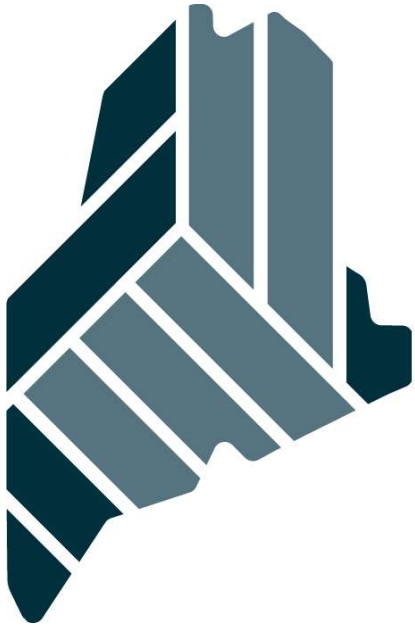




Work Source

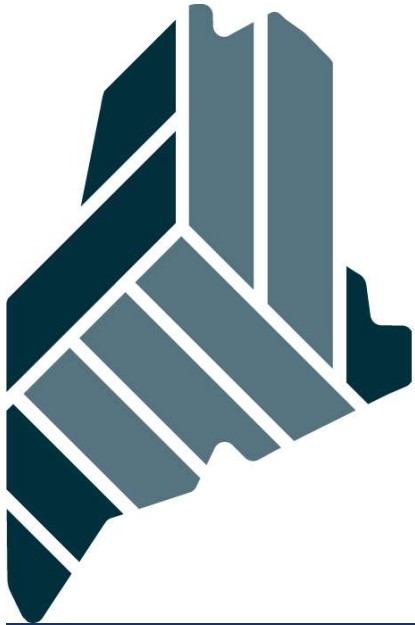
MAINE

**STATE WORKFORCE DEVELOPMENT BOARD MEETING
DECEMBER 12, 2025
CENTRAL MAINE COMMUNITY COLLEGE**



Meeting Objectives

- Ensure SWDB members are informed and prepared to promote the role and function of the SWDB
- Gather feedback and input into SWDB initiatives and projects
- Gather feedback and input into collaborative work with Maine Spark



Work Source

MAINE

DIRECTOR'S UPDATE



Director's Update

SWDB staffing

- Molly Thompson has moved on from the Industry Partnership Program Manager position.
- Isaac Gingras's old position has been posted and will be open until 12/19.



Director's Update – Workforce Pell

Workforce Pell is slated to be implemented by July 1, 2026, for the 2026-2027 academic year.

An eligible student for a Workforce Pell Grant must be enrolled in an eligible workforce program, may not have attained a postgraduate degree, and must otherwise meet the eligibility criteria to receive

An eligible program must be at least 150 clock hours of instruction (or an equivalent number of credit hours), but less than 600 clock hours of instruction, offered during a minimum of eight weeks but less than 15 weeks.

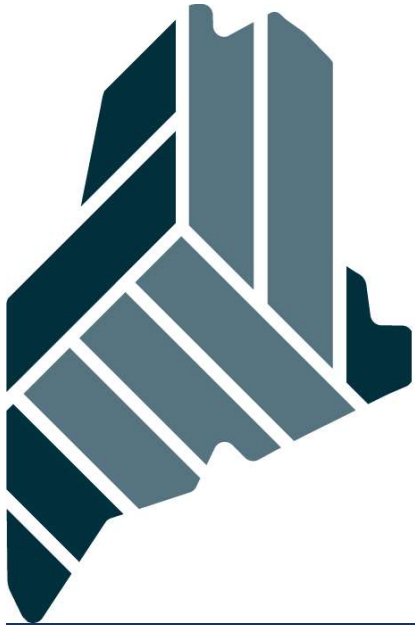


Director's Update – Workforce Pell

State Workforce Board's, authorized under the Workforce Innovation and Opportunity Act (WIOA), must first determine if a program provides education aligned with high-skill, high-wage, or in-demand industry sectors or occupations, among other industry-relevant characteristics.

- A recognized accreditor must then determine if the program leads to a recognized postsecondary credential that is stackable towards one or more certificate or degree programs, if the program is transparent about the competencies achieved to earn the credential, and if the program has been offering instruction for not less than one year before an accreditor determines eligibility.
- US Department of Education will then determine if a program meets a 70 percent completion rate, 70 percent job placement rate, and the price of the program does not exceed the value-added earnings of graduates one year after completion, and for at least two of the three most recent award years, the median earnings of Workforce Pell Grant recipients must not be less than the median earnings of a high school graduate in the state in which the program is located

Maine is participating in the NGA Workforce Pell Readiness Academy



Work Source

MAINE

MAINE LABOR MARKET UPDATE

State Workforce Development Board

December 12, 2025

Mark McInerney

Director, Center for Workforce Research and Information

Center for Workforce Research and Information (CWRI)



CWRI works in collaboration with the U.S. Department of Labor to produce Maine Labor Market Information (LMI): data on jobs and wages by industry and occupation, unemployment and labor force, job outlook, demographics, and more.

We strive to facilitate data-driven decision-making. Data published by our office informs a variety of constituents: employers, job seekers, students, policymakers, and industry leaders among others.

Data programs and resources include:

Monthly [Payroll Jobs](#) and [Labor Force](#) estimates

[Occupational data](#): jobs and wages estimates for nearly 700 different occupations

[Industry data](#): jobs and wages for detailed industries and areas including cities/towns.

[MaineEARNs](#): combines employment and earnings data with other sources of higher education, training and workforce development information.

Resources for [Career Exploration](#), [10-year job outlook](#), [High-wage, In Demand Jobs](#)

How does CWRI support the mission of the SWB?



Supporting all workforce stakeholders make data driven decisions: producing data to inform career and educational planning, recruiting and investment strategies, and public policy.



Assessing the effectiveness of workforce development programs and investments by documenting labor market outcomes for job seekers, employers, industries ect.



Integrating workforce and other data systems for more complete, comprehensive information and to facilitation workforce reporting, provision of services and program integrity.

AI Implications for Maine's Workforce

Motivation: (1) Synthesize emerging research on the subject of AI impact on workforce and economy. (2) Identify where the scholarship can be replicated and overlaid with local workforce data to inform AI Task Force members and other stakeholders.

Eloundou et al. (2024) study most closely met these criteria. The study uses the [O*Net database](#) of occupational task composition, measuring whether AI can facilitate task completion for Detailed Worker Activity and the relative importance of tasks to each occupation [[link to full paper](#) and [GitHub](#)]

Two primary channels of AI impact: (1) **Productivity enhancement** – AI used by workers or teams to increase output automating/assisting with lower value tasks and enabling workers to spend more time on higher value tasks. (2) **Task displacement** – AI used to automate tasks that previously had been labor intensive, therefore reducing demand for workers in specific occupations.

Compared to past waves of automation that: (1) Largely affected manual production tasks, (2) Displaced middle-income jobs (typically not requiring college education) (3) Were concentrated in specific industries and geographic areas (plant/mill closure). AI's impact could be much more diffuse across industries, areas and jobs of varying skill and educational requirements.

Highest exposure: administrative, customer support, computer & mathematical, business & financial. (Skills: Computer/IT, Analysis/Critical Thinking, Problem Solving/Decision Making, Writing/Reading)

Lowest exposure: construction, maintenance, production, food service, healthcare support and personal care (Skills: Physical, Mechanical, Fine Motor)

