-in-Need

a. Specific Training and Placement Goals

The WDC is committed to serving 100% economically

disadvantaged individuals of whom at least 65% will have one or more of the barriers to employment mandated by the JTPA Amendments.

The WDC has not established any additional target groups other than the seven (7) previously mentioned:

1. Individuals who are basic skills deficient
2. Individuals who are school dropouts
3. Individuals who are recipients of cash welfare payments
4. Individuals who are offenders
5. Individuals with disabilities
6. Individuals who are homeless
7. Individuals who are recipients of public assistance.

The training and placement goals include the successful completion of identified activities aimed at providing the occupational skills and employment competencies needed to obtain and retain employment in today's economy. Our goal is that 75% of those served will be employed when they complete the program.

b. Special Services

For PY97, the WDC is placing an additional emphasis on providing services to welfare recipients. Under the provisions of the Personal Responsibility and Work Opportunities Reconciliation Act of 1996, welfare recipients will be required to find work and leave welfare. A provision of this new legislation entitled, the Temporary Assistance for Needy Families (TANF) will require that welfare recipients actively engage in finding suitable employment or risk losing their benefits. The WDC has been promoting discussions with MeDOL and the Maine Department of Human Services that will provide for better coordination of services to assist Aid to Families with Dependent Children (AFDC) recipients with finding employment and / or obtaining education and training. The WDC has outlined a proposed service strategy for this population which is included in Appendix C.

General activities and services are included in the Customer Services Design. Any special services needed by individuals

to reach established goals will be purchased on an individual basis.

5. Coordination

For PY97 the WDC will emphasize coordination with the following:

Department of Human Services (ASPIRE/TANF)

The WDC will actively engage with DHS at both the state / SDA and regional levels to coordinate services under the requirements of ASPIRE/TANF that welfare recipients find employment and/or obtain necessary education and training while receiving welfare benefits. The WDC will explore developing expanded service options to help connect welfare recipients with appropriate employment placement and training. The WDC will work to coordinate with DHS to promote a service strategy as is outlined in Appendix C.

Adult Education

The basic objective of this effort will be to create more available academic and occupational training opportunities available for our clients. Although we presently have a good working relationship in most areas of the State, we need more availability of open-ended math and science courses and assistance with providing contextual learning opportunities for our clients. The measurement of this effort will be the level of increased training available.

Wagner-Peyser (Job Service)

During PY97, the WDC will continue to support the MeDOL reorganization plan and the broader goal of developing a One-Stop system by collocating with Job Service at fifteen (15) WDC locations throughout the 12-County jurisdiction. The goal is to provide an integrated labor exchange and job training system that is seamless, accessible and offers our customers a broader array of service options. By integrating key labor exchange and job training functions, we will be able to offer a higher level of services to both job seekers and employers.

School-To-Work Partnerships

One or more WDC youth staff participate on local School-to-Work Partnership Councils in each Service Provider area. In the Down-East Partnership in Washington County, WDC staff serves as the convener of the local Council.

Local coordination results in mutual referrals, including referrals to Pre-Apprenticeship opportunities.

The WDC will continue in PY97 to seek additional coordination and collaboration with the STW initiative and recognition as the "eighth pathway." Our traditional focus on service to out-of-school youth, defined in this document in the section on Title IIC -- the Youth Start Program -- provides a strategy for youth who are not in school.

Food Stamp Act

The WDC's purpose for coordination is focused on mutual referrals and on our mutual ability to share and verify information easily. No specific measurement procedures are in place at this time.

Title IV of the Social Security Act

The WDC's objectives include better referral agreements, the sharing of information on mutual clients and the joint funding of additional training opportunities. Recent changes in State ASPIRE Legislation should also assist in our efforts to coordinate shared programming. No measurements have been established.

The Maine Apprenticeship Program (MAP)

Throughout the past few years, the WDC has made considerable use of apprenticeship as an option for occupational training. In PY97, we continue to use pre-apprenticeship and registered apprenticeship as a training option and to ensure that our staff and customers are aware of how it works and what the advantages and/or disadvantages are.

Senior Community Service Employment Program (SCSEP)

The WDC has signed the Memorandum of Cooperative Agreement between Maine's SDAs and the SCSEP. The purpose of the agreement is to streamline processes for people who are customers of both agencies by coordinating eligibility determination, delivery of services and referrals.

6. Performance Standards

Our performance standard goals for all four quarters are as follows:

<u>Adult Follow Up Employment Rate</u>	<u>75%</u>
<u>Adult Welfare Follow Up Rate</u>	<u>65%</u>
<u>Adult Weekly Earnings at Follow Up</u>	<u>\$250</u>
<u>Adult Welfare Weekly Earnings At Follow Up</u>	<u>\$250</u>

C. JTPA Title IIA 5% Older Workers Grant

1. Summary of Program Specific Activities and Services

The 5% Older Workers Grant, specifically set aside for those 55 years of age and older, encourages the WDC to appreciate the uniqueness of this population and the complexity of their employment and training needs.

Demographics indicate that the older worker is becoming a more significant segment of the labor force. This group encompasses individuals ranging from those making mid-life career changes, to displaced workers, to retirees. There are disincentives to older workers' participation in the labor market which include Social Security regulations, design of private pensions, present-day skill requirements and high unemployment levels in the regular workforce. To be successful in the long run, the WDC must consider all of these factors.

Older workers often seek part-time employment. Those with access to retirement incomes are, in many cases, very particular about the kind of employment they will accept. Few employers have retirement policies which allow current employees to transition gradually from full-time employment without loss of benefits. This is often a population that is not ready or able to fully retire but does not want to participate in retraining and, for the most part, does not want full-time

employment.

Planned activities for this group include job search workshops, placement activities and working with employers to create alternative work arrangements which would augment rather than jeopardize retirement. Examples of this are job restructuring, job sharing, and flextime.

The second major group of older workers includes individuals for whom adequate retirement income is not immediately available. It includes mid-career people who are dislocated, displaced, or for other reasons unemployed. Women make up a large segment of this population. For this group, training and referral to full-time opportunities are appropriate and services to this group will be identical to services for the general eligible adult population.

Historically, recruitment has been more difficult for this population. Given present conditions it is expected that for this year, equal effort needs to be directed to placement.

2. Specific Discussion of Program Activities and Services

All employment and training services described in the core program section of this Plan will be directly available to clients enrolled in the 5% Older Worker Grant. While an advocate position will not be funded by this grant, specific activities offered to this population will include Outreach, Referral, Intake, Assessment, Employment Competency Training, Educational Training, Occupational Training, On-the-Job Training, and a wide array of supportive services.

Employment Competency Training (ECT): This activity will not be delivered in its usual format for older workers. It will take the form of employment search, individual or group. ECT content will address: Networking, Hidden Labor Markets, Informational Interviews, Applications, and Resume Writing. Where possible, credit counseling will also be included.

Educational Training: Many participants in this population feel that a GED is what they want. For many it's a first step in reentering the labor market. Others may choose to get their high school diplomas.

General Occupational Training: The intention here is to enhance

existing skills, refresh old skills or to replace obsolete skills with new ones relevant to the current labor market.

On-the-Job Training: Often a short term training period is all that is necessary because some transferable skills already exist.

All other activities are similar to those previously described in this plan. Funds from this grant will be used for staffing. All direct training activities will be funded with Title IIA program funds.

3. Participants to be Served

a. Service Levels

The WDC is not planning to serve any specific target groups within the older worker population. Experience has shown that there will be funds available to serve most of the older workers that can be recruited with the possible exception of dislocated workers and, therefore, there is no need to prioritize by target affiliation.

One hundred percent (100%) of the 5% enrollees will be 55 years of age or older. In PY97, the WDC plans to serve a total of 79 participants.

The method used to determine the number of participants is based on experience and the average cost per participant for the activities planned. The 1990 data for the Service Providers in this SDA is displayed below.

Standard monthly data reviews assure that expenditures and service levels for this grant are appropriate. If Service Providers are either underenrolled or underspent, they will be required to correct the problem as part of the WDC's quarterly corrective action process. All other aspects of the program will be monitored as part of the overall system review.

Service Provider	Total Population	Population 55+	Percent Of 55+
Coastal Economic Dev	106,547	25,814	25%
Western Me CAP	186,869	42,275	23%

Aroostook CAP BES:	86,936	19,114	22%
Somerset	49,767	11,025	23%
Washington	35,308	9,264	27%
York	164,587	34,735	22%
Kennebec	115,904	25,845	23%

b. Monitoring

The enrollment levels for the Older Workers program are monitored monthly as are all enrollments. (See Part I, Section VII.A.1.)

c. Enrollment Trends

Below is a chart indicating new enrollment trends for Older Worker program participants over the last three program years:

	Carry-Ins	New Enrollments	Total
<u>PY94:</u>	<u>24</u>	<u>151</u>	<u>175</u>
<u>PY95:</u>	<u>28</u>	<u>45</u>	<u>73</u>
<u>PY96:</u>	<u>41</u>	<u>40</u>	<u>81</u>

4. Coordination

It is critical to the success of the older worker population to maintain strong linkages with area agencies that offer other types of services to this same group. The Area Agencies on Aging (AAA's) play a vital role in identifying and referring appropriate older workers to the JTS. Similarly, service offered or brokered by the AAA's are often accessed by our Services Providers in their plans of service for these clients. Local Providers are also often active members of Senior Spectrum's employment meetings. This group's goals are 1) to increase utilization/referral between programs through shared resource information, 2) to promote the mature worker as a valuable resource, and 3) to reduce negative stereotyping in advertizing. The other major agency with which the WDC has worked closely over the last few years in regards to this program is the Senior Community

Service Employment Program (SCSEP, National Council of Aging, University of Maine). With this program, the WDC has and will continue to share cross-referrals and information in order to take the best advantage of both programs. Measurement of the result of coordination will be through examination of impact on clients mutually served through exit interviews and other means.

5. Performance Standards

Performance standards for the WDC for this grant will be set at 75% for an Entered Employment Rate and at \$6.50 for a Wage at Placement.

III. JTPA Title IIC 82% Program for Economically Disadvantaged Youth

A. Summary of Program Specific Activities and Services

Youth Start is the WDC Title IIC youth program, designed to focus on Maine youth ages 14 through 21 who are dropouts, in alternative education programs, truants or high school completers in need of basic educational or occupational skills.

Characteristics of youth at risk of joblessness commonly include:

- low self esteem,
- low basic educational skills,
- limited work experience,
- lack of job market information and job getting skills,
- limited occupational skills,
- a need for support, and
- a need to be recognized as adolescents, with developmental issues and learning styles which differ from those of adults

Youth will benefit from participation in Youth Start by attaining the skills they need in order to select, qualify for, attain and keep jobs. The WDC is committed to Youth Start as a coordinated year-round youth program using both Titles IIB and IIC to provide continuity of service in order to maximize benefit for youth. Activities will be provided directly and through coordination with other agencies and CBOs. The point of entry is the One-Stop Centers, with access to three levels of services.

Level I

- Self-assessment of needs, abilities, strengths and transferable skills.
- Life skills including economics, daily living and health information.
- Self-esteem, confidence and motivation skills information.
- Work maturity, work search, work safety and work retention skills information.
- Teaming and leadership skills information.
- Career exploration, including both traditional and non-traditional careers.
- Assistance in understanding how education affects future potential.
- Labor market information.
- Information on employment and training programs, self-employment and business development activities, educational programs and sources of financial aid.
- Mentor and job shadowing.
- Job search assistance, referrals to job openings, information on completing applications, developing resumes and cover letters, improving interviewing skills, gaining employer recommendations and references.
- Referrals to services not available at the One Stop Center.

Level II

- Education and job plan development and goal identification.
- Academic remediation.
- Regular progress evaluation and plan updating.

- Coordination with educational institutions for credits, post-secondary enrollments, or other enhancements.
- Advocacy with other agencies, communities and businesses for support services.
- Coordination of opportunities for community service and workplace experiences such as job shadowing, volunteering, try-out employment.

Level III

- Occupational skills training, through educational institutions, on-the-job training, registered pre-apprenticeship and apprenticeship, Maine Career Advantage, or similar programs.
- Work experience, customized training.
- Rewards or incentives for goal attainment.
- Follow-up services.

As young people enter Youth Start through the One-Stop Centers, each is connected with a staff person to assist with initial use of materials, activities and services. Based on need, youth may then participate in either or both self-directed and assisted activities.

- Direct recruitment methods such as peer recruitment and referrals from other agencies are utilized.
- Youth are referred to a staff person, to supply the opportunity to establish a working relationship with an adult who provides case management, advocacy, guidance, mentoring and role modeling.
- Youth Start is open entry, open exit, with individualized activities. The degree of intensity, continuity, structure and the opportunity for some immediate successes are tailored to individual needs.
- Youth are encouraged and assisted in making positive choices, evaluating, selecting, and developing their options.
- Both one-to-one interaction and group activities through workshops and work projects are used. Regular, positive, structured and supervised peer interaction give youth the opportunity to share

problem-solving and decision-making skills, attitudes and experiences.

- Community service, through the Maine Conservation Corps and other work opportunities, provide a sense of achievement. Group projects, individual jobs, and paid or volunteer work offer a range of benefits including teamwork, leadership skills, work experience and career exploration and demonstrate the link between education and the workplace.
- Work-based learning may be used as another means to connect learning with success on the job. Expectations for work discipline are consistent with what is expected of other employees. Supervision is consistent and supportive, and includes ongoing evaluation of academic and job-related learning gains.

Goals of Youth Start include an increase in long-term employability, enhanced educational, occupational and citizenship skills, school completion or enrollment in alternative programs, enhanced job seeking skills, increased employment and earnings, reduced welfare dependency, and addressing of problems impairing a youth's ability to make successful transitions from school to work, apprenticeship, the military or postsecondary training.

Outcomes for youth include:

- Educational attainment -- basic skills upgrading, remediation, skill certification, diploma, G.E.D.;
- Career Goal identification;
- Essential Work Competency attainment;
- Postsecondary Education enrollment ; and
- Employment

Length of participation is determined by individual need as identified by Objective Assessment and planned through the Individual Service Strategy process. The longer-term, more intensive services required to effectively intervene with the youth population frequently result in higher costs.

Activities and supportive services will be enhanced by linkages with other agencies and community based organizations.

While local Service Providers are allowed flexibility in designing programs unique to their local population needs, they are required to incorporate the basic components of the Youth Start model. The overall intent of youth programming is to improve the capability of the system to provide efficient, high quality service delivery, thus enhancing program value to the youth and to the community through improving youths' educational, occupational and citizenship skills.

B. Participants to be Served

1. Barriers to Employment / 65% Requirement

All staff in each Service Provider area are familiar with the requirements that 65% of youth participants have one or more of the seven barriers to employment established by the regulations. Service Provider enrollment levels are monitored monthly and adjustments are made accordingly.

2. Seventh Barrier to Employment

The WDC uses "Receiving Public Assistance or Member of a Family Receiving Public Assistance," reflecting the population of those most in need, as the seventh barrier to employment.

