



ANNUAL REPORT
JULY 1, 2001 TO JUNE 30, 2002

Maine Workforce Investment Act

Submitted by:

MAINE
DEPARTMENT OF
LABOR



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Maine Job Council Recommendations for 2002

Introduction

It's been nearly four years from the initial implementation of the Workforce Investment Act of 1998 and Maine's workforce development system has continued to embrace the challenges and opportunities this legislation presents. The Workforce Investment Act of 1998 has underscored the critical role of the Maine Jobs Council and the four Local Workforce Boards to build a stronger workforce system that can meet the needs of the State's businesses and the needs of workers. Moreover, the Act provides some of the momentum for fulfilling our potential to foster an unprecedented level of collaboration between workforce and economic development through public and private ventures.

Participants in Maine's workforce development system are engaged – the Maine Department of Labor, Maine Jobs Council, four Local Workforce Boards, state, regional and local economic development and education service providers, the private sector, workers and multiple community-based organizations. Together, we have continued to focus our efforts on achieving better coordination and integration of the services we offer to the business community and workers.

The Maine Jobs Council views the Workforce Investment Act as a means to convene policy makers, service providers and citizens so that we can collectively build a better, more prosperous and productive community in the face of a faltering economy and uncertain future. To this end, the Maine Jobs Council has issued a series of major policy recommendations for 2002 to Governor Angus King.

Implement the Career Preparation component of Maine Learning Results


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

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

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

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

Maine's workforce for the next twenty years is largely in place already. Thus, the challenge of raising skill and education levels must address existing workers as well as those in high



school and college. Workers have families, obligations, and sometimes second jobs. They find it hard to integrate traditional classroom course arrangements into their lives. On the other hand, 43% of Maine households have Internet access at home. This is a potential tool for delivering education and training at a time and location of the learner's convenience.

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

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

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

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

Promote technological literacy

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

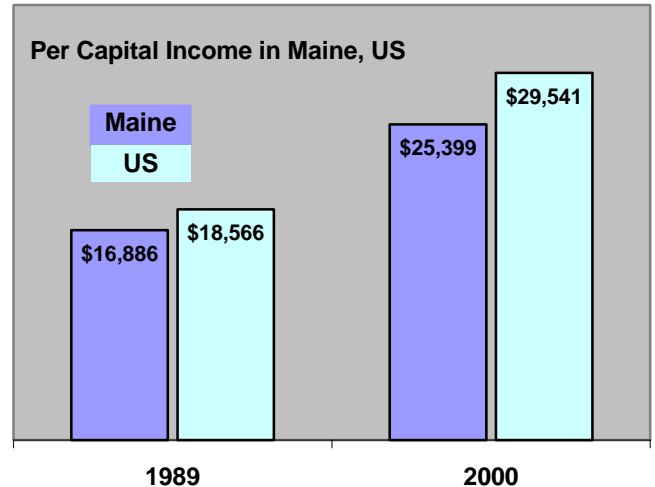
Status of Workforce Development in Maine

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

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

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

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



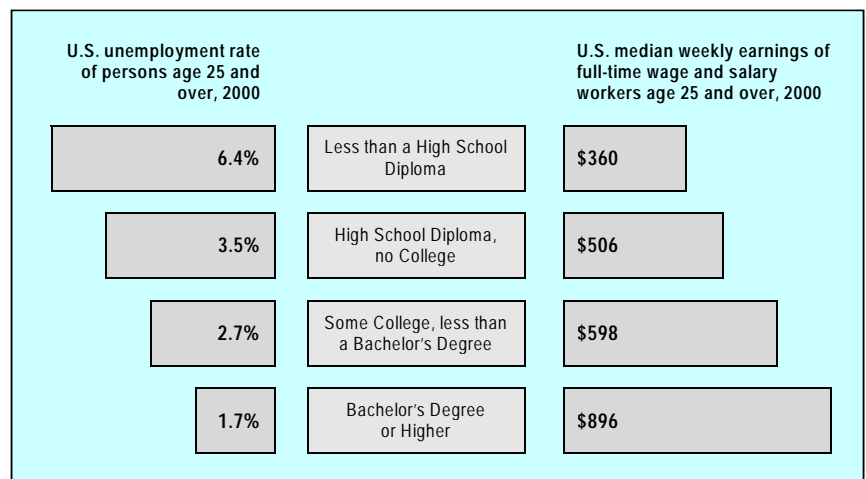
The relationship between education and income is documented. As the chart below shows, if you have a bachelor's degree from college, your odds of being employed are four times better than someone without a high school degree, and your income is likely to be three times higher.

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

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

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

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



Challenge: Not Enough Participation in Training

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

The answer to the first question is yes.