The most job impact is expected in administrative support jobs

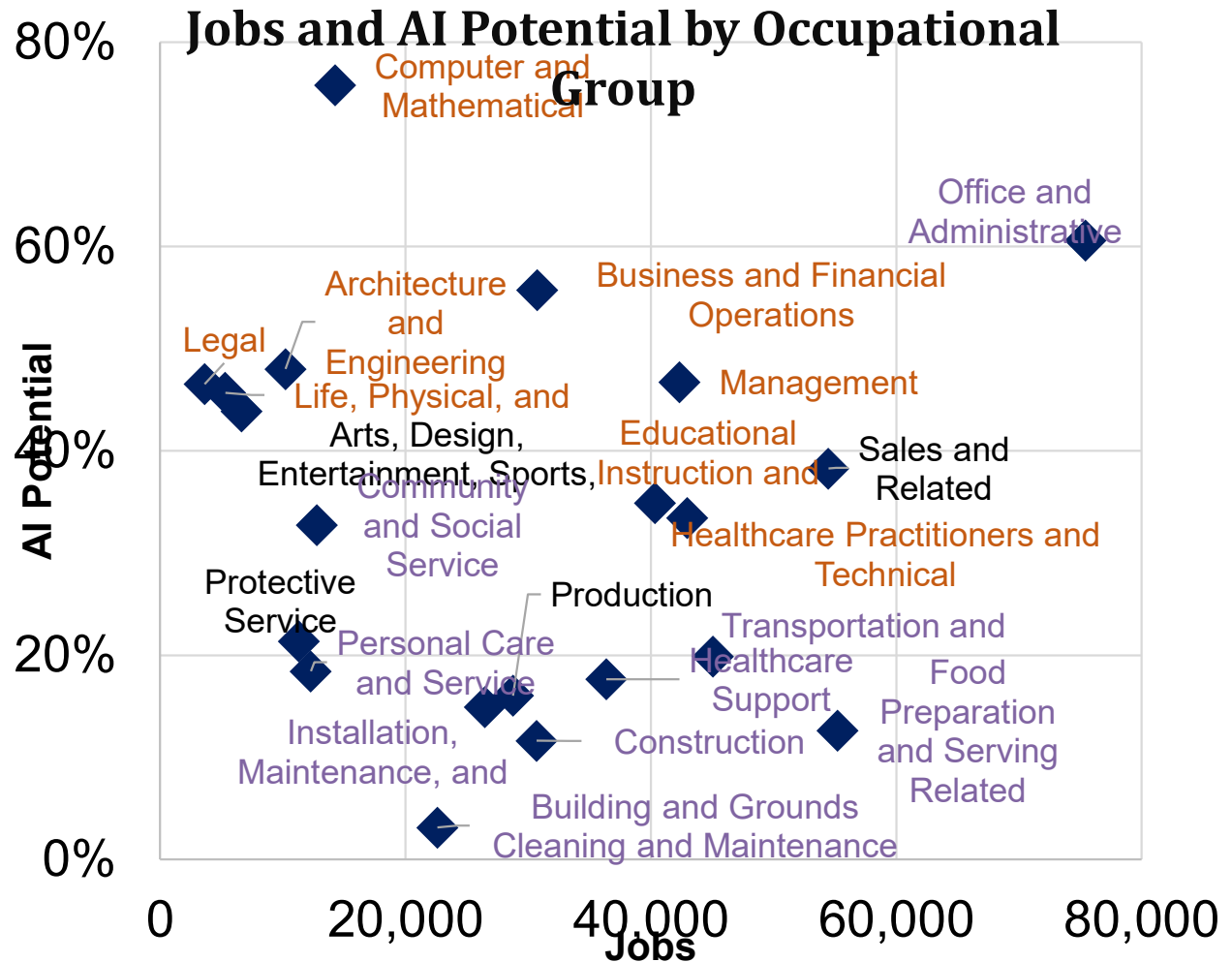
Jobs with the highest share of AI impacted tasks generally are professional, administrative & customer support-related. Computer & mathematical jobs have highest share of tasks; the highest number of jobs are in administrative support occupations.

Jobs in manual labor-related occupations – production, construction, maintenance, and food preparation – have the lowest share of AI impacted tasks.

Most jobs in these occupations require post-secondary education

Most jobs in these occupations do not require post-secondary education

Educational requirements in these occupations vary



Generally, jobs with the higher potential AI impact are higher wage jobs

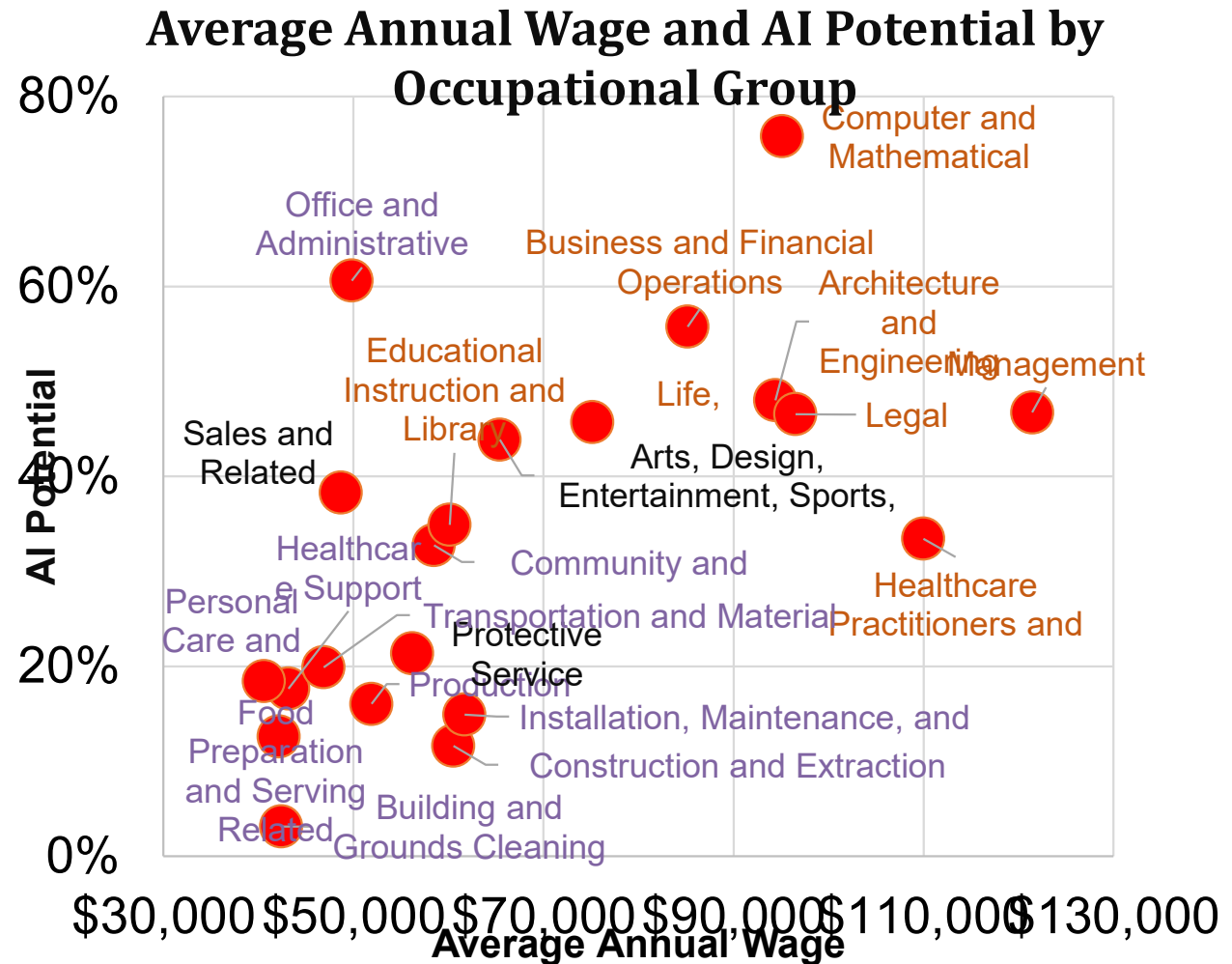
Average annual wages in occupational groups with the lowest AI impact range from \$40,000-\$60,000.

Middle and high impacted groups are a mix of low, middle and high wage occupations. This is highlighted by the two most impacted groups: office and administrative support (\$50,000 annually) and computer and mathematical (\$95,000 annually).