3. Enrollment Trends

Below is a chart indicating enrollment trends for IIC youth participants over the last three program years:

	Carry-Ins	New Enrollments	Total
<u>PY94:</u>	<u>209</u>	<u>623</u>	<u>832</u>
<u>PY95:</u>	<u>234</u>	<u>394</u>	<u>628</u>
<u>PY96:</u>	<u>350</u>	<u>259</u>	<u>609</u>

C. Identification and Selection of Participants

1. Selection

All applicants are reviewed against the seven barriers to employment discussed under Part II, §II.B.4.a., Service to the Most-in-Need.

Priority is given those who display the most barriers, given that the services which they seek are available.

2. 10% Eligibility Window

The WDC requires that eligibility verification is documented at intake for all IIC applicants, and is committed to serving 100% economically disadvantaged individuals.

3. Out-of-School Requirement / 50%

As with other enrollment criteria, education status is noted at the time of eligibility determination. The WDC administration and the Service Providers monitor monthly performance reports to ensure that the 50% out-of-school enrollment requirement is being met. Over the course of the past year, Service Providers have been working to increase their percentage of enrolled out-of-school youth. The WDC average was 85% as of March 1997.

D. Service to the Most-In-Need

1. Outreach

The WDC requires all its comprehensive Service Providers to have agreements with other agencies and CBOs for two-way referrals and information exchanges. The agreements are both formal and informal. Local Providers maintain strong linkages with schools and agencies serving youth and families to insure youth with barriers to employment will be connected with the JTS.

2. Training and Placement Goals

Training and placement goals for hard-to-serve youth are developed based on local Service Provider plans. For PY96 the WDC standards are 60% Youth Entered Employment and 40% Youth Employability Enhancement rates, based on past performance.

3. School-Wide Projects

The WDC does not plan any school-wide projects.

E. Coordination

1. Educational Linkages

a. Service and Referral

Procedures for serving and referring youth are locally developed with schools, formally and informally. The intent is to avoid duplication of services and increase coordination and information sharing, to access the wide range of activities and services needed by youth. School-to-Work Local Partnership Councils are supported by WDC youth staff.

b. Assessment

Youth receive Objective Assessment covering the range of activities needed for a complete picture of that youth's strengths and needs in order to develop a realistic and complete ISS. Specific tools and methods are referenced in Part II, §I.B.3. of this plan. Whenever possible, assessment information is shared – obtained from or given to the school or other appropriate agencies.

c. Dropout Notification

Linkages and coordination agreements in each Service Provider area include provision for notification of dropout status to the JTS. NFAs are written to include information on the youth population in which the JTS is interested, processes for referral and information exchange, and a description of services available from each agency.

d. Program Integration

Whether in or out of school, if youth are referred by schools, linkages are established which ensure information is exchanged that enables the best mixture of services from the

JTS. Youth referred from other agencies, or self-referred, are also served in ways which supplement other services they may be receiving, through Objective Assessment and the Individual Service Strategy development process.

In PY96, particularly with the advent of One-Stop Centers, coordination and linkages are a major part of Youth Start design. Effective youth programming requires community-wide partnerships. Maintaining positive regular contact with the array of agencies and community based organizations in each Service Provider area is considered a priority since program offerings must meet the skills, developmental needs and support services needs of a wide variety of youth. Linkages with other human resource development agencies provide additional resources toward meeting individual needs.

In addition to collaboration with agencies and community organizations, the emphasis is on stronger linkages with local employers as part of the effort linking work and learning.

e. Community Service

The Maine Conservation Corps and the College Conservation Corps of Maine provide economically disadvantaged youth with jobs, job training and education, while providing communities with natural resource conservation projects of long term benefit.

F. Performance Standards

Planned youth performance levels for PY97 are as follows:

	QUARTERS			
	1	2	3	4
Youth Entered Employment	60%	60%	60%	60%
Youth Employability Enhancement	40%	40%	40%	40%

IV. Dislocated Worker Programs

A. Economic Dislocation and Worker Adjustment Assistance (EDWAA) Program, Title III

In PY97 the WDC will continue to concentrate its efforts on assisting the 12-County area's dislocated worker population. The impetus on our system to develop an effective response to the needs of thousands of unemployed workers has resulted in most of the program design changes associated with the WDC's revised Customer Flow Design included in Appendix B.

In executing its PY97 EDWAA Plan, the WDC will continue to build upon the strengths that contribute to the development of a One-Stop employment and training system that will benefit the unique needs of our dislocated worker population. The WDC adopts as its goals those set by the Maine Human Resource Development Council (MHRDC) and the USDOL to improve the delivery of employment and training services to the dislocated worker population in a One-Stop environment. The WDC restates its goals as outlined in our PY94-95 EDWAA Plan as the following:

- To design responsive service strategies that are customer driven and that allow workers to obtain the assistance that they need when they need it. By instituting additional customer feedback mechanisms we should be better able to gauge the level of satisfaction that workers receive.
- To increase the menu of service options available to the dislocated worker and to ensure that services that workers receive are of the highest quality.
- To design services that are value-added so that workers receive the maximum benefit or outcome. Services should be delivered to workers so as to increase their overall employability.
- To ensure that workers have access to up-to-date and understandable labor market information. Workers need additional support and guidance in making decisions pertaining to local, state and national labor market and educational training opportunities. Above all, workers need greater access to meaningful employment opportunities.
- To redesign initial intake procedures so that services are more useful, accessible and timely. By improving our job training system's

capability of providing an expanded menu of options ranging from self-directed to intensive services, we will be able to effectively assist a greater number of workers who need help.

- The WDC will continue its efforts at providing timely interventions to significant job losses through the rapid response process.

In addition to the above goals, the WDC will emphasize a greater level of coordination with several recent initiatives designed to assist unemployed workers with greater employment opportunities. Specific coordination activities that benefit dislocated workers include:

Worker Profiling and Reemployment Services Program

This program provides Unemployment Insurance claimants with an opportunity to obtain needed assistance with finding new employment early on within their period of joblessness. The Worker Profiling Program targets those workers who are considered most likely to exhaust their UI benefits and provides them with reemployment services and/or training leading to work. The WDC provides workers with access to such services as job search and job getting assistance, career planning and job placement.

Maine Enterprise Options (MEO) Program

The MEO program is administered by the Unemployment Insurance Division and is designed to provide eligible UI claimants with the opportunity to work on starting their own businesses while receiving their UI benefits. Although the MEO option is limited to individuals who meet specific eligibility criteria, the program is instrumental in providing a high level of training and support for workers who pursue self-employment goals.

Governor's Training Initiative (GTI)

The GTI program provides training opportunities for new workers and job retention for existing workers. GTI can assist the WDC's dislocated workers by linking job creation to education and training. The WDC will coordinate closely with the BES to coordinate GTI at the state and local level, and assist in outreach, recruitment, assessment and other activities as needed.

Business Visitation Program

The WDC will continue, through the five (5) local Rapid Response Coordinators and in cooperation with the Maine Business and Chamber Alliance staff to provide local staff support for BVP. Local ongoing linkages with employers in communities throughout the state help to create high visibility for our services and our customers, while providing a resource for employers.

Maine Apprenticeship Program (MAP)

The MAP is also coordinated throughout the WDC's 12-County region through our five (5) local Rapid Response Coordinators. MAP has become an effective tool for providing dislocated workers with long-term training and education while providing substantial employment opportunities.

1. Summary of the EDWAA Program

a. Outreach

Although a significant number of workers are identified through Rapid Employment and Training Initiative (RETI) activities, many more laid off workers come in contact with our Service Providers through referrals from Job Service and the Unemployment Compensation Division (UI) at the time that they file their initial claims. Regular referrals from the Job Service and UI account for a significant amount of worker flow to the JTS. Each one of the WDC's Service Providers conducts regular and ongoing outreach activities to inform workers of the availability of services.

For the past three years the WDC has also relied upon the outreach activities of five (5) Rapid Response Coordinators, located in each Service Provider area, to identify laid off workers who may be in need of assistance. The combination of ongoing RETI intervention, local outreach and SDA-level rapid response coordination has contributed to increased worker accessibility to our job training system. The WDC will continue, over the next biennium, to support these and other activities as part of its ongoing effort to inform workers of

service availability.

b. Orientation and Intake

Whenever possible, laid off workers are provided with an initial orientation to available services at a RETI briefing either before or immediately after they receive their lay-off notice. Those workers who can be identified to participate in the RETI briefing receive a comprehensive overview of services and programs available to assist them. The entire RETI process will be described in greater detail in Part II, §IV.A.2.I.& m. of this plan.

Workers who have not attended a RETI meeting, receive similar information at the point at which they contact the local job training office (although these orientations may not include presentations by members of the RETI Team.). Service Provider program orientation meetings are generally scheduled at least twice per week. Most orientation meetings are provided in a group setting but can be provided one-on-one as well.

Potential EDWAA participants can be referred to the WDC's Rapid Response Coordinators for inclusion in pre-enrollment workshops and seminars. The WDC has found that the activities developed by the Rapid Response Coordinators have become particularly helpful when Service Providers have limited EDWAA training resources. These workshops and seminars are provided as pre-enrollment services designed to ease the transition period that often occurs after job loss and before entrance into a training program. The Rapid Response Coordinators develop workshop options from a variety of existing services that are available locally. Topics generally include personal and financial management, job seeking techniques, training and educational (including non-JTPA) financial aid, and support services availability.

Workers can receive eligibility determinations at any local Service Provider location immediately following an orientation or upon request. Workers may receive pre-application forms at intake sites in order that an initial needs assessment can occur. However, applications for JTPA Title III services are completed with standard intake forms.

Intake staff review general applicant information for the purpose of informing workers of their immediate options. Laid off workers who have not contacted a Job Service or Unemployment Compensation Specialist receive referrals to determine eligibility for benefits, including UI, TAA, veteran's services and WOTC. Again, local Service Providers schedule group orientations and informational meetings at least twice weekly.

In PY97 all WDC Service Providers will have expanded services to allow workers greater access to resource materials in the form of job hunting guides, career interest inventories, Job Service Touch Screens, video and computer resources.

EDWAA-eligible workers will be referred from intake to any one or to a combination of services including formal assessment, readjustment and retraining. Typically, eligible workers are initially encouraged to participate in basic readjustment sessions designed to offer them assistance in coping with job loss, low self-esteem, personal and financial management, career and education exploration, and job search activities.

c. **Assessment:**

Assessment is actually an ongoing process which begins at the point of initial contact with a JTS Service Provider. However, eligible workers receive both pre-enrollment informal assessment services and formalized objective assessment.

During the initial or pre-enrollment assessment phase, workers may be asked to complete pre-enrollment forms designed to collect basic personal information. Generally, the information that is collected through survey instruments at the RETI briefing is unavailable from individual workers who initially contact the job training site. Intake staff utilize pre-enrollment information to assist workers with service options and to determine potential eligibility.

The formal objective assessment process is administered to all workers who are enrolled in basic readjustment and retraining

activities. Generally, workers who enter into objective assessment activities are assigned an employment counselor during the objective assessment phase. The purpose of objective assessment is to gather critical decision-making information about each worker including pertinent work history, career interests, aptitudes, strengths, barriers to employment and support service needs. The results of the objective assessment process are documented and shared with the worker to assist in the development of an appropriate reemployment plan.

During the objective assessment phase, workers may be subjected to some testing, aptitude measurement, paper and pencil inventories and interviews during the formal assessment process.

d. Individual Service Strategy (ISS)

The results gathered during critical intake and assessment phases are considered the building blocks toward the development of a reemployment goal or the Individual Service Strategy (ISS). The ISS, developed jointly between the worker and the Employment Counselor, assists the worker toward the achievement of objectives, planned activities and services. The ISS also outlines the responsibilities of both the JTS and the dislocated worker, specifies progress checkpoints, estimates costs and identifies support service plans. Each ISS is written to address the specific needs of the customer that were identified in the objective assessment process.

At this point, the worker will be making decisions as to what retraining and/or readjustment options they should pursue to reach their employment goals. Workers will enter into specific occupational training programs and/or job search and development activities immediately following the completion of an ISS.

e. Supportive Services

Financial evaluations and counseling to assist in determining supportive services needs will occur beginning with initial

assessment and during the ongoing development of the ISS. Supportive services are provided to workers when assistance is necessary in order to participate or continue in training. Supportive services may include, but are not limited to: child/dependent care, transportation, medical care (including eye and dental), housing, clothing, tools and equipment, books and supplies. In addition, workers may receive job search assistance allowances when it is provided during readjustment activities.

f. Retraining

When the ISS development process has identified the need for worker retraining or skills upgrading, the following activities and services are available through State and other JTPA initiatives:

- Employability Competency Training (ECT)
- Educational Skills Training (ET)
- On-the-Job Training (OJT)
- Customized Occupational Training (CT)
- General Occupational Classroom Training (GT)

The decision to enroll a worker in retraining results from the outcome of assessment. In every situation, workers who begin GT, OJT, or CT, have completed a process that includes a thorough analysis of labor market conditions, training requirements, placement potential and the worker's particular needs.

Workers participating in approved retraining programs maintain regular contact with their case managers while attending training. Workers may also be receiving ongoing readjustment services concurrent with enrollment in training. The average training program for dislocated workers occurs over a period of 12-24 months, depending on occupational objective.

g. Job Search/Job Development/Job Placement Assistance

Virtually every dislocated worker who is assisted by a job training service provider will receive some level of job search

assistance. Under the newly proposed intake service center concept a worker may request and receive job search help. The WDC's plans include the further developments of resource centers at each of our local sites which will include workers' access to Job Service Touch Screens, local Job Bulletin Boards, Job Club Workshops, access to word processors, printers and telephones. Workers will also be provided with information about available job search seminars developed by the area's Rapid Response Coordinator.

EDWAA eligible workers may also be enrolled to receive readjustment services. Services to workers enrolled in readjustment activities will be documented on the worker's ISS. Workers found to have transferable occupational skills and strong basic skills may receive additional structured job search assistance. Structured Job Search, offered by job training staff, includes participation in small group sessions designed to instruct workers on the development of resumes, completion of employment applications, proper interviewing techniques and development of job leads. Workers receive support during their job search activities through participation in Job Clubs. Participation in the Job Club offers the worker the opportunity to obtain peer support while developing job leads, to complete correspondence related to recent job interviews and to receive counseling on any problems that they may have encountered.

After the structured approach, the worker is expected to complete job search activities either independently or with the assistance of a Job Developer. Workers unable to secure employment by the end of three months are reassessed and, if appropriate, an alternative ISS will be developed.

Regardless of the configuration of training activities that workers participate in, the point is reached when employment is the next step in the plan. At this point, staff will review with the worker his/her needs related to:

- wages;
- benefits and working conditions;
- identify potential employers and the current labor market;
- review employer contact procedures, applications and

- supporting documentation; and
- develop a job search/job development plan.

Local WDC staff will continue to assist the worker until placement is secured.