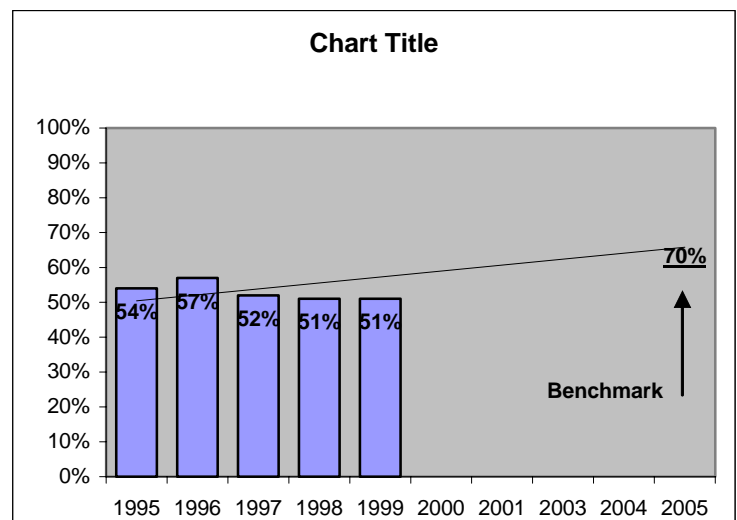
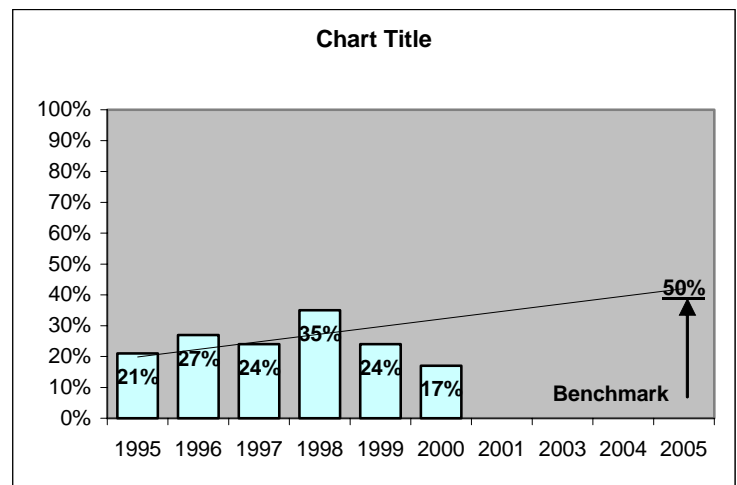
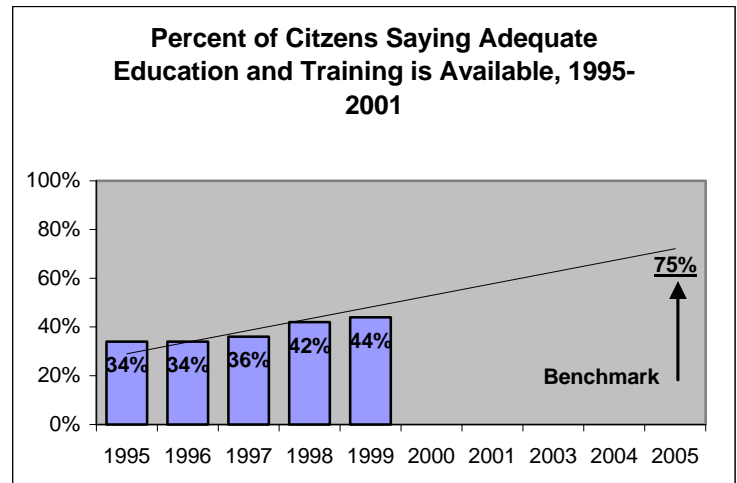
The Maine Economic Growth Council, a group of business and governmental leaders who track key performance indicators for the Maine economy, report that 44% of Maine people believe that adequate education and training opportunities are available in Maine – up 10% in four years. This is significant progress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

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

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

In the spring of 2001 the Maine Jobs Council authorized a survey of Maine workers to find out.

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



What is going on?

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

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

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

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

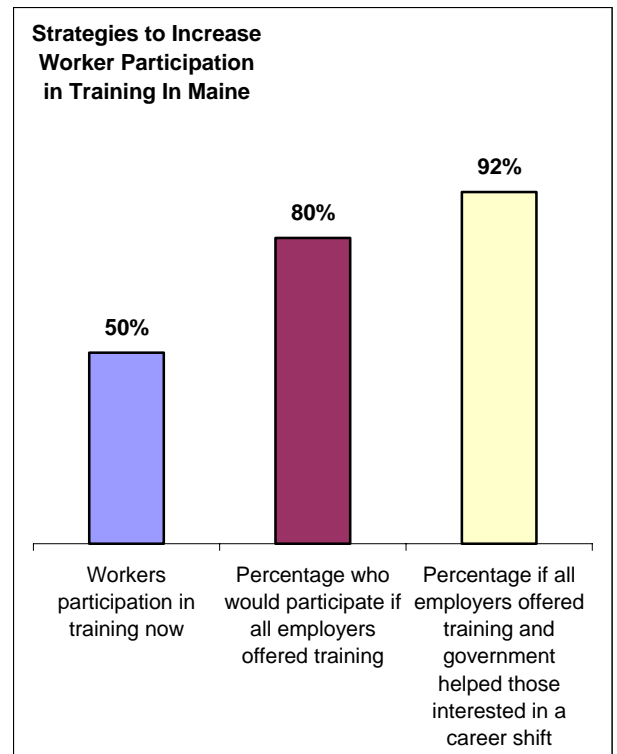
Surprisingly, the near-term possibility for a promotion is not a factor in participating in training. Unfortunately, most Maine workers are not optimistic about their chances for promotion, and attitudes on this issue do not seem to affect training participation. *Training participants take a longer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

If an employer offers training and education help, the chances of an employee participating in continuing education go up from 24% to 83%.