Most jobs in these occupations require post-secondary education

Most jobs in these occupations do not require post-secondary education

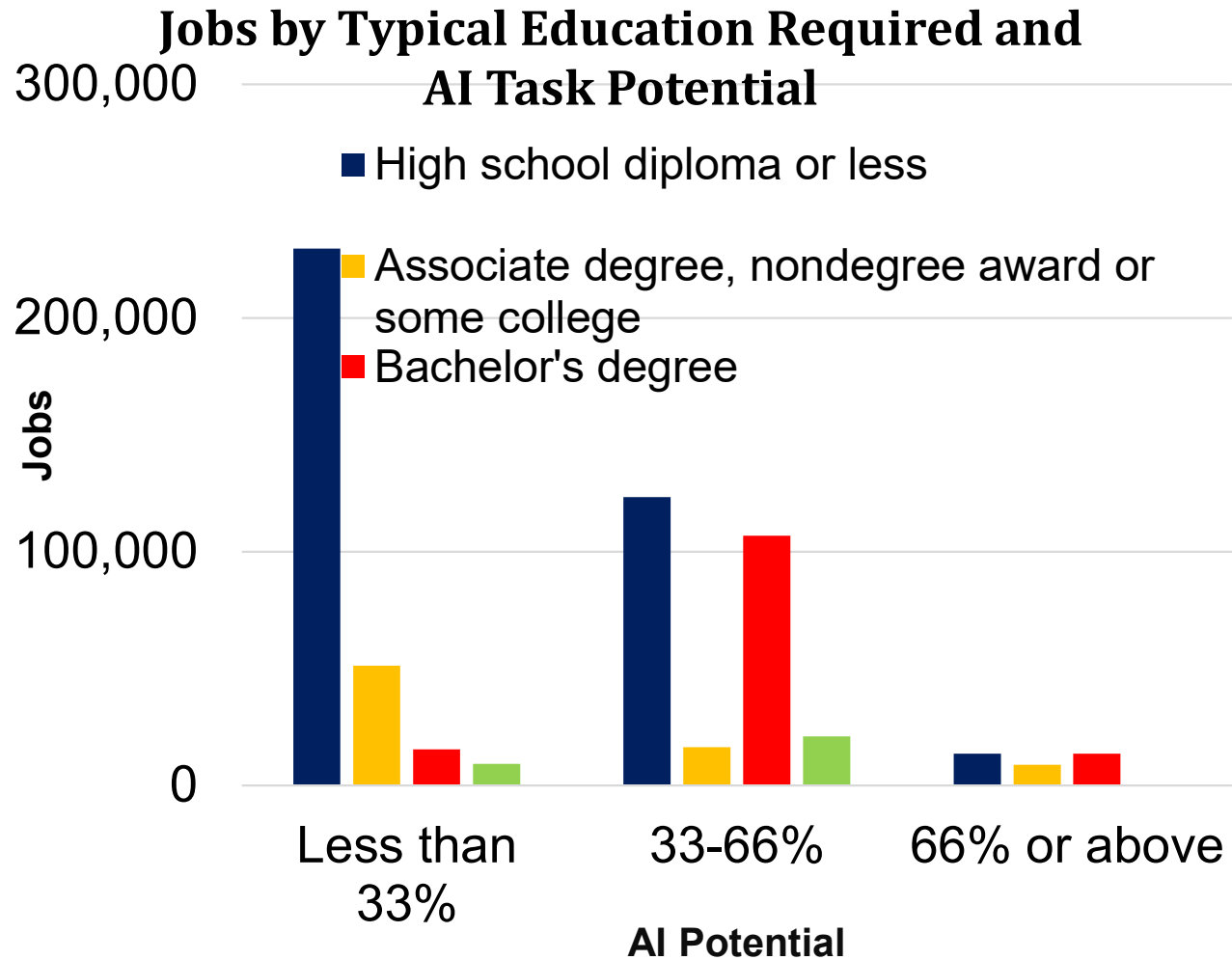
Educational requirements in these occupations vary



Jobs with low AI potential mostly do not require post-secondary education

36,000 jobs (6 percent of total employment) have AI potential impact affecting more than two thirds of typical job tasks. There is a split in terms of typical educational requirements (low, middle and high).

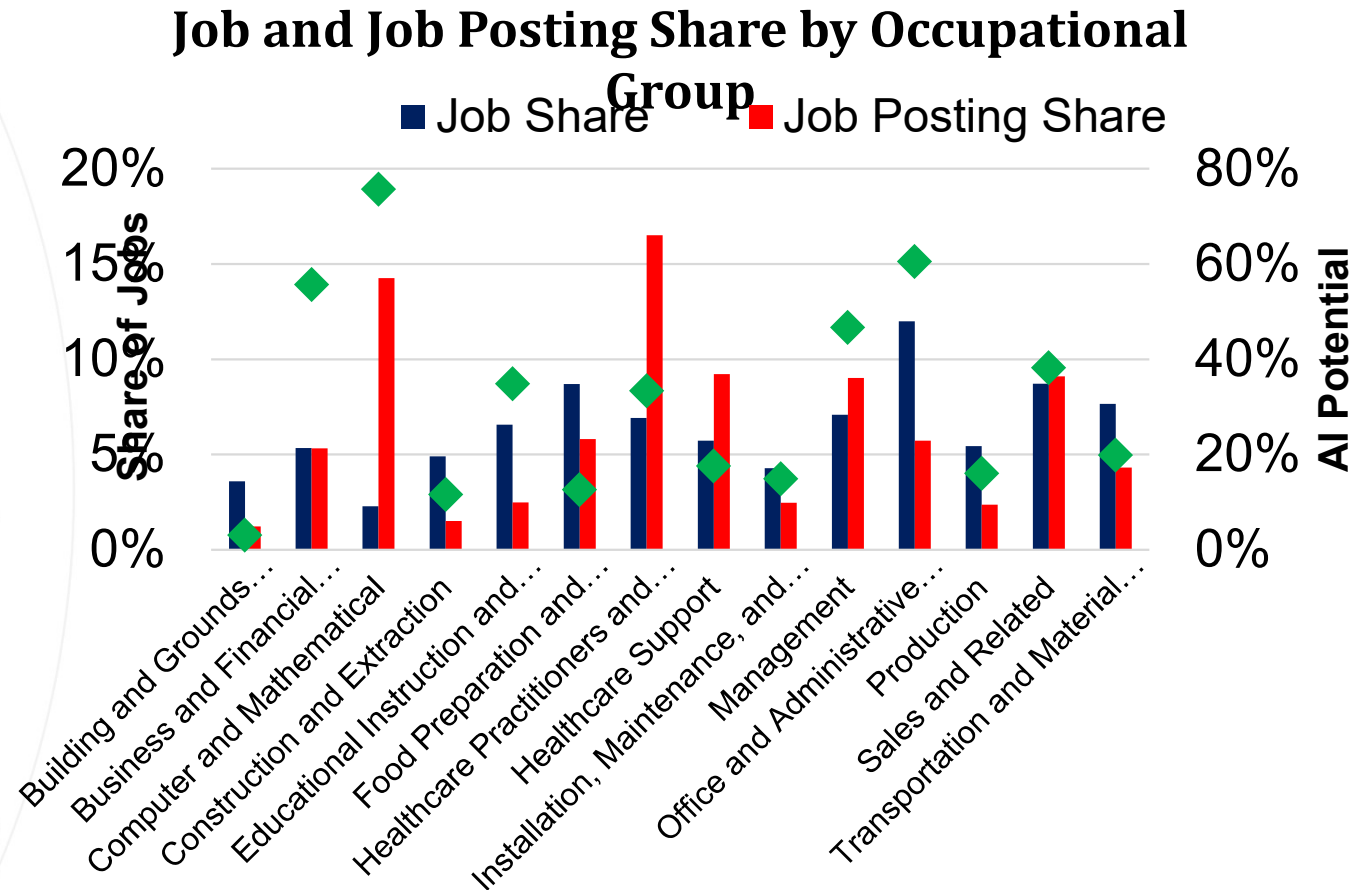
The middle-impacted group is split mostly between jobs requiring a bachelor's degree and those not requiring post-secondary education for entry.



Health care and clerical occupational groups stand out when comparing jobs to job postings

A higher share of job postings is for health care related occupations (registered nurses, home health and personal care aides and certified nursing assistants in particular) and a much lower share of job postings are for office & administrative support workers compared to occupational employment.

The larger share of postings in the computer & mathematical group is attributable partially to remote jobs posted on job boards in Maine that do not have an employment location specified.



15 occupations among highest AI potential and 500+ jobs

The top 15 occupations with high AI potential illustrates the difference in compensation and typical educational requirements.

Many occupations with high task potential are administrative support jobs. AI can automate many typical tasks such as organization, processing, entering or recording information. Others are higher paying, specialized computer and mathematical jobs in which AI can facilitate code generation and troubleshooting.

Occupation Title	AI Task Potential	Jobs	Average Hourly Wage
Software Developers	86.8%	2,740	\$57
Payroll and Timekeeping Clerks	83.8%	510	\$27
Insurance Claims and Policy Processing Clerks	83.3%	1,520	\$28
Bookkeeping, Accounting, and Auditing Clerks	80.2%	8,310	\$25
Billing and Posting Clerks	77.4%	1,620	\$23
Computer Systems Analysts	75.0%	2,600	\$50
Data Scientists	75.0%	1,040	\$49
Network and Computer Systems Administrators	73.0%	1,270	\$39
Court, Municipal, and License Clerks	70.0%	1,190	\$24
Legal Secretaries and Administrative Assistants	69.6%	610	\$25
Compliance Officers	68.2%	1,890	\$42
Eligibility Interviewers, Government Programs	68.0%	590	\$22
Dispatchers	67.4%	720	\$27
Interviewers	67.2%	1,050	\$20
Medical Secretaries and Administrative Assistants	66.7%	4,550	\$22

15 occupations among lowest AI potential and 1,000+ jobs

Occupations with the lowest AI potential and significant employment involve physical work activities, such as food preparation, cleaning, maintenance, construction, production, and transportation.