2. Program Design Refocus

a. Program Access

The WDC will make some changes in the current outreach activities for dislocated workers. Most of these changes are outlined in Part II, §1V.A.1.a. & b., above. For PY97, a major outreach emphasis will be supported by the dissemination of EDWAA program literature distributed to key locations throughout the WDC, continued involvement through RETI, and through ongoing Rapid Response staff coordination efforts to develop workshops and seminars that address the needs of dislocated workers. It is also expected that the implementation of new and expanded intake services will, in fact, increase local program visibility.

b. Access to Employment Opportunities

The WDC expects that as resource services are expanded, dislocated workers will be able make greater use of employment generating services such as Job Service Touch Screen technology, electronic bulletin boards and Job Clubs. Workers who do not need intensive readjustment or retraining services will not be expected to participate in these activities. With the expanded flexibility and the availability of these "self-help" services, some workers may enter and exit job training sites as their needs are met.

For those workers who desire more intensive services, the WDC's job training staff will continue to rely heavily on the outcome of client-focused objective assessment procedures to guide dislocated workers through achieving the goals of their individual reemployment plan. As such, workers will be encouraged to pursue training that will likely lead to success in obtaining employment in occupations where there is not

only demand but which provide earning potential commensurate with the workers needs. In addition, every local job training Service Provider will continue to provide job placement services to workers by relying on labor market information generated both locally and through DLMIS, to identify and develop significant opportunities.

Obviously, the WDC will be monitoring statewide and regional economic development activities very closely in order to guide workers toward appropriate occupational retraining plans. In the event that we are able to gauge potential growth in a particular industry or occupation, we will use this information to augment existing labor market information and trends to assist workers with career choices. During the next program year, the WDC will be seeking other ways in which to work more closely with local and statewide economic development programs involved in job creation. The WDC already has developed working relationships with economic development entities such as: Coastal Enterprises, Inc., the BES' Employer Services Unit, Bath/Brunswick Chamber of Commerce, Maine's Economic Growth Council, MicroNet and the Division of Economic and Community Development. Each of the aforementioned agencies is directly involved with economic development activities that have led to progress in creating new jobs. The WDC anticipates that it will be directly involved in projects with one or more of these entities that will bridge current economic development programs with worker retraining.

c. Menu of Activities

The WDC's discussion of intake services as outlined in Part II, §IV.A.1. above, is, in effect, a plan to broaden our customer base. The activities that are currently being provided to dislocated workers ensure that eligible workers who are enrolled will receive a full array of basic readjustment, retraining and support services as needed. The WDC has come to realize that in order to effectively serve more workers, we are going to have to reduce the number of staff-intensive activities by providing workers with additional self-directed employment-generating options. We also realize that program offerings are necessarily going to require more flexibility so

that workers can take advantage of those services that they need the most. The expansion of both self-directed services and comprehensive readjustment services options will greatly increase access as well as respond to the divergent needs of workers which may not include the provision of structured enrollment activities. All workers will be given the opportunity to apply for enrollment into the more formalized basic readjustment, retraining and support program track that has traditionally been provided to eligible Title III EDWAA participants.

d. Responding to Individual Participant Need

Every worker has the opportunity to apply for services under JTPA Title III EDWAA and receive program orientation, pre-assessment services, eligibility determination, information and referral. The WDC's intake process is being designed to provide a level of basic services that is available to any worker who requests assistance from any of our job training sites as well as a level of intensive services for those who need it. The additional focus of this new intake process is also to expand the menu of readjustment service options that are available to the eligible dislocated worker.

Obviously, the level of services provided to each individual dislocated worker will vary depending upon eligibility, resource availability and personal motivation. However, it is the WDC's goal to provide every worker who chooses to participate with a meaningful opportunity to do so. This expanded service design will necessarily mean that some workers will receive some initial basic services, while others will opt to receive comprehensive readjustment services, and still others will want to enter into short and long term occupational retraining programs.

Staff at the job training site will collect initial assessment information from every applicant in order to assist the individual with choices regarding service options. Workers may choose to participate only in those program offerings which appear relevant toward helping them to achieve their goals. Services will be available to all eligible dislocated workers in accordance with WDC's Customer Flow Design and

the Basic Employability Services and Training Design included in Appendix B.

e. New Initiatives

In PY97, the WDC will continue its commitment to migrate toward a One-Stop employment center. The WDC expects that this effort will result in expanded, easily accessed and superior quality services. The benefits to all of the WDC's customers is high. Workers are provided a new opportunity to participate in employment and training programs which meet their specific needs. There is a high level of self-direction that becomes available in a One-Stop environment that is suited to the needs of relatively skilled workforce. The WDC is committed to expanding its service and training options for dislocated workers in its EDWAA program.

Initially, increased services and training options will occur through three separate approaches. The first approach involves redesigning our initial intake process as outlined in Section 1., above. By providing expanded and accessible resources to workers upon entry into the job training program site, many more workers will be able take advantage of basic services options. In addition to the availability of resource material, preliminary assessment services, access to Job Clubs and service referrals, workers can be referred to the area Rapid Response Coordinator for information on accessing additional education and self-help workshops and seminars.

The second approach proposed by the WDC is to channel some of the its PY97 EDWAA Formula funds to develop additional occupational training opportunities with the State's post-secondary training institutions that relate to previously unidentified employment opportunities. The WDC and its Service Providers will actively participate in economic development strategies as GTI, BVP and other initiatives as they unfold throughout the 12-County region. The key to identifying opportunities in this area will be to work more closely with existing economic development initiatives and education providers to identify gaps that exist between workforce skills and potential job expansion.

f. Dissemination of Information

The WDC will ensure that its customers and job training staff have access to up-to-date labor market information at all of its sites. Labor Market Information (LMI) which is generated by the Division of Labor Market Information Services (DLMIS) is routinely disseminated to all Service Provider locations as it is developed. Job training staff are encouraged to carefully review all DLMIS generated LMI to ensure that it is easily understood and that it can be applied in the development of reemployment plans. The WDC's Service Providers have direct access to regional DLMIS field staff who can assist them and dislocated workers in understanding the application of LMI data. All customer-oriented LMI-generated materials will be available as resource material at each local site.

Obviously, the availability of up-to-date DLMIS-generated LMI is only part of the complete labor market analysis that has to occur when workers are deciding on career directions, training options and job search strategies. This information is evaluated in terms of local labor market conditions/trends, current employment prospects and the availability of training. Local Job Developers will provide a more thorough understanding of LMI data by evaluating employment prospects in light of their contact with area employers, businesses and economic development activities.

In addition to the local- and statewide-generated LMI, workers have access to off-the-shelf computer-generated data bases such as those used in the career exploration process (i.e., GIS, SAGE, APTICOM and CHOICES) to assist them in furthering their understanding of LMI employment prospects and training availability. Through their participation in structured Job Clubs, workers will also have the opportunity to explore employment prospects by direct interaction with potential employers.

Another important factor that the WDC will consider related to the usefulness of the information we provide about employment opportunities is the feedback that we receive from workers who use these services. As the WDC develops mechanisms for eliciting customer feedback, we will encourage

workers to indicate whether they are able to effectively use information to achieve their goals. This feedback will serve both the WDC and other providers of LMI, in evaluating existing and future resource materials.

g. Income Support

The WDC will rely almost exclusively on the availability and worker eligibility for regular Unemployment Compensation, Extended Benefits, UI-sponsored Dislocated Worker Benefits and TRA/TAA to ensure that workers have income support while they are enrolled in training. Obviously, workers who appear eligible for UI benefits who have not filed their claim will be referred to local the UI Division. The WDC has not routinely provided eligible dislocated workers with needs-related payments from its EDWAA Formula allocation.

The WDC will continue to provided support services payments as needed for items such as child/dependent care, transportation, books, equipment, supplies, medical care, housing, food and clothing, to dislocated workers enrolled in approved training programs.

h. Interagency / Interprogram Coordination

The WDC has developed a system of close coordination with other JTPA and non-JTPA entities based on both formal and informal agreements. The basis of these agreements attempts to cover four broad purposes:

1. Avoidance of duplication of efforts with mutual customers;
2. Provision of quality, cost-effective services to mutual customers and/or their dependents;
3. Provision of essential information and referral services to other available community services for all applicants (eligible or non-eligible); and
4. Improved mutual understanding on the part of all agencies regarding the services each delivers.

In PY97 strong coordination linkages will occur with those

programs and agencies that are most directly involved in workforce development and education initiatives. We will continue to work very closely to integrate labor exchange (JS) to maximize both resources and services. For instance, whenever TRA/TAA funds are available for eligible workers enrolled in job training activities, the WDC will seek to ensure that these resources are utilized before EDWAA funds. The WDC will also continue, as standard practice, to encourage the application of Pell Grants as training resources.

The WDC has developed specific coenrollment policy for the purpose of maximizing interprogram coordination efforts. These coenrollment procedures, are the same as those outlined in Part II, §I.C.2., are intended to maximize the use of all available resources

i. Employer Involvement

The day-to-day interaction that the WDC's Service Providers have with employers and businesses is an integral part of the WDC's workforce development activity. Our Service Providers rely heavily upon the direct and indirect information that they receive from the local business community when developing reemployment plans with workers. An individual's decision to seek retraining is due in part to the experiences and information that they receive as they search for work. Workers are often able to assess their skill and abilities based upon a combination of past work experience and the information they receive from employers as they interview for new positions. This information is considered valuable feedback in assisting workers, job training staff and educators when designing occupational training programs.

Employers also have considerable direct involvement with the WDC's Job Development and Job Placement staff. The information that is exchanged through the development of On-the-Job Training contracts and job development activities in general, helps staff to decide if workers are prepared for entry level positions and provides some indication as to any additional or future training that might be needed.

In addition, the development of customized training programs

generally involves direct input from local employers or industries before final curricula is developed.

In PY97, the WDC will be exploring some specific employer-focused projects in conjunction with economic development activities mentioned above.

j. Outreach

Because information relating to substantial layoffs has historically entered the broader system of agencies which will respond to the events from a variety of sources (local providers, Job Service, Unemployment Compensation, the WDC, the Office of the Commissioner, State RETI Coordinator, etc.) the key to efficiently and rapidly responding to these events will continue to be the immediate sharing of this information among these agencies. The WDC will continue to maintain effective communications mechanisms with all of these agencies. Upon receiving information of an event, the WDC will initiate or coordinate the contact with management of the affected business to plan and schedule a RETI presentation for the affected workers. Workers identified as part of a substantial layoff event who do not attend the RETI presentation and those not part of a substantial event will be contacted and surveyed by mail when identified to the WDC. This latter group will also be informed by mail of any readjustment workshops within appropriate geographic proximity. In addition, newly acquired desktop publishing capability in the WDC will be used to generate information and brochures publicizing the availability of these services.

k. Rapid Response / Readjustment

Wherever possible, a RETI orientation presentation will be scheduled for the affected workers of a substantial dislocation event. Preferred format for these presentations will be to schedule them before the effective date of the layoff, on the employer's premises. In the event that this is not possible, the presentation will be scheduled as soon as possible after the event, at a location convenient to the displaced workers. The normal configuration of the RETI team will include

representatives from the State Rapid Response Coordinator's Office, Unemployment Compensation, Job Service, the Job Training System, credit counseling and protection agencies, adult education institutions, and other agencies as appropriate to the circumstance. Depending on the timing and availability of intake into formal training programs, the WDC Rapid Response Representative for the area will work with local providers and community resources to set up a series of pre-enrollment readjustment workshops. Topics covered in these workshop will be based on our historical knowledge of this population, surveys conducted, and input from participants identifying needs unique to a particular group. Specifically, topics for these workshops will include Job Search, Resume Writing, Networking, Interviewing Skills, Credit Management, Stress Management, Self Esteem, Educational Resources, and Training Resources. Combinations of these topics continue to be identified as the most urgent readjustment support required. Referral to the local training providers can be made at any point where funds become available to serve those with retraining needs.

I. Customer Feedback

All dislocated workers identified to the WDC will be surveyed at a RETI presentation or by mail to determine their needs for services. This information will be used to tailor the topic focus of the standard nucleus of workshop topics designed as the result of historical survey data. Each workshop conducted will be evaluated by the participants and the Rapid Response Representative for its effectiveness in meeting participant needs. Appropriate modifications to design, content, and/or presenters will be done accordingly. In addition, at the termination of the initial readjustment process, the participants will be asked to evaluate the effectiveness of the entire process in meeting their needs, and for suggestions that would make the process more relevant and more supportive of their readjustment.

Monitoring the fiscal and participant tracking information that the WDC currently collects has, to some degree, served as an important indicator of the effectiveness of program design and operation. In reviewing these records, particularly over a three

to five year period, we have been able to provide a wide range of services to a significant number of dislocated workers with relatively limited EDWAA resources.

However, we recognize that the basis for evaluating the overall quality and effectiveness must necessarily occur through the measurement of direct customer feedback. The WDC currently administers several "point of service" customer satisfaction survey instruments. Each of these instruments is administered at different points in time and for diverse groups.

The WDC will be revisiting the use of its customer satisfaction instrument for PY97 and will work with the BES and other SDAs to identify a process that will help Service Providers gauge customer satisfaction. The WDC will look specifically at adopting a customer satisfaction measurement system that complies with the new National Reserve Account Grant Application requirements that seventy percent (70%) of the workers served will indicate that they are satisfied with the services they received.

m. Circumstances for Rapid Response

The rapid response process will be initiated with a RETI presentation whenever information is received, from whatever source, of a substantial layoff. Ideally this will be conducted with the cooperation of the terminating employer using that employer's premises. Where this is not possible because of the employer's election not to participate, the WDC will use whatever means available including any affiliation with a labor union and Unemployment Compensation registrations to identify effected workers. All efforts will be made to schedule a presentation as soon as possible, consistent with the added problems of individual notification process requirements, at a location convenient to the affected workers. In instances of small numbers of laid off workers in an identifiable event, the WDC may coordinate with local providers to provide a mini-RETI from local resources. The only instances where group rapid response will not be provided is where issues presented above exist or where low numbers make that impossible. In those cases, all dislocated workers identified to the WDC will be surveyed individually by mail and advised of any

readjustment activities within reasonable geographic proximity to their residence.

n. First Contact

This SDA will continue to maintain the network of connections which has provided information on substantial layoff events. In those instances where there is sufficient lead time, the WDC will continue to respond immediately, either with direct contact with the terminating employer or through coordination with the local Service Provider. RETI presentations will be scheduled at the most appropriate time in consideration of the practical scheduling and notification requirements of the individual circumstance and the convenience to the affected workers.

3. Waivers of Minimum Expenditure on Retraining

The WDC reserves the option to request that the 50% retraining requirement be reduced to a minimum of 30% for PY97. The WDC will review the option for requesting a waiver based upon the flexibility that would be need to significantly expand intake activities and to proceed with the development of additional customer-focused options.

4. Performance Goals

The WDC approach to serving dislocated workers has been relatively successful in the past several years. Overall performance indicators show that the WDC has worked effectively to assist a significant number of workers with acquiring the essential skills that they need in order to secure reemployment and retain comparable wages and benefits. The WDC's performance has exceeded both state and national standards every year since we began providing EDWAA services. We are confident that migration toward an integrated One-Stop service delivery system supported by local and statewide economic development initiatives, and a shift toward a more customer-focused job training system will enable the WDC to continue to assist workers and exceed its expected performance.

a. Entered Employment Rate

The WDC establishes an entered employment rate of 80% and provides the assurance that this goal will be met.

b. Wage At Placement

The WDC sets its Wage at Placement goal at \$8.40 and provides the assurance that this performance goal will be met.

c. Customer Satisfaction

In PY97, the WDC will commit all of its resources toward arriving at an 85% overall customer satisfaction goal. In terms of establishing a measurement of increased customer satisfaction, the WDC will work cooperatively with the BES to develop a meaningful measurement of this standard.