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

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

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



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

This is a shorthand summary. There are also more specific issues to be addressed. For example, ten percent of people not participating in training mentioned health obstacles.

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

The Role of the Maine Jobs Council

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

State of Maine 2001
Economic Development Strategy:
Maine Department of Economic and Community Development

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

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

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

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

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

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

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

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

Status Report: Maine CareerCenters

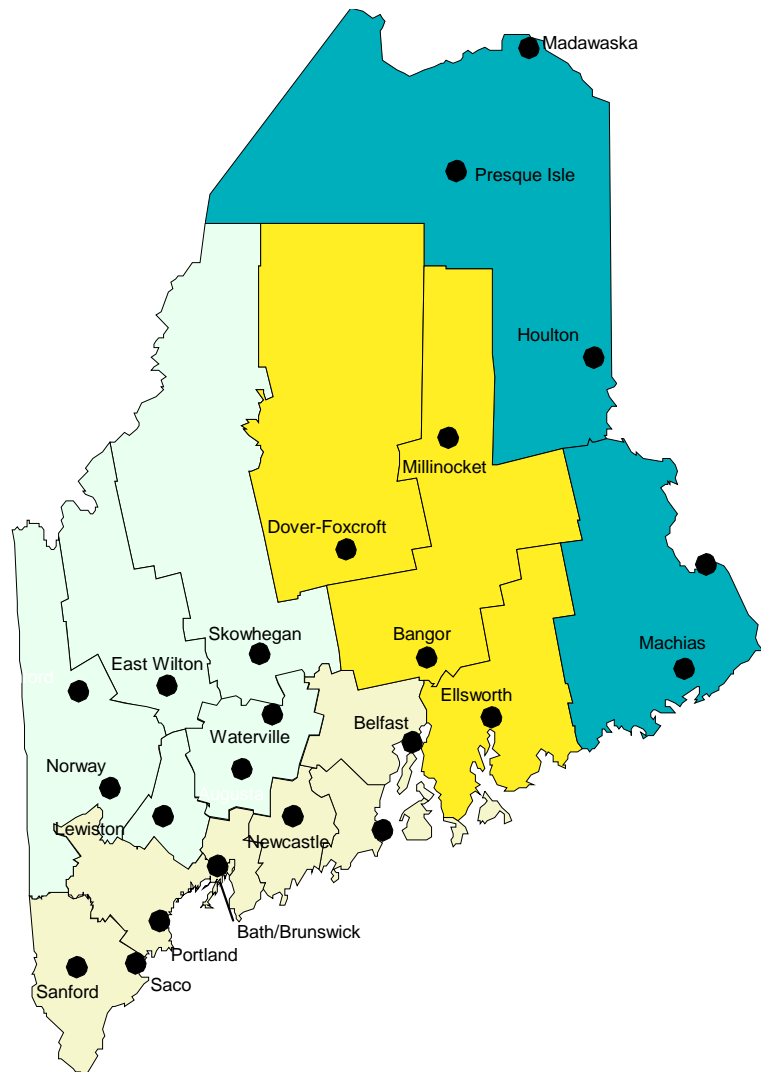
The tool for implementing programs like the Workforce Investment Act in Maine is a series of one-stop service offices called **CareerCenters**.

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

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

In the past year more than 82,000 people registered in the CareerCenter system. 33,000 were referred to employment, and 7,000 found employment directly through the system. Employers listed 21,000 jobs in the job bank. CareerCenters served as a point of entry for employers and employees to important training programs, such as Governor's Training Initiative (enabling the training of 5,000 Maine workers in fiscal year 2000-1); and the Workforce Investment Act.

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



Status Report: Local Workforce Investment Boards

In its initial planning, the Maine County Commissioners Association and the Maine Jobs Council collaborated to redefine planning regions in Maine. Prior to April 2000, Maine's workforce development delivery system consisted of only three Service Delivery Areas overseen by Private Industry Councils. The opportunity presented by the implementation of the Workforce Investment Act resulted in a different configuration of service delivery – one that more closely fosters organizational alignment among multiple agencies and that follows current economic development districts, natural resources and county demographics.

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

In two years time much has been accomplished. For example:

Aroostook/Washington Workforce Investment Board

- Continuing to develop and implement a public awareness media campaign to educate the business community and the general public on employment and - training services, which are provided by CareerCenters in our local area. This is effectuated through jobs fairs, career development forums, press releases, various community group presentations and any other appropriate means necessary to convey our message to our customers.
- Encouraging the creation and adoption of new, untried before market driven business initiatives, through the establishment of employer focus groups and various employer outreach efforts. A local workforce development plan that is responsive to the needs of business is an integral component of our overall strategy.