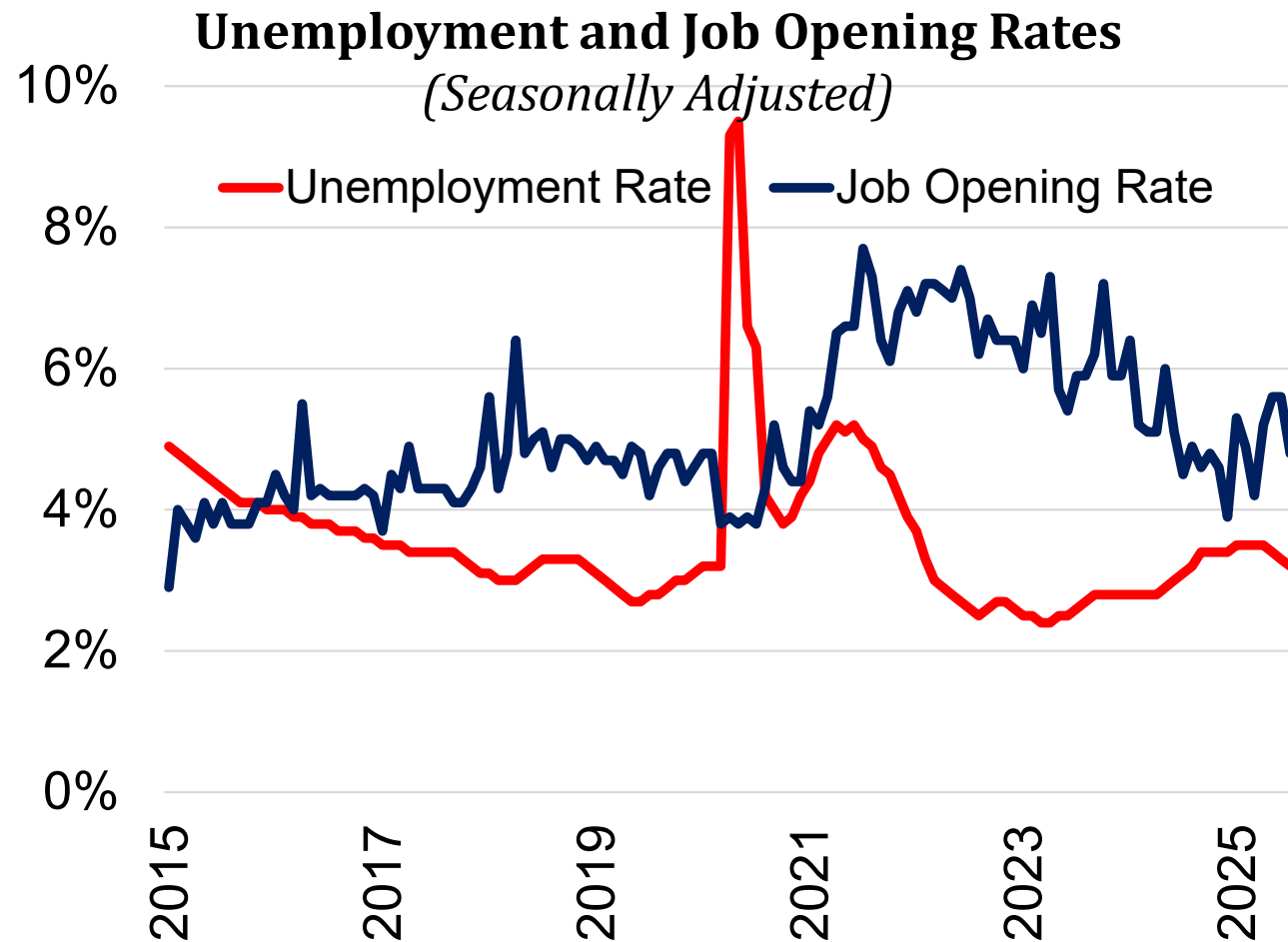
Occupation Title	AI Task Potential	Jobs	Average Hourly Wage
Cooks	0%	3,020	\$17
Dining Attendants and Bartender Helpers	0%	1,770	\$20
Dishwashers	0%	2,230	\$17
Janitors and Cleaners	0%	9,800	\$20
Maids and Housekeeping Cleaners	0%	4,860	\$18
Bus and Truck Mechanics and Diesel Engine Specialists	0%	1,590	\$29
Packaging and Filling Machine Operators	0%	1,480	\$23
Highway Maintenance Workers	1.6%	1,450	\$23
Landscaping and Groundskeeping Workers	2.4%	6,020	\$21
Helpers--Electricians	2.4%	1,100	\$24
Industrial Truck and Tractor Operators	3.1%	2,950	\$24
Food Preparation Workers	3.7%	5,540	\$17
Laborers and Freight, Stock, and Material Movers	4.0%	5,940	\$20
Construction Laborers	5.0%	3,180	\$23
Operating Engineers and Construction Equipment Operators	5.4%	1,980	\$28

Labor demand and labor supply are becoming more balanced

Job openings remained elevated, but the gap with unemployment continued to move closer to what prevailed prior to the pandemic.

Job openings rates have fallen to just under 5 percent.

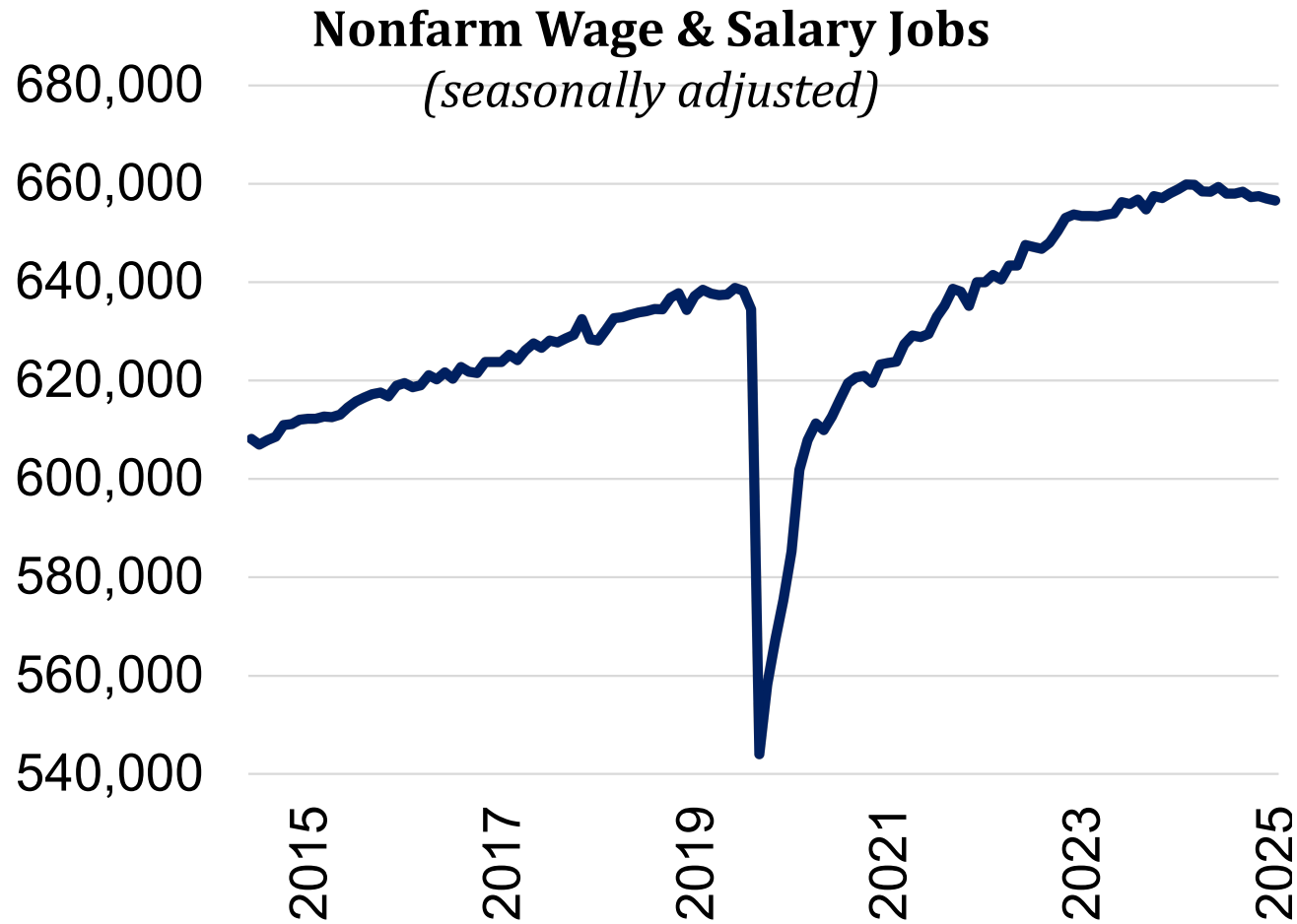
There are an average of 1.5 job openings for each 1 unemployed job seeker in the state.