5. Assurances

The following assurances are made by the WDC in implementing this plan:

- a. That the 12-County Service Delivery Area will comply with the statutory and regulatory requirements of EDWAA;
- b. That services will be provided only to eligible dislocated workers;
- c. That services will not be denied on the basis of residence to eligible dislocated workers displaced by a permanent closure or layoff within the 12-County Service Delivery Area, and may be provided to other eligible dislocated workers regardless of residency;
- d. That services to displaced homemakers will not adversely affect the delivery of services to eligible dislocated workers and that services are provided in conjunction with ongoing programs for all dislocated workers;
- e. That any program under EDWAA serving a substantial number of members of a labor organization will be established only after full consultation with such labor organization;

- f. That the 12-County Service Delivery Area will not prescribe any EDWAA performance standards which are inconsistent with the parameters set annually by the State Plan;
- g. That assessment, testing, and counseling for retraining services will not have been duplicated by the Job Service; and
- h. That information on possible significant plant closings or mass layoffs will be directed to the Dislocated Worker Unit (DWU) so that appropriate RETI Team services can be initiated.

JTPA Title II-A 77%

Subrecipient: <u>Workforce Development Centers</u>	Agreement Number: <u>PY97-02</u>	
Program Year: <u>1997</u>	NFA Number: <u>PY97-02-A</u>	
Date Submitted: <u>05/20/97 Revised</u>	Modification: _____	

Participant Planning Summary

SECTION I - ENROLLMENT SUMMARY	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
A. Total Enrollments (OA only plus all others)	868	1086	1232	1310
B. Direct Training Enrollments	723	905	1027	1092
C. Direct Training Terminations	93	161	272	485
1. Total Entering Employment	76	137	216	377
a. Placements w/ Employer Assisted Benefits	46	74	125	221
b. Females Entering Employment	39	66	109	190
1. Females Entering Employment in NTOs	6	13	19	28
c. Wage at Placement	\$7.00	\$7.00	\$7.00	\$7.00

SECTION II - NAT'L PERFORMANCE STANDARDS

A. Adult Follow-Up Employment Rate	65%	65%	65%	65%
B. Adult Follow-Up Weekly Earnings	\$250	\$250	\$250	\$250
C. Welfare Follow-Up Employment Rate	62%	62%	62%	62%
D. Welfare Follow-Up Weekly Earnings	\$250	\$250	\$250	\$250

SECTION III - ENROLLMENT IN COMPONENTS

A. On-the-Job Training	27	48	59	65
B. Education Training	143	184	220	237
C. Customized Training	0	0	0	0
D. General Occupational Training	347	388	491	512
E. Work Experience	14	26	36	40
F. Try-Out Employment	0	0	0	0
G. Employability Competency Training	531	662	743	783
H. Direct Services	0	0	0	0
I. Other (specify)	0	0	0	0

Budget Information Summary

Administration	50,133	145,304	234,020	326,618
Training	208,810	603,803	949,651	1,313,824
Related Support	72,294	222,211	380,978	537,012
TOTAL	331,237	971,318	1,564,649	2,177,454

Amount and Source of New Funds

Amount Initially Allocated	2,177,454
Amount Transferred to Title II-C	0
Amount Transferred In From Title II-C	0
Total New Funds Available to This Title	2,177,454

JTPA Title II-C 82%

Subrecipient: Workforce Development Centers Agreement Number: PY97-02

Program Year: 1997 NFA Number: PY97-02-C

Date Submitted: 04/16/97 Revised Modification: _____

Participant Planning Summary

SECTION I - ENROLLMENT SUMMARY

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
A. Total Enrollments (OA only plus all others)	417	529	662	707
B. Direct Training Enrollments	372	472	591	631
1. In-School Youth	93	118	148	158
2. Out-of-School Youth	279	354	443	473
C. Direct Training Terminations	31	83	149	294
1. Youth Employability Enhancement Term.	9	35	54	94
2. Total Entering Employment	21	52	95	182
a. Placements w/ Employer Assisted Benefits	6	14	24	46
b. Females Entering Employment	11	26	47	91
1. Females Entering Employment in NTOs	0	2	6	10
c. Wage at Placement	\$5.50	\$5.50	\$5.50	\$5.50

SECTION II - NAT'L PERFORMANCE STANDARDS

A. Youth Employability Enhancement Rate	40%	40%	40%	40%
B. Youth Entered Employment Rate	60%	60%	60%	60%

SECTION III - ENROLLMENT IN COMPONENTS

A. Work Experience	0	3	5	6
B. Try-Out Employment	84	109	136	171
C. Educational Activities	47	84	87	147
D. Employment Competency Training	23	51	67	80
E. Educational Training	0	0	0	0
F. General Occupational Training	234	316	415	457
G. On-the-Job Training	78	110	135	146
H. Other (specify)	0	0	0	0

Budget Information Summary

Administration	28,207	72,000	139,247	192,650
Direct Training	115,793	326,400	631,255	873,349
Related Support	41,373	82,000	157,813	218,339
TOTAL	185,373	480,400	928,315	1,284,338

Amount and Source of New Funds

Amount Initially Allocated	319,636
Amount Transferred to Title II-A	0
Amount Transferred to Title II-B	0
Amount Transferred From Title II-A	0
Amount Transferred From Title II-B	964,702
Total New Funds Available to This Title	1,284,338

JTPA Title II-A 5% Older Worker Program

Subrecipient: Workforce Development Centers Agreement Number: PY97-02
Program Year: 1997 NFA Number: PY97-02-G
Date Submitted: 04/16/97 Revised Modification: _____

Participant Planning Summary

SECTION I - ENROLLMENT SUMMARY	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
A. Total Enrollments (OA only plus all others)	51	62	79	87
B. Direct Training Enrollments	46	56	72	79
C. Total Terminations	4	12	22	34
1. Total Entering Employment	3	11	19	27
a. Placements w/ Employer Assisted Benefits	2	7	11	16

SECTION II - NAT'L PERFORMANCE STANDARDS

Entered Employment Rate	75%	92%	86%	79%
Wage at Placement	\$6.50	\$6.50	\$6.50	\$6.50

Budget Information Summary

Administration	4,156	9,048	14,202	19,353
Direct Training	15,248	39,616	61,962	84,616
Related Support	4,593	11,046	18,238	25,049
TOTAL	23,997	59,710	94,402	129,018

JTPA Title III (EDWAA Formula Funds)

Subrecipient: Workforce Development Centers Agreement Number: PY97-02

Program Year: 1997 NFA Number: PY97-02-E

Date Submitted: 4/7/97 Modification: _____

Participant Planning Summary

SECTION I - ENROLLMENT SUMMARY

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
A. Total Enrollments	605	697	775	812
B. Total Terminations	60	147	241	419
1. Total Entering Employment	51	124	201	342
a. Placements w/Employer Assisted Benefits	35	80	121	196
b. Females Entering Employment	16	40	61	105
1. Females Entering Employment in NTOs	7	19	29	47

SECTION II - NAT'L PERFORMANCE STANDARDS

Entered Employment Rate	85%	84%	83%	82%
Wage at Placement	\$8.75	\$8.60	\$8.50	\$8.40

Budget Information Summary

Administration	58,802	132,453	208,087	284,236
Basic Readjustment Services	74,236	181,918	311,517	440,379
Retraining Services	174,891	497,120	762,291	1,021,831
Supportive Services	27,481	66,811	106,527	148,458
Needs-Related Payments	0	0	0	0
TOTAL	335,410	878,302	1,388,422	1,894,904

Amount and Source of Funds

Amount Initially Allocated	1,894,904
Amount Transferred to Title II-A	
Amount Transferred From Title II-A	
Total PY'97 Funds Available	1,894,904

PIC/LEO CERTIFICATION OF THE PY '96-'97 JTPA TITLE II
JOB TRAINING PLAN

We certify that the job training plan for services to adults and youth authorized under JTPA Title II-A and Title II-C is being jointly submitted as described in the current in-force Private Industry Council/Local Elected Official agreement dated, _____

May 12, 1997

and is jointly approved as required by JTPA §103(d).

Katheryn Lovell-Borshan

PIC Co-Chair Signature

Katheryn Lovell-Borshan

PIC Co-Chair Named Typed

May 12, 1997

Date Signed

David MacMahon

PIC Co-Chair Signature

David MacMahon

PIC Co-Chair Named Typed

May 12, 1997

Date Signed

Emile Jacques

LEO Representative Signature

Emile Jacques

LEO Representative Named Typed

May 12, 1997

Date Signed

**PIC/LEO DESIGNATION OF THE PY'96 - '97 SUBSTATE
GRANTEE
OF
JTPA TITLE III FUNDS**

Pursuant to JTPA §312(b), we jointly designate the Maine Twelve-County Service Delivery Area as the substate grantee responsible for providing EDWAA services to eligible dislocated workers as outlined in this plan.

Katheryn Lovell-Borshan
PIC Co-Chair Signature

Katheryn Lovell-Borshan
PIC Co-Chair Named Typed

May 12, 1997
Date Signed

David MacMahon
PIC Co-Chair Signature

David MacMahon
PIC Co-Chair Named Typed

May 12, 1997
Date Signed

Emile Jacques
LEO Representative Signature

Emile Jacques
LEO Representative Named Typed

May 12, 1997
Date Signed

**12-COUNTY PRIVATE INDUSTRY COUNCIL
WORKFORCE DEVELOPMENT CENTERS**

PY97 CORE PLAN

STATEMENT OF GOALS AND OBJECTIVES

Goal 1 -- Universality

To ensure that all citizens within the 12-County jurisdiction have access to the broad array of information, programs and services that are available through the Maine Department of Labor and its service providers.		
Objective #1:	Current Status (Accomplishments):	Action Required (7/96-6/98):
Provide convenient/simple access for all consumers seeking all types of employment and training services.	<ul style="list-style-type: none"> • PIC approved WDC name change to establish a common "One Stop" identity • Local WDC sites have established "Resource Centers" to allow customers access to info and services • New marketing and information materials are published to establish new identity and connections to self-help "Resource Centers" • Expanded Rapid Response activities developed to provide dislocated workers with more options and services • Identified and procured various self-help resources and materials 	<ul style="list-style-type: none"> • Identify all local One-Stop sites and itinerant sites • Design and implement a targeted marketing strategy to educate the public about the services available through the One-Stop site • Continue Resource Center expansion through ongoing product and services development activities
Objective #2:	Current Status (Accomplishments):	Action Required (7/96-6/98):
Ensure the availability and accessibility of information and resources	<ul style="list-style-type: none"> • Local WDC sites have established "Resource Centers" to allow customers access to info and services • Some locations experimenting with alternative hours (i.e., Rapid Response, Fishing Industry Project) to include evenings and weekends • JS has installed "Touch Screens" in some locations • Some local providers have established online and Internet connections • EDWAA, MTI and UI Profiling funds have been used to make small investments in computer hardware, software, video and printed materials for customer use 	<ul style="list-style-type: none"> • Redesign office space to expand Resource Center services • Expand office hours to include evening and weekend access • Establish SDA-wide electronic and online service capacity (i.e., Touch Screens, Internet) • Continue Resource Center expansion through ongoing product and services development activities • Develop an "intake" process for anticipated increases in customer traffic

To ensure that all citizens within the 12-County jurisdiction have access to the broad array of information, programs and services that are available through the Maine Department of Labor and its service providers.

Objective #3:	Current Status (Accomplishments):	Action Required (7/96-6/98):
<p><i>Foster a favorable perception of One-Stop services to the public through effective marketing</i></p>	<ul style="list-style-type: none"> • PIC approved WDC name change to establish a common identity • New marketing and information materials are published to establish new identity and connections to self-help "Resource Centers" 	<ul style="list-style-type: none"> • Develop revised program information materials that describe all Resource Center services, locations and contacts

Goal 2 -- Customer Choice

To insure that a wide variety of useful workforce development information and products are available to both workers and employers; and, provide access to a vast array of public and private education programs.			
Objective #1:	Current Status (Accomplishments):	Action Required (7/96-6/98):	
Ensure the availability and accessibility of information and resources	<ul style="list-style-type: none"> Local WDC sites have established Resource Centers to allow customers access to info and services WDC convened workgroup to develop an initial inventory of materials and services that are available through the Resource Centers EDWAA, MTI and UI Profiling funds have been used to make small investments in computer hardware, software, video and printed materials for customer use 	<ul style="list-style-type: none"> Complete an inventory and catalogue of Resource Center materials Increase the quantity and selection of service options for workers and employers Develop a set of delivery options for each service component (i.e., resumes: self-directed computer-based, one-on-one, workshop, workbook, etc.) Identify additional resources for procuring computer hardware, software, videos, and other materials 	
Objective #2:	Current Status (Accomplishments):	Action Required (7/96-6/98):	
Develop a variety of services to be responsive to customer needs and ensure customer satisfaction	<ul style="list-style-type: none"> Rapid Response, Profiling and Resource Center activities developed to provide customers with more options and services Implemented a customer feedback and customer satisfaction survey process for RETI orientation and workshop participants Formation of Customer Advisory Council 	<ul style="list-style-type: none"> Complete an inventory and catalogue of Resource Center materials Design and implement customer feedback systems for all of the activities offered 	

To insure that a wide variety of useful workforce development information and products are available to both workers and employers; and, provide access to a vast array of public and private education programs.		
Objective #3:	Current Status (Accomplishments):	Action Required (7/96-6/98):
<p><i>Become the primary point (starting point) where consumers can obtain answers about jobs, training and other services</i></p>	<ul style="list-style-type: none"> • Description of "One Stop" activities/services incorporated into WDC brochures and marketing material • WDC/JS convened meetings to discuss coordination and linkages • WDC participant and facilitator in DOL "One Stop" Demonstration grant applications • JS installed "Touch Screens" at several WDC sites 	<ul style="list-style-type: none"> • Develop program marketing materials that explain all of the various workforce development and labor exchange services provided • Provide joint training to JS, JTS and RS staff (both customer service and technical) • Identify "common denominator" of services provided by the JS, JTS and RS