Central/Western Workforce Board

- In FY 2001-2002, CareerCenters served over 25,000 customers with an 80% placement rate averaging \$9.44 per hour.
- The Board uses \$125,000 of its Administrative Budget to supplement Dislocated Worker training, and supports full Marketing/PR services.
- The Board uses local Business Advisory Groups to focus on local business training and workforce development programs.

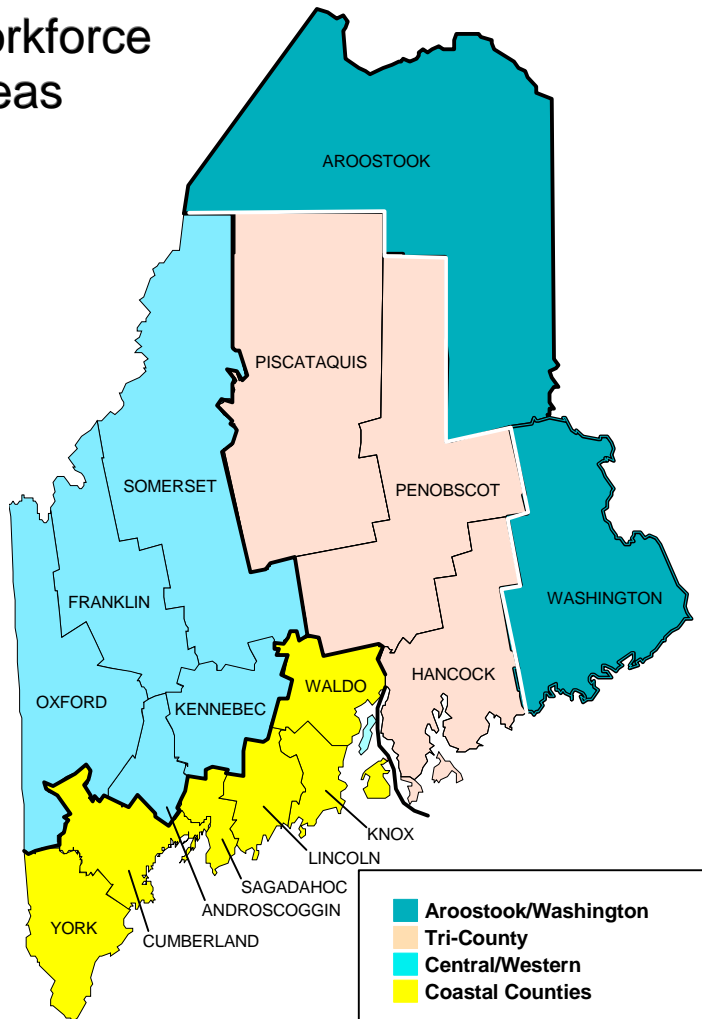
Coastal Counties Workforce Board

- In 2001, over 33,000 Maine citizens visited the CareerCenters within the Coastal Counties Region and over 85% of those enrolled in the program obtained employment at an average wage of \$10.95 per hour
- Established an Incumbent Worker Training Program in which 50 workers obtained skills upgrading on the job and received an average wage increase of \$1.00 per hour.

Tri-County Workforce Investment Board

- In 2001, 21,043 people in Hancock, Penobscot and Piscataquis counties visited the CareerCenters. Of this number, 7,543 people were referred to employers for jobs and 1,577 were placed in full-time employment.
- Last year the Tri-County Workforce Investment Board secured 3 National Emergency grants in the amount of \$3,546,887 to assist dislocated workers due to plant closures. To date, 536 people have been served with these funds. Of the 536 people, 130 have been placed in employment at wages averaging between \$9.24 and \$10.05 per hour. We served an additional 560 dislocated workers with our WIA Title I Formula funds last year, placing 215 in employment at an average wage of \$9.71 per hour.
- Each quarter the CareerCenters in Ellsworth, Bangor and Dover-Foxcroft sponsor job fairs with average of 20 to 30 employers participating at each fair. On average, 300 to 500 people come through our doors on those days looking for work. We have also offered job fairs in other parts of the region to assist employers in those areas. Additionally, the Tri-County WIB collaborated with the Chamber of Commerce and Workforce Staffing to hold the first annual regional Chamber Job Fair held at the Bangor Civic Center. At this event over 100 employers participated with a daily attendance of over 2,500 adults and youth.

Local/Regional Workforce Investment Areas



Performance report: Maine CareerCenters

In addition to the services provided through Workforce Investment Act and Wagner-Peyser, the Governor's Training Initiative supplied funds to train **6,836** workers in over **93** companies. Trade Adjustment Act funds were used to fund training expenses for **543** workers. Maine's pre-apprenticeship program enrolled **607** and **675** participated in the Registered Apprenticeship program.