Job change has moderated

Following recovery from the 2020 pandemic, job growth has gradually slowed.

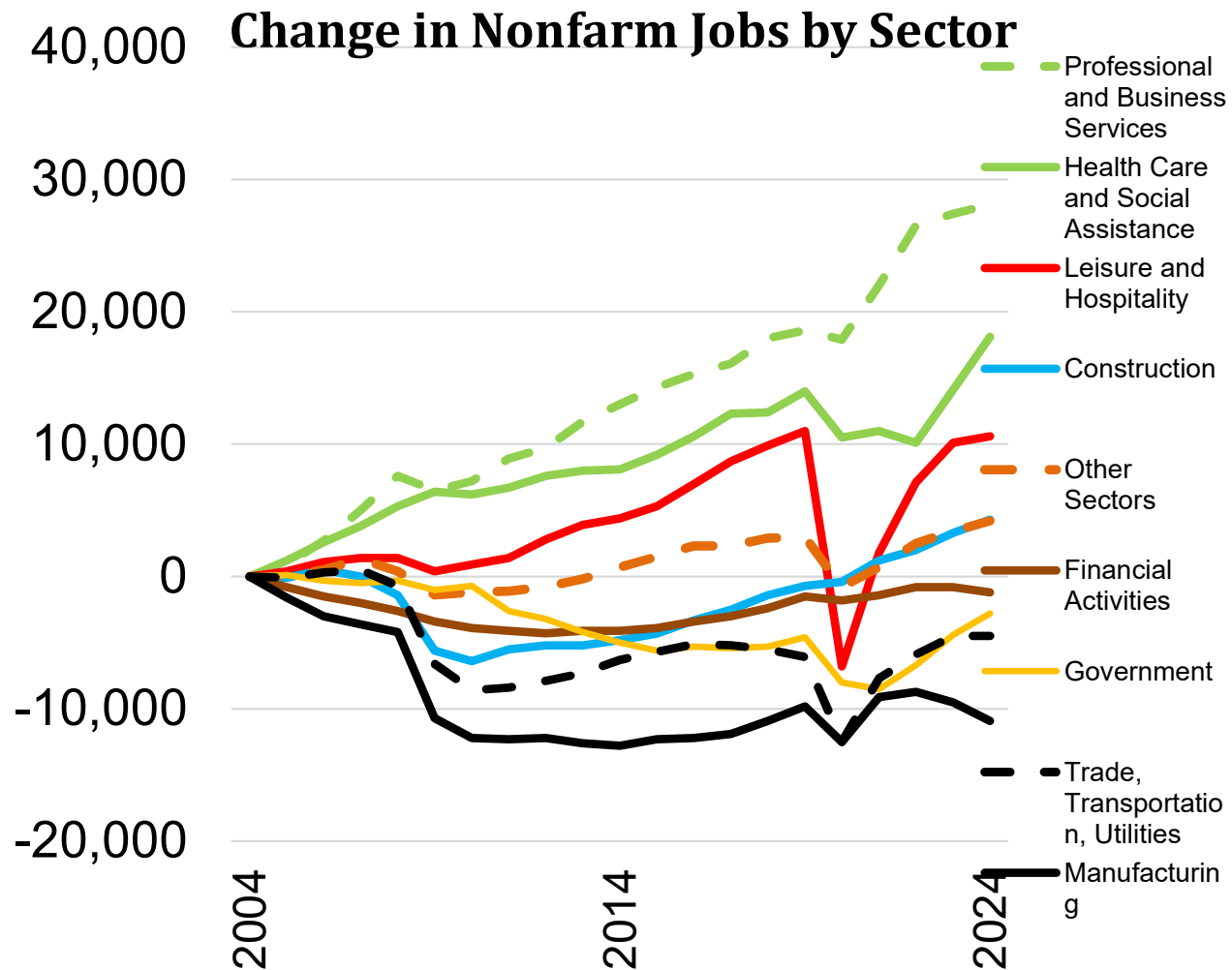
Jobs are little changed in the last year having reached new highs in the fall of 2024.



Statewide job change in the 2000s is concentrated in three sectors

In the last 20 years, the most significant job increases are in the health care and social assistance (+18,000 jobs) and the professional and business services (+28,000 jobs) sectors. Changes to the job structure occurred slowly in the more recent years.

Manufacturing jobs decreased significantly in the first decade of the 2000s but have since stabilized.