Goal 3 -- Integration

To further integrate and consolidate the delivery of basic services through unique collaborations with other units within DOL services as well as other departments, including, education and human service programs.			
Objective #1:	Current Status (Accomplishments):	Action Required (7/96-6/98):	
Provide efficient and cost effective services	<ul style="list-style-type: none"> Expanded Rapid Response activities developed to provide dislocated workers with more options and services - accomplished through the effective coordination of activities of several service providers Implemented a joint UI/JS/WDC Worker Profiling program OIP developed a link between CIMS and JS employer data bases Convened local and SDA-level One Stop planning discussion groups 	<ul style="list-style-type: none"> Develop a program services matrix which assigns primary and joint service delivery responsibilities and eliminates duplication Redesign, as necessary, existing job descriptions to allow staff greater flexibility to perform duties in the One Stop (function vs. organizational) Provide ongoing system-wide TQM and customer service training Identify methods for achieving greater coordination through electronic linkages Combine Quality and Excellence Councils into one. Colocate services, where feasible 	
Objective #2:	Current Status (Accomplishments):	Action Required (7/96-6/98):	
Provide support to develop a knowledgeable and trained professional staff	<ul style="list-style-type: none"> Completed "Train-the-Trainer" KASET training in customer service Formation of "Quality & Excellence Council" to encourage staff input and participation into One Stop Design Conducted on-site SDA-wide staff meetings to introduce One Stop Career Center concept 	<ul style="list-style-type: none"> Provide all staff (JS,JTS,RS) training on One Stop concept Participate in the design and delivery of statewide ICESA-sponsored staff credentialing training Schedule SDA-wide customer service training utilizing KASET modules 	

Goal 4 -- Customer-Driven Performance-Based Outcomes

To create a performance-driven, outcome-based system that includes provisions for responding to customers' expectations and ensuring service provider accountability

Objective #1:	Current Status (Accomplishments):	Action Required (7/96-6/98):
Develop methods for defining and measuring customer satisfaction	<ul style="list-style-type: none"> Established Customer Advisory Council Implemented a customer feedback and customer satisfaction survey process for RETI orientation and workshop participants Implemented a 100% follow-up standard for program completers 	<ul style="list-style-type: none"> Establish a customer service baseline for evaluating customers satisfaction and program performance Develop a matrix of existing program performance measures by service provider (WDC, JS, RS) to identify common goals Implement "One Stop" customer feedback system for all programs Convene with Employer Advisory Council
Objective #2:	Current Status (Accomplishments):	Action Required (7/96-6/98):
Develop a mechanism for ensuring that customers have the opportunity to continuously evaluate the services that they receive	<ul style="list-style-type: none"> Established Customer Service Advisory Council Implemented a customer feedback and customer satisfaction survey process for RETI orientation and workshop participants Implemented a 100% follow-up standard for program completers Formation of "Quality & Excellence Council" to encourage staff input and participation into One Stop Design 	<ul style="list-style-type: none"> Implement "One Stop" customer feedback system for all programs

WORKFORCE DEVELOPMENT CENTERS

CUSTOMER SERVICE DESIGN

Introduction

The following Customer Service Design represents the Private Industry Council's (PICs) mandated core services that must be available to customers in each Workforce Development Center.

The Private Industry Council realizes that because of funding levels and local needs and resources, Workforce Development Centers will and should have different capabilities and varying priorities. The Private Industry Council, however, also feels that our customers expect a certain level of service from each center in the service delivery area. As a result, a number of broadly defined customer service areas are outlined in this paper and are referred to as the "Customer Service Design". The basic strategy for this design is diagnosis of interests and employability barriers, development of a detailed plan of action, implementation and evaluation of the plan, and placement into jobs.

Critical Elements of Customer Service Design

The program elements identified on the accompanying chart (Chart

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#1) are the basic activities or procedures necessary for delivery of quality job training programs in all WDC programs.

The elements obviously are not always linear in sequence as the chart indicates nor are they separate and distinct; however, the chart does permit examination of each element as to its purpose and the standards established by the WDC.

The remainder of this document is devoted to examination and discussion of the elements in the Customer Service Design. Each element is described as to purpose, WDC requirements and expected quality indicators.

Chart #1

Workforce Development Centers

Customer Service Design

Basic Employability Services and Training Design

Coordination Linkages	-->	Outreach Recruitment	-->	Orientation Eligibility/Determination	-->
Pre Assessment And Service Referrals		-->	Objective Assessment	-->	Service Referrals
Individualized Service Strategy	-->	Program Activities/Services	-->	Job Placement/ Development	-->
Evaluation And Follow-Up					

Coordination/Linkages

A. Intent and Purpose

Development of a workable system of agreements and linkages with other human service and social service agencies must achieve four purposes:

1. Avoidance of duplication of efforts with mutual clients.
2. Provision of appropriate quality, cost effective services to mutual clients and/or client dependents.
3. Provision of essential informational and referral services to other available community resources for all applicants (eligible or non-eligible) to the Workforce Development Centers (WDC).
4. Improved understanding on the part of other community service providers about WDC services.

B. WDC Procedures/Policies/Guidelines

The WDC is in the process of refining or developing methods of coordination with the following agencies/programs:

1. Department of Education - Bureau of Applied Technology and Adult Learning, Bureau of Instruction/School Management, and Vocational Rehabilitation.
2. Other Education Programs - The Maine Aspirations Compact, Jobs for Maine Graduates (JMG), the Youth Apprenticeship Program, and the Registered

Apprenticeship Program.

3. Department of Human Services - JOBS, JET, and programs such as ASPIRE.
4. Department of Labor - Job Service Division, Unemployment Compensation Division, Division of Economic Analysis and Research; Bureau of Labor Standards, and Maine Occupational Information Coordinating Committee.

As the WDC develops formal linkages and coordination agreements with these and other agencies such agreements will be forwarded to all service providers. Local provider agencies will be required to comply with the broad provisions of WDC developed agreements but may expand upon such agreements to address local needs.

Specific WDC requirements have been issued concerning formal service provider agreements with local secondary schools and higher education institutions concerning Pell Grant financial assistance.

Local service providers are encouraged to develop agreements with other local agencies that provide direct services such as welfare assistance, child care, public transportation, subsidized housing assistance, substance abuse treatment, personal or family counseling, services for the homeless, and other agencies serving special target groups such as: Maine Displaced Homemakers Program; Area Agency on Aging; and Committees on Transition.

C. Minimum Quality Indicators

1. All applicants to WDC not enrolled or served directly by

WDC will receive information about other community services or direct referral to other agencies under provisions of bilateral or multi-lateral agreements with other community service agencies.

2. All WDC enrollees participating in training full time at post secondary training institutions will have applied for Pell Grant assistance.
3. All WDC participants with children of appropriate age to participate in Head Start will be informed about the Head Start program and where to seek such services.
4. Local WDC offices will have agreements with area secondary schools concerning notification about all individuals who drop out of school.
5. All social service agencies will be aware of WDC services, eligibility requirements and methods of referral.

D. Other Federal or WDC Requirements

Specific linkage requirements established by the Workforce Development Centers Administrative Office (WDCAO), relating to secondary schools and Pell Grants, are described in the Workforce Development Center Administrative Manual, Volume I.

Increased emphasis is placed upon coordination between local service providers and the Maine Conservation Corps (MCC) and the College Conservation Corps of Maine (CCCM).

Sections 205 and 265 of the Job Training Partnership Act as amended spell out linkage and coordination requirements placed upon the WDC.

Outreach/Recruitment

A. Intent and Purposes

Outreach and recruitment as one element of the basic design is intended to: 1) obtain referral of targeted group individuals from other agencies that serve economically disadvantaged citizens; and 2) to inform agencies, individuals, and employers in the local area about the availability of services from the job training system.

B. WDC Procedures/Policies/Guidelines

Formal written referral agreements must be developed with the agencies listed below (referral agreements may be one part of more comprehensive coordination or linkage agreements):

- Department of Human Services, Bureau of Income Maintenance,
- Department of Human Services, Bureau of Rehabilitation,
- Department of Labor, Job Service Offices,
- Local area secondary schools,
- Local area community action agencies,
- Other agencies serving special target groups such as: Maine Displaced Homemakers Program; Area Agencies on Aging; Committees on Transition.

Referral agreements are also suggested for:

- Department of Labor, Maine Conservation Corps,
- Department of Education, Technical College system

Referral agreements should include provisions regarding the following:

1. Characteristics of target group individuals to be referred.
2. Referral procedures and schedules to be followed.
3. Information release requirements and limits on information to be shared.
4. Methods for evaluating the effectiveness of the referral agreement.
5. Provisions to ensure that individuals are not mandated or coerced into applying for job training services.

Service Providers are encouraged to contact directly groups of individuals or individuals who may be eligible for services, in addition to use of referral agreements.

C. Minimum Quality Indicators

1. A majority of applicants to the WDC will be referred by other community service agencies.
2. All parties to referral agreements will indicate that such agreements are of value to the respective agencies.

3. Referred applicants, when polled, will report that they were not forced to apply to WDC and that they received useful service from WDC whether or not enrolled.

D. Other Federal or WDC Requirements

Section 34.21 of Federal Regulations 29CFR Part 34 relating to nondiscrimination and equal opportunity requirements of JTPA requires "... outreach efforts to broaden the composition of the pool of those considered for participation, to include members of both sexes, the various race/ethnicity and age groups, and individuals with disabilities."

Orientation and Eligibility Determination

A. Intent and Purposes

Providing information to applicants about program services and obtaining the necessary information from applicants for legal determination of eligibility are the purposes of this activity.

B. WDC Procedures/Policies/Guidelines

Each applicant must be provided an explanation/orientation about job training services in a language understandable by the applicant - interpreters must be provided for such purposes in the event of non-English speaking applicants or individuals needing special assistance such as the hearing impaired.

The orientation for applicants shall at a minimum include the following:

1. A description of the legal rights and responsibilities of applicants.
2. A description of the obligations of the job training agency to remain in compliance with the Americans with Disabilities Act requirements and provide reasonable accommodations to customers with disabilities. No individual shall be excluded from participation in, denied benefits of, subjected to discrimination under, or denied employment in any Jobs Training Program because of race, color, religion, sex, national origin, age, disability, political affiliation or belief.
3. An overview of available job training services including supportive services to enable individuals to participate.
4. An explanation of the basic client services concept used by the job training system and the joint decision making authority of the client.
5. An explanation of the WDC commitment to serving "most in need" and use of a selection process that results in some eligible applicants not being served.
6. Estimated time frames for completion of eligibility determination, selection and enrollment.
7. A description of any specific requirements of the local Workforce Development Center.
8. A description of the Service Provider efforts to provide nontraditional training and employment opportunities for women.

Eligibility for the WDC program must be determined for each applicant in accordance with definitions, instructions and requirements contained in the Federal Technical Assistance Guide on Eligibility Determination. All required forms must be completed with information obtained from the applicant.

Formal determination of eligibility will be made immediately upon completion of source document requirements. Efforts shall be made to ensure completion of eligibility determination as rapidly as possible and it must be completed within 10 working days of application.

Non-eligible applicants must be provided information regarding the full array of services in the service provider area and referral to appropriate services. Specifications concerning minimum requirements are included in the Section on Preassessment/Service Referrals.

C. Minimum Quality Indicators

1. When polled, seventy percent (70%) of applicants will

report that the Orientation provided them with adequate information upon which to make personal decisions concerning continued participation.
2. Ninety-five percent (95%) of all applications will be completed within ten working days with less than one percent (1%) error rate in determination of eligibility.
3. Appropriate personalized assistance was provided to all individuals with disabilities needing special assistance to complete the eligibility determination process and orientation.

D. Other Federal or WDC Requirements

Section 628.510 of the Federal Regulations authorizes referrals to other agencies during the intake process. Provision of information about available community services to non-eligible individuals is a policy requirement of the WDC.

Preassessment and Service Referrals

A. Intent and Purpose

This element in the basic program design has two purposes:

1. To determine suitability/appropriateness of each applicant for WDC services, and
2. referral of applicants for whom the WDC is not suitable, to other appropriate programs within the service provider area.

B. WDC Procedures/Policies/Guidelines

Applicant information in addition to that gathered for eligibility determination must be collected concerning the following:

1. Membership or non-membership in a "hard to serve" target group,
2. Barriers or perceived barriers to employment on the part of the applicant,
3. Career interests and desired training/occupation of the

applicant,

4. Projected adequacy of income maintenance to support the applicant if enrolled in WDC programs,
5. Other information necessary for the WDC agency to determine applicant suitability for local programming, and
6. Other information to determine applicant needs that may be partially met through self help materials, referrals to other agencies or combinations of both.

It is the policy of the WDC that all applicants, (including ineligible, as well as eligible but not appropriate) shall receive orientation to the full array of services available in the local provider area. Orientation to the full array of services shall include as minimum:

- a reference directory containing lists of training and educational programs and other helping agencies with brief information on services available and the address and telephone of the agency, or
- may include referral to appropriate agency(ies) that may provide services needed by the WDC eligible applicant, or
- may include a referral appointment made by WDC staff with another agency on behalf of a WDC applicant.

Documentation requirements for referrals or self-help materials provided to applicants at the preassessment and service referral stage of the WDC process will consist of written notes describing what was provided by WDC attached to the individual application. No tracking of referrals is

required.

Eligible applicants for whom WDC services are not appropriate may receive objective assessment or portions of objective assessment if the applicant requests such services or the agency believes provision of such service is potentially useful to the individual.

C. Minimum Quality Indicators

1. Documentation shall exist in each applicant file about whether the applicant is in need of and is appropriate for WDC services.
2. Documentation shall exist in each applicant file about self help or referral services provided and the rationale for such services.

D. Other Federal or WDC Requirements

Section 628.510 of the Federal Regulations authorizes referrals to other agencies during the intake process. Provision of information about available community services to non-eligible individuals is a policy requirement of the WDC.

Objective Assessment

A. Intent and Purpose

Objective Assessment is a critical component of the basic job training design and must achieve two fundamental purposes:

1. To gather information about each participant concerning work history; work interests; aptitudes, strengths, and

goals; problem areas and employment barriers; needed support services; preemployment and work maturity competencies; basic education skill levels; and level of job specific skills.

2. To involve the individual in reviewing and examining the assessment information as one part of the learning process about him/herself.

B. WDC Procedures/Policies/Guidelines

Each service provider shall provide an objective assessment component that includes the following elements:

1. A one to one interview between individual and staff through which information is gathered concerning goals, strengths and capabilities; and personal, social, financial or environmental problems/barriers are identified.
2. One or more commercially available work interest inventories designed to identify employment interests of individuals.
3. The assessment rating tools and standards adopted by the PIC and WDC for measurement of Preemployment and Work Maturity Competencies. These measures must be formally administered to all selected youth and should be used with adults who exhibit questionable skills in these competency areas.
4. The full test version of the TABE (Test of Adult Basic Education) with item analysis or a competency measurement system such as CASAS (Comprehensive Adult Student Assessment System) for assessment of basic education

skills. School/agency records less than one year old may be substituted for formal testing if provided by officials of the school/agency.

5. An aptitude test battery or work sample system that measures basic aptitudes.
6. A work history review procedure with each selected applicant through which an analysis of job specific skills and potential transferable skills is completed.
7. A review of supportive service needs of each person must be completed and any such needs documented.
8. Opportunities must be provided for applicant self-assessment of needs and interests.

At the start of each information gathering activity in the Objective Assessment (OA) Process the individual must be informed about the purpose of the activity. Understanding should be developed that assessment information will be used as a foundation for development of a client services plan of action or referral to appropriate services of another agency - the assessment process is not intended to evaluate the worth of any individual but rather to improve the client's understanding of self and his/her potential.

The Objective Assessment process should be as individualized as possible for each participant.