There are other federal, State, and local programs not mentioned here which operate in CareerCenters, as well. Maine is the recipient of several National Emergency Grants and other funded workforce development initiatives. As mentioned previously in this report, the contribution of WIA funds to the actual training of numbers of individuals is small. However, the use of WIA funds to leverage other resources is a large contribution to the workforce investment effort. WIA funds are spent on the infrastructure of the CareerCenter system to integrate many other resources designed to find employment for those who seek it.

Cost Data

Maine allocates 85% of the Workforce Investment Act, Title I funds it receives to four Local Workforce Investment Areas. The WIA Title I funds allocated to Adults, Dislocated Workers and Youth had a direct impact of the range of strong performance outcomes for each of these groups. Each of Maine's 23 CareerCenter offers an extensive array of core, intensive and training services.

The largest share of WIA Title I resources were spent on providing a wide range of primarily Core and Intensive services. The CareerCenters have focused their delivery process on providing services that are designed to assist workers entry and re-entry into the labor market. Because we operated for most of the program year under the conditions of severe labor shortages in most labor markets, employment opportunities were relatively plentiful. The majority of customers who were registered received assistance with finding employment that offered the opportunities for good benefits and the potential for income growth.

Through Core and Intensive Services the range of activities included helping customer gain access to employment opportunities, job search preparation, application and resume preparation, effective interviewing techniques, career planning and wage progression evaluations. The CareerCenters have been working as effective teams consisting of Workforce Investment Act, Wagner-Peyser and to some extent Bureau of Rehabilitation service providers to offer registered customers the highest level of support necessary to gain access to employment. The outcomes for Workforce Investment Act registered customer suggest that we are experiencing some early success with this approach.

UNIT COST DATA	C-E RATIO	TOTAL OBLIGATIONS	TOTAL INDIVIDUALS SERVED
Overall, All Program Strategies	\$1,456	\$8,829,475	6,066
Adult Program	\$1,650	\$3,009,625	1,824
Dislocated Worker Programs	\$760	\$2,122,203	2,793
Youth Programs	\$2,552	\$3,697,647	1,449

**Maine Workforce Investment Act Report
Statewide, Fiscal Year 2001**

Maine CareerCenter Activity

Looked for jobs via Labor Exchange	82,742\ individuals
Jobs listed by employers via Labor Exchange	17,530\ jobs
Job seekers referred to employers	33,589\ individuals
Job seekers placed in employment	7,038\ individuals

Participants receiving counseling and training services

Adult	1,824
Dislocated Workers	2,793
Older Youth	423
Younger Youth	1,026

Customer Satisfaction

	Goal	Actual
Participants	74%	76%
Employers	69%	71%

Entered Employment rates (i.e., placement rates)

Adults	77%	89%
Dislocated workers	82%	90%
Older Youth	67%	83%

Retention rates (i.e., employment after 6 months)

Adults	83%	88%
Dislocated workers	90%	93%
Older Youth	68%	76%
Younger Youth	55%	58%

Earnings change/ replacement after 6 months

Adult	\$3,275	\$2,879
Dislocated workers	91%	91%
Older Youth	\$2,625	\$3,446

Credential/Diploma Rate

Adults	61%	53%
Dislocated workers	61%	52%
Older Youth	51%	52%
Younger Youth	56%	51%

Skill attainment rate

Younger Youth	76%	98%
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Table A – Workforce Investment Act Customer Satisfaction Results

Customer Satisfaction	Negotiated Performance Level	Actual Performance Level - American Customer Satisfaction Index	Number of Completed Surveys	Number of Customers Eligible for the Survey	Number of Customers Included in the Sample	Response Rate
Participants	74%	76%	946	2,106	1445	66%
Employers	69%	71%	561	3,171	796	71%

Table B – Adult Program Results At-A-Glance

	Negotiated Performance Level	Actual Performance Level		
Entered Employment Rate	77%	89%	Numerator	470
			Denominator	530
Employment Retention Rate	83%	88%	Numerator	497
			Denominator	568
Earnings Change in Six Months	\$3,275	\$2,879	Numerator	\$1,635,183
			Denominator	568
Employment and Credential Rate	61%	53%	Numerator	109
			Denominator	207

Table C – Outcomes for Adult Special Populations

Reported Information	Public Assistance Recipients Receiving Intensive or Training Services		Veterans		Individuals With Disabilities		Older Individuals	
Entered Employment Rate	86%	59	83%	50	83%	63	80%	28
		69		60		76		35
Employment Retention Rate	76%	54	89%	51	86%	63	88%	28
		71		57		73		32
Earnings Change in Six Months	\$4,450	\$315,930	\$2,076	\$118,324	\$2,267	\$165,486	\$201	\$6,420
		71		57		73		32
Employment And Credential Rate	61%	33	42%	5	38%	13	36%	4
		54		12		34		11

**Table D – Other Outcome Information
for the Adult Program**

Reported Information	Individuals Who Received Training Services		Individuals Who Received Only Core and Intensive Services	
	Entered Employment Rate	86%	143 167	90%
Employment Retention Rate	88%	157 178	87%	340 390
Earnings Change in Six Months	\$4,491	\$799,389 178	\$2,143	\$835,794 390
Employment And Credential Rate	53%	109 207	0%	0 0