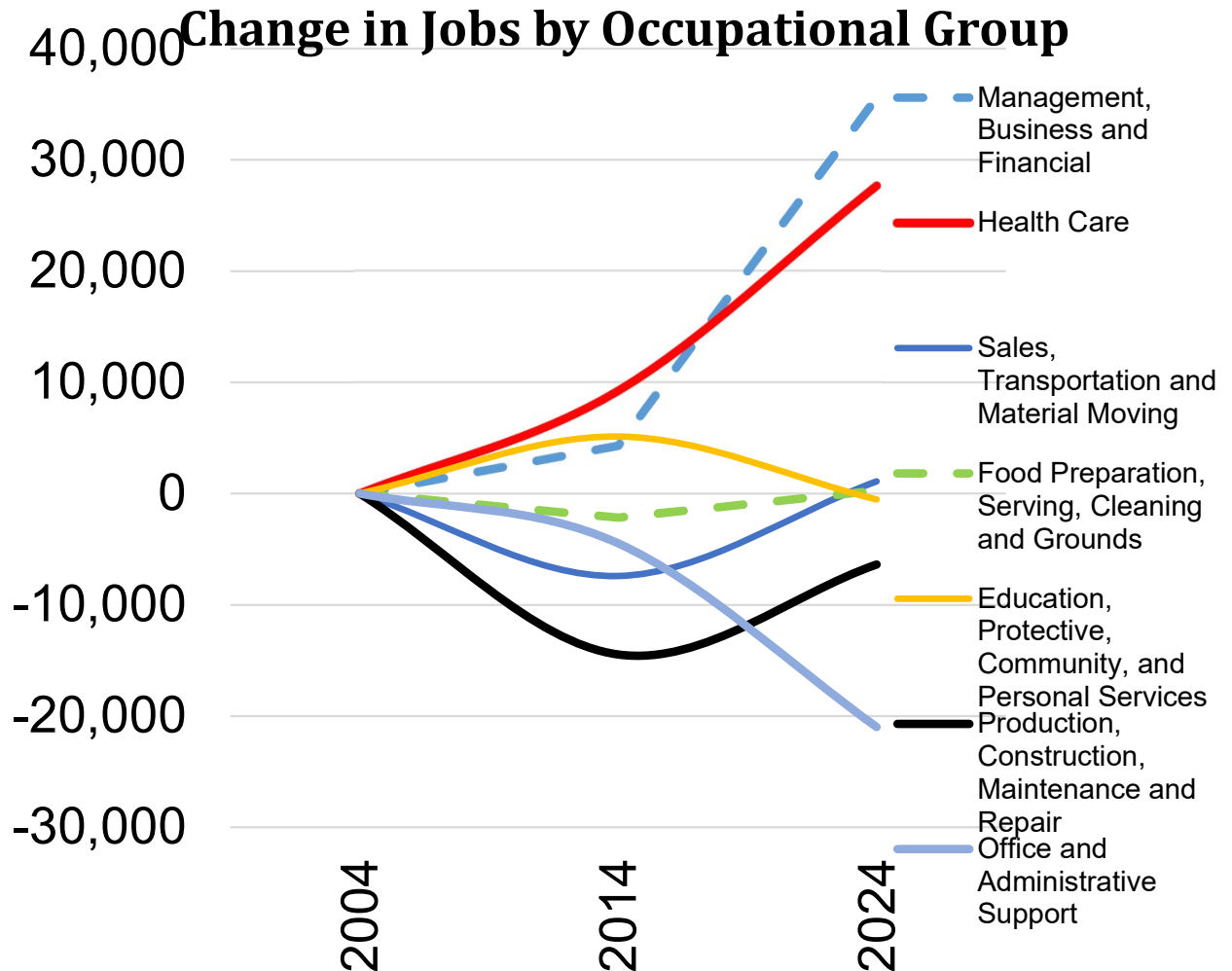


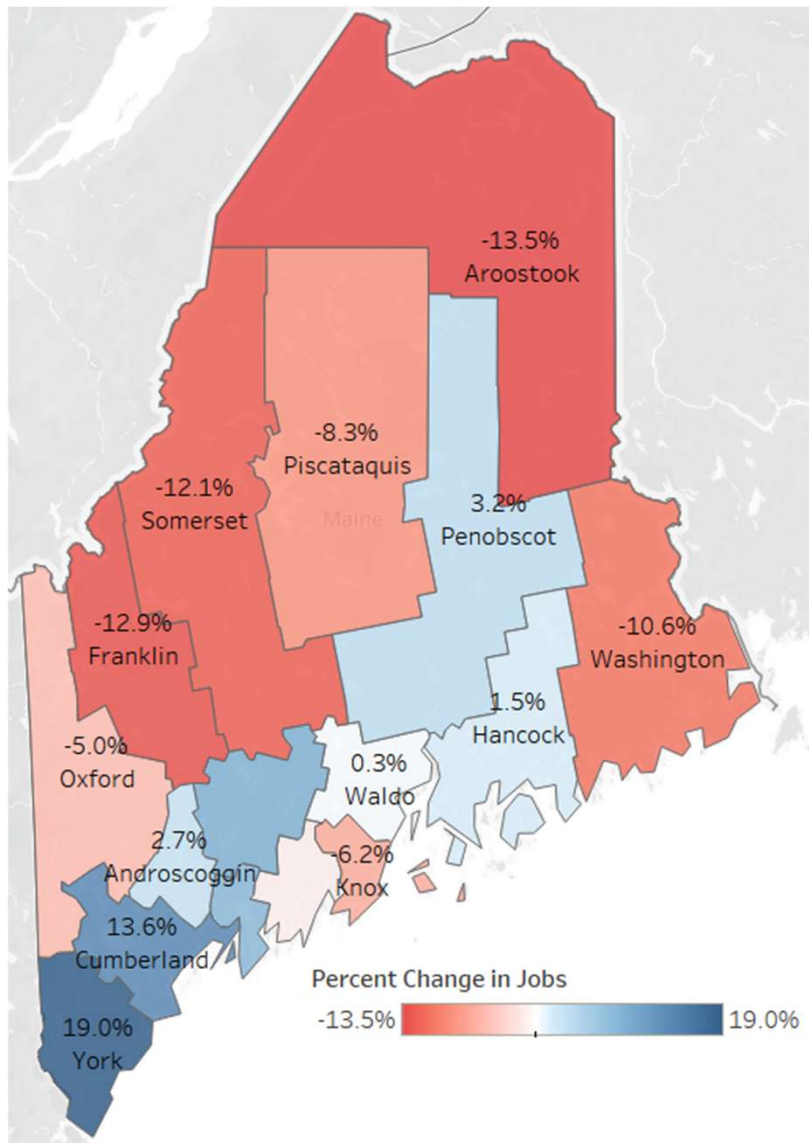
Changes in occupational employment largely follow industry trends

Areas of industry growth led to job increases in management, business and finance and health care occupational groups. The decline in manufacturing is reflected in fewer jobs in production, construction, maintenance, and repair occupations, though employment in this group has stabilized.

New technologies changing the work environment of many industries have resulted in 21,000 fewer jobs among office and administrative support workers.

(Jobs in Legal, Life, Physical, and Social Science and Arts, Design, Entertainment, and Media occupational groups increased by 1,700 each on average in the two decades. Combined these groups represent less than 3 percent of total jobs and are not included in this chart.)





Map: Percent Change in Jobs

(from 2004 to 2024)

Table: Share of Jobs in 2024

County	Share of Jobs in 2024
Androscoggin	7.8%
Aroostook	4.2%
Cumberland	31.0%
Franklin	1.7%
Hancock	3.8%
Kennebec	10.1%
Knox	2.7%
Lincoln	1.8%
Oxford	2.7%
Penobscot	11.6%
Piscataquis	0.8%
Sagadahoc	2.8%
Somerset	2.6%
Waldo	1.8%
Washington	1.6%
York	12.8%

Takeaways

Job openings remain elevated but moving closer to pre-pandemic levels. Unemployment rates in Maine remain well below U.S. averages and historical averages for the state.

Following a sustain job recovery through the end of 2024, jobs are little changed in the last year.

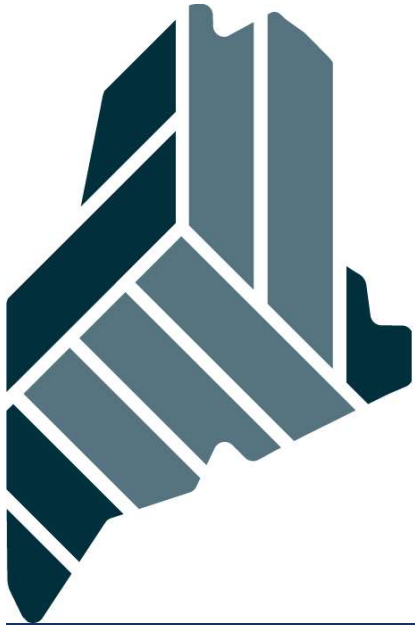
Compared to past waves of automation in which impacts were concentrated in specific industries and geographic areas, impacted workers in specific education and demographic groups, the impact of AI could be much more diffuse.

Predictions about the impact of AI vary widely in terms of: the magnitude of AI's economic impact (from marginal to a doubling of GDP growth rates), the pace of change (whether AI technology is adopted over many years or over night), whether AI will widen or reduce economic inequality

A lesson from past waves of automation that is likely to apply in the years ahead:

- Workers whose skills are complementary to emerging technology and that can deploy those skills to get the most out of that technology are likely to be in high demand and will experience rising compensation.
- Workers whose skill can be substituted by emerging technology and are likely to experience decreasing demand, are more likely to experience job displacement and wage stagnation.

Underneath the headlines: much of the labor market impact of AI will not involve layoffs/job displacement. Individual job responsibilities will evolve, employer recruiting strategies will change, new career tracks will emerge.



Work Source

MAINE

WORK SOURCE MAINE DEMONSTRATION



Discover Work Source Maine – Your Gateway to Career Success in Maine

Work Source Maine is Maine's one-stop online destination for job seekers, employers, students, parents, educators, and career counselors looking to explore, plan, and achieve their career goals.

Designed to be interactive, engaging, and easy to navigate, Work Source Maine helps you:

- **Explore career options** that match your skills, interests, and ambitions;
- **Find education and training programs** that open doors to your next opportunity;
- **Plan your future** with personalized tools for career exploration, job planning, and academic pathways;
- **Connect with Maine employers** and discover current job openings and work-based learning opportunities; and
- **Access workforce resources** from multiple agencies — all in one convenient place.

With Work Source Maine, there's truly **no wrong door** — just clear pathways to education, employment, and success in Maine's workforce.



Work Source Maine

Two Tools – One Virtual Workforce Hub

MyWorkSourceMaine.gov

- MyWorkSourceMaine.gov serves as the single point of entry to our regional AJC activities and partner programs, and interfaces with Maine's existing Maine JobLink (MJL).
- MyWorkSourceMaine.gov provides users with customized one-on-one services and access to Maine CareerCenter consultants

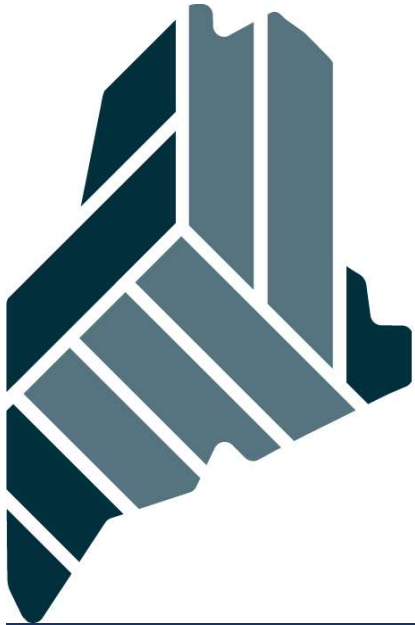
WorkSourceMaine.com

- WorkSourceMaine.com guides users in career exploration, job planning, work-based learning opportunities, postsecondary pathway selection, and academic planning based on user characteristics, needs, and profile. Users identify their skills/interests, which informs and maps each career pathway selected for the user.
- The WorkSourceMaine.com statewide training aggregator tool provides users with a consolidated statewide training calendar that is accessible by zip-code, and which pulls available course offerings from the Maine Community College System, the University of Maine System, Adult Education, and other public training providers into one easy-to-navigate training hub for users to access.