Portions of the total Objective Assessment process may and should be deleted if:

1. Other recent assessment information is available,

2. Recent or current activity and success level of the applicant indicates further assessment is not necessary, and/or
3. Participation in a specific assessment activity is likely to provide unreliable information because of factors such as: non-reading capability, learning disability, or other reasons that would make test results questionable.

The results of all assessment activities must be shared with customers and information gathered must be maintained on file. Confidentiality of personal information must be maintained and may be shared only with customer permission.

Required management information forms (Objective Assessment Record) that report basic educational skill levels and other types of activity at completion of Objective Assessment must be completed.

C. Minimum Quality Indicators

1. Personnel responsible for administration or interpretation of commercially prepared assessment tools shall have been trained to perform such functions and demonstrate knowledge about the validity, reliability, use and limitations of such assessment tools.
2. A majority of participants having completed Objective Assessment will describe when polled, why assessment was done and that the gathered information was accurate and useful to themselves in terms of self knowledge.
3. The information gathered through Objective Assessment will be evaluated by staff responsible for development of Individualized Service Strategies (ISS's) as adequate in

nearly all individual cases.

D. Other Federal or WDC Requirements

Section 204 and 264 of the Jobs Training Partnership Act as Amended and Section 628.515 of the Federal Regulations 20CFR Part 626 specify the purposes, minimum elements and other requirements relating to Objective Assessment.

Sections 203 and 263 of the Amended JTPA require that sixty-five percent (65%) of participants shall be individuals defined as "hard to serve".

Service Referrals

A. Purpose

The purpose of service referrals after Objective Assessment is to direct individuals who are not appropriate or are found to need other services before WDC activities to appropriate sources in the community.

B. WDC Procedures/Policies/Guidelines

Individuals who are not appropriate for services or need preparation with services from other agencies shall be referred in accordance with standards previously identified in the Preassessment and Service Referral section. Efforts should be made by WDC staff to arrange referral appointments if the individual expresses motivation to follow up with the identified source of service.

Documentation shall be maintained in the participant OA file as to where and why an individual was referred and the nature

of self help materials provided to the individual. No ISS shall be written if the individual is only referred. The OA record must be completed and data entered in order to record where the individual was referred.

C. Minimum Quality Indicators

1. Documentation shall exist in each file as to where and why the individual was referred. Copies of completed referral forms shall be maintained on file.
2. Agencies to whom referrals have been made will report, when polled, that a majority of referrals by WDC have been appropriate in relation to the services provided by those agencies.

D. Other Federal or WDC Requirements

Section 628.530 of the Federal Regulations CFR 20 Part 626 specifies the conditions under which referrals shall not be counted in calculation of WDC performance standards.

Individualized Service Strategy (ISS)

A. Intent and Purpose

The ISS is intended to be a written action plan that reflects joint client and agency decisions based upon needs diagnosed in objective assessment. The ISS must state client employment goal(s), appropriate achievement objectives, planned activities and services, responsibilities of the agency and individual, progress checkpoints, estimated costs and support service plans. It is an active document which reflects a process of planning and is subject to revision and updates

throughout the length of a client's program participation.

B. WDC Procedures/Policies/Guidelines

The ISS format approved by the WDC must be used by Service Providers. A written plan must be in place for each individual enrolled in WDC training activities after Objective Assessment. The ISS is not a contract between the client and agency but represents a commitment by the agency as long as funds are available to support client plans in the aggregate.

Each ISS must address specific customer needs identified in the Objective Assessment component. For all adults any deficiencies in Basic Skills or Occupational Skills must be addressed in the plan of action. For youth, Pre-Employment/Work Maturity and Work Experience must be addressed as well as needed Basic Skills and Occupational Skills. Supportive Services needed to enable individuals to participate must be part of each action plan.

Services to address client needs may be provided directly by the WDC Service Provider or through arrangements with other agencies or through combined agency(ies) efforts. Documentation must be included on the ISS as to who is to provide necessary services, the expected duration, and expected standards of achievement.

An ISS may be written for a period not to exceed 12 months duration, contingent upon satisfactory client progress at 90 day intervals. Continuation, extension or a new action plan for periods beyond one year are allowable if client progress is satisfactory. Action plans should be evaluated at the time of formal progress reviews and modified to reflect changes in circumstances.

Each individual client action plan must specify objectives in measurable language that relate to goals/needs identified from Objective Assessment. The client must understand the purposes of the objectives, client and agency responsibilities for completion of plan activities, and the minimum standards to be achieved to maintain satisfactory progress. The plan development process must be a joint effort between staff and client. The client signature on all plans and plan changes is required.

An ISS may be terminated if unsatisfactory progress toward stated proficiency objectives is being made by the client or the client repeatedly fails to complete his/her responsibilities specified in the plan.

Intensity of client participation in the form of working on multiple performance objectives/activities for as many hours per week as the client can successfully manage is desirable. However, intensity of participation must not detract from or become more important than the quality impact of training activities for the individual. Each ISS should illustrate some logical sequence of objectives and activities based upon client history, interests, needs and planned employment goals.

C. Minimum Quality Indicators

1. Ninety-five percent (95%) of participants when interviewed will indicate a good understanding of their ISS and agreement with its content.
2. Quarterly reviews of participant progress toward ISS completion will indicate eighty to ninety percent (80-90%) achieving satisfactory progress. All non-satisfactory progress cases will be reflected in formal ISS modifications.

3. Each ISS will address participant needs/deficiencies identified through Objective Assessment.

D. Other Federal or WDC Requirements

Section 628.520 of Federal Regulations and Sections 204 and 264 of JTPA as Amended define the items to be included in individual plans for participants.

Program Activities Services

A. Intent and Purpose

An array of quality services and training activities must be available for arrangement in sequential or concurrent patterns to achieve the ISS objectives for individual participants. Such services and activities may be provided directly by the job training agency and/or obtained for clients through other organizations.

B. WDC Procedures/Policies/Guidelines

Staff Assistance must be available to each enrollee during all phases of program participation. Minimum frequency of contact between staff and enrollee shall be each thirty days. At a minimum staff shall: gather assessment information; formulate action plans; review client progress; assist with problem solving; assist with job placement/development; provide advocacy, support, and guidance; and provide instruction. Documentation of all staff-enrollee contact must be maintained with notes/records concerning dates and results of contact.

Supportive Services to enable individuals to participate in job training programs will be provided to participants in

accordance with individual needs and local service provider policy approved by the WDC. Service Provider policies must address the following:

1. What and how resources of other agencies are utilized and coordinated.
2. Standards that are utilized for selection of supportive service providers (licensed, unlicensed day care, etc.).
3. Rates allowed for supportive services and criteria used to determine cost reasonableness.
4. Procedures to be used to verify and document that services are provided.
5. Methods of payment (direct to vendor, direct to participant, etc.)

Preemployment and Work Maturity Competency instruction must be provided by the job training agency to all youth who have such competency deficiencies. Pre and post assessment tools, learning objectives, instructional modules, and documentation and certification procedures are delineated in the WDC Pre-Employment / Work Maturity Competency Handbook. Although not required by the legislation, such instruction and competency development is recommended for any and all adults who are lacking competencies in specific PE/WM skills. Emphasis for adults is not intended to focus upon credentialing but upon remediation/acquisition of skills necessary for acquiring work in combination with basic and occupational skills.

Basic Skills Training focuses upon academic and learning skills. Such training may have one or more of several purposes depending upon client needs: 1. acquisition of

academic credential, 2) improvement of grade level performance versus grade placement (for in school youth), 3) acquisition of basic skills necessary for entrance into a higher level of formal education, or 4) development of necessary academic skills for the performance of a specific occupation. Insofar as possible, the learning objectives should focus upon development of specific cognitive skills needed by the enrollee and the instructional methods should emphasize application of the skills in a real or simulated workplace.

The WDC recommends that a variety of means for delivery of basic education be provided through agreement/contracts with local adult education programs, institutions of higher education, and/or direct agency staffing. Group instruction, individual tutoring, computer assisted instruction, or combinations of such methods should create an array of local options to meet individual client needs.

Job Specific Skills Training may be provided through one or more of the training activities defined in the JTPA legislation - classroom training, on-the-job training, customized training, work experience, limited internships for youth, or combinations. All types of occupational training must focus upon development of job specific competencies. Training outlines, curricula and training contracts should identify the specific behaviors, skills, and proficiency levels that individuals will acquire/develop as the result of training. Instructional methods conducted by qualified personnel should emphasize applications of skills to the workplace and transferability of skills to a variety of work environments.

Job training agencies shall, in addition to emphasizing the planning of skill based competency instruction, evaluate regularly the delivery of all job specific training and

implement corrective action to address any quality issues identified.

Documentation of outcomes for individual clients completing job specific training must be recorded. Copies of degrees, diplomas, licenses, certificates or credentials should be maintained. Descriptive written statements by the instructor/supervisor regarding the proficiency level of the trainee concerning specific skills or competencies associated with the specific occupation are recommended.

Other Special Purpose Services/Activities as authorized or encouraged by the JTPA legislation include:

- ... school to work transition services for youth
- ... school to postsecondary education transition services for youth
- ... volunteer individuals to provide assistance to adults and youth in the form of mentoring, tutoring, and other activities
- ... entrepreneurial training
- ... skill upgrading and retraining

The WDC will, with the involvement of Service Providers, develop formal policies and requirements regarding the special purpose services/activities cited above.

C. Minimum Quality Indicators

1. WDC agency contracts/worksite agreements/training site agreements will contain or arrange for:

- a. Clearly stated service and reporting requirements of the training agency or worksite.
 - b. Detailed statements of competencies and proficiency levels to be developed on the part of clients.
 - c. Frequency of client evaluation and progress reports.
 - d. Methods for communicating problems or special needs of clients.
2. Training and worksites will use instructional approaches that are individualized, self paced, and provide frequent feedback about progress toward achievement of competency defined curricula objectives. Supervisors or instructional personnel at sites will maintain frequent contact with WDC case managers and communicate client problems promptly to WDC personnel.
 3. Client evaluation of programs, instruction and/or supervision at sites will indicate sites are effective in achieving planned learning objectives in at least ninety percent (90%) of cases. Clients also, when interviewed, will report understanding of procedures to be followed when problems arise, satisfaction with services provided by case managers, and levels of supportive services as adequate and important to completion of training/work activities.

D. Other Federal or WDC Requirements

Sections 204 and 264 of JTPA as Amended specify allowable

training activities and services. Sections 627.230, 627.240, 627.245, 628.535, and 628.804 of Federal Regulations establish limitations upon allowable activities and/or duration of activities. Also see the Workforce Development Centers Administrative Manual Volume I.

Job Placement/Development

A. Intent and Purpose

Providing assistance to program enrollees in obtaining suitable employment is the primary purpose of this activity although a major secondary purpose is to meet employer labor needs through matching adequately trained clients with employer skill needs.

B. WDC Procedures/Policies/Guidelines

At such point in time as the priority objective of the client program becomes obtaining work, the ISS must reflect this objective. Staff assistance, based upon customer need, should include: 1) review with the client all needs relating to wages, fringe benefits, and working conditions; 2) identification of potential employers whose skill needs and client attributes appear to match; 3) review and coaching of the client concerning employer contact procedures, applications, and interviewing; 4) assisting clients with preparation of resumes' and supporting documentation relative to skill levels; 5) direct contact with employers and advocacy on behalf of clients; 6) review with clients the criteria upon which acceptance/rejection of job offers should be made; and 7) provide support and encouragement to help the individual deal with rejection in the job seeking process.

C. Minimum Quality Indicators

1. All clients should report being provided staff assistance that was helpful during the job seeking phase of their program. Clients receiving supportive services will report that supporting services during the job seeking placement phase of their program were important to obtaining work.
2. Eighty-five percent (85%) of job placements were training related with seventy percent (70%) or more providing employer paid or partially paid health care benefits for the employee.
3. Average wages at placement for individuals entering jobs will meet the standards established annually by the PIC for the JTPA/IIA, IIC and EDWAA programs, and the State programs, Maine Training Initiative (MTI) and Strategic Training for Accelerated Reemployment (STAR).
4. Ninety (90) day follow-up information will indicate that ninety-five percent (95%) of the individuals placed in jobs were working or had been laid off by employers because of workforce reductions.

D. Other Federal or WDC Requirements

National Performance Standards in effect for Program Year 1994 will continue to be minimum performance requirements for the WDC and its Service Providers until new standards are established by the Secretary of Labor.

One goal established by the Maine Bureau of Employment & Training Programs is placement of ten percent (10%) of the women in jobs defined as nontraditional occupations (fewer

than twenty-five percent (25%) of the occupational workforce being women).

Evaluation and Follow-Up

A. Intent and Purpose

Evaluation and follow-up of individual and collective client outcomes are for the purpose of obtaining information upon which to base changes in program designs, measure agency performance, and identify ongoing needs of former enrollees. This process also includes direct employer contact and feedback.

B. WDC Procedures/Policies/Guidelines

In addition to standard reporting requirements on client outcomes at time of program completion, local agencies will:

1. Summarize and maintain on file the results of pre and post assessment of competencies of each client served.
2. Conduct evaluation with selected employers of job placed program enrollees concerning adequacy of competencies and skill levels. Results of such evaluation will be maintained on file at the local level.
3. An exit interview will be conducted with randomly selected thirty percent (30%) of customers completing the program.
4. Annually gather and analyze data about placements from

various occupational training sites and programs, number trained, placed, wages, customer satisfaction/dissatisfaction with the training program.

The WDC will conduct required follow-up data collection for determination of performance standards measurement and will aggregate responses to a Client Satisfaction Survey to be administered to all clients completing programs. Data gathered from both activities will be shared with local offices on a quarterly basis to facilitate continuous improvement.