**Table E – Dislocated Worker
Program Results At-A-Glance**

	Negotiated Performance Level	Actual Performance Level		
Entered Employment Rate	82%	90%	Numerator	727
			Denominator	807
Employment Retention Rate	90%	93%	Numerator	673
			Denominator	727
Earnings Replacement Rate	91%	91%	Numerator	\$7,305,200
			Denominator	\$8,015,678
Employment And Credential Rate	61%	52%	Numerator	203
			Denominator	389

Table F – Outcomes for Dislocated Worker Special Populations

Reported Information	Veterans		Individuals With Disabilities		Older Individuals		Displaced Homemakers	
	Entered Employment Rate	86%	62 72	83%	48 58	82%	68 83	60%
Employment Retention Rate	92%	57 62	85%	41 48	88%	60 68	33%	1 3
Earnings Replacement Rate	83%	\$753,962 \$911,388	81%	\$377,735 \$463,520	88%	\$579,135 \$657,522	82%	\$12,974 \$15,810
Employment And Credential Rate	52%	15 29	54%	15 28	41%	15 37	0%	0 2

Table G – Other Outcome Information for the Dislocated Worker Program

Reported Information	Individuals Who Received Training Services		Individuals Who Received Only Core and Intensive Services	
Entered Employment Rate	90%	349	90%	378
		389		418
Employment Retention Rate	92%	322	93%	351
		349		378
Earnings Replacement Rate	96%	\$3,429,704	87%	\$3,875,496
		\$3,583,580		\$4,432,098
Employment And Credential Rate	52%	203	0%	0
		389		0

Table H – Older Youth Results At-A-Glance

	Negotiated Performance Level	Actual Performance Level		
Entered Employment Rate	67%	83%	Numerator	52
			Denominator	63
Employment Retention Rate	68%	76%	Numerator	52
			Denominator	68
Earnings Change in Six Months	\$2,625	\$3,446	Numerator	\$234,310
			Denominator	68
Credential Rate	51%	52%	Numerator	43
			Denominator	83

Table I – Outcomes for Older Youth Special Populations

Reported Information	Public Assistance Recipients	Veterans		Individuals With Disabilities		Out-of-School Youth		
Entered Employment Rate	69%	11	0%	0	73%	11	50%	4
		16		0		15		8
Employment Retention Rate	62%	8	0%	0	73%	11	67%	4
		13		0		15		6
Earnings Change in Six Months	\$5,150	\$66,946	\$0	\$0	\$2,796	\$41,941	\$1,675	\$10,049
		13		0		15		6
Credential Rate	41%	7	0%	0	35%	7	45%	5
		17		0		20		11

Table J – Younger Youth Results At-A-Glance

	Negotiated Performance Level	Actual Performance Level	
Skill Attainment Rate	76%	98%	490
			502
Diploma or Equivalent Attainment Rate	56%	51%	81
			160
Retention Rate	55%	58%	62
			106

Table K – Outcomes for Younger Youth Special Populations

Reported Information	Public Assistance Recipients		Individuals With Disabilities		Out-of-School Youth	
Skill Attainment Rate	100%	25	98%	425	98%	454
		25		433		465
Diploma or Equivalent Attainment Rate	58%	14	42%	32	55%	64
		24		77		116
Retention Rate	76%	13	44%	22	50%	32
		17		50		64

Table L– Other Reported Information

	12 Mo. Employment Retention Rate		12 Mo. Earnings Change (Adults and Older Workers) or Replacement Rate (Dislocated Workers)		Placements for Participants in Nontraditional Employment		Wages At Entry Into Employment For Those Individuals Who Entered Unsubsidized Employment		Entry into Unsubsidized Employment Related to the training Received of Those Who Completed Training Services	
Adults	82%	392	\$3,747	\$1,786,066	1%	8	\$4,057	\$1,906,779	67%	120
		476		\$476		568		470		178
Dislocated Workers	89%	506	\$108	\$6,278,960	1%	8	\$5,148	\$3,742,821	66%	232
		568		\$5,793,926		727		727		349
Older Youth	86%	12	\$5,448	\$76,278	0%	0	\$3,137	\$163,106		
		14		14		70		52		

Table M – Participation Levels

	Total Participants Served	Total Exiters
Adults	1,824	828
Dislocated Workers	2,793	1,012
Older Youth	423	135
Younger Youth	1,026	211

Table N– Cost of Program Activities

Program Activities			Total Federal Spending
Local Adults			\$3,009,625
Local Dislocated Workers			\$2,122,203
Local Youth			\$3,697,647
Rapid Response (up to 25%) §134 (a) (2) (b)			\$980,674
Statewide Required Activities (up to 15%) §134 (a) (2) (b)			\$1,503,968
Statewide Allowable Activities §134 (a) (3)	Program Activity Description	10% of Adult, Youth, and DW funds for State Activities	\$1,089,026
Total of All Federal Spending Listed Above			\$11,314,117