Demonstration of WorkSourceMaine.com

WorkSourceMaine.com



Work Source

MAINE

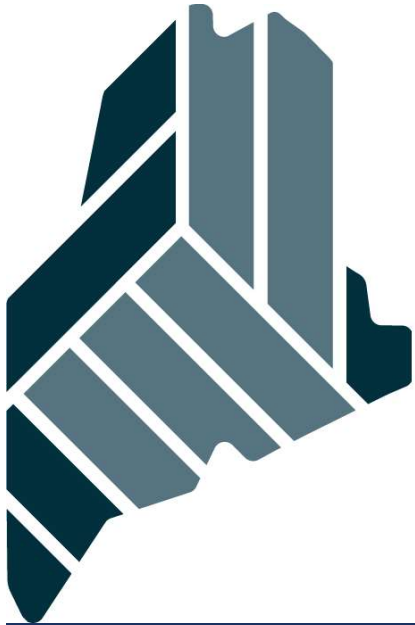
INDUSTRY-DRIVEN SKILLS TRAINING GRANT



Rethinking Role & Governance of SWDB

The State Workforce Development Board (SWDB) is uniquely positioned to lead Maine's efforts to modernize and integrate workforce development strategies across Maine. To achieve this, the SWDB will spend the next 16 months:

- Discussing the governance role of the SWDB in Maine's workforce system, and if necessary, identify additional/alternative governance structure(s)
- Discussing how the structure of the SWDB can adapt to navigate changes in the labor market and the federal/state landscape
- Exploring opportunities for further strategic alignment of workforce development initiatives/programs between state agencies



Work Source

MAINE

MaineSpark/SWDB COLLABORATION PLANNING



Planning for the Future

Colleen J. Quint, President & CEO, Alfond Scholarship Foundation

Erica Watson, Senior Program Director, Maine Development Foundation

Agenda:

- ~Welcome & Introductions
- ~MaineSpark: Vision, Goals, and Successes
- ~Nellie Mae Education Foundation Planning Grant
- ~Lumina Foundation Updated Attainment Goals
- ~Stakeholder Feedback & Discussion
- ~Comments & Questions

WHAT IS AND HOW IS IT TACKLING THE NEED FOR A MORE HIGHLY CREDENTIALLED WORKFORCE?

- MaineSpark is a 10-year commitment from Maine's most influential education and business leaders to work together to ensure that Maine's workforce is productive and competitive.
- Organizations in the MaineSpark coalition connect people with the education, training, jobs, programs and resources needed to thrive in Maine's robust and changing economy.
- MaineSpark's member organizations share a common goal:
by 2025, 60% of Mainers will hold education and workforce credentials that position Maine and its families for success.

60%
by 2025

MAINESPARK'S TRACKS



Strong Foundations

For children from birth through Sixth Grade



Future Success

For students from Sixth Grade through post-secondary education



Adult Promise

For adult learners looking to earn credentials or change careers



New Opportunities

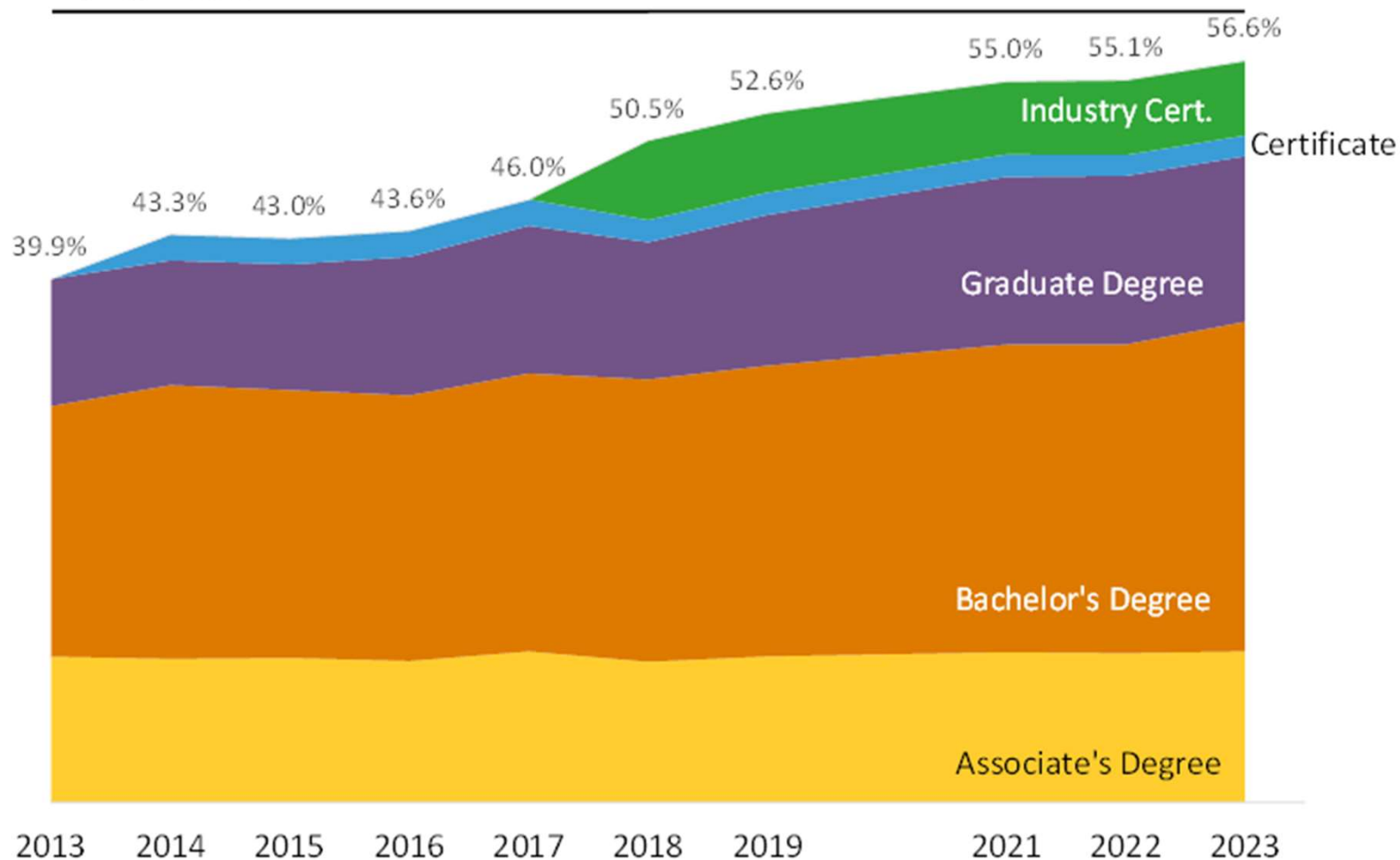
For professionals looking to move or begin new careers in Maine

State Workforce Development Board Alignment

Supporting and tracking progress toward an attainment goal of increasing the percent of working-age adults holding a high-value certificate, college degree, vocational education or other industry-recognized credential to 60% by 2025 with a focus on meeting future workforce needs and reporting annually on progress to the joint standing committee of the Legislature having jurisdiction over education and cultural affairs and the joint standing committee of the Legislature having jurisdiction over labor matters. [PL 2025, c. 154, §5 (AMD).]

Postsecondary Attainment of Maine Adults

Goal = 60%



Next Steps for MaineSpark



This grant will:

- *Strengthen the statewide MaineSpark coalition*
- *Define core strategies for the next decade to close Maine's educational achievement and attainment gaps in order to meet evolving workforce needs*
- *Build public and political support for long-term implementation and impact*





Stakeholder Engagement



Lumina[™]
FOUNDATION

Note: The next seven slides are adapted from the Lumina Foundation.



By 2040, 75 percent of adults in
the U.S. labor force will have
college degrees or other
credentials of value leading
to economic prosperity

Lumina Foundation: Updated Direction

How does the 2040 Goal differ from the 2025 Goal?