C. Minimum Quality Indicators

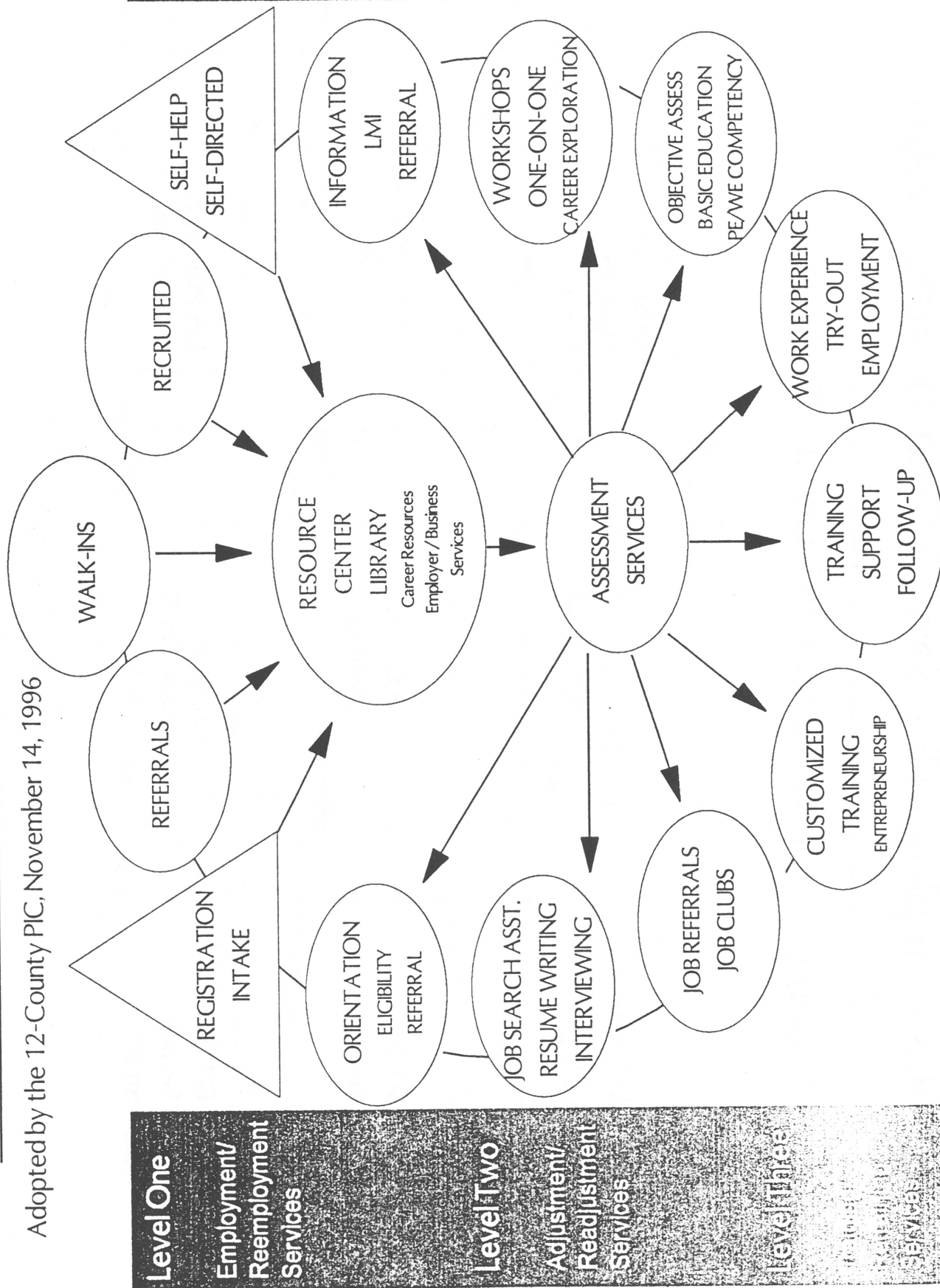
1. Analysis of local provider data will indicate that all clients served achieved improved basic education, occupational skills, or PE/WM competencies.
2. Analysis of Client Satisfaction Surveys will indicate that ninety percent (90%) or more of clients found the WDC program useful and valuable.
3. Analysis of Employer Satisfaction Surveys will indicate that ninety percent (90%) of employers found the WDC program useful.

D. Other Federal or WDC Requirements

It is WDC policy that customers must be informed at time of placement that follow up assistance is available for up to one year.

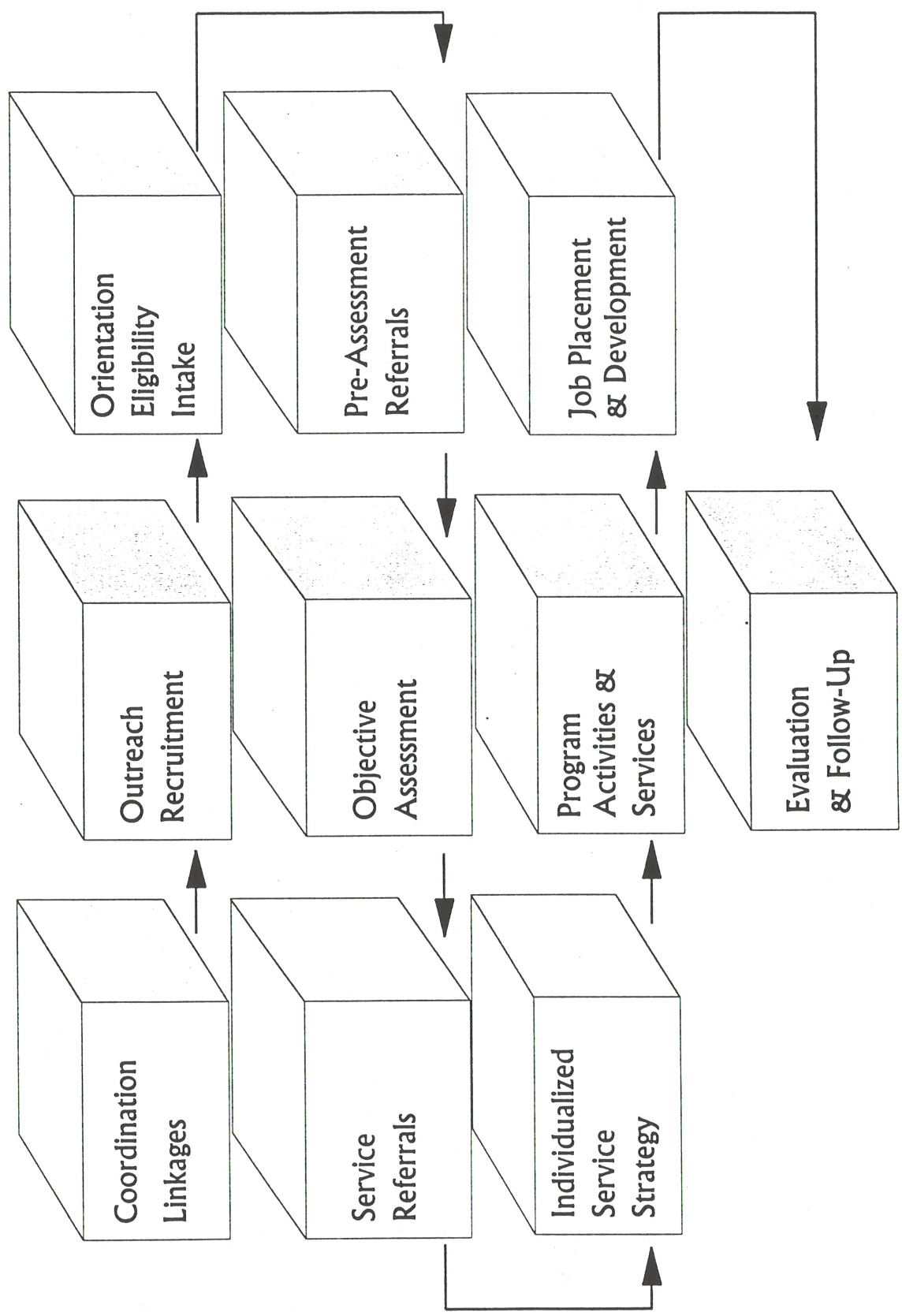
WORKFORCE DEVELOPMENT CENTER - Customer Flow Design

Adopted by the 12-County PIC, November 14, 1996



Basic Employability Services and Training Design

Adopted by the 12-County PIC, January 20, 1994



APPENDIX C

Workforce Development Centers Welfare-To-Work Strategies

The WDC realizes that many barriers separate welfare recipients from potential job opportunities including: lack of information about available jobs, lack of knowledge of job seekers by employers, lack of job-finding skills, discrimination, lack of mobility, lack of skills and lack of confidence. The WDC's programs and services are designed to promote economic independence. Based on over a decade of experience, the WDC has helped thousands of individuals gain access to meaningful employment and education opportunities by making it our business to:

- Know employer needs
- Market good employees
- Delivering strong work-based programs
- Assist workers with acquiring real skills
- Provide long term support and placement assistance
- Maintain solid performance-based contracts with community-based organizations
- Link services to post-secondary education
- Target placements to the larger number of smaller and mid-sized employers

I. Access to Employment and Employment Search Services

The WDC will provide open-ended, easy access to employment and training assistance for welfare recipients who must meet the **"Work First"** requirements identified under TANF.

Each of the WDC's 15 Service Provider locations will offer welfare recipients the opportunity to receive **Level I: Employment/ Reemployment**. The design of services and activities at this level encourages the customer to "explore" both work and training opportunities. Services are self-paced and open-ended. The WDC will provide job search assistance and job placement services to enable individuals to gain access to labor market information, job search techniques and job openings.

There are no specific eligibility requirements to receive ***Level I: Employment/Reemployment:***

LEVEL I: EMPLOYMENT/REEMPLOYMENT SERVICES

- self-assessment (skills, interests and abilities)
- skill building workshops and seminars such as financial/budget matters, self-esteem/personal enrichment, etc.
- various forms of, off-the-shelf labor market information products (demographics depicting growth industries, wage analysis, occupational profiles)
- information on all employment and training programs
- information on self-employment and business development activities
- information on educational programs and sources of financial aid
- self-initiated career exploration activities
- information/referrals to services not available from the WDC
- Job Service Touch Screens, personal computers, modems, telephones, copy and fax machine availability
- basic educational materials
- Job Club and job search information
- referrals to job openings
- help with interviewing skills
- resume' writing services
- job application assistance

II. Assessment, Training and Work Preparation Services

Access to services beyond ***Level I: Employment/Reemployment Services*** is available to individuals who choose to apply for more in-depth services and/or those who are referred for intensive assessment by other agencies such as the Department of Human Services. In ***Level II: Adjustment/Readjustment Services***, welfare recipients receive help with reaching employment and training goals with assistance of a structured program and staff assistance.

At this level, participants will be formally enrolled and resources will be committed to provide a more intensive level of education, training, guidance and support.

LEVEL II: ADJUSTMENT/READJUSTMENT FOUNDATION SERVICES

- Objective Assessment (formal assessment involving the administration of a variety of personal, educational, aptitude and interest assessment tools)
- Improved Career Decision-Making
- Basic Education Competencies
- Pre-Employment/Work Maturity assessment and remediation
- employability plan development
- individualized employment counseling and case management
- job shadowing and internships
- support services (travel reimbursement, child/dependant care)
- skill-building workshops
- access to specific skills training, i.e., computer literacy
- referral to job orders, job placement and follow-up

III. Access to Training and Retraining Services

For many welfare recipients, the possibility of gaining access to employment leading to self-sufficiency will only be realized through adequate skills training. The WDC has the capacity to offer the welfare recipient the opportunity to move from **Level II: Adjustment/Readjustment Services** to vocational/educational training opportunities.

Welfare recipients can choose to move from formal assessment and career search activities to a program offering skills training for a specific occupation and/or industry. The WDC will assist welfare recipients with developing an Individual Service Strategy (ISS) that provides access to classroom and on-the-job training.

At this level, enrolled welfare recipients can chose to pursue limited-duration training (up to two years) while receiving needed support services and job placement.

LEVEL III: TRAINING/RETRAINING SERVICES

- occupational / educational skills training
- customized training
- public sector work experience
- job placement and follow-up services
- support services
- small business development and entrepreneurship training
- On-the-Job Training

The WDC will deliver services to welfare recipients in accordance with existing requirements to target AFDC recipients under JTPA Title IIA. Historically, the AFDC population has been approximately 35-40% of the total economically disadvantaged adult population served. As the need for employment and training services increases due to TANF/ASPIRE, the WDC seeks to expand its role as a service provider for the welfare population within the 12-County jurisdiction.

The WDC will encourage each of its Service Providers to design specific services for welfare recipients and develop collaborations with the DHS on a regional basis within the 12-County SDA.

The WDC has the capacity to provide assistance to a considerable share of the welfare population on a non-enrolled basis through the delivery of **Level I: Readjustment/Reemployment** services. As welfare recipients tend to require more intensive services such as formal assessment, ISS development, training and support, the WDC will look to develop financial arrangements with DHS for enrolled AFDC participants in excess of 40% of the total enrolled Title IIA population.

**Agreement Between the Chief Local Elected Officials
And
Private Industry Council in the 12-County SDA**

I. Introduction

Section 103(b) of the Job Training Partnership Act (JTPA) of 1982, requires that the Private Industry Council (PIC) and appropriate Chief Local Elected Officials (CLEO) in each Service Delivery Area (SDA) shall develop an agreement which (a) specifies the procedure for the development of the Job Training Plan, and (b) states the grant recipient and administrative agency for the SDA.

II. General Intent

Because PL97-300 does not explicitly define the roles of the PIC and CLEO the basic purposes of this interim agreement shall be:

1. To establish a broad framework of understanding to guide the development of respective Private Industry Council (PIC) and authorities for July 1, 1996, to June 30, 1998.

The JTPA creates a check and balance relationship between the PIC and the CLEO through a genuine partnership in decision-making that meets the needs and interest of both the private sector and local government as related to job training for economically disadvantaged citizens and dislocated workers. The Act mandates joint approval authority by the PIC and the CLEO over the SDA Plan and designation of grant recipient and program administrator. In addition, the law specifically provides that the PIC be responsible for policy guidance and program oversight which includes the planning, implementation, and evaluation of activities conducted under the Job Training Plan.

The PIC and the CLEO are also committed to the development of a revised program design which will assure "expanded access" to employment and training services for the general public as well as our "targeted" populations. Our goal is to implement "accessible career and resource centers" with linkages and services in a manner which will provide a wide array of basic employment and training services as well as referral to other programs and agencies with relevant services.

The PIC and CLEO are committed to working with the Maine Department of Labor (MDOL), the Maine Technical College System (MTCS), the Departments of

Education (DOE), Human Services (DHS), and Economic and Community Development (DECD) and all other interested parties in the development and implementation of a One Stop Employment and Training system for Maine. Our goal is to collaborate with all partners, in order to develop a universally accessible, cost effective, high performance, and integrated employment and training system with common core services at all office locations.

By inference, the PIC is to represent primarily the interests and needs of the private sector through policies relating to occupations for which people will be trained, the skill levels to be achieved from training, and to assure understanding and utilization of the program and products by the private sector. Similarly, the CLEO are to represent the governmental jurisdictions by assuring equitable distribution of resources and services and coordination of activities between the new job training program and existing agency programs. Some objectives of the WDCAO such as those relating to welfare reduction and cost effectiveness of job training, obviously are joint concerns of both government and the private sector.

III. Specific Agreement Provisions

The 12-County SDA Plan for the biennium beginning July 1, 1996, will be reviewed by the PIC and CLEO and must be jointly approved by a majority vote of each body before such plans or modifications are submitted to the Governor.

1. The PIC and the CLEO designate the Workforce Development Centers Administrative Office (WDCAO) of the Maine Department of Labor (MDOL) as the Grant Recipient and Administrative Entity for the 12-County SDA for the period July 1, 1996, to December 31, 1997. A decision for the balance of the biennium will be made prior to December 31, 1997. As the Grant Recipient and Administrative Entity, the MDOL will maintain all financial liability with the United States Department of Labor for Title IIA and Title IIB and other JTPA funds and will establish administrative systems and structures in agreement with the PIC and, as required by the Act, Federal Regulations, and State rules and regulations. The WDCAO is directed to report program performance, activities, revenues, and expenditures to the PIC and CLEO on a quarterly basis. Such reports shall contain data on an aggregate basis and by Service Provider area. Reports will also include information on MDOL performance in relation to staff support for the SDA/PIC and PIC autonomy.

The name of the WDCAO and of our workforce development centers may be changed to more accurately represent our new customer service program design as may be adopted by the PIC.