Table O

Statewide

	Total Participants Served	Adults	1,824	
		Dislocated Workers	2,793	
		Older Youth	423	
		Younger Youth	1,026	
	Total Exiters	Adults	828	
		Dislocated Workers	1,012	
		Older Youth	135	
		Younger Youth	211	
		Negotiated Performance Level	Actual Performance Level	
Customer Satisfaction	Program Participants	74%	76%	
	Employers	69%	71%	
Entered Employment Rate	Adults	77%	89%	
	Dislocated Workers	82%	90%	
	Older Youth	67%	83%	
Retention Rate	Adults	83%	88%	
	Dislocated Workers	90%	93%	
	Older Youth	68%	76%	
	Younger Youth	55%	58%	
Earnings Change/Earnings	Adults	\$3,275	\$2,879	
	Dislocated Workers	91%	91%	
Replacement in Six Months	Older Youth	\$2,625	\$3,446	
Credential/Diploma Rate	Adults	61%	53%	
	Dislocated Workers	61%	52%	
	Older Youth	51%	52%	
	Younger Youth	56%	51%	
Skill Attainment Rate	Younger Youth	76%	98%	
Description of Other State Indicators of Performance (WIA §136 (d)(1)) (Insert additional rows if there are more than two "Other State Indicators of Performance")			n/a	
Overall Status of Local Performance		Not Met	Met	Exceeded
		0	6	11

Table O

Aroostook/Washington LA

	Total Participants Served	Adults	206	
		Dislocated Workers	195	
		Older Youth	134	
		Younger Youth	231	
	Total Exiters	Adults	70	
		Dislocated Workers	54	
		Older Youth	34	
		Younger Youth	26	
		Negotiated Performance Level	Actual Performance Level	
Customer Satisfaction	Program Participants	74%	89%	
	Employers	69%	72%	
Entered Employment Rate	Adults	77%	82%	
	Dislocated Workers	82%	92%	
	Older Youth	67%	100%	
Retention Rate	Adults	83%	89%	
	Dislocated Workers	90%	94%	
	Older Youth	68%	88%	
	Younger Youth	55%	57%	
Earnings Change/Earnings	Adults	\$3,275	\$4,115	
	Dislocated Workers	91%	112%	
Replacement in Six Months	Older Youth	\$2,625	\$1,809	
Credential/Diploma Rate	Adults	61%	34%	
	Dislocated Workers	61%	42%	
	Older Youth	51%	89%	
	Younger Youth	56%	46%	
Skill Attainment Rate	Younger Youth	76%	96%	
Description of Other State Indicators of Performance (WIA §136 (d)(1)) (Insert additional rows if there are more than two "Other State Indicators of Performance")			n/a	
Overall Status of Local Performance		Not Met	Met	Exceeded
		2	2	13

Table O

Tri-County LA

	Total Participants Served	Adults	370	
		Dislocated Workers	560	
		Older Youth	71	
		Younger Youth	179	
	Total Exiters	Adults	172	
		Dislocated Workers	230	
		Older Youth	27	
		Younger Youth	49	
		Negotiated Performance Level	Actual Performance Level	
Customer Satisfaction	Program Participants	74%	82%	
	Employers	69%	72%	
Entered Employment Rate	Adults	77%	88%	
	Dislocated Workers	82%	92%	
	Older Youth	67%	79%	
Retention Rate	Adults	83%	83%	
	Dislocated Workers	90%	90%	
	Older Youth	68%	83%	
	Younger Youth	55%	81%	
Earnings Change/Earnings	Adults	\$3,275	\$4,343	
	Dislocated Workers	91%	112%	
Replacement in Six Months	Older Youth	\$2,625	\$4,620	
Credential/Diploma Rate	Adults	61%	71%	
	Dislocated Workers	61%	78%	
	Older Youth	51%	61%	
	Younger Youth	56%	74%	
Skill Attainment Rate	Younger Youth	76%	84%	
Description of Other State Indicators of Performance (WIA §136 (d)(1)) (Insert additional rows if there are more than two "Other State Indicators of Performance")			n/a	
Overall Status of Local Performance		Not Met	Met	Exceeded
		0	3	14

Table O

Central/Western LA

	Total Participants Served	Adults	857	
		Dislocated Workers	1,270	
		Older Youth	135	
		Younger Youth	403	
	Total Exiters	Adults	405	
		Dislocated Workers	421	
		Older Youth	43	
		Younger Youth	107	
		Negotiated Performance Level	Actual Performance Level	
Customer Satisfaction	Program Participants	74%	72%	
	Employers	69%	72%	
Entered Employment Rate	Adults	77%	89%	
	Dislocated Workers	82%	89%	
	Older Youth	67%	75%	
Retention Rate	Adults	83%	89%	
	Dislocated Workers	90%	93%	
	Older Youth	68%	70%	
	Younger Youth	55%	42%	
Earnings Change/Earnings	Adults	\$3,275	\$2,039	
	Dislocated Workers	91%	103%	
Replacement in Six Months	Older Youth	\$2,625	\$3,516	
Credential/Diploma Rate	Adults	61%	46%	
	Dislocated Workers	61%	39%	
	Older Youth	51%	32%	
	Younger Youth	56%	44%	
Skill Attainment Rate	Younger Youth	76%	99%	
Description of Other State Indicators of Performance (WIA §136 (d)(1)) (Insert additional rows if there are more than two "Other State Indicators of Performance")			n/a	
Overall Status of Local Performance		Not Met	Met	Exceeded
		2	5	10