	2025 Goal	2040 Goal
<i>Our Focus</i>	Increasing education attainment beyond high school.	Increasing economic prosperity through higher attainment + higher earnings.
<i>What Counts</i>	Number of people with college degrees or other credentials beyond a high school diploma.	Number of people earning at least 15% more than the average high school graduate.
<i>Population</i>	U.S. adults ages 25 to 64.	U.S. adults 25 to 64 in the labor force (working, seeking work, or in the armed forces).
<i>Data Source</i>	American Community Survey	American Community Survey

Credentials of Value

Credentials of Value Share in the United States

Among 139.0m people ages 25-64 in the labor force

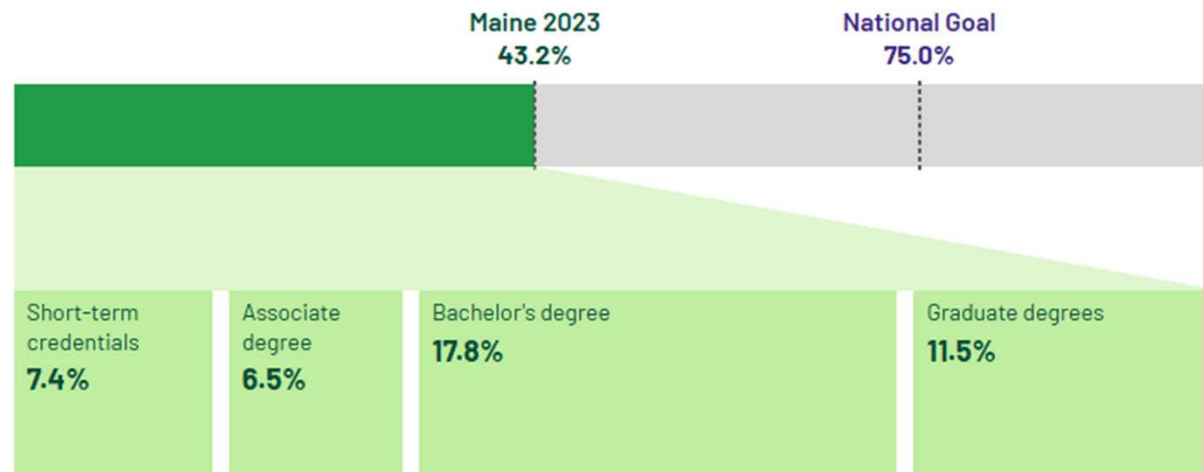


Measured as the share of the labor force with a post-high school degree, certification, or certificate and are making at least 15% more than the national median annual salary of a high school graduate

Credentials of Value

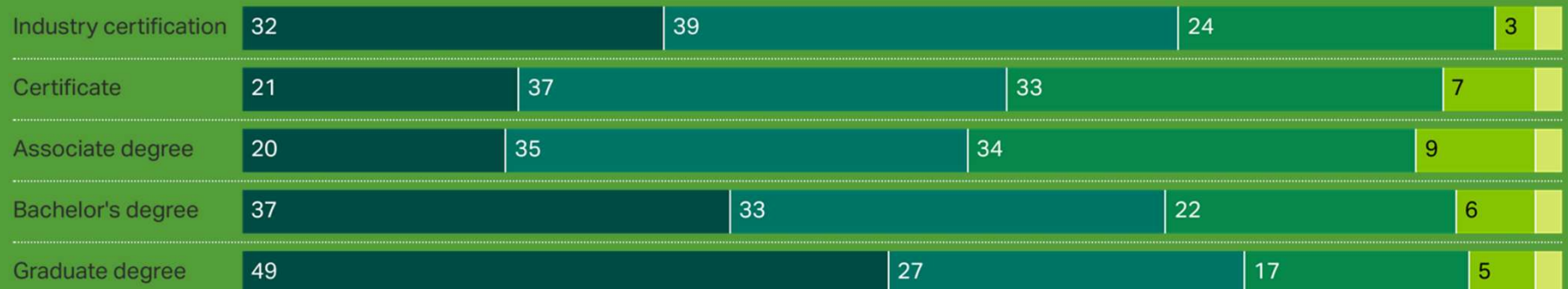
Credentials of Value Share in Maine

Among 575.8k people ages 25-64 in the labor force



In general, how valuable are each of the following types of degrees and credentials?

■ % Extremely valuable ■ % Very valuable ■ % Somewhat valuable ■ % Not too valuable ■ % Not valuable at all



Americans without a degree say it is valuable

State of Higher Education Study, 2025
by Lumina/Gallop Poll

Concerns with Current System

Not aligned with labor market

A light green downward-pointing arrow indicating a flow from the first concern to the second.

Too expensive

A light green downward-pointing arrow indicating a flow from the second concern to the third.

Questions about the ROI

What do Americans Want from Postsecondary Education?



67% Greater Employment
Opportunities



64% Salary Potential



62% Potential for Career
Advancement

Now Let's Look Ahead to the Next Decade in Maine

**How Should Maine Define a Credential of Value
and Set Goals and Strategies?**



Stakeholder Feedback

- **Integration of Education Systems and Labor Market Needs**

Stakeholder feedback underscored the need for coordinated partnerships to ensure pathways reflect labor-market demand, while cautioning against narrowing curricula to short-term skill needs at the expense of broader competencies.

- **Ambition is Valued, but Feasibility Must Be Ensured**

Stakeholders broadly supported the aspirational target of reaching 70% credential attainment; however, many emphasized goals must be anchored in realistic timelines, data, and resources.

- **Emphasis on Implementation Capacity, Support Systems, and Long-Term Sustainability**

Greater clarity regarding the implementation infrastructure required for success including

- **Equity and Access as Core Principles**

Stakeholders affirmed that equity must serve as the foundational principle with attention to closing disparities across geography, race, and income.

- **Balancing Regional Autonomy with Statewide Coherence**

While endorsing regionally responsive, place-based strategies, stakeholders emphasized the importance of ensuring that local initiatives remain aligned within a unified statewide framework.

Stakeholder Policy & Support Solutions

- **Financial Supports and Affordability**
Reducing cost barriers through free/subsidized programs, grants and scholarships, targeted tax credits, apprenticeships, and reimbursement.
- **Childcare, Eldercare, and Basic Needs Supports**
Addressing life-logistics barriers by ensuring access to affordable childcare, eldercare, transportation, healthcare services, and by securing livable wages for the care workforce.
- **Flexible and Accessible Learning Pathways**
Expanding flexible scheduling, earn-and-learn models, recognition of prior learning, universal broadband access, and culturally responsive instructional materials.
- **Navigation, Mentorship, and Clear Communication**
Building statewide career navigation systems, strengthening mentorship structures, and delivering clear, multilingual communication.
- **Employer Engagement & Incentives:**
Offering tax incentives, promoting salary transparency, supporting flexible work schedules, and strengthening employer-education partnerships.
- **Integrated Wraparound Systems:**
Coordinating services across agencies to provide seamless support including childcare, transportation, tuition, advising, and establishing one-stop hubs.
- **Policy & Funding Reform:**
Increasing investment, expanding funding mechanisms like 529 accounts, supporting front-end financing, and enhancing teacher/trainer preparation.
- **Foundational & Transferable Skills Development:**
Embedding soft skills, digital literacy, and core competencies into all programs, with emphasis

Your Thoughts?

- Let's pressure-test the idea of a "70% by 2040" goal - does that seem too ambitious, not ambitious enough...or not the right framing for the challenges and opportunities at hand?
- Which policy strategies offer the greatest potential to improve equitable access, strengthen workforce readiness, and align education, employers and support systems?
 - What will it take to implement them?
- How should we think about the principal driver in this effort?
 - Should it be student/worker-centric, centered on the need of employers. Or driven by education systems?
 - How does the answer to this question impact the strategies we should pursue?

Join Us Across Maine This Fall

October 3	MDF Annual Meeting/Summit	Freeport
October 10	Maine CTE Conference	Lewiston
October 28	MCCS Leadership Team	Virtual
November 3	FAME Showcase	Portland
November 14	SCEC Summit	Washington County
November 14	Adult Edu Directors Meeting	Augusta
November 19	UMPI	Presque Isle
December 12	Educate Maine Symposium	Bangor
December 12	State Workforce Board Meeting	CMCC



Survey Link

Coming Soon! Livermore Falls/Jay Area

MaineSpark Next Steps

~Fall 2025: Continued Stakeholder Engagement

~Compile Feedback & Identification of Themes

~Collect & Analyze Data

~Develop & Ground Truth New MS Goals, Strategies & Priorities

~Celebrate Our Success & Launch New Five & Ten Year Goals





Planning for the Future

Colleen J. Quint

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Erica Watson

ewatson@mdf.org