2. The PIC and the CLEO instruct the WDCAO to contract with Service Providers for Androscoggin, Aroostook, Franklin, Knox, Lincoln, Oxford, Sagadahoc, and Waldo Counties on the basis of the PY1994 RFP process for the comprehensive delivery of Title IIA, Title IIB, and other JTPA programs for the period of July 1, 1996, to June 30, 1998.

The PIC/CLEO select the MDOL as Service Provider for the four Direct Delivery Counties of York, Somerset, Kennebec, and Washington Counties for the new program year beginning July 1, 1996. Selection of MDOL, Coastal Economic Development (CED), Western Maine Community Action (WMCA), and Aroostook County Action Program (ACAP) as Service Providers for the new program year is contingent upon continued high program performance and compliance with SDA/PIC policies and requirements in regards to One Stop Design and implementation. Selection is also contingent upon satisfactory service provider compliance and performance in regards to comprehensive planning and management reviews being conducted by the SDA in lieu of RFP.

A majority of county commissioners in any county or counties may, with written reason, request an administrative review of its service provider, and shall be part of the administrative review process.

If the said commissioners disagree with the results of the administrative review the parties may go to arbitration as is defined in item number three of this agreement.

The PIC and CLEO reserve the right to RFP for Service Providers and to further deliberate this decision contingent upon the impact of funding availability, Service Provider performance, and other relevant issues .

3. In the event that contradictory positions are adopted by the PIC and CLEO in those decisions requiring joint approval, the chairs of the PIC and CLEO shall refer such matters to the Coordinating Committee for resolution. In the event that agreement is not reached, the chairs of the PIC and CLEO shall obtain the services of an independent third party to mediate a compromise acceptable to the two groups. Any costs resulting from such mediation will be shared equally.
4. This PIC and CLEO's Agreement may be extended or renegotiated upon request by either party up to 120 days prior to the start of PY98.
5. The Chairpersons of the PIC and the CLEO's shall be empowered to sign

any necessary documents following votes by a favorable majority vote of those present and voting.

6. In order to continue to provide the CLEO with an identity and a greater role in JTPA, CLEO will be represented on PIC Ad-hoc Committees. The CLEO Chairman will have the responsibility of making appointments.
7. Technical assistance. The WDCAO staff will assist the CLEO on role identification or any other area as may be requested by the CLEO.
8. Information will be shared by both the PIC and the CLEO's. Any subscriptions/information received by either party will be given to the other.
9. The SDA Director will be responsible for all mailings relating to employment and training programs. This includes notices of PIC meetings, Ad-hoc Committee meetings, and special mailings. The Executive Director of the Maine County Commissioners Association will receive a copy of what is sent out and it will be the responsibility of CLEO's Chairman, and the Maine County Commissioner's Executive Director to assure CLEO participation.
10. CLEO's expenses involved in attending PIC meetings will be reimbursed. This will include travel and meals to attend Council meetings, as well as meetings of any Ad-hoc Committees.
11. When training/informational meetings are offered either at the State, Regional, or national level, the opportunity to attend will be offered to a CLEO and reimbursed by the PIC. The CLEO attending will be responsible for providing turnaround training and/or information to other CLEO's. This will not be done at the expense of PIC participation.
12. The Maine County Commissioners Association, Executive Director, will be provided with all WDCAO employment and training program] information, and will act as the CLEO Coordinator but no funds for this purpose will be provided by the PIC.

This Agreement or portions thereof may be modified by a majority vote of both the PIC and CLEO's. This agreement may be terminated by a two-thirds (2/3) vote of both the PIC and CLEO's. Notification of intent to terminate must be submitted by the originating entity 30 days prior termination.

IV. Signatures for the Agreement

Kathleen Louie-Borsham
Co-Chair, Private Industry Council

Date

Paul H. Mueller
Co-Chair, Private Industry Council

Date

Emile J. Jacques
Chairperson, Chief Local Elected Official

Date

NOTICE OF INTENT OF SUBMIT
A JOB TRAINING PLAN
UNDER TITLE II OF
THE JOB TRAINING PARTNERSHIP ACT (JTPA)

On behalf of the Maine Twelve-County Private Industry Council (PIC), the Workforce Development Centers Administrative Office hereby announces that it will develop and submit to the Governor a **Job Training Plan** for programs to be funded by Title II of the Job Training Partnership Act (JTPA), as amended. This plan will describe programs to be offered from July 1, 1997 to June 30, 1998 and will put forth a comprehensive strategy to provide employment and training services to economically disadvantaged persons in need of such services in the counties of Aroostook, Androscoggin, Franklin, Kennebec, Knox, Lincoln, Oxford, Sagadahoc, Somerset, Waldo, Washington and York. Services to be provided include Outreach, Eligibility Determination, Assessment and Testing, Individual Service Strategy Plan Development, and Training for Work Readiness, Basic Educational Skills, Occupational Skills, and Job Seeking and Keeping Skills.

Copies of this plan will be made available and may be obtained by contacting Andrew C. Drouin, Director of Planning & Administration, Workforce Development Centers Administrative Office, State House Station #124, Augusta, Maine, 04333, or by telephoning (207)287-3378 or 1-800-245-5627. Comments are invited.

STATE OF MAINE
AGENCY PURCHASE ORDER
NOT TO EXCEED \$1,000.00

Reference this Number On All
Shipments and Invoices

CONTROL NUMBER	
AGY.	APO 017132

(3)

(11)

DATE: February 14, 1997

VENDOR CODE: 01-0074735C

(11)

Contract #

Kennebec Journal
Western Avenue
Augusta, Maine 04330

SHIP TO	Maine Dept. of Labor
	Workforce Development Cntrs. Admin.
	Office, Hospital St., 124 Station
	Augusta, Maine 04333-0124
INVOICE IN TRIPPLICATE TO	
	same as above

ATTN: Classifieds

LN	COM LN	VENDOR INVOICE	FUND	AGY	ORG	SUB ORG	APPR	ACTV	OBJEC	SUB OBJ	REV SRC	SUB ACV	JOB NO.	REPT CATG.	BS ACCT	D
(2)	(3)	(11)	(3)	(3)	(4)	(2)	(3)	(4)	(4)	(2)	(4)	(2)	(8)	(4)	(4)	(1)
			013	12F	1300		012		4946							

QUANTITY	UNIT	DESCRIPTION OF ITEMS REQUESTED	ESTIMATED UNIT PRICE	AMOUNT	NO. OF UNITS REC'D & DATE	RECEIVING OFFICIAL
		Please run the attached legal notice				
		on March 3, 1997.				
		Send Tear Sheet attn: Brenda Stevens				
		at the ship to address above				

INVOICES MUST BEAR CERTIFICATION THAT NO FEDERAL EXCISE NOR MAINE STATE SALES AND USE TAXES ARE INCLUDED IN THE ABOVE AMOUNTS.

NOTICE: Maine Chemical Substance Identification Law Requirements, read paragraph 16 on reverse side.

TOTAL	
CASH DISCOUNT	
NET AMOUNT	

AREA REQUESTING
REQUESTED BY

APPROVED BY
DATE REQUIRED

Andrew C. Drouin, Dir. of Plng. & Admin.
PERSON AUTHORIZING ORDER (PLEASE TYPE)

Dir. of Plng. & Admin.
SIGNATURE AND TITLE

Remarks

STATE OF MAINE
AGENCY PURCHASE ORDER
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CONTROL NUMBER	
AGY.	APO 017130

DATE: February 14, 1997

VENDOR CODE: 01-0074735A
(11)

Contract # _____

Portland Press Herald
P.O. Box 1460
Portland, Maine 04104

SHIP TO	Maine Dept. of Labor
	Workforce Dev. Centers Admin. Office
	Hospital St., Station 124
	Augusta, Maine 04333-0124
INVOICE IN TRIPLICATE TO	
	same as above

LN	COM LN	VENDOR INVOICE	FUND	AGY	ORG	SUB ORG	APPR	ACTV	OBJEC	SUB OBJ	REV SRC	SUB ACV	JOB NO.	REPT CATG.	BS ACCT	ID.
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QUANTITY	UNIT	DESCRIPTION OF ITEMS REQUESTED	ESTIMATED UNIT PRICE	AMOUNT	NO. OF UNITS REC'D & DATE	RECEIVING OFFICIAL
		Please run the attached Legal Notice				
		on March 3, 1997.				
		Send tear sheet ATTN: Brenda Stevens				
		at the ship to address above.				

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NOTICE: Maine Chemical Substance Identification Law Requirements, read paragraph 16 on reverse side.

TOTAL	
CASH DISCOUNT	
NET AMOUNT	

AREA REQUESTING	APPROVED BY
REQUESTED BY	DATE REQUIRED

Andrew C. Drouin, Dir. of Plng. & Admin.
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Dir. of Plng. & Admin.
SIGNATURE AND TITLE

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AGY. ☐ ☐ APO 01711

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	Workforce Dev. Centers Admin.		
INVOICE IN TRIPPLICATE TO	Hospital St., Station #104		
	Augusta, Maine 04333-0124		
	same as above		

LN	COM LN	VENDOR INVOICE	FUND	AGY	ORG	SUB ORG	APPR	ACTV	OBJEC	SUB OBJ	REV SRC	SUB ACV	JOB NO.	REPT CATG.	BS ACC
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DESCRIPTION OF ITEMS REQUESTED															
Please run the attached report on Wages															
ESTIMATED UNIT PRICE															

INVOICE
IN
TRIPPLICATE
TO

Hospital St., Station #114
Augusta, Maine 04333-0124
same as above

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NOTICE: Maine Chemical Substance Identification Law Requires
read paragraph 16 on reverse side.

REQUESTING

REQUESTING

BY

APPROVED BY

DATE REQUIRED

Andrew C. Drouin, Dir. of Plng. & Admin.
PERSON AUTHORIZING ORDER (PLEASE TYPE)

Blouin, Dir. of Plng.
PERSON AUTHORIZING ORDER (PLEASE TYPE)
[Signature]

SIGNATURE AND TITLE

FOR INTERNAL USE ONLY

0131

AGENCY PURCHASE ORDER

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AGY.	APO 017146

(3) (11)

Contract # _____

DATE: ~~APR~~ x April 1, 1997

VENDOR CODE: 01-0074735C

(11)

Kennebec Journal
Western Avenue
Augusta, Maine 04330

SHIP TO	Maine Dept. of Labor Workforce Dev. Centers Admin. Office Hospital Street, 124 State Station Augusta, Maine 04333-0124
INVOICE IN TRIPPLICATE TO	Same as above

LN	COM LN	VENDOR INVOICE	FUND	AGY	ORG	SUB ORG	APPR	ACTV	OBJEC	SUB OBJ	REV SRC	SUB ACV	JOB NO.	REPT CATG.	BS ACCT	ID
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QUANTITY	UNIT	DESCRIPTION OF ITEMS REQUESTED	ESTIMATED UNIT PRICE	AMOUNT	NO. OF UNITS REC'D & DATE	RECEIVING OFFICIAL
		Please run the attached legal notice				
		on April 7, 1997.				
		Please send TEAR SHEET ATTN: Brenda				
		Stevens at the ship to address above.				

INVOICES MUST BEAR CERTIFICATION THAT NO FEDERAL EXCISE NOR MAINE
STATE SALES AND USE TAXES ARE INCLUDED IN THE ABOVE AMOUNTS.

NOTICE: Maine Chemical Substance Identification Law Requirements,
read paragraph 16 on reverse side.

TOTAL	
CASH DISCOUNT	
NET AMOUNT	

AREA REQUESTING
REQUESTED BY

APPROVED BY
DATE REQUIRED

Andrew C. Drouin, Dir. of Plng. & Admin.
PERSON AUTHORIZING ORDER (PLEASE TYPE)

Andrew Drouin Dir. of Plng. & Admin.
SIGNATURE AND TITLE

Remarks

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AGY	APO 017148

(3)

(11)

DATE: March 19, 1997

Contract # _____

VENDOR CODE: 01-0074735A
 (11)

Portland Press Herald
 P.O. Box 1460
 Portland, Maine 04104

SHIP TO	Maine Dept. of Labor
	Workforce Dev. Centers Admin.
	Hospital St., Station 124
	Augusta, Maine 04333-0124
INVOICE IN TRIPLICATE TO	same as above

LN	COM LN	VENDOR INVOICE	FUND	AGY	ORG	SUB ORG	APPR	ACTV	OBJEC	SUB OBJ	REV SRC	SUB ACV	JOB NO.	REPT CATG.	BS ACCT	ID
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(2)	(3)	(11)	(3)	(3)	(4)	(2)	(3)	(4)	(4)	(2)	(4)	(2)	(8)	(4)	(4)	(1)

QUANTITY	UNIT	DESCRIPTION OF ITEMS REQUESTED	ESTIMATED UNIT PRICE	AMOUNT	NO. OF UNITS REC'D & DATE	RECEIVING OFFICIAL
		Please run the attached Legal Notice				
		on April 7, 1997,.				
		Send TEARSHEET ATTN: Brenda Stevens				
		at the ship to address above.				

INVOICES MUST BEAR CERTIFICATION THAT NO FEDERAL EXCISE NOR MAINE STATE SALES AND USE TAXES ARE INCLUDED IN THE ABOVE AMOUNTS.

NOTICE: Maine Chemical Substance Identification Law Requirements, read paragraph 16 on reverse side.

TOTAL	
CASH DISCOUNT	
NET AMOUNT	

AREA REQUESTING

APPROVED BY

Andrew C. Drouin, Dir. of Plng. & Admin.

PERSON AUTHORIZING ORDER (PLEASE TYPE)

REQUESTED BY

DATE REQUIRED

Andrew Drouin Dir. of Plng. & Admin.
 SIGNATURE AND TITLE

Remarks

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(3) (11)

Contract # _____

DATE: March 19, 1997

VENDOR CODE: 01-0024570
(11)

Bangor Daily News
ATTN: Classified Dept.
P.O. Box 21329
Bangor, Maine 04402

SHIP TO	Maine Dept. of Labor
	Workforce Dev. Centers Admin. Office
	Hospital St., 124 State Station
	Augusta, Maine 04333-0124
INVOICE IN TRIPLICATE TO	Same As Above

LN	COM LN	VENDOR INVOICE	FUND	AGY	ORG	SUB ORG	APPR	ACTV	OBJEC	SUB OBJ	REV SRC	SUB ACV	JOB NO.	REPT CATG.	BS ACCT	ID
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QUANTITY	UNIT	DESCRIPTION OF ITEMS REQUESTED	ESTIMATED UNIT PRICE	AMOUNT	NO. OF UNITS REC'D & DATE	RECEIVING OFFICIAL
		Please run the attached legal notice				
		on April 7, 1997.				
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TOTAL

CASH DISCOUNT

NET AMOUNT

AREA REQUESTING
REQUESTED BY

APPROVED BY
DATE REQUIRED

Andrew C. Brouin, Dir. of Plng. & Admin.
PERSON AUTHORIZING ORDER (PLEASE TYPE)

Andrew C. Brouin Dir. of Plng. & Admin.
SIGNATURE AND TITLE

Remarks