Table O

Coastal Counties LA

	Total Participants Served	Adults	391	
		Dislocated Workers	768	
		Older Youth	83	
		Younger Youth	213	
	Total Exiters	Adults	181	
		Dislocated Workers	307	
		Older Youth	31	
		Younger Youth	29	
		Negotiated Performance Level	Actual Performance Level	
Customer Satisfaction	Program Participants	74%	75%	
	Employers	69%	71%	
Entered Employment Rate	Adults	77%	89%	
	Dislocated Workers	82%	90%	
	Older Youth	67%	92%	
Retention Rate	Adults	83%	88%	
	Dislocated Workers	90%	93%	
	Older Youth	68%	69%	
	Younger Youth	55%	71%	
Earnings Change/Earnings	Adults	\$3,275	\$3,502	
	Dislocated Workers	91%	85%	
Replacement in Six Months	Older Youth	\$2,625	\$2,416	
Credential/Diploma Rate	Adults	61%	55%	
	Dislocated Workers	61%	45%	
	Older Youth	51%	44%	
	Younger Youth	56%	43%	
Skill Attainment Rate	Younger Youth	76%	98%	
Description of Other State Indicators of Performance (WIA §136 (d)(1)) (Insert additional rows if there are more than two "Other State Indicators of Performance")			n/a	
Overall Status of Local Performance		Not Met	Met	Exceeded
		0	8	9

PY 2001 WIA Performance

Run Date: 11/25/02 - WIA 9091

	Aroostook-Washington LA			Tri-County LA			Central LA			Coastal LA			Statewide		
	Standard	Actual	Δ%	Standard	Actual	Δ%	Standard	Actual	Δ%	Standard	Actual	Δ%	Standard	Actual	Δ%
Adult															
A. Adult Entered Employment Rate	77%	92%	19%	77%	88%	14%	77%	89%	16%	77%	89%	16%	77%	89%	15%
B. Adult Employment Retention Rate	83%	89%	7%	83%	83%	0%	83%	89%	7%	83%	88%	6%	83%	88%	5%
C. Adult Earnings Gain Rate	\$3,275	\$4,115	26%	\$3,275	\$4,343	33%	\$3,275	\$2,039	-38%	\$3,275	\$3,502	7%	\$3,275	\$2,879	-12%
D. Adult Employment and Credential Rate	61%	34%	-44%	61%	71%	16%	61%	46%	-25%	61%	55%	-10%	61%	53%	-14%
Youth															
A. Older Youth Entered Employment Rate	67%	100%	49%	67%	79%	18%	67%	75%	12%	67%	92%	37%	67%	83%	23%
B. Older Youth Retention Rate	68%	88%	29%	68%	83%	22%	68%	70%	3%	68%	69%	1%	68%	76%	12%
C. Older Youth Earnings Gain Rate	\$2,625	\$1,809	-31%	\$2,625	\$4,620	76%	\$2,625	\$3,516	34%	\$2,625	\$2,416	-8%	\$2,625	\$3,446	31%
D. Older Youth Credential Rate	51%	89%	75%	51%	61%	20%	51%	32%	-37%	51%	44%	-14%	51%	52%	2%
E. Younger Youth Skill Attainment Rate	76%	96%	26%	76%	84%	11%	76%	99%	30%	76%	98%	29%	76%	98%	28%
F. Younger Youth Diploma or Equivalent Attainment Rate	56%	46%	-18%	56%	74%	32%	56%	44%	-21%	56%	43%	-23%	56%	51%	-10%
G. Younger Youth Retention Rate	55%	57%	4%	55%	81%	47%	55%	42%	-24%	55%	71%	29%	55%	58%	6%
Dislocated Worker															
A. Dislocated Worker Entered Employment Rate	82%	92%	12%	82%	92%	12%	82%	89%	9%	82%	90%	10%	82%	90%	10%
B. Dislocated Worker Retention Rate	90%	94%	4%	90%	90%	0%	90%	93%	3%	90%	93%	3%	90%	93%	3%
C. Dislocated Worker Earnings Replacement rate	91%	112%	23%	91%	80%	-12%	91%	103%	13%	91%	85%	-7%	91%	91%	0%
D. Dislocated Worker Employment and Credential Rate	61%	42%	-31%	61%	78%	28%	61%	39%	-36%	61%	45%	-26%	61%	52%	-14%
Customer Satisfaction															
A. Participants	74%	89%	20%	74%	82%	11%	74%	72%	-3%	74%	75%	1%	74%	76%	3%
B. Employers	69%	72%	4%	69%	72%	4%	69%	72%	4%	69%	71%	3%	69%	71%	2%